

SANTA BARBARA COUNTY



# Fun in the Sun 2017

**End of Summer-Project Manager Report**

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## About FITS 2017

288 participants and their families received a quality Fun in the Sun summer program that directly addressed summer learning loss, while providing an enriching and supportive environment. As the lead agency for all sites, United Way of Santa Barbara County managed five sites, executing all steps including recruiting, hiring, and training staff; planning and implementing curriculum; and managing daily site administration. United Way and FITS staff delivered a high quality summer program, evidenced by the academic achievements of the scholars and the variety of enrichment opportunities provided to all participants.

Fun in the Sun was held at the following sites this year:

1	Carpinteria	Aliso Elementary	4545 Carpinteria Ave., Carpinteria, CA 93013
2	West Santa Barbara	Harding Elementary	1625 Robbins St., Santa Barbara, CA 93101
3	East Santa Barbara	Franklin Elementary	1111 E. Mason St., Santa Barbara, CA 93103
4	Goleta	El Camino Elementary	5020 San Simeon Dr., Santa Barbara, CA 93111
5	Santa Ynez Valley	Santa Ynez Elementary	3325 Pine St., Santa Ynez, CA 93460

## Application Process

### Applications

Applications were made available in early February this year. During the initial meeting with principals, a representative from each school was selected for the distribution and collection of paper applications. Serving as the point of contact, these “application champions” eased the process. They were also asked to encourage parents to submit their application electronically, if at all possible.

School/Agency	Representative	School/Agency	Representative
Family Services Agency	Eduardo Cortez-all sites	Isla Vista Elementary	Laura Casanueva
Aliso Elementary	Cindy Husted	Solvang Elementary	Claudia Guillen
Franklin Elementary	Alejandra Gutierrez	Oak Valley Elementary	Wendy Solis
Adams Elementary	Ernestina Angel	Santa Ynez Elementary	Mariana Diaz
Cleveland Elementary	Yolanda Navarro	Los Olivos Elementary	Alexandra Cazares
El Camino Elementary	Rosalinda Greening		
Goleta Unified Schools	Rosita Gonzalez		

The team decided to use EZ-CARE 2 again this year as the software system for the application process. The original decision was based on the fact that the program was moving to a cloud-based platform and promised a more user-friendly experience. However, the new version of EZ-CARE was not available/compatible with FITS needs by the time we made applications available. The system had the same limitations as last year, but it did allow us to continue using One-Call, a voice, text, and email system that was very helpful this summer. Even though there was a big push once again for the electronic application, most of the parents submitted a paper copy and these applications were inputted by the Fun in the Sun staff. Due to Spring break, the deadline for the scholar application was March 5, 2017 this year.

Recommendation: It might be helpful to work with the same enrollment champions for consistency and efficiency next year.

### Acceptance Notifications

A new process for acceptance notifications was implemented this year. Each applicant that had a child accepted into the program received an acceptance letter in the mail with information about the next steps and the importance of the required Patent Orientation at each site for registration. As a secondary measure, a voice message was sent to each accepted applicant informing the families that they would be receiving a letter in the mail.

It was a lot easier not having to call every family directly this year, but the process of sending letters to each family was still very time consuming. A number of families did not receive their letters in the mail for multiple reasons and re-issuing these letters was time consuming.

### Parent Orientation Night

Families accepted to FITS were required to attend a Parent Orientation Night where:

- All registration/liability forms were turned in
- They received a presentation that explained the full program, went over important information, explained opportunities for family involvement and went over expectations of/from all.
- Parents gave their donation for the summer.

All parent orientation nights were well attended this year. Parents shared that getting a reminder call (using the voice messaging system this year) was very helpful. Having most accepted students there for enrollment facilitated the process of making sure that every available spot was filled before the start of the program. At most sites, Parents seemed engaged and asked a number of questions about the program. Having Franklin Elementary's principal more involved in the enrollment process was a contributing factor. Another one was the outreach to Adelante and the efforts of the Family Resource specialist at this site. Surprisingly, we did not receive many applications from Cleveland Elementary School this summer. Cleveland Elementary transitioned to a traditional academic school year calendar this summer and we were expecting a high demand for summer programs at that site. Despite communication efforts to the school's administration, only a handful of applications came from this school.

This summer, the Parent Orientation nights started earlier and all orientations were completed by May 18<sup>th</sup>. This proved to be very helpful in allowing us to fill any missing spots a few weeks before training.



Fun in the Sun Parent Advisory Committee

## Staff

### Recruitment

The last day of school was June 9<sup>th</sup> for most public schools this year, so the training was scheduled to start on June 12<sup>th</sup>. Fun in the Sun was scheduled from June 19-July 28 this year. This timeline was selected to ensure that we finished the program before fiestas, Santa Barbara's annual celebration. Many students participate in fiesta performances and this has historically resulted in many of them dropping early from the program to prepare. Even though this was the best timeframe for the program, the dates presented the following challenges for staff recruitment:

- UCSB's final exams week interfered with training week, so United Way was not able to hire many UCSB candidates.
- Private school staff ends later than public school employees, also interfering with our training week. This limited our candidate pool.

For FITS 2017, the main sources of candidates were:

- Returning staff members. The United Way team invited the strongest candidates from the previous year to come back and 19 staff members decided to return this year.
- Word of mouth through past/returning participants.
- Indeed, EDJOIN, GauchoLink, Westmont Job Spot, and Craigslist. From this list, EDJOIN, Indeed, and Craigslist had the biggest return on investment.

- Promoting the program through presentations in schools, meeting with principals and service delivery partners.
- A-Ok staff. This year, United Way made recruitment presentations at all A-Ok sites. This was the most beneficial recruitment strategy. 9 of the candidates selected this summer were A-Ok staff members. Their experience with kids and their familiarity with our population served made for an easy transition and positive experience for all.

With 7 years of knowledge/experience with the program, the United Way team was a little more selective in the candidates interviewed and in finalizing hiring decisions, wanting the top candidates for this summer. Staff recruitment was completed with strong candidates and all positions were filled before the start of training.



### **Administrative Support**

The following staff members were hired to support the administration/implementation of the Fun in the Sun program:

- The Scheduling Coordinator and Lunch Bunch/Volunteer Coordinator position were combined this year. An internal candidate with a lot of knowledge/experience with the program took this role for FITS 2017. She was hired internally in March, initially working 10-15 hours per week to recruit volunteers and promote the Lunch Bunch program. Her experience and attention to detail was extremely valuable for the program.
- A curriculum specialist joined us to develop the curriculum for FITS 2017. She is a credentialed teacher and has been a Site Coordinator for Fun in the Sun. Last year, the curriculum specialist provided lessons for the two weeks of the program to get the staff started. This year, lessons/materials were provided for all 6 weeks. This was one of the biggest improvements to the program this year. Please see the curriculum section for more details.
- An intern was hired through the Partners in Education Internship Program, working 6-10 hours per week. This intern assisted with administrative duties, including data inputting and supply organization.
- 2 volunteers assisted with different tasks like enrollment, CIT recruitment, and organization of supplies.

## Summer FITS Staff

The United Way team started interviewing for summer positions in February. United Way recruited 41 temporary staff members for Fun in the Sun, including 5 Site Coordinators, 5 Assistant Site Coordinators, 22 Program Leaders, 5 Site Aids, and 2 Drivers. Of these 42 employees, 19 were returning staff members and 5 were former FITS participants.

The team wanted to find quality employees that felt strongly about the mission of the program. The program was fully staffed by the start of training. There were no major staff issues this summer. The only observation/recommendation for next summer is to try to ensure that all staff members have significant classroom/behavior management experience.



## FITS Kickoff Event

The United Way team decided not to have a kickoff event this year. Instead, an event at the end of the summer was planned to celebrate the accomplishments/partnerships. We received positive feedback from returning staff members about this decision and it allowed us to have more time during training week. The staff also appreciated having more time at the sites to set-up and lesson plan.

## Facilities

FITS 2017 took place again at Aliso Elementary School in Carpinteria, Franklin Elementary School in East Santa Barbara, Harding Elementary School in West Santa Barbara, El Camino Elementary School in Goleta, and Santa Ynez Elementary School in the Valley.

Some sites were provided walkie-talkies by the schools. Each site was provided a cellphone for daily communication and no issues were reported in this area.





### Harding

Harding Elementary was our site in West Santa Barbara once again this year. The administration was very supportive and the spaces provided were ideal for our program, including their science lab.

### Franklin

Last year, there were some challenges with the Franklin site due to the construction projects going on at that campus. Having more space was very beneficial to the program this year.

Fun in the Sun has been sharing this campus with other summer programs for several years. This year, the United Way team met with the leaders of Summer Fun, Parks and Recreation's summer program to plan the logistics of sharing the campus and start on the same page. In previous years, there have been issues with kids being dropped off in the wrong program and identifying participants, since both programs have similar names and marketing colors. There are talks about changing Summer Fun's name to "Summer Recreation" and the color of the kid's shirts to avoid confusions in the future. In the meantime, the planning and collaboration really helped this summer. There were no incidents reported and both programs seem to be very collaborative at Franklin.

The lack of working computers to facilitate a full rotation of students for the technology based reading and math curriculum continued to be a challenge at Franklin; however, the school provided some tablets to and United Way provided Chromebooks to have enough devices for math and reading this year.

### Aliso

FITS used the Aliso Elementary School campus in Carpinteria again this year. The Carpinteria Unified School District also had its summer program at the Aliso campus this year. The District had a meeting with all parties using the campus this summer in the fall to plan logistics. The area/rooms provided were great. Technology was also provided in the classrooms for the reading and math programs. Due to the hours of the meetings, Aliso Elementary was not able to host the Parent Workshops. However, the Carpinteria Library offered an excellent meeting room that worked really well for its purpose. United Way was able to make an arrangement with the school and pay a custodian to stay late to celebrate Family Night on campus.

Recommendation: The Carpinteria library has been an ideal place for the Parent Workshops, but only one room is available at this facility. With more monolingual Spanish AND English parents in the program, it is recommended that United Way finds a location with two rooms to have individual Spanish and English meetings, instead of bilingual meetings.

There was a change in leadership for the Caprinteria Library room that we use for Parent Workshops this summer, but Central Library honored our existing reservation and no major challenges were reported.

### El Camino

El Camino was a great location for FITS this summer. The computer lab was not available in the afternoons, but this did not present a major problem to the site. Making copies at this site can be a challenge due to the distance to/from United Way. The campus was perfectly clean and organized when we receive it. The new principal was very welcoming and accommodating.

## **Santa Ynez**

There were no facility challenges working with Santa Ynez Elementary. The Principal, Superintendent, and staff were really accommodating. It tends to get really hot during the day in the Valley, but the school was very conscious of this issue and provided FITS with air-conditioned spaces.

The Santa Ynez site did experience internet connectivity issues this summer. The principal and superintendent were made aware of the problems and an IT professional was responsive, working on the issues as they came up. However, connectivity issues continued intermittently throughout the summer for our reading/math programs. The site reported that students were losing their progress when the system was kicking the out of the system.

A series of wildfires affected the Valley this summer. The Santa Ynez Elementary campus became the evacuation site for the Whittier fire for a few days. For this reason and due to air quality concerns, the United Way team decided to close the site on Monday July 10, 2017. The one-call voice messaging system was used to communicate the closure to the families. The site coordinator was also present at the site that morning to re-direct families that might have missed the message. With the advice of different community leaders/experts, the site was re-opened on July 11<sup>th</sup> in time for the field trip to Ojai. The closure and re-opening were very smooth and only a few absences were reported the day the site was re-opened. The Santa Ynez team used air-conditioned indoor spaces for a few days until the air-quality improved.

## **Attendance/Enrollment**

FITS 2017 took place from June 19, 2017-July 28, 2017. The total attendance for FITS was 288 participants, 264 scholars and CITs. There were a total of 3 dismissals this summer:

- 1 scholar dismissal for attendance issues at Harding Elementary
- 1 scholar dismissal for attendance issues at Franklin Elementary
- 1 scholar dismissal for attendance issues at Santa Ynez Elementary

The dismissals followed the FITS program protocols and the parents were very understanding. Setting clear expectations in the enrollment packet and during the Parent Orientation meeting really eased the process of these dismissals.

Although there were several drops/no-shows at the beginning of the program, there was an average waiting list of 25 to 30 students per site and these spots were replaced within 24 hours. During the first week of the program, 3 spots were replaced at Harding, 3 at Franklin, 1 at Aliso, and 1 at Santa Ynez.

The program had several cases of a stomach flu, especially at Harding. The affected students were sent home and returned within a few days.

There was a high demand for the Junior High program compared to last summer, so the program reached its full capacity of 24 participants. The Santa Ynez site had the highest number of applications and a letter was written in support for a Junior High program last summer.

Overall, FITS had a smooth enrollment process this year.



Recommendation: Meet with each school champion/designated district representatives to answer any questions and ensure that they fully understand the program and application process. Set up follow-up meetings to check-in and ask them to verify if there are if there are students with severe behavioral issues or special needs. Invite this representative to the final meeting with the principals, if possible.

### **Santa Ynez**

For its third year in Santa Ynez, FITS decided to keep the program at Santa Ynez Elementary. United Way did consider the requests to move the site to Oak Valley Elementary (Buellton had the highest number of applicants in the Valley), but United Way decided to keep the site at Santa Ynez Elementary this year due to the change in administration in the Buellton School District. The program received great support from the College and Buellton School Districts. We received a strong number of applications for the Santa Ynez Elementary School site this year and enrolled students from 4 different school districts in the Valley:

<b>Santa Ynez School District</b>	<b>College</b>	<b>Solvang</b>	<b>Buellton</b>	<b>Los Olivos</b>
<b>Santa Ynez FITS Students Enrolled</b>	8	13	23	4

Five of the seven staff members were returners, allowing for a nice continuity in the program. The math Program Leader was returning and knew the students well, individualizing their learning. The STEAM Program Leader is a science teacher at Santa Ynez Elementary and really went out of her way to make sure that the students received a quality STEM program this year. She supplemented the STEM lessons and really made them her own, adding value to the program.

Parental engagement at this site continued to be really strong. The parents would organize to bring snacks and cold drinks to the students since it tends to get so warm in the Valley. Several SYV parents attended field trips and enjoyed the program with our students. The Parent Workshops were well attended and there was active participation in these meetings. The Parents got together once again to organize the Family Fun Night themselves, collecting money for a caterer and recognizing the FITS staff for a successful summer. Partners highlighted that there was a great sense of community at this site.

### **Aliso**

Aliso again received a large number of applications this year. The site had a wait list throughout the summer. Although most of the applications came from Aliso, a few more applications came from Canalino this year.

The Aliso administrative team, in particular, Cindy Husted, was extremely helpful in the process of marketing FITS, distributing applications, and assisting families. Once again, CIT recruitment was difficult at Aliso this year. Despite our efforts to reach out to the High School and communicate with AVID teachers, we started the program with only one CIT. A second CIT joined in the second week of the program.

Parent engagement was also really strong at Aliso. Several parents joined the site for field trips and activities this summer. The Parent Workshops were also very well attended there.

### **Harding**

This was the program's second year at Harding Elementary School. The program continues to receive most of its applicants from Adams Elementary, but the number of Harding Elementary students is slowly increasing. The administrative team has been very supportive and the facility has been ideal.

### **El Camino**

El Camino was the second site with the highest number of applications. The Principal was very accommodating and helpful, designating a school and a district representative to help families with the enrollment process.

## Franklin

The Principal at Franklin was very supportive and assigned a “FITS Champion” to help with the enrollment process. Thanks to the outreach at surrounding schools, we received a higher number of applications for the Franklin this year and had a strong waiting list throughout the summer. The number of behavioral issues at Franklin Elementary was significantly lower this year thanks to the help of the Principal in the selection process.

## Transportation

Fun in the Sun has two 14-passenger vans available to transport scholars during the summer months. Other transportation needs are fulfilled by Student Transportation of America (STA). This year, 48 bus requests were made to STA for the different field trips, swim lessons, and activities.

For the vans, the program has had its lead driver returning for several years now, facilitating the logistics. Other than a few late pick-ups by STA, the program did not have any major transportation issues this summer.

Student Transportation of America honored the school district bus rates again this year, after United Way met with STA’s leadership to discuss the partnership. A meeting in early 2018 is recommended to re-establish this agreement.

The College School District financed the Santa Ynez Valley site’s transportation needs last year. Due to some budget constraints, the Superintendent informed United Way about some cut-backs in the level of funding for FITS Santa Ynez transportation this summer. For this reason, United Way decided to use STA Goleta for all transportation needs this summer.

Getting the Santa Ynez site to the field trips in Santa Barbara on time continues to be a challenge. This year, bus pick-ups were scheduled as early as 8:00am and parents were reminded to drop off their kids on time during these days. Even with these changes, the site missed out on some programming time for a few of the fieldtrips (Camp Arnaz and Cottage Health).



Recommendations: Increasing the number of local field trips in the Santa Ynez Valley and talking to partners about later start times for the “must-have” field trips in Santa Barbara/Ojai.

## Staff Training

Training for staff took place from June 12, 2017 through June 16, 2017 at United Way of Santa Barbara County and Harding Elementary School (Please see the attached agenda). The CITs joined the training on Wednesday, June 14, 2017.

United Way did not have a CPR/First Aid certification program during the week of training. Instead, applicants were reminded that CPR/First Aid certification was a requirement for the job and United Way offered a free certification program through SAFETY Matters in Santa Barbara on Saturday July 3, 2017.

The following changes were made for training based on last year’s recommendations:

- A curriculum specialist prepared lessons by subject for the full six week program. We started providing prepared lessons for the first two weeks of the program last year, but in 2017, each Program Leader received specific resources, materials, and weekly calendars from United Way for the full program.
- More hands-on training. This includes break-out session by subject, where an expert in each area had interactive trainings for the program staff:
  - Dr. Lina Kim provided hands on STEM training where STEAM Program Leaders were able to do the experiments and learn the specific language they used when teaching the fun and interactive STEM experiments.
  - Ruth McGolpin, a Westmont College Volleyball Coach and Physical Education Teacher for Goleta Unified School District had a hands-on training with the Physical Activity Program Leaders on a variety of sports and engaging physical activities for the summer.
  - The United Way team did a training on the Power Reading and Power Math programs this summer. New this year, the Literacy and Math Program leaders had an interactive session in the lab.
- An opportunity for Program Leaders teaching the same subject (including returning Program Leaders) to meet and discuss ideas/best practices.
- As requested last summer, the Staff had some extra time at the sites on Fridays to prepare for day 1 and go over their calendars/lessons provided by United Way.

## Partnerships

Fun in the Sun is a community collaborative of more than 100 partners, including 22 funding partners. Below is a list of the Fun in the Sun partnerships in 2017:

- Adams Elementary School
- Aliso Elementary School
- Assistance League of Santa Barbara
- Albertsons Companies Foundation
- American Indian Health & Services
- Atlantic Aviation
- Bank of America

- Buellton Union School District
- Cachuma Lake
- Cancer Center of Santa Barbara with Sansum Clinic
- Carpinteria Library
- Carpinteria Unified School District
- Chumash Maritime Association
- City of Carpinteria
- City of Carpinteria Aquatics
- City of Goleta
- City of Solvang Parks and Recreation
- Coeta & Donald Barker Foundation
- College School District
- Cornelia Moore Dental Foundation
- Cottage Health
- County of Santa Barbara
- County of Santa Barbara Public Health Department
- Cox Communications
- Deckers Outdoor Corporation
- Direct Relief International
- East Side Library
- Easy Lift
- Edison International
- El Camino Elementary School
- Errett Fisher Foundation
- Everybody Dance Now
- Explore Ecology
- Fairview Gardens
- Family Service Agency
- Foodbank of Santa Barbara County
- Franklin Elementary School
- Girl Scouts of California's Greater Coast
- Goleta Union School District
- Harding Elementary School
- Herbert and Gertrude Latkin Foundation
- June G. Outhwaite Foundation
- La Cumbre Junior High School
- Lockheed Martin
- MarBorg Industries
- Martial Arts Family Fitness
- Montecito Bank and Trust
- MOXI
- Music Academy of the West
- Nature Track
- Notes for Notes
- Oak Valley Elementary School
- Ocean Futures Society
- Partners in Education
- Pleasant Valley Schoolhouse
- Police Activities League
- RRM Design Group
- Safety Matters Certified Training
- Sandy Point Ink
- Santa Barbara City College
- Santa Barbara County Sport Fishing Club
- Santa Barbara Eyeglass Factory
- Santa Barbara Foresters
- Santa Barbara Public Library
- Santa Barbara Unified School District
- Santa Ynez Elementary
- Santa Ynez Valley People Helping People
- SB Airport Community Education
- SB Central Library
- SBUSD Nutritional Services
- Scholarship Foundation of Santa Barbara
- Solvang Friendship House
- Stuart C. Gildred Family YMCA
- Student Transportation of America
- Sub Zero Ice Cream & Yogurt
- Surf Happens
- Test Prep Santa Barbara
- The Key Class
- Towbes Foundation
- TV Santa Barbara
- UCSB
- UCSB's EAOP
- Union Bank
- Union Bank Foundation
- US Bank
- Veggie Rescue
- Volentine Family Foundation
- Wells Fargo Foundation
- Westmont Athletics
- Wildling Museum
- Williams-Corbett Foundation
- YMCA Montecito Family Center

United Way started meeting with FITS Program Partners in early January 2017 and had the first official Partner Meeting on March 29, 2017 at the Assistance League of Santa Barbara County. The meeting started with an ice breaker where partners had a chance to interact with each other and learn about the quality and diversity of our service delivery partnerships. Having the event at the Assistance League was a nice way to show that FITS is truly a community collaborative. The members of the Assistance League gave a nice impact testimony for the group.



## Program Elements and Curriculum Overview

This year, United Way's Curriculum and Schedule specialist created and organized curriculum content to streamline the lesson prep process for Program Leaders. Rather than having to create lessons themselves, Program Leaders were provided with resources and ready to teach lessons for six weeks of instruction.

### Staff Training - Curriculum Planning

United Way's Curriculum and Schedule Specialist introduced curriculum planning policies and planning tools. Program Leaders were provided with the following tools to organize, plan for, and deliver weekly curriculum:

Resources provided in the staff training binder:

- *Curriculum Planning Policies*- this provided Program Leaders with an outline of curriculum expectations and guidelines
- *Overviews of Curricular Areas* – these provided Program Leaders with an understanding of all the varying subject areas covered over the six week program.

Planning Tools provided by Curriculum and Calendar Specialist:

- *Weekly Planning Sheets* - Program Leaders were given blank planning calendars that they could use to plan the sequence of the lessons provided by United Way.



- *Weekly Student Calendars* – Program Leaders could use the student calendars to plan for upcoming field trips and service delivery partners and create their weekly lesson plans.
- *Subject Area Overviews* – Program Leaders were provided with a general overview for their assigned subject. This outlined expectations and key concepts.



### **Student Calendars**

Program Leaders were given specific training regarding how the student weekly calendars were and should be populated. They were instructed to use these calendars along with the master calendars provided by United Way’s Scheduling Coordinator to plan their weekly schedules and prepare for upcoming lessons, field trips, and service delivery partners. United Way’s Curriculum and Schedule Specialist explained how the calendars were to be distributed to sites and subsequently to families.

### **Morning Rotations**

Each morning, students participated in four 45-minute rotations in the following subject areas: Literacy, Math, STEAM (Science, Technology, Engineering, Art, Math), and Physical Education. Program Leaders were provided with specific lesson plans and materials for each subject area. The lessons were designed and organized to be completed with minimal prep time.

### **Literacy**

The main focus of this rotation is to improve literacy skills. Each student was expected to complete at least 30 minutes per day on one of these online programs, depending on their skill level and grade level.

Program Leaders were provided with a crate of materials to provide short daily lessons or activities in literacy. The crate included over 20 single and multiday lessons and activities

organized by skill level and a suggested sequence. These activities included games, whole group and individual/pair challenges in the following skill areas:

- Vocabulary Development (Synonyms, Antonyms, Homonyms, Etymology)
- Sight Words
- Reading Strategies
- Grammar and Conventions
- Proofreading
- Sentence Structure

The crates included materials needed to complete these activities, such as necessary copies, game pieces, flash cards, and books.

### Lexia

FITS scholars participated in the Lexia Core 5 program this summer. Lexia Reading Core5 provides explicit, systematic, personalized learning in the six areas of reading instruction, and delivers norm-referenced performance data and analysis without interrupting the flow of instruction to administer a test. Designed specifically to meet Common Core state standards, this research-proven, technology-based approach accelerates reading skill development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction.



### Reading Plus

The newest version of Reading Plus was used at all sites this year. Reading Plus 4.0 is Common Core aligned and has adopted a more rigorous curriculum. In order to advance to the next reading level, students have to read 100 stories and answer the questions at an 80% accuracy rate.

### Book Clubs

New this year! Program Leaders were expected to read aloud to and/or with their pods for at least 15 minutes per day. The purpose of this requirement was to foster interest in and enjoyment of reading. Each pod leader for pods 3 – 6 (incoming 5<sup>th</sup> through 8<sup>th</sup> graders) was

provided with a pod set of novels. These novels were curated and provided by librarians at the Santa Barbara Public Library. Program Leaders were encouraged to plan enough reading time so that the pod could successfully complete reading the book over the six weeks of the program. The Program Leaders for pods 1 and 2 were given a set of picture books and short chapter books to choose from and read aloud to their students.

### Journaling

Scholars were expected to use their journals on a daily basis. Students were able to take their journal with them as a “souvenir” at the end of summer.

At each site, Program Leaders were provided with a packet of ideas for journal prompt topics and short writing activities. Program Leaders were expected to guide students in using their journals both as a place for personal expression and a place to hone writing skills.

### **STEAM (Science, Technology, Engineering, Arts, and Math)**

There were significant and impactful enhancements to the STEAM program this summer. Standard lesson plan formats and the advanced collaborative planning with our program partners helped FITS develop its STEAM program this year.

Each week, each site received visits from at least one (sometimes up to three!) service delivery partners, as part of this morning rotation. This year’s service delivery partners and lesson topics included:

- *Lockheed Martin*: science lessons and activities
- *Scholarship Foundation*: college and career readiness
- *Montecito Bank and Trust*: financial literacy
- *Explore Ecology*: environmental education
- *Chumash Maritime Association*: Chumash art and pottery
- *Louie Regalado*: mural art

### Math

The main focus of this rotation is to improve math skills using United Way’s Power Math Program, Stride. The students at two sites piloted another online math program, Symphony Math. Students were expected to complete a minimum of 30 minutes per day on the online program.

Program Leaders were provide with a crate of materials to provide short daily lessons or activities in mathematics. The crate included over 40 lessons and activities organized by skill level and a suggested sequence. These activities included games, whole group and individual/pair challenges for the following skill areas:

- Computation (Addition, Subtraction, Multiplication, Division)
- Measurement
- Geometry
- Fractions

The crate included materials needed to complete these activities, such as necessary copies, game pieces, and flash cards. In addition, each Program Leader received a box of manipulatives, including jumbo playing cards, jumbo dice, and dominos.

### Stride Academy

Stride Academy is one of the scholar's favorite activities. Stride is an online, technology based intervention math program that was used during the Math morning rotations at three FITS sites this summer. Stride has a gaming feature which allows students to acquire coins, play additional games, compete against each other and purchase objects in the game. Stride Academy starts all students at grade level math problems. As the student begins working on math problems, the program will adjust so that the student is working on problems equivalent to their own skill level. The students were expected to work on Stride Academy for at least 30 minutes each morning. The program is highly interactive and incentive based. Participants enjoyed working on it so much that they were requesting more time to work on the program and challenged each other to answer more questions.



### Symphony Math

Fun in the Sun piloted Symphony Math at the El Camino and Franklin sites this summer. Symphony is a straightforward tool sold by Symphony Learning for screening, monitoring and bolstering students' understanding of math, aimed at those in grades K-8. It was developed by an educational software veteran and a developmental psychologist in 2007. Symphony is aligned with Common Core standards. Symphony identifies students in need of additional math support--particularly at the foundational skill level--and provides self-paced, interactive, visual lessons and practice to reinforce the lesson and help students master relevant concepts. When a student misses an answer, he or she receives instructive feedback to help figure out the right answer -- rather than just a "no" and the solution, an approach that can lead them to just guess at future problems. Along the way, the system also collects and displays student progress information for teachers whose schools or districts pay for usage, and those students' parents can access the information as well.

## UCSB Science Camp

United Way's Curriculum Specialist worked closely with Dr. Lina Kim of UCSB to train program leaders and organize science lesson materials. Program Leaders were trained and received a lesson guide for following activities:

Week 1 -- Earth Science: Anemometers and Weathervanes

Week 2 -- Energy: Sailboats

Week 3 -- Physics/Fluids: Surface Tension – Bubble Snakes and Oddly Shaped Bubbles

Week 4 -- Engineering: Egg Drop

Week 5 -- Chemistry: Gak and Chemistry in a Bag

Extra Lessons (*Junior High Only*): DC Motors and Pinhole Cameras



**NEW**

FITS had two new art partners this year for the morning STEAM rotations:



Mural Art: Louie Regalado did a mural art project at each site, providing the scholars with a creative outlet and allowing the students to express themselves individually while still participating in a group project. Louie taught the students some basic design concepts, providing them with valuable professional knowledge for their future.

Clay and Cultural Art: Mia Lopez with the Chumash Maritime Association

visited all sites weekly to teach the students clay art. They educated the scholars on the importance of caring for our lands and waters, taught them about the local native community, and gave them skills for art, such as connecting shapes, sketching, using perspective and creating a 3 dimensional object from a 2 dimensional idea

### Music

Notes for Notes, Inc. delivered high quality music programming to the FITS junior high program over the course of the summer where students were able to explore, create and record music of their own choosing. Participants had a chance to learn the musical instrument of their choice and walked away with basic knowledge of career opportunities in the music industry.

### Dance

Everybody Dance Now (EDN) is a local nonprofit that provides dance lessons to local youth with the goal of cultivating self-esteem, helping youth express themselves, take part in consistent programming, creating respect for their bodies and establishing healthy lifestyles, expanding cultural perspectives, and helping them achieve their goals. EDN provided lessons to all five sites once a week during FITS. Instead of working on a choreographed dance this year, the students had a different genre every week, exposing them to new forms of art:

Week 1: Hip Hop Grooves/Isolations with Tinelle

Week 2: House Dance with Kelli (this is mainly footwork)

Week 3: Folklorico/Salsa with Pablo

Week 4: Musical Theater (with short voice lesson) with Moira

Week 5: Ballet with Moira

Week 6: Street Jazz Choreography with Skylar

**NEW**

### STEM Challenges

In addition to the UCSB Science Camp STEM program, each site was provided with a binder of STEM engineering and building challenges. The binder included lesson plans for a number of activities that challenged the students to solve different problems by practicing engineering and teamwork skills. Each site was also provided a number of materials and manipulatives that the students could use to complete the challenges.

### **Values/Character Education**

#### Failing Forward

Failing Forward is an opportunity for local successful professionals to talk to students about their journeys to success. The overarching message delivered to the students was that challenges, failures and obstacles are a fact of life; however, overcoming those same obstacles builds character and leads to success. The intent was that students acknowledge “failing forward” as an important part of life and that perseverance is paramount.

Based on the feedback throughout the years, the United Way team decided to include 3 Failing Forward speakers in the program this summer. The Middle School Program received three 45-minute presentations this summer.

Failing Forward Speakers for 2017 were:

Name	Organization
Britt Ortiz	UCSB Early Academic Outreach Program
Yessica Arroyo	UCSB Admissions and FITS Alumni Group
Rosamaria Diaz	Lockheed Martin Engineer

Yessica Arroyo is a former FITS participant who returned to Santa Barbara after finishing her bachelor's degree at UCLA. She attributes a lot of her personal and professional accomplishments to Fun in the Sun and was involved in starting our FITS Alumni group this spring. It was nice having Yessica share her story and it is recommended that more former FITS participants are invited to the Failing Forward speaker series.

## Financial Literacy

### Montecito Bank & Trust

Montecito Bank and Trust continues to develop financial literacy curriculum year after year, engaging students through their interactive and hands-on financial literacy lessons. While the main focus is on being financially responsible, the group activities promote citizenship, caring, and respect to others when making decisions on budget and savings.

Montecito Bank and Trust provided a financial literacy series at all sites this summer. They covered the following topics: Needs vs. Wants, Value of money, Budgeting, Saving & Interest, Credit, and keeping money & personal information safe. Activities included: the process to open a bank account, taking out loans, reading stories, receiving paychecks each week and making decisions about spending or saving money.

**NEW**

### FITS Bucks

New this year was the FITS Bucks program. The purpose of the FITS Bucks Program was to educate FITS participants on financial concepts including savings, checking, pay checks etc. through a very tangible, hands on approach. With the help of MB&T, FITS sites were provided with FITS Bucks that were used as currency at all of the sites. MB&T used the FITS Bucks program to introduce, emphasize and reinforce the financial concepts presented to the participants during their weekly MB&T sessions. MB&T provided each



site with deposit slips, debit cards and FITS bills. FITS bucks were used to pay children for jobs performed and students had the opportunity to save or spend their money every week. Students received their weekly “paycheck” but they were also rewarded with money for good behavior i.e. working as a team, listening to their program leaders and or site coordinators, being respectful, etc. Students also received “overtime” if they went above and beyond for their site or their pod by performing tasks in addition to their regular job assigned to them by their Program Leader, Site Coordinator or Assistant Site Coordinator. They also used their money to “rent” required supplies if they forgot these items at home (such as shirts and hats).

## **Manners/Courtesy**

### The Key Class

The Key Class provided teamwork training to the Counselors in Training (CITs) on communication, conflict resolution, respect, and tolerance. The goal was to prepare them to be a good example to the children and to each other.

The Key Class also facilitated morning rotations at the sites on courtesy and manners. For the Middle School Track, the scholars received a refresher from last year and the continuation of The Key Class series.

## **Life Skills**

### Drug and Alcohol Education Curriculum

The Carpinteria and Santa Ynez sites received a grant from the Alcohol, Drug, and Mental Health Services Department once again this year. As stated in the grant, United Way was responsible for delivering alcohol and drug awareness and prevention education. The students incorporated the alcohol and drug curriculum into their service learning projects. The students researched the effects of alcohol, drugs, and tobacco on a person’s health. In addition to their research, students and their parents took a pledge to stay alcohol, drug, and tobacco free.

## **Middle School Curriculum**

Based on the feedback from staff and participants, United Way decided to shorten the length of the middle school program day this year. Students were dismissed at 3:00pm every day. In addition to continuing the college and career focus, the middle school program had the following highlights this year:

- Intergenerational component and the importance of citizenship/giving back
- STEAM lessons, specific for this age group
- A continuation of our failing forward speakers
- Full UCSB visit that included workshops targeted to middle school participants
- Year 2 of Film production with TV Santa Barbara
- A multi-day workshop by RRM Design, a local architect firm. The students experienced what it’s like to be an architect as they designed a mock business in downtown Santa Barbara on paper.



### Passion Pursuits

The Passion Pursuit curriculum was designed to offer focused enrichment activities for Middle School students. Each student was allowed to choose one activity with the intention of committing to the activity for the duration of the program. The students chose from:

1. Film production with TV Santa Barbara
2. Building robotics with Al Soenke (DPHS)
3. Creating and recording music at Notes for Notes recording studio



### Enrichment Activities

#### Cottage Hospital

Santa Barbara Cottage Hospital has been providing field trips for the FITS scholars that include a visit to several departments and hands-on learning on science, technology, and engineering. Cottage asked each employee to donate a book that is appropriate for a 1<sup>st</sup> -6<sup>th</sup> graders. The children were encouraged to read aloud and were given the book to share with their families.

The children arrived at the hospital at 9:30 am and they toured the hospital Kitchen, Radiology Department, Security / K 9 unit visit and were engaged in activities heightening their awareness of safety from the Trauma Services Department. This was followed by a meal in the Oak Park Gardens where employee “Lunch Buddies” read to the children after they had eaten. Each child was able to select a book to take home.

There was a separate day for the Middle School and High School participants to explore careers in the healthcare industry at Cottage. The students were able to visit and have their questions answered by numerous departments within the hospital and left interested in careers in this field.

#### Girl Scouts – Camp Arnaz



The Girls Scouts of Greater Santa Barbara County hosted all of the FITS sites for a day of physical challenges and team building activities at Camp Arnez. Programming helped develop science, outdoor, and leadership skills through cooperative activities.

### Surf Camp

Fun in the Sun continued its partnership with Surf Happens this year. Two elementary track groups (24 students), the middle school track, and their CITs participated in surf camp for a second year at Fun in the Sun this summer. The day included a surf clinic to go over the basics, time in the water surfing where everyone was standing, beach cleanup, and a health lunch. This continues to be one of the student's favorite field trips.

### Physical Activity



### Swimming

Aliso scholars received swim lessons at the Carpentaria Community Pool for a second year in a row. Santa Barbara and Goleta sites visited the Montecito YMCA one per week this summer. United Way worked with the Stuart C. Gildred Family YMCA in the Valley again this year.

### PE Lessons and Games

Working closely with physical education experts, United Way's curriculum specialist compiled a binder of lessons, games, and warm-ups to be used by the Program Leaders. Ruth McGolpin, a credentialed physical education teacher provided two hours of hands on training with the program leaders, introducing the lessons she provided for their curriculum binders. Program Leaders were provided a box of manipulatives that corresponded with the PE Games and Warmups that were also included in their curriculum binders.

**NEW**



### Rugby

New to Fun in the Sun, the Santa Barbara Mermaids Rugby, UCSB Women's Rugby team, and the SBR Association volunteered at all of our sites this summer. Rugby was a new sport for many FITS scholars. The goal was to empower the youth through new sports and teach humility, teamwork, communication, and initiative. The sessions were well received by the scholars.

**NEW**

### Baseball Clinics

Another new and exciting partnership this year at Fun in the Sun were the baseball clinics with the Santa Barbara Foresters. The Scholars enjoyed meeting the players, learning baseball skills and playing a friendly game with them at all sites.



## Health Services

The American Indian Health Services Clinic On Wheels (COW) visited each site to perform health checks on each child. Each child received vision and hearing screening. If a child was identified as having hearing or vision impairments, they were referred to a local doctor.

The Cornelia Moore Dental Foundation and Direct Relief International emphasized the importance of good dental hygiene and provided dental screenings and education sessions to the participants, reinforcing a healthy/safe lifestyle.

**NEW**

## Food and Nutrition

New this year was the ability for Fun in the Sun to provide free summer meals to Aliso program. With several district-ran programs at Aliso Elementary, FITS participants were provided free meals for 5 out of the 6 weeks of the program. Parents were asked to send their children with a cold lunch on the 6<sup>th</sup> week, since the meal program at Aliso finished a week before the end of Fun in the Sun.

United Way was able to work with the Santa Barbara Unified School District to continue its Summer Food Service Program for the students at El Camino Elementary in Goleta. All parties were pleased to be able to provide fresh and nutritious meals to this site. No major challenges were reported this year.

The participants at the Santa Ynez site brought their own lunches from home on a daily basis. At this site, the leadership team was asked to inform United Way in case there were difficulties for families providing meals for kids. No cases were reported this summer.

The Franklin and Harding sites were served breakfast and lunch by the Santa Barbara School District as part of their free Summer Food Service Program.

The food services programs were notified ahead of time of all-day field trips and there seemed to be a good communication between site staff and food service providers.

Snacks were provided to all sites by United Way and supplemented with the fresh fruit and veggies by the Food Bank.



Recommendations: Forming a partnership with a food distributor, like Jordanos that can provide fresh snacks might prove very helpful next year, especially if they deliver.

### **Health Awareness**

#### HEAL (Healthy Eating and Lifestyle)

Program Leaders were provided with a lesson guide packet with lesson ideas and activities. Lesson ideas included activities such as teaching students about exotic fruits and vegetables. Each site was provided with a blender and hot plate to teach students recipes for smoothies and other healthy snacks.

#### RAYS (Raising Awareness Yields Sun Safety)

RAYS is a program integrated into FITS, designed by the Cancer Center of Santa Barbara. Program Leaders are required to do one to two RAYS activities with their group every week. In addition, RAYS requires scholars to wear hats while outside and requires program leaders and staff to frequently administer sunscreen to scholars.

This year, the curriculum specialist provided Program Leaders with a concise overview and sequence of the RAYS lesson plans in the format of a RAYS planning guide. This was designed to give the leaders a way to quickly and easily organize for and provide the weekly lessons. Each site was also provided with RAYS binders, so that program leaders had access to all the RAYS lesson materials and curriculum.

## **Family Advocates**

United Way partnered with Family Service Agency to provide support to FITS children and families as needed through an “on call” family advocate. The Family Advocate was helpful in providing feedback and helping the participants and families with issues throughout the program. FSA advised and referred families to community services for family issues affecting students, when needed.

## **College and Career Preparedness**

### Scholarship Foundation

The Scholarship Foundation of Santa Barbara County inspired, encouraged, and supported the FITS participants in their pursuit of higher education through presentations and activities geared toward college and career readiness, as well as incorporation of Character Counts. This was offered to participants and CITS of all ages, helping them get a head start with age-appropriate activities.

New this year was the Scholarship Foundation working individually with the CITs on specific College Admissions and Career goals at Harding Elementary.

### UCSB

UCSB’s Early Academic Outreach Program provided a pre-college academic program for students and parents on college readiness, eligibility, and enrollment. Middle School and High School FITS participants were invited to spend a full day at UCSB that included a tour to experience college life and a series of workshops targeted to their age level.

This summer, students and parents learned about the college application and enrollment process, received a financial aid overview, discussed the four systems of higher education in California, had an opportunity for a campus engagement & tour session, and spent time with role model and peer mentors having group discussions with college students. FITS also provided college awareness workshops for parents of participating students.

***NEW***

### **Counselors in Training**

New this year was a revamped selection process for the CIT program, based on feedback and recommendations from last summer. Applicants participated in a group interview and were selected based on their demonstration of maturity, initiative, responsibility and enthusiasm for the program. To facilitate interactions and provide individualized support/coaching, only one CIT per pod was accepted at each site. The roles, responsibilities, and expectations were also revised this summer. Weekly CIT evaluations/one-on-ones were required at each site, and the program did see a significant decrease of CIT behavioral challenges at all sites. Most sites reported having great interactions with their CITs.

Despite continuous efforts marketing the opportunity to Santa Ynez High School and Carpinteria High School (including the AVID programs), finding CITs for the Santa Ynez and Carpinteria sites continues to be a challenge. We had 2 CITs in Carpinteria, and 2 in Santa Ynez.

**NEW**

### SAT Preparation

A new and exciting initiative this year was the introduction of an SAT preparation series for our CITs. Lisa Mazor, Director of Test Prep Santa Barbara was the instructor for the CIT sessions this summer. She founded Test Prep Santa Barbara with a mission to provide the highest quality test prep available in the Santa Barbara area. Over the years, Lisa and her talented staff have been prepping students for the ISEE, SSAT, PSAT, SAT, ACT, GRE, and GMAT. She personally designed curriculum for each course and developed innovative test prep materials unique to these impactful programs. The Scholars had an opportunity to do a practice SAT test and work with Lisa on techniques improve their scores.



### **Family Fun Nights**

Family Fun Nights are fun gatherings at each site where families and staff get together to celebrate a successful summer and share dishes and experiences. The sites did a great job organizing their Family Fun Nights. The families were excited about participating and seeing all of the great work that their kids did throughout the summer. The turn-out was strong at all sites, especially at Aliso and Santa Ynez. In Santa Ynez, the families formed a committee and organized the Family Fun Night themselves once again this year, bringing a taco caterer, decorating the room and bringing great treats. The energy was fantastic. The students also presented their service learning projects during these special nights.



### Family Education and Support Sessions

Family Service Agency and People Helping People in the Santa Ynez Valley served FITS scholars and their families by providing a series of workshops at all sites to reinforce behaviors that are consistent with the six pillars of Character Counts.

Family Service Agency conducted 2 parent workshops at each site based on their Nurturing Parenting Curriculum. This year, the parent committee selected the topics that they wanted covered at each site. Communication and managing children’s technology were the topics selected. United Way also worked with FSA family advocates to address and support families with any challenges over the summer, helping us maintain a safe environment at Fun in the Sun.

New this year was the Nutrition Education and Obesity Prevention Program. The Public Health Department provided nutrition education, fun learning activities and various educational books for both parents and youth. This was another workshop selected by the parent committee and the program received great feedback about this session.

Montecito Bank and Trust also provided a Financial Literacy Parent Workshop at our sites, as requested by the Parents.

Attendance at the Parent workshops increased in 2016 and once again this year, as shown in the following table below.

		Franklin	El Camino	Harding	Aliso	SYV
2016	Percentage of parents that attended 1 or more workshops	83%	100%	93%	98%	94%
2017	Percentage of parents that attended 1 or more workshops	98%	100%	100%	98%	98%
2016	Percentage of parents that attended all workshops	54%	71%	58%	69%	73%
2017	Percentage of parents that attended all workshops	69%	81%	86%	75%	75%



The voice messaging system, the parent orientations before the start of the program, the involvement of the parent committee, and enforcing the policy of being unable to enroll the following year if they do not attend workshops have all contributed to increased parent participation.



### Service Learning

Students in each pod were expected to complete a Service Learning Project to address a need in the community. Program Leaders were provided with a list of possible Service Learning Project topics and ideas for student action. The list was provided to give some guidance. Program Leaders were expected to help their students choose a topic that was relevant and interesting to them.



### Basic Needs and Water Safety

The Assistance League of Santa Barbara provided summer clothing, beach gear and supported our water safety/swim component through our partnership with the YMCA and City of Carpinteria Aquatics.

All participants received dental kits consisting of toothbrushes, floss, and toothpaste through Direct Relief International and Cornelia Moore Dental Foundation.



### Parent Engagement

Parent engagement continued to grow this year at Fun in the Sun. All parent interactions were very positive and there was great buy-in from parents at most of our sites.

The mandatory Parent Orientation meeting before the start of the program has really helped define expectations. During this orientation, United Way explained the full program, goals/objectives, went over the expectations for all parties, and answered questions/concerns. The feedback for this orientation was really positive and parents shared their appreciation with the Staff, since many were not aware of the different components of the program and the academic progress that the students make over the summer with FITS.

The attendance to the Parent Workshops was also strong at most of our sites. The Middle School Track parents had a college/career preparedness and financial literacy workshop.

### Lunch Bunch

Lunch Bunch, an integral volunteer mentorship component of Fun in the Sun, had a very successful summer with over 650 volunteers from over 60 organizations in Santa Barbara County.

<i>Fun in the Sun Site</i>	<i>Number of Volunteers</i>
Harding Elementary	165
Aliso Elementary	55
Franklin Elementary	163
El Camino Elementary	184
Santa Ynez Elementary	29
Santa Barbara Cottage Hospital*	60
<b>Total</b>	<b>656</b>

\*Santa Barbara Cottage Hospital hosts Lunch Bunch during the FITS scholars' field trip.

**This summer, 17 organizations participated in more than one volunteer opportunity for Lunch Bunch.**

	<i>Organization Name</i>	<i>Number of Volunteer Opportunities</i>
1	County of Santa Barbara	6
2	United Way of Santa Barbara County	5
3	University of California, Santa Barbara	4
4	Banc of California	4
5	Berkshire Hathaway Home Services	4
6	Montecito Bank and Trust	3
7	Wells Fargo	3
8	Community West Bank	2
9	AppFolio	2
10	Lockheed Martin	2
11	Young Leaders Society	2
12	Samarkand	2
13	BioIQ	2
14	Conversant	2
15	Bartlett, Pringle & Wolf	2
16	Damitz, Brooks, Nightingale, Turner & Morrisset	2
17	Anchor Point IT Solutions	2

### **Top 5 Organizations with the Most Volunteers**

	<i>Organization Name</i>	<i>Number of Volunteers</i>
1	Cottage Health	60
2	County of Santa Barbara	42
3	Montecito Bank and Trust	38
4	Damitz, Brooks, Nightingale, Turner & Morrisset	35
5	Wells Fargo	29

## 17 New Lunch Bunch Volunteer Teams for Summer 2017

1	Anchor Point IT Solutions
2	Berkshire Hathaway Home Services
3	Cliff Drive Care Center
4	Edward Jones
5	FITS Alumni
6	Impact Radius
7	NALS
8	Oceanhills
9	Robert D. Niehaus, Inc.
10	Robert Half
11	Samarkand
12	Santa Barbara Notary Solutions
13	Santa Ynez Valley Cottage Hospital
14	SB Axxess
15	TV Santa Barbara
16	Veggie Rescue
17	Yardi Systems



### Volunteer Feedback

The overall feedback from the Lunch Bunch volunteers was very positive this summer. The volunteers appreciated the brief introduction at the beginning because it provided a framework for the afternoon. The expectations and schedule was clearly laid out to them. Many volunteers

appreciated the scholars' initiative to begin conversations and ask about their college/career opportunities.



**Lunch Bunch Teams/Individual Volunteers – Summer 2017**

1	Abaco Systems	Montecito Bank & Trust
2	AGIA	NALS
3	Agilent	Northern Trust
4	Anchor Point IT Solutions	Oceanhills
5	AppFolio	Pacific Coast Business Times
6	Banc of California	Paul Didier
7	Bank of America/Merryl Lynch	RightScale
8	Bartlett, Pringle & Wolf	Robert D. Niehaus, Inc.
9	Berkshire Hathaway Home Services	Robert Half
10	BioIQ	Samarkand
11	Brown and Brown of California	Santa Barbara Cottage Hospital
12	Buellton Union School District	Santa Barbara County Education Office
13	Casa Dorinda	Santa Barbara County Fire Department
14	City National Bank	Santa Barbara County Sheriff's Office
15	City of Buellton	Santa Barbara Notary Solutions
16	City of Goleta	Santa Barbara Scholarship Foundation
17	City of Santa Barbara	Santa Ynez Valley Cottage Hospital
18	Cliff Drive Care Center	SB Axxess
19	Community West Bank	Seymour Duncan

20	Conversant	The Paskin Group
21	County of Santa Barbara	The Zia Group
22	County of Santa Barbara, District Attorney's Office	TrueVision Systems
23	Damitz, Brooks, Nightingale, Turner & Morrisset	TV Santa Barbara
24	Edward Jones	UCSB Admissions Office
25	ExxonMobil	UCSB Education Abroad Program
26	Fess Parker Doubletree	UCSB Facilities Management Department
27	FITS Alumni	Union Bank
28	Goleta Sanitary District	United Way of Santa Barbara County
29	Impact Radius	UPS
30	Invoca	Veggie Rescue
31	John DeDonatis	Wells Fargo
32	Lockheed Martin	Yardi Systems
33	MacFarlane, Faletti & Co.	Young Leaders Society

## Success Stories

The following is a variety of success stories/testimonies from FITS 2017:

1. Emiliano, in pod 4 here in Santa Ynez, is in his third summer with FITS, so we've gotten to know him pretty well. Over time, we've learned from his mother that his social experience in school has generally been poor, rendering him solitary and timid among his peers. But his mother has also noted in the past that he seems to come out of his shell during his summers with FITS.

So I was sad to note, on the first day of this summer's session, that Emiliano was back in his shell and spent his lunch hour alone. When I talked to him about it, he said that his FITS friends hadn't returned this summer.

That was the last time I saw Emiliano looking morose. Since day two, he has had new friends to hang out with, and this week, he stunned those of us who have known him for two years by taking the lead in an impromptu lunchtime dance party involving several other boys who enjoyed offering their boisterous versions of folklorico and hula to an appreciative audience of fellow scholars and FITS staff.

Without Fun in the Sun, I fear that Emiliano's last three summers would have been lonely ones whose legacy might have darkened the rest of his life. Instead, Fun in the Sun has provided him with a safe social space in which he has been able to make friends, share his sense of humor, and develop self-confidence. I doubt there's any way to measure the

positive difference Fun in the Sun has made in this boy's life, but if there were, I think it would come out as about an 11 on a 1-10 scale.

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2. The student that I have seen make the greatest improvement is Itzel from Pod 4. When the program first started she was distracting other students and always talked while I was talking. She also talked back to me a few times, but this week it all changed. I talked to her about her behavior on Monday and since then she has been one of my best students. She is kind to every student, very respectful towards me, always tries to get her group in a straight line even though it's not her job, has great sportsmanship, is attentive, and helps me a lot when she is with me.
- 

3. Jordan eagerly reached out to all Lunch Bunch volunteers each day of the week. He sat with them during lunch and engaged in polite and friendly conversation and games with the team members. He received positive feedback from the volunteers, who applauded him with Character Counts cards celebrating his fairness and caring in explaining rules of the games.

Valerie dealt with some behavior challenges that led to her being excused from participating in a swimming activity. However, she responded positively to the situation by sitting with the Assistant Site Coordinator and calmly discussing how she failed to demonstrate the six pillars of character. She reflected on her actions and shared verbally and in writing how she plans to change her behavior in the future to show caring and respect.

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4. Adrian has improved with math using the Symphony program. He used to sit there and not work on any problems, and now he is eager to ask for help. He enjoys having our CIT, Wendy, sit with him to help him on problems. (From Virginia)

This is my third year having Naomi in my group and she has continued to show her commitment to learning, even when it may be something she doesn't want to do. I have seen his especially with Book Club because she has expressed how she dislikes reading, but each time we have Book Club, she reads the entire time. She may not enjoy reading, but she tries it and doesn't disrupt the other students. (From Kali)

During the first week of FITS, Aylin wouldn't want to participate in anything; now, in Week 3, she always volunteers to do things, especially reading out loud during Book Club. (From Jessica)

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5. David P1: "P.E. has all kinds of fun games. I liked learning 4-square." Jonathan P1 liked Rugby, and how you had to throw side to side in it. Ashley P1 likes lunch bunch. "I like the visitors. You get to make new friends."
6. Program Leader Kayc has had a lot of challenges finding time for daily teachings of the pillars of character (Character Counts), the value of participation/trying/failure, principles

of standing tall, and emotional intelligence to her students, and it has made a huge difference in their vocabulary and ability to care for each other and themselves. Three examples:

7. Pod 1: Emily, who is still not a fan of sports, often participates willingly through all of P.E. rotation, and is often seen smiling throughout. At the beginning, she tried to sit out daily on P.E. activities, because she was "too tired", "didn't want to," or had some excuse of a pain or ailment. One day during kickball, after becoming confused several times throughout, she ran to a wrong base near the end of the game and burst into sobs. Her whole pod ran to see what was the matter, and more than 6 students wanted to share stories of encouragement from their own lives--times they had felt embarrassed or been teased or had to work hard to get better. Their words included: "Sorry Emily," and "It's okay that you don't know," and "It's not your fault,". The whole time one of her classmates had her arm around her and was patting her shoulder.
8. Pod 1: David is competitive and has a very high need for acceptance and friendship from the other students. At the beginning, he had daily instances of conflict where he would either refuse to talk to students or adults about it, or used language that was blaming, negative and inappropriate. All of us have spent a lot of sit down time with him, encouraging and coaching him, and the other day he said this to Kayc and I after a conflict: " I did apologize, even though it was an accident, but they are still not including me! I feel excluded!"  
Another a day where three leaders had to pull him aside, and he had to come to the office to cool down, I checked in with Grandma Rita the next morning, and she said, "He loves Fun In the Sun so much. He is already talking about next summer. He said, "I wish I didn't have to go back to school because Fun In The Sun is like School but better."  
On a day last when Standing Tall was scheduled for afternoon, David was sitting alone at recess, refusing to talk to anyone, almost in tears. During standing tall discussion, he volunteered, "I was bullied today, " and proceeded to share how his feeling were hurt by being told to "Go away, and stop following us". He didn't want to give the name of the bully, and in the silence, another student volunteered. "It was me, " he said, and after great class discussion, he and others apologized. During the next rotation (heals), David was glowing with happiness.
9. Pod 1 Academic Enrichment: Marlene and Jaiden are active quick students who can have trouble sitting still and following directions, especially in P.E., where they get over-competitive and use poor sportsmanship. Leaders have worked to maximize their strengths, and praised them for being competitive and quick in other areas where it can benefit them, and they have both become focused, independent workers in Stride and Reading Plus/Lexia rotations. In STEAM during chemistry in a bag, Daniel was explaining what needed to be recorded in terms of chemical changes witnessed. While other students wrote "hot" or "cold", Jaiden called out, "I'm going to write Exothermic," and Marlene responded, mine is "Endothermic, I'm going to write that down,".
10. Diego P2: I'm going to be sad next week when Fun In The Sun is over. I'm really going to miss Dylan! I want to have a play date with him. (New friend made this summer).
11. Pod 2: Dulce, (new FITS camper but now a spokesperson :) for FITS), was chosen to receive the Respect award at the end of week 1. Since our theme is Disney, we had red



"robes" and silver "crowns" for the 6 pod winners to wear. Dulce proudly wore her outfit all day and had her picture taken with mom and sister before returning it. She told Daniel, "Thank you for picking me. This was my best day ever!" Ongoing, Dulce has continued to come to me with praises of the FITS program, suggestions for how to improve it, and clarifications about her role in her FITS \$ jobs. When she compares it to other summer programs we always come out on top. "They let us play outside but never taught us about the sun or gave us hats to wear." Or the day we were late to Montecito YMCA for swimming, she and Katie were rushing to apply sunscreen everywhere instead of rushing into the pool area. Dulce was one of the students who didn't know how to swim and was very nervous about the water. During the second lesson she started to overcome some fear, and chose to practice skills during the free swim time

12. Pod 2: Diego was so shy "He would hardly say a word or move a muscle, was really nervous" Kayc said of him at the beginning of the six weeks on P.E. rotations. Although still quiet, he is now one of the most participatory in that rotation. Daniel has loved watching him "come out of his shell", as he has lost fear and gained confidence.
13. Bruno P3: I was low at Lexia. I'm getting better at it. (Are you feeling proud?) Yes.
14. Genaro P3: "I like the pillars (of character) that teach people what to do."
15. Natalie P3: "I like that we get to do fun activities and get paid FITS \$. I like that we have more than the playground at recess, like balls and cards to play."
16. Julie P3: Her favorite was the challenges (STEAM) where they had to work together to build things. She mentioned: spaghetti and marshmallows, worms, Fred and the lifejacket, tower with paper and tape.
17. Pod 3: The difference a CIT makes. Rocio from Pod 3 is a bit younger than other female students, who bonded very quickly. She was lonely and shy. Mary took on Justin's assignment to care for her and encourage her. Mary's initiative helped provide a way for Rocio to feel welcomed and included, and now is a happy part of her pod.
18. Pod 3: Itzel loved field trips, especially the one to Girl Scout camp Arnaz because of the activities like making slime. She saw and touched a frog for the first time.
19. Pod 3: FITS camp culture creates community and willingness to participate. Abril is very reserved and even her mother mentioned that she has very few friends she hangs out with. At the beginning of camp she hung back and was on her own, but now is always playing with
20. Axel P4 caught not one but two calico bass at the same time, one on each bait hook. No surprise: he liked fishing.
21. Pod 4: Stand tall/bullying: Bryanna and Bruno both felt hurt by things students in their pods said to them during recess and breaks. Bruno went to his mom and asked her to talk to Ms. Lutz. Bryanna talked to Ms. Lutz and to me. Both students took our advice, first advocating for themselves with the other students, then reporting back to adults when this didn't work.

22. Alejandro P5: I like that we get awards like Reading Plus combos, there is something we are proud of"
23. Pod 5: Andrea, who participates but is usually quiet and prefers to stay in the background, took up the challenge to come up with a chant to represent Harding at FITS Olympics. With the help of others in Pod 5, she wrote the "We will Hawk You" (to the tune of we will rock you) chant that was voted on by our site and chanted at FITS Olympics. Lacey models singing and chanting and taking risks, but was so surprised and proud of Andrea doing that.
24. Pod 6: Anthony "was terrified" of getting into the water (Uribe). Uribe convinced him to try out lessons, and he became one of the most engaged and participatory students at the YMCA.
25. Pod 6: Eric, has been through very tough situations in his personal life. Lots of experiences this summer were new to him. (Ask Uribe for details). He has enjoyed so many of the activities, like fishing, which he did for the first time. (Was one of the most attentive in robotics, and very engaged in solar car building at UCSB).
26. Pod 6: Ximena found out she is good at the game Set. She volunteered a lot of leadership with her group, like being a team captain at UCSB Jeopardy.
27. CITS: The six of them didn't know each other at beginning of camp (Mariana, Martina, Jennifer knew each other and Stephanie and Mary knew each other) and now they have a deep camaraderie. (We even had to separate them during breaks because they were having so much fun together playing cards that they were not coming back to their pods on time.) Their care for each other has been a model to the students of how to be inclusive.
28. CITS: At the beginning of the six weeks, when FITS \$ felt overwhelming to staff, we turned it over to them to figure out and explain. They rose to the challenge and with help from the bankers, organize and distribute the money to their pods, and completely run the FITS store for us. Mariana especially has been our FITS \$ Queen, because of her willingness to take the lead, organize and price items, confidently involve the other CITS, and be strict with the students so that they didn't complain or take too long shopping.
29. One day Kayla misplaced her retainer and was super upset, but had given up finding it. Jennifer found out and took it on to help her: kept encouraging her to look again, and got gloves so they could search through the lunch trash. All the CITs then asked permission to help look everywhere Kayla had been, and the retainer was found.
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30. When Joshua came to us at Fun in the Sun, he was quiet to say the least. Despite being one of the tallest students in the program, he was arguably the quietest and most mild-mannered. We're all familiar with the typical first-day shyness, but with Josh it was a little different. He kept to himself, sharing a nervous smile and maybe a word or two to those of us trying to make him feel more at home. When outside, he had a tendency to

drift into the shade so to almost literally become invisible to those not paying close attention to the shadows. I feared that the summer would pass him by with nothing to show for it but an 8 hour occupation of time.

Then, one day, Josh came to me with the globe in my classroom and started talking; asking questions about the countries on the planet's crust. It was the first real instance of him reaching out, and that morning we had a great conversation about the continents and Pangea and tectonic shifts. It was after that that I noticed Josh was coming around slowly but surely. It wasn't long before we saw Josh accumulating a group of friends that the week before were just strangers that he watched from afar. Soon he and another one of our scholars, Jesus, were talking about the world with the globe passing between them, joking about the earthquakes they would cause by shaking the plastic sphere. He got a nickname, a funny pronunciation of his name that sounds like 'Joe-sh' that for a time he preferred over his real name. He's still the mild-mannered giant that he was before, but he wasn't afraid to play zombie tag with us at recess, nor did he just sit in silence when he wrote in his journal and instead sat by me brainstorming.

I remember going on my lunchbreak and passing the lunch tables and hearing one of my pod scholars, Jessica, call me over while those around her giggled feverishly to each other. I walked over with a raised eyebrow and when I got there, there was Joe-sh and Jessica sitting with a small group of kids all laughing while I stood there waiting. "Tell Mr. Ali what you told us," Jessica finally managed. Josh hesitated and just said it with a laugh: "Mr. Ali, why am I a loner?" Then all, including Josh, broke into hysterical laughter. I laughed a little too at the irony of it all. Here was our Josh recognizing his loner-ness and laughing about it with a group of friends sitting around him laughing with him, smiling with him, talking with him in the center of it all as a happy participant.

The situation was the perfect oxymoron that resonated with the reality that mild-mannered Josh wasn't a loner at all. He is a quiet and day-dreaming boy who now blends into the shade to gain an edge in Nemoes and Anemones (our version of mushroom tag). Each day we get to know Josh, we learn something new as he grows into someone who just a few weeks ago would hide away from it all. It's simply great to know that because of the friends he's made, the experiences he's had and loved, the interests he's discovered, and the things he's learned have made this a Fun In The Sun experience he's told me many times bewilderingly flew by.

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31. Michelle started off quiet and never wanted to be with anyone. Now, she interacts with everyone and broke out of her shell!
  32. Victor: During the Symphony Math program, he has continued to show growth. He has passed a game board and works on Math Symphony in his free time.
  33. Marcos: Recognition for always working quietly during the math rotation and continuously improving in the Symphony Math program.

34. Adrian: He has improved his fluency in addition and subtraction on Math Symphony. He is able to do mental math efficiently. He says before he didn't even know what it meant to do mental math, and now he is able to do so.
35. One of my students, Isaac, has trouble reading at 5th grade level. When we first started reading for Book Club, he was not staying focused on the book. He could not read it, which caused him to lose focus and distract others who were trying to read. This week, during Book Club, I noticed that he was actually reading the whole time, which shows that his skills and confidence have grown since the start of the program.
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36. When working with children you get to know them, their families and the community. When I moved from Oregon to Santa Barbara I didn't know anyone. In the beginning starting over in a completely new and different city was definitely a challenge for me. However, Fun in the Sun has helped me feel more integrated in this community. It has given me the opportunity to connect with my coworkers, the scholars, their families, and the Santa Barbara community.

Before this summer, I felt like an outsider in Santa Barbara and was nervous about participating in community events. Now, four weeks later, I feel so much more comfortable and it is all because of this job and my students. This month, I have met so many amazing FITS partners and will even get to take my pod to the Humane Society for our service learning project. Our service learning project has taught the scholars and I that we can give back to the community in small ways that are fun and easy! All in all, Fun in the Sun has helped me get and feel involved in the community.

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37. Itzel a 6th grade student at Aliso, had been struggling for the first 3 weeks of camp to make progress on her Lexia lessons. She was stuck on the same level for weeks and was visibly discouraged and disinterested in the program. Each class Itzel would sit in the corner and quietly attempt to do Lexia. When asked how she was doing she claimed everything was fine and she didn't need help.

In the middle of week three, after multiple days spent working one-on-one with me and the site coordinators, something clicked. Itzel was able to pass 3 levels on lexia in just 1 week and she was beaming each time she completed a lesson. Now Itzel walks into the class motivated and ready to work, her posture has even changed as she sits attentively to complete lessons on the computer.

Itzel was able to overcome her apathy with the encouragement of the fits staff and is now intrinsically motivated to successfully complete Lexia lessons!

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## Lessons Learned

### Staff Lessons Learned Meeting

The Staff Lessons Learned Meeting was held at United Way of Santa Barbara County on Tuesday August 8, 2017. Here is a summary of the items discussed at this meeting:

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### **Communication Methods on Site:**

Group texts were most effective. Harding used walkie talkies and El Camino used WhatsApp. SY suggested walkie talkies at their site.

### **Staff Training: Most/Least Effective**

**MOST:** all staff felt that time on site to work with site teams was the most effective.

**LEAST:** many staff members did not feel that the teambuilding at UW was a good use of time

### **Suggested Improvements:**

All staff members would request even more time on site to work with teams, plan/prep curriculum, and deal with site specific tasks.

Literacy and Math PL request more substantial training in programs and time to work in programs as students.

Staff requested more information regarding expectations for swimming at YMCA.

### **Success at Sites:**

Staff reported success due to:

- positive relationships between students and CITs
- communication with SC/ASC
- student responsibility with FITS bucks jobs
- communication with other PLs or SCs
- flexibility to create division of labor at sites (between SC/ASC)
- weekly staff meetings – morning huddles at Franklin; afternoon meetings at El Camino
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### **Challenges at Sites:**

Concerns regarding:

- Behavior issues
  - o Suggestion – establish set chain of consequences
- Struggle with JH program at Harding
  - o Issues with early release; difficulty of SC/ASC to support two programs

### **If you could improve one (1) element of Fun in the Sun, what would it be and why?**

Staff expressed the need to provide NEW activities/lessons/ partners to facilitate continued engagement for returning students

### **Curriculum Reflections/ Suggestions:**

**Suggestions:**

- Literacy lessons in afternoons instead of after morning computer time
- Balance between fun and academics – increase academics
- Rotations for afternoon curriculum
- Template for prioritizing curriculum (like what Ian created at SY)

**Reflections:**

- Enough time for math activities after computer time – suggest more games/competition type activities
- STEAM rotations – heavy on partners at EL C – students requested more time to do lessons with PLs

**Partners/ Lunch Bunch Feedback**

Staff suggest meeting with partners to prep them to work with students.

Some staff expressed a feeling that were too many partners/not enough time to do other activities.

Lunch Bunch – staff suggested inviting LB groups to stay after lunch and meet with students/discuss careers

New partner suggestions:

- BiciCentro/ SB Bike Coalition
- Soccer
- SB Classical Music Van
- Tennis
- Ultimate Frisbee

**Field Trips:****Best:**

NatureTrack, Surf Happens, Beach Day

**Most Challenging:**

Camp Arnaz

**Other field trip ideas:**

Staff suggested limiting/differentiating field trips/activities according to age group

- Lompoc Aquatic Center
- Moxi
- Maritime Museum

## **Overall Suggestions/ Criticisms**

Most staff suggested allowing FITS Bucks to be more site specific – ie jobs are created depending on need at site

Provide more shirts to students at sites that are shared with other summer programs.

Expose students to new sports/new rules for familiar sports as part of PE rotation.

## **Partners Lessons Learned Meeting**

The Fun in the Sun Partners Lessons Learned Meeting took place on August 18, 2017 at United Way of Santa Barbara County. Partners were present to share their experiences over the summer, celebrate successes, and provide feedback on areas of improvement. This year, the program's third party evaluator conducted the lessons learned without the presence of United Way staff.