



FUN in the SUN



2015 Evaluation Report

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2012 Excellence Award Winner



ABOUT THIS REPORT

In addition to the new Cleveland addendum, two new elements are integrated into this annual report:

1. The gray-shaded boxes are excerpts from a two-hour informal debriefing session with the leadership team and the evaluator – referred to as the "Leadership Roundtable." This self-reflective process turned out to be a constructive compilation of lessons learned and to-dos for 2016 that should lead to program improvement.
2. Yellow highlighted boxes within the text are pertinent suggestions/comments that came from various staff comments or general tendencies noted by the evaluator in the data review process.

This year's evaluation is in two parts:

- ✓ **Part One: Narrative Summary** includes a process evaluation, staff/stakeholder comments and a brief description of survey results; and,
- ✓ **Part Two: Appendices** includes complete survey results and demographic data.



FUN in the SUN

PART ONE - NARRATIVE SUMMARY

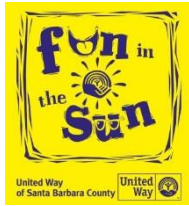


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OVERALL PROGRAM GOALS (6 of 6 TARGETS "ACHIEVED")

GOAL	TARGET	ACHIEVED IN 2015
<p align="center">Goal 1 General program scholars will maintain or improve upon reading competence and positive perceptions of reading.</p>	<p>Target #1 – 60% of scholars will display gains in reading comprehension, phonics, and vocabulary skills.</p>	<p align="center">Achieved 2015 total = 93% 2014 total = 93% 2013 total = 97%</p>
	<p>Target #2 – 80% of scholars will maintain or display a gain in positive perceptions of reading.</p>	<p align="center">Achieved 2015 total = 90% 2014 total = 88% 2013 total = 80%</p>
<p align="center">Goal 2 General program scholars will maintain or improve their positive identity and positive self-control.</p>	<p>Target #3 – 80% of scholars will maintain or display a gain in positive identity (i.e., self-concept and esteem, and positive view of personal future).</p>	<p align="center">Achieved 2015 total = 92% 2014 total = 76% 2013 total = 75%</p>
	<p>Target #4 – 80% of scholars will maintain or display a gain in positive self-control (i.e., thinking carefully before acting, engagement in positive behaviors, and disengagement in negative behaviors).</p>	<p align="center">Achieved 2015 total = 87% 2014 total = 85% 2013 total = 91%</p>
<p align="center">Goal 3 General program scholars will maintain or improve perceptions of family support.</p>	<p>Target #5 - 80% of scholars will maintain or display a gain in <u>their perceptions</u> of caring and support from parents/caregivers.</p>	<p align="center">Achieved 2015 total = 90% 2014 total = 87% 2013 total = 71%</p>
<p align="center">Goal 4 General program scholars will maintain or improve perceptions of community support.</p>	<p>Target #6 –80% of scholars will maintain or display a gain in their <u>ability to identify</u> caring, supportive, non-parental adults.</p>	<p align="center">Achieved 2015 total = 91% 2014 total = 88% 2013 total = 84%</p>



Fun in the Sun 2015 Third Party Evaluation Summary



United Way
of Santa Barbara County
www.unitedwaysb.org

Enrollment: This year United Way of Santa Barbara County's Fun in the Sun (FITS) conducted a six-week summer learning program from June 22 to July 31, 2015. Total programming days equaled 29, the same as in 2014. The total enrollment for FITS summer 2015 was 288 scholars – 264 scholars and 24 Counselors in Training (CITs). In 2014, 169 scholars and 27 CITs were enrolled in the six-week program. Total FITS enrollment for calendar year 2015 was 348 scholars and 290 parents, for a total of 638 served.

Management: There were dramatic improvements in all aspects of program management between 2014 and 2015. Although the focus of FITS and this annual report is/should be about scholars and families, this seismic turnaround in management is worthy of note. Leadership flipped from being reactive to proactive. They broadened the bandwidth of two-way communication between staff. Their careful hiring process paid dividends throughout the summer.

66 program staff members, 77 service delivery partners, 22 funding partners, and over 560 volunteers participated in Fun in the Sun. Not surprisingly, overall morale of program staff, partners and volunteers was supercharged – all of them in various ways noting their admiration of the leadership team, more positive atmospheres at the site level or "how smoothly everything is going this year."

This is supported by one Program Leader survey response that showed a doubling of their letter grade rating of FITS' leadership's on-going support: from 37% (A/B) in 2014 to 78% (A/B) in 2015. Although there was no comparative data from 2014, 92% of Program Leaders gave "UWSBC/FITS leadership " an A/B grade.

This change in management did not go unnoticed by parents who, for the first time, in surveys indicated a 100% overall satisfaction with the program and how safe their children were while in the program.

Performance targets: All six of the 2015 performance targets were achieved with the biggest gain (12%) in Target #3 – "scholars will maintain or display a gain in positive identity."

Santa Ynez: 2015 was the first year for FITS expanding to the Santa Ynez Valley. Thanks to tremendous support from districts, principals and enthusiastic parents, the Santa Ynez Elementary School site opened with a total of 48 scholars: 17 from the College School District, 26 from the Buellton School District, and five scholars from the Solvang school district.

Sites/Facilities: Of concern is the fact that, with the exception of Santa Ynez, sites were provided even more limited access to anchor school's offices, supplies and other facilities than in previous years. In Santa Barbara, with a new district-wide rollout of

summer support programs, the competition for facilities and usage time is fierce – to the point where leadership should prepare to explore alternative sites for 2016 if necessary.

Lunches: 2015 also marked the first year that FITS did not supply daily lunches for scholars at the Santa Barbara/Goleta sites. Instead, lunches were brought from home. An unexpected surprise was that this decision was accepted by parents and, in most cases, preferred by scholars. FITS still supplied daily nutritious snacks.

Reading/ELA: Reading Plus and Lexia continued to reap benefits in terms of overall scholar gains in each of the main categories of reading proficiency and countermanding summer learning loss.

- Of the 2015 sample measured, 100% of FITS scholars made gains in English Language Arts/Common Core State Standards content.

Math: Equally impressive was the impact of the Stride Academy – the highly interactive, standards- and incentive-based math skills software. According to staff and scholars, Stride Academy has eclipsed Reading Plus/Lexia in popularity. The total number of hours scholars worked on Stride (at FITS and away) totaled 2,331: that translates to nearly 10 hours of intensive math instruction per scholar over the six-week period.

Service learning: The Service Learning (SL) component is becoming somewhat of an enigma. 58% of Program Leaders (PL) perceived scholars as viewing SL activities as interesting, challenging and engaging; 42% of PLs selected service learning as the FITS program that had "the most positive impact" on scholars. These percentages are down from the previous year. No formal data was recorded about scholars' attitudes toward SL. A review of voluntary comments from staff and scholars shows mixed reviews, although there were a significant number of comments about SL becoming tedious and redundant. This may not be due to service learning, per se, or staff training/experience. Instead, one should keep in mind that some form of service/learning/community engagement is now a cornerstone of regular year school's recent emphasis on STEAM, project-based learning and 21st Century learning: meaning, the concept may not be as fresh to scholars then when it was first offered nearly exclusively by FITS. Other FITS activities (e.g., field trips) focus on global citizenship and community engagement.

Programming: Seven new programming components became part of the 2015 schedule:

1. The Chumash Maritime Association delivered a weekly cultural arts program to all sites; staff reported the addition of martial arts was a great success and that "...scholars really connected with the instructor."
2. A weekly Martial Arts program at each site and yoga instruction expanded the mind/character/body activities this year.
3. The Family Service Agency piloted a successful new "retainer" Family Advocate position to advise and refer families to community services for family issues affecting scholars as needed.

4. Montecito Bank & Trust substantially upgraded and expanded their financial literacy presentation to scholars and parents. Both parties, in survey comments, repeatedly expressed high interest and satisfaction.

Lunch Bunch: 2015 saw an increase in the positive comments about the program and the number of volunteers and participating organizations. Survey results showed 98-100% of volunteers indicating their efforts were "rewarding for them personally," for the scholars and that they hoped to return to volunteer again next year.

Scholars/behavior: According to survey Program Leaders, only "some positive change" (vs. "very much" or "little or none") occurred with scholars in the area of behavioral change.

The issue of behavior management and the need for proper training in a consistent approach across all sites was brought up again this year, with more urgency. This year, the evaluator noted a significant number of partners/program providers requesting that FITS staff monitor scholars' behavior during their presentations and activities. In some cases, the cause of this is inexperienced staff. In other situations there was discussion how to better use experienced, certificated staff.

The evaluator suggests FITS consider adopting CHAMPS – a classroom management approach the evaluator has used successfully throughout Southern California within districts of similar demographics as FITS.

Parents: For the first time in FITS history, parents attended a mandatory Parent Orientation meeting before the start of the program. Despite staff concern about possible low attendance or possible complaints from parents, the parent feedback for this orientation was positive overall. Having a bilingual Program Manager created unprecedented bridges between parents and program staff. For the first time, parent survey data indicated that they understood the overall mission of FITS and summer learning loss' relation to their child's academic progress.

Cleveland: Two programs were conducted at Cleveland Elementary; one in March intersession (March 16-26) and the other in September (September 21-October 1) intersession. 49 scholars and 43 parents participated in each session. The report on Cleveland is only a process evaluation, with a recap of events and results from key surveys.

1. PROGRAM ADMINISTRATION

- 1a. **MANAGEMENT:** 2015 was the second year that UWSBC was the lead agency for all sites, managing five sites in the summer, and a briefer Spring and Fall FITS at another site (Cleveland). Prior to 2014, UWSBC hired Lead Agencies to oversee sites and administer programming. UWSBC staff executed all steps including: recruiting, hiring, training staff, planning and implementing curriculum, managing daily site administration and overseeing data collection and evaluation activities.
- 1b. **COMMUNICATION:** The sites used cellphones provided for daily communication and no issues were reported.
- 1c. **HOURS OF OPERATION:** This year FITS ran a six-week program from June 22 to July 31, 2015. Total programming days equaled 29, the same as in 2014. The 2013 total was 33. Sites hours were from 8:30 a.m. to 4:30 p.m.
- 1d. **ATTENDANCE/ENROLLMENT:** The total attendance for FITS was 288 scholars, - 264 scholars and 24 Counselors In Training (CITs). Attendance was affected by a lice outbreak at La Cumbre, Franklin, and El Camino. However, there was a quick response from the staff to prevent the spread and the affected scholars returned within seven days.

Site Attendance for 2015 (vs. 2014) - Includes scholars and CITs	
Carpinteria/Aliso:	49 vs. 34
Goleta/El Camino:	54 vs. 57
Santa Barbara/Franklin:	55 vs. 33
Santa Barbara/La Cumbre:	80 vs. 72
Santa Ynez Valley Ele.	50 vs. na
TOTAL ATTENDANCE	288 vs. 196

- 1e. **ENROLLMENT PROCESS:** Overall, FITS had a much more trouble-free enrollment process this year. Applications were distributed and available online during the first week of February. The deadline for applications was March 27, 2015. Meetings were held with all parties involved in the selection process by early March. The goal in 2015 was to increase the number of online applications. However, most families requested paper applications, saying that they did not have access to the Internet or found it difficult to navigate the application online.

Carpinteria/Aliso

This year, the Carpinteria site at Aliso Elementary School increased enrollment by 12 scholars (one pod), for a total of 48 scholars and one (1) CIT.

Most of the scholars enrolled in the Carpinteria site came from Aliso Elementary School. At the beginning of the enrollment process, the Aliso site did not receive many applications, despite school staff sending notices to all parents. United Way decided to set up a table to sign up families. The principal and her administrative team at Aliso were supportive throughout the enrollment and helped with the selection process. They were also helpful with marketing, distributing applications, and assisting families.

Despite outreach efforts at the local schools, no CIT applications were received for the Aliso site. Although the program started without a CIT, one was added once the program started.

For recruiting efforts at Canalino Elementary, the UW team worked with the Director of Safe School & ASP programs. Despite constant communication with the administration and marketing efforts, FITS did not receive as many applications as anticipated. One factor for the low number of applications might have been the distance from the school to the site – and the fact that Canalino was running a summer program on their campus.

Goleta/El Camino

El Camino's attendance numbers were 48 scholars and six (6) CITs. El Camino received a strong number of applications due to the support of the principal and the school administration. The principal was involved in the selection process and the creation of a waiting list, which aided the enrollment process.

Santa Barbara/La Cumbre

La Cumbre's attendance numbers were 72 scholars and eight (8) CITs. Enrollment at La Cumbre Junior High was challenging due to the expectation from the school to only accept scholars from the westside Santa Barbara at this site. Parents enrolled their scholars in FITS even though the school had invited them to join a summer program at La Cumbre Junior High that prevented them from attending FITS for at least one week. As stated in the enrollment packet, and at the parent orientation night, FITS did not accept the scholars that chose to miss FITS for more than three days. Late in the enrollment process, the decision was made to add a few scholars from other schools to achieve full enrollment at this site.

Santa Barbara/Franklin

Franklin's attendance numbers were 48 scholars and seven (7) CITs. The principal at Franklin was very supportive and assigned a “FITS Champion” to help with the enrollment process. The number of applications was not as high at this school, in part due to the drop-in programs available on this campus. However, the site was able to achieve full enrollment by the start of the program.

Santa Ynez

The Santa Ynez Elementary School site opened with a total of two CITs 48 scholars: 17 from the College School District, 26 the Buellton School District, and five scholars from the Solvang school district. A waiting list of more than 10 scholars was created.

Outreach to all seven Valley school districts began six months prior to program commencement. United Way offered formal presentations for the Boards of

Education and local organizations from January 15 through April 15. The goal was to recruit a strong representation of qualifying scholars from throughout the Valley and engage community members. At first, there was some uncertainty about the location of Fun in the Sun in the Valley due to a shift in leadership at the initial school site. This caused a short delay in the enrollment process at this site. Once the location was determined to be Santa Ynez Elementary School, the concern was that there would be a lack of applications from the Buellton School District (the district with the highest number of qualifying scholars in the area/32% FRPM – 25% ELs) due to the transportation challenges. Thanks to the principal's assistance, successful marketing efforts and the support of the school districts, the program received ample applications for full enrollment.

- 1f. **DISMISSALS:** FITS had three dismissals for behavior issues in 2015: two dismissals at El Camino Elementary School; one dismissal at Santa Ynez Elementary School. Staff notes that setting clear expectations in the enrollment packet and during the Parent Orientation meeting really eased the process of these dismissals. In 2014, there were also a total of three dismissals.

- 1g. **DROPS:** In 2014, eight scholars dropped from the program in the last week due to annual Fiesta activities in Santa Barbara. In 2015, all drops occurred during the first week of the program: Santa Ynez Valley = 3; Carpinteria = 2; Goleta = 3; Franklin = 3; La Cumbre = 6.

- 1h. **SITES/FACILITIES - USE/ACCESS/OTHER ISSUES:** With the exception of Santa Ynez, sites were provided even more limited access to school's offices, supplies and phones than in previous years. Making copies proved to be difficult for all of the sites. The United Way office was the main source of all printed materials for the sites.

Carpinteria/Aliso

2015 was the second year UWSBC operated FITS out of the Aliso Elementary School campus in Carpinteria. The facility continues to serve as an ideal location for FITS. The computer lab was excellent and the school was very accommodating. 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 well. One of the challenges reported at Aliso was the lack of a printer/copier.

Goleta/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.

Santa Barbara/La Cumbre

La Cumbre Jr. High presented the biggest challenge for facilities use this summer. Due to a number of other programs taking place at this site, the school was only able to offer FITS four classrooms and one office for the six groups at this site.

Later, a room was provided to one of the groups with some restrictions. A 6th grade room was available for a few weeks mid-program. The site was able to work around this issue by combining groups when appropriate and using outside areas if needed.

Another challenge at La Cumbre was the use of outside areas. FITS had limited or no access to the grass fields for lunches and breaks. A few weeks into the program, FITS was asked to move to the front of the school for the activities. Site staff reports that there were major restrictions in this area (e.g., scholars were not allowed to sit on the steps).

No doubt that if this demand for facilities continue, that a search for a new site should begin. Leadership made note to begin discussions early spring to allow time for a possible relocation.

Santa Barbara/Franklin

The Civic Use Permit for use of Franklin School as a FITS site was submitted in early February 2015. The principal was very supportive in assigning FITS a specific area of the campus for the safety of the FITS scholars. This was especially important because the school hosts so many scholars at this facility over the summer.

One of the biggest challenges at Franklin site was the lack of computers to facilitate a full rotation of scholars for the technology based reading and math curriculum. United Way had discussed the idea of having the scholars bring their school-assigned tablets, but the site had many non-Franklin scholars, preventing full implementation of this plan. Another challenge was that the scholars that did have school-assigned tablets/iPads often forgot to bring them or brought them uncharged and were not able to use them.

By the second day of the program, United Way supplemented the Franklin site with laptops and Chromebooks in order to provide adequate technology support.

Santa Ynez

There were no facility challenges working with Santa Ynez Elementary. The Principal, Superintendent, and staff were very accommodating. Because of extreme heat during the day in the Valley, site staff was able to use the gym and the YMCA building that were ideal for activities.

- 1i. **FOOD SERVICE/SNACKS/DELIVERY:** Scholars at the El Camino, Aliso, and Santa Ynez sites brought their own lunches from home on a daily basis. Last year, El Camino received free lunches through different vendors arranged by United Way. However, the feedback was that the scholars were not eating the food. During the meeting with El Camino's Principal, the team decided that scholars enjoy and eat more of their homemade food, so a decision was made to have the scholars bring their lunch from home.

United Way purchased snacks ahead of time in 2015. A suggestion was made for next year: to give each site a snack budget and have the site leadership buy their own supplies so they can purchase fresher and healthier snacks locally.

Santa Ynez and El Camino only reported having a couple scholars who were having challenges bringing food on a daily basis, so United Way purchased food for sandwiches that were prepared by the Assistant Site Coordinator and CITS.

The Franklin and La Cumbre sites were served breakfast and lunch by the Santa Barbara School District meal trucks as part of their free summer food service program.

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

From the Leadership Roundtable: We thought there would be more outcry from parents when we announced the decision to not provide lunches. But the principal at El Camino told us these parents know the value of what they're getting and it makes them feel good that they are contributing and giving their kids food every day. For those scholars who forgot their lunch or whose parents couldn't provide lunch on any given day, we had lunch supplies on hand. To avoid stigma, we provided that scholar with their lunch in the morning so it looked like they brought it.

- 1j. TRANSPORTATION: United Way worked with Student Transportation of America for all major field trips and swimming trips. No major issues were reported other than 5-10 minute pick-up and drop-off delays.

One of the challenges faced at the Santa Ynez location was the distance to Santa Barbara. With scholar drop-off time at 8:30am, it was difficult on several occasions to arrive on time to the Santa Barbara field trips. This is something that should be addressed for next year.

The team faced a challenge recruiting a driver for one of the two United Way vans, but was able to hire a qualified individual by the beginning of the program. FITS also had an experienced returning driver that understood the demands of the role.

For the Santa Ynez Valley site, FITS worked closely with the College School District for all transportation needs. The districts were extremely helpful and generous.

One suggestion for next year is to schedule the pick-up time for the Music Academy of the West right before the event ends. United Way allowed some relaxation time between the Music Academy of the West event and pick-up time. The program should avoid this in the future since the area is not conducive to hold so many children due to the many activities going on around there.

The evaluator notes a dramatic reduction in staff mentions of transportation issues and frustrations in 2015.

PROGRAM ADMINISTRATION-RELATED SURVEYS IN PART TWO - SECTION
ONE

Partners - FITS Leadership/On-Going Support

Partners - Assess UWSBC/FITS Leadership

2. STAFF/STAFFING PATTERNS

2a. STAFFING PATTERNS:

2015 OVERALL FITS STAFF TOTALS - BREAKDOWN	
POSITION	2015 vs. 2014
Site Coordinator (Director)	5 vs. 4
Asst. Site Coordinator	5 vs. 4
Family Advocates	0 vs. 0
Lead Teachers/Prog. Leaders	22 vs. 19
Counselors In Training	24 vs. 27
Drivers	2 vs. 2
Site Aides	2 vs. 2
Interns (administrative)	1 vs. 0
Lunch Bunch staff	5 vs. 0
➔ OVERALL TOTAL	42 vs. 31

POSITION	CARP.	GOLETA	SB/LA CUMBRE	SB/FRANKLIN	SANTA YNEZ
Site Coordinator	1	1	1	1	1
Asst. Site Coordinator	1	1	1	1	1
Program Leaders	4	4	6	4	4
Counselors in Training	1	6	8	7	2
TOTAL	7	12	16	13	8
TOTAL ABOVE					56
Other Staff at all sites (drivers, interns, aides)					10
2015 TOTAL STAFF					66

2b. **STAFF RECRUITMENT/HIRING/PLACEMENT:** The process to interview and hire purposely took longer than in previous years – and paid off. The team wanted to find quality employees that felt strongly about the mission of the program.

The United Way FITS leadership team took part in the winter and spring career fairs at UCSB and attended recruitment opportunities at Westmont College and Santa Barbara City College. Job listings were posted on numerous websites. The United Way team started interviewing for summer positions in late February.

United Way was fully staffed by the second week of June.

The hiring process was smooth, with the exception of:

1. There were employment eligibility issues with one of the candidates. Luckily, United Way was able to replace this candidate the same day they found out.

2. A Program Leader resigned the day before the start of training due to a personal emergency. The team quickly solved this situation by having the former Assistant Site Coordinator take the role of Program Leader until a new staff member was hired and placed at this site in the first week of the program.
3. A decision was made on week three of the program to dismiss a Program Leader at the La Cumbre site. United Way was able to replace this person immediately with a candidate on the waiting list without a major issue.

From the Leadership Roundtable: In a year with a relatively low percentage of returning staff, communication and collaboration between FITS and site leadership received high marks. Mention was made of the team approach to screening and interviewing candidates. And, "...there was already a relationship built because we had had multiple interviews and the time to build rapport before FITS began operations." It was also due to carefully balancing experienced staff and motivated credentialed teachers with newer staff: "It was the inexperienced staff that brought new life to the program." The bottom line is finding and hiring staff who are mission driven - there for kids and not just the paycheck."

2c. STAFF ORIENTATION/TRAINING: FITS started with a kickoff event on June 19th at the La Cumbre Junior High Theater. On this day, United Way joined thousands of other people and organizations across the country in celebration of National Summer Learning Day, a recognized national advocacy day to spread awareness about summer learning's importance in narrowing the achievement gap and supporting healthy development.

Keynote speaker, Daren Howard, Technical Assistance Manager with the Partnership for Children & Youth noted, "It's important to recognize that every community has a mix of people with resources and those without. Scholars who grow up with low resources are most affected by summer learning loss, as they are less likely to attend summer camps or be read to by their parents on a daily basis when compared to their higher resource peers."

The event was well attended by partners, staff, volunteers, supporters, and community leaders.

Training for staff took place from June 15 through June 19, 2015, one week prior to the start date of FITS (see attached agenda at the end of this section).

The original plan was to have a longer/more focused training for Site Coordinators (SC) and Assistant Site Coordinators (ASC) this year. One of the challenges in

expanding the training for SCs and ASCs was that the school year ended on June 12, not allowing enough time to offer 1.5 weeks of training.

The CITs joined the training on Wednesday, June 16, 2015. This year, the training focused on developing team spirit through the participation of the Key Class.

This year, 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 on Saturday June 6, 2015. This allowed more time at the sites during the week of training.

Family Services Agency was scheduled to deliver a behavior management training session, but a family emergency forced the original facilitator to cancel last minute. The FSA director and family advocate were able to step in and provide a last minute training for the program. Although they did an excellent job given the time they had to prepare, the training was not as comprehensive as planned.

United Way provided a train-the-trainer session about Tobacco use and prevention. The session focused on the negative effects of electronic cigarette usage. Staff response was positive.

The staff was able to spend 1.5 days at the sites (as discussed in last year's evaluation) to allow them to organize/form a site-specific plan for their location and acclimate before the program began. This gave the site an opportunity to come together and work out the logistical details of the site.

We had an abbreviated training session for the staff members that joined after the program started and could not attend the mandatory 40-hour training session that all staff attended to cover the most important points/expectations. They did an excellent job quickly adjusting to their teams and their assigned sites.

The five returning staff members and four former FITS scholars' input was very valuable during the week of training. A suggestion for next year would be to get returning staff more involved in the planning of the training.

From the Leadership Roundtable:

The issue of behavior management and the need for proper training in a uniform consistent approach across all sites was brought up again this year. The evaluator noted a significant number of partners/program providers requesting that FITS staff monitor scholars' behavior during their presentations and activities. In some cases, the cause of this is inexperienced staff. In other situations there was discussion how to better use experienced, certificated staff.

A suggestion was made for FITS to consider adopting CHAMPS - a classroom management approach the evaluator has used successfully throughout Southern California within districts of similar demographics as FITS.

The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which scholars are responsible, motivated, and highly engaged in the specific task at hand. CHAMPs emphasizes consistency among staff and across all sites. The CHAMPs acronym is used to facilitate staff agreeing on detailed behavioral expectations for EACH activity.

2d. COUNSELORS IN TRAINING: Fun in the Sun had a total of 24 Counselors in Training in 2015. FITS had several returning CITs at La Cumbre, Franklin, and El Camino.

The Santa Ynez team started with one CIT. A second CIT joined during the first week of the program.

Despite outreach efforts, it was difficult to find CITs in Carpinteria.

A suggestion made for next year was to reach out to the strong CITs in April or early May to help with the recruitment efforts. Getting them more involved before the program starts, and getting their help with training and ideas for their programming, might result in a stronger buy-in.

The CITs received special programming on college and career preparedness, including a special trip to Cottage Hospital that exposed them to numerous professions in healthcare.

At UCSB, CITs experienced a “day in the life of a college scholar,” talked to mentors and asked questions during a UCSB scholar panel. They also received workshops on pre-college academic preparation, college readiness, eligibility and enrollment.

In the last week of the program, the CITs received a day at the beach that included kayaking/paddle boarding, and lunch to recognize their contributions and hard work over the summer.

STAFF-RELATED SURVEYS IN PART TWO - SECTION TWO

- ✓ Program Leader - Experience
- ✓ Program Leader - FITS Experience
- ✓ Program Leader - Orientation
- ✓ Program Leader - Training
- ✓ Program Leader Likely To Work Next Year (and comments)
- ✓ Program Leaders - AT LEAST ONE way to improve FITS for scholars (comments)

3. ACADEMIC COMPONENTS

3a. LEXIA - PREVENTION OF SUMMER LEARNING LOSS: On average, summer learning loss for low-income scholars is generally about 2-3 months of grade-level equivalency loss in reading.

At the beginning of Fun in the Sun, 131 out of 211 scholars (62%) placed below grade level in Lexia Core 5.

→ **Of the 2015 sample measured, 100% of FITS' Lexia scholars made gains in English Language Arts/Common Core State Standards content.**

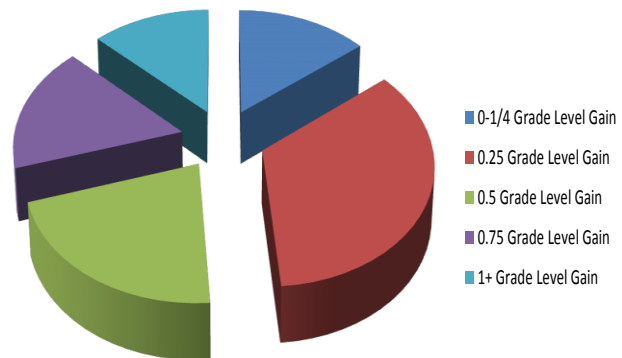
3b. LEXIA - SCHOLARS' GAINS IN ENGLISH LANGUAGE ARTS/COMMON CORE STATE STANDARD CONTENT:

In 2015, 211 3-9th grade scholars from five sites were enrolled in Lexia Core 5. These scholars completed 12 or more sessions.

100% (211) of FITS scholars working in Lexia Core 5 made gains in English Language Arts Common Core State Standard content:

Approximately 51% of FITS scholars made gains of more than one school year.

The average gain made was +0.65 – the equivalent to two-thirds of a school year.



3c. ABOUT LEXIA: Specifically aligned with Common Core state standards, this research-proven, technology-based program accelerates reading skills development, predicts scholars' year-end performance and provides teachers data-driven action plans to help differentiate instruction.



Designed to accelerate fundamental literacy skills development, the program provides a personalized learning path for each scholar with 18 levels of scaffolding and explicit instruction that supports scholars if they struggle.

The program simplifies differentiated instruction, enabling at-risk scholars to close the reading gap more quickly, and on-level and advanced scholars to continue to progress.

3d. 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, scholars need to read 100 stories and answer the questions at an 80% accuracy rate.

This year's scholar sample combined five sites and totaled 45 5-9th grade scholars.

Again this year, FITS achieved two of its two key reading success indicators:

- **Target #1 – 60% of scholars will display gains in reading comprehension, phonics, and vocabulary skills. The 2015 result was 93% (vs. 2014 = 93%).**
- **Target #2 – 80% of scholars will maintain or display a gain in positive perceptions of reading. The 2015 result was 90% (vs. 2014 = 88%).**

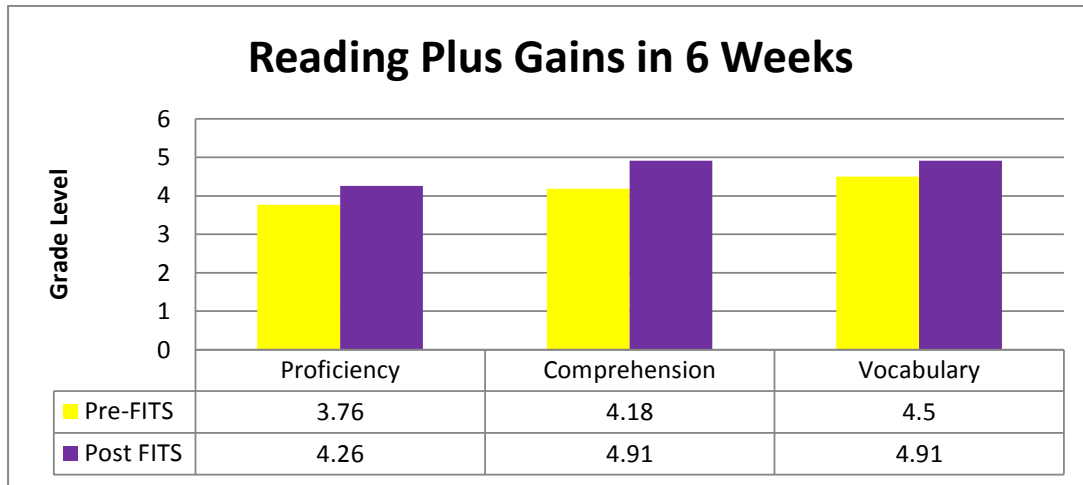
3e. READING PLUS - SIX-WEEK GAINS (of scholars included in sample):

Scholars from the Reading Plus sample averaged an 87% comprehension rate on their See Reader or comprehension texts. There is no comparative data for this measure.

Reading Plus determines rate within the context of an authentic reading experience, ensuring that students comprehend text as rates are measured. This is described as the Comprehension-Based Silent Reading Rate. Changes in the comprehension-based rate of reading are hard to affect, especially as students move through the grades.

The overall average gain in proficiency (measurement of scholar capacity and efficiency) from the beginning of the program to the final assessment at the end of the six-week program was +. 61 (6/10 of one grade level).

SeeReader utilizes a Guided Window to help train eyes to move smoothly and quickly across the text. This results in faster and more engaged reading. After scholars read a passage, they answer questions designed to help them think carefully about what they just read, remember the most important information, and connect what they already know.

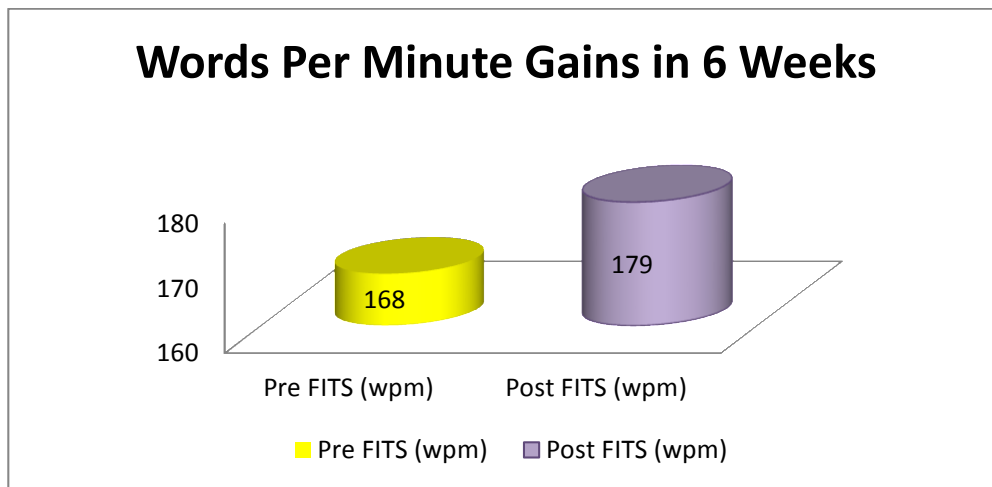


READING PLUS - CONTINUED

The overall average gain in comprehension after six weeks was +0.5. (1/2 of one grade level)

The overall average gain made in vocabulary after six weeks was +0.7. (7/10 of one grade level)

The overall average gain in words per minute after six weeks was +8.9.



- 3f. **MATHEMATICS - STRIDE ACADEMY:** With the success of the program last year, Stride Academy was brought back this summer. Stride is an online, Common Core-aligned technology based intervention math program that was used during the Math morning rotations at all FITS sites this summer. Stride has a gaming feature that allows scholars to acquire coins, play additional games, compete against each other and purchase objects in the game.

Stride Academy starts all scholars at grade level math problems. As the scholar begins working on math problems, the program will adjust so that the scholar is working on problems equivalent to their own skill level.

Scholars were expected to work on Stride Academy for at least 25 minutes each morning. Scholars 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.



3g. STRIDE ACADEMY USAGE DATA

256 scholars participated.

244,625 total questions answered correctly (earned as coins for scholars). In just six weeks, each scholar answered about 955 mathematical questions correctly.

8,753 total badges were awarded to scholars as they showed mastery of a mathematical concept/skill (answering 80% or more of the questions accurately within that concept/field). On average, each scholar earned about 6 badges per week during the six weeks of the program.

136,233: total minutes scholars worked on Stride Academy during Fun in the Sun; approx. 2,270 hours.

3,672: total number of additional minutes scholars worked on Stride Academy outside of Fun in the Sun hours was—approx. 61hours.

A total of 2,331 collective hours spent learning and practicing mathematical skills and concepts.

3h. SERVICE LEARNING: Service Learning is an opportunity for scholars to build leadership skills through structured learning lessons that have a long-term reward. The goal is to help improve scholars' communication, listening, and comprehension skills while addressing community problems. Throughout the six weeks of FITS, scholars participated in an investigation of community needs, prepared for their service learning project, set a plan of action and reflected on their project, demonstrated learning and impacts while implementing their action plan and celebrated the success of their projects by sharing them during Family Fun Night at the end of FITS. Some service learning projects included:

- The drought and water conservation.

- Recycling and beach clean ups.
- Caring for our senior citizens with Casa Dorinda.
- Awareness of animal shelters that included a fundraiser.
- Cancer awareness and a scholar initiated fundraiser for cancer victims.

This year, United Way received a grant from the County of Santa Barbara – Alcohol, Drug, and Mental Health Services Dept. for the Carpinteria and Santa Ynez Valley sites. Scholars incorporated the alcohol and drug curriculum into their service learning projects at both sites.

During Family Fun Nights at all sites, scholars also presented their service learning projects during these special nights.

From the Leadership Roundtable: Ultimately, what keeps Service Learning going is that scholars have a choice - the power to pick what they want to do. Some staff have voiced frustration regarding service areas. For them, and all staff, we think it would be beneficial to compile a list of past SL projects conducted by FITS, along with suggestions for future projects.

**ACADEMIC COMPONENTS-RELATED SURVEYS IN PART TWO -
SECTION 3**

PROGRAM LEADERS - PERCEPTIONS ABOUT SERVICE LEARNING

- Q20. Program Leaders – Service Learning/Engaging for scholars
- Q21. Program Leaders – Service Learning/Difference in community
- Q22. Program Leaders – Service Learning/Understanding social issues
- Q23. Program Leaders – Service Learning/Personal values and beliefs

FITS SCHOLARS - POWER READING SURVEY

- Q1. What program did you work in this summer?
- Q2. What grade will you be entering this Fall (September 2015)?
- Q3. How many summers have you participated in FITS?
- Q4. Did you use Reading Plus or Lexia last summer?
- Q5. Which is your FITS site?
- Q6. What is your ethnicity? (Optional)
- Q7/Q8. I Really Like To Read
- Q9/Q10. Reading Is Easy
- Q11/Q12. I Can Easily Understand What I Read
- Q13/Q14. I Read Very Fast
- Q15. Suggestions for Reading Plus

PROGRAM LEADERS SURVEY RESULTS REGARDING READING

- Q11. Observed POSITIVE CHANGES In Scholars' Reading Skills
- Q12. Observed INCREASES in scholars' ENJOYMENT OF READING
- Program Leaders' VOLUNTARY COMMENTS about Reading

PARENT SURVEY RESULTS REGARDING READING

Q6. QUALITY OF READING INSTRUCTION children received

Q7 My child... ABILITY TO READ

Q8. His/her ENJOYMENT OF READING has...?

4. PROGRAM COMPONENTS

4a. PROGRAMMING OVERVIEW:

A goal for the Middle School program this year was to provide a **strong/stronger college and career focus**. Some of the highlights of this program include:

- A partnership with the Police Activities League (PAL) for a weekly activity
- A continuation of our Failing Forward speakers
- Addition of Martial Arts to the successful Passion Pursuits program.
- A multi-day workshop by RRM Design, a local architect firm. The scholars experienced what it's like to be an architect as they designed a mock business in downtown Santa Barbara on paper.
- Intentional and career focused field trips, including:
 - A specific field trip to Cottage Hospital for the Middle School scholars and the CITS. They were able to talk to Dr. Gauvin, explore different careers in the healthcare industry, have a hands on experience at the Patient Simulation Lab, and talk to an EMT.
 - A field trip to the Santa Barbara airport to explore careers in the aviation industry through the Airport Community Education Center.

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

- 1) Dance lessons from Everybody Dance Now
- 2) Building robotics with Al Soenke (DPHS)
- 3) Creating and recording music at Notes for Notes recording studio
- 4) Marital Arts at the Martial Arts Family Fitness studio.

FITS contracted several professional organizations to provide a comprehensive and intentional physical activities program at each site this summer.

Another overall note to consider about FITS programming is generated from a national Magnet Schools conference attended by the evaluator where a general concern of school leadership is the overwhelming, some called it unmanageable, number of programs and activities they are charged with operating and overseeing – a mix of existing and new added-on programs, trainings, approaches and standards. In general, principals and teachers are now taking a stand to their district leaders saying: "Don't give us a new program without allowing us to remove an existing program – we are now at capacity."

FITS appears to be at that tipping point. Over the past few years, many new programs have been added or expanded, but few removed. Perhaps not coincidentally, more and more research is being conducted on the importance of "time off task" for

scholars – especially in the summer months. For too many educators, they report, down time is considered idleness or wasted time. In addition to giving scholars' brain an opportunity to make sense of what they have just absorbed, refreshing their “resting-state networks” helps them process their experience, consolidate/sort-out information, reinforce learning, regulate their attention and emotions, and keeps them productive and effective in their future work.

Many school leaders are finding it beneficial to take a "zero-based budgeting" approach to determining their programming. Zero-based budgeting is a method of budgeting in which all expenses must be justified for each new year – every function within an organization is analyzed for its needs vs. costs and capacity.

4B. NEW PROGRAMMING COMPONENTS IN 2015

Chumash Maritime Association delivered a weekly cultural arts program to all sites this summer. Through art projects, scholars explored what the Scholars learned what the areas around Carpinteria, Santa Barbara, and Santa Ynez were like before the settlers came: what was used for transportation, hunting, painting, shelter, tools and jewelry. Character Counts was incorporated into the activities as scholars learned about Native American values and the importance of respectfully gathering and honoring nature when progressing through each art project.

Santa Ynez scholars visited **Flag Is Up Farms**, the internationally renowned starting point for some of the world's most successful performance horses and high-earning racehorses. Scholars learned about the team that works with remedial horses to mend troubling behaviors and get them back on track for success.

The addition of Martial Arts was a great success this year. Staff reported, "...scholars really connected with the instructor." Not only did they learn about the technical aspects of Martial Arts, but they also incorporated discipline, self-control and Character Counts-based lessons on courtesy and respect. Martial Arts Family Fitness taught a morning rotation once per week at each site for the elementary school track, encouraging scholars to be strong in mind, body, and character. The activities incorporated lessons on courtesy and respect through Character Counts.

NatureTrack led FITS scholars through outdoor adventures, based on flow learning, an innate learning process to connect young people with the land where they live, and provide them concepts beyond those provide in class or textbooks.

New **parent workshops** included college and career preparedness for parents by UCSB, and a financial workshop for parents by Montecito Bank & Trust

The **Santa Barbara School of Music** provided team-oriented activities that fostered scholars' inner creativity and self-confidence through music.

UCSB Science Camp: A group of FITS scholars attended Science Camp at UCSB for one week. This camp offers an exciting environment for scholars to gain scientific intuition and engineering logic through fun, hands-on activities and engaging collaborative efforts.

4C. RETURNING PROGRAMMING COMPONENTS IN 2015

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

American Red Cross facilitated lessons on disaster preparedness and motivated scholars to share the information they learned on earthquake and fire preparedness, emphasizing the importance of citizenship.

Camp Arnez: The Girls Scouts of Greater Santa Barbara County hosted all 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, including: archery, making s'mores, outdoor cooking and camping activities, knot making, crafts and team oriented games.

Cornelia Moore Dental Foundation and Direct Relief International emphasized the importance of good dental hygiene and provided dental screenings and education sessions to scholars, reinforcing a healthy/safe lifestyle. All scholars received dental kits consisting of toothbrushes, floss, and toothpaste through Direct Relief International and Cornelia Moore Dental Foundation.

Drug and Alcohol Education Curriculum: This year, United Way received a grant from the County of Santa Barbara/Alcohol, Drug, and Mental Health Services for the Carpinteria and Santa Ynez Valley sites. Scholars incorporated the alcohol and drug curriculum into their service learning projects at both sites. They researched the effects of alcohol, drugs, and tobacco on one's health. In addition to their research, scholars and their parents took a pledge to stay alcohol, drug, and tobacco free.

Early Academic Outreach Program: UCSB provided a pre-college academic program for scholars and parents regarding college readiness, eligibility, and enrollment. Middle School and High School FITS scholars were invited to spend a full day at UCSB that included a tour to experience college life; a series of age-appropriate workshops; and a scholar panel. Parents participated in a workshop by EAOP on how to support their children to attain higher education.

Everybody Dance Now Fun in the Sun continued the partnership with Everybody Dance Now (EDN) this year, a local nonprofit that provides dance lessons to local youth. EDN provided lessons to all five sites once a week this summer. The instructors really connected with the scholars. Scholars appreciated having a male instructor this year, since it allowed the boys in the program to open up and feel more confident about dance.

Failing Forward is an opportunity for local successful professionals to talk to scholars about their journeys to success. The overarching message delivered to the scholars is 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 scholars acknowledge “failing forward” as an important part of life and that perseverance is paramount.

Due to the popularity of this guest speaker series at middle school program last year, we expanded it to all sites for our incoming 5th, 6th and 7th graders this summer.

There were a total of 19 45-minute presentations by 16 speakers. For the most part, all sites reported that Failing Forward was successful, with many scholars making connections with the various presenters.

A suggestion was made by staff to find Failing Forward speakers that elementary school scholars can relate to so that the experience is more rewarding for all parties involved.

List of Failing Forward Speakers for 2015

Name	Organization	Name	Organization
Hal Conklin	Former Mayor	Forrest Mori	QAD
Britt Ortiz	UCSB	Salud Carbajal	Board of Supervisors
Lisa Lopez	SBCC	Robert Samario	City of SB
Kirsten Moore	Westmont	Janet Garufis	Montecito Bank/Trust
Mark Alvarado	City of Santa Barbara/Parks	Dean Farrah	County of SB
Dr. Manny Raya	SBCC	Arcelia Sencion	People Helping People
Kai Tepper	SB Bowl Foundation	Steve DeLira	County of SB
Carrie Topliff	County of SB	Art Willner	Cen Cal - Retired

Family Services/Family Advocate: FITS once again partnered with the Family Service Agency to provide support to FITS children and families as needed. A special arrangement was made to have a “retainer” Family Advocate during FITS. The Family Advocate was extremely helpful in providing feedback and helping scholars and families with issues. FSA advised and referred families to community services for family issues affecting scholars as needed.

Family Services 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 positive methods of discipline and productive communication between parent and child.

Field trips: Field trips were carefully considered in 2015. Last year in 2014, the number of field trips was simply overwhelming to staff – but, in contrast, were one of the highlights for scholars. And, for the most part, the enrichment and education scholars get from the more experiential excursions is another hallmark of FITS. In 2015, although field trips received a mixed response, there were fewer complaints than in 2014. Summer 2015 field trip destinations included:

- Arts from Scrap
- Cachuma Lake
- Cottage Hospital
- Flag is up Farms
- Local Banks
- Local Parks
- UCSB
- Assistance League
- Camp Arnaz
- Fishing
- Happy Endings Horse Sanctuary
- Local businesses
- Music Academy of the West
- Swimming Lessons
- Beach
- Cloud 10
- FITS Olympics
- Lake Casitas
- Local libraries
- Nature Walks
- Santa Barbara Bowl

From the Leadership Roundtable: There was some concern about the amount of travel involved for Santa Ynez scholars attending the same major field trips as the other sites. But we never heard a complaint. Mainly because when they got there, scholars enjoyed themselves.

In addition, the Santa Ynez site added additional local interest field trips (Monty Roberts, Pleasant Valley Schoolhouse).

Two improvements are slated for next year: 1) Improved scheduling of bus arrival and departure times and 2) Having parents help us ensures scholars arrive earlier to the program on field trip days.

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

Montecito Bank and Trust provided a four-week Financial Literacy course to all scholars at the Aliso, El Camino, Franklin, and La Cumbre sites and three weeks of curriculum to the 2 youngest groups of scholars at the Santa Ynez Site. 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, building houses, taking out loans, reading stories, receiving paychecks each week and making decisions about spending or saving money. Each site visited their local Montecito Bank and Trust branch.

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 younger scholars and their peers.

The Key Class also facilitated a morning rotation in Santa Ynez and Aliso Elementary School on courtesy and manners. For the Middle School Track, the Key Class focused on communication and social media safety.

Lockheed Martin engineers taught the scholars how light effects materials through an interactive ultraviolet light sensitivity demonstration.

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

Police Activities League activities took place once per week for middle school scholars who visited the PAL facility three times. Interactive sessions averaged 1.5 hours. Topics included: leadership, interpersonal communication, community relations, command presence, and career exploration.

Through **RAYS (Raising Awareness Yields Sun Safety)**, FITS scholars learned about skin cancer and ways to prevent it. All scholars wore hats, used sunscreen, and found shade while having fun during outdoor recreational activities. The Cancer Center's RAYS Program made this possible through a train-the-trainer curriculum, donation of hats and sunscreen, and the loan of sunshade tents for each FITS site.

Santa Barbara Cottage Hospital hosted FITS scholars from all sites, organizing fun and educational field trips where the scholars were able to discover different careers within the health system. A visit to trauma services, radiology, and the pharmacy offered hands-on learning on science, technology, and engineering.

Leadership Roundtable: Having a 5th day for a field trip at Cottage Hospital for the Middle School and High School scholars was very effective. The scholars were able to explore and have their questions answered by numerous departments within the hospital and left interested in careers in this field.

Santa Barbara Sailing Center provided kayaking and paddle boarding classes to middle and high school scholars. This was the first time that many of the scholars participated in these activities.

The **Scholarship Foundation of Santa Barbara County** inspired, encouraged, and supported FITS scholars in their pursuit of higher education. This was done through presentations and activities geared toward college and career readiness, as well as incorporation of Character Counts. This was offered to ALL scholars at ALL sites.

Swimming: FITS was informed late spring that the Dos Pueblos swimming pool was not going to be available for the summer. There were some challenges finding a new location for a swim program, but a partnership was initiated with the Montecito YMCA that offered swimming lessons to the Franklin, La Cumbre, and El Camino sites. Due to some scheduling conflicts with the vendor, the activity starting and ending times were a challenge because of the distance from Goleta. Scholars were expected to arrive at 1:45pm to take full advantage of the swim lessons. The Aliso scholars visited the Carpinteria Public Pool and the Santa Ynez site visited the YMCA public pool in Santa Ynez.

A recommendation was made that a new swim location be arranged for the El Camino site next year – or that a new start time is negotiated with the YMCA.

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

Tai Chi Self control and health were addressed through Tai Chi by David Benson's series at all sites over the summer with a focus on calming the mind and balancing the body.

Yoga: Dr. Gloria Kaye taught yoga (for her first time) at Aliso Elementary this summer. It was a great success. FITS plan to partner with her next summer and expand programming to more sites.

4d. LUNCH BUNCH: A touchstone of FITS, this year's Lunch Bunch program involved more than 560 volunteers from 57 different organizations to engage with scholars during lunch hours. In 2014, the numbers were 530+ volunteers from 40 organizations.

Because this was FITS' first year in the Santa Ynez Valley, the number of Lunch Bunch volunteers that participated there was lower than any site. Despite this, the SY Lunch Bunch team had very positive feedback. They expressed interest in inviting friends and other organizations for next year's FITS.

The total number of filled Lunch Bunch opportunities was 76 this year, with visits by numerous organizations and individuals.

The number of Lunch Bunch dates booked at each site were: Aliso = 8, El Camino = 16, Franklin = 17, La Cumbre = 17, Santa Ynez = 13, Cottage Hospital = 5.

Lunch Bunch Volunteer Organizations – 2015

- | | | |
|---|---------------------------------|--|
| • AGIA Affinity Services | • Deckers Outdoor Corporation | • Santa Barbara Scholarship Foundation |
| • Agilent | • DuPont Displays | • Santa Ynez Band of Chumash Indians |
| • AmeriFlex | • Edison International | • SEE International |
| • Bank of America | • Fess Parker | • The Narrative Loft |
| • Bartlett, Pringle & Wolf, LLP | • Four Seasons Biltmore | • TNCI |
| • Brown & Brown Insurance | • GE Intelligence Platforms | • TrueVision Systems |
| • Carpinteria Morning Rotary | • Goleta Sanitary District | • UCSB |
| • CenCal Health | • Hearts of Bacara | • UCSB |
| • Chase Bank | • Hope School District | • UCSB United Way Club |
| • City National Bank | • Invoca | • Union Bank |
| • City of Santa Barbara | • Kaplan International | • United Way of Santa Barbara County |
| • College School District | • Leadership | • UPS |
| • Community West Bank | • Lockheed Martin | • Venoco |
| • Cottage Health | • MacFarlane, Faletti & Co. LLP | • Volunteer – Corby Fleming |
| • County of Santa Barbara | • Montecito Bank & Trust | • Volunteer – Nola Huss |
| • County of Santa Barbara District Attorney | • Nordstrom | • Volunteer – Yana Vinnitsky |
| • County of Santa Barbara Education Office | • QAD | • Wells Fargo – Goleta Branch |
| • Crystal Productions | • Raytheon YESNET | • Westmont College |
| | • RightScale | • Young Leaders Society |
| | • Rotary Club of Santa Barbara | |

**PROGRAM COMPONENTS-RELATED SURVEYS IN PART TWO -
SECTION FOUR**

LUNCH BUNCH VOLUNTEER SURVEY RESULTS

1. Times participated in Lunch Bunch including this summer?
2. At which site did you participate in Lunch Bunch?
3. Orientation/training helpful?
4. Rewarding for YOU personally?
5. Personally rewarding for SCHOLAR/S?
7. How likely are you to volunteer at Lunch Bunch again?
- 8/9. Likely to recommend Lunch Bunch? (and comments)

PROGRAM LEADERS' SURVEY RESPONSES - PROGRAMMING

- Q6. Component that had THE MOST POSITIVE IMPACT on scholars
- Q7. Scholars' Top Three Favorite Components?
- Q8. Scholars' Three Least Favorite Components?

5. FITS' PARTNERS

United Way started meeting with FITS Program Partners in January 2015 and had the first official Partner Meeting on March 15, 2015.

5a. 2015 SERVICE DELIVERY PARTNERS (77)

American Indian Health & Services	Lake Casitas
American Red Cross Santa Barbara	Martial Arts Family Fitness
ASES Cooking Lessons	Montecito Bank and Trust
Assistance League of Santa Barbara	moxi-Wolf Museum of Exploration & Innovation
Cachuma Lake	Music Academy of the West
California State Parks	Nature Track
Cancer Center of SB with Sansum Clinic	Notes for Notes
Carpinteria Library	Partners in Education
Carpinteria Unified School District	People Helping People (SYV)
Channel Islands International Raceway	Playback Studios
Chumash Maritime Association	Pleasant Valley Schoolhouse
City of Buellton Parks and Recreation	Police Activities League
City of Carpinteria	RRM Design
City of Carpinteria Aquatics	Safety Matters Certified Training
City of Carpinteria Parks and Rec	Sandy Point Ink
City of Santa Barbara Fire Department	Santa Barbara City College
City of Solvang Parks and Recreation	Santa Barbara Eyeglass Factory
Community Action Commission	Santa Barbara Farmer's Market
Community Counseling & Education Center	Santa Barbara Museum of Art
Conservation Corps	Santa Barbara Neighborhood Clinics
Cornelia Moore Dental Foundation	Santa Barbara Public Library
Cottage Health System	Santa Barbara Sailing Center
County of Santa Barbara	Santa Barbara Sport Fishing
Direct Relief International	Santa Barbara Unified School District
Dr. Mietus	Santa Ynez Valley School Districts
East Side Library	SB Airport Community Education
Easy Lift	SBUSD Nutritional Services
Elings Park Foundation	Scholarship Foundation of Santa Barbara
Everybody Dance Now	Scholar Transportation of America
Explore Ecology	Teach for America
Fairview Gardens	Ty Warner Sea Center
Family Service Agency	UCSB
Food from the Heart	UCSB Reef
Foodbank of Santa Barbara County	Union Bank
Franklin Elementary School	Veggie Rescue
Friendship Adult Day Care Center	Westmont College
Girl Scouts of California's Greater Coast	YMCA Montecito Family Center
Goleta Union School District	
Key Class	
La Cumbre Junior High School	

5b. FUNDING PARTNERS (22)

All Saints by the Sea
Bank of America
City of Goleta
Coeta & Donald Barker Foundation
County of SB - Human Services Fund
County of SB – ADMHS
Deckers Outdoor Corporation
Edison International
Errett Fisher Foundation
Herbert & Gertrude Latkin Foundation
La Cumbre Junior High School Foundation
Montecito Bank & Trust
Red Feather Ball
Rotary Club of Santa Barbara
Towbes Foundation
U.S. Bank
UCSB Associated Scholars
Union Bank Foundation
United Way of Santa Barbara County
Volentine Family Foundation
Walter & Holly Thompson Foundation
Williams-Corbett Foundation

5c. INDIVIDUAL PARTNER END-OF-YEAR REPORTS

AMERICAN INDIAN HEALTH & SERVICES, INC.

Program Description: American Indian Health & Services, Inc. offers a simple vision screening in our Mobile Clinic. The Clinic On Wheels is able to screen 50 FITS children in about an hour and a half.

Number served: 237

Programming time: We have a driver and two helpers – usually Medical Assistants. This year we had administration staff trained by the MA’s work with the program and analyze the results. Each of the five sites averaged about four hours. Santa Ynez took a little longer.

Goals/ Outcomes:

Evaluate individual vision using the Snellen test and if children are missing corrective glasses.

Refer children to a specialist when appropriate.

Connect schools or United Way and families of the children to potential vision correction resources.

Financial/in-kind contributions: Estimated \$400 per site

Challenges/ successes: Very minimal. Some counselors are more attentive than others.

Optional info/input: Our portion of the Fun in the Sun is an easy program to run. It hasn’t really changed much in seven years.

ASSISTANCE LEAGUE OF SANTA BARBARA

Program Description: Provide: tote bag, water bottle, beach towel, bathing suit, one pair of shorts and two t-shirts. A bag of sliced apples was also provided.

Number served: 264

Programming time: 300 member hours; 19 members

Financial/in-kind contributions: To serve 270 scholars in approximately 12 hours, train and integrate new ALSB members into the program.

Where services provided: \$12,000 clothing and water safety/swim program. Also \$5,000 will be reimbursed towards the water safety/swim program.

Challenges/successes: Very good. The program was handled in a very timely manner and the new ALSB members had a great experience. Appreciation of the scholars and counselors and interaction of our members with them.

Optional info/input: We are very excited about the water safety program and hope it can continue. Some of the counselors did an art project with the children where they made name tags/placards that had their names spelled correctly. This made it

very efficient for our staff to check the scholars in against the list provided and to label their water bottles. It would be great to have something along that line by all groups in the future.

SANTA BARBARA PUBLIC LIBRARY

Program Description: The Solvang Library staff provided a tour of the Santa Ynez Branch Library. Children from Santa Ynez Valley FITS explored available library resources at the historic Santa Ynez Branch library, and were encouraged to sign up for the library's annual summer reading program.

Number served: In Santa Ynez, 18 children were served. At Solvang, 0 children were served. At Central, we estimate that 25 campers visited the library.

Programming time: 1 hour at Santa Ynez

Goals/Outcomes:

Ensure that FITS campers understand library resources.

Provide children with a positive reading experience in the library.

A majority of FITS campers will demonstrate a commitment to recreational reading by signing up for the public library's Summer Reading Program.

A majority of FITS counselors-in-training will demonstrate a commitment to recreational reading by signing up for the public library's Teen Summer Reading Program.

Financial/in-kind contributions:

Materials/supplies = \$6 for 25 reading logs.

Staff hours = 3 hours administrative time = \$70.

Volunteer hours = 2 volunteers x 1 hr = \$53.74 (CA values volunteer time at \$26.87/hour).

Overhead costs (includes all locations) = \$10.

Challenges:

We were not contacted regarding a tour of the Solvang library. No onsite storytelling or craft workshops were scheduled, though they were offered. Tours and story-telling training requires additional staffing and advance notice.

The Santa Barbara Central and Solvang Libraries offered to provide library tours and story-telling training sessions.

Children from La Cumbre FITS dropped in unannounced on dates that staff were not available to provide programming, so they were encouraged to sign up for the library's annual summer reading program and explore the library independently.

Neither Goleta nor Carpinteria FITS visited the Central Library or made contact with the designated contact person. At the Central Library, FITS staff did not contact library staff to schedule visits and dropped in on a day that library staff had intentionally excluded from their availability schedule. This resulted in the inability to provide programming for the group or collect outcome information. When library staff contacted FITS staff to request that they schedule in advance, FITS

staff did not follow up. Similarly, the Solvang Supervisor contacted the FITS manager early to schedule and was told to wait until camp staff had started. By then, the Solvang supervisor had no time to schedule.

Successes: The FITS campers who visited the library seemed to enjoy themselves.

Optional info/input:

Please schedule ahead for all visits so that library staff can follow through on their commitment to providing meaningful literacy programs to FITS campers. We cannot provide tours or programming on days that were not on the MOU. FITS children are always welcome at the library. Groups larger than 10 children will receive the best service if they call in advance.

For the Solvang site, the supervisor would love to schedule outreach workshops or library tours before June 10th.

Both programs would like to provide the campers with summer Reading program logs and materials before the start of FITS.

We value a collaboration between FITS and the public library. We would like to continue and strengthen our partnership to serve your campers.

CHUMASH MARITIME ASSOCIATION CULTURAL ARTS

Program Description: Chumash Maritime Association cultural arts program is committed to strengthening the dignity and identity of Chumash people of all ages by reclaiming our maritime culture through practical knowledge of our homeland in all its elements.

Number served: 240

Programming time: Approximately 90 Hours

Goals/Outcomes: My goal was to teach the children about Carpinteria, Santa Barbara, and Santa Ynez as it was like before the settlers came: what it looked like, what was used for transportation, for hunting, for painting, and also for house and tool and jewelry making.

Positive impact: I believe the kids learned a lot. They had fun working on the different projects I provided and also enjoyed the stories and songs I shared with them.

Challenges/successes: The successes definitely outweighed the challenges. I was able to reach my goals and kept the kids interested and eager to see me each week. The teachers were also a great help in keeping the kids focused.

Optional info/input: I truly appreciate your program and what you do for kids in these areas. I not only heard good things from them about what I was doing but also what the program was doing for them as a whole. I am so honored to have been a part of such an amazing program and look forward to possibly working with you again.

CITY OF CARPINTERIA

Program Description: The City of Carpinteria offers discounted day passes for recreational swimming.

Number served: Throughout the summer a total of 224 children attended the program.

Programming time: 10 hours of programming

Goals/Outcomes: We want the children to be exposed and learn to be comfortable in an aquatic environment. The goal is to get them interested in learning to swim and being safe in on and around the water.

Financial/in-kind contributions: \$224.00 – a discount of \$1 OFF each child entry.

Positive impact: Some children and parents were interested and signed up for swim lessons.

Challenges/successes: It was well organized and scholars abided by the rules (i.e. swim cap rule)

Optional info/input: It would be nice to actually have the kids participate in group swimming lessons.

COTTAGE HEALTH SYSTEM

The Fun in the Sun /Lunch Bunch program is a highly specialized summer enrichment program for at-risk children. The goals are to build positive self-esteem, behavior choices and provide quality educational enrichment with an emphasis in reading achievement. Lunch Bunch is an intentional time for volunteers to be a positive role model for the Fun in the Sun children.

Usually, the volunteers attend lunch bunch at the campus where Fun in the Sun is taking place. Cottage has developed a special program that brings Fun in the Sun to Santa Barbara Cottage Hospital, which enables employees to participate in the Lunch Bunch without leaving the hospital. The children who attend Fun in the Sun are from the most deserving families in the Santa Barbara Community. This is a great opportunity to give back to our community.

This year we focused on reading and asked each employee to donate a book appropriate for 1st -6th graders. The children were encouraged to read aloud and were given the book to share with their families.

In 2015, we were able to tour and provide lunch for a total of 300 children. The children arrived at the hospital at 9:30 am. 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 employees “Lunch Buddies” read to the children after they had eaten. Each child was able to select a book to take home.

This year Cottage Health System expanded its program from four to five days. We all felt the program was highly successful for both the children involved and the employees who participated.

Opportunities for improvement include: Encourage the schools to arrive on time (9:30am) to ensure the schedule is on time; to continue to expose the children to new areas in the hospital.

EVERYBODY DANCE NOW!

Program Description: Everybody Dance Now! is a nonprofit that offers free weekly hip-hop dance to scholars who otherwise would not have the resources to attend weekly class. EDN! utilizes the power of dance as a universal and equalizing language to bring people of all backgrounds together through music that the scholars can culturally connect with. Our weekly programming continues throughout the year and includes events such as performances, master classes, and hip hop battles. Our teachers are trained in a CA VAPA standards based hip hop curriculum, and are taught how to transform the class into an encouraging, inspiring space where every scholar feels like they can dance and *can be just as they are!*

Number served: EDN! served all FITS scholars at all five camp locations, including the Passion Pursuit scholars.

Programming time: 121 hours

Morning camps: 3.5 hours x 5 x 6 weeks = 105 hours

Passion Pursuit: 11 hours

Parent Performances: 5 hours

Goals/Outcomes:

All of the scholars performed a culminating dance routine for their parents on the final week of camp.

A majority of the scholars were practicing their artistry outside of dance class and coming back with more kinesthetic understanding.

Each dance scholar spent time participating in a dance crew and learned to work as a team to prepare a final piece of work to perform for others.

All scholars learned the history/cultural context of hip-hop dance, how to be a proper scholar, and how to perform basic hip-hop grooves/movements from a disciplined dance artist.

Financial/in-kind contributions: \$5,275 FITS paid EDN!: \$3,800. Costs for EDN!: 121 hours x \$75 = \$9,075

Where services provided: All sites

Positive impact: All of our dance scholar scholars completed the above four points.

Challenges/successes:

Aaron Kim had five instances of either being late or missing a camp this year, which is unacceptable from our end. Each instance involved either a transportation issue or misfortunate event, such as a bus breaking down or a robbery. Next year, we plan to have each teacher use a car instead of the summer public transit system to avoid this problem again. We are extremely appreciative of the patience that all FITS site directors, Luis, and Manpreet had in each instance.

Other than these transportation challenges, Aaron and Manon only spoke highly of the FITS scholars, staff, and programming.

Our successes were numerous, as Aaron and Manon described the complete joy each class exuded while dancing. The scholars commented to our teachers about how this was one of their favorite activities, and this empowered our teachers to offer even more of their expertise/knowledge/skills to each class. Aaron also explained to me how well the parent performances went, how involved the families were with the performances, and how much each site had grown over those 6 weeks.

Optional info/ input: Please keep doing what you are doing as an outstanding organization! Your camps are the most organized and conducive to work with out of our current summer partners. Thank you for your partnership this summer, and we look forward to partnering with you next summer if you will have us!

EXPLORE ECOLOGY

Program Description: Explore Ecology is an environmental education organization which seeks to educate the next generation about environmental issues and empower them to be great stewards of our planet. We do so with a mixture of in-class lessons and field trips with hands on activities about waste reduction, composting, and water protection. We also staff 35 school gardens around the county to provide garden education to thousands of scholars each year.

Number served: 240 FITS scholars took part in our lessons this summer

Programming time: We spent a total of 18 hours working with/preparing for FITS.

Goals/Outcomes: Educate scholars about composting, connect scholars with their food and environment, and empower them to make positive changes in their own life.

Financial/in-kind contributions: Our in-kind donation was mostly made up of staff time, mileage, and preparation time. This amounted to about \$2,862.

Positive impact: The kids were excited and asking questions about how to make their own compost at home.

Challenges/successes: The biggest challenge that we faced this year was the lack of staff attentiveness to the kids. They weren't very helpful in controlling the group.

Optional info/input: If supplies could be provided it would be really great to do more garden activities like planting or cooking in the garden.

MONTECITO BANK & TRUST

Program Description: We provided a four-week Financial Literacy course to all scholars at the Aliso, El Camino, Franklin, and La Cumbre sites and 3 weeks of curriculum to the 2 youngest groups of scholars at the Santa Ynez Site. We covered the following topics: Needs vs. Wants, Value of money, Budgeting, Saving & Interest, Credit, Keeping money & personal information safe. Activities included: opening fake bank accounts, building houses, taking out loans, reading stories,

receiving paychecks each week and making decisions about spending or saving money.

We hosted a financial literacy workshop for parents at La Cumbre discussing Budgeting, Saving and Financially Preparing for College.

We also provided a concert and carnival activities for all Fun in the Sun Scholars and participated in 3 lunch bunches.

We also offered families a \$25 incentive for opening a bank account and maintaining the same balance or higher for 6 months.

Number served: 268

Programming time: 60 hours

Goals/Outcomes:

Hold Financial Literacy Workshops for all FITS scholars

Participate in a minimum of 3 lunch bunches

Through Up Close & Musical introduce scholars to classical music

Introduce scholars to important financial topics and increase their awareness of the importance of saving, financial vocabulary and understanding of banking and financial system

Increase families savings behaviors- offered a \$25 incentive to open up a savings account

Financial/in-kind contributions:

Staff volunteer hours: 180 hours - teaching time, curriculum design and evaluation

Materials/Supplies: \$1019.24- prizes for scholars, materials, etc.

Copying/overhead costs: \$50

Up Close & Musical: \$3,000 + sponsorship costs

Where services provided: All sites

Positive impact:

Scholars were able to answer all end of session trivia questions.

Scholars demonstrated increase knowledge and understanding of financial literacy concepts as evidenced through trivia game and wrap-up discussion (they retained key concepts).

Challenges/successes:

Developing age/academic level appropriate curriculum.

Securing enough volunteers to be able to deliver curriculum to scholars at all sites.

Developing evaluation.

Optional info/input:

We would like to develop an evaluation to better gauge learning. We also would like to come up with more incentives to encourage saving behaviors and re-start our parent workshops.

We absolutely love working with Fun in the Sun and overall the staff is amazing. Luis is a wonderful addition and has stepped in as a strong leader. He is very easy to work with, responsive and tries to make things as easy for the volunteers and partners as possible. I commend the United Way for finally hiring a bilingual FITS coordinator. Past FITS coordinators have been wonderful but the ability for Luis to connect with scholars and families is a very positive change.

The only area for feedback would be to make sure that the group leaders stay in the classrooms with us while we are teaching so that our volunteers aren't in the classroom alone. This occurred less frequently and leaders were overall more helpful but it did happen a few times.

For the Up Close & Musical concert, we are nearing capacity at the Music Academy.

MATERIALS RESEARCH LAB EDUCATION OUTREACH

Program Description: This UCSB-based hands-on program relates arts, sciences and global citizenship to the world of materials-related science and their present and future applications.

Number served: Approx. 20.

Programming time: Two hours.

Goals/Outcomes: For this, it was evaluation of a new outreach activity.

Financial/in-kind contributions: Approx. \$15 supplies. Approx. 10 hours combined staff/volunteer hours.

Positive impact: Scholars were engaged and enthusiastic about the program.

Challenges/successes: Good staff organization. Good flexibility to our needs. No complaints.

Optional info/input: We would be happy to do it again. I don't know how much we can expand as summers are a busy time for us.

SANTA BARBARA SCHOOL OF MUSIC

Program Description: Music making/exploration/improvisation and singing/rhythm games in a group-oriented setting.

Number served: All children enrolled at four sites (Franklin, La Cumbre, El Camino, Santa Ynez).

Programming time: 28 hours total. 3.5 hours each site visit (8 site visits).

Goals/Outcomes: While the benefits of childhood music education are well documented (research suggests that children who study music are better at not only math and reading, but are more creative, empathetic, socially developed, have

a greater sense of self-worth, and are better critical thinkers), it is difficult to see “measurable” outcomes from only two sessions with the kids. However, my main goals for those two sessions were to enforce teamwork and creative thinking through a fun, music game-oriented setting.

Financial/in-kind contributions: Because my normal rate for teaching at my school-year job (the Incredible Children's Art Network) is \$50/hour, I accepted a \$30/hour pay decrease in order to participate with Fun in the Sun.

Where services provided: Franklin, La Cumbre, El Camino, Santa Ynez.

Positive impact: Scholars created their own “pieces” of music and had the opportunity to improvise on instruments. Certain scholars became “conductors” and exercised critical and creative thinking by choosing tempo, dynamics, instrumentation, and how to start/stop. Scholars following the conductor demonstrated focus and teamwork in order to execute the creative idea of the conductor. In the singing/rhythm games, scholars worked together, became more confident in their voices, and developed a better sense of rhythm and pulse. There were a lot of laughs as well.

Challenges/successes: Overall, the vast majority of the scholars I worked had fun and left feeling good about themselves, which I count as success! There were a couple of moments where I felt that reviewing the points of good citizenship would be helpful (i.e., respect, listening, etc). I noticed a marked improvement in listening/respect when those ideas were reviewed, however.

Optional info/input: I would love to return and refine my lessons for next summer.

SCHOLARSHIP FOUNDATION

Program Description: Our program focused on early college awareness through “Making College Happen” presentations. This included information about college life, degree options, career options, volunteer/internship opportunities and financial aid. Scholars were tested for retention through a bingo game that utilized the vocabulary they learned during the presentation.

Number served: 317 scholars served in all: 12 scholars per rotation with four rotations per site; CIT presentations conducted with 29 scholars.

Programming time: Four hours at each site.

Goals/Outcomes:

To ensure that scholars developed a better understanding of college, higher education, financial aid and careers in general.

For scholars to see higher education as an achievable and exciting part of their future.

Financial/in-kind contributions: Staff time: \$40 dollars per hour, materials and supplies \$20 as well as mileage to and from each site.

Where services provided: Franklin, La Cumbre, El Camino, Santa Ynez.

Positive impact: Scholars were inspired by information shared with them about college and careers. The information they learned was reflected by their excitement and ability to play the bingo game well.

Challenges/successes: While there were a few scheduling miscommunications, it was a positive experience and FITS staff were welcoming.

Optional info/input: Next year, we would enjoy working and engaging more with parents to perhaps conduct a financial aid info night or a Spanish bilingual general information evening about college.

THE KEY CLASS

Program Description: The Key Class teaches soft skills to scholars of all ages that help them enter into society with knowledge of what will help them be better and more productive citizens.

Number served: The Key class was able to reach a total of 120 scholars at two different schools this past year, as well as 60 counselors and CITs for training.

Programming time: The Key class taught these scholars and counselors in a time period of 15 hours

Challenges/successes: The challenges of this year were all in miscommunication of when, where, how and what ages of scholars were to be taught. Other than that it was a wonderful experience.

Optional info/input: I would love to be able to have a conversation with Luis and Melinda at some point to see how I might better serve the organization in the future.

PARTNERS-RELATED SURVEYS IN PART TWO - SECTION FIVE

PROGRAM PARTNERS SURVEY RESULTS

Q2. Years served as a FITS partner – including 2015

Q3. How likely to work with FITS next summer

Q16. Assess FITS management effectiveness (and comments)

Q13. Appraisal of of delivering program/activities.

Q14. Shout outs regarding any aspect of FITS 2015

Q15. Transformational success stories about scholars

6. SCHOLARS

6a. TOTAL ATTENDANCE: The total enrollment for FITS summer 2015 was 288 scholars – 264 scholars and 24 Counselors in Training (CITs). In 2014, 169 scholars and 27 CITs were enrolled in the six-week program. Total FITS enrollment for calendar year 2015 was 348 scholars and 290 parents, for a total of 638 served.

6b. ATTENDANCE/DEMOGRAPHIC TABLE

SITE	# of SCHOLARS	# of CITs	GENDER	ETHNICITY
El Camino	48	6	Male = 30 Female = 17 No response = 1	American Indian = 1 Hispanic/Latino = 37 No response = 10
Aliso	48	1	Male = 31 Female = 17	Caucasian = 1 Hispanic/Latino = 41 No response = 6
La Cumbre	72	8	Male = 40 Female = 32	Asian = 2 Caucasian = 1 Hispanic/Latino = 54 No response = 15
Franklin	48	7	Male = 20 Female = 28	African American = 1 American Indian = 1 Hispanic/Latino = 39 No response = 7
Santa Ynez	48	2	Male = 22 Female = 24 No response = 2	American Indian = 3 Asian = 1 Caucasian = 2 Hispanic/Latino = 40 No response = 2
TOTALS	264	24	Male = 145 Female = 118 No response = 1	Hispanic/Latino = 211 No response = 40 American Indian = 5 Caucasian = 4 Asian = 3 African American = 1

6c. A NOTE ABOUT PROGRAM DIVERSITY: Although there were 40 "no responses" in the ethnicity category, other data and staff observation show that the clear majority of scholars – perhaps 95%+ – are Hispanic/Latino. Clearly, these demographics represent the demographics of the neighborhoods in which the programs take place. And, FITS does not fall under the auspices of public education or civil rights legislation so there are no mandates.

However, as educators and managers of one of the elite summer programs in the nation, perhaps staff should entertain the idea of a discussion about the benefits of trying to recruit a more diverse population. Whether it's public schools,

magnet schools or higher education there is ample evidence about the benefits of a program such as FITS working toward more balanced racial and socio-economic diversity (UCLA Civil Rights Project-2012) :

- Higher levels of critical thinking and more advanced socio-historical thinking.
- Participant improved ability to adopt multiple perspectives and a diminished likelihood for acceptance of stereotypes.
- Higher academic achievement.
- More cross-racial/cultural friendships.
- Access to more diverse family social networks.
- Higher feelings of civic and community responsibility.
- Higher aspirations for college and careers, and higher college-going rates.

SCHOLARS-RELATED SURVEYS IN PART TWO - SECTION SIX

SCHOLAR BACKGROUND DATA

- Q1. What Grade Entering in the Fall
- Q2. Number of summers participated in FITS
- Q3. Ethnicity
- Q4. Which Site?

SCHOLAR RESPONSES – QUESTIONS ABOUT YOU

- Q5. Glad To Be Me
- Q6. Hopeful about the future
- Q7. Look forward to returning to school
- Q8. Conflict resolution

SCHOLAR RESPONSES – YOU AND YOUR COMMUNITY

- Q10. Communication with parents
- Q11. Safe while in FITS
- Q12. Adults to talk with
- Q13. Recognize dangerous situation

SCHOLAR RESPONSES – ABOUT YOUR SKILLS

- Q14. Leadership
 - Q15. Empathy
 - Q16. Public speaking/presenting
 - Q17. Setting goals
 - Q18. Asking questions
 - Q19. Likelihood of participating in FITS next year
- Program leaders observations about scholars

SCHOLARS' VOLUNTARY COMMENTS

SCHOLARS' BEHAVIORAL CHANGES (observed by PROGRAM LEADERS)

- Q13. Self esteem
- Q14. Positive character traits
- Q15. Conflict resolution
- Q16. Following directions
- Q17. Leadership skills
- Q18. Knowledge/awareness of post-secondary education
- Q19. Scholar participation next year

7. PARENTS

7a. MANDATORY PARENT ORIENTATION MEETING: For the first time in FITS history, parents attended a mandatory Parent Orientation meeting before the start of the program. During this orientation, United Way explained the full program, goals/objectives, went over the expectations for all parties, and answered questions/concerns. Despite staff concern about possible low attendance or possible complaints from parents, the parent feedback for this orientation was positive overall. Many parents were not aware of the different components of the program, the concept of summer learning loss and the academic progress that the scholars make over the summer with FITS. Staff estimates that 90-95% of parents attended these orientations that were held at all sites.

From the Leadership Roundtable: I think hands down one of the best things we did was hire someone who was bilingual...having someone who was able to talk to the parents and make them feel comfortable bridged a lot of gaps that existed [in prior years].

This new mandatory meeting was the new Program Director's idea. He knew some of the parents and knew how to engage them more as part of our overall program improvement. We provided sessions in Spanish and English and encouraged discussion and feedback.

7b. PARENT WELCOMING PACKETS: This year, the welcoming packets were updated to include more details about the program. The packets were distributed in both English and Spanish.

7c. PARENT WORKSHOPS: Family Services Agency conducted three mandatory parent workshops at each site. These were based on their Nurturing Parenting curriculum. For the first time, parents selected topics of their workshops from a list provided by Family Services Agency. The Middle School Track parents had the choice between a parenting skills workshop, college/career preparedness or financial literacy workshop.

A suggestion was made to explore the possibility of providing classes that directly link parent to what their children are learning and experiencing. This occurred successfully at the Santa Ynez and Carpinteria sites with interactive, hands-on STEAM activities where scholars informally presented to parents and other adults.

Parent Workshop attendance was strong at most of our sites.

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.

Montecito Bank and Trust's workshop on financial education was well attended and very popular with parents. Montecito Bank and Trust also incentivized

Parents to open a bank account with a \$25 voucher if they maintained the same balance or higher for 6 months.

Staff focused on providing more of a menu options for parents to choose from. Parents choosing the subject of their sessions led to more overall buy-in to the program.

From the Leadership Roundtable: In response to the evaluator noting fewer comments from parents about parent workshops in 2015, there was a discussion about there being a change in the scheduling of parent workshops to a later time in the day (6:30-7p). Parent feedback and turnout clearly showed that the originally scheduled times (6p or even earlier at 5:30) were more convenient for parents.

Another point was made about renaming parent workshops; that anything related to "parenting skills" implied to some parents that there was an overall perception of dysfunction or an assumption being made that "all parents are bad and spank their kids." This point was addressed in the orientation when it was explained to parents that the purpose of these sessions were to engage parents, involve them in their child's academics and give them an opportunity to network and socialize. A suggestion was made to rename the sessions something like "Personal Advancement" classes.

7d. FAMILY FUN NIGHT: At the end of the program, scholars at each site shared their work and what they learned during the summer at Family Fun Nights. Parents experienced “a day at Fun in the Sun” that finished with a great dance performance from the kids and an ice cream social.

As it has been in the past, turnout for Family Fun Nights was impressive – especially at Aliso and Santa Ynez. In Santa Ynez, the families formed a committee and organized the Family Fun Night themselves, decorating the room and bringing great treats. At Aliso, each scholar received an award for his or her contributions to the program. The scholars also presented their service learning projects during these special nights.

7e. SANTA YNEZ - PARENTS: Parents in the Buellton School District were so excited about FITS that they organized a carpooling system to ensure that their children attended the program. Most families were represented at Parent Orientation Night. Despite being a new site, the feedback from numerous program partners, volunteers, and district representatives was that the Santa Ynez site felt like it had been running for years. Part of this success can be attributed to the Parental Engagement and attendance at the Parent Orientation, since expectations were clear and there was a buy-in from everyone involved.

7f. UCSB’s EARLY ACADEMIC OUTREACH PROGRAM (EAOP): Parents of middle and high school FITS scholars participated in a workshop by EAOP on how to support their children to attain higher education.

There was overall positive feedback from the parents that attended this workshop.

PARENT-RELATED SURVEYS IN PART TWO - SECTION SEVEN

PARENT SURVEY - ABOUT THE PARENTS

- a. Child's grade level
- b. Relationship to child
- c. Ethnicity
- d. FITS site

PARENT SURVEY - ABOUT YOUR CHILD/CHILDREN

- Q9. Willingness to help others
- Q10. Following directions
- Q11. Attitude about returning to school

PARENT SURVEY - ABOUT FITS

- Q12. Overall, how satisfied
- Q13. How safe your children were
- Q14. Support and attention from staff
- Q15. Did you participate
- Q16. Want child to participate next year?
- Parent voluntary comments

8. CLEVELAND (two, two-week, programs)

8a. CLEVELAND PROGRAM SUMMARY: Two different programs were conducted at Cleveland Elementary; one in March intersession (March 16-26) and the other in September (September 21-October 1) intersession. No program on Fridays. The same 49 scholars participated in both sessions. The programs were similar in structure and activities.

Located in Santa Barbara's eastside, Cleveland School was characterized by staff as "...a perfect facility for the summer program. The demographics, location, and available resources were great. Dr. White provided all of the resources needed for the summer program."

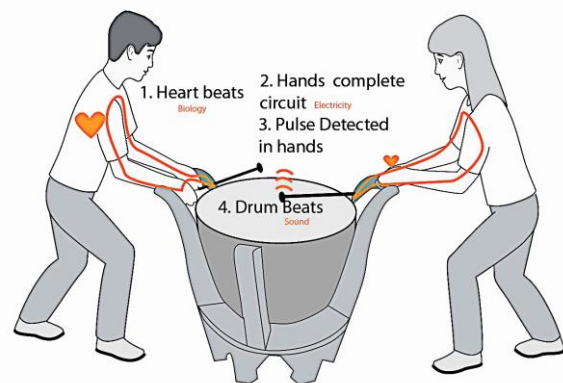
The Site Coordinator, The Assistant Site Coordinator and all four Program Leaders were educators at Cleveland Elementary and selected with input from the principal. Their help identifying scholars who had the most need for FITS, their prior experience with FITS, and their connections to the scholars were instrumental in program success.

Daily Schedule: Mornings were reserved for Character Counts, literacy/Power Reading, STEAM, PE and Math. Afternoons were set aside for journaling and various enrichment opportunities (see below).

The program opened with a collaborative session co-hosted by The Wolf Museum of Exploration + Innovation (MOXI) and the UCSB Grad School of Education. The scholars experienced MOXI's "Heartbeat Drum," while the educators encouraged them to explore electricity through an interactive activity.

The Heartbeat Drum, built by Creative Machines, is a prototype exhibit for MOXI, an upcoming museum I've been working with. When the visitor holds onto the handle, a circuit is completed that powers the drumsticks. At the same time a sensor detects the visitor's pulse. The drum beats in time with the visitor's pulse. We took the exhibit to a spring break camp for 3rd-6th graders to give them a chance to play with it and make suggestions for improvement.

This drum relates to science ideas of sound, circuits, sensors, and the heart. (Excerpt taken from "Innovator's Classroom," a UCSB blog about teaching the next generation of innovators)



Intentional and focused physical activity sessions included the participation of a Tennis Instructor and "Everybody Dance Now." EDN taught dance throughout the program and put together a showcase in only two weeks.

One of the highlights of the program was the participation of the Martial Arts Family Fitness studio. Scholars engaged in a dynamic session with the martial arts instructor who taught them the importance of keeping a strong body and mind,

while incorporating values education. It was this two-week pilot session that led to FITS leaders' decision to implement this activity at all sites in the summer.

During a one-day visit to Cachuma Lake, most scholars rode in a boat for the first time. Through the help of Cachuma lake volunteers, scholars explored various



habitats and discovered all of the great things that the Nature Center has to offer.

Exhibits offer education about: construction of the Bradbury Dam; trees, wildflowers and shrubs of

chaparral, oak woodlands, and riparian habitats; birds, fish and mammals of the area; Santa Ynez Valley weather; geology; and, the Chumash people past and present. Katia Gaidouk, a published writer shared her book with scholars and demonstrated the animation process.

Other enrichment activities included:

- A pool day at the Montecito YMCA.
- Westmont Chemistry Club's demonstrations involving light and color.
- Montecito Bank and Trust's financial literacy workshops for scholars and their families. For this session they incorporated Legos and built cars into their curriculum.
- Sheriff's office visit
- HEAL
- Nature trek at Arroyo Burro Beach
- RAYS
- Various teambuilding activities
- Various art activities
- Lunch Bunch involved nearly 100 volunteers from: RightScale (two dates); Montecito Bank and Trust; Milo Ops Team; Paskin Group (two dates); Lockheed Martin; Young Leaders Society; United Way of Santa Barbara County; and, Northern Trust.

CLEVELAND SURVEY DATA IN PART TWO - SECTION EIGHT

Summary of Cleveland Survey Data

Cleveland Parent Post Survey Responses

Cleveland Scholar Pre-/Post-Survey Responses (and comments)

Cleveland Lunch Bunch volunteer responses