



United Way
of Santa Barbara County



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FUN IN THE SUN (FITS) — 2016 SUMMARY

Program Summary: 2016 was FITS' 19th summer. This was also the third year that United Way of Santa Barbara County (UWSBC) was the lead agency for all five sites. Prior to 2014, UWSBC hired Lead Agencies to oversee sites and administer programming.

Program attendance: FITS' total attendance for 2016 was 277 participants: 252 scholars and 25 CITs, and their parents.

Program schedule: FITS 2016 took place over 29 days from June 20, 2016 - July 29, 2016.

Program Goals/Targets Achieved: All six of the 2016 performance targets were achieved. The biggest gain (from 93% in 2015 to 98% in 2016) was in Target #1 – "60% of scholars will display gains in reading comprehension, phonics, and/or vocabulary skills. Dropping 10 percentage points from 2015 was Target #6: "80% of scholars will maintain or display a gain in their ability to identify caring, supportive, non-parental adults."

Program Management/Leadership: Leadership clearly met its goals of (1) continuing to improve two-way communication at all levels; (2) better identifying issues hindering staff's ability to deliver program services while the program is still underway; and, (3) more quickly and immediately responding to any issues/factors hindering staff's ability to provide services.

New in 2016 are the results of a brief, three-question survey halfway through the program to identify any problems/issues so they could be addressed during the program. Improvements still needed are in the areas of: behavior/classroom management; scheduling more on-site training/preparation time for staff prior to the beginning of the program; and more time for lesson planning while the program is underway.

Program Operations/Logistics: Harding Elementary replaced La Cumbre Junior High School as the West Santa Barbara site. More proactive leadership involvement paid off in terms of sites being ready and more accommodating. "Application Champions" from the schools or district were at each site to facilitate the recruitment/enrollment and follow-up process. Also notable this year was fewer transportation issues and complications. An expansion of, and improvements in, food services received many positive comments from those surveyed.

Staff/Staffing Patterns: Starting the vetting and interview process of applicants earlier paid off in terms of prep time for site leadership. The role, negative behavior and future of the Counselors in Training (CIT) positions was one of the most discussed by survey respondents.

Academics – Reading Plus/Lexia/Math: Of all FITS scholars who participated in one of the two reading programs throughout the entire six weeks of the program, 98% made overall gains in their English/Language Arts (ELA) proficiency levels. The average FITS scholar gained the equivalent of eight months of one school grade level in Reading/ELA while in the program. Of the 166 students who participated in Lexia over the full six weeks, 50% made

gains the equivalent of one grade level year or more. In 2016, survey results showed a significant increase in the number of staff who felt that student enjoyment of reading increased while they were in the program.

Academics – Service Learning: Staff and student opinion about Service Learning was a mixed bag of extreme opinions. Respondee either saw it as positively rewarding and educational, or time consuming and too complex with scholars being unenthusiastic about the process or the results.

Programming and Partners: New partners in 2016 included: Arts for Humanity, Happy's Auto Body And Paint (Passion Pursuit), Still Motion Productions/Photography, Surf Happens/Surf Camp, Solvang Friendship House, Transition House, Santa Barbara TV, Music Camp at Santa Ynez, UCSB Science Camp, Farmers' Market, Stand Tall, Vista Del Monte Retirement Community and Cal- Student Opportunity And Access Program (SOAP). Lunch Bunch and STEAM activities were the top two favorite FITS activities of scholars. The least favored activity, more so than in 2015, was the financial literacy component. Partners visiting sites to provide services/activities seemed to have "felt a little on their own" more than in past years.

Programming – Field Trips: As always, scholars want more field trips. Although they experience expected logistical issues, staff enjoys them as well — and sees their benefit for scholars. FITS initiated a highly successful partnership with Surf Happens. Transportation issues — mostly related to length of travel time and scheduling — are still being worked out for the Santa Ynez site dealing with 40+ minutes of travel time to Santa Barbara.

Programming – Lunch Bunch: This year, FITS welcomed more than 612 volunteers from 50 different organizations to engage with the scholars during their lunch hours. High praise for this component, as always. However, in 2016, there were a number of instances where there were too many volunteers for too few scholars.

Programming – Fitness/Physical Activities: An effort was made to expand the highly popular swim lessons program for all sites. Sites reported "...an increase in advanced swimmers this year."

Fits Participants – About the Students: Survey responses showed increases over 2015 in all categories of self-esteem, self-perception categories except for "Compared to how I felt at the beginning of the summer, I know of ways to solve a conflict without arguing, name calling or fighting. " Program Leaders confirmed this.

Fit Participants – Parents: In response to a leadership goal set in 2015, positive parent engagement continued to grow. Attendance at the parent workshops was higher than last year. 99% of FITS' parents were satisfied with how the program was managed.

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II. ABOUT FUN IN THE SUN (FITS) AND THIS REPORT

Santa Barbara County's oldest (19 years) and largest public/private partnership (70 partners), FITS is a summer learning program — for local academically and financially at-risk children and families — is dedicated to long-term improvement in the lives of these families.

FITS' focus on reducing and reversing summer learning loss and the achievement gap between low-income students and their middle/upper-income peers should not be undervalued. How FITS manages to do this in a whirlwind six weeks — combining a focus on core academics with the best educational and enrichment services and ideas from more than 70 local public and private organizations — is unprecedented in California.

Results have been so extraordinary that in 2012, FITS was named winner of the 2012 National Excellence in Summer Learning Award by the National Summer Learning Association, an affiliate of Johns Hopkins University and leading research body on summer learning loss and its effect on the achievement gap.

* * * * *

As in previous years, this report has been re-structured so as to be easier on the reader and more logical to those searching for specific data.

More so than in previous years, this document reflects FITS' leadership's desire to ensure that different perspectives are brought into the dialogue aimed at continuous reflection and improvement, and the use of this report to help (1) identify project components that need improvement, (2) devise strategies for improvement, (3) formulate action steps and timelines, and (4) assign someone responsible for implementation and follow up.

Throughout this report, the reader will find excerpts from the "Leadership Roundtable." In its second year, the Leadership Roundtable is a two-hour informal self-reflective debriefing session between the leadership team and the evaluator. The result is a constructive compilation of lessons learned and to-dos for 2017.

Another new addition to the evaluation report in 2016 is a separate section devoted specifically to "Recommendations." This is a compilation of suggestion/recommendations compiled and paraphrased from surveys, lessons learned meetings and interviews with United Way Santa Barbara County (UWSBC)/FITS leadership.



III. OVERALL PROGRAM GOALS (6 of 6 Targets Achieved)

GOAL	TARGET	ACHIEVED IN 2016
Goal 1 General program scholars will maintain or improve upon reading competence and positive perceptions of reading.	Target #1 – 60% of scholars will display gains in reading comprehension, phonics, and/or vocabulary skills.	Achieved 2016 total = 98% 2015 total = 93% 2014 total = 93% 2013 total = 97%
	Target #2 – 80% of scholars will maintain or display a gain in positive perceptions of reading.	Achieved 2016 total = 94% 2015 total = 90% 2014 total = 88% 2013 total = 80%
Goal 2 General program scholars will maintain or improve their positive identity and positive self-control.	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).	Achieved 2016 total = 94% 2015 total = 92% 2014 total = 76% 2013 total = 75%
	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).	Achieved 2016 total = 85% 2015 total = 87% 2014 total = 85% 2013 total = 91%
Goal 3 General program scholars will maintain or improve perceptions of family support.	Target #5 - 80% of scholars will maintain or display a gain in <u>their perceptions</u> of caring and support from parents/caregivers.	Achieved 2016 total = 92% 2015 total = 90% 2014 total = 87% 2013 total = 71%
Goal 4 General program scholars will maintain or improve perceptions of community support.	Target #6 –80% of scholars will maintain or display a gain in their <u>ability to identify</u> caring, supportive, non-parental adults.	Achieved 2016 total = 81% 2015 total = 91% 2014 total = 88% 2013 total = 84%

IV. PROGRAM OPERATIONS/LOGISTICS

SECTION IV. SUMMARY

- 1) More proactive leadership involvement paid off in terms of sites being ready and more accommodating.
- 2) Harding Elementary replaced La Cumbre Junior High School as the West Santa Barbara site.
- 3) "Application Champions" from the schools or district were at each site to facilitate the recruitment/enrollment and follow-up process. In some instances, part of these positions' responsibilities (shared with leadership staff) were the "acceptance calls" to each family to verify enrollment and review expectations for parents and scholars.
- 4) Also notable this year was fewer transportation issues and complications.
- 5) An expansion of, and improvements in, food services received many positive comments from those surveyed.

SITES/FACILITIES

CARPINTERIA/ALISO ELEMENTARY: Again this year, this site was considered an "an ideal location for FITS." The computer lab was excellent and the school staff very accommodating. Due to the hours of the meetings, Aliso Elementary was not able to host the Parent Workshops. However, the Carpinteria Library offered a meeting room that provided an adequate space for the classes.

United Way was able to make an arrangement with the school and pay a custodian to stay extra time to celebrate Family Night on campus.

One of the challenges reported at Aliso was the lack of a printer/copier. There was also an Internet connectivity issue. The Principal was contacted and the issue was resolved within two working days.

EAST SANTA BARBARA/FRANKLIN ELEMENTARY: Other than playground space limitations due to construction projects over the summer, no major facility incidents were noted in 2016.

A lack of working computers prevented a full rotation of scholars from engaging in technology-based reading and math curricula. United Way tried to better prepare for this by having laptops and Chromebooks available, but there were many connectivity issues. But with the support of school staff, other laptops/tablets were found that provided adequate technology support.

From the Leadership Roundtable

Franklin was more challenging this year, although it has been for the last few years. We had a full list of applications. But then we had no-shows. Despite someone helping us internally, we never got to full enrollment. So we were accepting scholars from very different schools – that affected our process – with more behavioral issues.

On the other hand [we] like the idea of getting scholars from different schools but if we're going to do that – we need to involve those principals in the selection process a little bit more. And we need parents that are willing/able to drive.

In 2017, Cleveland is changing from year-round. That means we might get scholars from Cleveland — especially those who have been in FITS. Cleveland parents are very supportive.

GOLETA/EL CAMINO ELEMENTARY: El Camino was another "great location for FITS this summer." Although the computer lab was not available in the afternoons, this did not present a major problem. Making copies for/at this site can be a challenge due to the distance to/from United Way.

SANTA YNEZ VALLEY: SANTA YNEZ VALLEY ELEMENTARY: This was the second summer for FITS at this Santa Ynez Valley site where there were no facility problems/challenges. Noted by FITS leadership: "...the Principal, Superintendent, and staff were really accommodating."

Staff and Service Delivery Partners discussed how hot some of the rooms get during the summer months. The school was conscious of this issue and provided FITS with air-conditioned spaces.

Although there were several requests to move the site to Oak Valley Elementary (Buellton had the highest number of applicants in the Valley), FITS leadership decided to keep the site at Santa Ynez Elementary this year due to the change in administration in the Buellton School District. The program received "great support" from the College and Buellton school districts.

From the Leadership Roundtable

Santa Ynez was great — a great culture there. Very positive.

New in 2016 WEST SANTA BARBARA: HARDING UNIVERSITY PARTNERSHIP SCHOOL: In 2016, the westside Santa Barbara location was changed from La Cumbre Junior High to Harding Elementary School. Harding is the only elementary school in Santa Barbara area that offers an International Education/Baccalaureate program and has a regular school year student population of 420.

FITS' Project Manager reports, "this [move to Harding in 2016] proved to be a very positive move" for several reasons:

- The site administrative team was very supportive and easy to communicate and work with.
- The facility was ideal — a perfect location. A specific area of campus was designated to FITS with adequate rooms and space, a playground area, and ample technology. This also included a specific area for the middle school program near the elementary school track.
- Facilities and custodial services were provided at no cost.
- There was a noticeable increase in family support and engagement at the Harding site.

DAYS/HOURS/SCHEDULING

DAYS OF OPERATION

FITS 2016 took place over 29 days from June 20, 2016 - July 29, 2016, Monday through Fridays from 8:30a to 4:30p.

ATTENDANCE/ ENROLLMENT PROCESS

The total attendance for FITS 2016 was 277 participants: 252 scholars and 25 Counselors in Training (CITs), and parents.

→ In 2015, the total enrollment was 288: 264 scholars and 24 CITs.

APPLICATIONS

Applications were made available in early February 2016. The deadline for applying was March 25. Enrollment, including the middle school program, was affected this year by a last minute introduction of summer school programs at several schools. Despite this, enrollment at three of the five sites was greater than the previous year, creating a waiting list of 15-20 per each of the three sites.

APPLICATION CHAMPIONS

During the initial meeting with principals, a representative from each school was selected for the distribution and collection of paper applications. These “Application Champions” served as the point of contact that expedited the process for families.

EZ-CARE

Parents were encouraged to submit their applications through this electronic process. But most of the families submitted a paper copy and their applications were inputted by United Way’s Lunch Bunch Coordinator.

→ After using EZ-Care 2, FITS management decided that EZ-CARE 2 has as many limitations as the system used last year (ANDAR) for application/enrollment management.

ACCEPTANCE CALLS

Every applicant that had a child accepted into the program received a call from United Way to inform them about the next steps and to confirm their attendance to the Parent Orientation night. Once again, this proved to be a very time consuming task for United Way staff. **See more in the "Recommendations" section.**

INDIVIDUAL SITE ATTENDANCE/ ENROLLMENT BREAKDOWN

CARPINTERIA: ALISO ELEMENTARY – Total: 50 - 48 scholars, 2 CITs (2015 total scholars and CITs = 49) and their parents: Aliso received the highest number of applications this year. This is a big change from last year when a special outreach session a few weeks before the program started was required to achieve full enrollment. This year, the site had a wait list throughout the summer. Most of the scholars came from Aliso Elementary School this summer, even though applications were delivered to Canalino Elementary.

Leadership commented: *"The Aliso administrative team, in particular Cindy Husted, was extremely helpful in the process of marketing FITS, distributing applications, and assisting families."*

EAST SANTA BARBARA: FRANKLIN ELEMENTARY – Total: 50 - 42 scholars, 8 CITs (2015 total scholars and CITs = 49) and their parents: Franklin's Principal was "very supportive," assigning 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. The Franklin site started with a full list of applicants and a few scholars on a wait list. But several applicants did not show to the Parent Orientation Night.

An explanation for the initial drop in Franklin's enrollment numbers might be the last minute addition of a district summer program.

GOLETA: EL CAMINO ELEMENTARY – Total: 56 - 48 scholars, 8 CITs (2015 total scholars and CITs = 54) and their parents: El Camino increased its number of applications over the previous year. El Camino had the second highest number of applications. The Principal was very accommodating and helpful, designating a school and district representative to help families with the enrollment process. She was also involved in the selection process.

SANTA YNEZ VALLEY: SANTA YNEZ VALLEY ELEMENTARY – Total: 50 - 48 scholars, 2 CITs (2015 total scholars and CITs = 50) and their parents: Santa Ynez also increased the number of applications over the previous year and enrolled scholars from four different school districts in the Valley: Buellton, College, Solvang, and Los Olivos.

WEST SANTA BARBARA: HARDING UNIVERSITY PARTNERSHIP – Total: 75 - 66 scholars, 9 CITs (2015 total scholars and CITs [[at La Cumbre]] = 80) and their parents: Harding also received "a large number of applications." Harding did not achieve its goal of filling 24 slots

reserved for middle school scholars – only 19 scholars of that target age group participated in 2016. One reason for this might be that some potential middle school scholars were required to attend a brief summer school program at the school. A commitment that required them choosing between FITS or summer school. **See more in the "Recommendations" section.**

DISMISSALS/DROPS

There were a total of 5 dismissals this summer: two scholars for attendance issues at El Camino, two CITs for behavioral issues at Harding and one student for behavior issues at Franklin.

These followed established FITS program protocol. Staff noted, "the parents were very understanding." Setting clear expectations in the enrollment packet and during the Parent Orientation meeting eased the process of these dismissals.

There were a total of 11 drops this summer, but most of these vacant spots were replaced within 24-72 hours.

- ➔ FITS had three dismissals for behavior issues in 2015 and the same number in 2014.

TRANSPORTATION

Fun in the Sun had two 14-passenger vans available to transport scholars during the summer months. Student Transportation of America (STA) fulfilled other transportation needs.

This year, 47 bus requests were made to STA for various field trips, swim lessons, and activities. Other than a few late pick-ups by STA, the program did not have any major transportation issues this summer.

The lead van driver, who has been with FITS for 15 years, assisted with facilitating logistics of pick up/drop off times for field trips.

Finding a second van driver, however, was very difficult again this year. FITS was able to find a second driver a few weeks before the program started.

- ➔ Important to note is that Student Transportation of America honored the school district bus rates this year, but will be charging a higher rate for non-Santa Barbara Unified School District pick-ups and drop offs.

For the Santa Ynez Valley site, United Way worked closely with the College School District for all transportation needs. The district was extremely helpful and generous.

- ➔ One of the challenges faced at this location was the distance to Santa Barbara. Even though there was an emphasis on getting on the bus in time this year, the site missed out on some programming time for a few of the field trips due to the 8:30am start time.

FOOD SERVICE/SNACKS/NUTRITION

United Way was able to work with the Santa Barbara Unified School District to expand its Summer Food Service Program by providing fresh and nutritious meals to the scholars at El Camino Elementary in Goleta. All parties were pleased to be able to provide fresh and nutritious meals to this site.

The paperwork involved and distribution of meals is done by the FITS staff and can be labor intensive. This should be taken in consideration when budgeting the Site Aide's time.

Sandwiches were delivered labeled as "Peanut Butter and Jelly," so the sites could not distribute them due to allergies. It was later determined that it had been sunflower seed butter and not peanut butter.

The participants at the Aliso and Santa Ynez sites brought their own lunches from home on a daily basis. At these sites, the leadership team was asked to inform United Way in case there were difficulties for families providing meals for kids.

From the Leadership Roundtable

Staff noted that some scholars were not eating their meals or snacks. There's a sense that scholars tired of the same type of food being offered daily. Maybe we should explore options to provide more of a variety — and more healthy options — to scholars. And, if time allows, building in a method of scholars being involved on what foods are served.

Increasing the number of healthy options available will make it more likely scholars will be able to find something nutritious they like to eat. Asking scholars which of a number of healthier options they would be willing to eat can help limit waste and get scholars eating healthier.

The Franklin and Harding sites were served breakfast and lunch by the Santa Barbara School District as part of their free Summer Food Service Program. Several staff comments focused on how having some sort of healthy breakfast to start the day was an asset for the scholars — that they could see a "marked difference" in scholars' energy and focus.

With the mobile cafes, some of the scholars at some of the sites are getting their dinners too. Mobile Cafés, in which the district pays for the food at certain schools, were utilized for the first time at the Goleta site.

Snacks were provided to all sites by United Way and supplemented with the fresh fruit and veggies donated by the Food Bank. There were more fruits and vegetables delivered to the sites from the Foodbank this year.

KIDS' FARMERS MARKET

FITS welcomed the Food Bank to its sites this year for the Kid's Farmers market. They provided food literacy for younger scholars with a goal of setting a foundation for a lifetime of healthy eating habits by encouraging the eating of more fruits and vegetables. The program brings unlikely foods together in a healthy recipe that the scholars can then share at home with their family.

From the Leadership Roundtable

The feasibility of having breakfast at all sites was discussed.

"Mobile Cafes could do breakfast at a site, but the scholars would have to get there early enough and there would have to be a guaranteed minimum number.

[It] doesn't have to be a hot breakfast – it wouldn't be terribly expensive if we had granola bars and fruit in the morning. We could get much of that from the Food Bank. And it would be less labor intensive.

Many of the parents are leaving early for work and the kids are left on their own to get ready. That's part of it.

Evaluator's note: A mountain of evidence-based studies conclude that scholars who eat school breakfast increase their math and reading scores as well as improve their speed and memory in cognitive tests. Compared to children who do not eat breakfast or eat breakfast at home, children who eat school breakfast are: less likely to be overweight, have improved nutrition, eat more fruits, drink more milk, and consume a wider variety of foods. To learn more about research on the benefits of school breakfast, check out this issue briefs highlighting the links between school breakfast and favorable education and health outcomes: FRAC Breakfast for Learning (PDF).

STUDENT SUCCESS STORY FROM STAFF

"At Aliso, there is a student named Katie. She is smaller than most scholars her age, and has severe food allergies. Last year, Katie was very shy. She would hardly respond when spoken to. Her mother said she was afraid to eat her lunch unless she packed it for her and assured her she would be okay. She would sometimes have to bring it to her during lunchtime.

By the end of the program this year, Katie's mother said she noticed a huge change in her. She is much more confident in all areas. She packs her own lunch and knows how to manage her allergies.

She is much more outgoing, talking to and playing with program leaders and scholars alike. Katie's mother also said her Service Learning presentation at Family Fun Night was the first time she'd ever spoken in public, and she did so confidently and with ease--no fidgeting or shyness. Her mother thanked her program leaders profusely for giving Katie a place where both she and her parents know she will be cared for and feel safe and happy for six weeks."

SECTION IV. PROGRAM OPERATIONS/LOGISTICS — SEE APPENDIX TABLES

APPENDIX IV. A STAFF LESSONS LEARNED — THOUGHTS ON MORNING ROTATION

V. ACADEMICS — READING PLUS/LEXIA

SECTION V. SUMMARY

Of all FITS scholars who participated in one of the two reading programs throughout the entire six weeks of the program, 98% made overall gains in their ELA proficiency levels. Note: Please keep in mind that a majority of scholars placed at Below Grade Level Proficiency when tested by one of the two reading programs in the first week of FITS.

Of the 166 scholars who participated in Lexia over the full six weeks, 50% made gains the equivalent of one grade level year or more.

In 2016, survey results showed a significant increase in the number of staff who felt that student enjoyment of reading increased while they were in the program.

LEXIA

LEXIA PARTICIPANTS

In 2016, 166 FITS scholars at the five sites combined participated in the Lexia Core 5 program. These were scholars who utilized the program throughout the entire six weeks of FITS.

→ In 2015, 211 FITS scholars from five sites were enrolled in Lexia Core 5.

Lexia Reading Core5 provides explicit, systematic, personalized learning in the six areas of reading instruction, and delivers norm-referenced performance data and analysis without interrupting the flow of instruction to administer a test.

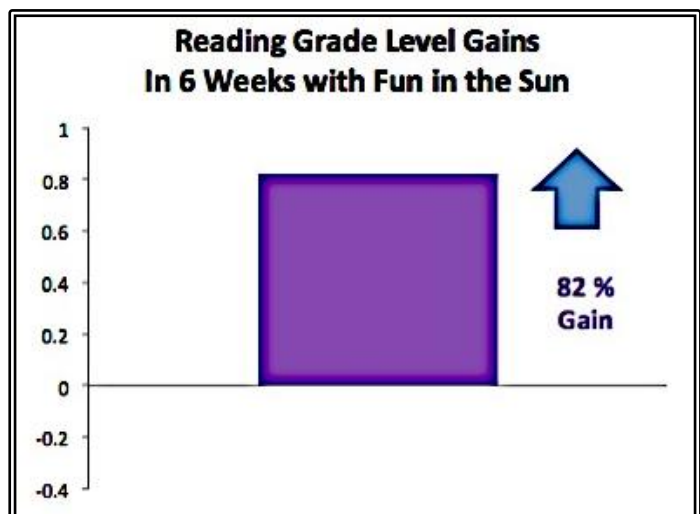
Designed specifically to meet Common Core state standards, this research-proven, technology-based approach accelerates reading skills development, predicts scholars' year-end performance and provides teachers data-driven action plans to help differentiate instruction.

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.

SUMMER LEARNING LOSS/GRADE LEVEL MATERIAL GAINS (GLM)

In contrast to the average two-month summer learning loss experienced nationally by low-income scholars, FITS' scholars using Lexia Reading Core5 achieved an average gain of 82% of ELA grade level material in the summer of 2016.

In other words: the average FITS scholars gained the equivalent of eight months of one school grade level in Reading/ELA while in the program.



Gains in grade level material (GLM)	# of scholars
+ .25 of GLM (equivalent of 2.5 months of one school grade level)	7
+ .50 GLM (equivalent of 5 months of one school grade level)	26
+ .75 of GLM (equivalent of 7.5 months of one school grade level)	50
+1.00 of GLM (equivalent of 10 months of one school grade level)	32
≥ 1.00 of GLM (equivalent of more than one school grade level)	51*
	TOTAL = 166

READING PLUS 4.0

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 have to read 100 stories and answer the questions at an 80% accuracy rate.

Total number of Reading Plus participants = 87 (grades 3 – incoming 8th). These are scholars who participated in the program during the entire six months of FITS.

In Reading Plus, the average individual student Proficiency Index gain (individual improvement) in English Language Arts (ELA) content was 64%

	1 st Week of Fits Averages:	Last week of Averages:	Average Gained:
Reading Comprehension	5.94	6.65	0.71
Vocabulary	5.17	5.53	0.36
Words Per Minute (WPM)	132	180	49 WPM

STUDENT SUCCESS STORIES FROM STAFF – READING/LITERACY

Luis Xxxxxxxx was my student in 4th grade and 5th grade at Oak Valley Elementary School in Buellton. He attended Fun in the Sun last year and now again this year. Luis had been a slow, struggling reader, but is very smart and quick to catch on to new concepts. At the end of 5th grade in Oak Valley Luis made Honor Roll with a 3.5 grade point average!! He is also reading Harry Potter Books and passing Reading Counts tests on them with 100%!! The Fun in the Sun summer reading program in Fun in the Sun helped bridge the gap for Luis!!

In pod 4 (Blue group), we journal every day. I typically have scholars share their response to the writing prompt out loud. I had one student who was not confident in her reading skills and never wanted to share because she had to read aloud. After two weeks at Fun in the Sun and with continued encouragement from myself and fellow campers, she had the courage to share her entry aloud! I asked her how she felt after reading her entry and she said she felt great about herself because she had made it a goal for the summer to be able to share. Now, I can count on her to be one of the first hands to go up when I ask for volunteers to share.

Though many FITS scholars at Franklin have made substantial progress in their English literacy skills since the start of the program, literacy program leader Gayle Leyva commends one student in particular. Walner F**** has made a tremendous leap. According to Ms. Leyva, Walner entered the local school community several years ago as an English language learner. At the beginning, she says, “He was pretty much all-Spanish.” Now, as a rising third-grader, Walner speaks English confidently, but his reading and writing skills have continued to lag: at the beginning of the program, his assessments reflected a kindergarten skill level. However, after explaining all of this, Ms. Leyva opens her laptop and pulls up the most recent class data from Lexia, the online literacy-teaching tool used by FITS. She points out Walner’s data, and I see that he’s risen from a kindergarten skill level to that of a beginning second grader - all in just six weeks. Impressive, to say the least. Walner’s behavior has improved dramatically as well. “During the regular school year, he was in trouble every day, and I mean every single day.” Ms. Leyva reports. Over the course of the program, that frequency has fallen dramatically. Walner still gets into mischief every now and then, of course - what kids don’t? - but his progress at FITS, both behaviorally and academically, has proven remarkable nonetheless. Keep on climbing, Walner!

SECTION V. READING PLUS/LEXIA — SEE APPENDIX TABLES

**Appendix Table Va. ABOUT STUDENT READERS – READING PLUS/LEXIA SURVEY
2016 (vs. 2015)**

**Appendix Table Vb. STUDENT SELF-REFLECTION SURVEY QUESTIONS –
READING/ELA**

Appendix Table Vc. PARENT SURVEY – REGARDING READING

Appendix Table Vd. STAFF LESSONS LEARNED SURVEY – READING

Appendix Table Ve. PROGRAM LEADERS SURVEY – READING

VI. ACADEMICS — MATHEMATICS/STRIDE ACADEMY

SECTION VI. SUMMARY

In surveys, staff feedback of Stride's effectiveness and popularity with scholars was nearly all positive.

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. Students were expected to work on Stride Academy for at least 25 minutes each morning. Stride has an extremely popular gaming feature that allows scholars to acquire coins, play additional games, compete against each other and purchase objects in the game.

Stride Academy provides a suite of Teacher Productivity Tools including: automated online assessments (diagnostic and formative), automated online quiz-building and grading, adaptive technology to personalize interventions, curriculum assignment aligned to core standards, data analytics and real-time progress monitoring, and finally a game-based rewards system and automated contests for motivating scholars.

The Stride Academy program for Pre-K through High School was awarded a 2015 Best Educational Software Award (BESSIE) in two categories: Online Multi-Subject Learning Platform and Teacher Productivity Tools.

STRIDE ACADEMY USAGE DATA

The average FITS participant solved 847 mathematical questions correctly out of 1,387 questions. Overall, scholars answered 214,435 mathematical questions correctly out of 351,049 mathematical questions, averaging a 61% in correct mathematical questions answered (see table below).

CATEGORY	2016	2015
Students participated	253	216
Total # questions answered correctly (earned as coins for scholars)	351,049	244,625
Total minutes scholars worked on Stride during FITS	151,422	136,233
Total number of additional minutes scholars worked on Stride outside FITS hours.	4,261	3,672
Mathematical Standard/Strand	# Correct/# questions answered	% Correct
Counting & Cardinality	3,198 of 3,925	81%
Expressions/Equations	491 of 1078	46%
Fractions	15636 of 28359	55%
Functions	11 of 45	24%
Geometry	27,924 of 46,654	60%
Measurement & Data	52,458 of 87,196	60%
Number & Operations	51,888 of 83,960	62%
Number Systems	957 of 1864	51%
Operations/Algebraic Thinking	61,366 of 96562	64%
Ratios/Proportional Relationships	228 of 667	34%
Statistics & Probability	284 of 739	38%
Overall Total	214,435 of 351,049	61%

VII. ACADEMICS — SERVICE LEARNING

SECTION VII. SUMMARY

Theoretically, Service Learning is designed to be an opportunity for scholars to build leadership skills through carefully structured learning lessons that have a long-term reward. The goal is to help improve participants' communication, listening, and comprehension skills while addressing community problems.

The reality in 2016 was: staff and student opinion about Service Learning was a mixed bag of extreme opinions. Each year has seen growing confusion and frustration about Service Learning from staff and scholars. And for good reason. While the roster of education and enrichment opportunities for FITS participants has expanded, the time allotted to carry out each of those activities has shrunk.

Respondees either saw it as positively rewarding and educational or time consuming and too complex with scholars being unenthusiastic about the process or the results. Throughout this section, the reader will note a contradiction between the formal survey results and the voluntary comments.

Throughout the six weeks of FITS, the 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:

- Collecting/donating supplies for/to Transition House residents.
- Caring for our senior citizens.
- Protecting and caring for abandoned animals.
- Alcohol and tobacco prevention.
- Hand-woven mats made from recycled newspapers for injured animals at a shelter

More about Service Learning in the Recommendations section at the end of this report.

SECTION VII. ACADEMICS/SERVICE LEARNING — SEE APPENDIX TABLES

Appendix Table VIIa. STAFF LESSONS LEARNED – SERVICE LEARNING

Appendix Table VIIb. PROGRAM LEADERS – PERCEPTIONS/SERVICE LEARNING

VIII. PROGRAMMING AND PARTNERS

SECTION VIII. SUMMARY

Fun in the Sun is a community collaborative of more than 90 partners, including 22 funding partners.

United Way started meeting with FITS Program Partners in early January 2016 and had the first official partner meeting on March 30, 2016 at the Union Bank Community Partners Center. The meeting started with an icebreaker where partners had a chance to interact with each other and learn about the quality and diversity of the FITS service delivery partnerships. They keynote speaker was Linda Wright, a grandmother that benefited from having her two grandchildren at the Santa Ynez site in Fun in Sun 2015.

- **Note:** The Passion Pursuit curriculum, a relatively new addition to FITS, was designed to offer focused enrichment activities for middle school scholars who were given the option of choosing one activity with the intention of committing to the activity for the duration of the program.

In the opinion of Program Leaders surveyed, Lunch Bunch and STEAM activities were the **top two favorite** FITS activities of scholars.

The **least favored activity**, more so than in 2015, was the financial literacy component.

The three subjects most commented on by partners through surveys and the lessons learned meeting were:

- Requesting more interaction with, and guidance and support from, site staff.
- A means of getting information about other partners and their role in the FITS program.
- Positive comments about UWSBC leadership.

DESCRIPTION/ASSESSMENT OF PROGRAMS AND PARTNERS

AMERICAN INDIAN HEALTH SERVICES' CLINIC ON WHEELS

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

ARTS FOR HUMANITY *NEW IN 2016*

Description: Provided to scholars at the Goleta and East Santa Barbara sites, a new element for STEAM this year was the introduction of a performing arts component for the Goleta and East Santa Barbara sites. Arts for Humanity provided a theater program to encourage creativity through the arts and a healthy, balanced lifestyle. Arts for Humanity! empowers low-income, at-risk youth, people with disabilities, and the elderly through participatory performing

and visual arts programs. They bring opportunities in the creative arts directly to marginalized community members through art programs provided to social service agencies throughout Santa Barbara County. Facilitated by local artists and trained college interns, the transformational arts programs cultivate creativity and give a voice to the under-served. These experiences serve to bridge generational, social, and economic divides to make the arts accessible to all.

FITS participants: 96 scholars.

Programming time: 23.75 hours - teaching artist time (including preparation).

- Goals/outcomes:**
- All scholars will participate in our theatre programs to encourage creativity through the arts and a healthy, balanced lifestyle.
 - Promote confidence and self-esteem by giving a voice to participants' creativity and artistic expression
 - Develop social skills, improved peer relations, and creative problem-solving abilities
 - Strengthen identity and promote discovery and development of new talents
 - Build community by fostering a sense of connectedness and inclusion

Results: The instructor reported that there was a little hesitation at first, but throughout the weeks 100% of her scholars participated in the activities. The program instructor, Mayra, reported that throughout the weeks 100% of her scholars participated in arts activities and that the majority of her scholars were extremely engaged and enthusiastic. Their behavior and participation indicated growth and development in the areas of understanding the basics of theatre, excitement about theatre arts and interest in continuing to learn more about this and the arts in general, development in-group cooperative learning, creativity development, body/mind integration, and overcoming fear of performing in front of peers.

Monetary value of services/donations: \$887

Challenges and successes: Luis and Manpreet are very easy to communicate with and were always willing to be flexible. Thanks!

Mayra found the younger groups to be more responsive with the performing arts activities, while she had a more difficult time getting the older groups to participate as there were some behavior issues interfering with the teaching process. As there is always staff present to assist the teaching artist we would hope there would be more assistance and support in this regard in future classes.

Optional comments: Many scholars requested doing a full production! Perhaps this is something we might explore for next year?

ASSISTANCE LEAGUE OF SANTA BARBARA

- Description:** The Assistance League of Santa Barbara provided summer clothing, beach gear and supported the water safety/swim component through the partnership with the YMCA and City of Carpinteria Aquatics. Specifically: a tote bag, water bottle, beach towel, bathing suit, pair of shorts, two t-shirts, and a bag of apples to each participant.
- FITS participants:** 253
- Programming time:** 290 member hours; 18 committee members plus 10 other ALSB members.
- Goals/outcomes:** To serve 270 participants, train and integrate new ALSB members into the program, and purchase bathing suits for the larger girls.
- Results:** Very good. The program was handled in a very timely manner and the ALSB members had a great experience. The larger girls bathing suits were a great success. We distributed a total of 30 bathing suits in sizes 16-1/2 to 18-1/2.
- Monetary value of services/donations:** \$15,000 - clothing and water safety/swim program. \$5,000 will be reimbursed toward the water safety /swim program.
- Challenges and successes:** Challenges: finding larger girl's bathing suits. Successes: Being able to fit the larger girls and them to seem excited about their bathing suits. Also ALSB members interacting with very well-mannered children and everyone enjoying the experience.
- Optional comments:** We are very excited about the continuation of the swim program and its expansion to one more site this year. Our committee feels that the program could not have gone better from either side. Everyone was very efficient.

CAL- STUDENT OPPORTUNITY AND ACCESS PROGRAM (SOAP) ***NEW IN 2016***

- Description:** Cal-SOAP helps Santa Barbara high school scholars and low-income families prepare for college with tutoring, scholarships, and financial aid services. Cal-SOAP is administered by the Community Action Commission of Santa Barbara County and is funded by the California Student Aid Commission. The Santa Barbara Cal-SOAP is dedicated to increasing the accessibility of college education opportunities for low-income, first-generation and/or underrepresented junior and senior high scholars in Santa Barbara, Goleta and Carpinteria. Cal-SOAP is committed to advising, informing and exposing scholars and their parents to college opportunities, scholarships and resources to help them succeed.
- FITS participants:** Santa Barbara Cal-SOAP does not have the exact number of scholars that are served by the program.
- Programming time:** 12 Hours Total in combination of the campus visit provided and

- volunteer time given from our staff.
- Goals/outcomes:** Expose scholars to higher-level education institutes.
Mentor and Advise Students of achievable and realistic education goals through our college peer advisors and tutoring services.
- Results:** Increase of on going college bound scholars in first – generation, low income, and underrepresented rate.
- Monetary value of services/donations:** Transportation @ \$1,040 + Food @\$294 + Staff @ \$690. Total Financial Amount: \$2,025.
- Challenges and successes:** Cal – SOAP found it a success of exposure for our program services to scholars.
- Optional comments:** Cal-SOAP provides its services for scholars in the grades 7th – 12th. We provided a Campus Visit for FITS for their incoming 7th and 8th graders in addition to their High School Volunteers who served as CITs.

CORNELIA MOORE DENTAL FOUNDATION AND DIRECT RELIEF INTERNATIONAL

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

COTTAGE HEALTH SYSTEM

- Description:** 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 arrived at the hospital at 9:30 am and they toured the hospital Kitchen, Radiology Department, Security / K 9 unit visit and were engaged in activities heightening their awareness of safety from the Trauma Services Department. This was followed by a meal in the Oak Park Gardens where employees “Lunch Buddies” read to the children after they had eaten. Each child was able to select a book to take home. This year we focused on reading and asked each employee to donate a book that is appropriate for 1st -6th graders. The children were encouraged to read aloud and were given the book to share with their families.
- FITS participants:** In 2016, we were able to tour and provide lunch for a total of 150 children.
With many returning scholars, it was decided that only the 3rd and 4th graders in our elementary school track would be included in this field trip this year. There was a separate day for the Middle School and High School participants to explore careers in the healthcare industry at Cottage. The scholars were able to visit and have their questions answered by numerous departments within

the hospital and left interested in careers in this field.

Goals/outcomes: 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.

Results: This year Cottage Health System had decreased our program from 5 days to 3 days. We all felt the program was highly successful for both the children involved and the employees who participated.

Optional comments: Opportunities for improvement include exposing the children to new areas in the hospital

DOS PUEBLOS ROBOTICS

Description: An introduction to robotic devices, including mechanics, electronics, programming and operation of small robotic devices. FITS scholars engaged with members of the Dos Pueblos Engineering Academy (DPEA) which uses the FIRST (For Inspiration and Recognition of Science and Technology) program to encourage young people to pursue educational and career opportunities in the fields of math, science, engineering, and technology, while promoting "gracious professionalism."

FITS participants: Six junior high aged scholars were in this year's session.

Programming time: Approximately 10 Hours

Goals/outcomes: To assemble and operate a variety of small robotic devices.

Results: Each student assembled and operated a small robotic device that was able to sense light and follow a flashlight beam on a floor or other flat surface. > Each student was provided with hardware to assemble a robotic device with multiple sensors and programmed it to either avoid or pursue another similar device. Called SumoBots they are designed to combat each other to see which one is can push the other one out of a circular arena, defined by a white stripe ring on a black background.

Monetary value of services/donations: Approximately \$2000-\$2500 for facilities/tools and staffing at DPHS

Challenges and successes: Main challenge is getting a lot done in a short time.

Optional comments: Each student was given a Book on electronics and many lessons on things they can build on their own, plus they were given the light seeking robot to keep.

DRUG/ALCOHOL EDUCATION CURRICULUM

United Way of Santa Barbara County received a grant from the County of Santa Barbara's Behavior Wellness Department to deliver drug and alcohol curriculum to the Harding, Aliso, and Santa Ynez sites. As stated in the grant, United Way was responsible for delivering alcohol and drug awareness and prevention education. The scholars incorporated the alcohol and drug curriculum into their service learning projects. The scholars researched the effects of alcohol, drugs, and tobacco on a person'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

For middle and high school scholars, UCSB's Early Academic Outreach Program provided a full-day, pre-college academic program for scholars and parents on college readiness, eligibility, and enrollment. New this year was the opportunity for the Middle School and High scholars to experience an interactive College Lecture by Dr. Lina Kim, who also shared her experience working in the Science and Engineering fields. The scholars also had an opportunity to pair up with first-generation scholars and discuss individually the challenges and struggles of applying/going to college and how to overcome them. Additionally, their parents participated in a workshop by EAOP on how to support their children to attain higher education.

→ *"This was the second year we did this workshop and there was great feedback from the parents that attended. EAOP had to stay late to answer questions from interested parents."*

EVERYBODY DANCE NOW!

Description: Everybody Dance Now! is a non-profit organization that offers free or low cost hip hop dance programming to our community's underserved youth. We are currently in the cities of Chicago, Santa Barbara, New York City, and Los Angeles. EDN!SB works with Fun in the Sun each year, and this was our third year working with FITS scholars on hip hop dance throughout the entire Summer. Everybody Dance Now (EDN) is a local nonprofit that provides free dance lessons to local youth. EDN provided lessons to all five sites once a week during FITS. The new theme this summer was cultural dance and was well received by the participants and families.

FITS participants: All FITS scholars participated in our dance programming. At an average of 12-15 students per class, we were able to reach approximately 250 students at FITS this Summer.

Programming time: Our camps run from 9AM until 12:15PM almost every day. Each rotation is 45 minutes, and there are four rotations in one day, with a fifteen minute break in the middle for our teacher. We offered 5-6 classes per group throughout the summer. We had 20 groups (5 sites, 4 groups each).

Goals/outcomes: Our goal is positively transform our community's youth through dance and community involvement. We were able to utilize our incredible teachers and high school volunteer assistants to communicate various dance concepts, classroom structure, artistic expression, self-awareness, cultural information, and teamwork strategies to then culminate in a final Summer performance for the scholars' families. Although we decided not to survey the scholars out of the respect of classroom time, we look forward to hearing their feedback about our program.

Results: As mentioned above, we did not complete an impact measurement process this summer, but look forward to seeing the scholars' feedback on our programming. Our impact was mainly measured in the final performance and in the way the scholars were able to work with one another to complete the task of performing a complex dance routine for their community. Each performance was a success, and in general the scholars were proud of what they accomplished in that process.

Monetary value of services/donations: We offered our programming to FITS at about a third of the costs. Total charged to FITS: \$3,860. Actual cost for EDN!: \$11,580. Cost for EDN! volunteers: \$0. Total in-kind for this Summer: \$7,720

Challenges and successes: This summer was the smoothest Summer yet! Wow, what a great partnership. From our end, we ensured that teachers and volunteers would be very invested on being prepared, on time, commit to the entire summer, and be mentors for scholars in the process. From our end, the summer was a success. There were a couple times when things were miscommunicated, but that is to be expected. We will work on double checking information next year. Also, our cultural dance teacher ended falling through, so we will work on bring on trusted teachers next year so that we don't need to replace the planned teacher last-minute. We would like to ask for your feedback on our programming this year when you have a chance.

Optional comments: Just thank you for an incredible summer! Check out a recap from two of our HS volunteers here: <https://vimeo.com/177332116> Also you can check out a blog post and other videos at www.everybodydancenow.org

EXPLORE ECOLOGY

Description: Explore Ecology delivers a variety of environmental education programs focusing on science, education and art discovery.

FITS participants: All. Some up to three times.

Programming time: Two trips and one bus.

Goals/outcomes: Inspire future environmental leaders.

Results: Many youth showed interest in caring for the earth.

Monetary value of

services/donations: \$2,900.

Challenges and successes: Challenges: Busy kids; wish we had more time. Success: Great kids; staying in one room was great.

Optional comments: Keep up the good work!

Comments about Explore Ecology from the Partners' Lessons Learned meeting:

- *Highlight – Mariana saw kids being inspired and making connections about all of the lessons Explore Ecology provided this summer.*
- *Example: One of the students at Santa Ynez Elementary said, “all of this is connected,” referring to the environmental curriculum that was being taught by Explore Ecology.*
- *It was rewarding for Explore Ecology to offer a beach field trip for the Santa Ynez site.*

FALLING FORWARD

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 was that challenges, failures and obstacles are a fact of life; however, overcoming those same obstacles builds character and leads to success. The intent was that scholars acknowledge “failing forward” as an important part of life and that perseverance is paramount. Based on last year’s recommendations, we decided to provide the Failing Forward series to our Middle School Program once per week. There were a total of 5 45-minute presentations this summer. Speakers were from: UCSB Science Camp, Happy's Autobody, EasyLift, UCSB and QAD.

FAMILY SUPPORT SERVICES/FAMILY ADVOCATE

Description: The Family Support Services, a program of Family Service Agency, helps parents become better equipped so they can build healthy home environments and overcome major sources of stress such as poverty, violence, mental illness and substance abuse. We guide families through the process of building a healthy home environment so that their children will thrive.

United Way partnered with the Family Service Agency to provide support to FITS children and families as needed. For the second year in a row, the program had a Family Advocate on retainer throughout the six weeks. The Family Advocate was helpful in providing feedback and helping the participants and families with issues throughout the program. FSA advised and referred families to community services for family issues affecting scholars as needed.

FITS participants: Harding - 45 unduplicated parents.
El Camino - 38 unduplicated parents
Franklin - 35 unduplicated parents
Aliso - 38 unduplicated parents

Programming time: FA (Retainer) – 24 hours. FSS Parent Educators – 32.5

Goals/outcomes: Through our efforts and strategies the Family Advocate and Parent Educator indirectly supports the following goals:

- General program participants will maintain or improve upon reading competence and positive perceptions of reading.
- General program participants will maintain or improve their positive identity and positive self-control.

Through direct services that aim to enhance parental involvement and engagement in their child’s academic success, health, and overall well-being, the Family Advocates support the following goal:

- General program participants will maintain or improve perceptions of family support.
- Through direct services including: case management, information and referral, advocacy and parent support, the Family Advocates support the following goal:
 - General program participants will maintain or improve perceptions of community support.

Results: Anecdotally FSA worked towards and felt as though the goals specified above were achieved.

Monetary value of services/donations: In-kind Contributions \$200.00

Challenges and successes: Challenges: Suggest including the parents name and child’s name on the sign in sheet. Clarify expectations of parents attending workshops, are they allowed to attend the workshops for other parents?

Aliso Elementary: Many of the parents brought their children to the workshop and many of those children went to the Aliso Library, which caused a disturbance. The librarian shared that the children were not listening. As a way to rectify the situation we ask that the children join the classroom for the last 15-20 minutes.

Successes: Everything went great, the program leaders and site coordinators were very helpful. Their assistance with set up with tremendous. We found this summer to have been the most organized. The parents seemed very interested in the material. There were a lot of questions and interest in attending more classes. The ability to have access to the FITS Wi-Fi was incredibly helpful. In the past we had access to utilize the SBUSD Wi-Fi, however it appears they have changed user access.

FARMERS' MARKET (FOR KIDS) *NEW IN 2016*

FITS welcomed the Food Bank to its sites this year for the Kid’s Farmers market. They provided food literacy for younger scholars with a goal of setting a foundation for a lifetime of healthy eating habits by encouraging the eating of more fruits and vegetables. The program brings unlikely foods together in a healthy recipe that the scholars can then share at home with their family.

FINANCIAL LITERACY – MONTECITO BANK & TRUST

Montecito Bank and Trust provided a four-week Financial Literacy course to all scholars at the Aliso, El Camino, Franklin, and Harding sites. Topics included: needs vs. wants, value of money, budgeting, saving & interest, credit, and keeping money & personal information safe. Activities included: the process of opening a bank account, taking out loans, reading stories, receiving paychecks each week, and making decisions about spending or saving money.

→ **Staff recommended more hands-on financial literacy lessons appropriate to age and relevancy. For example, instead of talking about buying a house, choose an item that would be realistic for student's ages. Staff report "... the building of a car as part of the financial literacy curriculum kept the scholars engaged and excited.**

HAPPY'S AUTO BODY AND PAINT (PASSION PURSUIT) ***NEW IN 2016***

Activities to four scholars, two hours per week/twice a week. They observed, and learned to better understand, the work that goes into auto body repair. Staff reported "good results" and that the "kids enjoyed coming to our shop...and doing a little of everything."

THE KEY CLASS

Description: The Key Class strives to deliver a comprehensive yet simple guide to social and business etiquette. It gives participants real world life skills key to ensuring all scholars, regardless of where they live, are prepared for career and life.

FITS participants: Sixteen middle scholars; 50 elementary scholars.

Programming time: Middle school scholars: Once a week for four weeks — a total of four teaching hours. Elementary – four total teaching hours

Goals/outcomes: Students will learn how to politely interact with others and understand vital social skills as well as the importance of respectful behavior in reaching their goals of independence and success. Students will discover the art and skill of personal interaction, and learn the difference it makes in creating a successful future. Students will recognize the proper way to meet and greet others, the importance of eye contact and body language, and how to dress to impress.

Results: They learned in this course how to build confidence when speaking one-on-one or in a public setting. They also learned:

- The proper way to meet and greet others
- The importance of eye contact
- Body language and its effects
- Social Media – the good, the bad, and the ugly
- Dressing to impress
- How to navigate and set a dining table

Monetary value of services/donations: Staff/Teaching: 8 hours (monetary value=\$400.00)
Materials/Supplies/course booklets = \$50.00.

We were paid and gave a special price of 50% our normal for elementary and 75% discount for middle school. (Normally we charge \$150 per student for full Key Class Course)

Challenges and successes: Everything was very well organized, all leaders were very helpful. No challenges, except I wish there was more time with all the kids. We can never have enough time with them, they are all great kids.

Optional comments: Thank you for including us in this years FITS program!

Comments from Partners' Lessons Learned meeting: The program was more organized and structured. John Daly would like to do more sessions.

Learned meeting: Highlight – he loved Sylvia’s interactions with the kids (i.e., how she would speak to them) and the Junior High scholars were more engaged than in previous years.

LOCKHEED MARTIN

FITS also continued to expand its relationship with Lockheed Martin. This year, El Camino hosted a number of Engineers from this organization for an engaging rocket-building activity.

MUSIC CAMP *NEW IN 2016*

For Santa Ynez Valley participants, a new partnership was formed with a local music teacher, Kay Dominguez, to create a six-session music program that included recorder, singing, and instrumental.

The program "...culminated with a nice performance at Family Fun Night."

NOTES FOR NOTES (PASSION PURSUIT)

Once again, 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. Participants had a chance to learn the musical instrument of their choice and walked away with basic knowledge of career opportunities in the music industry.

Comments about NOTES FOR NOTES from the Partners' Lessons Learned meeting:

- *"Highlight – the kids being more confident about their ability to try and accomplish new things."*

PHOTOGRAPHY *NEW IN 2016*

Brent Winebrenner of Santa Barbara-based Still Motion Productions offered two sessions to middle school scholars at the Harding site.

RAYS

FITS scholars learned about skin cancer and ways to prevent it. All participants are required to

wear hats, use sunscreen, and find shade during outdoor activities. The Cancer Center of Santa Barbara’s RAYS Program made this possible through: a training-of-trainers; use of their curriculum; donations of hats and sunscreen for each participant; and the loan of a sun shade tent for each site.

RRM DESIGN

A multi-day workshop was offered in partnership with RRM Design Group, an award-winning design firm of architects, civil engineers, landscape architects, planners, surveyors, and LEED® accredited professionals. Our work includes architectural rendering, mixed-use development, community planning and development, and urban design and planning, among numerous other project types.

THE SCHOLARSHIP FOUNDATION

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. Students were tested through a fun jeopardy game that utilized the vocabulary they learned during the presentation.

FITS participants: Twelve scholars per rotation with four rotations at five sites, in addition to the Junior High presentations conducted with 20 scholars; totaling 260 scholars served in all.

Programming time: Four hours at each of the five sites, and one hour with the junior high scholars. Total of 21 hours of programming

Goals/outcomes: Our goals were to ensure that scholars developed a better understanding of college, higher education, financial aid and different careers. Additionally, to see higher education as an achievable and exciting part of their future. We will measure the outcomes thought the jeopardy game to see if scholars are able to answer questions from the presentation.

Results: By playing the jeopardy game scholars were required to remember the information from the presentation, and repeat it. Many of the scholars were able to answer the questions, some of the games were tied between groups, which showed us that the scholars were able to retain information learned in the presentation.

Monetary value of services/donations: Staff hours: \$42X 27 hours @ \$1,134 + materials @ \$8 = \$1,142

Challenges and successes: There were no real challenges this year, everything went pretty smoothly, except at the El Camino location. The CIT was talking to the teacher during our presentation, which was distracting, and we didn’t have too much help there with keeping the scholars under control during the jeopardy game. Wish we had a bit more support from the teacher at that location. Whereas locations such as Carpinteria, the teacher was really amazing, provided insight with her own experiences in college and was able to keep the scholars under

control. Because the jeopardy game can get a little out of hand sometimes when all the kids are shouting. But other than that, it was a great experience!

Comments from Partners' Lessons Learned meeting: Highlight – the kids were really excited and engaged while playing jeopardy and were excited about college at the end of the sessions.

STAND TALL *NEW IN 2016*

Targeted at scholars grades 4-6, STAND TALL has a goal of preventing bullying and providing scholars with positive skills to build respect and deal with disrespect. Several videos enhanced the seven-part curriculum that involved staff and scholars in role-playing exercises.

TV SANTA BARBARA (PASSION PURSUIT) *NEW IN 2016*

Description: TV Santa Barbara's FITS program enabled youth to come to our facility and learn the art of digital storytelling. They were provided hands-on training in cameras, audio, directing and editing.

FITS participants: Four scholars.

Programming time: 15 hours, roughly three hours per week.

Goals/outcomes: For scholars to learn about storytelling and gain confidence and hands-on training in media production equipment.

Results: Students gained valuable hands-on training and confidence in media literacy and participated in crewing on 2 of our professional shows as well as shot their own material.

Monetary value of services/donations: \$1625 which included: staff time, volunteer time, facility usage and access to a variety of equipment including: cameras, audio, studio and editing.

Challenges and successes: The FITS kids were fantastic. They were eager to learn, well behaved and were very successful learning and retaining the usage of all of our equipment as well as and executing

UCSB SCIENCE CAMP *NEW IN 2016*

Description: Labeled by FITS leadership as "...one of our most exciting additions to our STEAM program this year," the UCSB Science Camp — an environment for kids to gain scientific intuition and engineering logic through fun, hands-on activities and engaging collaborative efforts at their sites during Fun in the Sun. UCSB Science Camp sent representatives to every site once a week with the goal of sparking the excitement of our scholars, experiencing applied science and seeding their intellectual curiosity and self-confidence as they progressed academically. They also encouraged a natural approach to learning that relies on intuition and inquiry.

FITS participants: 240 children (48 scholars from each site).

Programming time: Approximately 45 hours (includes set up and clean up, but not planning

	& training)
Goals/outcomes:	We seek to spark the excitement of experiencing applied science that we hope seeds their intellectual curiosity and self-confidence as they progress academically. Expose and engage scholars to scientific concepts through hands-on activities. Encourage a more natural approach to learning that relies on intuition and inquiry.
Results:	Based on preliminary feedback from the scientists, the children were very engaged during the activities. The activities were a good opportunity to expose scholars to concepts such as chemical reactions, DNA, and aeronautics, which can often be difficult to comprehend in a traditional classroom setting. According to the scientists, scholars asked many questions during the activities.
Monetary value of services/donations:	The UCSB Summer Science Camp donated a large fraction of the supplies (all durable goods and some consumables). The majority of the consumable goods used in the experiments/activities were purchased for the FITS group (approximately \$200). The total monetary value of materials and supplies is approximately \$300.
Challenges and successes:	The entire session was a success! I strongly believe that we made an impact on many scholars and that our staff has grown through this process. This partnership is a complete success.
Optional comments:	Thank you for your team's passion and hard work. We really appreciate this partnership and hope to work with you again in the future! <u>From UWSBC leadership:</u> "Based on feedback from the UCSB scientists, the children were very engaged during the activities. The activities were a good opportunity to expose scholars to concepts such as chemical reactions, DNA, and aeronautics, which can often be difficult to comprehend in a traditional classroom setting. According to the scientists, scholars asked many questions during the activities."

SECTION VIII. PROGRAMMING AND PARTNERS — SEE APPENDIX TABLES

Appendix VIIIa. PROGRAM LEADERS — OPINION OF PROGRAMS

Appendix VIIIb. STAFF LESSONS LEARNED — OPINION OF PROGRAMS

Appendix VIIIc. PARTNER SURVEY RESULTS

IX. PROGRAMMING — FIELD TRIPS (ALL SITES)

SECTION IX. SUMMARY

As always, scholars want more field trips. And, as always, staff have to deal with expected logistical issues. But staff enjoys the field trips as well — and see their benefit for scholars.

FITS initiated a highly successful partnership with Surf Happens involving two elementary track groups (24 scholars), the middle school track, and their CITs who participated in surf camp for the first time at Fun in the Sun this summer.

Transportation issues — mostly related to length of travel time and scheduling — are still being worked out for the Santa Ynez site dealing with 40+ minutes of one-way travel time to Santa Barbara.

FIELD TRIPS – DESCRIPTIONS AND FEEDBACK

A DIFFERENT POINT OF VIEW: ADPV's mission is to "engage, inspire and transform youth using flight lessons as a launching pad " to introduce youth to the exciting world of aviation and interact with airline pilots, flight attendants, air traffic controllers, aircraft rescue and fire fighters, aircraft mechanics and other leaders in the aviation field. Youth are exposed to practical STEM applications that promote learning through hands-on, interactive experiences.

BEACH DAY

BUNNIES URGENTLY NEEDING SHELTER (BUNS): The Aliso site took participants on a walking tour of Lemos Pet Food Supply where they interacted with people/bunnies from the nonprofit dedicated to the care and welfare of rabbits and guinea pigs. BUNS works to find bunnies and guinea pigs permanent homes, and educates the public on caring for their guinea pig and rabbit companion. As part of their service learning, middle school scholars created woven mats for BUNS' bunnies.

CAMP ARNEZ: The primary purpose of the camp is to provide outdoor education, place-based learning and environmental education through a variety of activities. Camp staff reported 304 scholars and staff from all FITS sites visiting the camp on one day from 9a.m. – 2:30 p.m. The theme this year was "Survival Camp" and included: archery, outdoor cooking, how to make your own mosquito repellent, crafts, and team oriented games.

→ **Girl Scouts/Camp Arnez staff expressed frustration in "trying to come up with something new for the campers..." FITS staff reported some challenges with the "too young" Girl Scout facilitators with respect to attitude, language, and lack of organization and direction throughout the field trip.**

CLOUD 10: A fitness playground with close to 19,000 square feet, the jump club features trampoline open jump courts, Dodgeball, Basketball and a 40 ft. long trampoline half-pipe that leads into an air bag.

CSU NORTHRIDGE: Visited by middle school scholars as part of their college and career focus.

FARMERS' MARKET

UCSB LAGOON

LAKE CACHUMA

LOCAL BUSINESSES

LOCAL PARKS (VARIOUS) & KIDS' WORLD: The three-block playground at Alameda Park (1400 Santa Barbara Street) is known as Kid's World.

MUSIC ACADEMY OF THE WEST: All FITS scholars visited the Music Academy of the West for the annual "Up Close and Musical." Students spent the morning having their faces painted, jumping rope, learning how to protect the environment and interacting with world-class musicians and their instruments. Staff notes that a highlight of the morning was a special opera inside Hahn Hall, led by 26 year-old conductor Matthew Aucoin who conducted his own composition called Second Nature: a story about our relationship with the environment written specifically for children. The piece was originally commissioned and performed by the Lyric Opera of Chicago.

For most of the scholars, this was their first experience of an Opera and they had very positive feedback about the experience. One staff noted that it "... was great for the Music Academy representatives to do a session during the staff training because the kids were more prepared for the opera."

NATURE TRACK: For the Santa Ynez site, Nature Track organized a hiking trip to Haskell's Beach in West Goleta — site of unique geological formations, beach activities, marine life, and marine fossils. The Foundation also provided a nature-related learning activity at the site. The non-profit NatureTrack Foundation advocates the educational approach of noted author and educator David Sobel, known for his development of the standards-aligned "Place-Based Education" theory.

PLEASANT VALLEY SCHOOLHOUSE: Pleasant Valley Schoolhouse, established in 1869, was restored to take Santa Ynez site visitors back in time so that they experience first-hand what it was like to be a student in the mid 1800's. Activities include history discussions led by the scholars, spelling bees where everyone experiences success, math on authentic slate boards, reading in antique McGuffey Readers, and old-fashioned outdoor games such as the Game of Graces with hoops, horseshoes, and marbles. During four separate mornings, the school was visited by four groups of approximately 12 FITS scholars (total of 48)

The school's proprietor noted "... all my expectations were carried out by the [FITS] administration and staff to perfection!"

SANTA BARBARA AIRPORT: Aviation Days for 5th and 6th graders.

SANTA BARBARA COTTAGE HOSPITAL: Middle school scholars participated in an age-appropriate field trip to Cottage Hospital to explore careers in the healthcare industry, have a hands on experience at the Patient Simulation Lab, and talk to an EMT. Separately, 3rd-4th grade scholars also visited Cottage.

LOCAL LIBRARIES: Library staff distributed sign up kits to FITS staff to sign up kids for the Summer Reading Program/share library resources. Harding and Franklin sites visited the Central Library for tours, storytelling trainings, and Summer Reading Program participation. The El Camino site visited the Goleta Library for a similar program. Library staff visited the Santa Ynez site to provide storytelling training. Some sites (Franklin, Santa Ynez, Carpinteria) also visited nearby Library branches to learn about library resources and sign up for summer programs. Results from measured outcomes include:

- 166 out of a total 179 visiting scholars (93%) demonstrated their intention to read recreationally by signing up for the Library's Summer Reading Program.
- 36 out of 150 scholars (24%) reported that they do not like reading AND signed up for the Summer Reading Program
- 55 out of 150 children (37%) reported that their families do not bring them to the Library.

- 64 out of 157 scholars (41%) reported that this was their first time participating in the Library's Summer Reading program.
 - ➔ **Library staff characterized FITS as a “top-notch organized and on-time” program compared to other summer camps.**

SANTA BARBARA SPORT FISHING CLUB

SOLVANG FRIENDSHIP HOUSE: Santa Ynez site destination for intergenerational activities and Lunch Bunch with House residents.

SURF HAPPENS/SURF CAMP **NEW IN 2016:** FITS initiated a partnership with Surf Happens involving two elementary track groups (24 scholars), the middle school track, and their CITs. They participated in surf camp for the first time at Fun in the Sun this summer. The Surf Happens teaching methodology approaches instruction through phases of mental and technical learning that resembles a martial art. Each phase builds upon the learning and understanding of the one before paving a strong foundation for growth along with proper education on oceanography, safety, etiquette, and the history of the sport. The FITS day included a surf clinic to go over the basics, time in the water, surfing (everyone was standing), beach cleanup, and a healthy lunch.

- ➔ **FITS STAFF reports this being "one of the scholars' favorite field trips. One Program Leader commented: "At the surf day many students stood up on a board for the first time. One camper said she had never been out further than knee high and was up to her waist and stood up on the board twice. That was the best day of camp."**

TRANSITION HOUSE (Service Learning) **NEW IN 2016:** As part of their Service Learning, middle school scholars visited this consortium of more than 40 service or faith-based organizations and 900 volunteers. The Transition House assists 150 homeless families with children and 50 families that are at-risk for homelessness each year. Transition House is the only homelessness organization in Santa Barbara that exclusively serves families with children. A staff-reported "success story" best tells what transpired:

"The group almost unanimously wanted to assist the homeless. We contacted the Transition House, plus watched some videos about their program. The kids were visibly moved by some of the success stories from parents who had been given a helping hand in their hardship. Transition House said personal hygiene items would be appreciated. The group went to each pod with a presentation, asking for help in helping the helpless. Other pods brought in items, alongside of our group. Hence, this box filled with goodies, and a personal card signed by each of our 6th graders. Tomorrow we'll deliver it to the Administrative Office of Transition House."

UCSB TOUCH TANKS

VISTA DEL MONTE RETIREMENT COMMUNITY: Twenty FITS middle school scholars participated in three hours of intergenerational activities during three separate visits with seniors at this retirement community in Santa Barbara.

- ➔ **Vista staff reported the ... "kids were fabulous! Polite, kind and wonderful to host."**

LAKE CASITAS WATERPARK

WATERSHED RESOURCE CENTER: Located at Arroyo Burro Beach, the Center is designed to enhance awareness about the importance of watershed resources, how these resources are impacted by human activities, the role watershed restoration plays in improving water quality, and ways that a community can actively protect its creeks, wetlands, and ocean.

WILDING MUSEUM: A visit by Santa Ynez scholars included art activities.

SECTION IX. PROGRAMMING/FIELD TRIPS— SEE APPENDIX TABLES

Appendix IXa. ASSESSMENT OF FIELD TRIPS – STAFF LESSONS LEARNED MEETING

X. PROGRAMMING — LUNCH BUNCH

SECTION X. SUMMARY

This year, FITS welcomed 612 volunteers from 50 different organizations to engage with the kids during their lunch hours. There was high praise for this component, as always. However, in 2016, there were a number of instances where there were too many volunteers for too few scholars.

LUNCH BUNCH – 2016 PARTICIPATING ORGANIZATIONS

Abaco	Lockheed Martin
AGIA	Lovers of Fun and Sun
Agilent	MacFarlane, Faletti & Co.,
Bartlett, Pringle & Wolf	Montecito Bank & Trust
BiolQ	Nordstrom of Santa Barbara
Brown & Brown Insurance	Northern Trust
Buellton School District	Pacific Coast Business Times
Cal-SOAP	RightScale
Carpinteria Morning	Santa Barbara County District
Casa Dorinda	Santa Barbara County Education Office
City National Bank	SB Probation Department
City of Goleta	SB Scholarship
College School District	SB Scholarship Foundation
Conversant Summer of Service	Santa Barbara Peace Corps Association
Cottage Health System	SEE International
Damitz, Brooks, Nightingale, Turner & Morrisset	Sientra, Inc.
Deckers	Team TrueVision
Family Service Agency	The Zia Group
Freudenberg Medical	UCSB
Friendship House-Solvang	Union Bank
Goleta Sanitary District	United Way of Santa Barbara County
Hearts of Bacara	Venoco
Hilton	Wells Fargo
Individual Volunteers	Young Leaders Society
Invoca	

LUNCH BUNCH PARTICIPANTS — COMPARATIVE RANKINGS

NINE WORKPLACES THAT VOLUNTEERED MORE THAN ONE DATE:

Conversant Summer of Service =	4
Freudenberg Medical =	4
Montecito Bank & Trust =	4
Cal-SOAP =	3
RightScale =	3
The County of Santa Barbara =	3
United Way of Santa Barbara =	3
Santa Barbara Scholarship Foundation =	2
Young Leaders Society =	2

MOST VOLUNTEERS ON ONE DAY:

Cottage Health System =	72
City of Santa Barbara =	18
Damitz, Brooks, Nightingale, Turner & Morrisset =	13
Montecito Bank & Trust =	13
Lockheed Martin =	12

ORGANIZATIONS WITH THE MOST VOLUNTEERS:

Cottage Health =	72
City of Santa Barbara =	36
County of Santa Barbara =	31
Montecito Bank & Trust =	23
Damitz, Brooks, Nightingale, Turner & Morrisset =	21

NUMBER OF VOLUNTEERS AT EACH SITE:

Carpinteria: Aliso Elementary =	72
East Santa Barbara: Franklin Elementary =	173
Goleta: El Camino Elementary =	147
Santa Ynez Valley: Santa Ynez Valley Elementary =	45
West Santa Barbara: Harding University Partnership School =	103

SECTION X. PROGRAMMING/LUNCH BUNCH — SEE APPENDIX TABLES

Appendix Xa. VOLUNTEERS' PERCEPTION OF LUNCH BUNCH – 2016

Appendix Xb. STAFF PERCEPTIONS OF LUNCH BUNCH – 2016

XI. PROGRAMMING — FITNESS/PHYSICAL ACTIVITIES

SECTION XI. SUMMARY

An effort was made to expand the swim lessons program for all sites. Sites reported "... an increase in advanced swimmers this year."

Xia. FROM STAFF LESSONS LEARNED — PHYSICAL ACTIVITY

13) WHICH elements of PHYSICAL ACTIVITY worked BEST and why?

- Everybody Dance Now
- Suggestions: more engaging staff that is better at managing and engaging with the kids.
- Physical activity for the Junior High program is needed.
- The kids enjoyed the yoga elements introduced by the physical activity.
- El Camino had themed physical activities on a weekly basis that worked.
- Everybody Dances
- Having staff with prior knowledge of PE activities really helped the PE leader keep the kids engaged.
- Martial arts instructor was great!
- PE – yoga/meditation was brilliant.

14) What elements of PHYSICAL ACTIVITY worked LEAST and why?

- Provide more equipment like rubber balls, flag football and whiffle ball and bats.
- Some of the kids did not want to participate.

SWIMMING (various)

Aliso/Carpinteria: City of Carpinteria Swim lessons were added for the Carpinteria site with very positive feedback from staff and scholars.

Franklin & El Camino: The partnership with the Montecito Family YMCA was successfully continued in 2016.

The FITS leadership team notes that they tried finding other options for the El Camino site swim program to avoid having to transport scholars to Montecito. However, the options available were not ideal for the FITS schedule or the potential sites did not have a swim instruction program. As recommended last summer, the drop off time at the YMCA was adjusted for El Camino to allow more swim/instruction time for this site.

Harding: Students swam at the Montecito Family YMCA once-per-week.

Santa Ynez: Students swam weekly at the high school pool managed by the YMCA.

SWIMMING SUCCESS STORIES

Estefania, one of my students in Pod 1 had never been to a pool before in her life. She is 8 years old and just moved to the U.S. from Mexico this past January. She was nervous

at first to even go in the water, but she did anyway. She is now putting her head under water and paddling across the pool with her life jacket like a true swimmer. She overcame her fear and is so excited about swimming. She has also passed 2 levels in Lexia Core 5 this summer!!

On Thursday, July 7th, Fun in the Sun students from Franklin Elementary returned to the Montecito Family YMCA for another afternoon of fun in the pool. Having passed their swim tests the previous week, students displayed remarkable confidence: with the help of YMCA instructors, those in one corner practiced swimming strokes unaided by flotation devices; in another, cheers went up from the pool wall as two students pushed through the water side-by-side in a friendly test of aquatic speed. From a third corner, Giovanni Villafana of Pod 4 called me over to show off the back float he'd just mastered - with head back and stomach up, he hovered serenely on a bed of water, undisturbed by shouting and splashing. The fourth corner, however, proved the favorite by far: young soccer players brought their skills from the field to the pool, and a rousing game of water polo became the highlight of the afternoon.

Site staff reported: "In addition to confidence and enthusiasm, Franklin FITS students brought good behavior and manners to the Montecito YMCA. These qualities caught the attention of the poolside staff, who complimented the entire group on their cooperation, responsiveness, and respect for pool rules. This compliment earned each student a Franklin FITS "Tidal Wave Buck" from Site Coordinator Stooky Hernandez, bringing everyone a step closer to attending the weekly "Fun Friday" party. Great work Franklin FITS scholars!"

MARTIAL ARTS

Martial Arts Family Fitness taught morning rotation at each site (except Santa Ynez) for the elementary school track, encouraging the kids to be strong in mind, body, and character. The activities incorporated lessons on courtesy and respect through Character Counts.

→ **The sites reported that the instructor this year made a great connection with the kids and was very engaging.**

DANCE

This was the third year Everybody Dance Now! (EDN) provided free dance lessons to all five sites once a week during FITS. The new theme this summer was cultural dance, a theme that received mixed reviews from scholars and staff. **See more about EDN in the "Partners" section.**

OTHER PHYSICAL ACTIVITY SUCCESS STORIES

My Fun in the Sun success story happened during week one in the Physical Education class. I planned a variety of games that focused on team building that included using respectful actions and displaying citizenship. During these activities, the kids had to work together in order to win the game. One game I chose to play with the students was called Shipwrecked. This game is similar to Battleship, in which two teams compete against

each other to find out where the other team's ships (hula hoops) were located on the other side of a wall.

The next game the students played was Math Basketball. This game required kids to be split up into three teams. The object of the game was to encourage each of their teammates to help them make a basket to score a point. This game was very effective in building math skills and teamwork skills. To play Math Basketball, dots are set out all over the court and under each dot was a different number. One player from each team would dribble the ball down the court towards the dots and pick one to stand on. If the student makes a basket, he or she gets to keep the dot with the number on it. After all the numbers have been collected, each team adds up the dots with the labeled numbers. Whichever team has the highest total, wins the game.

The last game I played with the students was soccer. It is the most popular game to play here at the Santa Ynez site. Soccer is a great team sport to play because it teaches them to work together, depend on each other, and include everyone on their team in order to score a goal. After the first week, I was impressed with how the Fun in the Sun scholars demonstrated great communication skills, teamwork, citizenship, and fairness towards each other.

XII. FITS PARTICIPANTS – ABOUT THE STUDENTS

SECTION XII. SUMMARY

Scholars were supervised as they completed this survey in the last few days of the program. They were asked to think about how they were before participating in FITS, then compare that to the perception of themselves as the program closed.

XIIa. 2016 FITS STUDENT BACKGROUND DATA

Q1. What grade will you be entering this Fall? (245 respondents)

2016 vs. 2015	2016 vs. 2015
3 rd = 25% v. 19%	7 th = 3% v. 11%
4 th = 25% v. 21%	8 th = 2% v. 3%
5 th = 19% v. 25%	9 th = 1% v. 3%
6 th = 25% v. 19%	

Q2. Have you ever participated in FUN IN THE SUN? (245 respondents)

2016 vs. 2015	2016 vs. 2015
First = 53% (131) v. 60%	Fourth = 5% (12) v. 6%
Second = 29% (72) v. 16%	Five or more = 5% (13) v. 7%
Third = 7% (17) v. 13%	

Q3. What is your ethnicity? (Optional) - vs. 2015 (199 respondents – 46 skipped)

Hispanic/Latino = 88% v. 85%	Asian/Pacific Islander = 2% v. 0
Black = 3% v. 3%	Other = 5% v. 10 %
White = 3% v. 2%	

Q4. Where did you participate in FITS this summer? (243 respondents)

Carpinteria/Aliso = 19%	Santa Barbara/Franklin = 18%
Goleta/El Camino = 17%	Santa Barbara/Harding = 23%
Santa Ynez Valley = 24%	

XIIb. 2016 FITS STUDENT SURVEY RESPONSES – "QUESTIONS ABOUT YOU"

Q5. Most of the time, I am glad to be me: (233 respondents) 2016 v. 2015	
Agree	96% v. 94%
Disagree	4% v. 6%

Q6. Compared to how I felt at the beginning of the summer, I now feel MORE hopeful when I think about my future. 2016 v. 2015	
Agree	94% v. 90%
Disagree	7% v. 10%

Q7. Compared to how I felt at the beginning of the summer, I care about learning and look forward to returning to school: 2016 v. 2015	
Agree	92% v. 83%
Disagree	9% v. 17%

Q8. Compared to how I felt at the beginning of the summer, I get along with others who may talk, look or act differently than me: 2016 v. 2015	
Agree	94% v. 89%
Disagree	6% v. 11%

Q9. Compared to how I felt at the beginning of the summer, I know of ways to solve a conflict without arguing, name calling or fighting: 2016 v. 2015	
Agree	76% v. 86%
Disagree	24% v. 14%

XIIc. 2016 FITS STUDENT SURVEY RESPONSES – "YOU AND YOUR COMMUNITY"

Q10. It's easy for me to talk with my parents and ask them questions: (231 responses) — vs. 2015	
Agree	88% v. 90%
Disagree	12% v. 10%

Q12. This summer, I can think of three adults in my life (at FITS, at home, or in my neighborhood) that I could talk to or go to if I have a problem 2016 v. 2015	
Agree	95% v. 90%
Disagree	5% v. 10%

Q13. I know how to recognize a dangerous situation and get help from trusted adults 2016 v. 2015	
Agree	81% v. 92%
Disagree	19% v. 8%

XIIId. 2016 FITS STUDENT SURVEY RESPONSES – "ABOUT YOUR SKILLS"

Response options were changed in 2016 and can't be compared to 2015

Q13. After being in FITS this summer, I think I'm better at leading a group of people to complete a project: (223 responses)

Agree	81%
Disagree	19%

**Q14. After being in FITS this summer, I'M NOW BETTER at...
... understanding how others feel and what they're trying to say: (223 responses)**

Agree	88%
Disagree	12%

Q15. ...presenting or talking about my ideas in front of people:

Agree	74%
Disagree	26%

Q16. ... planning what I need to do to get something done:

Agree	91%
Disagree	9%

Q17. ... it's more likely I will ask questions about things I don't understand:

Agree	89%
Disagree	11%

XIIe. 2016 STUDENT BEHAVIORAL CHANGES – OBSERVED BY PROGRAM LEADERS

PROGRAM LEADERS — SELF-ESTEEM, CONFIDENCE AND ATTITUDE

Q14. Since the first week of FITS to the present, to what extent have you observed POSITIVE CHANGES in scholars' SELF-ESTEEM, CONFIDENCE and ATTITUDE toward their FITS academic activities?

	2016 v. 2015
Very much	51% (18) v. 34% (11)
Some	46% (16) v. 56% (18)
Little or none	3% (1) v. 9% (3)

PROGRAM LEADERS — POSITIVE CHARACTER TRAITS

Q15. Since the first week of FITS to the present, to what extent have you observed AN INCREASE in scholars' awareness/use of POSITIVE CHARACTER TRAITS (e.g., trustworthiness, respect, responsibility, fairness, caring, citizenship, curiosity, grit, perseverance)

	2016 v. 2015
Very much	40% (14) v. 34% (11)
Some	51% (18) v. 59% (19)
Little or none	9% (3) v. 6% (2)

PROGRAM LEADERS — ABILITY TO HANDLE DISAGREEMENTS...

Q16. Since the first week of FITS to the present, to what extent have you observed AN IMPROVEMENT in scholars' ABILITY to HANDLE DISAGREEMENTS and RESOLVE/AVOID CONFLICTS with their fellow scholars?

2016 v.1015	
Very much	17% (6) v. 19% (8)
Some	66% (23) v. 63% (20)
Little or none	17% (6) v. 19% (6)

PROGRAM LEADERS — FOLLOW DIRECTIONS...

Q17. Since the first week of FITS to the present, to what extent did you observe an INCREASE in scholars' willingness to FOLLOW STAFF DIRECTIONS AND PROGRAM RULES?

2016 v.1015	
Very much	43% (15) v. 34% (11)
Some	46% (16) v. 47% (15)
Little or none	11% (4) v. 19% (6)

PROGRAM LEADERS — LEADERSHIP SKILLS

Q18. Since the first week of FITS to the present, to what extent have you observed IMPROVEMENTS in scholars' LEADERSHIP SKILLS?

2016 v.1015	
Very much	37% (13) v. 28% (9)
Some	51% (18) v. 59% (19)
Little or none	11% (4) v. 13% (4)

PROGRAM LEADERS — POST-SECONDARY EDUCATION AWARENESS

Q19. Since the first week of FITS to the present, to what extent have you observed older scholars' (i.e. teens) INCREASED KNOWLEDGE/AWARENESS OF POST-SECONDARY EDUCATION Requirements (e.g. career options, going to college, etc.)

2016 v.1015	
Very much	29% (10) v. 19% (6)
Some	54% (19) v. 66% (21)
Little or none	17% (6) v. 16% (5)

PROGRAM LEADERS — PARTICIPATION NEXT YEAR

Q20. In YOUR OPINION, of those scholars you worked with, what percentage would you estimate would want to participate in FITS next year (2017) [vs. 2015]

90-100%	43% (15) v. 31% (10)	60-70%	6% (2) v. 3% (1)
80-90%	29% (10) v. 38% (12)	50-60%	3% (1) v. 3% (1)
70-80%	20% (7) v. 22% (7)	40-50%	0 v. 3% (1)

XIIf. 2016 PARENT SURVEY – ABOUT YOUR CHILDREN

Q9. Since my child has been in this FUN IN THE SUN program, his/her WILLINGNESS TO HELP OTHERS has... ?

	2016	vs. 2015
Greatly improved	41% (62)	37.29% (44)
Improved	51% (76)	56.78% (67)
Stayed the same	8% (12)	5.08% (5)

Q10. Since my child has been in this FUN IN THE SUN program, his/her WILLINGNESS TO DO WHAT I ASK or FOLLOW DIRECTIONS has... ?

	2016	vs. 2015
Greatly improved	33% (50)	22.32% (25)
Improved	54% (81)	59.82% (67)
Stayed the same	12% (18)	17.86% (17)
Got worse	1% (1)	0

Q11. Since my child has been in this FUN IN THE SUN program, his/her ATTITUDE ABOUT RETURNING TO SCHOOL AFTER THE SUMMER has... ?

	2016	vs. 2015
Greatly improved	50% (76)	44.92% (53)
Improved	42% (64)	50.85% (60)
Stayed the same	7% (11)	2.54% (3)
Got worse	1% (1)	0.85% (1)

Q12. Overall, HOW SATISFIED were you with the 2016 FUN IN THE SUN PROGRAM?

	2016	Vs. 2015
Very satisfied	85% (129)	88.03% (103)
Satisfied	14% (21)	11.97% (14)
Neutral/ Dissatisfied	1% (2)	na

Q13. HOW SATISFIED were you with HOW SAFE YOUR CHILDREN WERE while participating in the 2016 FUN IN THE SUN PROGRAM?

	2016	vs. 2015
Very satisfied	85% (127)	88.98% (105)
Satisfied	14% (21)	10.17% (12)
Neutral/ Dissatisfied	1% (2)	na

Q14. HOW SATISFIED were you with THE SUPPORT AND ATTENTION your children received from FITS staff?

	2016	vs. 2015
Very satisfied	84% (127)	89.38% (101)
Satisfied	15% (23)	10.62% (12)
Dissatisfied	1% (1)	0

Q15. Did you participate in an activity or project , this summer , learning services through the program FUN IN THE SUN ?

	2016	vs. 2015
Yes	82% (129)	78.86% (97)
No	18% (29)	21.14% (26)

Q16. If s/he is eligible, would you want you daughter/son to participate in FITS again?

	2016	vs. 2015
Yes	97% (145)	100% (119)
Maybe	3% (4)	0

SECTION XII. ABOUT THE SCHOLARS — SEE APPENDIX TABLES

Appendix XIIg. STUDENT TRANSFORMATIONAL STORIES (observed by Program Leaders)

XIII. FITS PARTICIPANTS — ABOUT THE PARENTS

SECTION XIII. SUMMARY

In response to a goal from 2015, positive parent engagement continued to grow. Attendance at the Parent workshops was higher than last year.

ABOUT FITS PARENTS – SURVEY RESULTS

Q2. My child's grade level in school this Fall - 09/16: (155)		vs. 2015
2 nd	3%	1%
3 rd	23%	20%
4 th	26%	21%
5 th	17%	24%
6 th	25%	21%
7 th	5%	11%
8 th	0	1%
9 th	0	1%

Q3. Relation to the child's (155 responses):		vs. 2015
Parent	97%	99.19%
Relative	2%	0.81%
Family Friend	0	0
Other	1%	0

Q4. My ethnicity is (optional): (154 responses)		vs. 2015
Hispanic/Latino	98%	97.25% (106)
White	1%	0.92% (1)
Asian/Pacific Islander	1%	1.83% (2)

Q5. My child/children's FITS site is:	
Carpinteria	22%
Goleta	13%
Santa Barbara/Franklin	24%
Santa Barbara/Harding	20%
Santa Ynez	21%

PARENT ORIENTATION

Families accepted to FITS were required to attend a Parent Orientation Night. During the parent orientation:

- All registration/liability forms were turned in.
- FITS' purpose and programmatic elements were explained.
- Expectations and important information was reviewed.
- Opportunities for family involvement were presented.

- Parents turned in their \$75 optional donation for the summer.

With the exception of Franklin, all Parent Orientations were well attended and well received. Parents were engaged and asked a number of questions about the program.

For Franklin Elementary School, United Way worked with an “enrollment champion” and originally received a strong number of applications. United Way confirmed full attendance for their Parent Orientation Night at Franklin Elementary School however; there were a number of families that did not show up.

One possible explanation for the number of no-shows at Franklin is the variety of summer programs available at that school.

PARENT ENGAGEMENT

Parents attended several field trips, including Camp Arnaz, Beach Day, and the FITS Olympics.

The parents at Santa Ynez elementary organized themselves to bring different cold drinks for the scholars every day. They also took full charge of organizing and decorating for Family Fun Night. Parental engagement at this site continued to be really strong. The parents would organize to bring snacks and cold drinks to the scholars because the temperature can reach high levels in the Valley. Several SYV parents attended field trips and enjoyed the program with the scholars. The Parent Workshops were well attended and there was active participation in these meetings. The Parents got together once again to organize the Family Fun Night themselves, helping with the potluck, and room decoration. Partners highlighted that there was a great sense of community at this site.

At Carpinteria/Aliso, several parents joined the site for field trips and activities. A father from Aliso helped run a station and organized a soccer game for the first time at the FITS Olympics, while several parents helped with the food and logistics. A parent at Aliso catered a lunch for all of the scholars at that site as his contribution for FITS.

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.

PARENT WORKSHOPS

Although parents were not able to attend all workshops, most parents were present at one more workshop this summer.

ATTENDANCE AT PARENT WORKSHOPS

SITE	Parents That Attended 1+	Parents That Attended All
Carpinteria/Aliso	98%	69%
East SB/Franklin	83%	54%
Goleta/El Camino	100%	71%
Santa Ynez	94%	73%
West SB/Harding	93%	58%

Family Services Agency conducted three mandatory parent workshops at each site based on their Nurturing Parenting Curriculum. This year, FITS parents were able to select the topics that they wanted covered at each site. 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 behaviors that are consistent with the six pillars of Character Counts.

Based on the recommendation of the Oak Valley Elementary School Principal, the Santa Ynez workshop focused on creating a community of support and advocating for the education of the children. There, parent participation was great at these sessions. The Middle School Track parents had a college/career preparedness and financial literacy workshop and shared that it was really helpful.

UCSB's Early Academic Outreach Program provided a pre-college academic program for scholars and parents on college readiness, eligibility, and enrollment. Additionally, their parents participated in a workshop by EAOP on how to support their children to attain higher education. This was the second year for this workshop with great feedback from the parents that attended. EAOP had to stay late to answer questions from interested parents.

FAMILY FUN NIGHT

Family Fun Nights are fun gatherings at each site where families and staff get together to celebrate a successful summer and share dishes and experiences. The sites did a great job organizing their Family Fun Nights. The families were excited about participating and seeing all of the great work that their kids did throughout the summer. The turnout was great at all sites, 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 (including a "we love Fun in the Sun" cake. Students also presented their service learning projects during these special nights. Staff reported "The energy was fantastic! Family Fun Night events were well attended and a great way to finish a successful summer."

SECTION XIII. ABOUT THE PARENTS — SEE APPENDIX TABLES

Appendix XIIIa. PARENT VOLUNTARY COMMENTS ABOUT FITS

XIV. STAFF/STAFFING PATTERNS

SECTION XIV. SUMMARY

Starting the vetting and interview process of applicants earlier paid off in terms of prep time for site leadership.

The role and behavior and future of the Counselors in Training positions was one of the most discussed by survey respondents.

STAFFING PATTERNS

2016 OVERALL FITS STAFF TOTALS - BREAKDOWN	
POSITION	2016 vs. 2015
Site Coordinator (Director)	5 vs. 5
Asst. Site Coordinator	5 vs. 5
Family Advocates	1 vs. 1
Lead Teachers/Prog. Leaders	22 vs. 22
Counselors In Training	25 vs. 24
Drivers	1 vs. 2
Site Aides	5 vs. 2
Interns (administrative)	1 vs. 1
Lunch Bunch staff (also Site Aides)	5 vs. 5
Lunch Bunch/Volunteer Coor.	1 vs. 1
➔ OVERALL TOTAL	71 vs. 70

POSITION	CARP.	FRANKLIN	EL CAMINO	SANTA YNEZ	HARDING
Site Coordinator	1	1	1	1	1
Asst. Site Coordinator	1	1	1	1	1
Program Leaders	4	4	4	4	6
Counselors in Training	2	4	8	2	9
Family Advocates	One for all sites				
Site Aide	1	1	1	1	1
TOTAL	9	11	15	9	18

TOTAL OF ABOVE = 63

STAFF RECRUITMENT/HIRING/PLACEMENT

NEW POSITIONS/RESPONSIBILITIES

New to 2016 was the creation of a **"Site Aide"** position at all sites. The Site Aide position was combined with last year's Lunch Bunch Representative Position. In addition to coordinating the Lunch Bunch program at each site, the Site Aides provided administrative and programmatic support for a few hours each day. Their roles included: addressing safety/programmatic concerns and communicating them to United Way; ensuring that the site had the resources needed; providing support during field trips or swimming activities; ensuring proper adult to student ratios; and, covering in case of a staff absence at their sites. They were also the eyes and ears of United Way management, communicating any issues or challenges.

More administrative support staff were added in the Spring to assist with programming planning and launch.

A **Lunch Bunch/Volunteer Coordinator** was hired in mid-March to work 10-15 hours per week at the start of the program to recruit volunteers and promote the Lunch Bunch program. And, to work 20-25 hours when the program started. The Lunch Bunch Coordinator also oversaw the time management system this year, which was a time consuming task.

United Way's Community Impact Assistant served as the scheduling coordinator and helped with other administrative duties.

Also new to 2016, **Administrative Intern** was hired through the Partners in Education Internship Program, working 6-10 hours per week. This intern assisted with administrative duties, including data inputting and supply organization.

United Way's **United for Literacy Tutor** helped with enrollment calls in May. She also worked with staff on curricula and developed much-appreciated curriculum binders by subject for each site this summer starting the first week of June. The United for Literacy Associate also helped with the set-up of the reading programs and provided technical support for the Lexia, Stride, and Reading Plus.

RETURNING STAFF

FITS had 16 returning staff members in 2016; two of these were former FITS participants. Also at Santa Ynez, five of the seven staff members were returners, providing continuity to the program.

RECRUITMENT

The United Way's FITS management team worked hard to find quality employees that felt strongly about the mission of the program. The program was fully staffed by the start of training.

The United Way team started interviewing for summer positions in February. The staff recruitment and hiring process is one of the most time-consuming tasks. Since United

Way's FITS Management Team has at least one year of experience with the program, it was easier to select candidates for an interview, knowing what they were looking for.

One of the challenges this year was that some of the returning staff members who teach at private schools were not available to start until the end of June. Some public schools also had professional training sessions right after school ended.

CIT recruitment was difficult at Aliso this year. Despite efforts to reach out to the High School and communicate with AVID teachers, the program started with only one CIT. A second CIT joined in the first week of the program.

United Way participated in the winter career fair at UCSB, but decided not to participate in the spring fair due to a lack of strong candidates at the first fair.

The main sources of candidates this summer were:

- Word of mouth through past/returning participants.
- Online sites for jobs, including EDJOIN, GauchoLink, Wesmont Job Spot, and Craigslist. EDJOIN proved to be a good investment as a recruitment tool.
- Partnership with A-OK Program (SBUSD's after school program) to promote positions to their current staff.
- Promoting FITS through presentations in schools, meeting with principals and service delivery partners.
- FITS also recruited several substitute teachers.

COUNSELORS IN TRAINING (CITs)

FITS had a total of 25 Counselors in Training this summer.

Despite the efforts marketing the opportunity to Santa Ynez High School and Carpinteria High School (including the AVID programs), finding CITs for the Santa Ynez and Carpinteria sites was challenging this year, but two signed up for each site by the start of the program.

Goleta, Santa Ynez, Aliso, and Franklin reported having an overall good experience/interaction with their Counselors in Training.

The Harding site, however, reported having several challenges with their CITs this summer, including a lack of engagement and behavioral issues. The Harding leadership team started addressing these issues during the CIT weekly reviews. When the problems persisted, the United Way team intervened and had several conversations with the CITs. Ultimately, two CITs were dismissed: one for disrespect/disruption and the second CIT for lying/negative attitude.

PARTNER FEEDBACK ABOUT CITs (FROM LESSONS LEARNED)

"CITs were a challenge because they were not involved, hung out in their group and would be on their phones."

"YMCA – engaging with the CITs more by perhaps giving them more responsibilities because they were not involved upon their arrival at the YMCA."

"Share the CIT schedule with the Partners to see how they can help them."

"It would be nice for the CITs to acknowledge who they are to Partners." (Pat Dooley)

"CITs should be dispersed, not together as it is not a good example to the younger kids."

"Have a no cell phone policy."

From the Leadership Roundtable

CITs were the most discussed issue this year.

Mostly it was the CITs who were returning from a previous year or who had been part of the program growing up. I think there was an element of entitlement. They weren't very engaged. They would sit in the background. In some instances they were rude to the SC and the Asst. SC. Overall performance was low. Why hire those returning? Why give priority to those who have been in the program or have siblings in the program? That has been the priority. [We're] taking that off the table.

One of the issues was the [veteran] CITs adjusting to new SCs and questioning why they were doing things a new way.

Survey feedback was that there was too many CITs – with too little to do.

Most of them like the program and really look forward to returning the next year. It means a lot to them.

The biggest help you could give them is to treat it more like a job and them as professionals.

We waited way too long to dismiss the CITs when it was apparent that was the only option.

See Leadership Roundtable suggestions in the "Recommendation Section" at the end of this report.

XV. PROGRAM MANAGEMENT/ LEADERSHIP

SECTION XV. SUMMARY

UWSBC/FITS LEADERSHIP had three main goals related to program operation and fidelity in 2016: (1) Continue to improve two-way communication at all levels; (2) Better identify issues hindering staff's ability to deliver program services while the program is still underway; and, (3) More quickly and immediately respond to/repair any issues/obstacles hindering staff's ability to provide services.

The three main goals listed above were clearly met. Throughout the surveys staff remarked about leadership's "quick response time" and leadership "always being available."

New in 2016 were: more survey questions to staff and partners about leadership; and, a brief, three-question survey halfway through the program to identify any problems/issues so they could be addressed during the program.

This was the first year UWSBC/FITS leadership issued a brief, three-question survey halfway through the program. The purpose was to identify any problems/issues so they could be addressed during the program.

Changes in training had, according to survey results, a more positive impact on staff in 2016 but more improvements are needed, especially in the areas of: behavior/classroom management; scheduling more on-site training/preparation time for staff prior to the beginning of the program; and more time for lesson planning while the program is underway. The challenge of providing effective multi-tier training to staff with such a diverse range of ages, experience, expertise and backgrounds remains a challenge.

Once again, there was an amazingly high percentage of parents (99%) who expressed overall satisfaction with program operations.

Two other 2016 trends of note:

- Partners visiting sites to provide services/activities seemed to have "felt a little on their own" more than in past years.
- A decrease from previous years in Program Leaders "likely to work with FITS next summer."

KICKOFF/ORIENTATION/TRAINING

KICKOFF EVENT

The Fun in the Sun Kickoff event was celebrated on June 17th at the Faulkner Gallery in the Public Central Library. The Keynote Speaker was Lisa Maglione, former Principal of Oak Valley Elementary. A former FITS Counselor in Training and current staff member shared the impact FITS has had in her life/career. The event was well attended by partners, staff, volunteers, supporters, and community leaders and, according to staff "set the tone for a successful summer."

PROGRAM LEADERS - ORIENTATION

Q3. Using an A-F letter grade, how would you rate UWSBC's orientation in terms of how it prepared/enabled you to provide FITS services?	2016 vs. 2015
A	29% (11) vs. 24% (8)
B	45% (17) vs. 45% (15)
C	13% (5) vs. 18% (6)
D	8% (3) vs. 12% (4)
F	5% (2) vs. 0

TRAINING SCHEDULE

Training for staff took place from June 13, 2016 through June 17, 2016 at United Way of Santa Barbara County and Harding Elementary School (**Please see attached agenda**). CITs joined the training on Wednesday, June 15, 2016.

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 at United Way on Saturday June 4, 2016.

2016 CHANGES IN TRAINING (BASED ON 2015 RECOMMENDATIONS)

A **curriculum unit** explained the curriculum binders, and a number of resources by subject prepared by a certified teacher with lesson-planning experience.

An **opportunity was provided for Program Leaders** (including returning PLs) teaching the same subject to meet and discuss ideas/best practices. Program Leaders were asked to prepare 2-3 lessons to share with the rest of the group during training. They were also encouraged to share contact information to share lessons/activities throughout the summer.

STAND TALL was offered this year. This consisted of an educational video and curriculum that focused on respect and bullying prevention. STAND TALL demonstrates to scholars and teachers alike the best ways to respond to disrespectful behavior, and teaches how to speak up in safe, constructive ways. The objective was to help Program Leaders teach social/emotional skills, peaceful conflict resolution, how to make positive choices, and create positive peer relationships.

The **behavior management training by FSA** was more interactive than last year and included role-plays/times for discussion.

From the Leadership Roundtable

Every year we're trying to improve in behavior management. We tried to give them [site staff] steps to discipline – expectations – protocol. And that didn't happen. So we need to re-evaluate how we are communicating our expectations and those steps. Teachers will revert back to whatever practices they utilized during the school year. Which isn't always necessarily what we agree with – because it's summer and a different environment and it's not school.

And then how do you measure it – while it's happening. It's very hard to monitor every classroom.

But it's really important to hire people with experience – like substitute teachers. Without classroom experience, it's very hard to do FITS because there is so much going on. If staff have to spend a week or two developing [their] behavior management style – it's just not going to work.

** Evaluator's note: From this discussion came the idea to bring in an expert from a similar type of program [in this case, an award-winning after school program] to talk with leadership and facilitate some training. The program was contacted and an initial meeting will be schedule in the beginning of next year.*

The **training on Power Reading and Power Math** was expanded to better explain the literacy and math computer programs. Site Leadership and Site Aides were included in this session.

From the Leadership Roundtable

This year [2016]we tried to increase training in reading and math programs to give staff more info about what it is, and as a teacher this is what you'll see. It wasn't quite what they wanted so next year we'll focus more on the student experience so that they know how to answer those types of question. That will be a little more specialized.

SECTION XV. PROGRAM MANAGEMENT/LEADERSHIP - SEE APPENDIX TABLES

APPENDIX TABLE XVa. COMMUNICATION

TABLE XVb. PROGRAM LEADERS - LEADERSHIP ASSESSMENT

TABLE XVc. HALFWAY THROUGH /"HOW'S IT GOING?" ALL-STAFF SURVEY

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TABLE XVh. PARENT VOLUNTARY COMMENTS ABOUT FITS

TABLE XVi. PROGRAM LEADER - UWSBC TRAINING

TABLE XVj. FROM STAFF LESSONS LEARNED MEETING

XVk. STAFF TRAINING AGENDA

XVI. RECOMMENDATIONS FOR 2017

These recommendations are compiled and paraphrased from surveys, lessons learned meetings and interviews with UWSBC/FITS leadership.

FACILITIES

School representative: "Ask the Principal to designate a school representative to do a walk through of the rooms/offices with the site staff and go over expectations during the first visit. The same person would come back to make sure that the site staff met the expectations before the program ends. A suggestion would be to have the waterpark field trip on the Thursday before the end of the program and use Friday as a clean-up/closing day."

Technology check: "During the set-up time at the sites on training week, enough time should be devoted to ensure that each piece of technology being used is working. Sites should communicate any issues to United Way to be addressed right away."

Communication with Principals: The summer is a busy time for principals, so it is important to highlight training times and program hours during the first meeting and to send reminders about the schedule a few days before the site set-up.

"During the meeting with administration, ask about printing possibilities such as purchasing an ink cartridge for the school over the summer."

Assigning classrooms: "Because the other schools often use the summer months to deep clean and repair classrooms, FITS is often limited with the rooms available. It would be advisable to bring this suggestion to the principals to consider this when assigning classrooms." Also, some classrooms are intolerably hot in the summer and need to be avoided.

APPLICATIONS/ENROLLMENT PROCESS

Middle school scholars: Evaluator's note: FITS middle school-aged participants roster is supposed to total 24 scholars. That number fell short in 2016 (total of 19). Staff should determine if the reason for this is the mandatory summer school program offered at Harding or if the FITS program does not appeal to this particular age group. Connected to that are the questions: Does the time and focus it takes to provide specialized programming for this age group only (e.g., Passion Pursuit) cause too much of a drain on staff time and program resources?; and might that staff time and resources be better spent on the majority of scholars who are elementary-aged.

Follow-up meetings: Meet with each school champion/designated district representatives to answer any questions and ensure that they fully understand the program and

application process. Set up follow-up meetings to check-in and ask them if there are scholars with severe behavioral issues or special needs. Invite this representative to the final meeting with the principals.

School support: During the initial meetings with the principals, emphasize the need for support during the enrollment process from the principal. Ask if it would be possible for the school's "FITS Champion" to assist with helping families submit electronic applications, help with acceptance calls, follow up with parents, etc.

Acceptance calls: Evaluator's note: Once again, this proved to be a very taxing and time-consuming task for United Way staff at a time when their efforts would be better focused on ramping up the program for the summer. This step should either be eliminated or a way figured out to have these completed by other staff or trained volunteers who will need to be bilingual. Perhaps parents?

TRANSPORTATION

Rates and pick-up times: "1) Check if the rate would be different if a Goleta, Carpinteria, and Santa Ynez District employee submits the bus requests for each site. 2) Talk to STA ahead of time about pick-up times for the sites and to consider traffic. This year, the bus picking up the scholars from swimming on Fridays at the Montecito YMCA was late a couple of times because it was stuck in traffic."

Santa Ynez scheduling: "Talk to Partners about the possibility of scheduling activities a little later to consider Santa Ynez Valley's arrival time. For major events, consider an 8:00am or 8:15am departure with prior notice to the families."

FOOD SERVICE/SNACKS/NUTRITION

Food and field trips: "It is very important to inform food service program if the scholars will be on an all-day field trip where meals will be provided so that they do not prepare extra food. Although this was an expectation for the sites this year, it would be a good idea for the FITS Scheduling Coordinator to send a list of dates ahead of time to the interested parties."

STAFFING

Begin early: Start recruitment as early as January and lock in strong candidates. A-OK and schools (starting with substitute teachers) are a good place to start. Remember that some of these candidates might change plans in the spring.

COUNSELORS IN TRAINING (CITs)

From site leadership: "1) Mandatory essay and recommendation letter for each CIT applicant. 2) More extensive and detailed training for CITs. 3) Target established groups (non-profits, churches, etc.) to recruit quality CITs. 4) Have consistent behavior/performance review."

Suggestions from the Leadership Roundtable:

Hire fewer CITs – making the process more competitive and not a matter of formality (only those who want it most will be hired). Put the others on a waiting list.

Hire only one CIT per pod so there is no pairing off.

Provide end-of-program incentives for positive behavior.

During training, more effectively and emphatically emphasize expectations for professionalism, etiquette and being a positive role model. Make the training more rigorous.

Initiate, and make CITs well aware of, a probationary period where if they do not live up to expectations they will be dismissed and replaced by those on the waiting list.

Design a method of staff and visiting partners anonymously evaluating CITs on an on-going basis. Only those CITs with the highest evaluation scores will be invited to return the following year.

Provide a highly visible reward system where CITs positive behavior is noted and applied to their overall evaluation score.

Ask visiting partners/program providers — chosen at random on a weekly basis — to complete a very brief survey about CIT and staff behavior and support. Avoid feeling of "spies." It's quality assurance – we want to see how we are perceived by those that we value – our partners."

PARENTS

Daycare while parents participate: "The Carpinteria Library can get overwhelmed when the Parents bring their children to the Parent Workshops. Inform the Parents that the Library is not able to accommodate/supervise the kids while the workshop is taking place or coordinate to have a FITS staff member doing an art activity outside with the kids."

College/career readiness for parents: With the popularity of EAOP's session, consider providing a series of college and career readiness workshops next year.

Family Fun Night: Parents reported that it would be easier to start Family Fun Night at or before the program's pick-up time.

Scheduling Parent Orientation Night: Parent Orientation Nights started one week earlier this year, but a recommendation was made to move the dates back an additional week or two next year so that United Way and the assigned school representatives have more time to prepare and work with the schools to finalize enrollment since

there is so much going on the last few weeks before training.

A suggestion was made to collect more data on parents and begin to compare it to previous years. Currently, it's predominantly post satisfaction surveys. More specific data collected would cover participation and other areas decided by staff.

PROGRAMS

Falling Forward: "Select Failing Forward speakers based on relevancy and ability to connect with the scholars. Have a speaker every two weeks."

Financial literacy: The staff recommended more hands-on financial literacy lessons that are relevant to their age. "For example, instead of talking about buying a house, choose an item that would be realistic for their age. The building of a car as part of the financial literacy curriculum kept the scholars engaged and excited."

Evaluator suggestion: Consider providing a coding component for all grade levels. Not only is there a national digital divide among demographically diverse scholars, but a broadening divide between "have" and "have not" schools, most of which FITS scholars attend. Coding is a new global language – a new type of literacy – and scholars who master it are better prepared for STEAM-related studies and job opportunities. Many evidence-based studies illustrate coding's positive learning outcomes, including improved problem solving and analytical reasoning. Many schools have existing curriculum models that begin with basic skills and computational thinking in the lower grades then provide increasingly challenging activities and more complicated coding languages in the upper grades. These learning activities blend online, self-guided and self-paced tutorials with unplugged activities that require no computer. This type of learning also promotes social learning opportunities where scholars learn and consciously incorporate 21st Century skills such as: teamwork, logical thinking, group problem solving, emotional skills, communication and computational thinking. CODE.ORG is an example of an excellent curriculum provider because they specialize in working with females and underrepresented scholars of color. They also assist with integrating coding into all grade levels. I am not sure if at UCSB their program called KIDS ENGAGED LEARNING PROGRAM (KELP) for fourth grade scholars still exists.

SERVICE LEARNING

Selecting a topic: "Provide list of topics from previous years to help the Program Leaders guide the scholars in selecting a Service Learning Project."

Define: "Better define exactly what service learning is to staff."

Evaluator's observation: Perhaps it's time to re-think Service Learning. A formal Service Learning component was first embedded into FITS in 2010. At that time, all staff were well-versed and well-trained in the demanding specific requirements of Service Learning — as compared to, for example, community service or volunteering activities. If done with full fidelity, Service Learning requires equal parts of needs assessment, planning, self-reflection, conducting the activity, self-reflection, presentation and work in complementary core subject areas.

Each year has seen growing confusion and frustration about Service Learning from staff and scholars. And for good reason. While the roster of education and enrichment opportunities for FITS participants has expanded, the time allotted to carry out each of those activities has shrunk.

Perhaps it's time to re-think service learning, making it easier on staff and the schedule by simplifying and focusing on pure and simple community service/engagement and volunteerism and making it less about academics and more about the ethics of paying it forward and/or community stewardship.

FIELD TRIPS

Pleasant Valley Schoolhouse: "My one suggestion for my continued partnership with FITS is to hold a meeting with all Staff who bring children to the schoolhouse several weeks ahead of time so that we can all be on the same "page" for preparations, expectations, etc. "

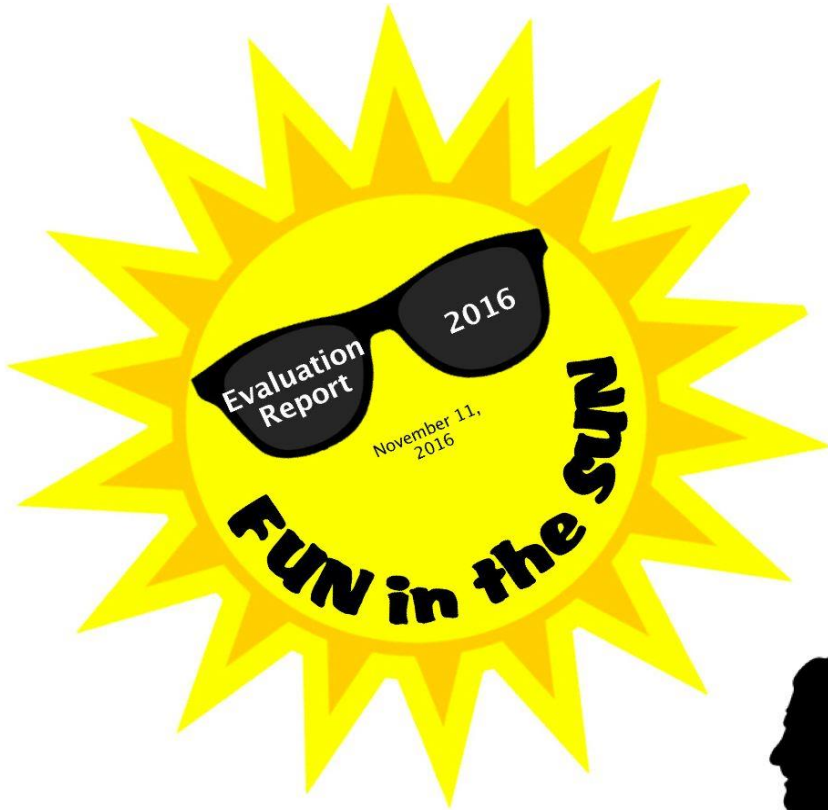
Surf Camp: This was one of the student's favorite field trips, so a recommendation is to increase the number of participants next year.

PROGRAMMING SCHEDULE

A review of this report should leave the reader with the impression that site staff are crying out for a de-cluttered and less-crowded schedule. Many feel overwhelmed, overworked and frustrated by not having the time to implement programs with full fidelity. This matter is close to reaching the tipping point.

With a finite amount of time, new elements cannot be added without eliminating others. Students need time to relax, reflect, re-charge, play, interact and develop what some researchers call "pro-social brains" within an unstructured framework.

As was suggested in the 2015 report, many school and after 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.



II. APPENDIX CONTENTS

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IV. PROGRAM OPERATIONS/LOGISTICS

IV-A STAFF LESSONS LEARNED — THOUGHTS ON MORNING ROTATION

Q11. What elements of the MORNING ROTATION worked BEST and why?

- Suggestion: The Reading Plus/Lexia Coordinator should rotate to all sites to make sure the programs are working everyday.
- Breakfasts were beneficial for the kids as they had more energy.
- It was necessary to make lunch at the site for kids who didn't have food.
- Having reading and math in the same lab.
- Having the time for the computer lab in the morning was beneficial.
- Themed writing prompts based on the days of the week. Example: "Warm-hearted Wednesday" and "Think About it Thursday."
- STEAM and PE worked best in helping give the kids a break from Reading Plus and STRIDE.
- 45 minutes were proper rotations. CITs were able to rotate classrooms to get varieties.
- Breakfast for kids was imperative – very successful.

Q12. What elements of the MORNING ROTATION worked LEAST and why?

- Eating habits were poor at sites where food was not provided. Kids would drink coffee; eat candy and chips for breakfast.
- The timing is odd – "45 minutes too much" Reduce time for rotations.
- Have more morning activities planned during training. Perhaps the returning Program Leaders could share new ideas and activities with the new staff.
- Break usually went long so the third rotation was cut short.

V. ACADEMICS — READING PLUS/LEXIA

Table Va. ABOUT STUDENTS READERS – READING PLUS/LEXIA SURVEY 2016 (vs. 2015)

Q1. What program did you work in this summer?	2016 vs. 2015
Lexia	59% (129) v. 78% (182)
Reading Plus	13% (29) v. 14% (33)
Both	28% (61) v. 8% (19)

Q2. What grade will you be entering this Fall (September 2015)?	2016 vs. 2015
3 rd	22% (49) v. 18% (42)
4 th	26% (58) v. 19% (45)
5 th	19% (44) v. 25% (60)
6 th	26% (59) v. 18% (44)
7 th	4% (8) v. 14% (34)
8 th	2% (5) v. 3% (8)
9 th	2% (4) v. 3% (6)

Q3. How many summers have you participated in FITS?	2016 vs. 2015
This is my first	49% (112) v. 59% (142)
This is my second	33% (75) v. 17% (40)
Three	8% (18) v. 12% (28)
Four	5% (11) v. 5% (12)
Five or more	5% (11) v. 7% (17)

Q4. If you were at FITS last summer (2014), did you use Reading Plus or Lexia? [2016 v. 2015]	
Yes	67% v. 46% (95)
No	36% v. 54% (110)

Q5. Which is your FITS site? ?	2016 vs. 2015
Carpinteria/Aliso	20% (46) v. 20% (48)
Goleta/El Camino	17% (38) v. 18% (42)
Santa Barbara/Franklin	19% (43) v. 17% (40)
Santa Barbara/Harding	25% (56) v. 24% (57)
Santa Ynez	19% (44) v. 21% (50)

Q6. What is your ethnicity? (Optional)	2016 vs. 2015
Hispanic Latino	86% (175) v. 84% (185)
Black	2% (5) v. 1% (3)
White	4% (9) v. 4% (9)
Asian/Pacific Islander	1% (2) v. 0
Other	6% (13) v. 10% (22)

Table Vb. STUDENT SELF-REFLECTION SURVEY QUESTIONS – READING/ELA

Note: In the questions below, scholars were asked to self-reflect on their improvement from the beginning of the program to the end. Newly worded questions for 2016 (no 2015 comparison).

Q7. Please think about how you felt about reading BEFORE/AFTER being a part of Reading Plus as you answer the following questions. After working in Reading Plus/Lexia with FITS...	
Like to read MORE than before	56% (124)
Like to read LESS than before	6% (14)
Like to read about the SAME as I did before	38% (85)

Q8. After working in Reading Plus/Lexia with FITS...	
Reading is A LOT EASIER for me	43% (95)
Reading IS EASIER for me	31% (67)
Reading is HARDER for me	5% (12)
Reading is about the SAME for me	21% (45)

Q9. After working in Reading Plus/Lexia with FITS...	
I understand what I read A LOT BETTER	49% (108)
I understand what I read BETTER	33% (72)
I understand LESS of what I read	2% (5)
I understand ABOUT THE SAME as when I read before	16% (34)

Q10. After working with Reading Plus/Lexia in FITS...	
I read A LOT FASTER	32% (70)
I read FASTER	40% (88)
I read slower	5% (10)
I read at about the same speed as I did before	24% (54)

FITS SCHOLARS – READING PLUS/LEXIA SURVEY 2016 (VS. 2015)

Q11. Is there anything you would like to add to help us with Reading Plus? (Types of stories you would like to see, suggestions, etc.)
<ul style="list-style-type: none"> • Reading Plus helps me read faster and know words I do not know and now I know what they mean. Lexia is a good app so you can pass and know how to read harder words. • I love fun in the sun because there is this game that it is called theterball and it is so fun and i also liked math and lexia and science and PE. • Lexia is fun because you can read. • Put games • More math and more games. • Lexia is fun. • It is fun and cool to learn. • Don't rush kids to learn. • I think there should be fairy tales. • Learn more. • It is showing you to read much better.

- Learn about the earth.
- Do You Like Turtles.
- I sometimes i read when i want to because at my house i read once a week.
- Make it so we could see who has done more work than others.
- Games
- I would like stories about peoples live and why are they famous.
- i cach my speadin the lexia
- When you get some thing wrong it makes you do it again and that takes forever.
- Why every time you get a question wrong it makes you go back to the front????
- Better lessons to do on.
- To help us every day.
- Documenteries
- Make it more fun
- If there is a little more reading
- Fun In The Sun should add stories about Skateboarding or about professional skaters.
- I would like to read more about mystery.
- I think you should do more mysteries.
- I would like to read more about soccer/soccer players.
- Adventure and mystery. also war
- I would want to have interesting stories.
- Fun.
- They should have some games added.
- Maybe you could add like an award space like a link or something were it shows you your rewards.
- I think that lexia/stride should not be done every day. I think that we should do lessons in class with our teachers instead of having our head facing a screen all day long.
- Have more games to help you learn.
- I want there to be more snake books.
- I like lexia because it helps u learn. And it's fun because you pass levels.
- My opinion is [more] interesting things or happy stuff in there.
- Myths.
- When i read i understand the words and how to read them.
- To add a rest button for 1 minute.
- I would like to have more mermaid stories.
- It's fun.
- I think Reading Plus should have all three programs unlocked at the same time.
- Put more interesting books like mermaids and ocean life and fantasy
- I dont think you need to add anything. For me its perfect.
- I think they should add more wallpapers
- I think that we don't need anything. Is good
- I love
- No i think the programs are fine
- Make reading plus like lexia cause reading plus is boring
- More words
- I would like to read more mystery books and books about cancer .

Table Vc. PARENT SURVEY – REGARDING READING

Q6. How SATISFIED were you with the QUALITY OF READING INSTRUCTION your child/children received while participating in FUN IN THE SUN?

	2016	vs. 2015
Very satisfied	76% (93)	81% (109)
Satisfied	18% (22)	17% (23)
Neutral	1% (1)	.007% (1)
Dissatisfied	2% (2)	1% (2)
Very dissatisfied	3% (4)	na

Q7. Since my child has been in this FUN IN THE SUN program, his/her ABILITY TO READ has...?

	2016	vs. 2015
Greatly improved	41% (65)	37% (48)
Improved	49% (77)	62% (80)
Stayed the same	9% (14)	.007% (1)
Got worse	0	na
Don't know	1% (1)	.007% (1)

Q8. Since my child has been in this FUN IN THE SUN program, his/her ENJOYMENT OF READING has...?

	2016	vs. 2015
Greatly improved	40% (62)	38% (50)
Improved	49% (76)	59% (77)
Stayed the same	9% (14)	3% (4)
Got worse	1% (1)	
Don't know	2% (3)	

Table Vd. STAFF LESSONS LEARNED SURVEY – READING

What elements of the POWER READING PLUS/LEXIA worked LEAST and why?

- It took a long time to get certificates printed.
- The assessment for Reading Plus kept starting over for some students.

What elements of the POWER READING PLUS/LEXIA worked BEST and why?

- The fact that the program rewards students as they progress.

What other literacy/reading curriculum did you implement besides Reading Plus, Lexia?

- Using "Who was..." books, learning about Steve Jobs and Jane Good all.
- Silent reading after lunch to wind the kids down helped a lot.

Table Ve. PROGRAM LEADERS SURVEY – READING

Since the first week of FITS to the present, to what extent have you observed OVERALL INCREASES in scholars' ENJOYMENT OF READING or being read to? (35 responses)

2016 vs. 2015	
Very much	34% (12) v. 22% (7)
Some	54% (19) v. 41% (17)
Little or none	11% (4) v. 0%

VII. ACADEMICS — SERVICE LEARNING

Table VIIa. STAFF LESSONS LEARNED – SERVICE LEARNING

What elements of the SERVICE LEARNING projects worked BEST and why?

- Using this in combination with drug prevention.
- The older students did a great job with Drug & Alcohol projects.
- Letting the kids choose their own activity.
- Service Learning, our PL was very creative.
- The hands-on elements of the projects encouraged group bonding and thinking.
- Service delivery partners because the kids really seemed to enjoy the activities they did.

What elements of the SERVICE LEARNING projects worked LEAST and why?

- The pressure to complete the project took the passion out of it.
- It was difficult to budget time to complete tasks.
- Provide list of what kids can do, tried to, and have options come with a plan (i.e., humane society, CERT First Responders training).
- Maybe more input on what activities/projects we can do.
- The younger students were maybe not unaware of what's out there.
- I really didn't enjoy talking about the subject, some of the students were inquiring about harder substances and I felt unprepared to handle a question like that.
- Staying on track time-wise because it took them a long time to decide what they wanted to do and between trying multiple options.
- Clean up was difficult. We wanted to make sure we did not frustrate our janitors.

Table VIIb. PROGRAM LEADERS — PERCEPTIONS/SERVICE LEARNING

Q21. Based on Service Learning's value to participants — and participants' engagement in SL activities — is it your opinion that SL activities should be continued next summer (2017)?

Yes	86%
No	14%

Voluntary comments:

- But I think PLs need more time dedicated during training to understand the expectations; should be much more emphasized in terms of its importance.
- The students got really involved.
- My Pod was engaged in anti-smoking lessons and the health reasons of why not to smoke.
- It is pivotal that the Site Coordinator provides support necessary as well as follow through in order to successfully complete service learning.
- These should be organized by United Way ahead of time and then pods can choose which to participate in. It is too undefined and under supported.
- I think we should do a different service learning project though instead of drug and alcohol, have the kids come up with their own topic that can be a bigger impact than just making some sort of poster.
- Again, looking for community resources who would be willing to work with FITS to obtain great service learning projects.
- Service Learning with the Jr. High curriculum was simply too rushed. The students were excited at the beginning, but then their excitement for the project lessened as it soon became something that needed to be rushed through for the sake of completion, rather than an enjoyable contribution to the community.
- My kids were pretty jaded on our project and it took a lot of work to get them involved but I think it was a positive experience and I think younger kids got more into their projects.
- I do not feel that the older pods should be required to base their service learning projects on drug and alcohol prevention.
- I believe in service learning, but I'm not convinced that making anti-drug and alcohol posters is its most effective form.

Q22. Through service learning activities, scholars became aware that they are a strong resource to, and can make a difference in, their community. 2016 vs. 2015

Most did	86% (30) v. 55%
Most didn't	14% (5) v. 16%
Couldn't tell	NA vs. 13%

Q22. (31 answers) Through their service learning activities, scholars gained a greater understanding of the social issues that their projects addressed. 2016 vs. 2015

Most did	71% vs. 68%
Most didn't	13% vs. 16%
Couldn't tell	16% vs. 16%

Q23. (31 answers) Participants identified personal values, and shaped and articulated personal beliefs, while working on service learning activities. 2016 vs. 2015

Most did	77% (27) v. 48%
Most didn't	23% (8) v. 13%
Couldn't tell	NA v. 39%

VIII. PROGRAMMING AND PARTNERS

VIIIa. PROGRAM LEADERS — OPINION OF PROGRAMS

PROGRAM LEADERS – PROGRAMMING – MOST POSITIVE IMPACT ON STUDENTS

Q7. PROGRAM LEADERS - In YOUR OPINION, which FITS program component/activity had the MOST POSITIVE IMPACT on scholars (and parents) and why? (You may select up to 3)

	2016 vs. 2015
Literacy Program - Reading/Math	71% (27) v. 32% (10)
STEAM	45% (17) v. 32% (10)
Lunch Bunch Volunteer Mentors	34% (13) v. 29% (9)
Enrichment Activities	32% (12) v. 23% (7)
Counselors in Training	18% v. 23% (7)
Values/Character Education	16% (6) v. 26% (8)
Service Learning	16% v. (6) v. 42% (13)
Life Skills	8% (3) v. 10% (3)
Manners/Courtesy	8% (3) v. 10% (3)
Health Services	6% (2)
Financial Literacy Education	5% (2) v. 10% (3)
Family Fun Nights	5% (2) v. 16% (5)
Intergenerational services	3% (1)
Food and Nutrition	3% (1)
Family education and support sessions	3% (1)
Family Advocates	3% (1)
Falling Forward	3% (1)
College and career readiness	3% (1)

PROGRAM LEADERS – PROGRAMMING – STUDENTS' TOP THREE FAVORITES

Q8. In YOUR OPINION, what were STUDENTS' TOP THREE FAVORITE COMPONENTS/ACTIVITIES this year? (You may select up to 3)

	2016 vs. 2015
1. Lunch Bunch	58% (22) v. 55% (17)
2. STEAM	58% (22) v. 39% (12)
3. Enrichment activities	55% (21) v. 45% (14)
Counselors In Training	39% (15) v. 23% (7)
Literacy Program - Reading/Math	32% (12) v. 19% (6)
Service Learning	18% (7) v. 16% (5)
Family Fun Nights	8% (3) v. 23% (7)
Food and nutrition	3% (1) v. 23% (7)
Financial Literacy Education	3% (1) v. 13% (4)
Life skills	3% (1)
Falling Forward	3% (1)
Values/Character Education	0 v. 10% (3)

PROGRAM LEADERS – PROGRAMMING – STUDENTS' LEAST FAVORITES

Q9. In YOUR OPINION, what were PARTICIPANTS' THREE LEAST FAVORITE COMPONENTS/ACTIVITIES this year? (You may select up to 3)

	2016 vs. 2015
1. Financial Literacy Education	41% (14) v. 31% (8)
2. Values/Character Education	35% (12) v. 27% (7)
3. Literacy Program - Reading/Math	32% (11) v. 62% (16)
Health Awareness	21% (7) v. 19% (5)
Intergenerational services	18% (6)
Service Learning	15% (5) v. 27% (7)
Health Services	12% (4) v. 8% (2)
Junior High Curriculum	9% (3) v. 12% (3)
Failing Forward	9% (3) v. 12% (3)
Manners/Courtesy	9% (3) v. 8% (2)
Family advocates	9% (3)
Lunch Bunch	6% (2)
STEAM	3% (1) v. 23% (6)
Food and Nutrition	3% (1) v. 8% (2)
Life skills	3% (1)

VIIIb. STAFF LESSONS LEARNED — OPINION OF PROGRAMS/PARTNERS

STAFF LESSONS LEARNED – COMPONENTS/ACTIVITIES THAT SHOULD BE INCREASED/RETAINED

Q6. What 2-3 curriculum components/activities should be INCREASED and/or RETAINED, and why?

- Provide more time to prepare in the morning. 30 more minutes (staff arrives at 8a).
- Staff had to lesson plan when service delivery partners were at the site and they wished to have participated more in these rotations.
- Kids loved the Lunch Bunch
- Service partners like science camps, dancing.
- STEAM projects were great because they encouraged team building.
- Keep serving partners, LED [?]
- Service delivery partners and reading should be kept. The kids seemed to really enjoy the service delivery partners.
- Students loved Lexia and Reading +.
- Service learning – all was great.
- Martial Arts! She was so empowering.
- Dance, art

STAFF LESSONS LEARNED – COMPONENTS THAT SHOULD BE REDUCED/ELIMINATED

Q7. What components/activities should be REDUCED and/or ELIMINATED, and why?

- Keep majority of the elements — service delivery partners, STEAM partners.
- Arts for Humanity was great! Martial Arts was good! Key class — kids didn't take the dining class seriously.
- Re: the financial literacy workshops
- It was difficult for the younger kids to grasp the information
- Students were not engaged. The sessions were too classroom and school-like.
- Concepts were too old.
- The projects in previous years were better liked but they didn't have one this summer.
- Improvements
- Include more hands-on activities and games.
- Make the sessions shorter.
- Curriculum should be based on something more relevant not something like buying a house. More age-appropriate curriculum.
- Re; FAILING FORWARD
- The speakers were not inspirational and did not face enough challenges.
- The students were not engaged.
- It would be nice to reduce the number of speakers (e.g., bi-weekly).
- Financial literacy seemed too long (include more hands on activities/gameso
- Make a HEAL binder (like a STEAM binder)
- Montecito Bank & Trust
- Camp Arnaz: Staff at the site were ill prepared to deliver impactful activities. A very long field trip for the results.
- Modify financial literacy. Example: Toward a saving accounts instead of a mortgage or buying a home.

- For financial literacy, I think having more hands-on activities rather than just having to do worksheets would keep the kids more engaged.
- The UCSB field trip was great. The different speakers and scavenger hunt was great.
- CSU Northridge field trip was a "waste of time" because it was a self-guided tour. CAL-SOAP leaders did not know where to go around the campus.
- It would be nice to include more conversations about why college is important and any alternatives.
- Partners in different rooms at the SB Foodbank presentation at El Camino. It was difficult to coordinate the kids being in two separate areas for both presentations.
- Improve the food and nutrition presentations by informing the kids about why it is important to be healthy, why make smoothies.
- Whole Kids Foundation – network of educators to help.

STAFF LESSONS LEARNED – NEW CURRICULUM COMPONENTS/ACTIVITIES/PARTNERS?

Q8. What NEW curriculum components/activities/partners should be ADDED, and why?

- Fairview Gardens
- Community garden off of La Cumbre
- City College Community Garden
- Music — music van
- CPR/First Aid workshops for kids
- Health familial relationships
- Teach lessons from HEAL/Stand Tall that work and share.
- Humane Society
- I think having a music service partner would be beneficial and useful.
- Aliso took participants on a walking tour of Lemos Pet Food Supply and the students loved it! They were able to interact with people/bunnies from BUNS.
- Music curricula should be incorporated to change things up. The UCSB touch tanks is also a fun activity from previous years.
- I wonder if Fairview Gardens would partner.
- Whole Kids Foundation.
- More nutrition info.

Q19. Other comments...

- Plastic cups, STEAM activity materials were often shared and reused.
- Chain of command was confusing – who communicated what.
- ASC should get supplies.
- It was beneficial to have a Site Aide
- for subbing, obtaining site material/supplies and getting print jobs done as there was no printer on site.
- It is good to give each Program Leader money to spend so that it ensures equity.
- Drug and alcohol:
- D&A curriculum is more appropriate for older students.
- Program Leaders felt uncomfortable talking about certain topics – meth/etc.
- Suggestion – have the partners come in and do the talk on drugs and alcohol.

- Cooking classes for the junior high students or all pods would be nice.
- Thank you so much!
- The material binders were very important and helpful this year.
- STEM challenges: Row The Boat, Pipe cleaner towers, marshmallow and spaghetti challenge, colors and coffee filters.
- It would be nice to have a HEAL BINDER INSTEAD OF JUST THE COOKBOOK.
- MORE QUIET TIME ACTIVITIES, INDIVIDUAL WORKSHEETS FOR STUDENTS THAT DON'T have the patience.
- Camp Arnaz staff was somewhat disorganized, could be improved.
- FITS was more than I expected it would be. The job challenged me in ways that I hadn't yet been challenged. This summer was a growing experience for me both personally and professionally! Thank you for the opportunity to work with the amazing students of Carpinteria.

VIIIc. PARTNER SURVEY RESULTS

Q2. In the FIRST PARTNERS' MEETING what did you find to be MOST useful? Least?

- The location (Union Bank Community Partners Building) was great!
- The icebreaker activity was great.
- It seemed a bit rushed so provide more time for this activity next year.
- John Daly would like to see a Scholar Exit Survey for each partner.
- Suggestion: each partner conducts his/her own survey at the site.
- It's very similar from year to year. Could we highlight a topic every year?
- Getting to learn about different organizations and the activities they will be doing during FITS.
- Have not been able to attend yet.
- Overall explanation of program.
- I find it was very useful to know how members of FITS are progressing every year.

Q3. What would you ADD/CHANGE to IMPROVE the FIRST PARTNERS' MEETING?

- Send notes to Partners who did not attend the Partners Meeting about other organizations involved in the program and what they offer.
- More understanding about what other groups do.
- Ice cream 😊
- I'd like to take a bit more time meeting the other organizations involved with FITS.

Q4. What information did you find most useful for your understanding of FITS?

- The data about summer learning showed at the first partners' meeting.
- The kickoff meeting was a great initiation to gear us up for the summer.
- Meeting with the FITS staff.
- Private conversations.

What was the most challenging part of your participation in Fun in the Sun this past summer?

- CITs were a challenge because they were not involved, hung out in their group and would be on their phones.
 - YMCA – engaging with the CITs more by perhaps giving them more responsibilities because they were not involved upon their arrival at the YMCA.
 - Share the CIT schedule with the Partners to see how they can help them.
 - It would be nice for the CITs to acknowledge who they are to Partners (Pat Dooley).
 - CITs should be dispersed not together as it is not a good example to the younger kids.
 - Have a no cell phone policy.
- The heat in the classroom, specifically at Harding Elementary, was intolerable. Due to the heat, the kids were tired and disengaged.
- Montecito Bank and Trust identified the behavior management issued at Franklin Elementary.
- Make sure the staff is more engaged and does the behavior management instead of looking at Partners for support.
- Overall, behavior management was much better this year.

Q6. Was the FITS staff helpful and positive during your interactions with them on and/or off site?

- It is nice to see returning students because they recognize the partners and are able to build a connection.
- Harding Elementary was a great location because everything was centralized.
- Yes – it would be great if they introduced themselves.
- Yes. (3)
- Some staff were great. Leader in Carp and Santa Ynez classroom were great.
- The staff was very engaged and helpful.

Q7. What was the MOST REWARDING part of your participation in FITS this past summer?

- Press/Marketing
 - We should reconsider the language on press releases – it needs to be better.
 - Brianna did not like the type of language used at the Up Close and Musical Event because of the way it portrayed the kids and the overall program.
 - We should reconsider how we present the kids to the various partners, press and general public – they come from loving families where their parents care about them.
- Steve would like for us to create a chart to share with all the partners which would look like the following:

Organization	Activity	Site (s)

- The entire program is very rewarding. I love having SB Cottage staff interact with the kids.
- Seeing the kids get excited about reading.
- Seeing the kids excited about college. Hearing a few kids at the end say: "I wanna go to college now" was really great.
- Watching kids make connections.
- Having the kids see why they are learning this.
- It was very rewarding to watch the kids overcome their doubts and fears.

Q8. What ADDITIONAL SERVICES do you feel that your organization could add to FITS?

- ? Not sure.
- Makerspace/3D printing component.
- This year we did not work with CITs, but I would like to next year.
- More trips? Next year?
- Maybe we can have an established artist come to a small performance and meet and greet.

Q9. Are there any PARTNERS that you currently work with that you would like to see get involved with FITS?

- No one comes to mind.
- Love to learn what they're doing to see where there is room.
- No partners I know of at the moment.

Q10. How would you describe your overall experience with FITS this summer?

- Excellent – very smooth and kids and staff, CITS were great.

- Great.
- Great!! It was the highlight of my summer! Their enthusiasm was great and contagious. Always fun.
- I love it!
- My overall experience was fantastic. I look forward to next year.

Q11. Other comments...

- Luis is fantastic.
- Thank you for everything! Can't wait until next year!
- Just really emphasizing to teachers how big of a difference their engagement makes to the energy of the class and how well the students behave. Other than that and CIT engagement it was very fun!

What EXISTING organizations/partners WORKED BEST and why?

- Fishing
- Library
- Art classes
- The UCSB Science camp was great, they had good energy and cool projects.

Q10. What EXISTING organizations/partners DID NOT WORK well and why?

- Camp Arnaz was horrible because their staff was rude, not welcoming, unprepared and there was no direction throughout the field trip.
- Financial literacy seemed too long and drawn out.
- The farmers market partner was not really prepared and didn't really know her stuff.
- Montecito Bank's financial literacy because it was more worksheets than hands-on activities.

IX. PROGRAMMING — FIELD TRIPS (ALL SITES)

Table IXa. ASSESSMENT OF FIELD TRIPS – STAFF LESSONS LEARNED MEETING

Q16. Which FIELD TRIPS worked BEST, and why?

- Lagoon – was good.
- Beach day – do earlier.
- Cloud 10 – the kids loved it.
- Camp Arnez activities were diverse and interesting, even if the leaders were too young.
- Beach!
- Traffic was a big issue for the Aliso site when traveling into SB and then having to return during traffic hours.
- Beach day field trip gave staff and participants a good amount of time to bond and connect.
- Pool, local parks and Lake Casitas because those are the ones the kids seem to enjoy the most and gives them an opportunity to let loose
- A way to improve FITS the experience is by allowing the kids to participate in choosing the types of field trips they would like to go on.

Q17. Which FIELD TRIPS were MOST CHALLENGING and why?

- Pleasant VALLEY SCHOOLHOUSE – long drive and quiet setting. It was boring for the kids.
- Camp Arnaz – bad. It was not well led by the Girl Scouts.
- Not having access to vans, vans getting cancelled.
- FITS Olympics needs water/sunscreen breaks please!
- Camp Arnaz was very unorganized and there was a lot of down time where the students started to get distracted and disengaged.
- Camp Arnaz because some of the girls seemed like they didn't have enough training or preparation in order to lead the activities.
- Cut certain field trips out that weren't as exciting as the kids thought. Also make closer or local field trips for our Santa Ynez site. It's a bummer when we have such a long drive and miss half of the activities for certain field trips when we don't get there the same time as everyone else. I also think the training days should be cut down a little more. Maybe only make a week long training for those who are new to FITS instead of making them for everyone including returning staff. Traffic was a big issue for the Aliso site when traveling into SB and then having to return during traffic hours.

Q18. What OTHER FIELD TRIP IDEAS do you have?

- UCSB touch tanks should be brought back.
- SB Zoo, maybe visiting more stores, work location of Lunch Bunch teams.
- UCSB touch tanks, SB Sea Center, beach field trips, short local hikes. Kid's World
- More specific information and details about field trips beforehand. to better prep the students beforehand.

X. PROGRAMMING — LUNCH BUNCH

Xa. VOLUNTEERS' PERCEPTION OF LUNCH BUNCH – 2016

1. How many times have you participated in Lunch Bunch including this summer?

	2016	vs. 2015
Total Respondees	72	51
1 year	53%	58%
2 years	19%	12%
3 years	4%	8%
4 years	8%	6%
5 years	1%	0%
6+ years	14%	16%

2. At which site did you participate in Lunch Bunch?

	# of RESPONDEES
Carpinteria/Aliso	9
Santa Barbara/Westside	20
Santa Barbara/Franklin	33
Goleta/El Camino	20
Santa Ynez	3

3. Was any orientation and training offered by FITS or UWSBC staff helpful in preparing you for the Lunch Bunch experience? (72 respondees)

	2016	vs. 2015
Yes	75%	78%
Somewhat	12%	12%
No	3%	0%
None offered or did not participate	10%	10%

4. Was the Lunch Bunch experience rewarding for YOU personally?

	2016	vs. 2015
Yes	93%	98% (50)
Somewhat	3%	2% (1)
No	4%	---

Comment/example:

- I find it rewarding and enjoyable to see the children excited about their future careers, and specifically demonstrate interest in the medical field after we were discussing my job as a nurse.
- It would help to have nametags on the children as it was hard to keep in mind whom we met (the names were so unusual) One girl hugged me before we left.
- Yes, I met a student who was bright and had high goals in life. It made my day to be able to educate, encourage, and inspire her to continue getting an education and do great things in life.
- Enjoyed meeting the children.
- Would be more beneficial if better organized. Seemed like we were left to venture out to the kids and the kids were playing their normal playtime. Maybe assign groups in the future or have stations?

- Yes. The United Way provides the best opportunities for area youth to grow, learn and bond in community with volunteers. What a great program for all concerned!!
- My favorite part just listening and talking to the kids.
- I had fun playing with the kids.
- We ate with the children and then played soccer with them. It was fun and kind of exciting.
- It is such a quick interaction, it is a challenge to establish a meaningful rapport with the children. The more outgoing kids are the ones who typically engage, but since the time we spend with them is their lunch/recess time, they seem (understandably) more interested in "down time" and having fun, rather than any find of mentoring opportunity.
- Usually I have a great time, but this time because we were there with Montecito Bank and Trust, they had a lot of activities and it seemed to steal time away for us to spend time with the kids.
- It didn't feel like the kids got much from my time....I would have liked something more structured. They were running all over the place and lunch and it was hard to talk to them.
- I love going to Lunch Bunch. I think it is one of the most rewarding opportunities we have with our community.
- Yes, absolutely. I felt like I was giving back to the community that I live and work in. Although brief, I felt that I was providing a positive role model for the kids to aspire to be.
- Kids were very engaging and playing kick ball after the lunch was a blast!
- Absolutely!!!
- I enjoyed working with the kids a lot. It felt good to give back and they seemed like they enjoyed themselves.

5. Do you feel that the Lunch Bunch experience was personally rewarding for the STUDENT/S you interacted with?

	2016	vs. 2015
Yes	88% (61)	90% (20)
Somewhat	9% (6)	10% (5)
No	3% (2)	0%

Comment/example:

- Did not interact this year...too few students and too many volunteers
- There were many adults present on the day we volunteered. My team actual left early so others could more effectively interact with the children.
- Yes, it was fun getting to know the students, what interests they have, and hearing how much they enjoy their summer program.
- Kids enjoyed painting with me.
- They seemed to be happy to see us and engage with us.
- The children seemed very excited to talk with me at lunch, play Frisbee and practice with my stethoscope. Several reported interest in the medical field, ie; becoming nurses and brain surgeons.
- The students were open and fun to be with.
- Yes, one little girl that I met at first, later came back to hug me before we left. She seemed genuinely sincere.
- I hope it was rewarding for the students
- The initial group of kids were challenging, talking about how they wanted to rob us and go to jail...they did not seem interested in wanting to interact.. The other kids seemed more engaging.

- Yes, I know that the students express their enthusiasm and gratitude for the opportunity to connect to the volunteers. They do this by opening up by being willing to share their experiences and by participating in play and games with us volunteers.
- I hope it was rewarding for them as it was for me!
- They enjoyed the food and playing games.
- The boys we interacted with were very knowledgeable about soccer, and it seemed to please them after talking at lunch that we were willing to play soccer with them.
- The students seemed to really engage in conversations with me and seemed to genuinely enjoy our interaction. They were excited about going swimming that afternoon and commented that they wish we could go with them because they were having so much fun.
- The answer to this question is a great curiosity to me, but it is hard for me to gauge. What kinds of comments do you hear from the children? For my part, even if having people from the community show up and show an interest is the least bit motivating or encouraging to the children, it is worthwhile and I would be happy to continue participating.
- In talking to the kids, they seemed to like Camp Arnaz and their time at Lunch Bunch.
- I hope so, but don't really have any way of gauging the impact on the students.
- They really emphatically embrace the recess time; it's like they're craving an adult to pay attention to them outside their home and this is the optimal time to do it.
- Yes, absolutely. As previously mentioned, although it was brief, I felt that I was providing a positive role model for the kids to aspire to be.
- I have known some of these students for over 4 or 5 years now and I the connection that we have always picks up where we left off. They talk about the new things going on in their lives, next steps in school and I feel like we get to know one another. They ask questions and learn more about what I do, we talk about future education and career goals.
- The students told me what subjects they liked and we talked about the software programs they used. They mentioned they enjoyed the software learning. One asked me what I did and we talked about what I like about my job.
- I have prior work experience in a similar environment, and I really feel strongly/understand/have seen the impact of mentors to that demographic of students.
- The students looked forward to hearing that we were coming back for a second time this summer. Once we visit for the second time they knew our names, they REMEMBERED us! We then build a closer and honest and real bond with them at a mentoring level. They learned greatly from us (Role models) and mirrors of who they can become.
- The children were not shy about approaching us at lunch or during the lunch break. All were very inquisitive, polite, and appropriately assertive. They seemed to really enjoy the summer program, and getting to know us.
- Good to connect with the kids about soccer and what classes they liked in school.

7. If your schedule permits, how likely are you to volunteer at Lunch Bunch again?		
	2016	vs. 2015
Very likely	86% (59)	96% (48)
Maybe	14% (10)	2% (1)
Not likely	0%	2% (1)
Comment/example:		
<ul style="list-style-type: none"> • With better organization would love to. • Looking forward to next time! • I wish there were more opportunities to volunteer. 		

- Cal-SOAP will be back next summer. Planning on attending more than three times. :)

Q6) Please provide any suggestions that would help us make the Lunch Bunch experience more rewarding, educational or enjoyable for you and future volunteers and students?

- We have a large truck for demonstrating and introducing our industry that they may enjoy.
- Provide feed back from the kids regarding the types of interactions/activities they enjoy the most.
- I would say, if possible to have only one bank at a time....
- More structure. The kids I talked to had no interest in learning about what I did for a profession.
- I know it might be out of the scope of the "Lunch Bunch," but I wonder if including volunteers in any of the educational activities after they've had a chance to interact with the students might give the students some extra motivation and the volunteers some more structured interaction with students.
- Not schedule two companies at once, especially competitors.
- I think it would be beneficial to teach the students how everyone is unique in that each person comes from a different background and has something interesting to share. It might be helpful to incorporate that into a big group activity
- I do not have any suggestions but the kids at El Camino this year were more engaging than those we had participated with in Carpinteria in prior years. They were more confident.
- I can't wait to come back again next summer! Thank you!
- Maybe incorporating more "Partners" or Professionals to be part of other activities with the students. A Picnic, or BBQ, some social gathering or trip that combines Volunteers and the students. Thank you for such a great opportunity.
- We weren't really sure what the format for the event was. Toward the end of the event we learned that there were specific character traits that the program was trying to encourage. Had we known that in advance, we could have focused on them during our interactions with the kids.
- It would be helpful if the kids wore nametags whenever the lunch bunch group visited, as it would enable us to better remember the many names/faces. A few times I wanted to recognize a child at the end of the hour for something they achieved but had not caught their name.
- Thank You!
- I would separate other banks from the lunch bunch it made it uncomfortable for other bankers.
- Thanks for reaching out to the worksite as a whole so we could participate as a group, I am a member of the Young Leaders Society and I am unable to attend and take time off individually however, as a group my job site allowed the time to attend.

Q8) Are there any new organizations/partners/businesses that you would like to recommend as potential scholars in Lunch Bunch?

- I'll have to get back to you on that. I'm certain that there are.
- I am a part of the Society of Hispanic Professional Engineers and I am sure our members would love to participate!
- All county departments
- Future Leaders of America
- I think it would be great to have this program in Santa Maria and Guadalupe. Those kids are

in need of positive adult role models.

- Encourage other County Departments to encourage their employees to participate.

Q9) This is an optional space for any additional suggestions, comments, anecdotes or transformational stories about you, other volunteers, parents, or students:

- Keep up the fantastic work!
- I felt a little awkward but perhaps with additional visits I would do a better job of relating to the kids. I didn't eat my entire lunch, and gave it to one girl to take home.
- Introduce the volunteers to the kids, have kids assigned to each volunteer
- This is a wonderful program I understand that it is six weeks in duration. I'm certain that most students and their parents would be glad to extend it to 8 weeks. How can that happen?
- Keep up the good work!
- Keep up the great work!
- It was a nice to get away from the office - thank you for all you do with the FITS kids.
- My only other comment would be to partner with the United Way of Northern Santa Barbara County to start in a Fun in the Sun Program in Santa Maria/Lompoc/Guadalupe. This program would be very beneficial to many children.
- Thanks!
- The kick ball game got a lot of people playing and it was good for that reason.
- GREAT work! GREAT summer! GREAT opportunity! THANK YOU! from Cal-SOAP Staff and CAC.
- Had a great time!

Xb. STAFF PERCEPTIONS OF LUNCH BUNCH – 2016

FROM STAFF LESSONS LEARNED

Q9) What LUNCH BUNCH team was the best? Why?

- City of Santa Barbara – kids loved the police cars
- Harding — Damitz, Brooks, Nightingale, Turner & Morrisset
- Quiz the students on volunteers (professions, names, etc.)
- It worked best when the lunch Bunch teams brought materials for the kids because it makes the overall experience better.
- Important to have games and materials available at the site.
- City officials.
- Deckers [?] – active with kids, large turn out.

Q9) What did not work about LUNCH BUNCH?

- Nordstrom was late.
- SB Scholarship Foundation left because Invoca was there (Invoca had too many volunteers/18).
- Carpinteria Morning Rotary was a no show for Lunch Bunch.
- Probation Officers.
- XXXXXX ??? was great, they were engaging and prepared for activities.
- City of Santa Barbara. They were very engaging and brought supplies with them as well as small bottles to give away.
- Lockheed Martin was engaging and brought activities.

XII. FITS PARTICIPANTS – ABOUT THE STUDENTS

XIIf. STUDENT TRANSFORMATIONAL STORIES (observed by Program Leaders)

Q25. Share AT LEAST ONE transformational success story of a scholar or staff in your group.

- Seeing Lupe transition into the Program Leader role from the CIT role of last summer was amazing. She was definitely timid, and shy during the first few weeks of the program.
- The sixth grade boys in Pod 4 had some trouble with acting out and bullying. The ASC held a meeting with them that let them express their thoughts on Respect and share their experiences of bullying. They wrote a group agreement of expectations to hold one another accountable for. Returning to class- the boys were like a brand new group of kids. They began to be more inclusive of one another, and other students in different pods. Respect increased in the classroom to staff, other students were able to become friends with the boys, and overall site expectations in regard to respect and anti-bullying morale increased. Campus culture was a lot smoother and more comfortable to all.
- One of our site's pods earned the Surf Camp trip because of most improvement in Reading Plus. One student in particular, specifically one who had initially had difficulty in the program, expressed her pride in having contributed to the group's success.
- All program leaders showed great leadership with the children
- I had a student who at the beginning of camp didn't want to participate in the acting activity. His shyness was so great that he even started to cry. I sat and comforted him throughout the activity. But the second time the performing arts person came, he was eager to join in with the rest of the camp.
- I would say that Jackey (CIT) has transformed into a great mentor to the FITS scholars. She gets along with everyone and is also to connect with them. The scholars also like her around and enjoy her mentorship.
- For the first time I had students complete all of the Lexia levels (finish level18). They felt successful and proud. I had one student who really struggles with reading. He complete 5 levels and was very pleased with himself. I think that those students who struggle throughout the school year with reading deserve to feel successful during the summer. So often during the school year they are presented with materials that are too hard for them.
- I had a student that had constant behavior problems during the school year and not very motivated academically. For the most part his behavior has improved. He stays focused when he is logged into the Lexia program. He is an English learner, who has improved in his usage of the language.
- I was really impressed by Anett's transition from Site Aide to Program Leader. She handled the transition successfully and her pod immediately took to her in a very positive and productive way. She created a curriculum that was engaging for the students and the bond she was able to create with her pod in the few amount of weeks that she had them was extremely striking. I was (and am) immensely appreciative for her flexibility with the switch and the positive/continuously helpful attitude she fostered throughout the summer.
- One of my students had never even been in a pool before. She was nervous at first, but after day one, she was swimming around like a little fish! (With her life vest of course.) Many of the students in my pod wrote in their journals about overcoming their fear of the water.
- One of my students totally took charge and became a leader by the end of camp. I knew she possessed the leadership at the start but after encouragement she really shined by the end of camp, and was looked on as a leader amongst her peers

- I believe Alvaro really wanted to be better and try hard. It seemed hard for him due to immaturity levels but I did notice that his self-control improved while he was here. Said is also a student that I saw flourish and improve in responsibility. At the very least I believe all students benefited from being surrounded by academia this summer.
- David is one of the kids that participated at the El Camino fun in the sun site, he was very shy during the first week and did not participate that much in all the activities. As the weeks progress he became more engaged and open up to participate on all the learning activities as well as lunch games.
- One of the students, that I work with during the school year, worked very hard on Lexia, when I was helping her read the survey questions at the end of the school year (her reading level is well below her grade level), she mentioned that she can read a lot better now and has an easier time understanding than she did 6 weeks ago. The fact that she was able to spend 6 weeks of her Summer catching up on skills will be very important going into the new school year!
- There is a scholar in my pod that was feeling insecure and shy when he first started camp back in June. Another boy in my pod noticed he didn't fit in as well as the rest of them and he went out of his way to make this boy fit in with the rest of the group and now, week 6, this shy, insecure scholar is out of his shell playing and joining in every activity with the rest of his pod. I've had one of the best group of kids yet. They all get along so well and include each and everyone of their classmates. They listen very well and I'm so proud to also hear that from the other PL's about my group.
- At the surf day many students stood up on a board for the first time. One camper said she had never been out further than knee high and was up to her waist and stood up on the board twice. That was the best day of camp.
- In the first week one of my students had shared with the group that his first day with Fun in the Sun he felt like throwing up because he was so nervous. By the end of the first week he felt completely comfortable with the other students around him and I think it was a big accomplishment for him. I believe he saw that he wasn't the only one that may have been nervous about joining the program and I admired his honesty when he shared his nervousness with some of the students in my group. Now we are in the sixth week and he very comfortable with his peers and I can see him coming back next summer. You can very much tell by his smile and readiness every morning when he walks in the classroom.
- One young man, started the program painfully shy. When we had our opening circle, first thing every morning, we shake hands with the person next to us, give them eye contact, and say, "Good morning, >>>>their name." He couldn't look anyone in the eye. After a few days, several redos and lots of praise when he would give eye contact, he started doing it...now he's a pro.
- We had a student who was on the verge of being terminated from the program and we had a heart to heart conversation with mom and we worked it out so that the student could stay in the program and could change his actions around. We took the child out of his pod and placed him in a younger pod an stagy helped him be a helper and stay away from the group of boys which he would mess around with.
- I have to say this year was a great year!! Besides the amazing group of students, involved parents (so many father figures willing to help) and great staff, the atmosphere was just great! The students who returned this year, had a sense of pride and confidence and helped lay out some of the "rules" and logistics to our new-comers. It was great to see it unfold. I saw great growth in our PE PL and she has acquired fantastic leadership skills, classroom management, substantial student lessons and she took one of our CITs under her wing and helped her also grow in the area of education. We have had a strong and solid team and I

have been very fortunate to have been a part of this experience again. I would love to return next year should the opportunity arise! Thank you!

- I think just the fact that a lot of students at the end of the program began raising their hand and being polite. We worked really hard at this site to inculcate good manners in our students. There were a lot of kids at the end of the program that began to demonstrate positive qualities.
- I learned most of students love to be rewarded for being good. They listen more when complimented about something positive as oppose to negative. They are willing to cooperate more and follow directions.
- One student came to the program with a very negative attitude. He saw FITS as "worse than school." Throughout the program I encouraged him to engage a latent but powerful curiosity through a number of discussions on various scientific topics. I think he really enjoyed what he learned. I wouldn't call it a transformation because I still don't think he'd admit to liking the program but that's something I hope to change over the course of this last week.
- A student was from another elementary school and was worried about adjusting to making new friends. He ended up doing an amazing job and making friends right away.
- I think "transformational" is much too strong a term, but we had some moments that were successful in smaller ways -- like getting complimented on our good behavior at the YMCA, or a kid finally joining in on a game he'd been too reluctant or timid to join, etc.
- I believe all FITS scholars benefitted and showed much success this summer
- Throughout the summer many students found FITS a safe place to be themselves!
- A student who was having a hard time focusing and staying out of trouble during the beginning of the program really stepped up and made positive changes when he was given more of a leadership role in his pod.
- One mother told me that her son - a shy, bullied loner at school - is a totally different kid at FITS, where he has friends and comes out of his shell. The program provides an important safe space for this young man. I also enjoyed seeing a 6th-grade boy, who was with the program last year, thrilled to pass the YMCA's swim test for the first time this year, allowing him to swim freely in the pool.
- Our only student from Canalino felt isolated at the beginning of the program since he was the only one from his school. Now he has made friends and feels more comfortable in the group.
- There is one of my students that I believe showed an immense amount of growth through this program. She came into the program as a competitive student not willing to make friends because she felt friendships weren't important. As the program is coming to end, I have seen her build a friendship with almost every student in our class and has learned to work extremely well with others.
- I have a student who began with behavioral issues, he constantly made inappropriate comments, and occasionally bullied others. He was followed by other students that looked up to him as the "cool kid." However throughout these six weeks, I have seen a shift in him. I gave and offered him trust and respect, I feel as though I have received the same from him. He is driven and intelligent and is in need of support and positive feedback. He constantly reminds other students that we need to listen, be in line, and is the first to model it to the rest of them. Since others look up to him, they are quick to respond. I have created a positive relationship based on fairness with him and I am so glad to hear from other program leaders that he does well in their class.
- A student in my pod would always stick to her best friend's side; she would play with other kids or even talk to them. Over the course of the past 5 weeks I watched her slowly but surely come out of her shell. She is now very sociable with all those in her pod and can even be seen talking and playing with students from other pods!

- Samuel G***** started Fun in the Sun as a young man with difficulties staying seated and not speaking out of turn. He was also someone who had a hard time staying focused. Those disruptions make learning more challenging for him. Samuel has made a conscious effort on staying seated and speaking only when called on. He has shown tremendous growth in his efforts to succeed. Not only has Samuel displayed a vast amount of knowledge in all subject areas, bus has also been a great team member in our pod. His sense of humor, kindness, fairness, and respect towards all FITS scholars and staff, makes Samuel the success story for Fun in the Sun’s 2016 pod three. Go Samuel! Keep up the GREAT work!

XIII. ABOUT THE PARENTS

XIIIa. PARENT VOLUNTARY COMMENTS ABOUT FITS

- Mandatory meetings are hard for some who has to work and a lot of parents don't show up anyway.
- Please provide more assistance at lunchtime for the students.
- I'm very satisfied with this program, especially the academics
- As with every year, I am enormously grateful for the program and my son has enjoyed learning and is much improved in academics.
- I heard my daughter talking to a colleague and they were say how in the past six weeks nothing was boring.
- My kids were very happy with everything, especially the Lego program activities. Thanks.
- My daughter participated more than usual and showed more confidence in herself. FITS is a great experience for my daughter.
- All perfect
- Love the program
- Thank you!
- Thank you for everything.
- They should accept children with disabilities.
- My son loves the program. Hopefully he will be eligible to participate next year.
- It was excellent. My son came home very happy every day.
- Many thanks for the program. I'm so thankful that my daughter enjoyed it so much
- It all very well and I am grateful.
- It's a super program. I 'm very happy.
- Everything about the program and every staff and volunteer is amazing! We love Mrs. B.
- I am very happy to have such a great program.
- For me this program is very good. Thanks. There is no better program.
- More sunblock on outings.
- I am very satisfied with this program because my son liked it a lot.
- I want to thank you for all you do and continuing to help our children. Thank god bless you.
- All very good for my daughter thanks.
- Everything is perfect. Thank you very much
- Thank you very much for all your enthusiasm
- It all went very well. Thank you very much for everything.
- I am very happy with this program.
- No comments. Everything is perfect
- Thank you very much.
- A very good program. I hope my son can get in again next year.
- We weren't sure about the program but my son had a fabulous time. Thank you very much for the program and we hope that it will be there for many years.
- Everything was superb.
- I'm not sure how you guys do it but my son has done a complete 180: we have worked on manners with little to zero success. My son came home with manners. He would give me a hard time every morning during the school year but this summer not one day did he give me problems getting up to leave in the morning. When I asked him if this program made him look

forward to the school year, he said "yeah, it has". An answer! Putting this program together with all its pieces has been a blessing and a success as far as I'm concerned. Thank you to all that made it happen.

- I was hoping the program would help my daughter. I had problems with her. She had great fear about being away from me. Now I come here and she is more self-confident and now is more independent, more cheerful, and she likes to read more. Thank you very much ... all teachers .
- Thanks to all for providing this very comprehensive program that is so very good for children.
- Well, I am very happy with the program
- A great program that was run very well. hank you very much
- I would like to see FITS in Buellton
- We are very pleased with the program. Better than we expected. Thanks for everything.
- We are very grateful for a program that is very beneficial.
- I am very happy you brought the program to the Santa Ynez Valley and I like the idea of a program for higher grades. Many thanks for providing programs like this one for our children.
- Thank you very much. The program is super special and thanks for making it possible for our children. Hopefully it will be available to the Junior High.
- Everything is very well and there's nothing that needs to be improved because the quality is excellent
- Because they have no program for grades 7,8,9 .
- Make FITS available for 6th grade and up please.
- It would be amazing to have a 7th and 8th program as well.
- A very good program because they get to go different places.
- Many thanks for all your time in the summer.
- It was very satisfying watching my daughter happily attend the program every day. Thank you very much to all for making this program possible.
- Fishing Lake Casitas
- It is a very good program for my children. Thanks and God bless the sponsors of this program.
- My daughter was very happy and loved everything about the program.
- Many thanks making this program possible. You do an excellent job with our children and help them so much. Thank you!
- Thank you very much for having this as an educational program for our children.
- For my son. this was the first year in FITS. He is very happy to participate in this summer program. We hope he will participate again next year.
- Good job. My son is very excited about next year .
- Alejandra and Daniel Torres estubieron very happy in the year through the program partedo cerity . Everything not been very satisfactory no more can deur anombre Auila the Torres family thank you very much to all and ported .
- It is a program that helps children but I liked the other year at La Cumbre better
- Thanks to everyone for the good job you did!
- An excellent program that I recommend for all children .
- Is very helpful for all the kids.
- We liked the program very much.
- It would be great to work with and learn about other parents. At first my daughter was saying she didn't want to attend because it was very boring but then she couldn't wait ti get there. Thank you for all you do four our children. God bless you always!
- I am very happy with how much my daughters enjoyed FITS.

- Thank you for the wonderful summer program. I used to attend when i was younger and have very great memories and hope it continues to be a successful program.
- It has been a great summer. He had a lot of fun!
- Reading and math Fieldtrips.
- Muchas gracias for all the fun my daughter had!
- Thanks for keeping our kids busy
- An excellent program
- They did a great job. It is so important for our children to be active. Thanks .
- Great program.
- I love this program for my son. Thank you.
- Thanks for the opportunity. My daughter was very happy with the whole program.
- Thank you!
- Great 2016 summer.
- Great job.
- Thank you!
- My children are very happy with this camp because they had a busy time learning and having fun.
- Please pay more attention to the children being bullied by others.
- Very good program. We hope that it continues. Congratulations from the bottom of my heart. I think it was great.
- A very educational program for children. So much attention from all teachers. We are very happy for your support and we hope to see us next year. Thanks for all your help and support. You put in a lot of effort for our children.
- First of all, thank you and we hope that the program continues.
- We are Xxxxx's parents and we are very proud of the efforts of FITS.
- First serve the children, teachers etc., parents (Background: the site coordinator invited the Program Leaders to be the first ones in line during the Family Fun Night
- Thanks for the help that you gave us this summer.
- For me it is a good program because my son learned so much and the teachers are very kind.
- We thank all of you for the opportunity again for my son to participate. Every time he attends he gets really happy and counts the days to the start of the program. Thanks a thousand times.
- My son looks forward to the next summer to return to FITS, since this is his fourth summer.
- The story is that my son is happy. He loves all of the activities in FITS so much that he is the last one to leave when I come to pick him up. Thank you for helping my child, this program is fantastic.

XV. PROGRAM MANAGEMENT/ LEADERSHIP

TABLE XVa. COMMUNICATION

PARTNER SURVEY RESPONSES

Q1. Please describe communication with...

PARTNERS DESCRIBE COMMUNICATION WITH UNITED WAY

- Initial meetings in January are crucial for Montecito Bank and Trust so that they could secure volunteers.
- Overall, the sooner the initial meetings, the better.
- Makes it a continuous relationship instead of a summer thing (Amaris).
- Email Communications – just enough (Lelaf at SBSF).
- Very good.
- Better than ever.
- Very good.
- Great! Thanks for schedule reminders.
- Great
- Communication was great and very responsive.

PARTNERS DESCRIBE COMMUNICATION WITH FITS SITE STAFF

- Girl Scouts – it was difficult for them to identify the leader upon arrival at their site.
- SBSF – the site staff greeted them so it was good. They had trouble finding an extension cord, as FITS staff did not know where to find it.
- Montecito Bank & Trust – identified a behavioral issue at Franklin Elementary. The change in leadership was a huge improvement. They appreciated Luis' swift response to the issue.
- Santa Barbara Public Library – a “top-notch organized and on-time” program compared to other summer camps.
- Great.
- Good. Maybe CITs should be trained to get engaged in activities.
- Very little but always great.
- Wonderful

STAFF SURVEY RESPONSES

Q1. Please describe the effectiveness of the communication (phone, email, and in person) with UNITED WAY ...

STAFF DESCRIBES COMMUNICATION WITH UNITED WAY STAFF

- Effective communication with United Way
- By phone, Luis was easy to contact
- By phone (personal cell)
- Staff did not like being dependent on phone. Texting was much better than email because it was not checked regularly.
- It would have been nice to have weekly meetings with the Site Coordinators. Bi-weekly meetings would be ideal.
- It is better to have the calendars sent to the sites on Monday, not Tuesday or Wednesday.
- Communicate main events information ahead of time

- Email worked well – also called Michelle a few times.
- Luis was always available by phone and the emails were helpful to remember and have in writing important details.
- Communicating to UWSBC staff through email or indirectly through Site Coordinators and Asst. SCs worked well.
- Good.
- I didn't really communicate with UW staff but I think overall communication was decent.
- Good. Texting is best.

STAFF DESCRIBES COMMUNICATION WITH PROGRAM PARTNERS

- Staff wants more details of service delivery partners and field trips
- Include information regarding how many visits and types of activities.
- Site leaders take care of this most of the time.
- Having a contact person prior to service partners arriving would be helpful to figure out logistics prior to arrival.
- Good.
- It would have been nice to know some background info on the business partners coming in.
- Summary of event/activity. Is this weekly? Outcome desired? Example: Dance for family fun.

STAFF DESCRIBES COMMUNICATION WITH SITE STAFF

- Personal cell phone use worked best especially text messages
- Meetings at the end of the day to prepare staff for the next day were helpful.
- It was helpful for the staff to meet before the program started and toward the end of the day.
- Weekly meetings, short five-minute meetings at the end of the day. TEXT! It would be nice to get a little bit more time to meet.
- Had a group text going and had small meetings in the morning and the afternoon.
- Personal cell phone/group texts were most effective.
- Good.
- "Group me" text messaging.

TABLE XVb. PROGRAM LEADERS — LEADERSHIP

PROGRAM LEADERS — UWSBC ON-GOING SUPPORT

Q6. Using an A-F letter grade, how would you rate UWSBC LEADERSHIP'S ON-GOING SUPPORT in terms of how they prepared/ enabled all staff to provide FITS services?

A	39% (15)
B	34% (13)
C	13% (5)
D	8% (3)
F	5% (2)

PROGRAM LEADERS — FITS' LEADERSHIP ON-GOING SUPPORT

Q5. Using an A-F letter grade, how would you rate FITS LEADERSHIP'S ON-GOING SUPPORT in terms of how they prepared/ enabled all staff to provide FITS services?

A	55% (21)
B	24% (9)
C	11% (4)
D	8% (3)
F	3% (1)

TABLE XVc. HALFWAY THROUGH/"HOW'S IT GOING?" ALL-STAFF SURVEY

Q1. Are you glad that you're working with FITS this summer?

Yes	92%
No	8%

Voluntary comments:

- If I gotta make some money over the summer, this isn't a bad way to do it. Flexible organization and people, weekends off is a plus, decent pay and short duration also a plus. It should be noted, though, that the difficulty/enjoyability of working for FITS may vary substantially between sites and between positions within sites.
- I enjoy working with the students and my coworkers are great. Julia and Jose are great leadership and made this camp run more smoothly than it would have otherwise. The staff is under so much pressure to create and implement curriculum, or lesson plan from the binders, and meet all of the goals without enough time and for too little pay. The entire 8 hours is spent with the students and there is almost no time to plan. The supplies for math and literacy are very inadequate. The days are longer than school days with huge chunks of time in the afternoon that need detailed lessons with a variety of supplies but we are unable to plan so everything is last minute and the students notice that lack of organization and supplies. Each rotation has 20-45 minutes of activities that have to be shifted or completely changed for each pod in order to be age/skill appropriate. A good example is that I was unable to fill out this survey until two days after receiving the email because there hasn't been even five minutes in the day to fill it out. There is pressure to not go overtime which means this camp is demanding and receiving free labor.
- The kids are awesome!
- I don't know if it's just the site or the program as a whole but it seems to me that fun in the sun is really unorganized as far as activities and plans go.

Q2. Is there anything we can do to help you provide services to students more easily and effectively?

- It would be useful if site coordinators were required to allot some paid work time each day/week for program leaders to make their weekly schedules, think about service learning projects, etc....perhaps by having SC, ASC, or SA sub in for PL for half an hour or so, giving the PL some time alone to think, away from the kids.
- More information about exactly who our partners are and what they will do with the kids. Girls Scouts Field trip was not a positive experience for us- will give more feedback in August.
- I don't think so. I think we are provided with the basics to be able to provide quality programming to the children.
- Better disbursement of supplies, more specific information about Service Delivery Learning and field trips to better prep the students beforehand
- We need adequate supplies and a couple of hours a week for lesson planning. The training spent way too much time on logistics and tedious busy work when we could have been actually prepping for activities.
- Things are running smoothly; I can't think of anything specific
- Lexia and Reading Plus certificates could be printed out in advance, so we have a master copy and could just write names in. It is sometimes hard to get printers at the different sites.
- When we first started the program, we didn't have enough working computers so we could not sufficiently provide services to the students right from the beginning. We were able to meet the challenge though and now we have enough computers that work.

- I've asked for books, but haven't received any. I feel that some students are getting put into Reading Plus before they are ready.
- Need short, high interest, papery readers for tutoring faltering readers...multiplication flash cards, sight word cards, students' AR level, so they can choose appropriate library books
- Yes, more materials for the classroom because our site has almost to nothing and finding activities to do while not outside is very challenging when you have almost nothing to work with.
- No
- Nope
- This is a great program, overall.
- No.
- Allow 30 minutes of prep time in the morning or afternoon. I find myself spending time outside of FITS lesson planning and getting things ready for the upcoming day; it would be extremely helpful if we were given time to do this at the site. 15 minutes is not enough.
- A suggestion is to ensure that all staff is prepared on the resources available, such as technology.
- FITS has done a superb job at providing materials needed.
- Things are running very smoothly. I appreciate that we are receiving schedules earlier than happened last year.

Q3. If you have any concerns (programmatic, safety, leadership) that you wish to keep anonymous but feel that management should be aware of, please describe them below and we will address them immediately. *Note: To maintain anonymity, some responses were not included in this section.*

- I feel like the organization at El Camino could be a lot better and would allow things to run more smoothly. The communication between staff could be better as well. Sometimes I don't find things out until the day of.
- CITs have been a major concern at our site -- they are very distracted by one another and go not always model good behavior or make an effort to be helpful. Often they are more work. One CIT per pod group is more than enough. With extra CITs the program leaders/ site management end up having to do more work
- The CITs are so undertrained and we have way too many of them. They are so rude, unprofessional and entitled. I don't see a need for more than 3 per site.
- I would like to give commendation to our Site Coordinators because they have displayed responsible leadership making the staff and students feel safe and comfortable.
- CIT's are lazy, need constant input, are defiant (listen to the adults, but then do whatever they want when we're not watching...but we are), they swear in front of the campers no matter how many times they've been corrected, they are inappropriate with touching the junior high boys, they are more work than they're worth...our Site Coordinator has talked to them repeatedly, our focus needs to be the campers, not the CIT's....it's time to thin out the CIT herd.
- None (5)

TABLE XVd. STAFF AND PARTNERS - OVERALL VIEW OF/SUGGESTIONS FOR FITS

STAFF LESSONS LEARNED SURVEY — IMPROVE ONE ELEMENT

If you could improve one element of FITS, what would it be and why? NOTE: Not asked at 8/10 meeting – only on written surveys

- More time to lesson plan during the day.
- I know that we had some problems with Lexia/Reading Plus/Stride, especially when it came to the assessments in terms of bugs with the actual program.
- 30-minute prep time before the start of the day. 15 minutes is very limiting.
- Having more time in the morning to prep for the day and lesson plan would have been more helpful.

PROGRAM LEADERS SURVEY RESPONSES — SUGGESTED IMPROVEMENTS

Q9. Please list AT LEAST ONE way to improve the FITS experience for scholars next year.

- SC and ASC should have a day of training just for them. To figure out responsibilities in terms of paperwork, contacting, schedule, etc. Would also be a good time to know their responsibility in regard to each PL subject, lunch bunch responsibility, CIT management, go over management strategies, and relationships with UW staff. More guidance on expectations and layout of Olympics and Family Fun Night should be communicated earlier on, in more detail, ideally at training for SC and ASC. Inform the site with more information about food services from the school district. Communicate more thoroughly with them from the start. Do not go to Camp Arnaz... it's a long drive, takes lots of energy, and was a poor experience. Our staff ended up stepping in to guide our kids, entertain them, and fill more than half of the time. Our students weren't treated with full respect, often being yelled at for no apparent reason. Directions given to students were unclear and poor. Activities were not engaging. Meals were not good in health. It made us uncomfortable that students were separated by gender. For the amount of effort needed to get to that trip, we could have done the same programs on site with little funding. Every site should have access to a printer. Going in, I did not know we had CITs. In the future it would be helpful to know this earlier on. The SC/ASC should have to do PL and CIT evals at least at Midterm/Final, and the SC and ASC should be evaluated by the PL. Luis could then meet with the SC and ASC and support them better, while giving PL an opportunity to anonymously give feedback.
- More efficient training - ie more time for PL to plan and understand expectations of program; less time talking about UW mission statement/ goals/ summer learning loss
- Taking a field trip to the sea center, the zoo, or the beach
- The possibility of having more open field trips.
- Ask for shirt size before hand to make sure we have enough of each size. Also, if the hats can have a neck strap so they don't fall off and can wear around their neck when inside that would be great.
- Make sure that students don't have to retake the same test they have already taken. It shows a lack of trust in them and the leader. Retaking the same test also skews the results making them inaccurate. I would include some drama activities that get the students to read and memorize parts. Any other activities that are intrinsically motivating would be helpful.
- I think having a shorter day.
- I think cutting the hours spent in a day in the program.
- Provide them with two shirts so that they can rotate out their shirts if they are required to wear them daily.

- We should have swimming lessons at all sites, not just free swim at some sites. It says swimming lessons, but for instance, Santa Ynez does not have lessons.
- By having better management at the site level. People with experience managing people would be best
- 1) Adding Coding Instructional/learning Activities such as including a "www.codecademy.com" workshop at least once a week to encourage kids to learn to code.
- 2) One Additional shirt per kid, to make it easier for them to wear it at every field trip AND event such as Lunch Bunch.
- 3) A field trip to UCSB with all of the kids to make them think about College early.
- 4) Providing Toner and paper in order to be able to use the printers at the computer lab.
- Realistic expectations. Improving communication.
- During the FITS Olympics, it would be nice to have water stations or breaks. It was very hot and many of them did not bring their water bottles.
- Basic supplies and properly trained staff with adequate time to lesson plan would make the program a lot more fun and engaging.
- Cut certain field trips out that weren't as exciting as the kids thought. Also make closer or local field trips for our Santa Ynez site. It's a bummer when we have such a long drive and miss half of the activities for certain field trips when we don't get there the same time as everyone else. I also think the training days should be cut down a little more. Maybe only make a week long training for those who are new to FITS instead of making them for everyone including returning staff.
- I think adding more field trips and special guests.
- You need to provide PLs with experience in the classroom, people that know how to make lesson plans, and manage children
- I think the program needs to have shorter days.
- I think the last week of the program should be focused on doing fun activities for the students. Also, doing activities as a group not just within the pod would be good. The service learning is good but I think the students should go on a field trip or have more of an opportunity to see more things they would like to address.
- A way to improve FITS the experience is by allowing the kids to participate in choosing the types of field trips they would like to go on. I also think we should have guest speakers for our service learning projects.
- At Santa Ynez, it would be nice to get more Lunch Bunch volunteers, have some of the big field trips done in our area and bring other FITS sites to the valley. I would have enjoyed to have seen some Failing Forward speakers for our site too. I think having more Lexia/Reading Plus training would be helpful.
- A field trip that incorporates their service learning project.
- Allow more weekly time for Reading Plus/Stride (for Junior High students)...longer periods 3x/week instead of daily short, rushed periods.
- Fewer students -Increase pay for staff -Provide time during the workday for lesson planning i.e. don't require by implication that staff lesson plan off the clock -Training should focus more on preparing staff for day to day activity, specific curriculum, site structure etc. and less on motivational speeches about education, handouts with quotes by historical figures and presentations by sponsors pushing their agenda. Hire people who already know why education is important, how to deal with bullying and how to tell kids to wear hats and sunscreen. Teach staff what an actual day at FITS looks like and what curriculum you want taught and when. Training could have been two days, maybe three if it focused on conveying useful information. The inadequacy of the training made the first week much more stressful

and unproductive than it needed to be.

- Allow staff time to design a specific discipline/consequences system before the program begins.
- Make it more of a camp atmosphere and not a school one
- More camp like activities and camp like fieldtrips.
- On-site printing
- I'd like to see our site develop a more robust Lunch Bunch program.
- Healthier snacks/rewards. Too many chips and candy
- Increased access to vans
- I think the amount of supplies and equipment should increase in order to be able to improve the variety of physical education activities.
- I think it would be beneficial to have a Drug/alcohol service partner to come in weekly rather than have the program leaders lead the session. There were times where questions that I wasn't comfortable with hearing or answering would come up. I think the combination of a service partner and PL facilitator would provide the students with the best services.
- Change the check-in/check-out program.

FROM STAFF LESSONS LEARNED MEETING — TOP THREE CONTRIBUTORS TO SUCCESS

What were the top three tools/assists/actions/people that contributed to your success?

- Curriculum binders were very helpful.
- Strong leadership at the site was a plus.
- Leadership always being available to staff.
- Group texts helped with communication at the site.
- Returning FITS staff helped guide the new staff.
- It was nice to have flexible staff members.
- Site Coordinators.
- Site Aids to provide help/supervise big activities and get materials.
- Materials binder.
- Maintaining constant communication and being flexible.
- Having contact with people that worked at one site last year was helpful.
- Having a flexible staff was helpful also.
- Having a strong team to support me throughout the summer definitely helped.
- Having the group text was extremely helpful as it provided me with immediate support when needed
- Pre-made lesson binder helped in times when I needed a lesson in a short amount of time.
- Pre-paid card was helpful.
- Group messages were helpful.
- STEM challenge binder.
- Science binder.
- A support chain, all qualified staff.
- Assistant Site Coordinator.
- Daily check-in with Luis C.
- "Group me."

FROM STAFF LESSONS LEARNED MEETING — UNFORESEEN CHALLENGES

5) What unforeseen challenges did you face this summer? How did you address these unforeseen obstacles? If possible, were such obstacles addressed in a timely manner?

- CITs were a challenge through the summer.
- There were too many CITs – 1 per pod is ideal.
- Part-time CITs were challenging for the summer.
- Provide examples on how to use the CITs during Staff training.
- Better CIT trainings with regards to behavior management and interacting with scholars.
- It would be beneficial to have the Site Coordinator and Assistant Site Coordinator attend the CIT training so that everyone is on the same page for expectations.
- Drama with parents – divorced separated parents and emotions/relationships.
- Using Site Coordinators to help communicate.
- The last week was very hectic.
- Preparing better for finishing up with Family Night.
- Not hiring many CITs was an issue as more would have been useful.
- CITs were not motivated/bored. Provide more roles for them.

FROM STAFF LESSONS LEARNED MEETING — HOW SUCCESSFUL DO YOU FEEL...?

****Q4a. How successful do you feel you were as a staff member? NOTE: Not asked at 8/10 meeting – only on written surveys**

- I felt successful in completing challenges during the summer.
- I base my success on how well the staff did and their overall experience.
- I feel that I did a good job this summer.
- I feel I was successful yet could have improved as well such as in the organization between timing of getting supplies and Lunch Bunch set-up.
- I think I was more prepared going in this time around then the first time.
- It was a wonderful summer. There were areas for improvement and growth occurred.

TABLE XVe. PARTNERS SURVEYED — WAS FITS STAFF HELPFUL/POSITIVE...?

Q5. Was the Fun in the Sun staff helpful and positive during your interactions with them on and/or off site?

- It was difficult to find equipment (extension cord) at one of the sites and the staff did not know where to find one.
- Brianna mentioned that since she has been doing FITS for a long time, she just informs the site of what she needs, which has been helpful for her.
- The staff should be informed that the Partners are only facilitators and not behavior management experts.
- Whitney – making it a point to shake hands with all the kids builds a bond so that if he does need to step in for behavior issues, he is not hesitant.
- It was great for the Music Academy representatives to do a session during the staff training because the kids were more prepared for the opera.
- Explore Ecology – huge improvement with Staff and CITs this year.
- Give more responsibilities to the CITs.

Q6. What was the most rewarding part of your participation in Fun in the Sun this past summer?

- It is nice to see returning students because they recognize the partners and are able to build a connection.
- Harding Elementary was a great location because everything was centralized.

Q7. Below is a space for suggestions, complements, criticisms, comments, shout outs – or maybe even a brief story about your students' participation in the 2016 FUN IN THE SUN and SERVICE LEARNING programs. These will be used to improve next year's program.

- Press/Marketing
- We should reconsider the language on press releases – it needs to be better.
- Brianna did not like the type of language used at the Up Close and Musical Event because of the way it portrayed the kids and the overall program.
- We should reconsider how we present the kids to the various partners, press and general public – they come from loving families where their parents care about them.

TABLE XVf. STAFF MORALE/WORKING NEXT YEAR

PROGRAM LEADERS – WORKING NEXT YEAR

Q11. If possible, how likely would you be to work with FITS next summer (2017)? vs.2015	
Very	42% (16) v. 36% (12)
Somewhat	24% (9) v. 49% (16)
Not likely	21% (8) v. 3% (1)
Not possible because...	v. 13% (5)

Voluntary comments:

- I wouldn't want to do literacy again.
- I think I would be more willing if the day was not so long.
- I have truly enjoyed being a part of such an all-around encompassing program. I would be very happy to return to work here.
- I like the kids and site staff. The structure of FITS is not something I want to navigate again.
- I feel great about being part of this important program; if I need the work, I'll happily return.
- Absolutely love it!
- **[[[[Note: Paraphrased due to excessive length]]]]** Overall this summer was a very dynamic and rewarding experience. I'm very grateful for the opportunity to engage in the SB community and be involved in the holistic growth of the youth here.
 I do have some feedback in regard to staff at our site. Our site coordinator lacked communication, management, and interpersonal skills. There were often times when he would let one program leader know an "update" but not tell this to the others... this created confusion and frustration, directly impacting the students because they would hear here-say and their energy would go up.
 There was little to no effort by our SC to get to know parents, engage with them, welcome them, or be friendly with them- which was especially seen at Family Fun night when he was sitting at the door not speaking with anyone and just watching the food line. This was uncomfortable for all staff because there was no united front in parent to camp engagement.
 Our Site Aide needed additional time working on many of his projects. Getting supplies picked up took an excessive amount of time, more than should be needed. The SC found it easier to just get the items himself, so there was no conflict with PL needs and timing/schedules, and debit card possession.
 Our Site Aide and SC poorly communicated in regard to budget- so maybe at that training for SC and ASC there should be a portion about budgeting and payroll?
 CITs are awesome- it would be helpful to have a part in training explaining to the staff what the roles and expectations are of the CITs. Our site had to spend a long time up front the first week, trying to figure out how to include the CITs. We learned by best practice and a few new tricks, but it would have been smoother had we known their role and expectations prior to meeting them. It was really beneficial to log their hours, have daily 3:30-4:15 CIT meetings, let them lead character counts in the mornings, have them make spirit and character pillar awards, and utilize them for set up/clean ups/meals very often. They do SO much- I think it's important that the SC and ASC know how to manage them and engage them so they become enhancing tools to the program.

TABLE XVg. PARENTS' PERCEPTION — FITS PROGRAM/IMPACT ON CHILDREN

Q9. Since my child has been in this FUN IN THE SUN program, his/her WILLINGNESS TO HELP OTHERS has...?

	2016	vs. 2015
Greatly improved	41% (62)	37% (44)
Improved	51% (76)	57% (67)
Stayed the same	8% (12)	5%

Q10. Since my child has been in this FUN IN THE SUN program, his/her WILLINGNESS TO DO WHAT I ASK or FOLLOW DIRECTIONS has...?

	2016	vs. 2015
Greatly improved	33% (50)	22% (25)
Improved	54% (81)	60% (67)
Stayed the same	12% (18)	18% (17)
Got worse	1% (1)	0

Q11. Since my child has been in this FUN IN THE SUN program, his/her ATTITUDE ABOUT RETURNING TO SCHOOL AFTER THE SUMMER has...?

	2016	vs. 2015
Greatly improved	50% (76)	45% (53)
Improved	42% (64)	51% (60)
Stayed the same	7% (11)	3% (3)
Got worse	1% (1)	1% (1)

Q12. Overall, HOW SATISFIED were you with the 2016 FUN IN THE SUN PROGRAM?

	2016	Vs. 2015
Very satisfied	85% (129)	88% (103)
Satisfied	14% (21)	12% (14)
Neutral/ Dissatisfied	1% (2)	na

Q13. HOW SATISFIED were you with HOW SAFE YOUR CHILDREN WERE while participating in the 2016 FUN IN THE SUN PROGRAM?

	2016	vs. 2015
Very satisfied	85% (127)	89% (105)
Satisfied	14% (21)	10% (12)
Neutral/ Dissatisfied	1% (2)	na

Q14. HOW SATISFIED were you with THE SUPPORT AND ATTENTION your children received from FITS staff?

	2016	vs. 2015
Very satisfied	84% (127)	89% (101)
Satisfied	15% (23)	11% (12)
Dissatisfied	1% (1)	0

Q15. Did you participate in an activity or project , this summer , learning services through the program FUN IN THE SUN ?

	2016	vs. 2015
Yes	82% (129)	79% (97)
No	18% (29)	21% (26)

Q16. If s/he is eligible, would you want you daughter/son to participate in FITS again?

	2016	vs. 2015
Yes	97% (145)	100% (119)
Maybe	3% (4)	0

TABLE XVh. PARENT VOLUNTARY COMMENTS ABOUT FITS

- Mandatory meetings are hard for some who has to work and a lot of parents don't show up anyway.
- Please provide more assistance at lunchtime for the students.
- I'm very satisfied with this program, especially the academics
- As with every year, I am enormously grateful for the program and my son has enjoyed learning and is much improved in academics.
- I heard my daughter talking to a colleague and they were say how in the past six weeks nothing was boring.
- My kids were very happy with everything, especially the Lego program activities. Thanks.
- My daughter participated more than usual and showed more confidence in herself. FITS is a great experience for my daughter.
- All perfect
- Love the program
- Thank you!
- Thank you for everything.
- They should accept children with disabilities.
- My son loves the program. Hopefully he will be eligible to participate next year.
- It was excellent. My son came home very happy every day.
- Many thanks for the program. I'm so thankful that my daughter enjoyed it so much
- It all very well and I am grateful.
- It's a super program. I 'm very happy.
- Everything about the program and every staff and volunteer is amazing! We love Mrs. B.
- I am very happy to have such a great program.
- For me this program is very good. Thanks. There is no better program.
- More sunblock on outings.
- I am very satisfied with this program because my son liked it a lot.
- I want to thank you for all you do and continuing to help our children. Thank god bless you.
- All very good for my daughter thanks.
- Everything is perfect. Thank you very much
- Thank you very much for all your enthusiasm
- It all went very well. Thank you very much for everything.
- I am very happy with this program.
- No comments. Everything is perfect
- Thank you very much.
- A very good program. I hope my son can get in again next year.
- We weren't sure about the program but my son had a fabulous time. Thank you very much for the program and we hope that it will be there for many years.
- Everything was superb.
- I'm not sure how you guys do it but my son has done a complete 180: we have worked on manners with little to zero success. My son came home with manners. He would give me a hard time every morning during the school year but this summer not one day did he give me problems getting up to leave in the morning. When I asked him if this program made him look forward to the school year, he said "yeah, it has". An answer! Putting this program together with all its pieces has been a blessing and a success as far as I'm concerned. Thank you to all that made it happen.
- I was hoping the program would help my daughter. I had problems with her. She had great fear

- about being away from me. Now I come here and she is more self-confident and now is more independent, more cheerful, and she likes to read more. Thank you very much ... all teachers .
- Thanks to all for providing this very comprehensive program that is so very good for children.
 - Well, I am very happy with the program
 - A great program that was run very well. Thank you very much
 - I would like to see FITS in Buellton
 - We are very pleased with the program. Better than we expected. Thanks for everything.
 - We are very grateful for a program that is very beneficial.
 - I am very happy you brought the program to the Santa Ynez Valley and I like the idea of a program for higher grades. Many thanks for providing programs like this one for our children.
 - Thank you very much. The program is super special and thanks for making it possible for our children. Hopefully it will be available to the Junior High.
 - Everything is very well and there's nothing that needs to be improved because the quality is excellent
 - Because they have no program for grades 7,8,9 .
 - Make FITS available for 6th grade and up please.
 - It would be amazing to have a 7th and 8th program as well.
 - A very good program because they get to go different places.
 - Many thanks for all your time in the summer.
 - It was very satisfying watching my daughter happily attend the program every day. Thank you very much to all for making this program possible.
 - Fishing Lake Casitas
 - It is a very good program for my children. Thanks and God bless the sponsors of this program.
 - My daughter was very happy and loved everything about the program.
 - Many thanks making this program possible. You do an excellent job with our children and help them so much. Thank you!
 - Thank you very much for having this as an educational program for our children.
 - For my son. this was the first year in FITS. He is very happy to participate in this summer program. We hope he will participate again next year.
 - Good job. My son is very excited about next year .
 - Alejandra and Daniel Torres estuvieron muy felices en el año a través del programa de graduación . Everything not been very satisfactory no more can deur anombre Auila the Torres family thank you very much to all and ported .
 - It is a program that helps children but I liked the other year at La Cumbre better
 - Thanks to everyone for the good job you did!
 - An excellent program that I recommend for all children .
 - Is very helpful for all the kids.
 - We liked the program very much.
 - It would be great to work with and learn about other parents. At first my daughter was saying she didn't want to attend because it was very boring but then she couldn't wait to get there. Thank you for all you do for our children. God bless you always!
 - I am very happy with how much my daughters enjoyed FITS.
 - Thank you for the wonderful summer program. I used to attend when I was younger and have very great memories and hope it continues to be a successful program.
 - It has been a great summer. He had a lot of fun!
 - Reading and math Fieldtrips.

- Muchas gracias for all the fun my daughter had!
- Thanks for keeping our kids busy
- An excellent program
- They did a great job. It is so important for our children to be active. Thanks .
- Great program.
- I love this program for my son. Thank you.
- Thanks for the opportunity. My daughter was very happy with the whole program.
- Thank you!
- Great 2016 summer.
- Great job.
- Thank you!
- My children are very happy with this camp because they had a busy time learning and having fun.
- Please pay more attention to the children being bullied by others.
- Very good program. We hope that it continues. Congratulations from the bottom of my heart. I think it was great.
- A very educational program for children. So much attention from all teachers. We are very happy for your support and we hope to see us next year. Thanks for all your help and support. You put in a lot of effort for our children.
- First of all, thank you and we hope that the program continues.
- We are Xxxxx's parents and we are very proud of the efforts of FITS.
- First serve the children, teachers etc., parents (Background: the site coordinator invited the Program Leaders to be the first ones in line during the Family Fun Night
- Thanks for the help that you gave us this summer.
- For me it is a good program because my son learned so much and the teachers are very kind.
- We thank all of you for the opportunity again for my son to participate. Every time he attends he gets really happy and counts the days to the start of the program. Thanks a thousand times.
- My son looks forward to the next summer to return to FITS, since this is his fourth summer.
- The story is that my son is happy. He loves all of the activities in FITS so much that he is the last one to leave when I come to pick him up. Thank you for helping my child, this program is fantastic.

TABLE XVI. PROGRAM LEADER - UWSBC TRAINING

Q4. Using an A-F letter grade, how would you rate UWSBC' TRAINING in terms of how it prepared/enabled you to provide FITS services?	
	2016 vs. 2015
A	24% (9) vs. 15% (5)
B	50% (19) vs. 55% (18)
C	13% (5) vs. 18% (6)
D	8% (3) vs. 12% (4)
F	5% (2) vs. 0

TABLE XVj. STAFF LESSONS LEARNED - TRAINING

Q2. In the week of training, what did you find to be MOST useful? LEAST useful?
<p>LEAST</p> <ul style="list-style-type: none"> • Provide better Stride Academy, Reading Plus and Lexia trainings. • Opera presentation was too long. • Behavior Management training was very philosophical. • Classroom management training seemed not enough. • The "motivational" speakers – it took up way too much time. <p>MOST</p> <ul style="list-style-type: none"> • Motivational speakers • Instruction on Lexia/Power Reading • Learning about the statistics of summer learning loss was beneficial in addressing an important issue. • When we got into groups and shared ideas about classroom management/organization. • The time provided on site before camp was beneficial for lesson planning.
Q3. What improvements would you make to FITS training?
<ul style="list-style-type: none"> • On-site trainings using the reading and math programs on the actual computers would be more beneficial so that staff could troubleshoot problems/ Site Coordinator and Asst. SC could do the training at United Way and then train the staff at the site. • Allow more time for the reading/math programs, curriculum planning, etc. • Would you feel more training in office or time at the site is valuable? Site set-up is important, very valuable time. CITs may not have been needed for two days of site set-up. • Include practical classroom tips for the Behavior Management training. It would be beneficial to have teachers lead this part of training. • Training can be streamlines – summer learning loss, UWSBC goals — would allow for more time on site to plan. • More time on lesson planning with other Program Leaders. • Perhaps having more hands on training. • Give us one extra day to set up our site. • More specific behavior management.

XV. 2016 STAFF TRAINING AGENDA

Fun in the Sun Staff Training June 13th-17st, 2016 – UWSBC Office



Day 1 - Monday, June 13, 2016

8:30am	Check-in, Breakfast and Mixing	All
	<ul style="list-style-type: none">• Bagels, Juice, Coffee, Fruit, Yogurt	
9:00 – 9:45am	Welcome and Introductions	Luis Chaidez
	<ul style="list-style-type: none">• Individual Introductions• Ice Breaker	
9:45 – 10:05am	FITS vision and history	Steve Ortiz
	<ul style="list-style-type: none">• About United Way• FITS History• 2012 NSLA Award	
10:05-10:30am	Why Fun in the Sun?	Paul Didier
	<ul style="list-style-type: none">• Video• Summer Learning Loss• NSLA/CASP/Best Practice Research• 2015 FITS Reading and Overall Program Goals Results	
10:30 – 10:40am	Break	All
10:40-11:00am	FITS Overview	Luis/Joshua
	<ul style="list-style-type: none">• Org Chart• FITS 2015 Video• Our Mission/What is FITS?/Partners• Sites• Schedule (Elementary and Jr. High)• Lunch Bunch	
11:00 – 12:00am	Human Resources and Policies	Kerry/Katie
	<ul style="list-style-type: none">• Dress Code and Safety• Appropriate behavior• Expectations• Social Media• Reporting Incidents and Staff and Staff Discipline• Breaks, lunch, and overtime	



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· Time Management System ☐

12:00-1:00pm ☐

Lunch on your own ☐

1:00-2:00pm ☐

Roles and Responsibilities ☐ ☐ ☐ ☐ ☐

Luis/Melinda/FITS staff ☐

- Overview of positions and responsibilities ☐
- Small groups ☐
- Expectations and day to day tasks ☐

2:00-3:00pm ☐

Camp Culture ☐ ☐ ☐ ☐ ☐ ☐

Luis/Jasmine ☐ ☐

3:00-3:10pm ☐

Break ☐ ☐ ☐ ☐ ☐ ☐

All ☐

3:10-3:30pm ☐
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Evaluations ☐ ☐ ☐ ☐ ☐ ☐

Katie Higgins ☐ ☐

3:30-4:00pm ☐

Character Counts ☐ ☐ ☐ ☐ ☐

Paul Didier ☐

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Dismissal for All groups EXCEPT for Jr. High ☐

4:15-4:45 ☐ ☐

Jr. High Schedule ☐

- Schedule ☐
- Passion Pursuits ☐
- Failing Forward ☐
- Academics ☐

Day 2 - Tuesday, June 14, 2016

8:30 ☐ ☐ ☐ ☐

Check in and breakfast ☐ ☐ ☐ ☐

All ☐

9:00-9:45am ☐

Q&A & Ice Breaker ☐ ☐ ☐ ☐

Luis ☐

9:45-10:15am ☐

Schedules ☐ ☐ ☐ ☐ ☐

Manpreet/Melinda ☐

- Weekly Schedules ☐
- Field Trips ☐

10:15-10:45am ☐

Field Trip Protocols ☐ ☐ ☐ ☐

Luis/Andrea Reeves ☐

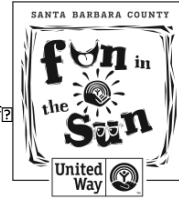
- Policies and Procedures ☐
- Scheduling Field Trips ☐
- Van Policies and Procedures ☐
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10:45-11:00am ☐

Break ☐ ☐ ☐ ☐ ☐ ☐

All ☐

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11:00-12:00pm	Curriculum Planning and Resources	Julia/FITS Staff
	<ul style="list-style-type: none"> Resources Planning Tips Time Management 	
12:00-1:00pm	Lunch on your own	All
1:00pm to 2:30pm	Power Reading and Power Math	Melinda/Michelle/Group
	<ul style="list-style-type: none"> Reading Plus Lexia Stride Academy Breakout Groups 	
2:30 to 3:30pm	Music Academy Field Trip	Music Academy
3:30 to 5:00pm	Mandated Reporting	FSA
	<ul style="list-style-type: none"> Reporting Procedures Discipline Techniques Role playing 	
5:00-5:30pm	Q&A and Wrap Up	All

Day 3 - Wednesday, June 15, 2016 @ Harding Elementary School

8:00	Check in and breakfast	All
8:15-9:00am	CIT Training	All CITs
9:00-9:20am	CIT Responsibilities Overview	Luis
9:20-10:00	All Staff Activity	Luis
10:00-12:30pm	Stand Tall	Suzanne Peck
12:30-1:30pm	Lunch @ Harding	All
1:30-2:30pm	Safety and Security/Risk Management	Luis/Melinda
	<ul style="list-style-type: none"> Pool Safety Field Trip/Bus/Van Camper Release Missing Camper 	



2:30-3:30pm		Cancer Center						Lisa Winebrenner
		· RAYS lessons						
3:30-3:45pm		Break						All
3:45-4:45		Site Logistics						Luis
4:45-5:15		Q&A						Luis/All
		· Explain next day expectations						

Day 4 - Thursday, June 16, 2016

9:00-10:00am		Q&A						All
10:00-10:30am		First day protocol at sites, enrollment						All
10:00-11:00		FITS Site Tours: Attend respective site						All
11:00-12:00pm		Daily procedures						
		· Check in						
		· Check out						
		· Rotations						
11:00-12:00pm		Emergency & Field Trip Protocols						All
12:00-1:00pm		Lunch						All
1:00-5:00pm		Site Set-up						Site Coordinators
		· Pick-up equipment: UWSBC storage						
		· Set-up equipment in a secure location at school site						

Day 5 - Friday, June 17, 2016 - FITS Kick-off & National Summer Learning Day

10:00-10:30		Sign-In & Mixer						All

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10:30☐-10:40☐ ☐

Welcome☐and☐Introductions☐ ☐ ☐

Paul☐

10:40☐-11:25☐ ☐

Key☐Note☐Speaker☐:☐Summer☐Learning☐ ☐

Lisa☐Maglione☐



11:25☐-11:35☐ ☐

FIT☐Testimonials☐ ☐ ☐ ☐

TBD☐

12:00pm☐-1:00pm☐ ☐

Lunch☐ ☐ ☐ ☐ ☐

ALL☐

1:00pm☐-2:30pm☐ ☐

Site☐Setup☐at☐respective☐sites☐ ☐ ☐

ALL☐ ☐ ☐ ☐

- Review☐Site☐procedures☐
- Classroom☐Setup☐
- Get☐ready☐for☐Monday!☐

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