Fun in the Sun
Methods & Procedures Manual
THANK YOU!

On behalf of the United Way of Santa Barbara County, and all involved in Fun in the Sun, we would like to thank the following individuals for lending their time during the editing process of the Fun in the Sun Methods and Procedures Manual:

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Part 1
About Fun in the Sun
Executive Summary

History: Since 1997, United Way of Santa Barbara County has provided the safe and educational summer environment for thousands of financially and academically at-risk children and their families through the Fun in the Sun (FITS) program. In an effort to decrease crime and increase safety and positive behavior, FITS was first held in Ortega Park and began as a drop-in program for families. Each year, the program expanded to address the various needs of its participants. Fifteen years later, with much observation and research, FITS has grown and developed into a competitive summer learning program for Santa Barbara’s low-income children & families. FITS is the only safe, free, out-of-home, summer enrichment collaborative for Santa Barbara’s underserved children (ages 6-18).

Need: The rapidly growing population of low-income students and families (up 63% since 2007 according to US Census data) live in the forgotten neighborhoods of our community, the seventh most economically affluent in the nation. In fact, in 2010, Santa Barbara County saw nearly 50% of families with children living below the family economic self-sufficiency standard, or the level of income necessary in a particular county for a family to meet their basic needs.

Research consistently indicates that this population is affected by a phenomenon known as “the Summer Slide” or “Summer Learning Loss”, where low-income students lose an average of three months of learning skills during the months that students are out of school for summer break. During those same months, middle- and upper-class students tend to increase in their learning by about one month. The difference? Middle- and upper-class students are exposed to copious learning opportunities during the summer, through summer camps, family trips and the like. Conversely, the average FITS parents works an average of 2.2 jobs each during the week and cannot afford the time or money for daycare, camps or vacations.

Because client parents spend much of their time working to provide their families with basic living necessities, their children are often left unsupervised to care for their younger siblings during the summer. The Johns Hopkins University’s Center for Summer Learning reports in their Research Summary on Summer Learning Programs that unsupervised children and teens “are more likely to use alcohol, drugs, and tobacco; engage in criminal and other high-risk behaviors; receive poor grades, and drop out of school than those who have the opportunity to benefit from constructive activities supervised by responsible adults.” For too many of Santa Barbara County’s disadvantaged children, this unsupervised time during the summer months can lead to disastrous results as they enter their teen years.

Initiative Description: FITS provides a comprehensive, integrated network of services to disadvantaged children in 2nd-12th grades, with additional service-learning (FITS-Summer of Service) curriculum for 6th-9th grades and a leadership component (Counselor-in-Training) designed for 10th-12th graders. Throughout the eight-hour daily, seven week summer session, FITS presents a series of planned educational, artistic, relational, and recreational activities (with 70+ organizations) to strengthen skills that would otherwise languish during the summertime. Through these activities, FITS strengthens learning skills and gives children the sense of connectedness, the life skills, and the self-respect they need to produce long-term behavioral and academic improvements.
Program Goals:
- To improve academic, social, and behavioral/life skills in disadvantaged children and youth
- To address the long-term effects of summer learning loss and the achievement gap on participants, their families, and the community

Areas of Focus:
- Reading achievement and reading enjoyment
- Positive self-identity and self-control
- Positive perceptions of family and community support.

Children and youth are not the only populations that benefit from FITS. Family engagement is an integral part of FITS and is achieved through specialized programming for client parents. Parent Education/Empowerment workshops, for example, are designed to foster parent engagement with their children as well as their own personal development.

Direct Benefits: FITS prides itself on providing a variety of services that address the academic, health, and enrichment needs of scholars and families. The following are examples of services that participants benefit from:

- Adult Mentorship
- Character Education
- College Tours
- Daily Reading/Writing
- Environmental Education
- Expression through the Arts
- Family Fun Nights
- Field Trips
- Financial Literacy Lessons
- Free Haircuts
- Health Screenings/Follow-up
- Nutrition & Health Education
- Parenting Education Classes
- Self-Esteem Building
- Service Learning
- STEAM Education (Science, Technology, Engineering, Arts & Math)
- Sun Safety Education
- Swim Lessons
- Team Building Activities
- And many more!

Indirect Benefits: According to our external evaluator (Jon O'Brien, Th.D., Sardy Point Ink, LLC), a majority of these underserved children will: show gains in reading achievement skills; increase their recreational reading time; improve their positive identity and positive self-control; and indicate an improved perception of family and community support. Over the long term, a majority of participants will improve their overall academic scores, show decreases in incidents of negative behavior, improve their school attendance, and have a higher likelihood of college or career readiness.

Partners: FITS relies on the dedication and passion of its 70+ program partners. Our partners offer the best of the best in non-profit, education, business, government, and community volunteer resources. Please find the attached list of program and funding partners that made 2011 FITS possible.

1 Santa Barbara News-Press, 2011.
3 Santa Barbara County 2010 Children’s Scorecard, p. 8-9.
4 Johns Hopkins Center for Summer Learning, 2007.
5 National Summer Learning Association, 2011.
Mission Statement

Our Mission
It is our mission to provide a safe, supportive, and enriching summer environment for the children in our local community.

Our Goals
- To improve academic, social, and behavioral/life skills in disadvantaged children and youth
- To address the long-term effects of summer learning loss and the achievement gap on participants, their families, and the community

Our Areas of Focus
- Reading achievement and reading enjoyment
- Positive self-identity and self-control
- Positive perceptions of family and community support.

FITS strives to go beyond typical summer youth programs by focusing on personal and academic growth via repetition and building character in addition to recreational activities.

Who We Are
The Fun in the Sun summer initiative is a United Way Community Impact program. United Way’s Community Impact department strives to identify local needs and work across sectors to develop focused and measurable solutions. United Way of Santa Barbara County is a non-profit organization which supports a network of 80+ core health and human care services. United Way also facilitates and/or vitally participates in 11 community initiatives including Fun in the Sun.
Areas of Impact

1. **Education & Reading** – Fun in the Sun (FITS) will deliver targeted reading instruction to children who will participate in reading skills enrichment curricula and a variety of science related activities.

2. **Safe Environment** – FITS will provide a safe and nurturing environment for children during the summer time.

3. **Support Network** – FITS will deliver programming designed to increase children’s sense of belonging with their peer groups, their positive relationships with family and other adults, and overall knowledge and sense of belongingness with the larger community.

4. **Positive Identity and Character Development** – FITS will deliver programming designed to enhance children’s ability to make positive choices, self-esteem and confidence, self-discipline, positive values, and sense of a hopeful future.

5. **Enrichment** – FITS will deliver focused, structured enrichment activities in areas such as arts, sports, and stimulating field trips.

6. **Interpersonal Skills** – Children will learn social skills, peaceful conflict resolution, and how to create positive peer relationships.

7. **Healthy/Safe Lifestyle** – Children will participate in awareness and prevention curriculum which promote a healthy and safe lifestyle.

8. **Basic Needs** – Children will receive daily meals and snacks, summer clothing, health/dental screenings, and school supplies.

9. **Family Education & Support** – FITS will provide participants’ parents with two workshops on improving their parenting skills. FITS will also provide referrals to the families for other needed community resources, including help with accessing services.
Goals & Objectives

Goal 1 – General program participants will maintain or improve upon reading competence and positive perceptions of reading.
  - Target #1 – 60% of participants will display gains in reading comprehension, phonics, and vocabulary skills.
  - Target #2 – 80% of participants will maintain or display a gain in positive perceptions of reading.

Goal 2 – General program participants will maintain or improve their positive identity and positive self-control.
  - Target #3 – 80% of participants will maintain or display a gain in positive identity (i.e., self-concept and esteem, and positive view of personal future).
  - Target #4 – 80% of participants 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).

Goal 3 – General program participants will maintain or improve perceptions of family support.
  - Target #5 – 80% of participants will maintain or display a gain in their perceptions of caring and support from parents/caregivers.

Goal 4 – General program participants will maintain or improve perceptions of community support.
  - Target #6 – 80% of participants will maintain or display a gain in their ability to identify caring, supportive, non-parental adults.
  - Target #7 – 80% of participants will maintain or display a gain in their perceptions of caring and support from non-parental adults.
**BenefITS**

for Santa Barbara County’s Children, Families and Community

<table>
<thead>
<tr>
<th>Program Element</th>
<th>Child</th>
<th>Benefits</th>
<th>Community</th>
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<tr>
<td><strong>1. Literacy Program</strong> (3 hours/day):</td>
<td>Addresses summer learning loss while helping narrow the achievement gap. Helps foster a love of reading. Improves reading achievement skills, and increases recreational reading time. Over the long term, improve overall academic scores.</td>
<td>Increased parent-child interactions with schoolwork and home-based assignments. Family becomes involved in discussions, using more words and sentences.</td>
<td>Scholars return to school in the Fall more advanced than when summer began. Teachers and classmates can spend more time moving forward instead of “playing catch-up.”</td>
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<td>- Reading Tutoring</td>
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<td>- Vocabulary building</td>
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<td>- More complex sentence usage</td>
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<td>- Daily journaling</td>
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<td><strong>2. Character Counts!</strong> (Implemented every day, in every class, project, enrichment activity and family event)</td>
<td>Improves children’s self-esteem, teaches social skills and peaceful conflict resolution skills. In the long-term helps decrease incidents of at-risk behavior, improves school attendance, increases the quality and quantity of unprompted positive behaviors.</td>
<td>Increases parent-child interactions. Improves communication between child and parent (respect). Improves parent discipline practices by providing common discipline values shared through written and verbal assignments.</td>
<td>Long-term: decrease in crime rates (obedience for laws and rules), giving-back to communities, better work ethics and team effort (workplace), positive adult relationships, environment awareness.</td>
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<td>- T=rustworthiness</td>
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<td>- R espect</td>
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<td>- R esponsibility</td>
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<td>- F airness</td>
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<td>- C ares</td>
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<td>- C itizenship</td>
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<td><strong>3. Financial Literacy Education</strong></td>
<td>Establishes basic concepts of money, credit, debit, income/expenses, saving and sharing in relation to family and life values (see Character Counts!).</td>
<td>Teaches the importance of saving, how to better manage money, investing, and how bank accounts work. Promotes healthy savings habits and access to the financial mainstream.</td>
<td>Allows for greater financial stability in communities. Reduces social economic strains and stimulates the overall economy. Works as an anti-poverty tool.</td>
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<td>- Age appropriate curriculum</td>
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<td>- English and Spanish</td>
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<td><strong>4. Manners/Courtesy program</strong></td>
<td>Improves positive self-identity and self-esteem. Prepares children for “work life” situations (e.g. shaking hands, eye contact, introductions, etc.).</td>
<td>FITS participants take these skills home and share with their parents and their siblings and caregivers to use good manners.</td>
<td>Long-term: successful contributing adults, reduction in crime rates, helping reduce the already overpopulated criminal justice system.</td>
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<td>5. Life Skills</td>
<td>Improves self-control and anger/conflict management skills.</td>
<td>Families learn to communicate with each other in a healthier, non-</td>
<td>Long-term: successful contributing adults, reduction in crime rates and</td>
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<tr>
<td>(Age appropriate)</td>
<td>Awareness about the dangers of drugs and alcohol.</td>
<td>physical/abusive manner.</td>
<td>decrease in overpopulated criminal justice system.</td>
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<td>- Anger Management</td>
<td>Children are able to identify their strengths and abilities, how to be assertive, how to identify/avoid unsafe situations, the difference between good and bad secrets, how to obtain help, who to go to for help and identifying a caring and dependable adult.</td>
<td>Awareness about the dangers of drugs and alcohol and its effects on the family.</td>
<td>Decrease in substance abuse and substance abuse related incidents (e.g. motor vehicle accidents).</td>
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<td>- Drug and Alcohol Awareness</td>
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<td>Safe neighborhoods.</td>
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<td>- Domestic Violence Awareness</td>
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<td>- Conflict Resolution</td>
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<td>- Self-defense</td>
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<td>6. Lunch Bunch Mentors</td>
<td>Daily positive reinforcement of community members expressing care and interest increases children's self-esteem. Children are exposed to various career options by the Lunch Bunch mentors. Gives children a positive outlook for the future. Children learn that they can be successful and are encouraged to pursue their dreams by the mentors.</td>
<td>Are given the opportunity to reflect on the choices their children have for the future. Families learn about the various options that exist for their children in order for them to have a successful future.</td>
<td>Brings community members together to help strengthen our community. Gives an opportunity for community members to get involved with a needy child's life and make a difference.</td>
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<td>(Over 500 volunteers from local businesses and organizations)</td>
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<td>7. Enrichment Projects:</td>
<td>Provides childhood summer experiences, typically part of middle class culture, in a learning environment. Exposes children to activities that they would otherwise never experience. Increases children's self-esteem as well as teamwork building skills while offering numerous learning opportunities. Provides children with the opportunity for self-expression and talent discovery exposing them to different career choices and/or hobbies.</td>
<td>Children teach their families what they have experienced and learned. Increases parent-child interactions and brings families together.</td>
<td>Creates a sense of community. Improves environmental awareness and appreciation.</td>
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<td>- Team Yard Games</td>
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<td>- Fishing</td>
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<td>- Arts and Crafts</td>
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<td>- Swimming</td>
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<td>- Performing Arts</td>
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<td>- Museum trips</td>
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<td>- Self Defense and Violence Prevention</td>
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<td>- Dance lessons</td>
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<td>- Field Trips to beaches, parks, and water parks</td>
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<td>- Music lessons</td>
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<td>- Environmental Education</td>
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<td><strong>8. Health Services</strong></td>
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<td>- Eye Screenings</td>
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<td>- Free Eyeglasses</td>
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<td>- Dental Screenings</td>
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<td>- Health Screenings</td>
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<td>- Follow-up Health Care</td>
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<td>- Hiking</td>
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<td>- Free clothing for the summer</td>
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<td>- Haircuts and hygiene education</td>
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<td><strong>Child</strong></td>
<td>Health and dental screenings help prevent future serious complications that would interfere with a child's success in school (e.g. excessive absences), and later in life as adults. Children are provided with clothing appropriate for summer weather, building their self-esteem. Free haircuts and hygiene education build self esteem and teach scholars to take pride in their appearance.</td>
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<td><strong>Family</strong></td>
<td>Health screenings and follow-up care provide relief to families that can't afford these types of prevention services. Free clothing relieves families from having to purchase new items.</td>
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<td><strong>Community</strong></td>
<td>In the long-term relieves future health care financial strains and social economic pressures.</td>
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| **9. Leadership Group (7th-8th graders)** | Build communication skills, learn conflict resolution, exposed to higher education opportunities and experiences through field trips to local colleges and universities (e.g. UCSB and Westmont College), learn about life skills (e.g. banking), teamwork, and citizenship skills. Exposure to financial management (e.g. how to balance checking accounts). |
| | Parents and caregivers know their scholar is in a safe and productive environment for the summer. Leadership participants are not only role models for the younger children at FITS, but they are also role models and teachers for their parents and siblings. |
| | Middle School age Leadership participants are contributing to a positive cause instead of becoming bored at home and getting involved in risky behaviors on the streets during the summer, causing trouble in the community. |

<p>| <strong>10. Counselors In Training (9th - 12th graders)</strong> | Mentoring and tutoring of younger participants improves leadership skills and provides a sense of responsibility and empowerment. CIT responsibilities are mixed with intensive academics (required to complete a minimum of three hours of their own rigorous academics per day), and life skills (complete research-based modules on violence/gang prevention and healthy living). Provides children with much-needed “one on one” attention, opportunities to talk about goals, and opportunities to discuss higher education and careers. |
| | Parents and caregivers know their scholar is in a safe and productive environment for the summer. CITs are not only role models for their peers at FITS, they are also role models and teachers for their parents and siblings. |
| | High School age CITs are contributing to a positive cause instead of becoming bored and getting involved in risky behaviors during the summer, causing trouble in the community. |</p>
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<th>Program Element</th>
<th>Child</th>
<th>Family</th>
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<tr>
<td>11. Intergenerational Services</td>
<td>Living oral histories provide knowledge and wisdom to the children. Children learn about generational differences and similarities through guessing games and other activities (e.g. identifying 1940s objects).</td>
<td>The family unit becomes more connected as the younger generations express greater interest for the older generations.</td>
<td>Fosters the value of seniors in the community and combats ageism.</td>
</tr>
<tr>
<td>12. Food and Education</td>
<td>- Healthy Lunches: Awareness of healthy eating habits; best nutrition of their day for the summer. Children learn how to grow their own vegetables. Healthier children = children ready to learn and succeed. Prevents future health complications.</td>
<td>Cost relief of at least one meal per day, several if they have more children enrolled. Children bring healthy eating habits to the home and are encouraged to grow their own veggie garden at home.</td>
<td>Relieves community of potential future diabetes epidemic. Overall a healthier community.</td>
</tr>
<tr>
<td></td>
<td>- Weekend Backpack program:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Nutrition Awareness:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Gardening:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Health Awareness</td>
<td>Understanding of essential organs and systems in the human body. Children understand what is healthy, how their bodies work in general, and the impacts of choices on their systems/organisms. Increase awareness of the dangers of the sun’s rays and how to stay protected (e.g. sunblock, hats, tents to stay under the shade).</td>
<td>Children take these habits home with them, influence their families, families develop sun safety habits.</td>
<td>Potentially fewer cases of skin cancer, and relieves burden from the health care system.</td>
</tr>
<tr>
<td></td>
<td>- Basic Anatomy:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Cancer Awareness:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Family Advocates</td>
<td>Children with the most need are referred to preventive services. Early identification of learning and behavioral problems.</td>
<td>Parents offered referrals to multiple services in the community on any issue a family may be dealing with that affects the success of a FITS participant (e.g. job hunting, and drug abuse, domestic violence, etc.).</td>
<td>Bring communities, families, and neighborhoods together. Create safer, stronger and more positive communities.</td>
</tr>
<tr>
<td>15. Family Fun Nights</td>
<td>Children have the opportunity to show their families what they learned and accomplished during their time in FITS. Gain a sense of accomplishment.</td>
<td>Fosters sense of community; provides an opportunity to share experiences. Take pride in accomplishments of children.</td>
<td>Builds a stronger community by bringing families and neighbors together.</td>
</tr>
<tr>
<td>Program Element</td>
<td>Child Benefits</td>
<td>Family Benefits</td>
<td>Community Benefits</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
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</tr>
<tr>
<td>16. Family Education Sessions</td>
<td>Decrease in the need to rebel against parent/caregiver. Increase in child’s respect to parent/caregiver and others. Will receive proper guidance from parents/caregivers on financial education. Greater financial opportunity to go to college or other higher educational institution.</td>
<td>Learn how to deal with various child behavioral situations. Teaches the importance of saving, how to better manage money, investing, and how bank accounts work. Promotes healthy savings habits and access to the financial mainstream.</td>
<td>Allows for greater financial stability in communities. Reduces social economic strains and stimulates the overall community economy. Works as an anti-poverty tool.</td>
</tr>
<tr>
<td>- Positive Discipline Classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Financial Literacy Classes</td>
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</tbody>
</table>

- Nearly 1,000 children and family members benefit from the FITS program each summer.
- FITS is the only program to provide such a comprehensive array of services, at different sites (from Goleta to Santa Maria) for such an extended period of time: 8:00 a.m. to 5:00 p.m., late-June to early-August.
- More than 55 public and private organizations take part in this collaboration, the most comprehensive and far-reaching our community has known.
- FITS features an elaborate parent education and empowerment component, along with requirements for parent participation.
- Participants engage in 3 hours of daily quality, structured, fun, enrichment activities (in areas such as arts, sports, and stimulating field trips) that connect them to their community.
- External evaluations of FITS 2011 showed that instead of losing 2-3 months in reading achievement, as is typical of low-income children, FITS participants showed a 2.1 grade level gain in reading comprehension! Because of this, FITS achieved the highest rate of improvement for any summer learning loss program for disadvantaged children in the United States!
# National Award Plan

## 2011–14

<table>
<thead>
<tr>
<th>Improvement Goal</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Scholar Demographic &amp; Dynamic Changes</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>A. Increase minimum age of scholar – start at incoming 3rd graders (currently starts at K)</td>
<td>___</td>
<td>(K-12)</td>
<td>(2:12)</td>
<td>(2:12)</td>
</tr>
<tr>
<td>B. Decrease scholar to leader ratio to 12:1 (current ratio is 13:1) and increase role of CIT’s</td>
<td>___</td>
<td>(13:1)</td>
<td>(12:1)</td>
<td>(12:1)</td>
</tr>
<tr>
<td>C. Decrease total FITS hours to approx. 200 hours, according to best practices research; focus on quality more than quantity</td>
<td>___</td>
<td>(306)</td>
<td>(262)</td>
<td>(232)</td>
</tr>
</tbody>
</table>

## 2. Program Enhancements: STEAM, Service Learning, Health & Curriculum

<p>| A. Provide daily STEAM Curriculum (STEAM = Science, Technology, Engineering, Arts &amp; Math) | | | | |
| i. Coordinate weekly STEM/STEAM volunteer opportunities for workplaces | ___ | I | I | I |
| a. Volunteers lead a workshop at FITS sites | P | I | I | I |
| b. Volunteers host field trip to workplace | P | I | I | I |
| ii. Hire a STEM/STEAM coordinator to service all sites | F | F | I | I |
| <strong>B. Every scholar engages in Service Learning at incremental time requirements</strong> | | | | |
| i. Incoming 2-5 graders achieve minimum of 50 hours of Service Learning | ___ | (50) | (50) | (50) |
| ii. incoming 6-9 graders achieve minimum of 75 hours of Service Learning | P | (75) | (75) | (75) | (75) |</p>
<table>
<thead>
<tr>
<th>Improvement Goal</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Incorporate HEAL (Healthy Eating and Living) activities daily (i.e. cooking classes, yoga workshops, etc.)</td>
<td>P</td>
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<tr>
<td>D. Develop and implement a 3-year curriculum</td>
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</tr>
<tr>
<td>i. Develop tailored curriculum for repeat participants</td>
<td>R</td>
<td>P</td>
<td>P</td>
<td>I</td>
</tr>
<tr>
<td>ii. Develop tailored curriculum for first time participants</td>
<td>R</td>
<td>P</td>
<td>P</td>
<td>I</td>
</tr>
<tr>
<td>3. Training and Staffing</td>
<td></td>
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</tr>
<tr>
<td>a. All-FITS partner orientation and team culture training to include Summer Learning best practices</td>
<td></td>
<td>I</td>
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<td>I</td>
</tr>
<tr>
<td>b. Create a Site Coordinator &amp; Staff training binder/website for consistency (currently lead agency is responsible for training the site coordinator &amp; camp staff)</td>
<td></td>
<td>I</td>
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<td>I</td>
</tr>
<tr>
<td>c. Expand Lead Agency partnership/role, i.e. more active role in trainings, meetings and Lessons Learned</td>
<td></td>
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<tr>
<td>d. Hire an education paraprofessional or credentialed teacher as contract advisor for Common Core alignment</td>
<td>P</td>
<td>P</td>
<td>I</td>
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<tr>
<td>4. Improve Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Create FITS Alumni Group w/ parents, scholars &amp; staff</td>
<td></td>
<td>P</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>b. Increase use of web/social media communications (i.e., e-newsletter, blog, YouTube videos, website)</td>
<td>I</td>
<td>I</td>
<td>I</td>
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</tbody>
</table>
Glossary of Terms

**Advance Planning:** Activities and materials are planned in advance and are based on a lesson plan with clear learning objectives. Activities have a clear timeframe that is realistic and clearly communicated to youth.

**Behavior Management:** Staff calmly engages youth in discussions about negative behaviors to mediate conflict and generate solutions. Staff consistently applies consequences for negative behaviors and seeks support for situations as needed.

**Checks for Learning:** Techniques used to make sure that youth understand the activity and that they are learning from the materials and experiences. Such techniques include de-briefing, recall and open-ended questions. Checks for learning should connect previous learning to current activities.

**Collaborative Learning:** A relationship among learners that requires positive interdependence (a sense of sink or swim together), individual accountability (each of us has to contribute and learn), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), face-to-face interaction, and processing (reflecting on how well the team is functioning and how to function even better).

**Creativity/Creative Thinking:** An activity involves creative thinking if it requires scholars to generate possible options, original ideas or solutions to problems.

**Critical Thinking:** An activity involves critical thinking if it requires scholars to analyze components and relationships, compare and contrast options, make inferences and interpretations from data, and evaluate the worth of various options.

**Daily Learning Objectives:** Specific statements about what youth should know or be able to do as a result of the activity. Each activity has a learning goal that is communicated and connected to the program’s overall goals for youth outcomes.

**Flexible Workspace:** Activities are set-up to accommodate different learning styles and needs. Youth are able to work in a variety of settings such as sitting at a desk, on the floor, or standing up.
Forward Thinking Activities: Activities expand on what youth learned in the school year and are designed to expose youth to new ideas, places, materials and/or skills. If remediation is necessary the program uses materials and lessons that are different from the school year.

Multiple Grouping Strategies: Activities show a blend of large group, small group and individualized instruction that is planned in advance, and transitions between groupings are smooth.

Inquiry/Investigation: Activities are designed for youth to engage in in-depth investigations with objects, materials, phenomena and ideas. Activities are hands-on, kinesthetic and/or project-based and that encourage youth to draw meaning and understanding from the experiences.

Physical Environment: Activity space set-up is different from a traditional classroom and is arranged to promote creative thinking, exploration and interaction. Rooms are named in relation to the program theme or goals of the program. Decorations are youth-driven and thematic.

Positive Reinforcement: Staff provides encouragement and positive cues to youth that they can successfully complete activities and projects. All staff consistently controls the environment through managing both positive and negative behaviors.

Program Principles: Describe the way program participants should behave or act in order to be successful at achieving program goals. Principles provide a common theme for youth and staff and values to uphold.

Program Spirit: Program uses cheers, competitions, awards and other daily traditions to create a spirit of community and pride among all young people.

Shared Facilitation: Program is designed to provide youth with opportunities to share facilitation with staff and to lead or self-direct activities.

Skill Building: Activities involve age-appropriate academic and developmental skills and work to build subject matter expertise through deep analysis of ideas or materials.

Staff/Youth Interaction: All staff demonstrates positive interactions with all youth. Staff use warm tones and positive facial expressions and are actively engaged with youth throughout activities.
**Thematic Learning:** All activities, field trips and special events are connected through thematic units or projects. Learning goals are reinforced across all activities and experiences every day.

**Youth Engagement:** Youth demonstrate high levels of motivation to participate in and complete activities. Youth regularly volunteer ideas and answer and ask questions. Staff does not need to provide much encouragement or re-direction to keep youth on task.

**Youth Voice:** All youth have the opportunity to make major decisions, based on their interests, which impact what and how they learn in the program.

**Youth-Produced Work:** The program values and uses youth-produced work through presentations, sharing and decorations. All projects lead to end products that reflect the youth’s work over the course of the program.
Our History

1997-2011

Since 1997, Fun in the Sun (FITS) has had a number of successes. The following is a brief summary of benchmark successes that describe the progression of the FITS program throughout the years:

• 1997- Approximately 20 children, ages 6-12, are served at Ortega Park in Eastside Santa Barbara. FITS is originally a drop-in program.

• 1998- More than 300 children register with waiting lines of parents and children around the block due to funding limits. The program expands to include more field trips to places such as the Sea Center, Greenhouse, Fiesta Parade, weekly use of the pool at Ortega Park, projects at Art from Scrap, and a community service component which included a beach clean-up. The linkage effort is strong and program partner agencies meet periodically during the summer to discuss the program as well as areas for improvement.

• 1999- Girls Inc. of Greater Santa Barbara becomes lead agency in order to provide greater administrative support, trained staff, and enhanced curriculum. FITS expands services to include Assistance League’s Operation School Bell program, which provided shoes, a pair of socks and underwear, two shirts, two shorts, and a bathing suit for each registered child. Weekly staff meetings are also implemented to discuss concerns regarding the children, as well as plans for upcoming events. Pre-enrollment becomes required.

• 2000- FITS grows to serve 150 children. The first program evaluation report is conducted by Kathryn M. O’Brien, Ph.D. The Lunch Bunch volunteer program is also founded to help relieve staff during their lunch hour and integrate more community effort. 300 individuals from 30 companies participate in the effort.

• 2001- FITS expands to a site in Goleta and increases enrollment to 182 children and families.

• 2002- FITS expands to serve 215 children and families.

• 2003- FITS expands to Adams Elementary to serve the Westside Santa Barbara community. Total children served grows to 230. A Counselor in Training (CIT) program is added for youth ages 13-17 to accommodate “FITS Alumni”.

• 2004- A FITS Program Coordinator position is created by UWSBC. Total number of children served was 240. Character Counts! becomes a fully integrated component of the FITS curriculum.

• 2005- FITS serves 270 children and families.
• 2006- More than 220 children and their families enjoy the benefits of FITS.

• 2007- FITS encounters another milestone, as it expands to include a fourth site in Carpinteria. FITS serves a total of 271 children in grades 1-6 in the general program. In addition, 25 CITs, entering 7th-10th grades, are selected to assist program leaders.

• 2008- Marks a FITS record-breaking enrollment. A total of 355 children and families, including 27 CITs, attend FITS.

• 2009- FITS breaks the record again by serving 364 children and youth. A FITS Methods and Procedures manual, online and in print, is developed to help with training and quality of the FITS program. The FITS website is also developed to help with FITS staff communication and consistency throughout all sites.

• 2010- FITS is one in 13 schools/organizations nation-wide to be selected to win a competitive grant from the Corporation for National and Community Service-Learn and Serve America that expands programming to integrate a service-learning component (FITS-Summer of Service) for middle school scholars (incoming 6th-9th graders). This award helps FITS expand into a 5th site in north Santa Barbara County (Guadalupe/Santa Maria). In addition, FITS-Summer of Service (FITS-SOS) is able to offer $500 college scholarships to qualified FITS-SOS participants. FITS pilots, for the first time, the Reading Plus program, with a test group, which results in record-breaking literacy improvement results for FITS participants (participants improve an average of 1.8 grade levels). Participants of the FITS-SOS program win the Santa Barbara County Kids Network Youth Award in December 2010.

• 2011- The National Summer Learning Association (NSLA) selects FITS as one of the Top Ten finalists for the National Summer Learning Association’s Excellence In Summer Learning Award. FITS partners with Santa Barbara County Education Office to utilize their educational portal, which helps facilitate the incorporation of science, technology, engineering, and mathematics (STEM) curriculum into FITS. The Reading Plus program is launched at all sites for all FITS participants. Those that used Reading Plus see an average improvement of +2.1 grade levels in just 6 weeks. FITS launches its first ever e-news bulletin.

• 2012- With much research, FITS launches plans to create a three-year development strategy, comprised of improvements in areas like STEAM (Science, Technology, Engineering, Arts & Math), Service Learning & Health curriculum. FITS launches its first Facebook, Twitter & Blog pages in order to improve communications.
Partners History

2000-2011

United Way of Santa Barbara County, Founder and Director

4-H UC Extension Program
Abel Maldonaldo Community Health
AGIA Insurance Services
Alice Keck Park
ALL STARS after school programs
Allergan Foundation
American Indian Health & Services
Antoinette’s Rhythm & Dance
Art From Scrap
Artwalk for Kids
Assistance League of Santa Barbara
Bank of America
Barker Foundation
Robert J. Berkenmeier, DDS
Boeing Corporation
Boy Scouts, Los Padres Council
CAC Food Service Management
California-Hawaii Elks Major Project
California State Parks
Cancer Center of Santa Barbara
Carpinteria Boys and Girls Club
Carpinteria Community Pool
Carpinteria History Museum
Carpinteria Public Library
Carpinteria Sportfishing Club
Carpinteria Unified School District
Catholic Charities
Channel Islands, YMCA
Chantal Dieting
City of Carpinteria Parks and Rec.
City of Santa Barbara
Clinic On Wheels
City of Santa Maria Parks & Rec.
City of Santa Maria Utility Dept.
Coeta & Donald Barker Foundation
Community Action Commission
Community Counseling & Ed Center
Community Environmental Council
Community Kitchen
Cornelia Moore Dental Foundation
Cottage Hospital
County of Santa Barbara
Courage Arts
Dana Adobe
Dancing Drum
Deckers Outdoor Corp.
Diabetes Resource Center
Easy Lift
Errett Fisher Foundation
FamCamp- Los Padres National Forest
Family Service Agency
Food Fun Nutrition
Foodbank of Santa Barbara County
Franklin Elementary School
Friends of Los Banos
Friendship Center- GOLD Project
Gamma Phi Beta Sorority
Girl Scouts of California’s Central Coast
Girl Scouts, Tres Condados Council
Girls Inc. of Carpinteria
Girls Inc. of Greater Santa Barbara
Goleta Public Library
Goleta Union School District
Guadalupe Hardware Store
Guadalupe-Nipomo Dunes Center
Healthy Start
Heritage House
Herbert & Gertrude Latkin Charitable Trust
Henry E. & Lola Monroe Foundation
Home Depot
Hutton Foundation
La Belle Foundation
La Casa de la Raza
La Cumbre Junior High
Land Conservancy of San Luis Obispo
Let It Go Yoga
Los Banos Pool
Los Compadres
Macy’s West
Main Resource Center
The Money Camp for Kids
Monroe Foundation
Montecito Bank & Trust
Nipomo Native Gardens
The Orfalea Foundation
Ortega Park
Paul Mitchell the School
Project Learn (School Year)
Rancho Oso
Red Cross of Santa Barbara, Ventura counties
Red Feather Ball Donors
Rein Teen Tours
Rescue Mission
Retired Teachers Association
Safety Town
Samy’s Camera
Salmon Enhancement
Salvation Army
Santa Barbara Academy of Rock & Roll
Santa Barbara Bank & Trust
Santa Barbara Bass Fishing Club
Santa Barbara Botanic Gardens
Santa Barbara City College
Santa Barbara Dance Arts
Santa Barbara Flyfishers
Santa Barbara High School
Santa Barbara Jazz Dance Academy
Santa Barbara Maritime Museum
Santa Barbara Museum of Art
Santa Barbara Museum of Natural History
Santa Barbara Neighborhood Clinics
Santa Barbara Public Library
Santa Barbara School District
Santa Barbara Sportfishing Club
Santa Barbara Tennis Patrons
Santa Barbara Zoological Gardens
SBMNH- Waves on Wheels
Scholarship Foundation of Santa Barbara
Sempra Energy Foundation
 Scholar Transportation of America
Transition House
Turtle Dreams
Ty Warner Sea Center
UCSB Academic Prep & Equal Opportunity
UCSB Coastal Fund
UCSB Recreation
UCSB REEF
UCSB Summer Sessions
UCSB Education Dept. & Gevirtz Resource Center
Venoco, Inc.
Verizon Foundation
Volante Foundation
Watershed Resource Center
Weingart Foundation
Wells Fargo Foundation
Westmont College
Wilderness Youth Project
YMCA/Council on Drugs & Alcohol
Youth Employment Services
History of Sites
2000–2011

2011
Girls Inc of Carpinteria- Carpinteria
Franklin Elementary School- Santa Barbara
La Cumbre Jr. High School- Santa Barbara
Devereux- Goleta
Guadalupe-Nipomo Dunes Center-
Guadalupe/Santa Maria

2009
Girls Inc of Carpinteria- Carpinteria
Franklin Elementary School- Santa Barbara
La Cumbre Jr. High School- Santa Barbara
Ellwood Elementary School- Goleta

2007
Canalino Elementary School- Carpinteria
Harding Elementary School- Santa Barbara
Franklin Elementary School- Santa Barbara
Ellwood Elementary School- Goleta

2005
Hollister Elementary School- Santa Barbara
La Cumbre Jr. High School- Santa Barbara
Ortega Park- Santa Barbara

2003
Adams Elementary School- Santa Barbara
Ortega Park- Santa Barbara
El Camino Elementary School- Goleta

2001
Girls Incorporated Goleta Valley Center
Ortega Park- Santa Barbara

2010
Girls Inc of Carpinteria- Carpinteria
Franklin Elementary School- Santa Barbara
La Cumbre Jr. High School- Santa Barbara
Goleta Valley Jr. High- Goleta
Guadalupe-Nipomo Dunes Center-
Guadalupe/Santa Maria

2008
Canalino Elementary School- Carpinteria
Franklin Elementary School- Santa Barbara
Kellogg Elementary School- Santa Barbara
La Cumbre Jr. High School- Santa Barbara
La Patera Elementary School- Goleta

2006
Adams Elementary School- Santa Barbara
Hollister Elementary School- Santa Barbara
Ortega Park- Santa Barbara

2004
Adams Elementary School- Santa Barbara
Hollister Elementary School- Santa Barbara
Ortega Park- Santa Barbara

2002
Girls Incorporated Goleta Valley Center
Ortega Park- Santa Barbara

2000
Ortega Park- Santa Barbara
## Fun in the Sun 2011 Results Summary

**Program Evaluation Report**

### Goal 1
General program participants will maintain or improve upon reading competence and positive perceptions of reading.

<table>
<thead>
<tr>
<th>Target</th>
<th>Achieved in 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target #1</strong> - 60% of participants will display gains in reading comprehension, phonics, and vocabulary skills.</td>
<td>Achieved 2011 total = 82%</td>
</tr>
<tr>
<td><strong>Target #2</strong> - 80% of participants will maintain or display a gain in positive perceptions of reading.</td>
<td>Achieved 2011 total = 82.3%</td>
</tr>
</tbody>
</table>

### Goal 2
General program participants will maintain or improve their positive identity and positive self-control.

<table>
<thead>
<tr>
<th>Target</th>
<th>Achieved in 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target #3</strong> - 80% of participants will maintain or display a gain in positive identity (i.e., self-concept and esteem, and positive view of personal future).</td>
<td>Achieved 2011 total = 83%</td>
</tr>
<tr>
<td><strong>Target #4</strong> - 80% of participants 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).</td>
<td>Not Achieved 2011 total = 62%</td>
</tr>
</tbody>
</table>

### Goal 3
General program participants will maintain or improve perceptions of family support.

<table>
<thead>
<tr>
<th>Target</th>
<th>Achieved in 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target #5</strong> - 80% of participants will maintain or display a gain in their perceptions of caring and support from parents/caregivers.</td>
<td>Achieved 2011 total = 80%</td>
</tr>
</tbody>
</table>

### Goal 4
General program participants will maintain or improve perceptions of community support.

<table>
<thead>
<tr>
<th>Target</th>
<th>Achieved in 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target #6</strong> - 80% of participants will maintain or display a gain in their ability to identify caring, supportive, non-parental adults.</td>
<td>Achieved 2011 total = 82.8%</td>
</tr>
<tr>
<td><strong>Target #7</strong> - 80% of participants will maintain or display again in their perceptions of caring and support from nonparent adults.</td>
<td>Achieved 2011 total = 80.4%</td>
</tr>
</tbody>
</table>

### Reading Plus Results

In 2011, 82% of scholars gained in reading skills. In 2011, of those 82% who gained in reading skills, their average gain was +2.07 grade levels in six weeks.

- **Comparative:** In 2010, of the 73% that gained in reading skills, their average gain was +1.8 grade levels in six weeks.

*Evaluation by Sandy Point Ink, October 18, 2011*
Success Stories & Testimonials

Story 1

Jane* is an 11 year old 6th grader who has been attending Fun in the Sun for four years. She lives with her single mom and two brothers in a rented room in a four bedroom house. Her father has been in jail for a number of years due to constant child and spousal abuse. As a result, Jane has been growing up without a father figure and acting out. Before entering Fun in the Sun, Jane was behind academically in school and her behavior was extremely unfavorable. She was picking fights with other scholars in school, using bad language, and talking back to her teachers. After attending Fun in the Sun, Jane has increased her reading proficiency, she is excelling in all aspects of school and academics, and her bad behavior has dramatically diminished. Jane’s future is looking brighter than before her attendance at Fun in the Sun.

Story 2

Ryan* is a 7 year old 2nd grader who has been participating in Fun in the Sun for two years. Ryan has an older brother and a younger sister who live with their single mother at his grandmother’s house. Ryan’s father was only in his life for the first few years until he went to prison for domestic abuse. Without the father figure present in his life, Ryan tends to imitate and latch onto his older brother. Unfortunately, his older brother has many behavior problems. Ryan was extremely behind in school due to the fact he did not understand and did not seek assistance. He picked fights with and bullies other scholars as well as talking inappropriately to his teachers. His mother works two full time jobs to support her family, so she is rarely home. After two summers at Fun in the Sun, Ryan has completely turned himself around. He is becoming more independent from his older brother, doing his work in school, reading at one grade level higher than normal, and is making friends at school instead of being a bully. Ryan now has a hopeful future. Fun in the Sun helped Ryan to realize he had to do well in school, stop his bad behavior, and respect his teachers.

Testimonials

“...After I took reading plus, i love to read now... It was cool to see my friends reading like me. We even made a book club, it was cool. Thank you Fun in the Sun for showing me Reading Plus!!”

-FITS Scholar

“This is a good program for children because you have fun, and at the same time you are learning”

-FITS Scholar

“FITS has been and continues to be a fundamental component to the support system my child needs during the summer. As a single-working parent, the comfort I feel just knowing he is well-cared for, educationally stimulated and socially involved allows me to conduct my daily life with security.”

-FITS Parent
## Lead Agency Contact Information

### 2012

<table>
<thead>
<tr>
<th>Agency</th>
<th>Primary Contact</th>
<th>Secondary Contact</th>
</tr>
</thead>
</table>
| **Founder & Director:** United Way of Santa Barbara Sites: Santa Barbara | Courtney Tarnow  
*Fun in the Sun Coordinator*  
Office: 805-882-0514  
Cell: 925-209-6109  
ctarnow@unitedwaysb.org | Sara Templeton  
*Community Impact Coordinator*  
Office: 805-965-8591  
stempleton@unitedwaysb.org |
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Part 2
Program Elements & Curriculum
Curriculum Planning Policies

1. Using the Sample Daily/Weekly Schedule (see below), Program Leaders are responsible for planning afternoon enrichment curriculum and activities. Morning hours are reserved for the following five curriculum pieces: Character Counts Assembly (15 minutes), Reading Plus (45 minutes), STEAM activities (45 minutes), Physical Activity (45 minutes), and Service Learning Activity (45 minutes). The 45 minute sessions are on a rotating schedule among 4 groups or pods.

2. Using the Weekly Calendar Tips, Program Leaders must have a sample curriculum planning calendar (for the week) submitted to Site Coordinator two weeks prior to the week of implementation.

3. The curriculum sample to be approved the following week will have suggestions written on it, and will be returned to the Program Leader the week before it is needed in order to incorporate suggested changes into planned weekly activities.

4. Make a new copy of revised and pre-approved schedule and send final approved schedules home with scholars on Friday. Parents will be able to see what is planned for their child during the following week and will have knowledge of upcoming field trips and activities.

5. During the week of training, Program Leaders will learn how to plan a curriculum and will plan Weeks 2-6 while at training. As an example, the first week’s curriculum will be provided for Program Leaders by the Site Coordinator. This will also allow Program Leaders to become familiar with scheduling and focus on becoming acquainted with their groups the first week of Fun in the Sun.
Sample Daily/Weekly Schedule

Fun in the Sun
2012 Sample Daily/Weekly Schedule

Sample Daily Schedule

Hours between Character Counts Assembly and Lunch Bunch are on a rotating schedule for the various groups and are not flexible.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:45 am</td>
<td>Drop-Off</td>
</tr>
<tr>
<td>8:45 am</td>
<td>Character Counts Assembly</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Reading Plus</td>
</tr>
<tr>
<td>9:45 am</td>
<td>STEAM</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Morning Break</td>
</tr>
<tr>
<td>10:45 am</td>
<td>Physical Activity</td>
</tr>
<tr>
<td>11:30 am</td>
<td>Service Learning Activity w/ Literacy Games</td>
</tr>
<tr>
<td>12:15 pm</td>
<td>Lunch Bunch</td>
</tr>
<tr>
<td>1:15 pm</td>
<td>Activity #1</td>
</tr>
<tr>
<td>2:45 pm</td>
<td>Activity #2</td>
</tr>
<tr>
<td>3:30 pm</td>
<td>Afternoon Break</td>
</tr>
<tr>
<td>3:45 pm</td>
<td>Activity #3</td>
</tr>
<tr>
<td>4:15-4:30 pm</td>
<td>Pick-up</td>
</tr>
</tbody>
</table>

Sample Weekly Schedule

Hours after Lunch Bunch are reserved for Service Learning, Program Partner Education, Volunteer Rotation and Field Trips.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:45 am</td>
<td>Drop-Off</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:45 am</td>
<td>Character Counts Assembly/Activities (Led by C.T.F.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 am</td>
<td>Reading Plus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45 am</td>
<td>STEAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 am</td>
<td>Morning Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45 am</td>
<td>Physical Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 am</td>
<td>Service Learning Activity w/ Literacy Games</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15 PM</td>
<td>Lunch Bunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15 pm</td>
<td>Financial Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:45 pm</td>
<td>RAYS (Sun Safety)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30 pm</td>
<td>Afternoon Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:45 pm</td>
<td>HEAL - Cooking Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:15-4:30 pm</td>
<td>Pickup</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Adult Mentor Rotation Schedule

Example of weekly schedule of adult mentors at a site
(i.e. STEAM Coordinator, Financial Literacy Educator, etc.)

<table>
<thead>
<tr>
<th>AM</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>Site Aide*</td>
</tr>
<tr>
<td>Site Aide*</td>
<td>STEAM Coordinator</td>
</tr>
<tr>
<td>STEAM Coordinator</td>
<td>Site Aide*</td>
</tr>
<tr>
<td>Site Aide*</td>
<td>Service Learning Workshop</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Thursday</td>
</tr>
<tr>
<td>Art Educator</td>
<td>Site Aide*</td>
</tr>
<tr>
<td>Site Aide*</td>
<td>Service Learning Workshop</td>
</tr>
</tbody>
</table>

*Site Aide will support each site 2 days per week. On Mondays, Site Aide has office hours at UW Office. On Fridays, Site Aide picks up site materials & healthy snack backpacks from FoodBank for delivery to scholars.

Weekly Calendar Tips

Program Leaders create weekly calendars that describe what their group will be doing for the following week. It is their channel of communication with parents, so they should include as much detail as possible.

- Make it neat and attractive
- Draw pictures or use provided clip-art
- In the morning section write down what group will be doing for morning enrichment and the instructor they will be with.
- In the afternoon section include all planned activities, those that are already scheduled, & any field trips.
- Make a special note of what scholars need to bring that day (i.e. FITS t-shirt for field trip days, bathing suit, etc.)
- Remind scholars to bring hats and water bottles
- Include reading/journaling time 45 minutes daily on calendar

Each week your calendar must include the following:

1. (1) Financial Literacy
2. (1) RAYS activity
3. (1) HEAL activity (Healthy Eating and Living)
4. Service Learning
5. STEAM (Science, Technology, Engineering, Arts & Math)

These activities do not need to take up the entire 2 hours 2-4 pm. They can range from 15 min.- 1 hr., and can fit into the schedule in between previously scheduled items.

- Afternoon activities should be varied and educational in some aspect. (Remember the goals of the program in creating afternoon activities.)
- Try to work in a variety of activities to avoid boredom
Example Weekly Calendar

<table>
<thead>
<tr>
<th>Monday 8/1</th>
<th>Tuesday 8/2</th>
<th>Wednesday 8/3</th>
<th>Thursday 8/4</th>
<th>Friday 8/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 AM</td>
<td>8 AM</td>
<td>8 AM</td>
<td>8 AM</td>
<td>8 AM</td>
</tr>
<tr>
<td>Breakfast and Sunscreen</td>
<td>Breakfast and Sunscreen</td>
<td>Breakfast and Sunscreen</td>
<td>Breakfast and Sunscreen</td>
<td>Breakfast and Sunscreen</td>
</tr>
<tr>
<td>9 AM</td>
<td>9 AM</td>
<td>9 AM</td>
<td>9 AM</td>
<td>9 AM</td>
</tr>
<tr>
<td>Morning Up!</td>
<td>Morning Up!</td>
<td>Morning Up!</td>
<td>Morning Up!</td>
<td>Morning Up!</td>
</tr>
<tr>
<td>10 AM</td>
<td>10 AM</td>
<td>10 AM</td>
<td>10 AM</td>
<td>10 AM</td>
</tr>
<tr>
<td>S.O.S. Garden Discussion and Dig</td>
<td>S.O.S. Presentation Discussion and Rehearsal</td>
<td>Complete Community Garden Rehearsal</td>
<td>Camp Overview of what we've learned &amp; final summary</td>
<td>Camp Review of what we've learned &amp; Final Summary</td>
</tr>
<tr>
<td>11 AM</td>
<td>11 AM</td>
<td>11 AM</td>
<td>11 AM</td>
<td>11 AM</td>
</tr>
<tr>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>12 AM</td>
<td>12 AM</td>
<td>12 AM</td>
<td>12 AM</td>
<td>12 AM</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1 PM</td>
<td>1 PM</td>
<td>1 PM</td>
<td>1 PM</td>
<td>1 PM</td>
</tr>
<tr>
<td>Incentive Party!</td>
<td>Sunscreen and Journal Writing</td>
<td>Sunscreen and Journal Writing</td>
<td>Sunscreen and Journal Writing</td>
<td>Sunscreen and Journal Writing</td>
</tr>
<tr>
<td>2 PM</td>
<td>2 PM</td>
<td>2 PM</td>
<td>2 PM</td>
<td>2 PM</td>
</tr>
<tr>
<td>S.O.S. Garden Discussion and Dig</td>
<td>S.O.S. Project Reflection Activity</td>
<td>S.O.S. Project Reflection Activity</td>
<td>S.O.S. Project Reflection Activity</td>
<td>S.O.S. Project Reflection Activity</td>
</tr>
<tr>
<td>3 PM</td>
<td>3 PM</td>
<td>3 PM</td>
<td>3 PM</td>
<td>3 PM</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>4 PM</td>
<td>4 PM</td>
<td>4 PM</td>
<td>4 PM</td>
<td>4 PM</td>
</tr>
<tr>
<td>5 PM</td>
<td>5 PM</td>
<td>5 PM</td>
<td>5 PM</td>
<td>5 PM</td>
</tr>
<tr>
<td>Final Raffle!</td>
<td>Final Raffle!</td>
<td>Final Raffle!</td>
<td>Final Raffle!</td>
<td>Final Raffle!</td>
</tr>
<tr>
<td>6 PM</td>
<td>6 PM</td>
<td>6 PM</td>
<td>6 PM</td>
<td>6 PM</td>
</tr>
<tr>
<td>6:30 PM</td>
<td>6:30 PM</td>
<td>6:30 PM</td>
<td>6:30 PM</td>
<td>6:30 PM</td>
</tr>
<tr>
<td>Clean-up and Goodbyes</td>
<td>Clean-up and Goodbyes</td>
<td>Clean-up and Goodbyes</td>
<td>Clean-up and Goodbyes</td>
<td>Clean-up and Goodbyes</td>
</tr>
</tbody>
</table>

**Congratulations!**

Way to go!

This is the last week of camp. I will miss all of you very much. Good luck next school year and in everything you will do in the future!
Academics

The central goal of Fun in the Sun is to provide an enriching curriculum in the aims to directly address Summer Learning Loss that affects low-income populations. FITS scholars are provided a substantial curriculum from which to learn and grow during their summer vacation. The focus of many academic activities at FITS is reading comprehension and writing, as research shows the greatest learning deficit for these children typically occurs in language arts. Under the guidance of the Site Coordinator, Program Leaders are expected to prepare a curriculum schedule in advance and implement their own creative lesson plans, as well as standard plans inherent to FITS.

Literacy and Journaling
Scholars at FITS engage in reading lessons for approximately three hours each day. Reading Plus is used at all sites on a daily basis for 45 minutes per session. In addition to Reading Plus, scholars are engaged in solo reading periods, journaling and research activities. The goal is to improve reading speed and comprehension, as well as enjoyment and attitudes toward literacy.

STEAM
STEAM is comprised of 5 elements: Science, Technology, Engineering, Arts & Math. Scholars are engaged in STEAM on a daily basis, often more than once a day through a variety of activities, including Service Learning, Field Trips and activities by STEAM Coordinator. It is a goal of FITS programming to instill an interest and enthusiasm for physical and life sciences, engineering, new technologies, performing and creative arts, and math in order to begin a path of problem solving and analytical thinking for the future.

Service-Learning
Service-Learning, also known as Summer of Service or SOS, engages scholars in community-based service-learning projects that are intensive, structured, supervised, and designed to produce identifiable improvements to the Santa Barbara County community. This curriculum component provides youth, particularly those from disadvantaged circumstances (i.e. low-income, at-risk, below grade level, etc.), with experiences that motivate them to become more civically engaged and inspire them to pursue a higher level of education while exposing them to various career opportunities.
Literacy Building

Reading Plus
All scholars at each site participate in Reading Plus, a computer-based, online reading improvement tool. Reading Plus first assesses a scholar’s base level, then meets the scholar at that level to challenge them on a personal, attainable rate. FITS scholars participate in 45-minute Reading Plus sessions on a daily basis at their classroom computer labs. Site Coordinator is responsible for attaining at least minimum time requirements for FITS groups and for reporting any technical issues to United Way. Program Leaders are responsible for direct oversight of scholars during this time, for answering any questions, and for assisting scholars that need help. In addition, Program Leaders are responsible for printing out awards when scholars level up in the program.

Journaling
Journaling is a popular way to improve literacy in FITS. Scholars use journals on a daily basis. Scholars may journal anywhere from 5-30 minutes and speak to a variety of subjects, including Lunch Bunch, personal experiences, and service learning projects. They are then able to take their journal with them as a “souvenir” at the end of summer.

Research
Scholars must participate in Service Learning projects, and as such, must perform extensive research on their project. Scholars perform research using local libraries, school libraries, and the internet on a regular basis in order to create successful projects.

Individual & Group Reading
In addition to the Silent Reading curriculum of Reading Plus, scholars have opportunities to read aloud in groups or silently by themselves using a book of their choice for designated periods of time throughout the week. Program Leaders may also read an age-appropriate book to scholars. It is extremely important that literacy building curriculum includes this time for students to interact with books.
STEAM Curriculum

STEAM stands for Science, Technology, Engineering, Arts and Math. Time is designated in the 45-minute morning rotations for daily STEAM education. There are a variety of ways to provide STEAM curriculum in ways that overlap with other program priorities, including combining more than 1 aspect of STEAM (i.e. science + art), combining STEAM + Service Learning, etc.

STEAM Coordinator
The STEAM Coordinator, hired by United Way, is contracted to create age-appropriate STEAM curriculum that will be used at every FITS site, which is meant to build a comprehensive and cohesive curriculum across the sites. The STEAM Coordinator will rotate through the sites, spending Tuesday morning at one site, Wednesday at the next, and so on. Mondays are reserved for Office Hours. The STEAM Coordinator come equipped with a 5-day lesson plan, lead Day 1 of the lesson plan when they visit the site, and leave the lesson plan with the Program Leader. Days 2-5 of the lesson plan are led by the Program Leader. Lessons will touch a variety of subjects, including but not limited to Biology, Geology, Chemistry, and will incorporate Math and Art.

STEAM Workshops
Carefully selected Lunch Bunch volunteer organizations partner to extend their Lunch Bunch experience by providing hands-on STEAM lessons. Lessons are not necessarily on a regular basis and can either be held on site or at the workplace. Workplaces with a focus in STEAM will provide scholars with career ideas, educational motivation, and interesting lessons about their field.

Financial Literacy
Financial Literacy meets our goals in math curriculum and applies it in a very useful manner: banking, saving, money management. Partners at local banks provide age-appropriate curriculum and lead workshops on a weekly basis. Scholars learn new ideas about how to save, prepare for the future, and become financially responsible, all concepts that will prepare them for the future. Program Leaders are responsible for rewarding good behavior during such workshops and for behavior management.
Healthy Eating and Living

Another ingredient of Fun in the Sun curriculum involves nutrition, hygiene, skin care, and lifestyle, together known as Healthy Eating and Living or HEAL. These elements are integrated into various activities through the duration of the program, involving activities and worksheets designed to influence healthy eating and living in FITS scholars.

**Nutrition**

Scholars learn about good nutrition in and out of the classroom by performing various hands on activities. Some examples of healthy eating curriculum include field trips to local Farmer’s Markets, Whole Foods and Lazy Acres grocery stores, and local farms and gardens. Scholars are taught the value of fresh food, how to pick nutritious foods from the store, and how to grow their own food, among other things. Inside the classroom, scholars receive hands-on cooking lessons on either a one-time or regular basis, including instructions on measuring, chopping, and knowing their way around the kitchen. Many of these lessons also include STEAM curriculum, either by incorporating math, biology, or the like with the cooking lesson.

Throughout the week, scholars are also engaging in healthy eating. At most FITS sites, meals are provided during the day, either by the school or the Community Action Commission. Scholars are encouraged to try various healthy foods by using the “one bite” rule, meaning they have to try one bite of a food that may seem foreign to them. If a site chooses not to provide meals, children’s meals brought from home are monitored to ensure they are receiving good nutrition. For sites that provide lunch, the meals are prepared at the Community Action Commission (CAC)’s South County Kitchen or by the school district food services. Most lunches prepared for the summer program are cold lunches and regulated by school standards.

Snacks are planned and prepared by each site. Each child receives two snacks per day, one in the morning and one in the afternoon. Most snacks are provided by either Whole Foods or the Santa Barbara Foodbank; however, there may be some budgeting and purchasing of snacks to supplement what the Foodbank provides. Each Friday, the Foodbank supplies healthy snack backpacks for the scholars to take home with them over the weekend.
Hygiene
FITs participants learn about the importance of hygiene, including brushing teeth (while at FITS), wearing clean clothing, and consistently washing hands. They also receive free items such as toothbrushes, floss, etc. from partners.

Sun Safety Education
RAYS (Raising Awareness Yields Sun Safety) is a program integrated into FITS, designed by the Cancer Center of Santa Barbara. Program Leaders are required to do a RAYS activity with their group every week. In addition, RAYS requires scholars to wear hats while outside and requires program leaders and staff to frequently administer sunscreen to scholars.

Lifestyle
FITs participants are encouraged to lead a mentally and physically healthy lifestyle by pursuing activities that interest them and managing their emotions. FITS requires that 1 45-minute physical activity is incorporated into the daily curriculum. This goal is achieved with various elements, such as swimming, dance, and music lessons and encouraging play as a learning experience.

** See example activities on the following pages
Character Counts

One of the goals of Fun in the Sun (FITS) is to improve the children’s behavior and interactions with adults, as well as with one another. Character Counts is a central part of the curriculum and activities at FITS, designed to integrate positive and lasting behavior changes. Developed by the Josephson Institute of Ethics, Character Counts is now a central element in curriculum for many of the local elementary schools in Santa Barbara County. While at Fun in the Sun, scholars learn the 6 Pillars of Character. These Pillars are elements designed to improve routine interactions and behaviors.

Implementation of Character Counts

- FITS scholars will participate in a daily 15-minute Character Counts Assembly, where scholars are awarded with certificates and ribbons in front of their peers for their exemplary behavior (1-2 times per week) and scholars break out into groups for Character Counts themed activities revolving around the Pillars (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) (3-4 times per week)
- Children will participate in activities which repetitively implement these components.
- Activities may include, but are not limited to: journaling, site visitors, arts & crafts, and games

Expectations of Program Leaders

- CITs organize daily 15-minute character counts activities
- Program Leaders are required to oversee CITs as they lead group assemblies and activities each morning
- Program Leaders incorporate the 6 Pillars into various other activities and components of FITS.
  - For example, if the theme of the week is “Caring,” a Program Leader may schedule a beach clean-up day, where scholars learn about caring for the environment.
- Program Leaders will nominate scholars and issue awards 1-2 times per week in the morning Character Counts Assembly, recognizing a scholar from their group who best exemplified the pillar of that week.
Service-Learning

Service-Learning, also known as Summer of Service or SOS, began as an opportunity to build leadership skills for the middle-school-aged scholars in the FITS program, while providing with structured learning lessons that have long-term reward. In 2012, SOS will expand to reach FITS scholars of all ages.

Hours

- Grades 2-5 are responsible for completing 50 hours of Service-Learning
- Grades 6-9 are responsible for completing 75 hours of Service-Learning

FITS-SOS Goals & Objectives

- Improve participants’ communication, listening and comprehension skills.
  - A minimum of 70% of participants will have improved their ability to talk with, listen to, and understand others as they work to identify and address community problems.
- Increase parents’ civic engagement.
  - By the end of the FITS-SOS program at least 33% of parents of participants, per year, will demonstrate increased commitment to be more civically engaged as measured by participation hours in activity logs.
- Increase participant’s interest and involvement in civic engagement activities.
  - A minimum of 80% of participants will “agree/strongly agree” that they see themselves as a “strong resource that can make a difference in the community.”

Service-Learning Components

Ideally a lesson plan will describe the implementation of the six components of service-learning: investigation of needs, preparation for service, action, reflection, demonstration of learning and impacts, and celebration.
Interpersonal Development

Lunch Bunch
Lunch Bunch is a mentor program that runs in partnership with Fun in the Sun. For 6 weeks of the summer, local professionals volunteer an hour of their lunchtime to serve as mentors for FITS scholars. Volunteers eat with students, share stories about their academic and professional experiences, and get to know the students. Year after year, this component to FITS is rated as one of the most well-liked parts of FITS by the scholars. Lunch Bunch serves to accomplish the program goal of creating a positive perception of community support among scholars, and ultimately boost their self-esteem and provide them with career and academic goals.

Manners and Courtesy
Based upon requests from parents, teachers, and principals, FITS includes some lessons on manners and courtesy. Various agencies administer classes in their area of expertise, and these components are integrated into a Site’s curriculum. Program Leaders may also expand upon these areas of learning to include program schemes of their own.

- Program Leader might plan a field trip to a restaurant or other site where Courtesy/Manners are expected (with consultation of Site Coordinator).
- A visitor in a profession dealing with Courtesy/Manners may visit during the week and either address specific pods or the whole camp, depending on Site Coordinator’s decision
- Program Leader may also choose to do other activities throughout the week, such as playing Etiquette-themed games, doing an art project, or anything that incorporates the pillar of that week and (Agency) lesson.

Leadership Development
Beginning in 2009, FITS introduced Leadership Development to the FITS curriculum. The curriculum component is designed for 6th to 8th grade scholars to develop the skills necessary to become a Counselor in Training (CIT). Drawing upon elements from other Leadership programs, such as the Girl Scouts of America, curriculum for 6th to 8th graders will incorporate the 6 Pillars of Character and teach administrative techniques applicable to FITS. By the time scholars are promoted from the 8th grade, they will have the knowledge, understanding, and abilities to be efficient CITs.
Enrichment

A very important component of FITS is, of course, FUN! There are several ways in which participants are ensured an enjoyable experience while attending the program.

Group Camp Songs and Skits
Scholars are guaranteed to come away from FITS knowing several camp songs and skits that are essential to any summer program. **See provided list for examples.

Games, Crafts, and other Activities
All Program Leaders are prepared for fun at FITS with a list of fun activities for kids in case of the need to fill a block of time. These games are interactive, creative, and most of the time educational, since research shows that children learn while they are playing. Program Leaders are also encouraged to introduce any kid friendly games or crafts of their own, provided the meet the criteria of the program.

Family Fun Nights
Family Fun Nights at FITS are designed to exhibit the many talents, skills, and improvements of program scholars. FITS Family Fun Nights offers a way for families to come together and see the impact the FITS program has had on their children as well as meet the volunteers who have donated their time this summer by playing with, educating, and mentoring them. Family Fun Nights usually include a pot luck picnic, where all families bring a favorite family dish to share.

Each of the participating schools displays artwork and projects that they work on all summer. Other past activities have included a drumming performance assisted by Dancing Drum. The drum beats and lyrics of the songs reinforced the Character Counts “6 Pillars of Character” message of Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

Field Trips
Finally, field trips are a chance for the children to learn about the world around them by actually experiencing activities off-site. FITS has a long history of tried and true field trip ideas that became summer highlights for many scholars in the past. ** See provided list for field trip ideas.
Field Trips

Planning and Implementation

Field trips at Fun in the Sun are entirely dependent upon funding availability and the scheduling of transportation.

**Scheduling**

It is expected that all staff members maintain open communication regarding field trips in order to achieve successful planning. To schedule a field trip with their group, Program Leaders must first check with their Van Driver and Site Coordinator by incorporating the trip into their curriculum calendar and turning it in two weeks prior, as expected.

**Costs and Locations**

Because field trips are dependent upon adequate funds, FITS staff members are encouraged to schedule trips that are essentially free of cost. Should the field trip have a fee, Program Leaders are required to submit the estimated funding needed for a successful group field trip. Although not all field trips are granted permission, a list of past field trips, as well as potential ideas for field trips will be provided later in this document.

**Contingency Plan for Children ‘Left Behind’**

In the event that a child must be left at the FITS site, due to behavioral issues or a missing permission slip, the child will be assigned to another group for the day. That child’s information and medical release form will be left at the site, in case a parent or guardian picks the child up early that day.

**Materials**

Program Leaders are required to incorporate necessary field trip materials into their curriculum calendar. The curriculum calendar should list any items that scholars will need that day (bathing suit, sandals, towel, FITS t-shirt, hats, journals, etc.) In addition, Program Leaders will be required to bring all medical release and emergency contact forms for scholars attending the field trip, a First Aid kit, sunscreen, and a current roll sheet.
Coordinating Field Trips with Other Sites

If a field trip is being planned for all sites to attend, communication between Site Coordinators is critical. Site Coordinators are to either coordinate via telephone conference or in person in order to make necessary arrangements with field trip contacts.

Field Trip Best Practices

- Be clear with communication regarding scheduling and contact information.
- Be clear with communication about needs and expectations for a successful field trip with all field trip participants and support resources.
- Gather all information necessary about the field trip in advance and be as specific as possible with the desired outcomes of the outing.
- Advance Knowledge of whether it will be a “cost” field trip (if it is, submit a form for petty cash) within the appropriate timelines to ensure you receive adequate advance funds.
- Ensure drivers are available for pick-up and drop-off on desired dates at desired times.
- Make sure information regarding the field trip is clearly stated on calendar (timing, materials, etc.)

During Field Trip

- Program Leaders should review rules and expectations for scholars
- Consistently take roll
- Field trip form left at site (in case a child is not attending field trip)
- Scholars should use bathroom beforehand

Staff

- Bring a copy of a current contact/phone number list.
- Bring a copy of contract that may have been signed with the field trip company (i.e. an agreement on discounted rates)
- Have scholars write thank you notes after field trip.
Field Trips

Proposed Locations

Parks

**Kids World - 1400 Santa Barbara Street**
A wonderful family oriented picnic and playground spot that hosts the 8,000 square foot Kids Zone playground. Close to downtown and the Alice Keck Gardens, you are can usually find plenty of parking and a picnic table if you come early.

**Alice Keck Park Memorial Garden - Corner of Santa Barbara and Arrellaga**
This park is one of our favorites. The beautiful landscaping, pond stocked with Koi and turtles make is perfect for a simple stroll through unique low-water gardens or a picnic on the rolling lawns.

**Chase Palm Park - E. Cabrillo Blvd. next to and across from East Beach**
An outdoor music pavilions, carousel, children’s playground and ambling, streamside walks give Chase Palm Park a unique charm.

**Elings Park - 298 Las Positas Road**
This park has 3 lighted fields, jogging/hiking trails, playgrounds, restrooms, barbeque facilities, picnic tables and hang-gliding. There is usually plenty of parking.

**Lake Los Carneros - Los Carneros and Calle Real, Goleta**
On the grounds you will find Stow House, the Southcoast Railroad Museum, and a 25-acre lake that has a walkway all around it. This hidden treasure is absolutely wonderful and worth a visit.

**Oak Park - 300 W. Alamar Avenue/ off of Pueblo**
Oaks and sycamores provide plenty of leafy shade to the location. There is a small wading pool, a playground, lots of grass area and plenty of picnic facilities.
**Rocky Nook Park** - *610 Mission Canyon Road (Right after the mission to the right)*
This 19-acre park is more rustic than most. This park has trees, boulders, a stream and a small playground area.

**Tuckers Grove** - *805 San Antonio Creek Road (Cathedral Oaks and Turnpike)*
This park provides large groups with plenty of picnic and parking space. Large open spaces, room for up to 400, playgrounds, volleyball, horseshoe pits, and restrooms.

**Shoreline Park** - *Shoreline Drive and la Marina*
This a ocean-side park with views of the harbor, the Islands and the mountains. Scattered parking and picnic facilities, as well as a small playground. This is a great park for walking, skating and playing Frisbee.

**Beaches and Pools**
When visiting a beach you should have a ratio of 6:1, scholar: staff. Be sure that there is a lifeguard present. You may **not** visit beaches that do not have lifeguards, such as Butterfly Beach and Summerland Beach. All pools need to be reserved ahead of time: Call (805) 966-6110.

**East Beach** - East Beach is located across from the zoo on Cabrillo. There is volleyball, a playground, showers, and lifeguards. The only drawback is the parking. There is lots of room for the kids at this beach.

**Hendry's Beach** – this beach is located at the end of Cliff Drive, right after Cliff meets Las Positas. It is a small and quiet beach and great for shell hunting. (Lifeguards present)

**Goleta Beach** – This beach is located off of the 217 by UCSB. There is volleyball, picnic benches, some grass area, and fishing facilities. This is a great beach to take the kids. (Lifeguards present)

**Leadbetter Beach** - This beach is located across from SBCC stadium on Cabrillo. It is a popular beach. It has picnic tables and some grass area. Each summer this beach hosts weekly sporting events, parties and it’s not uncommon to see a lot of people there. (Lifeguards present)
Carpinteria State Beaches – This beach is located off of Linden Ave in Carpinteria. This beach has a lot of room. It has a lot of sand area. There are also some tide pools at the end of the beach that are fun for the kids.

Los Baños – This pool is located on Cabrillo St. at the intersection of Cabrillo and Castillo. There is a wading pool and a large pool, so this is a great location for both younger and older kids.

Ortega Pool -This pool is located at Ortega Park. This is a small pool good for younger kids.

Oak Park Pool – This pool is located at Oak Park. This is also a small wading pool good for younger kids.

Museums

Ty Warner Sea Center: Call for an appointment. Give tour, educational.
- 211 Stearns Wharf- 962-2526

Free Locations

Blenders: Call for an appointment.
- 5743 Calle Real- 964-2788: Hollister or Adams
- 3973 State St.- 964-4465: Adams
- 720 State St.- 962-5715: Ortega
- 1046 Coast Village Road: Ortega

Cold Stone Creamery: Call for an appointment. They will give you a tour and a sample.
- 5718 Calle Real- 692-1598: Hollister or Adams
- 504 State St.- 882-9128: Ortega or Adams

Dominos: Call for an appointment. They will make pizzas with the scholars.
- 617 N. Milpas- 966-6131: Ortega
- 3006 State St.- 898-0606: Adams
- 185 S. Patterson #G: Hollister
**Farmer’s Market:** Learn about organics and farming, healthy eating, etc.
- Wednesday- La Cumbre Plaza 2pm-6pm
- Thursday- Goleta Calle Real Center 3pm- 6pm

**Ingeborg’s Chocolate Factory:** Call for an appointment. If you call they will set up a free tour. This field trip may take up a lot of time so please be sure that you have the availability in your schedule!
- 1679 Copenhagen Drive, Solvang, CA – 621-1679

**Railroad Museum:** Call for an appointment.
- 300 N. Los Carneros 964-3540

**Stearn’s Wharf:** Fishing.

**UCSB Art Museum:** Call for an appointment.
- M-F 1-5 free admission.

**UCSB Recreation Center:** Call for an appointment.

**UCSB REEF Center:** Call for an appointment.

**Whole Foods:** Contact Rae Van Seeus to make an appointment. Will do walk through of store, educate about organics and farming, and give samples.
- 3761 State Street- 837-6959
# Inventory List

**Craft Supplies**

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<th>ITEM</th>
<th>CARPINTERIA</th>
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# Inventory List

## Sports Equipment

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Character Counts Supplies

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Inventory List
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Part 3
Roles & Responsibilities
Founder & Director (United Way)

Fun in the Sun Coordinator

**Supervisor:** Community Impact Team Leader and UW CEO

**Status:** Full time, Non-exempt

**Hours:** Program Preparation: A maximum of 40 hours prior to the start of camp
For Duration of Program: A minimum of 40 hours per week, may include evening hours

**Qualifications and Requirements**

- Bachelors Degree with courses in social sciences
- A minimum of two years work experience in event and/or program planning
- A minimum of one year work experience in an administrative position
- Experience and ability to work with youth and adults from diverse cultural, racial, and socio-economic backgrounds
- Fingerprints, child abuse index, health screening and TB test will be necessary before beginning work with children

**Duties and Responsibilities**

- Must learn and adhere to all FITS policies
- Interviews and hires all Fun in the Sun interns
- Main supervisor of all interns for FITS
- Supervises Lunch Bunch Coordinator and delegates all intern tasks
- Assigns and oversees projects assigned to ‘office intern,’ whose main task is data entry for the duration of FITS
Fun in the Sun Assistant

Supervision: Fun in the Sun Coordinator and Community Impact Team Leader
Status: Part-time, Seasonal
Hours: A maximum of 29 hours per week

Qualifications and Requirements
- Strong educational and youth services program experience. Some college required, Bachelor’s degree preferred.
- Able to display high level of professionalism
- Responsible, able to work under minimal supervision
- Enjoys working outdoors with children and adults
- Customer-service oriented
- Strong communication skills, able to work under minimal supervision

Duties and Responsibilities
- Assists the Fun in the Sun Coordinator and Reading Plus Specialist in the general management of Summer Learning Programs. Ensures adequate supplies are available for Summer Learning Partners at all times at all sites.
- Supervises Fun in the Sun Site Coordinators.
- Supervises Lunch Bunch Interns.
- Oversees and coordinates transportation for Fun in the Sun Sites.
- Responsible for managing and scheduling Fun in the Sun partners at Fun in the Sun sites.
- Coordinates & schedules field trips for Fun in the Sun sites.
- Responsible for summer learning programs participant recruitment.
- Manages Fun in the Sun Site budgets.
- Coordinates summer staff training logistics.
- Works with Summer Learning volunteers in a professional manner.
- Ensures that volunteers/interns are performing in a professional manner.
- Responds to all Summer Learning program site issues in a timely manner.
- Supports all summer learning site activities to assure that volunteers and customers have a positive experience.
- Confirms Volunteers at Pre-K and Fun in the Sun Sites.
- Maintains master program calendar for Fun in the Sun.
- Maintains master calendar for scheduling volunteers at Fun in the Sun & Pre-ks
- Completes End of Summer Reports.
- Represents summer learning programs, agency and participant needs to funders, employers, and the community at large in a positive manner.
- Customer Service Delivery at the highest most positive level
STEAM Coordinator

Supervision: Fun in the Sun Coordinator and Community Impact Team Leader
Status: Part-time, Seasonal
Hours: A maximum of 20 hours per week

Qualifications and Requirements
- Strong educational and youth services program experience
- Bachelor’s degree required
- Strong knowledge of common core standards
- Strong verbal and written communication skills required
- Ability to respond effectively to partner and summer learning program participants
- Ability to speak, write, and read intermediate to advanced Spanish is a DESIRABLE.
- Ability to effectively use Microsoft Suite.

Duties and Responsibilities
- STEAM Coordinator is responsible for creating, developing, delivering Science, Technology, Engineering, Arts, and Math workshops for all Fun in the Sun sites.
- Works in concert with Fun in the Sun staff team to ensure effectiveness of program
- Creates, develops, delivers effective STEAM content
- Ensures all sites receive STEAM programming
- Works cooperatively with other Fun in the Sun Staff
- Responsible for managing and scheduling Fun in the Sun partners at Fun in the Sun sites.
- Manages Fun in the Sun Site budgets.
- Completes End of Summer Reports.
- Represents summer learning programs, agency and participant needs to funders, employers, and the community at large in a positive manner.
- Performs other tasks and assumes such other responsibilities as assigned.
Lunch Bunch Coordinator

Supervisor: Fun in the Sun Coordinator
Status: Part-time, seasonal, non-exempt
Hours: Half day Monday - Friday, May - August

Qualifications and Requirements
- Post high school education with courses in education, recreation, psychology or sociology preferred
- Excellent organizational skills
- Experience and ability to work with youth and adults from a diverse cultural, racial, and socio-economic backgrounds
- First Aid and CPR training will be provided
- Fingerprints, child abuse index, health screening and TB test will be necessary before beginning work with children

Duties and Responsibilities
- Prepares recruitment materials and instructions for volunteer, teams and team leaders
- Develops a coordinated schedule for Lunch Bunch Volunteers working with children’s schedule, UW staff and other involved agencies
- During the execution of Fun in the Sun, the LBV Manager tracks attendance dates and times with volunteer teams
- Provides follow-up on all legal or administrative procedures
- Assists with the recruitment and training of Site Lunch Bunch Interns, and fills in for Interns, given unexpected absences
- Assists with the recruitment and training of a photographer to take photos for promotional material, after gathering signed photo releases
- As much as is possible, the LBV Manager will assist with planning and preparation for any additional Lunch Bunch Special Events and a “Closing Celebration” for the Lunch Bunch
- Event preparation, volunteer recruitment, volunteer hours track and reporting will be conducted using www.volunteersbc.org
- In 2012, will begin to use ANDAR E-volunteer
**Lunch Bunch Intern**

**Supervisor:** Fun in the Sun Coordinator  
**Status:** Part time, Seasonal, Non-exempt  
**Hours:** From June 23 - August 8: Minimum 11:15 a.m. – 1:30 p.m. daily with approximately 4 hours per week required time in United Way of Santa Barbara County office for database entry. First week, required training until 4:30 p.m.; first (June 25-29) and sixth (August 6-10) and week of program more potential hours for conducting evaluations.

**Qualifications and Requirements**
- Ability to display high level of professionalism  
- Responsibility  
- Enjoys working outdoors with children and adults  
- Customer-service oriented  
- Strong communication skills  
- Ability to work under minimal supervision  
- Spanish a plus  
- Must also have knowledge of Microsoft Word and Excel, and be a quick learner on other office database systems. Comfortable with data entry on a PC platform  
- Candidates must have a car  
- Candidates must undergo a fingerprint background check and a TB test

**Duties and Responsibilities**

**Quality Programs**
- Set-up check-in  
- Meet and greet volunteers at check-in  
- Ensure volunteers comply with program policies  
- Ensure a positive experience for volunteers and maintain positive relationships with program staff and program participants  
- Understand and communicate the value of United Way's Community Impact agenda, Fun in the Sun, and Lunch Bunch  
- Other relevant office or on-site work as needed  
- Help administer the FITS pre- and post- evaluations in week 1 and 6  
- In addition, one intern will be responsible for collecting and organizing all related paperwork from all sites for Lunch Bunch, and inputting all information into United Way's computer database. This person will have a few more hours and a slightly larger stipend
Lead Agency

Lead Agency Program Director

Supervisor: Lead Agency Executive Director
Status: Full time, Seasonal, Nor-exempt
Hours: Camp Preparation: A maximum of 40 hours prior to the start of program
For Duration of Program: A minimum of 40 hours per week, may include evening hours

Qualifications and Requirements:
- Master's Degree (Ph.D. preferred) with an emphasis in early childhood education, child and adolescent
development and elementary education
- Four years experience in program research, development, and evaluation
- Ability to communicate and work directly with staff and foster their involvement in program development
and the establishment of program goals and objectives
- Experience in managing programs, on-site and off-site
- Good interpersonal, written and oral communication skills, have the ability to motivate and lead a team, be
energetic and have the ability to work a flexible schedule
- A self-starter, creative, problem solver, negotiator and possess a basic understanding of systems and
processes and be able to work under pressure
- Fingerprints, child abuse index, health screening and TB test will be necessary before beginning work with
children

Duties and Responsibilities:
- Attend all Partner meetings
- Maintain contact with Family Advocates
- Create and implement FITS curriculum
- Create daily program schedules for FITS
- Meet with any staff, children, or parents to address problems and issues

Planning and Budget:
- Develops effective program strategies to achieve goals/outcomes within the framework of board policies
and approved budget
- Develops and maintains a comprehensive program including: center-based programs, outreach programs,
teen programs, training programs, gymnastics program and a counseling program
- Oversees the development and sound fiscal management of program budgets and operates within an
approved budget
- Establishes plans and procedures for securing resources for building the capacity of Fun in the Sun
Program Management:
- Responsible for all phases and management of the organization’s multiple delivery systems
- Ensures that all programs, and the implementation of them, reflect the mission of the agency
- Assesses overall program effectiveness; must possess a basic understanding of program outcome measurements and the ability to manage, implement and record outcome measurements
- Ensures that all program data and statistics are accurately reported to Executive Director

Personnel:
- Supervise, motivate, and encourage program supervisors and sustain successful work teams
- Ensures program supervisors and program staff receive required training
- Administers personnel policies and practices
- Participates in periodic assessment of own performance, develops own work plan (goals and objectives) consistent with the business plan of the organization
Site Coordinator

Supervisor: Outreach and Teen Director of Agency
Status: Full time, Seasonal, Non-exempt
Hours: Camp Preparation: A maximum of 40 hours prior to the start of program
For Duration of Program: A minimum of 40 hours per week, may include evening hours

Qualifications and Requirements
- Bachelors Degree with courses in education, recreation, psychology or sociology preferred
- A minimum of two years work experience with youth in a camp or structured program setting
- Some experience in supervision, administrative duties, and community relations
- Experience and ability to work with youth and adults from diverse cultural, racial, and socio-economic backgrounds
- First Aid and CPR training required
- Fingerprints, child abuse index, health screening and TB test will be necessary before working with youth

Duties and Responsibilities
Quality Programs
- Supports Outreach Director and Assistant Outreach Director in planning and coordinating FITS program
- Oversees day-to-day operations of the Fun in the Sun site
- Ensures that the program goals set forth by FITS partners are met
- Ensures that staff follows the planned schedule prepared by FITS partners
- Responsible for overall supervision of park or site and oversee care of equipment and supplies
- Supports Family Advocate in coordinating special events, program and Family Fun Nights.
- Responsible for ensuring the site is safe, clean and appropriate for children
- Ensures all staff and children follow FITS safety procedures
- Responsible for maintaining a staff to youth ratio of 12:1 (6:1 near a body of water)
- Supervises participating youth as assigned
- Is familiar with developmental needs and interests of each age level
- Creates a positive environment that provides for learning a variety of skills
- Oversees the condition of site as a whole, takes preventative measures to avoid damage, reports damages immediately

Staffing
- Responsible for supervision of site staff and CIT's as it relates to general FITS job performance (e.g., attendance, attitude, relationship with children and staff, following staff policies)
- Responsible for conducting weekly staff meetings with all program leaders
- Collects and reviews weekly activity calendars from all Program Leaders
• Works with Program Leaders if calendars are not adequate
• Encourages Program Leaders to use supplies provided for daily activities and projects
• Substitutes for Program Leader in the event of an absence
• Collects bi-monthly timesheets from Program Leaders, checks for accuracy and submits to Lead Agency Program Director for approval

**Reporting & Communication**

• Responsible for keeping accurate attendance records
• Responsible for submitting up-to-date records of children by color group to Lead Agency Program Director
• Confers regularly with Lead Agency Program Director, consistently problems, concerns, needs and unusual circumstances
• Responsible for the inventory of supplies at end of summer
• Collects weekly purchase requests from Program Leader and checks them against existing supplies
• Submits purchase requests to the Lead Agency Program Director according to set policy
• Coordinates with Lead Agency Program Director and Van Driver to schedule all transportation requests submitted by Program Leaders

**General**

• Is familiar with Lead Agency policies and procedures
• Attends ALL staff meetings, trainings and workshops
• Informs the Outreach Director of any special projects in advance
• Assists other program staff with special events
• Responsible for notifying and reporting any problems or concerns of parents and/or children to the Outreach Director
• Is a positive role model for children
• Performs other duties as assigned
Assistant Site Coordinator

Supervisor: Site Coordinator, Teen and Outreach Director
Status: Full-time, Seasonal, non-exempt
Hours: Monday-Friday, 8:00 am-5:00 pm, may include evening hours

Purpose
To assist in the planning and implementation of a summer day camp for girls and boys ages 5-12 years old; to consider the developmental needs and interests of each age level when planning curriculum and activities; to provide opportunities within the camp for children to acquire a variety of skills; to be a positive role model for children; to encourage, challenge and support children as the experience a wide variety of opportunities; to create a positive emotional and physical environment for children.

Qualifications and Requirements
- Post High School education with courses in education, recreation, psychology or sociology preferred
- A minimum of 1-2 years experience working with children in a camp or similar setting
- Some experience in supervision, administrative duties, and community relations
- Bilingual strongly preferred
- Experience and ability to work with youth and adults from diverse cultural, racial, and socio-economic backgrounds
- First Aid and CPR training will be provided
- Fingerprint, child abuse index, health screening and TB test will be necessary before beginning work with children

Duties and Responsibilities
Quality Programs
- Responsible for supervising participating Fun in the Sun youth as needed
- Assists in overall supervision of the park, including care of facility, building, and equipment
- Responsible for cleanup and removal of all Fun in the Sun materials from the Welcome House every Friday
- Responsible for keeping adequate supplies on hand. Encourages staff and youth to use equipment and supplies properly
- Responsible for coordinating the daily lunch and snack program with the Community Action Commission, the Foodbank, program volunteers and CITs
- Responsible for purchasing all program supplies requested by Program Leaders and Coordinator
- Assists the Coordinator in planning special events and whole program field trips throughout the summer session
- Responsible for stocking First Aid supplies and applying as needed
• Responsible for maintaining a staff ratio of 1:13 youth (1:6 ratio if activity is near a body of water.
• Facilitates weekly sessions with CITs
• Responsible for providing an environment that is safe, clean, bright, and geared for activities; updates bulletin boards if applicable

Staffing
• Responsible for supervision of all Counselor-In-Training (CIT), including but not limited to: assisting in training, providing enrichment activities, leading weekly CIT/staff meetings (including games and team-building activities), and completing mid-summer and end of summer CIT evaluations with Program Leaders
• Assists in weekly staff meetings with Program Leaders and Site Coordinator
• Assists Site Coordinator in all Administrative duties as assigned

Reporting and Communication
• Confers regularly with the Site Coordinator, including problems, concerns, needs, trends and unusual circumstances
• Refers and provides resource information to youth, as needed
• Submits completed purchase requisitions (with all receipts attached) to the Site Coordinator for approval within one week of purchases made

General
• Familiar with all Lead Agency and Fun in the Sun policies and procedures
• Attends ALL staff meetings, trainings, and workshops
• Informs Coordinator of any special projects in advance
• Assists other program staff on special events
• Responsible for notifying and reporting any problems or concerns of parents and or youth to the Coordinator
• Performs other duties as assigned
Site Aide

Supervisor: Site Coordinator, Assistant Site Coordinator
Status: Full time, seasonal, non-exempt
Hours: 40 hrs per week; may include some evening and weekend hours.

Qualifications and Requirements
- Good interpersonal and verbal communication skills
- Ability to supervise and facilitate youth activities, be energetic, and provide staff support as requested
- Minimum of 1 year post-high school education with courses in sociology, psychology, education, or related field
- A minimum of 6-months work experience with children ages 5 to 14 years. Some work experience in administration desirable
- First Aid and CPR training required
- Fingerprints, child abuse index, health screening and TB test will be necessary before employment begins
**Program Leader**

**Supervisors:** Site Coordinator, Assistant Site Coordinator  
**Status:** Full time, seasonal, non-exempt  
**Hours:** 40 hours per week

**Qualifications and Requirements**
- Post high school education with courses in education, recreation, psychology or sociology preferred  
- A minimum of 1-2 years experience working with children in a camp or similar setting  
- Experience and ability to work with youth and adults from a diverse cultural, racial, and socio-economic backgrounds  
- First Aid and CPR training will be provided  
- Fingerprints, child abuse index, health screening and TB test will be necessary before beginning work with children

**Duties and Responsibilities**

**Quality Programs**
- Planning and delivering quality and balanced programs for youth, as assigned  
- Supervising youth as assigned  
- Preparing the room or space for class each day and having all supplies ready for planned activity  
- Picking up and cleaning of room or area at the end of each class/activity/field trip, with the help of CIT and youth  
- Maintaining an environment that is safe, clean, bright, and geared for activities  
- Encouraging children in proper use of equipment and supplies  
- Administering daily enrichment activities as assigned by Lead Agency and United Way  
- Following the planned schedule as prepared by FITS partners  
- Planning structured afternoon group activities that provide for a wide variety of positive experiences  
- Maintaining a staff ratio of 12:1 (6:1 ratio if activity is near a body of water)

**Staffing**
- Supervising assigned Counselor-in-Training (CIT) including but not limited to: assisting in training, providing positive feedback and constructive criticism to CIT throughout summer, assisting in CIT planned activities and mid-summer and end of summer CIT evaluation

**Reporting and Communication**
- Confers regularly with the Site Coordinator  
- Keeps the Coordinator informed of problems, concerns, needs and trends  
- Submits purchase requisitions to Site Coordinator by Wednesday morning every week
• Submits weekly calendar to Site Coordinator by Wednesday morning every week
• Submits transportation request to Site Coordinator by Wednesday morning every week

General
• Is familiar with all Lead Agency and Fun in the Sun policies and procedures
• Attends ALL staff meetings, trainings, and workshops
• Informs Site Coordinator of any special projects in advance
• Assists other program staff on special events
• Notifies and reports any problems or concerns of parents, CITs, and or youth to Site Coordinator
• Performs other duties as assigned
Partners

Program Partners

Supervisor: United Way of Santa Barbara County
Status: Part time, Volunteer
Hours: Depends on services being delivered and contract

Qualifications and Requirements

- You and your organization must feel passionately about serving disadvantaged youth, believe in our mission and goals, have a successful summer program, and are willing to make a commitment to contribute supplies or services to FITS

Duties and Responsibilities

- Each agency interested in being involved in the FITS program for the upcoming year must submit a program proposal outlining their proposed involvement in FITS, their estimated costs, the goals and measurable outcomes of their contribution
- All partners involved in FITS will be asked to submit a Memorandum of Understanding to the Lead Agency and United Way
- Submit an End of Summer Report w/in 21 days after Agency has completed program/services delivery
Family Advocates

Qualifications and Requirements

Hours and dates of position are as follows:

- First week of FITS to last week of FITS
- Monday–Friday
- 8:15am–4:15pm; lunch break takes place from 11:00am–12:00pm
- Family Night (date varies by site): 4:45–6:45*

* On Family Night Family Advocate will adjust comp. hours & report adjustments to Site Coordinator so as not to exceed 35 hours for the week

Duties and Responsibilities

Daily Check-in/Check-out & Absences:

1. Is present at Check in to provide translation, speak with parents about concerns and ensure each child has brought necessary clothes for day's activities (i.e. swimsuit for beach day) and is wearing their FITS hat
2. Is present at Check out to provide translation, speak with parents about concerns, provide parents with behavior reports & accident reports for the day and remind parents of upcoming events
3. Ensures that each child is checked in and signs out from Fun in the Sun daily
4. Calls parents if child is absent from FITS
5. Keeps record of unexcused absences. An absence is considered unexcused if parent does not provide you with a note from Doctor, Dentist, Counselor, etc.
6. Alerts Site Coordinator & parents after child has 3 unexcused absences.

Communication with Parents:

1. Keeps parents informed of upcoming events through informational fliers, phone calls, and in person communication
2. Assists staff in communicating with Spanish speaking parents.
3. Keeps progress notes for parent meeting/ counseling
4. Ensures that parents are aware of the program policies of Fun in the Sun
5. Ensures that parents complete paperwork necessary for children to take part in partner agency activities.
6. Ensures that a parent or guardian for each child is informed in person or via telephone about the Family Night event

End of Summer Report:

1. Submits end of summer report to Lead Agency including:
   a. Number of referrals to each type of care (child or family)
   b. Number of (and names of) children dropped from FITS and reasons
   c. Demographics of Families in FITS as requested by United Way and Lead Agency
d. Issues or concerns from the summer

Family Fun Nights:
1. Works with Site Coordinator to plan Family Fun Night
2. Ensure that parents attend Family Fun Night
3. Help Fun in the Sun to reach the goal of 100% Family Participation in Family Fun Nights

Registration
1. Ensures that all registration & medical forms are complete and that all scholars have all necessary paperwork on file and signed.
2. Is responsible to recruit and register new scholars to the Fun in the Sun program when spaces are available.
3. Ensures that all Fun in the Sun participants meet income eligibility requirements and are able to attend the program each day.

Reports & Communication
1. Submits end of summer report to Lead Agency within 21 days of end of FITS including:
   a. Number of referrals to each type of care (child or family)
   b. Number of (and names of) children dropped from FITS and reasons
   c. Demographics of Families in FITS as requested by United Way and Lead Agency.
   d. Issues or concerns from the summer
2. Submits weekly reports to Lead Agency each Friday of the program including:
   a. Number of (and names of) children dropped from FITS and reasons why
   b. Current number of children enrolled in FITS
   c. Absences for the week
   d. Matters of concern for the week
   e. Referrals provided to types of care (type of referral)
   f. Issues discussed with children or families

Other
1. Makes referrals
2. Provides case management services to the families at FITS
3. Makes Progress Notes for parent conversations
4. Provides written translation for site materials as requested by Site Coordinator or Lead Agency.
5. Is available to meet with parents and children as requested by Lead Agency and the Site Coordinator
6. Assists Site Coordinator and Program Leaders with supervision of children as necessary
7. Is available to communicate with parents and staff when Site Coordinator is off site for lunch break.
Scholars and Families

Supervisors: Program Leaders, Site Coordinators, CITs

Qualifications and Requirements:
  - Sometimes different qualifications at different sites, but generally:
    - Children going into 1st-6th grade who have demonstrated ‘at risk’ behavior
    - Children who do not have a summer environment conducive to learning, exploring, and playing safely
    - Children from very low income families (Qualifications pre-determined by a family income chart)

Duties and Responsibilities
  - Behave according to the pillars of success:

  ![Trustworthiness]
  ![Respect]
  ![Responsibility]
  ![Fairness]
  ![Caring]
  ![Citizenship]
Volunteers

Counselors in Training (CITs)

**Supervisors:** Program Leaders, Site Coordinators, Lunch Bunch Volunteers

**Qualifications and Requirements**
- Entering 10-12 grade in Fall 2012
- Former FITS participant/scholar preferred

**Duties and Responsibilities**
- Be a role model of the 6 Pillars of Success
- **Attendance:** CITs are expected to arrive on time and prepared for all scheduled activities. If you are sick and unable to come to FITS contact the Family Advocate or Site Coordinator by 8am. Remember you are part of a team and it is important that you are at FITS each day.

- **Dress:** Wear your FITS hat each day all day. Wear closed toed shoes at all times unless you are at the beach or pool. Bathing suits must be appropriate, if your bathing suit is too revealing you will be asked to wear a shirt over it.

- **Cell Phones:** Cell phones must be turned off during FITS. Any exceptions to this rule must be cleared by your Assistant Site Coordinator.

- **Interaction with Kids:** You may not give piggyback rides, pick up children or other CITs, or allow children to sit in your lap or hang on you. Also rough play is prohibited.

- **Check out:** CITs must be signed out of Fun in the Sun everyday by a parent/guardian unless a written and signed letter is delivered to the Family Advocate by CIT’s parent/guardian. CITs must always check with Site Coordinator or Assistant Site Coordinator to be sure their duties are finished before leaving for the day.

- **ICE:** CITs are expected to display *Initiative, Cooperation, and Enthusiasm* at Fun in the Sun.

- **Lunch:** CITs may either eat the lunch provided at their FITS site or bring a sack lunch from home. CITs will not be allowed to leave the FITS site for lunch.

- **Review:** CITs will be reviewed by Assistant Site Coordinator twice during the summer. Reviews will be kept on file and results will be considered when CITs reapply for next summer.
• **Field trips**: CITs are to stay with their group at all times when off-site (field trips). Fieldtrips are a very important time that CITs must be responsible and help the leader to supervise the children in the group.

• **Reporting**: Your leader or the Assistant Site Coordinator should know where you are at all times at FITS.

• **CAC Lunch**: CITs will be responsible for assisting Site Coordinator and Assistant Site Coordinator with the CAC lunch program each day before they are dismissed to take their own lunch break.

• **Snack**: CITs will be responsible for assisting Site Coordinator with preparation of snack each day.

• **First Aid**: If a child is hurt please go with them to the nearest Leader. If they cannot move on their own bring the leader to them. Do not attempt to give first aid to any of the children.

• **Friends/Classmates**: CIT’s friends and classmates are not allowed to visit at the FITS site. Do not invite them. If you see any friends, classmates, or acquaintances at the pool, beach, or any other place when you are with FITS you may wave to them, but must ask permission from your leader to go and speak with them. Remember the #1 duty of a CIT is to be with your group and your leader must give permission to be relieved of that duty (for a short period of time).

• **Unsatisfactory Performance**: If a CIT is not performing their duties to an appropriate standard they will be spoken to by the Assistant Site Coordinator about improving and a note will be placed in their file. If they do not make changes they will meet with the Assistant Site Coordinator and a parent to discuss and a note signed by CIT and parent will be placed in their file. If they still do not improve they will be removed from the CIT program.
Lunch Bunch Volunteers

Supervisor: Site Coordinator, Assistant Site Coordinator
Status: Part time, Volunteer
Hours: 1 hour, during your lunch break

Qualifications and Requirements
- Ability to interact with children in a recreational environment
- Desire to contribute to Fun in the Sun
- Willingness to plan short activities for children during a one hour lunch break
- Energetic persona and motivation to have fun with FTTS kids

Duties and Responsibilities
- Lunch Bunch connects Fun in the Sun kids with hundreds of caring adults from the local community.
- Provide caring individuals to get involved during their lunch hour
- Volunteers have a chance to chat, play, and even plan activities for the kids. Many local employers have formed volunteer teams. Some teams come up with their own creative contributions like holding a book drive, organizing a soccer game with kids or sponsoring a barbeque
Part 4
Policies & Procedures
# All-FITS Contact Information

## 2012

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>AM/PM</th>
<th>Phone</th>
<th>Email</th>
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<tr>
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<tr>
<td>Room #’s</td>
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<tr>
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<td>ASC</td>
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<td>Driver/All</td>
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**FITS ADMINISTRATION**

<table>
<thead>
<tr>
<th>FITS Coordinator, United Way</th>
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<tbody>
<tr>
<td>Asst. FITS Director, Lead Agency</td>
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<tr>
<td>FITS Program Director, Lead Agency</td>
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<tr>
<td>Community Impact Team Leader, United Way</td>
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<tr>
<td>Executive Director, Lead Agency</td>
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<tr>
<td>CEO, Lead Agency</td>
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</tbody>
</table>
## Contact Protocol

**Site Coordinator**= SC  
**Assistant Site Coordinator**= ASC  
**Program Leader**= PL

<table>
<thead>
<tr>
<th>Agency/Site</th>
<th>Persons Affected</th>
<th>Issue</th>
<th>Call</th>
<th>Action</th>
<th>Resolution</th>
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</thead>
<tbody>
<tr>
<td>FITS Site</td>
<td>Employee</td>
<td>Unexpected Absence</td>
<td>Supervisor (i.e. PL calls ASC; ASC calls SC, etc.)</td>
<td>If no answer, call next highest supervisor, and so on until someone is reached</td>
<td>Site Aid will substitute If no Site Aid on that day, ASC will substitute</td>
</tr>
<tr>
<td></td>
<td>Employee</td>
<td>Illness while on Site</td>
<td>Supervisor</td>
<td>If no answer, call next highest supervisor, and so on until someone is reached</td>
<td>Site Aid will substitute If no Site Aid on that day, ASC will substitute</td>
</tr>
<tr>
<td></td>
<td>Employee</td>
<td>Injury while on Site</td>
<td>Supervisor</td>
<td>If no answer, call next highest supervisor, and so on until someone is reached</td>
<td>Site Aid will substitute If no Site Aid on that day, ASC will substitute</td>
</tr>
<tr>
<td></td>
<td>Employee</td>
<td>Suspected Drug/Alcohol use or abuse</td>
<td>Direct Supervisor</td>
<td>A minimum of one day of unpaid leave for employee while issue is investigated</td>
<td>After investigation, SC and ASC determine a proper consequence (i.e. termination, suspension, etc)</td>
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<tr>
<td>Employee</td>
<td>Sexual Harassment/Sexually inappropriate behavior</td>
<td>Direct Supervisor</td>
<td>A minimum of one day of unpaid leave for employee while issue is investigated</td>
<td>After investigation, SC and ASC determine a proper consequence (i.e. termination, suspension, etc)</td>
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</tr>
<tr>
<td>Employee on Site</td>
<td>Poor job performance (lack of focus on children, volunteers, other staff, parents, school, staff, etc.)</td>
<td>Direct Supervisor of Employee</td>
<td>Supervisor will refer to Performance Review Process and determine a timely form of action</td>
<td>Employee will either be suspended, transferred to another position, or terminated within 72 hours</td>
<td></td>
</tr>
<tr>
<td>Child or CIT</td>
<td>Illness while on Site</td>
<td>PL calls ASC; ASC calls parent</td>
<td>If no answer, call next highest supervisor, and so on until someone is reached; Child stays at main office with ASC until pick-up</td>
<td>Child is picked up by parent/guardian or other adult listed on child's emergency contact sheet</td>
<td></td>
</tr>
<tr>
<td>Child or CIT</td>
<td>Injury while on Site</td>
<td>PL determines whether to immediately call an ambulance and calls 911 if necessary; <strong>If 911 IS necessary:</strong> ASC will escort child to hospital and</td>
<td>If no answer, call next highest supervisor, and so on until someone is reached; if no ambulance needed, child stays at main</td>
<td>Child is either escorted to emergency room by ASC or picked up by parent/guardian or other adult listed on child's emergency contact sheet</td>
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<tr>
<td>Child or CIT</td>
<td>Suspected Child Abuse</td>
<td>SC</td>
<td>Employee fills out Child Abuse Report and submits to SC</td>
<td>Either PL or SC calls hotline and submits one written report to Child Welfare Services. SC contacts Program Director at Lead Agency</td>
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</tr>
<tr>
<td>Child or CIT</td>
<td>Sexual Harassment/Sexually inappropriate behavior</td>
<td>Direct Supervisor</td>
<td>PL follows FITS Discipline Procedure, submits written report to parent</td>
<td>After written warning, follow Discipline Procedure if behavior does not change</td>
<td></td>
</tr>
<tr>
<td>All at FTS</td>
<td>Loiterer/Unwanted Visitor</td>
<td>Police if perceived threat; Otherwise, SC handles situation</td>
<td>SC asks Unwanted Visitor to leave if there is no perceived threat in approach</td>
<td>SC or ASC writes report of incident</td>
<td></td>
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</tbody>
</table>
Communication of Events

Children:

Injuries
In the event that a child is injured at FITS, it is the responsibility of FITS staff to administer First Aid/CPR or dial 911 if necessary. Site Aid will substitute for FITS staff member if necessary. After the injury has been controlled, staff member must fill out a complete Accident Report and submit one copy to the FITS Director and one copy to the child’s guardian at the end of the day.

- Each Site contains a large first aid kit (complete with breathing barriers, etc.) and each Program Leader is provided a smaller first aid kit.
- Program Leaders must monitor and replenish first aid kit supplies and request new supplies from Site Coordinator when needed
- Site Coordinator must monitor and replenish first aid kit supplies

* **“Minor” injuries, such as bruises or scrapes, must also be reported.**

Illness
Should a child become ill during the day at FITS, it is the responsibility of FITS to notify the parents. Sick child should be sent to the Site Aid and stay in a designated resting area. Site Aid will then make arrangements to notify parent/guardian and have the child picked up. Site Aid will notify Site Coordinator of sick child and update once child is picked up by designated adult.

Safety Concerns

- FITS participants are expected to dress in a fashion conducive to movement and learning. Open toed shoes are not allowed due to safety hazards, unless a field trip calls for this attire.
- If a child forgets to wear their FITS t-shirt on a field trip day, a FITS t-shirt will be loaned to them for the day.
- If a child is repeatedly dressed inappropriately (such as open-toed shoes) or repeatedly unprepared, a notice will be sent home to parents.
- Furthermore, staff members are trained for environmental, security, and health emergencies and are prepared with contingency plans for such occurrences.
**Expected Behaviors**

- Appropriate conduct and language towards other children and staff members
- Appropriate play and touch
- Respect towards other staff members and children
- Participation in activities at FITS
- Behavior in accordance with the 6 Pillars of Character

* See Behavior Report System document

**Recognition of Exemplary Behavior**

FITs staff members are trained to repetitively teach the 6 Pillars of Character and to also reward exemplary behavior regarding the pillars. It is the belief of FITS personnel, as well as many educators, that rewarding good behavior is more effective and desirable than punishing bad behavior. FITS staff members are trained to verbally recognize good behavior by offering encouraging words. Additionally, every week, Program Leaders select a child from their group who has outstandingly demonstrated one of the pillars and present them with a certificate acknowledging their behavior.

**Staff:**

**Injuries**

In the event that a staff member is injured at FITS, it is the responsibility of FITS staff to administer First Aid/ CPR or dial 911 if necessary. After the injury has been controlled, Site Coordinator must fill out a complete Accident Report and submit one copy to the FITS Director.

**Illness**

Should a staff member become ill during the day at FITS, it is the responsibility of the staff member to notify the Site Coordinator/FITS Director. The Site Coordinator will then make arrangements to find a substitute for that staff member.
Safety Concerns
FITs staff members are expected to dress in a fashion conducive to movement, teaching, and demonstrating. Open toed shoes are strongly discouraged due to safety hazards, unless a field trip calls for this attire.

Expected Behavior
- Appropriate play and touch ("side" hugs are the only acceptable type of touch at FITS and may only occur when a child initiates contact)
- Appropriate conduct and language toward other staff members and children
- Respect towards other staff members and children
- Children will have a staff member with them at all times; children are not to be left unattended at any time, under any circumstances.

Sexual Harassment: any unwelcome sexual advance or conduct on the job that creates an intimidating, hostile, or offensive working environment. Any conduct of a sexual nature that makes an employee uncomfortable has the potential to be sexual harassment.

Although the definition is rather broad, sexual harassment comes in many forms, none of which will be tolerated at Fun in the Sun. If a staff member feels that they are being harassed, they should follow the Chain of Command sheet provided. Depending on the situation, they will most likely need to contact the next highest staff member.

Use of Personal Items
It is against FITS policy for staff to bring or use any personal electronic devices in the presence of scholars. Laptops, iPods, CD players, etc. are not to be brought to FITS sites, as they are extremely distracting for children and are subject to being damaged. The general environment at FITS is not conducive to proper use, storage, or care of such items. Cell phones may be brought to FITS, but may only be used in the event of an emergency or on a break.
Site:

**Damages**

Damages to FITS or site/school equipment must be reported on a provided form and submitted to the Site Coordinator as soon as possible.

**Unauthorized Visitors/Loiterers**

Unauthorized visitor(s) are not welcome on any FITS sites. Should a staff member notice an unauthorized visitor(s) on site, the Site Coordinator should be notified immediately. Site Coordinator will then, if perceived to be safe, ask the person(s) to leave the site. If person(s) refuse, Site Coordinator will then call the Santa Barbara Police.

** If approaching the unauthorized visitor(s) is perceived to be unsafe, they should not be approached and law enforcement should be notified immediately.
Eligibility and Enrollment Policies

Eligibility for the Fun in the Sun program is based upon several factors.

1. **Qualifying**
   - Primarily, consideration for a Fun in the Sun participant begins with a low family income based on a standard measurement.
   - Income requirement based on the California Department of Education’s financial thresholds for qualification for the California Free or Reduced Lunch program throughout the state-wide public school system.
   - Family Advocates*, Educators, and the United Way of Santa Barbara County determine individuals who are the most at risk for summer learning loss and future undesirable behaviors.

2. **Other Factors**
   - Priority registration given to all returning FITS participants, whose families still qualify financially, over new participants.
   - First come/first served basis and a waiting list is generated for each location accordingly if necessary.
   - It is a requirement for FITS participants to have a strong support system at home, as determined by Family Advocates, which is conducive to a healthy and stimulating learning environment.

3. **Recruitment**
   - After United Way identifies potential scholars under the advisory of local educators and Family Advocate, United Way personnel set a date for Agencies (such as Girls Inc.) to contact families and mail application forms to individuals.
   - Application does not guarantee appointment to the program, as enrollment is based upon funding availability.
   - From the group of returned applications, a number of participants determined based upon need and then notified by mail of their acceptance or non-acceptance to the FITS program.
Sample Eligibility Scale (2007-2008)
Family Income Requirements:

### Income Eligibility Guidelines
July 1, 2007 through June 30, 2008

<table>
<thead>
<tr>
<th>Household Size</th>
<th>FREE ELIGIBILITY SCALE</th>
<th>REDUCED-PRICE ELIGIBILITY SCALE</th>
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<td></td>
<td>LUNCH, BREAKFAST, MILK</td>
<td>LUNCH, BREAKFAST</td>
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<tr>
<td>8</td>
<td>44,941</td>
<td>3,746</td>
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</tbody>
</table>

For each additional family member, add:

| $4,524  | $377   | $189   | $174   | $87    | $6,438 | $537   | $269   | $248   | $124   |

* A non-profit organization designed to keep children out of danger and in safe homes, by partnering with parents and schools to build strong families.
Fun in the Sun Program Rules

All FITS participants are expected to adhere to both FITS and site/school rules. School rules will be provided once site is assigned.

General Rules

- Be polite, cooperative, and responsible.
- Be respectful, courteous and tolerant of others; no teasing or rudeness.
- Any form of harassment is against FITS Policy and not allowed.
- Follow the directions of all FITS personnel and volunteers promptly and politely.
- Keep school/site safe, neat and clean. Practice conservation by using supplies wisely and protecting equipment, plants and trees.
- Use appropriate language for school. No swear words.
- Respect the property of other scholars and the school.
- Be sure your actions are safe. Keep hands, feet and other objects to yourself. Refrain from fighting or other actions meant to hurt others. Fighting will result in an automatic suspension and possible dismissal from the program.
- Walk in the halls and patios. Play away from buildings, patios, and halls. Use the bathrooms correctly.
- Stay at the sites all day unless the FITS staff gives you permission to leave.
- Leave your personal valuables at home. Tape recorders, iPods, and Game Boys are not allowed at FITS unless special permission is given by your Program Leader.

- Gum chewing is not permitted at FITS.
- Electronic games are not allowed at FITS.
- Trading cards are not allowed at FITS.
- Alcoholic beverages, motorized vehicles, skateboards, and pets are not allowed at FITS at any time.
- Bicycling, scooters, and rollerblades are permitted after 5:00 pm on asphalt playground only.
- Maintain and enhance the self esteem of others when engaging in conversation.
**Lunch Rules**
- Use good table manners during meals.
- Keep your eating area clean.
- Walk to and from lunch.
- Be respectful and courteous to others. Follow the directions of the volunteer Lunch Bunch supervisors.
- Quiet conversation is enjoyable during lunch; shouting is not acceptable.
- Pick up your papers and trash.

**Dress Standards**
- Participant clothing should be appropriate, suitable for the daily routine of the classroom, safe, and not distracting to the instructional process.
- Pants, shorts and t-shirts are to fit appropriately. No pants are to be worn low (showing underwear) or “sagging”.
- No make-up, except when participating in a class or school project which requires it.
- Hats, caps and other head coverings shall not be worn indoors.
- Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
- Students must wear shoes or tennis shoes to allow for safe and full participation in daily physical education activities. **No sandals, flip-flops, or open-toed shoes.**
- T-shirts and caps are to be devoid of prejudicial, racist, sexist pictures and/or slogans including but not limited to:
  - foul language
  - liquor, tobacco, drug promoting slogans
  - gang related signs, symbols, slogans, styles, and trends.
- Necklaces, beads, chains hanging from pants, dangling or hoop earrings, nose rings, and other ornaments tend to account for safety problems during physical education, and therefore are not
allowed. The type of daily dress should not prevent any child from participating fully in physical education and should not be a distraction to the learning environment.

**Field Trips**

- Bring your permission slips on time so you can participate in the planned field trip.
- Leaders ensure permission slips are turned in and accounted for prior to departure for all participants.
- FITS t-shirt is required to be worn on field trip days. This will help keep the group together and safe.
- Listen carefully to your Program Leader, practice the 6 Pillars of Character, and follow the rules of FITS.
Scholar Discipline Plan

FITS behavior policy is based on the pillars of Character Counts. While the program practices positive reinforcement, encouraging and rewarding representations of the 6 Pillars of Character, certain incidences may occur that require punishment and/or dismissal from the program.

As recommended by participating teachers, principals, and other stakeholders, the FITS Discipline Plan is concise and direct. To participate in Fun in the Sun is a privilege. With just 7 weeks in the program, immediate action must be taken for those that are unwilling to comply with program policies and actively work against program goals.

Our Behavior Report System has the following steps:

1st Behavior Report  Warning and report sent home. Parent/guardian needs to sign and return it to FITS. All of our discipline policy is based on the pillars of Character Counts. Remind the child(ren) which pillar it is they are failing to exhibit and ask how they could have acted more appropriately in the situation.

2nd Behavior Report  Child will be dismissed from the program at the discretion of FITS management staff. Report will be given to parent, who must sign and return to FITS staff.

If a serious incident occurs Step 1 may be skipped....

If at any time a situation appears to be out of your control immediately contact the Site Coordinator for support and safety of all involved.
Staff Discipline Plan

Resignation:

At Fun in the Sun, we are proud of our low turnover, so before you think of resigning speak with your immediate supervisor. Sometimes a misunderstanding can be resolved. However, in the rare instance of a resignation, we require only the return of Fun in the Sun property and request the customary two (2) week notification period.

Discharge and Termination:

Employees at Fun in the Sun are required to follow the rules of the agency from which they were hired. However, given the brevity of the program, it is recommended that Lead Agencies adhere to the following discipline process. There are times when an employee cannot perform to the standards of Fun in the Sun and is subject to termination, suspension, or transfer. Usually, discussions with Supervisors and attempts to remedy problems precede these actions.

Issues regarding termination, suspension, or transfers should be resolved within 72 hours of an initial violation. After a second violation, a consequence should be decided within 48 hours. Should an employee commit a third offense, they shall either be terminated or transferred to another position/site within 24 hours.

Matters which may result in termination include but are not limited to, the following and are determined in the sole discretion of the Management:

- Poor job performance
- Excessive tardiness
- Excessive absences
- Insubordination
- Illegal acts
- Dishonesty
- Falsification of Company records
- Destruction of Company property
- Possession of weapons on Company property
- Performing unauthorized personal work on Company time
- Unauthorized use of Company telephone or equipment for personal use
• Misuse or removal from Company property of any confidential records or information
• Fighting or provoking a fight during work hour
• Any falsification of time cards
• Use or possession of alcohol illegal substances or contraband
• Sexual Harassment
• Threatening or intimidating another employee
• Immoral or indecent language or conduct
• Falsifying reports, personal records etc.
• Wasting time anywhere on Fun in the Sun sites during work hours
• Abusing property of Fun in the Sun or other employees
• Leaving your group or site during work ours without permission of the Site Coordinator or Assistant Site Coordinator
• Bad mouthing Fun in the Sun or other employees
• Creating or contributing to unsafe or unsanitary conditions
• Soliciting or collecting contributions of any kind on Fun in the Sun sites without United Way authorization
• Indulging in pranks or horseplay
• A serious accident that could have been avoided by the use of good judgment, common sense and proper training and handling procedures
• Failure to properly or promptly report any accident or incident involving injury and or property damage
• Any other matter determined solely in the discretion of the employer to be sufficient justification for your termination

The above list is not inclusive. Depending on the severity of various offenses, decisions concerning whether to reprimand, warn or immediately discharge an employee will be left solely to the employer. Fun in the Sun reserves the right to terminate an employee for any other matter determined solely in the discretion of the employer to be sufficient justification for your termination not prohibited by law, without prior warning.
Parent/Guardian Policies

Arrival and Pick-up
Fun in the Sun starts at 8:30 am and ends at 4:30 pm Monday-Friday. Participants should arrive at their site as early as 8:15 and be picked-up no later than 4:45 pm every day, Monday-Friday, unless designated otherwise. If a child is repeatedly picked-up late, Fun in the Sun staff may start charging $5.00 for every ten minutes that the parent/guardian is late.

Signing In and Signing Out
Children are to be signed in by their parent or guardian upon arrival at 8:30 am and signed out upon pick-up at 4:30 pm every day.

Animals on Site
Please be sure that your dog or other animals are secure before your child comes to Fun in the Sun each day. Dogs are not welcome on the site, as the normal excitement may overly stimulate even the gentlest pet. Because of State Law, Health & Safety code, and possible injuries to scholars, animals ARE NOT ALLOWED ON THE SCHOOL GROUNDS (with the exception of prearranged, controlled conditions).

Under the Influence
It is a Fun in the Sun policy that if a parent or guardian arrives to pick up a child and appears to be “under the influence” to staff members, the following steps will be taken:

- FITS staff will encourage the parent/designated pick-up person to find another means of getting home, either by public transportation or with a friend or family member.
- If a parent/designated pick-up person chooses to leave the site with the child, FITS staff (being a mandated reporter) will call law enforcement. (California Child Abuse reporting law, penal code section 11165.5-11174.5 under child neglect.)

Schedule/Attendance
Due to the high number of applicants to our Fun in the Sun program, as well as the drop out rate in past years, we would like to inform you of our new attendance policy. Our program funding and consistency
depend upon attendance, so our new attendance policy is as follows: “More than five unexcused absences may result in dismissal from the Fun in the Sun program.”

1. The only “excused absences” are when the child is home sick, has a documented doctor, dentist or counselor appointment (with proof of appointment given to Family Advocate), or has a special circumstance approved ahead of time by Family Advocate. All other absences are considered “unexcused” (that includes family trips that extend beyond a normal school vacation or holiday).

2. If your child has more than five unexcused absences following his or her scheduled start day, it is likely your child will be dismissed from the program and the space given to another child. However, you can save your child’s space by paying a $5.00 fee for each unexcused absence that goes beyond the five day limit.

Your Child’s Health
As part of the Fun in the Sun program, your child will be receiving nutritious meals and snacks daily. Activities at Fun in the Sun require high energy, so please let your child get plenty of rest at home to ensure a healthy summer.

Disease Prevention and Sick Policy

ILLNESS AT FITS
If your child becomes ill at Fun in the Sun, we will contact you, or the person you have designated on your emergency card.

ILLNESS AT HOME
Fun in the Sun is not a place for a sick child. If your child has any of the following symptoms, he/she should stay home:

<table>
<thead>
<tr>
<th>Cough and Runny Nose</th>
<th>Head Lice</th>
<th>Sore Throat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cramps</td>
<td>Inflamed Eyes</td>
<td>Swollen Glands</td>
</tr>
<tr>
<td>Diarrhea</td>
<td>Nausea or Vomiting</td>
<td>Temperature</td>
</tr>
<tr>
<td>Headache</td>
<td>Rash</td>
<td></td>
</tr>
</tbody>
</table>
EXCLUSION TIME FOR ILLNESS

For the protection of all children, please observe the following minimum exclusion times:

Cold........................................... 3 days from onset
Chicken pox.............................. 7 days. For Child’s own protection, scabs
                                      should be healed on exposed part/s of body.
German Measles
(Rubella) ......................... until symptoms are gone
Impetigo............................... until sore is healed or under appropriate treatment
Mumps................................. 9 days or until swelling is gone
Pink Eye................................. 24 hours after treatment/medication applied
Red Measles......................... 7 days after rash appears
Scabies................................. After appropriate treatment. MUST be cleared by
                                      physician to be admitted back to class

Infectious Hepatitis..................   \ NOTE FROM PHYSICIAN
Mononucleosis......................
Scarlet Fever........................
Strep Throat.........................

Please notify the Fun in the Sun staff if your child has any of these contagious illnesses, except
for colds. The school will then notify parents of possible exposure.

Accidents, Injuries, etc.
In the case of accidents to participants, Fun in the Sun is responsible for first aid only. Site Coordinators
and Program Leaders are trained in First Aid and CPR and on call at all times for assistance. In any
injury of a serious nature, the parents of the child will be notified immediately.

IN THE EVENT OF AN EMERGENCY, PARTICIPANTS WILL REMAIN WITH FUN IN
THE SUN PERSONNEL UNTIL THEY ARE PICKED UP BY PARENTS OR PARENT
DESIGNEES (as specified on Scholar Emergency Cards).
Birthdays
If your child has a birthday during the FITS program and you would like to bring a treat for their group, we ask that you consult the Site Coordinator and keep the item simple. Easy clean-up and as sugar free as possible are key. Some suggestions: Muffins, watermelon slices, fruit salad, bagels and cream cheese, or even pizza. Please find out number of children in your child’s group to ensure that you bring enough.

Dress Standards
Participant clothing should be appropriate, suitable for the daily routine of the classroom, safe, and not distracting to the instructional process.

- Pants, shorts and t-shirts are to fit appropriately. No pants are to be worn low (showing underwear) or “sagging”.
- No make-up, except when participating in a class or school project which requires it.
- Hats, caps and other head coverings shall not be worn indoors.
- Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
- Scholars must wear shoes or tennis shoes to allow for safe and full participation in daily physical education activities. No sandals, flip-flops, or open-toed shoes.
- T-shirts and caps are to be devoid of prejudicial, racist, sexist pictures and/or slogans such as:
  - foul language
  - liquor, tobacco, drug promoting slogans
  - gang related signs, symbols, slogans, styles, and trends.
- Necklaces, beads, chains hanging from pants, earrings, nose rings, and other ornaments tend to account for safety problems during physical education, and therefore are not recommended. The type of daily dress should not prevent any child from participating fully in physical education and should not be a distraction to the learning environment.

Toys
Fun in the Sun can assume no responsibility for damage to, or loss of, playthings that a scholar may bring to the site. The following are among the items that are not allowed at Fun in the Sun: trading cards of any kind, knives (including pocket knives), toy or squirt guns, cameras, iPods, CD Players,
matches, or other potentially dangerous articles. Leave all toys (including balls) at home. Fun in the Sun will provide play equipment, such as balls and hula hoops, when appropriate.

**Visitaton Policy**
All visitors must report to the Site Coordinator upon entering the Fun in the Sun site during the hours of 7:30 a.m. to 5:00 p.m. Visitors will be given a visitor's badge. Violators/trespassers will be reported to the Sheriff's Department.

**Withdrawal Notification**
Because of the growing wait list for FITS every year, we request that you provide notification (in writing) of withdrawal from the program 2 (two) weeks in advance. Failure to provide advance notice for withdrawal may effect your child's future candidacy for Fun in the Sun.

**Please sign and date on the space provided below:**

I have read, understand, and agree to follow the rules of Fun in the Sun.

Parent Name (Print) ________________________________

Parent Signature ________________________________ Date __________
 Unscheduled Staff Absences
It is strongly encouraged that staff do not miss any work days at Fun in the Sun, a plan has been incorporated to mitigate any staff absences due to illness, emergencies, etc.

➢ Staff members should refer to the Contact Protocol chart when calling in an absence or other issue.
➢ Staff members should also be aware that leaving a voicemail should be avoided if possible and speaking with someone “in person” on the telephone is the most desirable option.

The position of the Site Aid was created in order to substitute for any unforeseen absences. In addition to being on call at the assigned site each day, the Site Aid will assist in substituting for Program Leaders, Assistant Site Coordinator, Lunch Bunch interns, etc.

➢ In the event that a Site Coordinator is unable to come to work, the Assistant Site Coordinator will become the Site Coordinator for the day and the Site Aid will become the Assistant Site Coordinator.

 Unscheduled Lunch Bunch Absences
The Lunch Bunch program originated from the need for staff lunch breaks and scholar supervision during their lunch time. However, due to unforeseen issues and the status of being a volunteer, there are days when a Lunch Bunch may cancel their scheduled time.

In the event that a Lunch Bunch cancels their scheduled time:
➢ A collaborative effort must then be made on the part of staff members
➢ The Assistant Site Coordinator, the Site Aid, and Family Advocates will supervise the children during lunch and stagger lunch breaks for staff members to ensure a rest period for all.
Marketing Policies

As part of an expanding program, stories of specific children are vital to recording the legacy of Fun in the Sun. Audio and visual materials that accompany text allow for a more in-depth story.

Photos
- Program Leaders, Site Coordinators, Lunch Bunch Volunteers, interns, and the FITS Coordinator should continuously photograph FITS participants
- Good quality photographs should be e-mailed to the FITS Coordinator at United Way

Video
- Video is another method of recording the daily occurrences of FITS and is a useful tool for marketing the program
- If possible, Program Leaders, Site Coordinators, Lunch Bunch Volunteers, and interns should film special events.
- Any video footage of FITS should be e-mailed or turned in to the FITS Coordinator at the United Way office

Stories
- Program Leaders should turn in one story per week to their Site Coordinator, highlighting a child from their group and including a good quality photograph of that child
- The Assistant Site Coordinator should pick some of the best stories (kids who improved the most over the summer, funny anecdotes, reading progress, etc) and turn them in with photos to the FITS Coordinator

Social Media
- Any video footage, photos, and the like should be posted regularly throughout the year on FITS social media pages
- FITS social media pages include Facebook, Twitter, YouTube and Blog (Tumblr)
- Anything posted to these pages should reflect FITS in a positive, professional light
- Personal information of any FITS stakeholders should be respected
Budget Policies

Determining Fund Availability
The process of determining funding for FITS typically occurs in January during the initial Partner Meeting. The Partner Meetings are comprised of all potential partners for FITS, as well as United Way personnel and the FITS director.

Expenditure Approval
Once the FITS director has accurate knowledge of fund availability, they may start planning feasible activities and field trips for FITS participants. All FITS Program Leaders are required to receive expenditure approval for any planned activities by submitting their curriculum in advance with estimated costs. If the Site Coordinator has any questions regarding adequate funds for planned activities, they may contact the Program Director.

General Reimbursements
Should any staff need reimbursements for FITS related costs, they are required to fill out a general reimbursement form and submit the form and a copy of their receipt to their Site Coordinator before the end of the pay period.

Mileage Reimbursements
If FITS staff are required to drive for a distance outside of their normal commute to the site (i.e. field trips), they should document their mileage on a provided mileage form and turn it in to their Site Coordinator before the end of the pay period.
Lunch Bunch

Preparation for Volunteers

The staff members at Fun in the Sun want to make sure that everyone at Lunch has a positive and fun experience. Please let the Lunch Bunch Intern know if there is anything that we can do to help you with to make your time here more enjoyable.

There are a few rules we have to go over before we start hanging out with the kids:

1. First, we ask that you don’t have your cell phones out while you are with the children. They will want to play with them if they can see them, and it’s a quick way to have your cell phone broken.

2. Second, we ask that you do not initiate contact with the children. The children may want to establish contact, and that is okay as long as they initiate contact and the contact is appropriate (side hugs only, no full frontal contact, etc.).

3. Our plan for the day: The children will eat from 11:45-12:15. We will eat on the grass with the kids. After that, the kids are free to play. If you need anything like sports equipment or craft supplies, please let me know, I’ll be happy to get it for you.

4. Everything at Fun in the Sun is organized around the 6 pillars of character. They are Trustworthiness, Respect, Responsibility, Caring, Fairness, and Citizenship. If you see any of the kids doing something that demonstrates those principals, please let the Lunch Bunch Intern know. We like to reward the kids for their good character, and we have nomination forms that may be filled out.
Lunch Bunch
Do’s and Don’ts

Do:

1. Bring a donation of play items and crafts that the children can play with and enjoy:
   - Hula Hoops
   - Red Balls
   - Soccer balls
   - Basketballs
   - Plastic bats and wiffle balls
   - Frisbees
   - Jump Ropes
   - Plastic horse shoe sets
   - Bubbles
   - Craft Items
   - Age Appropriate Board Games

2. Hold an age appropriate book drive at your workplace prior to attending Lunch Bunch.
3. Ask children about their interests, hobbies, etc. (Refer to list of questions for help.)
5. Call or e-mail the FITS Coordinator to find out which items are needed the most at the site you will be attending.
   - Courtney Tarnow: ctarnow@unitedwaysb.org
   - Phone: 805-882-0514

Don’t:

1. Bring squirt guns or water toys of any kind
2. Bring water balloons
3. Bring candy, baked goods, or any other type of “junk food”
4. Bring anything sticky or messy
5. Display your cellphone or any other electronics that can distract or break
Lunch Bunch

Conversation Starters

Here are some conversation starters to assist you during your time at Lunch Bunch.

1. What do you like to do for fun?
2. Do you know what you want to be when you grow up?
   ▪ This is a prime opportunity to discuss your career path (the steps you took to get there, the type of education necessary, some of your daily tasks, etc.)
3. What is your favorite sport?
4. Do you have any hobbies?
5. Tell me about the last book you read.
6. Tell me about the last movie you saw.
7. Do you have any pets? What kind? What are their names?
8. What are your favorite foods?
9. What is your favorite game? Can you teach me how to play?
10. What do you like to do at school?
11. Do you have any plans this weekend?
12. Who is your best friend?
13. What is your favorite book to read?
14. What is your favorite movie?
Fun in the Sun Emergency Plan

WHO TO CONTACT IN CASE OF AN EMERGENCY:

- Name, FITS Director, Lead Agency
  Work: XXX-XXXX
  Cell: XXX-XXX-XXXX

- Name, Assistant FITS Director, Lead Agency
  Work: XXX-XXXX
  Cell: XXX-XXX-XXXX

- Courtney Tarnow, FITS Coordinator (United Way)
  Work: 882-0514
  Cell: 925-209-6109

City of Santa Barbara
- Police (Dispatch) 897-2410
- Fire 965-5254
- Harbor Patrol 564-5254

County of Santa Barbara
- Fire 911
- Sheriff 911

California Highway Patrol 967-1234
Crisis/Suicide Intervention 211
805-564-3696
805-963-6832

Poison Control Center 1-800-876-4766
Paramedics 911
Emergency Procedure

During Emergency—FITS Site Coordinator will:

1. Assume direction of emergency plan and procedures
2. Provide communication with each Program Leader
3. Direct evacuation of all buildings, using appropriate emergency procedures (earthquakes, fire, threatened explosion, or threatened flood, chemical threat, bomb threat, or other emergency occurrence that would make it necessary to leave the site)
4. Conduct a sweep of the premises and do a roll call, based on the “sign-in” sheet, to assess missing persons
5. Issue orders to both staff and scholars if they are to assemble in a designated area
6. Designate a Program Leader to call Lead Agency and inform Lead Agency Manager
7. Contact proper emergency authority. (Fire, Law Enforcement, Medical)
8. Continue to keep Outreach Director informed of all emergency procedures
9. In the event of evacuation from the program site, Site Coordinator is responsible for ensuring proper notification is posted to where the evacuation site is located, and is the last person to leave the site. Always leave an emergency contact number where families can receive information
10. Designate Program Leader to remove first aid kit and water supply to designated site
11. Administer First Aid to the injured.
12. Keep a record on all First Aid treatment given.

During An Emergency—Program Leaders are:

1. Responsible for carrying out all actions delegated by the Site Coordinator.
2. Help to coordinate First Aid, care, and evacuation of all Program participants.
3. Report all injuries and pertinent conditions to the Site Coordinator.
4. Assign Program participants to assist in necessary stations, i.e. assist with evacuation and First Aid.
5. Assist in monitoring the parents as they “sign-out” children. Document the date, time, name and relationship to child of the person “signing-out”.

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EARTHQUAKE

Outside School Building/Camp Site
1. If possible, move away from buildings, poles, wires, and trees to any available open space.

2. “Drop” for the duration of the earth vibrations, and then 5 minutes more.

3. DO NOT strike matches or light any fires.

4. DO NOT touch any wires.

5. DO NOT enter ANY buildings.

6. Proceed to assigned area in the safety zone.

Walking To And From School/Camp Site
1. If possible, move to an open space away from buildings, trees, poles, wires and walls.

2. “DROP” for the duration of the earthquake.

3. After the earthquake, if the scholar is closer to the site, the scholar should continue to walk to site.

4. Avoid fallen or hanging wires, ground openings, pipes, all buildings, poles, walls, and large trees.
BOMB THREAT

The majority of “Bomb Threat” telephone calls and notes are hoaxes or prank calls. All such threats must, nevertheless, be handled quickly and efficiently.

The safety of school/camp personnel and the prevention of panic are the primary considerations.

Bomb Threat Received By Telephone

1. **Person Receiving Threat** – Keep the caller on the line. Delay the caller with such statements as: “I am sorry, I did not understand you. What did you say?”

2. Below is a REPORT OF BOMB THREAT FORM, which should be appended to the pullout shelf of all desks containing a telephone. The recipient of a bomb threat should follow the guidance of this checklist.

<table>
<thead>
<tr>
<th>Immediately notify:</th>
<th>Telephone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Department</td>
<td>911</td>
</tr>
<tr>
<td>Police/Sheriff’s Department</td>
<td>911</td>
</tr>
<tr>
<td>Lead Agency Outreach Director</td>
<td>963-4017</td>
</tr>
<tr>
<td>Lead Agency Administration Office</td>
<td>963-4757</td>
</tr>
</tbody>
</table>

3. Alert the staff of the situation in a discreet manner. Coordinate activities of the staff.

4. Await decision whether school/camp site or certain selected buildings will be evacuated. Evacuation is the responsibility of Lead Agency Supervisors or Site Coordinators.

5. Supervise evacuation of scholars/campers and maintain firm scholar/camper control.
REPORT OF BOMB THREAT

Questions to Ask:

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

EXACT WORDING OF THE THREAT:

__________________________________________
__________________________________________
__________________________________________
__________________________________________

SEX OF CALLER:______ RACE OF CALLER:_______

AGE:______ LENGTH OF CALL:______________

NUMBER AT WHICH CALL IS RECEIVED:

______________________________

TIME:_____________ DATE:__/__/____

CALLER’S VOICE:

____ Calm ______ Nasal
____ Angry ______ Stutter
____ Excited ______ Lisp
____ Slow _______ Rapty
____ Rapid _______ Deep
____ Soft _______ Ragged
____ Loud _______ Clearing Throat
____ Laughter _______ Deep Breathing
____ Crying _______ Cracking Voice
____ Normal _______ Disguised
____ District _______ Accent
____ Slurred _______ Familiar
____ Whispered

If voice is familiar, who did it sound like?

BACKGROUND SOUNDS:

____ Street Noises ______ Factory
____ Crockery ______ Animal Noises
____ PA System _______ Clear
____ Voices _______ Static
____ Music _______ Local
____ House Noises ______ Long Distance
____ Motor _______ Office Machinery

Other: _______________________________

THREAT LANGUAGE:

____ Well Spoken _______ Incoherent
____ (Educated) _______ Taped
____ Foul _______ Message read by threat maker
____ Irrational

Remarks: __________________________________

__________________________________________

Report call immediately to:
Santa Barbara Police Department: 911
Date: ____/____/____

Your Name: ________________________________

Position: _______________ Phone #:____________
EXPLOSION OR THREAT OF EXPLOSION

STAY CALM!

1. Command: “Drop” is given. Recreation Leaders/Camp Counselors should instruct scholars/campers to “Drop and Cover” on their own if this kind of emergency occurs while they are on their way to or from school/camp site.

2. If an explosion occurred within the building, or threatened the building, the Recreation Leader should immediately implement ACTION: Leave Building.

3. Sound the school fire alarm.

4. Move to an area of safety and maintain firm control of scholars or campers.

5. Render First Aid as necessary.

6. Take roll.

7. Immediately notify:
   - Fire Department 911
   - Police/Sheriff’s Department 911
   - Lead Agency Office (805) 963-4107
   - Lead Agency Administration Office (805) 963-4757

8. Fight incipient fires without endangering life.

9. Notify utility companies of a break or suspected break in wires or pipes.

10. The School Principal or Program/Camp Director is the Site Emergency Coordinator and will direct further action as required.

11. Scholars and staff must not return to the site until Fire Department Officials declare the area safe, and the School District Superintendent approves. City facilities require authorization from the Parks and Recreation Department.
EMERGENCY PREPAREDNESS PLAN

I. EMERGENCY ASSEMBLY AREAS (inside and outside)
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 

II. Location of Medical Release Forms:

III. Any Special Contingency Plans For School/Program Site:
    1. Location of first aid kits
2. Location of nearest emergency care center

3. Location of bottled water

4. Location of children’s medication.

5. Additional information

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Suspected Child Abuse Policy

Mandated Reporting

Whether child abuse is disclosed by a child or suspected by you, it needs to be reported. Due to the nature of the work you have been hired to do, you are legally required to report known or suspected instances of child abuse of a child under 18 years of age to Child Welfare Services immediately by telephone or in a written report within 36 hours of receiving information concerning the incident. If you fail to do so, you may be subject to criminal penalties.

As described in the Penal Code, “Child Abuse” means physical injury, which is inflicted by other than accidental means on a child by another person. “Child Abuse” also means the sexual abuse of a child. “Child Abuse” means the neglect of a child, which is the negligent treatment or maltreatment of a child by the person responsible for the well being resulting in harm or threatened harm to the child’s physical health or welfare.

Suspicious & Disclosures

Both suspicions of abuse and disclosures are viewed as valid sources of information for abuse and will be handled similarly by the appropriate investigating agency.

1. Reasonable suspicion of abuse by your personal observation. A suspicion of abuse is just that—a suspicion. You do not need hard evidence; you only need reason to suspect that a child is being abused.

A reasonable suspicion of abuse report is indicated by, but not limited to, the following:

- As you interact with a child or observe her/his interactions with others, a “gut feeling” tells you something is not right. (Should also be supported by other indicators)
- You observe indicators of possible trauma in the behavior of the child—reenactment, avoidance, or physiological hyper-reactivity.
- Friends or acquaintances of the child tell you that the child told them of abuse.
- You discover possible physical evidence of abuse.

2. Disclosure of abuse by a child. Two things set the disclosure of abuse apart from the suspicion of abuse. First, it is the choice of the child. Do not approach the child and begin to
question her/him, the child comes to you. *Second*, the child speaks to you. You just listen empathically and provide support. Do not ask questions.

**Reporting Procedures**

You are required by law to report know or suspected instances of child abuse to a child protective services agency immediately by telephone and a written report within 36 hours of receiving information concerning the incident.

**Please follow these procedures:**

1. Immediately report any know or suspected abuse to the FITS Director.
2. Obtain Suspected Child Abuse Report form from FITS Director and complete immediately providing as much detailed information as possible.
3. Call the Santa Barbara County Child Abuse Hotline. From 8am – 5pm, call 1-806-367-0166. After 5pm and Holidays, call 805-683-2724.
4. You must submit the written report, within 36 hours, to Santa Barbara County Child Welfare Services at 234 Camino Del Remedio, Santa Barbara, CA 93110.

If two or more employees jointly have knowledge of, or suspect of child abuse, only one person need make the required phone call. One report may be submitted but each must individually sign the report.

*Please note:* the identity of the employee reporting the incident is confidential as is the information reported.
Suspected Child Abuse Policy

Dealing with Disclosure

Any child, who chooses to disclose abuse is being very courageous, yet may feel as though she/he is taking a great risk. In that moment of disclosure your response can simultaneously reward that act of courage and minimize the feelings of risk if your first response to the child are these five statements of support and assurance:

1. “I believe you and I’m glad you told me.”
2. “It’s not your fault. You didn’t do anything wrong.”
3. “I will do my best to see that you are not hurt again.”
4. “We can work together to keep you safe. I will need to tell some other people who can help me protect you.”
5. “Thank you for trusting me enough to tell me. You are very courageous and strong.”

Additionally, the following suggestions will make it easier for you and the child during the disclosure of abuse:

- Be calm. Your overreaction might shame or frighten the child.
- Reward the act of courage by the child.
- Avoid saying anything bad about the perpetrator because it might be someone whom the child truly loves.

Why don’t they just tell us?

It would be so much easier if kids would just tell us about their abuse. But it is not always easier for the child. Children who’ve been sexually abused, like most adults, are reluctant or may not be able to tell anyone. Why?

- They may feel guilty – that it is their fault
- They may care about the perpetrator and do not want to cause her/him any hurt.
- They may not fully understand the relationship to be abusive.
- They may worry that they won’t be believed.
• Due to the effects of trauma from the abuse, they may not have a clear memory of the abuse or they may have “reframed” it in their mind to believe it was something else altogether.

With such feelings and perceptions, it’s no wonder some children don’t even make an effort to tell. Sometimes, though, children think they ARE telling you. They may say, “My sister hurts me at night” and think this is like broadcasting the problem. This is because the feelings associated with abuse are so intense they are sure others can see it.

Because children may not be able to disclose, the suspicion of abuse becomes a powerful intervention tool. There is one key idea about “suspicion” of abuse you need to remember: Your certainty of abuse is not a requirement – only your suspicion. There is also a key idea about “disclosure” of abuse you need to remember: Children rarely lie about abuse unless it is to deny that it ever happened.
Evaluations

Purpose
FITs has an extensive evaluation process, including surveys of 5 stakeholders: Scholars, Parents, Staff, Partners and Volunteers. Evaluations occur in order to examine the impacts of the Fun in the Sun program on the educational, emotional, and social growth of scholars. They provide independent and objective information that program administrators can use to improve upon future Fun in the Sun programs.

Process
- All scholars in the program complete a reading assessment that is incorporated into Reading Plus at both the beginning of the program. Reading Plus then tracks the scholar’s progress through the summer, and by the end of program, gains are able to be measured. This helps researchers determine if the Fun in the Sun reading program is helping scholars maintain or improve upon their reading skills.
- All scholars are asked to complete a survey at the beginning of the program, known as the Pre-Student Survey, measuring attitudes about reading, positive identity, positive self-control, and perceptions of family and community support.
- All scholars are asked to complete a survey at the end of the program, known as the Post-Student Survey, measuring attitudes about reading, positive identity, positive self-control, and perceptions of family and community support at end of the program. At this time, all scholars are also invited to share about their satisfaction of the program, what they liked and did not like, and what changes they perceive in themselves, if any.
- A parent/caregiver survey is sent home to all participants’ primary caregiver, meant to gather information on their satisfaction with different aspects of the program and any perceived changes they have observed in their child.
- A Lunch Bunch volunteer survey is distributed to all participants in the Lunch Bunch program, meant to gather information on their satisfaction with different aspects of the program and any improvements they would like to see made to the opportunity.
- A program leader survey is distributed to all Program Leaders and is meant to gather information on their satisfaction with different aspects of the program and any perceived changes they have observed in the scholars with whom they interacted.
The Evaluation is Voluntary: Children do not have to take part in the study. Failure to consent to participate does not in any way jeopardize a child’s participation in Fun in the Sun program. Children will only answer questions that they want to and they will be able to ask questions and refuse to participate.

The Evaluation is Confidential: Children’s privacy is protected. Names are used for tracking purposes only and are not included in the evaluation report. All data are reported in aggregate form only (e.g., “80% of children surveyed reported they liked reading more”).

Measures of Success
Program Leaders and Site Coordinators can help improve FITS evaluation results by adhering to all FITS policies and implementing curriculum designed to produce successful outcomes. Generally, the evaluation data are collected from participants, parents, program leaders, and other staff at Fun in the Sun. Among other things, information is collected on variables such as:

- Participants’ reading ability and attitudes towards reading.
- Participants’ perceptions of positive identity, self-control, family and community support.
- Participants’ perceptions of other Healthy Assets and Character Counts! pillars
- Parents’ and program leaders’ perceptions of changes in scholars in goal-related areas
- Parental and participant satisfaction with the FITS program and components

It is important for Program Partners and FITS personnel to be aware of these measures in order to improve and maintain this program.

Third-Party Evaluation
FITS uses third-party evaluators in order to achieve an objective and comprehensive account of the program. Jon O’Brien of Sandy Point Ink has worked with FITS for the past few years, aiding tremendously in the growth of the program through his evaluation and recommendations for the future. In 2012, FITS was awarded another third-party evaluation through a grant from the National Summer Learning Association. Analysts at UC Irvine will measure experiences of staff, activities, and peers across FITS sites.
PARTICIPATION IN THE FUN IN THE SUN 2012 STUDY

Dear Parent(s) or Guardian(s),

June 23, 2012

This summer at Fun in the Sun, all children are being asked to participate in the Fun in the Sun evaluation study. For your child to participate in this study, your written permission on this form is needed. The purpose of the study is to examine the impacts of the Fun in the Sun program on educational, emotional, and social growth. This study is designed to provide independent and objective information that program administrators can use to improve upon future Fun in the Sun programs. Listed below are some things that will help you better understand this study.

Study Content:
- All scholars entering 2nd and 3rd grades in the program will be asked to complete a reading assessment at both the beginning and the end of the program. This will help researchers determine if the Fun in the Sun reading program is helping scholars maintain or improve upon their reading skills.
- All scholars (1st to 6th graders) will be asked to complete a survey measuring attitudes about reading, positive identity, positive self-control, and perceptions of family and community support at both the beginning and end of the program.
- A random sample of participants (grades 4-6) will be asked to participate in a brief interview to gather information about their satisfaction of the program, what they liked and did not like, and what changes they perceive in themselves, if any.
- A parent/caregiver survey will be sent home to all participants’ primary caregiver and will gather information on their satisfaction with different aspects of the program and any perceived changes they have observed in their child.

It is Voluntary: Your child does not have to take part in the study. Failure to consent to participate does not in any way jeopardize your child’s participation in Fun in the Sun program. Children will only answer questions that they want to. Your child will be able to ask questions and refuse to participate.

It is Confidential: Your child’s privacy is protected. Your child’s name will be used for tracking purposes only and will not be included in the evaluation report. All data will be reported in aggregate form only (e.g., “80% of children surveyed reported they liked reading more”).

Potential Risks: There are no foreseeable risks of harm to your child. Fun in the Sun staff will answer any questions or concerns you and your child might have about this study.

Where to Obtain Further Information: If you have questions about this study, please call XXXX, Director of Outreach at the Fun in the Sun office, XXX-XXXX.

Please complete the attached form. Thank you for your cooperation and your child’s contribution to this evaluation.

Sincerely,

XXXX
Outreach Director

XXXX
FITS Coordinator

Miniam Resendez
Program Evaluator

XXXX
United Way of Santa Barbara County


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Estimado Padre o Guardián:  

June 23, 2012  

Este verano en el programa Fun in the Sun, estamos pidiendo que todos los niños participen en una evaluación de Fun in the Sun. Para tomar parte en el estudio, necesitamos su permiso escrito en la siguiente forma. El propósito del estudio es examinar los impactos de Fun in the Sun en el crecimiento educativo, social y emocional de los niños. Este estudio está diseñado para dar información independiente y objetiva que los administradores de Fun in the Sun pueden utilizar para mejorar la programa. Abajo hay más información para ayudarle a entender este estudio.

**Contenido del Estudio:**

- Todos los estudiantes entrando al grado 2 y 3 se les pedirá que completen una prueba de lectura en el principio y el fin del programa. Esto ayudará a determinar si la program de lectura de Fun in the Sun está ayudando a estudiantes mantener o mejorar sobre sus habilidades de lectura.
- Todos los participantes de Fun in the Sun (grados 1-6) se les pedirá que completen un cuestionario que medirá actitudes acerca de la lectura, su autoestima, y el fin del programa.
- Un grupo de participantes (grados 4-6) se les pedirá que participen en una entrevista breve para obtener información acerca de satisfacción con aspectos del programa Fun in the Sun y los cambios que perciben en su niño(a).

**Es Voluntario:** Su niño(a) no tiene que tomar parte en el estudio. Si usted no quiere que participe en el estudio, en ninguna manera arriesga la participación de su niño en Fun in the Sun. Los niños solo responderán a preguntas que ellos deseen responder. Su niño(a) puede hacer preguntas y dejar de participar.

**Es Confidencial:** La privacidad de usted y su niño(a) está protegida. El nombre de su niño(a) se utilizará para identificar los niño(s) que no completaron los cuestionarios solamente y no se incluirán en el reporte del estudio. Todos los datos se presentarán en forma agregado (por ejemplo, “80% de niños indicaron que quisieron la lectura más”).

**El Potencial de Arriesgo:** No hay riesgos de daño a su niño(a). Personal de Fun in the Sun contestarán cualquier pregunta que usted o su niño(a) tenga acerca de este estudio.

**Dónde Obtener Información Adicional:** Si usted tiene preguntas acerca de este estudio, por favor llame XXXXXX, Directora de Outreach, en la oficina de Girls Inc., XXX-XXXX.

Sinceramente,

XXXXXXXX
Outreach Director

XXXXXXXX
FITS Coordinator

Miriam Resendez
Program Evaluator

Lead Agency
United Way of
Santa Barbara County

*Please Complete This Form and Return to Fun in the Sun Staff*
Child’s Name Participating in Fun in the Sun

___ I give approval for my child to participate in this study. I understand that my child will attend the Fun in the Sun program and complete study-related assessments and/or surveys.

___ I do not give approval for my child to participate in this study. I understand that my child will still attend the Fun in the Sun program but will NOT participate in the evaluation.

Parent or Caregiver’s Signature

____________________________________________________

Date

Por Favor de Completar Esta Forma y Regresarlo a Personal de Fun in the Sun

Nombre de Su Hijo(a) Participando en Fun in the Sun

___ Doy permiso para que mi niño(a) participe en este estudio. Entiendo que mi niño(a) asistirá Fun in the Sun y completará las evaluaciones y/o los cuestionarios relacionados al estudio.

___ No doy permiso para que mi niño(a) participe en este estudio. Entiendo que mi niño(a) asistirá Fun in the Sun pero NO participará en la evaluación.

Firma de Padre o Guardián

Fecha
2012 Pre- and Post-Student Survey

1. Pre Survey
   a. What grade will you be entering this Fall?
      i. 2, 3, 4, 5, 6, 7, 8, 9
   b. How many summers have you participated in FUN IN THE SUN?
      i. First, second, third, fourth, fifth or more
   c. Which is your FUN IN THE SUN site?
      i. Carpinteria, Goleta, Santa Barbara (Franklin), Santa Barbara (La Cumbre)
   d. What is your ethnicity? (all that apply)
      i. Hispanic/Latino, White, African American/Black, Asian/Pacific Islander, Other

2. A Few Questions About You
   a. Most of the time, I am glad to be me
      i. Agree, Disagree, Don’t Know
   b. I feel hopeful when I think about my future
      i. Agree, Disagree, Don’t Know
   c. I think of summer as fun, exciting and a time to learn
      i. Agree, Disagree, Don’t Know
   d. I care about learning and look forward to returning to school
      i. Agree, Disagree, Don’t Know
   e. I get along with others who may talk, look or act differently than me
      i. Agree, Disagree, Don’t Know
   f. I know of ways to solve a conflict without arguing, name calling, or fighting
      i. Agree, Disagree, Don’t Know

3. A Few Questions About You and Your Community
   a. It’s easy for me to talk with my parents and ask them questions
      i. Agree, Disagree, Don’t Know
   b. I feel safe at home, school, and in my neighborhood
      i. Agree, Disagree, Don’t Know
   c. I can think of three adults in my life who I can talk to or go to if I have a problem
i. Agree, Disagree, Don’t Know

d. I can recognize a dangerous situation and get help from trusted adults
   i. Agree, Disagree, Don’t Know

4. A Few Questions About Your Skills

   Please rate yourself at each of the following skills listed below:

   a. Leading a group of people to complete a project
      i. Excellent, Fair, Poor

   b. Understanding how others feel and what they’re trying to say
      i. Excellent, Fair, Poor

   c. Presenting, or talking about, my ideas in front of people
      i. Excellent, Fair, Poor

   d. Setting and accomplishing goals for what I need to do
      i. Excellent, Fair, Poor

   e. Asking questions about things I don’t understand
      i. Excellent, Fair, Poor

5. (POST-SURVEY ONLY) Please Complete This Section Only If You Participated in Service Learning.

   a. Did you participate in service learning activities last year (2011)?
      i. Yes, No

   b. As a result of my participation in 2012 Summer of Service activities, I plan to volunteer more in my community and at school.
      i. Agree, Disagree, Don’t Know

   c. I plan to use the skills and knowledge learned in 2012 Summer of Service learning activities in school and in my life.
      i. Agree, Disagree, Don’t Know

   d. As a result of my participation in 2012 Summer of Service activities, I have improved my ability to talk with, listen to and understand others.
      i. Agree, Disagree, Don’t Know

   e. I know how to find out about, research, and solve problems in my community.
      i. Agree, Disagree, Don’t Know
f. If I am in Fun in the Sun next summer (2013), I would like to participate in more Summer of Service learning activities.
   i. Agree, Disagree, Don’t Know

g. Below is a space for suggestions compliments, criticisms, comments, shout outs—or maybe even a brief story about your participation in—2012 FUN IN THE SUN or SERVICE LEARNING activities.
2012 Program Leader Survey

1. How many years have you served as a FITS Program Leader (including this one)?
   a. One, Two, Three, Four or more

2. How many years have you been involved with FITS in any capacity?
   a. First year, Second, third, fourth, fifth or more

3. Using an A-F letter grade, how would you rate FITS leadership’s orientation, training and on-going support in terms of how they prepared/enabled you to provide FUN IN THE SUN services?
   a. A, B, C, D, F

4. In YOUR OPINION, what FITS program component/activity had the most positive impact on participants and why?
   a. (open-ended)

5. In YOUR OPINION, what are PARTICIPANTS’ TOP THREE FAVORITE THINGS about FUN IN THE SUN?
   a. (open-ended)

6. In YOUR OPINION, what are PARTICIPANTS’ THREE LEAST FAVORITE THINGS about FUN IN THE SUN?
   a. (open-ended)

7. Please list at least one recommendation for improving upon FUN IN THE SUN experiences for participants next year.
   a. (open-ended)

8. If possible, how likely would you be to work with FITS next summer (2013)?
   a. Very, Somewhat, Not Likely

About the Participants You Worked With

9. Since the first week of FITS to the present, to what extent have you observed positive changes in participants’ reading skills (e.g., comprehension, speed, intonation, sounding out unfamiliar words, etc.)?
   a. Very Much, Somewhat, Little or None

10. Since the first week of Fits to the present, to what extent have you observed overall increases in participants’ enjoyment of reading or being read to?
    a. Very Much, Somewhat, Little or None
11. Since the first week of FITS to the present, to what extent have you observed positive changes in participants’ vocabulary (e.g., increased word knowledge, proper word usage)?
   a. Very Much, Somewhat, Little or None
12. Since the first week of FITS to the present, to what extent have you observed positive changes in participants’ self-esteem, confidence and attitude toward their FITS academic and enrichment activities?
   a. Very Much, Somewhat, Little or None
13. Since the first week of FITS to the present, to what extent have you observed an increase in participants’ awareness/use of positive character traits (e.g., respect, responsibility, trustworthiness, empathy, listening)?
   a. Very Much, Somewhat, Little or None
14. Since the first week of FITS to the present, to what extent have you observed an improvement in participants’ ability to handle disagreements and resolve/avoid conflicts with their fellow participants?
   a. Very Much, Somewhat, Little or None
15. Since the first week of FITS to the present, to what extent did you observe an increase in participants’ willingness to follow staff directions and program rules?
   a. Very Much, Somewhat, Little or None
16. Since the first week of FITS to the present, to what extent have you observed improvements in participants’ leadership skills?
   a. Very Much, Somewhat, Little or None
17. Since the first week of FITS to the present, to what extent have you observed participants’ increased knowledge/awareness of post-secondary education requirements?
   a. Very Much, Somewhat, Little or None
18. In your opinion, of those participants you worked with, what percentage would you estimate would want to participate in FITS next year (2013)?
   a. 90-100%, 80-89%, 70-79%, 60-69%, 50-59%, 40-49%, fewer than 40%

Questions about Service Learning Activities

19. Participants viewed their service learning activities as interesting, challenging, and engaging
   a. Most Did, Most Didn’t, Couldn’t Tell
20. Through service learning activities, participants became aware that they are a strong resource to, and can make a difference in, their community
   a. Most Did, Most Didn’t, Couldn’t Tell
21. Through service learning activities, participants gained a greater understanding of the social issues that their projects addressed
   a. Most Did, Most Didn’t, Couldn’t Tell
22. Participants connected service learning activities with what they’re learning in school
   a. Most Did, Most Didn’t, Couldn’t Tell
23. Participants identified personal values, and shaped and articulated personal beliefs, while working on service learning activities
   a. Most Did, Most Didn’t, Couldn’t Tell
24. Participants will want to be involved in additional service learning projects in their futures
   a. Most Did, Most Didn’t, Couldn’t Tell
25. Below is a space for suggestions compliments, criticisms, comments, shout outs – or maybe even a brief story about your participation in – 2012 FUN IN THE SUN or SERVICE LEARNING activities.
2012 Parent Survey

1. My child’s grade level in school this Fall (September 2012) will be:
   a. 2, 3, 4, 5, 6, 7, 8, 9

2. I am the child’s
   a. Parent, Guardian, Family Friend, Other

3. My ethnicity is (optional, check all that apply)
   a. Hispanic/Latino, White, African American, Asian/Pacific Islander, Other

4. My child’s Fun in the Sun site is
   a. Carpinteria, Goleta, Santa Barbara (Franklin), Santa Barbara (La Cumbre)

5. How satisfied were you with the quality of reading instruction your children received while participating in Fun in the Sun?
   a. Very satisfied, Somewhat satisfied, Not satisfied

6. Since my child has been in this summer’s Fun in the Sun program, his/her ability to read has
   a. Improved, Stayed the Same, Not Improved, Can’t Tell

7. Since my child has been in this summer’s Fun in the Sun program, his/her enjoyment of reading has
   a. Improved, Stayed the Same, Not Improved, Can’t Tell

8. Since my child has been in this summer’s Fun in the Sun program, his/her willingness to help others has
   a. Improved, Stayed the Same, Not Improved, Can’t Tell

9. Since my child has been in this summer’s Fun in the Sun program, his/her willingness to do what I ask or follow directions has
   a. Improved, Stayed the Same, Not Improved, Can’t Tell

10. Since my child has been in this summer’s Fun in the Sun program, his/her attitude about returning to school in the Fall (September 2012) has
    a. Improved, Stayed the Same, Not Improved, Can’t Tell

11. Overall, how satisfied were you with the 2012 FTTS Program?
    a. Very Satisfied, Somewhat Satisfied, Not Satisfied

12. How satisfied were you with how safe your children were while participating in Fun in the Sun?
    a. Very Satisfied, Somewhat Satisfied, Not Satisfied
2012 Volunteer Survey

1. How many times have you participated in Lunch Bunch, including this summer?
   a. 1, 2, 3, 4+

2. What specific components of the Fun In the Sun-Lunch Bunch program have been useful and worked best, and why?
   a. (open-ended)

3. What specific components of the Fun In the Sun-Lunch Bunch program have worked the least, and why?
   a. (open-ended)

4. What activities should be retained?
   a. (open-ended)

5. What activities should be eliminated?
   a. (open-ended)

6. What activities should be increased?
   a. (open-ended)

7. What activities should be reduced?
   a. (open-ended)

8. What activities should be added and why?
   a. (open-ended)

9. What other Lunch Bunch activity ideas do you have?
   a. (open-ended)

10. If you could change one element of Lunch Bunch, what would it be?
    a. (open-ended)

11. What was the most fun part of being a Lunch Bunch volunteer?
    a. (open-ended)

12. During the initial orientation (when you arrived at the site) what items discussed by the Lunch Bunch intern were most useful? What items were least useful? What would you have liked for them to cover or what would you like to see changed in the orientation structure for next summer?
    a. (open-ended)

13. Overall how useful were the volunteer orientation sessions at the beginning of Lunch Bunch?
14. What new organizations/partners/businesses would you recommend to Lunch Bunch?
   a. (open-ended)

15. How likely are you to volunteer at Lunch Bunch next summer?
   a. Extremely Likely, Moderately Likely, Slightly Likely, Not At All Likely

16. How likely are you to recommend Lunch Bunch to others as a place to volunteer?
   a. Extremely Likely, Moderately Likely, Slightly Likely, Not At All Likely

17. Would you be interested in becoming a reading mentor/tutor throughout the year?
   a. Yes, No

18. If yes, could we contact you about this volunteer opportunity? (Please include your contact information below).
   a. (open-ended)

19. Overall, how satisfied were you with your volunteer experience at Lunch Bunch?
   a. Extremely Satisfied, Moderately Satisfied, Slightly Satisfied, Neither Satisfied nor Dissatisfied, Slightly Dissatisfied, Moderately Dissatisfied, Extremely Dissatisfied

20. What was your overall experience with FITS and Lunch Bunch?
   a. (open-ended)
Part 5
Forms
Fun in the Sun
ABSENCE REPORT FORM

Name: ___________________________ Today's Date: __________________

Group Name: ___________________ Supervisor/Program Leader: ___________________

Date(s) absence occurred: ____________________________________________
Reason for absence: ________________________________________________

____________________________________      ___________________
Program Leader Signature                     Date

____________________________________
Site Coordinator Signature                   Date

For Office Use Only

☐ Student absence has been recorded.
☐ Absence is excused.
☐ Absence is unexcused.
Any further actions to be taken:
__________________________________________________________________
__________________________________________________________________
Fun in the Sun
PARTICIPANT ACCIDENT REPORT
Please provide 2 copies of report; copy 1 goes to Parent on day of accident, copy 2 goes to Site Coordinator.

Date:______________ Time of accident:____________ Site:________________________

Name of Participant:_________________________________ Age:____ Group:_____

Name of Parent:____________________________________ Phone:__________________

Staff Member Reporting:

Description of Accident (include activity taking place at time of accident, & staff responsible for supervision):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Location of Accident (where did it occur on site or offsite, what area of field, zoo, etc.):

________________________________________________________________________

________________________________________________________________________

Describe the injury (be specific- bruise on lower right leg, etc.):

________________________________________________________________________

________________________________________________________________________

What First Aid Was Applied & By Whom?

________________________________________________________________________

________________________________________________________________________

Was Parent Notified ___YES ___NO By Whom?____________________________________

Staff Signature:_________________________________________ Date:______________
Fun in the Sun
BUS PERMISSION FORM

Child’s Name: ________________________________ Grade: __________________
Address:__________________________________________________________________
City: _______________________ Zip Code:_________ School:____________________

Please read carefully and sign below:

My child _______________________________ has a current membership on file with the Fun in the Sun program. He/She has my permission to ride the designated for field trips, emergency situations and other Fun In the Sun activities that may take place offsite from the center.

I also acknowledge that I am fully aware that the Youth Buses are not equipped as certified school buses and are not driven by school bus drivers. I release Fun in the Sun stakeholders from all liability arising from this issue.

___________________________________
Signature of Parent/Guardian

____________________________
Date

Home Phone Work Phone Cell Phone

___________________________________
Firma de Padre/Madre o Escargado/a

____________________________
Fecha

Teléfono de Casa Teléfono de Trabajo Celular

Forma de Permiso del Autobús

Nombre de niño/nina: ________________________________ Grado (presente):__
Domicilio: ____________________________________________________________________
Ciudad: _______________________ Codigo Postal: _________ Escuela: ________________

Lea por favor con cuidado y firme:

Mi hijo/hija _______________________________ está registrada en los archivos como una miembra de Fun in the Sun ha este tiempo. Ello/Ella tiene mi permiso de viajar en el autobus a paseos y otras actividades de Fun in the Sun que tomen parte fuera del centro.

Reconozco que estoy completamente enterado que los autobuses no estan equipados con certificacion como autobuses de escuela y no estan conducidos por choferes certificados para conducer autobuses de escuela. Libro a Lead Agency of Greater Santa Barbara de toda obligacion sobre este asunto.

___________________________________
Firma de Padre/Madre o Escargado/a

____________________________
Fecha

Teléfono de Casa Teléfono de Trabajo Celular
Fun in the Sun
CAMERA RELEASE FORM

I ___________________________ acknowledge that United Way of Santa Barbara
County has allowed me use of digital camera _______________________. I am aware
that I will be held responsible for any damages to the camera while it is in my possession, and
that I will also be held responsible if the camera is lost or stolen. At the end of the summer, I will
return the camera, battery(s), battery charger, memory card(s), case, and any other camera
equipment loaned to me by United Way of Santa Barbara County over the course of the summer
in the condition in which they were received.

Signature_________________________________________ Date___________
FUN IN THE SUN – CIT APPLICATION FORM – 2012

Applicant Information

Name (First, middle, last) __________________________ Birth Date / / Age ______ Gender: □ M □ F
Address __________________________ City/Zip Code __________________
Home Phone ______________ Current School __________________ Grade in fall_______________________
School in fall, if different

Parent/Guardian Information

Name:_____________________________ Relationship:_______________ Work Phone:__________ Cell Phone:_______
Place of Work:________________________ Email:_____________________
Occupation:________________________

Name:_____________________________ Relationship:_______________ Work Phone:__________ Cell Phone:_______
Place of Work:________________________ Email:_____________________
Occupation:________________________

Other Person(s) who may pick child up/Emergency Contact:

Name ___________________________ Phone______________________ Relationship_________________

Name ___________________________ Phone______________________ Relationship_________________

English language skill level: □ None □ Basic □ Moderate □ Fluent

Applicant lives with: □ Two Parents □ Mother only □ Father only

Does this child qualify for the free or reduced lunch program at his/her school? □ YES □ NO

Names of sisters or brothers also enrolling in FITS: ______________________________________

Please take some time to answer the following questions:

Why do you want to be a Counselor-In-Training this summer at Fun in the Sun?
____________________________________________________________________________________________________
____________________________________________________________________________________________________

What are some things you would like to learn this summer as a Fun in the Sun Counselor-In-Training?
____________________________________________________________________________________________________
____________________________________________________________________________________________________

What age children do you think you work the best with? __________________________________________

Please return to United Way of Santa Barbara County | 320 E. Gutierrez St. | Santa Barbara | CA | 93101 | F: 805-965-8591
Fun in the Sun
CIT Behavior Report

Date: _______________________________

Incident:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
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Comments:
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____________________________________________________________________________________
____________________________________________________________________________________

CIT Signature: _____________________________  Date: _____________________________

Asst. Coordinator Signature: _____________________________  Date: _____________________________
Dear Parent/Guardian,

This report is being sent to establish communication between you and the Fun in the Sun (FITS) staff regarding your child’s clothing. According to our records, your child has not complied with the FITS dress code in the following ways:

Dress Code Violations:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Please help us to ensure that Fun in the Sun remains a safe and fun place by helping your child dress appropriately for all activities. Your cooperation and support of our Dress Code is appreciated. We encourage your comments and suggestions.

Thank you,

The Fun in the Sun Staff
Fun in the Sun 2012
Employee/Intern Exit Interview

Name: ________________________________________________

Forwarding Address for W-2/1099:
______________________________________________________________________

City: _____________________________________ State: _______ Zip: ____________

Why are you leaving United Way of Santa Barbara County/Fun in the Sun?

What did you enjoy most about working here?

What did you enjoy least about working here?

What could the company have done or provided to help you become even more productive?

How was your relationship with your supervisors?

Do you think the compensation you received is competitive with other people doing the same or similar jobs for other companies receive?

Other comments:

United Way of Santa Barbara County | 320 E. Gutierrez Street | Santa Barbara | CA | 93101
**Fun in the Sun Enrollment Application**

In order to be considered for the program, this form must be completed in its entirety. Completion of the application does not secure your position in the program. We thank you for your interest in Fun in the Sun!

Please Check One: New Participant  Returning Participant

**FITS Location:** Carpinteria  Goleta  Franklin  La Cumbre  Lompoc

<table>
<thead>
<tr>
<th>A. Youth Information</th>
<th>B. Parent/Guardian 1</th>
<th>C. Parent/Guardian 2</th>
<th>D. Cost</th>
<th>E. Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name (FIRST)</td>
<td>2. Relationship to Youth: Mother  Father  Legal Guardian  Other</td>
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<tr>
<td>(MIDDLE)</td>
<td>3. Mailing Address (if different from Youth Address)</td>
<td></td>
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<tr>
<td>(LAST)</td>
<td>4. Phone 1</td>
<td></td>
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<tr>
<td><strong>City</strong></td>
<td>5. Phone 2</td>
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<tr>
<td><strong>State</strong></td>
<td>6. E-Mail Address</td>
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<td><strong>Zip</strong></td>
<td>7. Employer</td>
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<tr>
<td><strong>Unit</strong></td>
<td><strong>Type:</strong> Home  Cell  Work  Other</td>
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<tr>
<td><strong>City</strong></td>
<td><strong>Type:</strong> Home  Cell  Work  Other</td>
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<td><strong>State</strong></td>
<td><strong>Type:</strong> Home  Cell  Work  Other</td>
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<td><strong>Zip</strong></td>
<td><strong>Type:</strong> Home  Cell  Work  Other</td>
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<td><strong>City</strong></td>
<td><strong>Type:</strong> Home  Cell  Work  Other</td>
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<td><strong>State</strong></td>
<td><strong>Type:</strong> Home  Cell  Work  Other</td>
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<tr>
<td><strong>Zip</strong></td>
<td><strong>Type:</strong> Home  Cell  Work  Other</td>
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<td><strong>Unit</strong></td>
<td><strong>Type:</strong> Home  Cell  Work  Other</td>
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<tr>
<td><strong>Name (FIRST)</strong></td>
<td><strong>Date:</strong></td>
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</tr>
<tr>
<td>(MIDDLE)</td>
<td><strong>Type:</strong> One-time Payment  Weekly Payment  Other</td>
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</tr>
<tr>
<td>(LAST)</td>
<td><strong>Application:</strong></td>
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<tr>
<td><strong>Date:</strong></td>
<td><strong>Proof of Income Eligibility Provided:</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Type:</strong></td>
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<tr>
<td><strong>First:</strong></td>
<td><strong>Admin Initial:</strong></td>
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<td><strong>Last:</strong></td>
<td><strong>Date:</strong></td>
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<tr>
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<td><strong>Address:</strong></td>
<td><strong>Date:</strong></td>
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</tbody>
</table>

**Fun in the Sun Mission**

It is our mission to provide a safe, supportive, and enriching summer environment for the children in the Santa Barbara community.

**F. Family Demographics**

1. Indicate range of your annual family income:
   - $15,000
   - $15,000
   - $25,000
   - $25,000
   - $30,000
   - $30,000
   - $40,000
   - $40,000
   - $75,000
   - $75,000
   - $100,000
   - $100,000

2. Describe your housing situation:
   - Own
   - Rent
   - Subsidized, i.e., Sec 8
   - Homeless
   - 2+ families in 1 unit

3. Number of people in housing unit:
   - Adults
   - Children

4. How many summers has this child participated in FITS?
   - 1
   - 2
   - 3
   - 4+

5. a. Does your child have relatives also applying to participate in FITS?
   - Yes
   - No

   b. Name of Relative(s) + Relationship:

6. What is the primary language spoken in your home?
   - English
   - Spanish
   - French
   - Japanese
   - Cantonese
   - Other

7. How would you rate this child’s proficiency in English?
   - Poor
   - Moderate
   - Good
   - Excellent

8. Does your child receive Free/Reduced Lunch during school year?
   - Yes
   - No

9. a. Does your child have a learning disability?
   - Yes
   - No

   b. Type and first year of identification:

10. In which other United Way services has your family participated?
    - Volunteer Income Tax Assistance (VITA)
    - Pre-K Institute
    - Reading Plus
    - Dolly Parton Imagination Library
    - Day of Caring
    - Other

**Admin Use Only**

Date Received

Signature

Parent/Guardian Signature

Date

UNVSC Initial Date

Date

4/2/12

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Fun in the Sun 2012 Aplicación de Registro

Para ser considerado para el programa Fun in the Sun ("FITS"), esta forma debe ser llenada en su totalidad. El llenar esta forma no le asegura la participación en el programa FITS. Gracias por su interés en el programa Fun in the Sun.

Marque Uno: [ ] Nuevo Participante  [ ] Revuelvo Participante
FITS Locación: [ ] Carpintería  [ ] Goleta  [ ] Franklin  [ ] La Cumbre  [ ] Lompoc

<table>
<thead>
<tr>
<th>A. Información de niño/a</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nombre completo (PRIMER, SEGUNDO Y APELLIDO)</td>
<td></td>
</tr>
<tr>
<td>2. Calle</td>
<td>Apartamento</td>
</tr>
<tr>
<td>Ciudad</td>
<td>Código Postal</td>
</tr>
<tr>
<td>( ) Estado</td>
<td></td>
</tr>
<tr>
<td>( ) Teléfono</td>
<td></td>
</tr>
<tr>
<td>4. Dirección de correo electrónico (mayor de 13 años)</td>
<td></td>
</tr>
<tr>
<td>5. Fecha de nacimiento</td>
<td></td>
</tr>
<tr>
<td>6. Sexo</td>
<td></td>
</tr>
<tr>
<td>7. Escuela</td>
<td></td>
</tr>
<tr>
<td>8. Grado en Otoño 2012</td>
<td>GPA acumulativo</td>
</tr>
<tr>
<td>10. Escuela anterior</td>
<td></td>
</tr>
<tr>
<td>B. Padre/Encargado 1</td>
<td></td>
</tr>
<tr>
<td>1. Nombre completo (PRIMER, SEGUNDO Y APELLIDO)</td>
<td></td>
</tr>
<tr>
<td>2. Relación a niño/a: [ ] Madre  [ ] Padre  [ ] Encargado/a  [ ] Otro</td>
<td></td>
</tr>
<tr>
<td>3. Calle (si es diferente del niño)</td>
<td>Apartamento</td>
</tr>
<tr>
<td>Ciudad</td>
<td>Código Postal</td>
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<tr>
<td>( ) Estado</td>
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<td>( ) Teléfono</td>
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<td>4. Teléfono</td>
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<tr>
<td>5. Teléfono</td>
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<tr>
<td>C. Padre/Encargado 2</td>
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</tr>
<tr>
<td>1. Nombre completo (PRIMER, SEGUNDO Y APELLIDO)</td>
<td></td>
</tr>
<tr>
<td>2. Relación a niño/a: [ ] Madre  [ ] Padre  [ ] Encargado/a  [ ] Otro</td>
<td></td>
</tr>
<tr>
<td>3. Calle (si es diferente del niño)</td>
<td>Apartamento</td>
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<td>Ciudad</td>
<td>Código Postal</td>
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<tr>
<td>4. Teléfono</td>
<td></td>
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<tr>
<td>5. Teléfono</td>
<td></td>
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<tr>
<td>D. Precio</td>
<td></td>
</tr>
<tr>
<td>El precio total del programa Fun in the Sun es $1,200 por niño/a. Se le pide que contribuya $70 para todo el verano (o $10 por semana). La ayuda financiera está disponible si es solicitada.</td>
<td></td>
</tr>
<tr>
<td>[ ] Un solo pago  [ ] Un pago semanal  [ ] Otro</td>
<td></td>
</tr>
<tr>
<td>E. Firma</td>
<td></td>
</tr>
</tbody>
</table>
| Yo doy permiso para que mi hijo/a tome parte en el programa Fun in the Sun 2012. Yo y mi hijo/a comprometemos a participar en el programa Fun in the Sun 2012 en su totalidad. (June 18-August 3, 2012). Con mi firma, yo certifico que toda información dada en esta aplicación es verdad y completa al mejor de mi conocimiento.

Firma del padre/encargado o de la madre/encargada | Fecha

<table>
<thead>
<tr>
<th>E. Demográfica Familiar</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Indique el ingreso anual de su familia: [ ] &lt;$15,000  [ ] $15-$25,000  [ ] $25-$40,000  [ ] $40-60,000  [ ] $60-$75,000  [ ] &gt;$75,000</td>
<td></td>
</tr>
<tr>
<td>2. Describa la situación de su casa/apt.: [ ] Propietario  [ ] Inquilino  [ ] Subvención, Sec 8  [ ] Sin Hogar  [ ] Otro</td>
<td></td>
</tr>
<tr>
<td>3. Número de personas en su casa/apt.: [ ] Adultos  [ ] Niños</td>
<td></td>
</tr>
<tr>
<td>a. ¿Cuántos perros y gatos vive en su casa? [ ] 0  [ ] 1  [ ] 2  [ ] 3  [ ] 4+</td>
<td></td>
</tr>
<tr>
<td>b. Nombre de perro(s)/gato(s):</td>
<td></td>
</tr>
<tr>
<td>c. Número de personas en su casa/apt.: [ ] Mascotas  [ ] Otro</td>
<td></td>
</tr>
<tr>
<td>6. ¿Cuál es el primer lenguaje que habla en su casa? [ ] Inglés  [ ] Español  [ ] Francés  [ ] Japonés  [ ] Otro</td>
<td></td>
</tr>
<tr>
<td>7. Describe la habilidad de su hijo/a con el lenguaje inglés: [ ] Muy bueno  [ ] Bueno  [ ] Regular  [ ] Regular  [ ] Pobre</td>
<td></td>
</tr>
<tr>
<td>a. ¿Cuál es el idioma de su hijo/a para el programa de inglés? [ ] Inglés  [ ] Español  [ ] Otro</td>
<td></td>
</tr>
<tr>
<td>9. ¿Tiene su hijo/a un discapacidad que le impide aprender? [ ] Sí  [ ] No</td>
<td></td>
</tr>
<tr>
<td>b. Clase y Primer año de identificación:</td>
<td></td>
</tr>
<tr>
<td>10. ¿Cuáles otros servicios de United Way ha participado su familia? [ ] Volunteer Income Tax Assistance (VITA)  [ ] Pre-K Institute  [ ] Reading Plus  [ ] Daily Parent Imaginatio Library  [ ] Day of Caring  [ ] Other</td>
<td></td>
</tr>
</tbody>
</table>

Admin Use Only

Date Received  |
Application 100% Complete  | Proof of Income Eligibility Provided  | Medical Form Complete

Admin Initial | Date

UWSO Initial | Date

4/2/12
Fun in the Sun
FIELD TRIP ROSTER

Staff Name_________________________ Phone __________________
Group Name and Color__________________________________________
Destination____________________________________________________
Date___________ Departure Time___________ Return Time____________
Driver_________________________________ Van #_________________

STUDENTS NAMES

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
6. ____________________________________________________________
7. ____________________________________________________________
8. ____________________________________________________________
9. ____________________________________________________________
10. ___________________________________________________________
11. ___________________________________________________________
12. ___________________________________________________________
13. ___________________________________________________________
14. ___________________________________________________________

(CIT)______________________________________________________
(CIT)______________________________________________________
Fun in the Sun 2012
INTERN ETHICS AGREEMENT

I have read and understand the Santa Barbara County’s United Way Code of Ethics. I understand that nothing contained herein creates an employment relationship.

I have read and understand the duties and responsibilities of the Fun in the Sun internship and agree to meet the standards required of the position. I understand that any stipend is contingent upon the amount and quality of the work I put forth and that my internship may be terminated at any time if I do not meet position standards.

________________________________________  ____________
Intern Name (print)                       Date

________________________________________
Intern Signature
Fun in the Sun 2012
Intern Weekly Feedback Form

Interns: Turn in this form at least weekly, more often if needed, to the FITS Coordinator Mailbox at United Way. If you need to talk about anything, let the Coordinator know so you can arrange a meeting.

Name: ____________________________________________ Date: ______________

Do you have any questions about Lunch Bunch, Fun in the Sun, United Way, your internship, or anything else?

Do you have any concerns or comments that you would like to make me aware of?

What do you feel was the best part of your experience this week?

Do you have any concerns about your Fun in the Sun site?

Is there anything you have noticed at your site that you think can be done differently?

Any other comments, questions, or concerns?

Thanks for your feedback!
I am always here if you need to chat. Feel free to pull me aside, call, or email me.
Lead Agency Memorandum of Understanding (MOU)

The MOU outlines and describes the steps of each lead agency in partnership with United Way in order to achieve success in delivering FITS. Below is a sample MOU between United Way and the Lead Agency.

**Memorandum of Understanding**

**Comparison between United Way and Lead Agency**

Lead Agency, hereafter referred to as LA, is pleased to have the opportunity to join with other Fun in the Sun (FITS) partners to provide a comprehensive summer program that will address the needs of local scholars for structured programming during the summer months.

LA, in partnership with United Way of Santa Barbara County (UWSBC) and partnering organizations, agrees to support the 2012 FITS program goals (see FITS Methods & Procedures Manual) for the summer of 2012 program as follows:

<table>
<thead>
<tr>
<th>UWSBC</th>
<th>January 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. UWSBC delivers changes/updates for program goals &amp; objectives by Jan. 31st</td>
<td>1. UWSBC delivers specific, measurable goals/outcomes with LA by January 31st</td>
</tr>
<tr>
<td>2. UWSBC delivers level of funding updates to LA</td>
<td>2. LA notifies UWSBC of any updates to sites, funding, staffing, etc.</td>
</tr>
<tr>
<td>3. Acts as funder and partner to LA; approves partnering agencies, budgets, and all cost-related programming areas</td>
<td>3. Acts as Fiscal Agent for the assigned program site(s) in 2012 and to award contracts with UWSBC approval to each of the partnering agencies for predetermined costs related to program delivery</td>
</tr>
<tr>
<td>4. UWSBC and LA staff promotes the value of each organization’s involvement in Fun in the Sun to community stakeholders as well as the value of our partnership. This includes recruiting seasonal staff that part of their role is to promote both organizations to any third party</td>
<td>4. UWSBC and LA staff promotes the value of each organization’s involvement in Fun in the Sun to community stakeholders as well as the value of our partnership. This includes but is not limited to recruiting seasonal staff that part of their role is to promote both organizations to any third party</td>
</tr>
<tr>
<td>5. Agrees to use all vision, values, goals, strategies, tactics documents, including forms and policies, in the Methods and Procedures Manual as the guideline for conducting Fun in the Sun</td>
<td>5. Uses Methods and Procedures Manual as a tool to establish the vision, goals, strategies, tactics documents, including forms and policies</td>
</tr>
<tr>
<td>6. UWSBC submits Civic Use permits/secure FITS sites</td>
<td>6. LA assists in any way necessary to determine needs for sites</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UWSBC</th>
<th>February 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. UWSBC and LA participates in early discussions (Jan-March) as to how to meet program goals and outcomes</td>
<td>1. UWSBC and LA participates in early discussions (Jan-March) as to how to meet the program goals and outcomes</td>
</tr>
<tr>
<td>2. UWSBC begins contact with all FITS partners</td>
<td>2. LA reviews goals and outcomes, assists in determining partners to contact</td>
</tr>
<tr>
<td>3. UWSBC and LA jointly determine strategies of</td>
<td>3. UWSBC and LA jointly determine strategies of</td>
</tr>
</tbody>
</table>
partnership with the school districts and will jointly participate in communications with appropriate district staff, i.e. summer school coordination

4. MOU is reviewed by UWSBC & LA, signed upon agreement

5. Enrollment/Registration form is reviewed by UWSBC & LA, finalized

<table>
<thead>
<tr>
<th>UWSBC</th>
<th>March 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. UWSBC contacts Sandy Point Ink to schedule student evaluations during FITS</td>
<td>1. LA notifies UWSBC of any updates to sites, funding, staffing, etc.</td>
</tr>
<tr>
<td>2. UWSBC determines scope of the yearly FITS evaluation and provide an outline of the plan to LA by March 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2. LA recruits, interviews, background screens, and hires for all FITS positions, beginning in March and continues until all positions filled (12:1, Program Leader: Scholar ratio)</td>
</tr>
<tr>
<td>3. UWSBC coordinates and hosts initial and final program partner meetings</td>
<td>3. LA attends partners meeting hosted by UWSBC</td>
</tr>
<tr>
<td>4. LA and UWSBC review MOU’s and budgets to determine partnerships for the summer</td>
<td>4. LA and UWSBC review MOU’s and budgets to determine partnerships for the summer</td>
</tr>
<tr>
<td>5. Partners complete Partner MOU and turn in to UWSBC by April 13&lt;sup&gt;th&lt;/sup&gt;. As MOU’s are turned in, UWSBC sends copies to LA via e-mail/fax</td>
<td>5. Partners complete Partner MOU and turn in to UWSBC by April 13&lt;sup&gt;th&lt;/sup&gt;. As MOU’s are turned in, UWSBC sends copies to LA via e-mail/fax</td>
</tr>
<tr>
<td>6. UWSBC and LA both make every effort to have partners offer their services as an in-kind donation or at reduced cost. Preference will be given to appropriate partners who offer in-kind or reduced services</td>
<td>6. UWSBC and LA both make every effort to have partners offer their services as an in-kind donation or at reduced cost. Preference will be given to appropriate partners who offer in-kind or reduced services.</td>
</tr>
<tr>
<td>7. UWSBC delivers updates on allotted numbers of scholars for recruitment</td>
<td>7. LA approves Family Advocate to begin recruitment of FITS participants with UWSBC permission</td>
</tr>
<tr>
<td>8. Partners will be notified by March 31&lt;sup&gt;st&lt;/sup&gt; whether they are invited to participate in a jointly signed letter by UWSBC and LA (e-mail)</td>
<td>8. Partners will be notified by March 31&lt;sup&gt;st&lt;/sup&gt; whether they are invited to participate in a jointly signed letter by UWSBC LA (e-mail)</td>
</tr>
<tr>
<td>9. UWSBC orders Registration/Enrollment forms by March 31&lt;sup&gt;st&lt;/sup&gt; (UWSBC, LA, FA, and parent each receive a copy)</td>
<td>9. UWSBC orders Registration/Enrollment forms by March 31&lt;sup&gt;st&lt;/sup&gt; (UWSBC, LA, FA, and parent each receive a copy)</td>
</tr>
<tr>
<td>10. UWSBC assists LA with recruitment tasks in any way necessary</td>
<td>10. LA coordinates delivery, education and pick-up of enrollment forms with school districts/schools and provided to FA. FA recruits and finalizes all documents for accepted participants; FA starts recruiting participants in March and continues to June start date. FA and LA verify family income by most recent tax forms or two recent pay stubs</td>
</tr>
<tr>
<td>11. UWSBC hires interns for the Lunch Bunch program and FITS interns/support</td>
<td>11. LA stresses and reinforces to school officials and FA’s FITS’ requirement on serving scholars with poor academic performance and/or reading needs, economically disadvantaged, and returning</td>
</tr>
<tr>
<td>UWSBC</td>
<td>April 2012</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>1. UWSBC delivers further funding updates/enrollment approvals</td>
<td>1. LA notifies UWSBC of any updates to sites, funding, staffing, etc.</td>
</tr>
<tr>
<td>2. UWSBC reviews proposal and budget proposal from LA; Agencies work together to come to agreement on budget and programming</td>
<td>2. LA submits proposal and budget proposal to UWSBC by April 15th</td>
</tr>
<tr>
<td>3. Any funding received by LA for FITS is to be reported to UWSBC</td>
<td>3. Any funding received by LA for FITS is to be reported to UWSBC</td>
</tr>
<tr>
<td>4. Regular communication between UWSBC FITS Coordinator and LA FITS rep from the first week of April through the week after the program ends</td>
<td>4. Regular communication between UWSBC FITS Coordinator and LA FITS rep from the first week of April through the week after the program ends</td>
</tr>
<tr>
<td>5. UWSBC &amp; LA correspond via e-mail to each other any identified crises or problems with program elements, partners, staff, or delivery within a 24-48 hour time window</td>
<td>5. All concerns/issues received by LA or UWSBC (particularly those received during, and about, current program implementation) are immediately (i.e., within 24 hours) reported to the other agency</td>
</tr>
<tr>
<td>6. UWSBC maintains communication between all stakeholders</td>
<td>6. LA develops and implements a simple e-mail communication with partners to be used during program delivery weeks (i.e. once weekly e-mail updates to all partners)</td>
</tr>
<tr>
<td>7. Partner communications (RFPs, scheduling, Final Reports, etc.) go through LA’s Coordinator and are to be shared with UWSBC FITS Coordinator at weekly meeting and/or in Programmatic Summary Report as appropriate</td>
<td>7. Partner communications (RFPs, scheduling, Final Reports, etc.) go through LA’s Coordinator and are to be shared with UWSBC FITS Coordinator at weekly meeting and/or in Programmatic Summary Report as appropriate</td>
</tr>
<tr>
<td>8. UWSBC coordinates a meeting between all Lead Agencies to confirm partner programs and discuss scheduling and disbursement of services by April 30th</td>
<td>8. All Lead Agencies to meet with UWSBC to confirm partner programs and discuss scheduling and disbursement of services by April 30th</td>
</tr>
<tr>
<td>9. UWSBC &amp; LA will jointly develop roles in FITS staff training by April 30th</td>
<td>9. UWSBC and LA will jointly develop roles in FITS staff training by April 30th</td>
</tr>
<tr>
<td>10. UWSBC begins recruitment of Lunch Bunch volunteers via mailings, e-mails, and website updates</td>
<td>10. LA coordinates and performs eligibility review of financials and summer school designation from April through June, particularly with school principals re: summer school, for 100% compliance with low-income and non-summer school designation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UWSBC</th>
<th>May 2012</th>
<th>LA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. UWSBC delivers further funding updates/enrollment approvals</td>
<td>1. LA notifies UWSBC of any updates to sites, funding, staffing, etc.</td>
<td></td>
</tr>
<tr>
<td>2. Ensures all FITS staff and (when applicable) volunteers, have fingerprint clearance and TB clearance before they commence FITS activities; UWSBCSBC to ensure all their staff and volunteers (when applicable); have fingerprint clearance</td>
<td>2. LA ensures all FITS staff and (when applicable) volunteers, have fingerprint clearance and TB clearance before they commence FITS activities; UWSBCSBC ensures all their staff and volunteers (when applicable); have fingerprint clearance</td>
<td></td>
</tr>
<tr>
<td>UWSBC</td>
<td>June 2012</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>1. UWSBC &amp; LA co-train all FITS staff in the value of the volunteer programs and the expected conduct towards them at UWSBC building</td>
<td>1. LA and UWSBC co-train all FITS staff in the value of the volunteer programs and the expected conduct towards them at UWSBC building</td>
<td></td>
</tr>
<tr>
<td>2. UWSBC communicates to LA a weekly updated schedule of Lunch Bunch teams and number of volunteers that are coming to visit each site. Will be able and willing to fill in for interns or during unexpected volunteer absences</td>
<td>2. LA conducts weekly FITS Staff meetings, starting in June, ending in August</td>
<td></td>
</tr>
<tr>
<td>3. UWSBC hosts second meeting for partners and include all Lead Agencies and hired staff. This all-FITS meeting educates about summer learning loss, program mission &amp; goals</td>
<td>3. LA and staff attend second meeting for partners, all Lead Agencies and hired staff. This all-FITS meeting educates about summer learning loss, program mission &amp; goals</td>
<td></td>
</tr>
<tr>
<td>4. UWSBC delivers pre-program survey for youth that is to be disseminated to all youth</td>
<td>4. LA disseminates pre-program survey for all youth in first week of program and confirm that all participants received the survey in the first week</td>
<td></td>
</tr>
<tr>
<td>5. UWSBC pays LA for all FITS services and supplies according to a payment schedule as agreed to by both parties</td>
<td>5. LA meets the following service delivery targets:</td>
<td></td>
</tr>
<tr>
<td>FITS Coordinator regularly visits Fun in the Sun sites, including but not limited to activities, parent education nights, and staff meetings</td>
<td>• 100% of FITS staff and volunteers will receive training on how to implement positive self-control program for scholars</td>
<td></td>
</tr>
<tr>
<td>Assists LA in preparation of any service delivery tasks, as necessary</td>
<td>• 100% of FITS staff and volunteers will receive training in appropriate ways to help scholars develop positive identity</td>
<td></td>
</tr>
<tr>
<td>TB clearance before they commence activities</td>
<td>TB clearance before they commence FITS activities</td>
<td></td>
</tr>
<tr>
<td>3. UWSBC, in conjunction with LA, reviews and approves specific curriculum for program by May 13th</td>
<td>3. LA provides outlined, detailed curricula (e.g. daily timed weekly outlines) for scholars in grades 3-9 and for “Counselors in Training” FITS participants in grades 10-12. - Designs and implements programming - Meets with United Way to review planned programming by May 13th</td>
<td></td>
</tr>
<tr>
<td>4. UWSBC orders t-shirts according to estimated sizes and quantities of t-shirts reported by LA</td>
<td>4. LA determines estimated sizes and quantities of t-shirts needed and reports number to UWSBC by May 13th</td>
<td></td>
</tr>
<tr>
<td>5. UWSBC keeps an updated spreadsheet of all current registered FITS participants for all sites</td>
<td>5. LA delivers by email a weekly updated spreadsheet to UWSBC of all FITS participants. Data includes: New additions, dropped scholars, Youth First and Last name, Parent first and last name, indication of prior participation, home address, ethnicity, grade, and group</td>
<td></td>
</tr>
</tbody>
</table>
additional partners, guest visitors, and the 7 week FITS program

- FITS scholars in grades 2-9, plus English Language Learners and Special Education scholars, will be consistently provided 45 minute lessons with the Reading Plus program, for 30 days within the 7-week program (Total of 1,350 minutes = 22.5 hours). Technical issues will be the sole excused explanation for anything less than 22.5 hours

- All FITS scholars will participate in 30 minutes of daily independent language arts experience (reading or journaling) in addition to the direct reading instruction minutes cited above (630 minutes = 10.5 hours)

- FITS scholars in grades 2-6 will participate in approximately 50 hours of service-learning activities (around environmental awareness/disaster preparedness), a minimum of 1.6 hours/day every day for 32 days

- FITS scholars in grades 7-9 will be provided with approximately 75 hours of service-learning activities (around environmental awareness/disaster preparedness), a minimum of 2.3 hours/day every day for 32 days

- All FITS scholars will participate in 45 minute lessons on STEAM (Science, Technology, Engineering, Arts & Math) programming daily for a minimum of 32 days (1,440 minutes = 24 hours)

- All FITS scholars will participate in 45 minute Physical Activities, including sessions led by volunteer partners, daily for a minimum of 32 days (1,440 minutes = 24 hours)

- All FITS scholars will participate in 2 HEAL (Healthy Eating and Living) activities, including nutrition classes, each week for 7 weeks

- FITS scholars must participate in a minimum of 2 RAYS (Sun Safety Education) lessons per week for 7 weeks

- FITS scholars must participate in a minimum of 2 Character Counts lessons per week for 7 weeks
- LA will host a minimum of 3 Parent Education Nights for FITS Parents, approximately 60 minutes each (180 minutes = 3 hours)
- FITS Program Leaders will complete a weekly evaluation of the initiative, cooperation, and enthusiasm of assigned Counselors in Training (CIT’s)
- Family Advocates will inform FITS parents and guardians of Family Fun Night dates via phone or in person

<table>
<thead>
<tr>
<th>UWSBC provides LA with any banners, photographs, flyers, and or news articles that feature FITS</th>
<th>LA provides UWSBCCSBC with any photographs, flyers, and or news articles that feature FITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. UWSBC schedules Lessons Learned meeting for August</td>
<td>7. LA staff plans to attend Lessons Learned meeting for August and/or complete online survey for continuous improvement</td>
</tr>
<tr>
<td>8. Should any technical issues with Reading Plus arise, UWSBC is to be immediately notified by LA and is to address said issues right away</td>
<td>8. Should any technical issues with Reading Plus arise, LA staff is to notify UWSBC immediately</td>
</tr>
<tr>
<td>9. UWSBC receives all updated rosters, enrollment forms, weekly calendars from LA on a weekly basis either in person or via e-mail</td>
<td>9. LA reports all updated rosters, enrollment forms, weekly calendars to UWSBC on a weekly basis either in person or via e-mail</td>
</tr>
<tr>
<td>10. UWSBC will update All-FITS e-calendar on a daily basis with LB scheduling and other changes to site schedules</td>
<td>10. LA will update All-FITS e-calendar on a daily basis with site schedules, field trips, visitors, activities, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UWSBC &amp; LA (at supervisory and programmatic levels) conducts a brief meeting within two weeks after the start of the program and another brief meeting within two weeks of the end of the program</th>
<th>1. UWSBC &amp; LA (at supervisory and programmatic levels) conducts a brief meeting within two weeks after the start of the program and another brief meeting within two weeks of the end of the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. FITS Coordinator visits FITS sites on a regular basis, including site activities, parent education nights, etc.</td>
<td>2. LA continues to run site using the above requirements</td>
</tr>
<tr>
<td>3. Creates and administers Satisfaction Surveys with input from LA to school employees during last week of FITS</td>
<td>3. LA reports any crises, emergencies, needs of any kind to UWSBC FITS Coordinator in a timely manner, including technical difficulties with Reading Plus</td>
</tr>
<tr>
<td>4. Creates and administers Satisfaction Surveys with input from LA to service-delivery partner agencies upon completion of service to FITS</td>
<td>4. LA staff will perform ongoing eligibility review of participants added to the program after the program’s start within 48 hours of participant’s acceptance. Copies of these additional forms will be delivered to UWSBC by the end of August</td>
</tr>
<tr>
<td>5. Should any technical issues with Reading Plus arise, UWSBC is to be immediately notified by LA and is to address said issues right away</td>
<td>5. LA will hold 1 weekly staff meeting for 30-60 minutes per week</td>
</tr>
</tbody>
</table>

**UWSBC**

**LA**

**July 2012**
<table>
<thead>
<tr>
<th></th>
<th>UWSBC</th>
<th>LA</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>UWSBC receives all updated rosters, enrollment forms, weekly calendars from LA on a weekly basis either in person or via e-mail</td>
<td>6. LA reports all updated rosters, enrollment forms, weekly calendars to UWSBC on a weekly basis either in person or via e-mail</td>
</tr>
<tr>
<td>7</td>
<td>UWSBC updates All-FITS e-calendar on a daily basis with LB scheduling and other changes to site schedules</td>
<td>7. LA updates All-FITS e-calendar on a daily basis with site schedules, field trips, visitors, activities, parent education, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UWSBC</strong></th>
<th><strong>Aug/Sep/Oct 2012</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>UWSBC delivers post-program survey for youth that is to be disseminated to all youth in the final week of program</td>
</tr>
<tr>
<td>1.</td>
<td>LA disseminates post-program survey for all youth in first week of program and confirms that all participants received the survey in the final week</td>
</tr>
<tr>
<td>2.</td>
<td>UWSBC delivers post-program survey for staff and parents that is to be disseminated to all staff and parents in the final week of program</td>
</tr>
<tr>
<td>2.</td>
<td>LA disseminates post-program survey for all staff and parents in first week of program and confirms that all staff and parents received the survey in the final week</td>
</tr>
<tr>
<td>3.</td>
<td>UWSBC collects all UWSBC materials from LA, including but not limited to banners, posters, etc. and receives report of materials that will remain safely at site</td>
</tr>
<tr>
<td>3.</td>
<td>LA takes inventory of FITS equipment and reserves it safely at site when appropriate. LA returns UWSBC materials, including but not limited to banners, posters, etc. to FITS Coordinator</td>
</tr>
<tr>
<td>4.</td>
<td>UWSBC FITS Coordinator assists LA in any way necessary to communicate with partners</td>
</tr>
<tr>
<td>4.</td>
<td>LA returns all RAYS equipment to Cancer Center of Santa Barbara</td>
</tr>
<tr>
<td>5.</td>
<td>UWSBC coordinates a FITS Staff Lessons Learned meeting to occur after no more than 3 days of the end of FITS</td>
</tr>
<tr>
<td>5.</td>
<td>LA attends a FITS Staff Lessons Learned meeting to occur after no more than 3 days after the end of FITS; LA works to communicate reminders of meeting to FITS Staff, and/or complete Lessons Learned e-survey</td>
</tr>
<tr>
<td>6.</td>
<td>UWSBC receives final enrollment form copies and rosters from LA by mid-August</td>
</tr>
<tr>
<td>6.</td>
<td>LA delivers final enrollment form copies and rosters to UWSBC by mid-August.</td>
</tr>
<tr>
<td>7.</td>
<td>UWSBC receives and reviews Partner End of Summer Reports from all service-delivery partners involved in FITS within 21 days of end of program and sends appropriate copies to LA</td>
</tr>
<tr>
<td>7.</td>
<td>LA receives from UWSBC and reviews Partner End of Summer Reports from all service-delivery partners involved in FITS</td>
</tr>
<tr>
<td>8.</td>
<td>UWSBC collects Lead Agency End of Summer Report from LA</td>
</tr>
<tr>
<td>8.</td>
<td>LA complete Lead Agency End of Summer Report within 21 days of end of program and sends it to UWSBC in order to receive final 10% of funding</td>
</tr>
<tr>
<td>9.</td>
<td>UWSBC completes payments to LA, according to payment schedule and collection of necessary documents</td>
</tr>
<tr>
<td>9.</td>
<td>LA completes necessary invoicing for partner agencies with 21 days of end of program</td>
</tr>
<tr>
<td>10.</td>
<td>An upper-level supervisory FITS Review meeting to guide thoughts for next cycle of FITS (starts in Nov/Dec) occurs by October 14th</td>
</tr>
<tr>
<td>10.</td>
<td>An upper-level supervisory FITS Review meeting to guide thoughts for next cycle of FITS (starts in Nov/Dec) occurs by October 14th</td>
</tr>
<tr>
<td>11.</td>
<td>LA and UWSBC review FITS and discuss for next years’ improvements on all staff schedules, communication tools, and morale activities, designs and implements appropriate changes</td>
</tr>
<tr>
<td>11.</td>
<td>LA and UWSBC review FITS and discuss for next years’ improvements on all staff schedules, communication tools, and morale activities, designs and implements appropriate changes</td>
</tr>
<tr>
<td>12.</td>
<td>FITS Coordinator begins updating M&amp;P</td>
</tr>
</tbody>
</table>

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Manual, both hard copies and online version to help implement changes for the next year of FITS

13. UWSBC receives and reviews the FITS Final Evaluation Report to determine the improvements of FITS participants and the FITS program as a whole

<table>
<thead>
<tr>
<th>UWSBC LA</th>
<th>Nov/Dec 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. UWSBC &amp; LA senior staff will meet in November and December to discuss the effectiveness of the programs past performance and possible refocusing of goals</td>
<td>1. UWSBC and LA meet in Nov and/or Dec to discuss and share thoughts on goals/outcomes prior to the January; final delivery by UWSBC</td>
</tr>
<tr>
<td>2. E-mail is recommended for most correspondence/communication between UWSBC and LA</td>
<td>2. E-mail is recommended for most correspondence/communication between UWSBC and LA</td>
</tr>
<tr>
<td>3. UWSBC &amp; LA establish a rough year round calendar for in-person meetings between both organizations including which staff levels should be included</td>
<td>3. UWSBC &amp; LA establish a rough-draft year round calendar for in-person meetings between both organizations including which staff levels should be included</td>
</tr>
</tbody>
</table>

Name ___________________________ Date ______________
Executive Director/CEO
Lead Agency

G. Paul Didier ___________________________ Date ______________
President and CEO
United Way of Santa Barbara County
Fun in the Sun 2012

Media Release Form

I, ________________________________ hereby authorize Fun in the Sun to use my child’s Image/likeliness/voice in still photos, slides, video productions, voice recorded productions, radio coverage, television coverage and/or any other media for the purpose of promoting Fun in the Sun and its programs.

Child’s Name: ________________________________

Parent/Guardian Signature: ________________________________

Date: _____________ ________

Home Phone: ________________________________

Work Phone: ________________________________
Fun in the Sun 2012
Medical Form

NAME OF CHILD: _______________________________________
DATE OF BIRTH: __________ Height: _______ Weight: _______

HEALTH HISTORY INFORMATION:

IS CHILD SUBJECT TO: DOES CHILD HAVE OR EVER HAS HAD?:

Colds YES NO Heart Trouble YES NO
Sore Throat YES NO Asthma YES NO
Fainting Spells YES NO Lung Trouble YES NO
Bronchitis YES NO Sinus Trouble YES NO
Convulsions YES NO Hernia (Rupture) YES NO
Cramps YES NO Appendicitis YES NO
Allergies YES NO Has appendix been removed? YES NO

Is the child currently under any type of medical treatment? YES NO
Please Explain “YES” answers:

LIST ANY ALLERGIES, FOOD ALLERGIES, DIETARY RESTRICTIONS, OR DRUG REACTIONS:
__________________________________________________________________________________________

LIST ANY PHYSICAL DISABILITIES THAT MAY LIMIT CHILD’S ACTIVITIES AT FUN IN THE SUN:
(Eyesight, hearing, speech, diabetes, ulcer, etc)
__________________________________________________________________________________________

PLEASE LIST ALL MEDICATIONS THE CHILD IS PRESENTLY TAKING:

<table>
<thead>
<tr>
<th>Name of Medication</th>
<th>Dosage</th>
<th>Times Taken</th>
<th>Prescribing Doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Doctor’s Name __________________________________________ Phone __________________________

Dentist’s Name __________________________________________ Phone __________________________

Does your child have medical insurance? YES NO Name of Provider ____________________________

Does your child have dental insurance? YES NO Name of Provider ____________________________

Person(s) to notify in an emergency, if parent cannot be reached:

Name __________________________ Relationship __________ Phone __________________________

Name __________________________ Relationship __________ Phone __________________________

MEDICAL RELEASE (Please read carefully)

I hereby give permission to FITS and its staff and volunteers to release any and all of the above health history to any medical personnel rendering emergency medical aid or treatment to my child. It is understood that a conscientious effort must be made to notify my spouse or myself before such action is taken, but if it is not possible to locate me in a timely manner, the expense of this service will be accepted by me. In the event that such medical treatment is necessary, I agree to release Girl’s Inc. of Carpinteria, United Boys & Girls Clubs of Santa Barbara and United Way of Santa Barbara County from any liability in connection with such medical treatment. FITS does not carry health or accident insurance on its members or participants. All expenses incurred in the treatment of illness, injuries or accidents will be the responsibility of the participant’s parents or guardians.

SIGNATURE OF PARENT/GUARDIAN ___________________________ DATE ______________________

PHONE NUMBERS: WORK __________________ HOME ___________________ CELL __________________
Fecha ________________

Fun in the Sun 2012
Información Medica

Nombre del Niño(a): ____________________________  Fecha de Nacimiento: ________________  Altura: __________  Peso: __________

Información Sobre la salud

<table>
<thead>
<tr>
<th>Problema</th>
<th>SI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resfriados</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dolor de garganta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desmayos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bronquitis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convulsiones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dolores de estomago</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alergias</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¿Padece de:

Ha Padrécido o tiene problemas de:

<table>
<thead>
<tr>
<th>Problema</th>
<th>SI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enfermedad de corazón</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problemas pulmonares</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problemas respiratorios</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hernia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alérgicas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apéndicitis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Le operaron el apéndice?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¿Esta recibiendo asistencia medica?  SI    NO

Si contestó que “si” a algo, por favor explíquenos:

__________________________________________________________________________________________________________________

Describa lo más que pueda de las alergias, las alergias de comida, restricciones dietéticas, o medicamentos que el participante padezca:

__________________________________________________________________________________________

Indique cualquier impedimento físico que intervenga con su habilidad de participar en las actividades del programa FUN IN THE SUN: (perdida de vista, del oído, problemas de habla y lenguaje, diabetes, etc)

__________________________________________________________________________________________

Si el participante toma medicamentos por favor indique aquí:

<table>
<thead>
<tr>
<th>Nombre del Medicamento</th>
<th>Dosis</th>
<th>Hora</th>
<th>Doctor quien prescribo</th>
</tr>
</thead>
</table>

Nombre del doctor: ____________________________  Teléfono: ____________________________

Nombre del dentista: ____________________________  Teléfono: ____________________________

¿Tiene su hijo(a) seguro medico?  SI    NO  Nombre del proveedor ____________________________

¿Tiene su hijo(a) seguro dental?  SI    NO  Nombre del proveedor ____________________________

Contactos de Emergencia: (Adultos, no padres):

Nombre: ____________________________  Relación: ____________________________  Teléfono: ____________________________

Nombre: ____________________________  Relación: ____________________________  Teléfono: ____________________________

Contestamiento Médica (favor de leer cuidadosamente)

Yo, el encargado abajo firmante, doy permiso para que mi hijo(a) reciba atención medica de parte de un doctor, dentista, o profesional capacitado en la sala de emergencia o en cualquier situación que requiera atención medica durante o por accidents sufridos en Fun in the Sun y los excursions.  Yo entiendo que Girls Inc. of Carpinteria, United Boys & Girls Club of Santa Barbara y United Way of Santa Barbara County no son responsables de pagar los servicios medicos que el participante necisite.

Firma de los padres o adultos encargados: ____________________________  Fecha ____________________________

Números de Teléfonos: Trabajo: ____________________________  Casa: ____________________________  Celular: ____________________________
Congratulations!

Your child has been accepted to the Fun in the Sun summer learning program at (site)!

Fun in the Sun will begin at 8:30 a.m. on Monday, June 18, 2012.

Your child(ren) must attend the first day, June 18th, in order to be a part of Fun in the Sun. In addition, the following packet must be read and agreed to, and you must return the following 4 pages that require signatures and/or initials by prior to the start of the program.

We would like to take an opportunity to introduce ourselves and welcome your child to Fun in the Sun. Sal Williams will be the Site Coordinator at La Cumbre Junior High School, and he will be working with Jesse Tovar, our FSA Family Advocate. If you have any questions, please feel free to contact us at (phone). To ensure a positive summer experience, please take a moment to review the policies below. Thank you and we are looking forward to a great summer!
IN CONSIDERATION of being permitted to utilize the premises, facilities, services and programs of United Way of Santa Barbara County’s Fun in the Sun, hereafter referred to as FITS, program (or for my child to so participate) for any purpose, including but not limited to observation or use of facilities or equipment, or participation in any off-site program affiliated with FITS, the undersigned, for himself or herself and such participating children and any personal representatives, heirs, and next of kin, hereby acknowledges, agrees and represents that he or she has, or immediately upon entering or participating will, inspect and carefully consider such premises and facilities or the affiliated program. It is further warranted that such entry onto FITS facilities for observation or use of any facilities or equipment or participation in such affiliated program constitutes an acknowledgement that such premises and all facilities and equipment thereon and such affiliated program have been inspected and carefully considered and that the undersigned finds and accepts same as being safe and reasonably suited for the purpose of such observation, use or participation by the undersigned and such children.

IN FURTHER CONSIDERATION OF BEING PERMITTED TO ENTER FUN IN THE SUN FOR ANY PURPOSE INCLUDING, BUT NOT LIMITED TO OBSERVATION OR USE OF FACILITIES OR EQUIPMENT, OR PARTICIPATION IN ANY OFF-SITE PROGRAM AFFILIATED WITH FUN IN THE SUN, THE UNDERSIGNED HEREBY AGREES TO THE FOLLOWING:

THE UNDERSIGNED ON HIS OR HER BEHALF OF SUCH CHILDREN, HEREBY RELEASES, WAIVES, DISCHARGES AND COVENANTS NOT TO SUE United Way of Santa Barbara County and its FITS partner agencies; its directors, officers, employees and agents (hereinafter referred to as “releasees”) from all liability to the undersigned or such children and all his personal representatives, assigns, heirs, and next of kin for any loss or damage, and any claim or demands therefore on account of injury to the person or property or resulting in death of the undersigned or such children is in, upon, or about the premises or any facilities or equipment therein or participating in any program affiliated with FITS.

THE UNDERSIGNED HEREBY AGREES TO INDEMNIFY AND SAVE AND HOLD HARMLESS the releasees and each of them from any, loss, liability, damage or cost they may, incur due to the presence of the undersigned or such children in, upon or about FITS premises or in any way observing or using any facilities or equipment of FITS or participating in any program affiliated with FITS whether caused by the negligence of the releasees or otherwise.

THE UNDERSIGNED HEREBY ASSUMES FULL RESPONSIBILITY FOR AND RISK OF BODILY INJURY, DEATH OR PROPERTY DAMAGE to the undersigned or such children due to negligence of releasees or otherwise while in, about or upon the premises of FITS and/or while using the premises or any facilities or equipment thereon or participating in any program affiliated with Fun in the Sun.

THE UNDERSIGNED further expressly agrees that the foregoing RELEASE WAIVER AND INDEMNITY AGREEMENT is intended to be as broad and inclusive as is permitted by the law of the State of California and that if any portion is held invalid, it is agreed that the balance shall, not withstanding, continue in full legal force and effect.

THE UNDERSIGNED HAS READ AND VOLUNTARILY SIGNS THE RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT, and further agrees that no oral representations, statements or inducement apart from the foregoing written agreement has been made.

I HAVE READ AND UNDERSTAND THIS DOCUMENT AND RELEASE

Date: _____________________  Print Name_________________________________________

Signature of Applicant/Parent_________________________________________________

Name of Child in Program_____________________________________________________

Name of Child in Program_____________________________________________________

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PARENT STATEMENT OF UNDERSTANDING

The following information is important for the safety and protection of your child. Please read the information, sign this form and return it to a Fun in the Sun representative (Site Coordinator or Family Advocate).

I understand that FITS staff are not allowed to babysit or transport children at any time outside of the FITS program. Immediate disciplinary action will be taken by United Way and FITS directors toward staff and volunteers if a violation is discovered.

I understand that I am not to leave my child at FITS site unless a FITS staff or volunteer is there to receive and supervise my child.

I understand that my child will not be allowed to leave the program with an unauthorized person. Any person authorized to pick up my child must either be listed with FITS or other arrangements must be made by calling FITS staff to inform them of a change.

I understand that should a person arrive to pick up my child who appears to be under the influence of drugs or alcohol, for the safety of the child, staff may have no recourse but to contact the police. Please do not put staff in a position where they have to make this judgment call.

I understand that FITS is mandated, by state law, to report any suspected cases of child abuse or neglect to the appropriate authorities for investigation.

I have received a copy of the FITS Participant Packet. I have read and understand the statements above and in the FITS Participant Packet.

________________________________________________
Parent or Legal Guardian’s Signature

______________________
Date
PARTICIPANT SWIM ABILITY ASSESSMENT FOR MINOR:
The Fun in the Sun program, hereafter referred to as FITS, may include aquatic activities at a pool, beach or other location with water. Your initial below authorizes your child to participate in swimming activities. Please check the box below with the description that most closely fits the participant.

Type 1: Does not know how to swim or is uncomfortable or nervous around water. Cannot put their face in the water, hold their breath, right themselves or float.

Type 2: Can hold their breath, fully submerge their head under water, right themselves, float unsupported for five (5) seconds, flutter kick and can turn over from front and back. Is uncomfortable in water over their head and is unable to propel themselves beyond ten (10) yards.

Type 3: Comfortable in deep water, can demonstrate basic swimming stroke techniques with controlled breathing, can propel themselves twenty-five (25) meters and tread water for two minutes

Type 4: Comfortable in deep water, can demonstrate advanced swimming stroke techniques with controlled breathing, can continuously propel themselves for a minimum of 100 meters, tread water for four (4) minutes and swim fifteen (15) meters under water.

Initial:_______

PERMISSION FOR AUTHORIZING USE OF SUNSCREEN:
I understand that providers now must have written permission from parents authorizing use of sunscreen and identifying the Sunscreen Brand and Sun Protection Factor (SPF) to be used on children. FITS is attempting to avoid the possibility of an allergic reaction. I hereby give consent to FITS and its designated leaders to apply sunscreen, which is provided for your child by the Cancer Center of Santa Barbara (CCSB) during FITS hours. It is not necessary for me, the parent or guardian, to provide sunscreen for my child. However, in the event that I supply your child with sunscreen, I have provided the brand and SPF below.

Sunscreen provided by CCSB (brand): Rocky Mountain Sunscreen SPF: 30
Sunscreen provided by parent/guardian (brand):___________________ SPF:__________________

I understand that it is required that, as a FITS participant, my child will wear sunscreen during FITS hours and I authorize FITS staff to directly apply sunscreen provided by CCSB to my child.

Initial:_______

CODE OF CONDUCT FOR ALL PARTICIPANTS:
By Submitting this application, you, for yourself on behalf of your minor child, agree to abide by the policies and conditions of the FITS program “Code of Conduct”.

Initial:_______

MANDATED REPORTING:
I understand that FITS staff is mandated by state law to report any suspected cases of child abuse or neglect to the appropriate authorities for investigation.

I HAVE READ AND AGREE TO THE ABOVE INFORMATION:

______________________________  _________________________
Parent or Legal Guardian’s Signature  Date

Printed Name
PERMISSION FOR FIELDTRIPS, WALKING FIELDTRIPS, WALKING EXCURSIONS, AND USE OF PUBLIC PARK FACILITIES
I hereby give consent to FITS and its designated leaders to take the above named child on walking trips in the neighborhood, public park facilities, special excursions to the places of interest in FITS van, buses commercial vehicles, public transportation, or rented vans or buses, with the understanding that such trips are under supervision of authorized personnel of FITS and that all possible precautions are taken to insure the health and safety of my child.

Initial: 

CONSENT FOR EMERGENCY MEDICAL TREATMENT
As the parent [ ], domestic partner [ ], or authorized representative [ ], I hereby give consent to FITS and its designated leaders to obtain all emergency medical or dental care prescribed by a duly licensed physician (M.D.), Osteopath (D.O.), or Dentist (D.D.S.) for the child named above. This care may be given under whatever conditions are necessary to preserve the life, limb or well being of a child named above.

Initial: 

CHILD’S HEALTH STATEMENT
I, the undersigned parent/legal guardian, understand that at FITS, physical activity is a regular part of the program. To the best of my knowledge, my child is in excellent physical health and needs no restrictions (except what is listed on the Emergency/Health Information Form) from strenuous physical activity. If I have any questions regarding my child’s health, I understand that it is my obligation to seek professional medical advice and to inform FITS and its designated leaders of any restrictions on my child’s activities.

Initial: 

PHOTOGRAPHIC/MEDIA RELEASE

INSURANCE DISCLAIMER
FITS does not carry health or accident insurance on its members or participants. All expenses incurred in the treatment of illness, injuries or accidents will be the responsibility of the participant’s parents or guardians.

Initial: 

LOST AND FOUND
FITS assumes no responsibility for lost or stolen items. Please label all belongings with permanent marker. If something is misplaced, check the site’s lost and found area. Please leave all toys and games at home. Unclaimed and found articles will be discarded at the end of each week.

FAMILY FUN NIGHTS
Special family nights are scheduled during the final week of FITS in order to provide the whole family with the opportunity to participate in the program. We strongly encourage all parents to attend to meet the staff, their children’s new friends, enjoy a potluck dinner, and learn about the students’ achievements. Details will be provided.

WEEKLY CALENDARS
Program leaders will provide calendars to you and your child on a weekly basis. The calendars include curriculum and enrichment activities, Reading Plus schedules, fieldtrip destinations, special events, etc. Calendars will also include a note to you and your child about things to remember, i.e. FITS Shirts, water bottles, etc.

PROGRAM CONCERNS OR QUESTIONS
FITS encourages constant communication between parents, staff and children to assure everyone’s needs are being met. If you should ever have a problem, concern or question, we encourage you to ask your Site Coordinator. Should they not be able to meet your needs, please contact the Fun in the Sun Coordinator at the United Way of Santa Barbara office. It
is through your input that we are better able to meet the needs of the community and enhance the quality of our programs.

THANK YOU!
We are happy that you have selected the FITS program for your child. We are committed to offering days filled with educational fun for your child and entire family.

BEHAVIOR AND DISCIPLINE
It is the goal of FITS to provide a healthy, safe and educational environment for all participants. Children attending FITS are expected to exhibit Character Counts values, follow basic behavior guidelines, and to interact appropriately in a group setting.

Your child and family have been selected out of a large pool of qualified applicants from throughout Santa Barbara County. With this privileged opportunity comes responsibility. It is expected that your child adhere to behavior guidelines. FITS and its staff holds the right to dismiss any participant from the program that is actively working against the goals of the program. This includes, but is not limited to, classroom disruption, bullying, violence, vandalism, etc.

While the fore mentioned is the general outline of our behavior procedures, FITS reserves the right to ask parents to find alternative arrangements for their child without prior notification, as deemed necessary for the safety of staff and/or program participants, not limited to the fore mentioned behaviors.

At no time will swearing, abusive language or physical violence be allowed by children, staff, volunteers or parents. In addition FITS strictly enforces all rules and regulations set by the local school or host site.

EMERGENCY/NATURAL DISASTER PLAN
In the event a natural disaster occurs, our goal is to keep children safe and calm. FITS staff will determine the safest plan of action. The Site Coordinator will always keep scholars’ emergency information with them at all times. You may want to consider making arrangements for a friend or relative who works or lives close to the FITS site to pick up your child in the case of a disaster. Their names must be included on the emergency contact list on your Medical Information Form. Remember, they must have a Photo ID, and they must be at least 18 years of age. It is also a good idea to have an out of state contact to call in case of a natural disaster. Often, out of state phone lines are still active in the event of a local disaster. Remember, making plans prior to emergencies can expedite the safe release of your child. Camp closure due to a natural disaster is at the discretion of FITS Executive Team. If questionable situations arise, please call United Way at 805-965-8591.

HEALTH AND SAFETY
The Medical Information Form must be completed for each scholar and returned prior to the start date of FITS. Safety is our primary concern. We strongly enforce safety rules for all scholars. We believe in the positive reinforcement approach and work very hard with scholars to teach safety at all times. All staff is CPR and First-Aid Certified and asked to only give care within the scope of their training. If your child is injured or ill at camp, we will take whatever steps necessary to provide appropriate care. These steps may include but are not limited to:

A. Attempting to contact parents
B. Attempting to contact persons named as emergency contacts on the Medical Information Form
C. Summoning 911/Emergency Care
D. Assigning a counselor or a designated person to go with the child to the hospital or medical facilities, if a child is sent

Special needs, allergies, or behavioral concerns should be reported to the Site Coordinator prior to the start date of the program so that adequate and appropriate preparation and care can be provided for each scholar.
**MEDICATION**

All necessary medications must be listed on the Medical Information Form and signed by the parent or guardian in order for any medication to be administered. Medication must be brought to staff in its original prescription labeled container. The label must clearly identify the child’s name, doctor, date, prescription name and dosage. Children are NOT allowed to dose medication themselves – all medicine (including inhalers) must be given to FITS staff.

**Please Note:** FITS does not provide medical or hospital insurance for medical costs incurred by the individual or immediate family as a member of FITS or participant of any FITS activities. Therefore, any costs incurred for such treatment will be the responsibility of the individual family.

**ILLNESS**

If your child is ill and will not attend FITS, please call the Site Coordinator by 9:00 a.m. to inform us of the absence. If your child becomes ill while in our care, a parent will be contacted and asked to pick up their child immediately. The child will be isolated, within sight and hearing of staff, until the parent arrives. If the parent cannot be reached, staff will phone the emergency contact person(s) listed on the child’s Medical Information Form. FITS is NOT licensed to provide care for sick children.

Staff reserves the authority to ask a parent to remove their child from the program, if that child appears ill or their health is judged to be detrimental to the other children and staff. Parents or emergency contacts are required to pick up the ill child within one hour of being contacted.

Children exhibiting the following symptoms may not attend the program:

- Severe pain
- Temperature over 100 degrees
- Diarrhea or blood in urine
- Swollen joints
- Jaundiced skin, yellow eyes or red eyes with discharge
- Visibly enlarged lymph nodes
- 2 or more episodes of vomiting in 24 hours
- Infected/untreated skin patches or rash lasting more than one day
- Evidence of head lice or nits

**INJURIES**

Injuries will be treated as needed: washing, applying Band-Aids or ice packs. Parents will be notified upon pick up, and given an Injury Report explaining the details. In accordance with sanitation and state regulations, FITS staff cannot administer any cream ointment or anti-bacterial solutions. Parents will be contacted immediately in the case of more serious injuries, in which medical attention is needed.

**PARENT RESPONSIBILITIES**

FITS recognizes that parents are the most important people in a child’s life. We believe parents are #1 in importance, they are also #1 in the ability to influence and motivate their children. We welcome and encourage your advice, participation, and support. If you have an issue, concern, or question, please speak with the Site Coordinator. If they are unable to meet your needs, please contact United Way at 805-965-8591.

Your Responsibilities:

- You are responsible for your child upon arrival to FITS until he/she has been signed in and acknowledged by a staff member. Your child may NOT be signed in before the start of FITS.
- All scholars must be signed in/out each day with initials from an adult (18 years or older). Scholars will only be released to persons listed on the registration form. To ensure safety, all adults must show valid Photo I.D. when dropping off and picking up children.
- If you have agreed to participate in the voluntary payment of $70 per summer or $10 per week (7 weeks), please give cash or check payments to Site Coordinator on a one-time or weekly basis, depending on your payment plan.
• Review the FITS Program Policies and site rules with your child.
• Provide updated personal and medical information immediately at the time of change.
• Participate in Family Fun Night and Parent Education Workshops. FITS goals not only apply to the child, but to the entire family and community. As such, we strongly encourage to participate in as many family events as possible. Workshops and Family Fun Night are relevant to your family and can provide important resources for you, while encouraging your child’s strong participation in FITS.

Parents are also encouraged to participate in our other services and volunteer opportunities. For more information, please contact United Way of Santa Barbara County at 805-965-8591.

WHAT TO SEND WITH YOUR CHILD
Scholars should wear comfortable, closed-toe shoes (not crocs), and play clothes. Sandals are permitted only at the beach. On field trips, scholars must wear their FITS T-shirt. We encourage children to bring an additional shirt for beach days that can be worn to avoid sunburn. One free FITS t-shirt will be given to each enrolled child.

FUN IN THE SUN STAFF
FITS operates under direct supervision of the Fun in the Sun Coordinator. Each site is led by a highly qualified Site Coordinator, whose responsibility is the operation of that particular site, including but not limited to the supervision of children and counselors, program planning and implementation, communication and parent relations. Most of our staff are college students with education, sociology, or anthropology backgrounds. All have cleared fingerprint clearance and are certified in CPR, First-Aid, Child Abuse Prevention. They have had a successful experience working with children, have undergone 40 minimum training with Executive staff, and are looking forward to getting to know your family.

BABYSITTING
FITS staff shall not socialize with children enrolled in FITS programs outside of approved FITS activities, including babysitting or transporting children. Immediate disciplinary action will be taken by FITS leadership toward staff if a violation is discovered. Please do NOT ask staff to babysit!

SWIM AND BEACH TRIPS
Scholars will be given the opportunity to swim in local pools and visit local beaches. Take note of the weekly calendars to know when to send your child with their swimsuit and towel. We only visit pools and beaches where lifeguards are on duty. At the beach, scholars may go into the water up to their waist. Scholars may be permitted to bring play items for the beach, but are responsible for the care of their belongings.

SUNSCREEN
Sun safety is taught to scholars on a weekly basis. In practicing sun safety, scholars wear hats at all times when outdoors and are provided sunscreen throughout the day. If possible, please apply sunscreen to your child prior to sending them to camp.

FIELDTRIPS
FITS includes fieldtrips that either require walking or bus transportation. FITS has been successfully taking children on fieldtrips for many years. Fieldtrips are carefully planned and at not time will any child be left unsupervised. Site Coordinators and Assistant Site Coordinators keep all campers emergency information with them at all times. Scholars will go on an average on a variety of fieldtrips in a given week, including to a local beach, library or park and another local attraction. Check the weekly calendars for more details. There is no alternative child care provided for children who do not wish to participate in trips.

TRANSPORTATION
Due to Site Coordinator each Friday
FITS Week #: Today’s Date:

Did your group have any sunburns?

Which RAYS lesson did you do this week?

Did your group visit the Library or Bookmobile this week?

Did anyone in your group miss 60 minutes of reading/journaling this week?

Did anyone in your group miss activities this week? Please include date and reason.

Did you use methods to foster Positive Self Control in the children? How?

Any issues in your group that need to be addressed:

Please attach copies of all Accident Reports.

Please list reasons for any behavior reports this week.

Thank you!
In order to participate with Fun in the Sun 2012, we ask that Partners submit typed, detailed responses to the following questions. We ask that you limit your responses to three pages and attach your agency’s proposed budget as the fourth page.

Date:__________________

_____________________________ (agency) is pleased to have the opportunity to join with other Fun in the Sun partner agencies to provide a comprehensive summer enrichment program to address the needs of local students for structured educational programming during the summer months.

1. The areas of impact for Fun in the Sun 2012 are as follows:

- **Education**: Increase learning over summer months, specifically in Reading Literacy & STEAM (Science, Technology, Engineering, Arts & Math)
- **Enrichment**: Arts (art, dance, music, performance), Sports, Physical Activities, Field Trips, etc.
- **Support Network**: Family and adult community’s support and involvement
- **Healthy/Safe Lifestyle**: Awareness and prevention curriculum
- **Basic Needs**: Daily meals and snacks, clothing, health/dental screenings, supplies

2. With which FITS sites/locations are you most interested in working?

3. How will you incorporate the six pillars of Character Counts (*trustworthiness, respect, responsibility, fairness, caring, and citizenship*) into your programming?

4. Obligations of _________________________ (agency) to Fun in the Sun:

   a. We will support the goals of Fun in the Sun 2012 as follows:

   - Participate in program assessment and evaluation
   - Submit an end of summer report to lead agency within 21 days of completion of services including all applicable information as outlined by lead agency.

5. Obligations of Fun in the Sun to _________________________ (agency):

   a. Inclusion of _________________________ (agency) in print and publication as a partner in the Fun in the Sun 2012 collaboration.
6. Discuss how your agency’s mission and goals will help support the overall goals of FITS.

7. Outline your proposed schedule of programming (Please include frequency, day(s) of week and time of day).

8. Please enclose your proposed budget for the program (if applicable).

9. If full funding were not available, what is a secondary option for offering programming (include estimated budget for this option)?

10. Which FITS measurable outcome objectives will your agency address?

11. These outcome objectives will be measured by (Your Agency Staff Member):

   **Staff Member Name:**
   **Title:**
   **Signature:**
   **Date:**

12. I agree to make our agency’s best efforts to accomplish the desired goals and impacts of FITS.

   **Program Manager Name:**
   **Title:**
   **Signature:**
   **Date:**

**10% of funding (if applicable) may be withheld by lead agency until End of Summer Report is received.**

Please send your typed responses to:

E-version *(preferred)*: Courtney Tarnow, Fun in the Sun Coordinator
c tarnow@unitedwaysb.org

United Way of Santa Barbara County
320 East Gutierrez St.
Santa Barbara, CA 93101
Phone: 805-965-8591   Fax: 805-962-3461
Fun in the Sun 2012
Program Partners End of Summer Report

It is required that all Fun in the Sun 2012 Partners submit an End of Summer report within 21 days after the last day of service provided by your agency. We ask that information in response to the following items (as they are applicable to your experience/agency) be included:

1. A brief description of your program
2. Number of Fun in the Sun children served by your program
3. Amount of programming time (or tours, etc.) provided to FITS children by your program
4. List the goals and intended measurable outcomes of your program
5. The results from your measured outcomes
6. Description and financial amount of all in-kind contribution of your agency to FITS (i.e., materials and supplies, staff/volunteer hours, overhead costs, etc.)
7. Please describe challenges and successes of working with FITS this year
8. Ideas for expansion or enhancement of the program in future summers
9. Any other information that you would like for us to know

Please send one copy to United Way of Santa Barbara County...
Courtney Tarnow, ctarnow@unitedwaysb.org or fax 805-962-3461

...and one copy to each location(s) you worked with:

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<tr>
<th>Carpinteria</th>
<th>Goleta</th>
<th>Santa Barbara</th>
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<tr>
<td>Ericka Lopez: <a href="mailto:Ericka@girlsinccarp.org">Ericka@girlsinccarp.org</a></td>
<td>Linsey Oglanian: <a href="mailto:linseyperez@gmail.com">linseyperez@gmail.com</a></td>
<td>Courtney Tarnow: <a href="mailto:ctarnow@unitedwaysb.org">ctarnow@unitedwaysb.org</a></td>
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Reminder! EOS Reports should be received within 21 days after your agency has completed program/services delivery. Thank you for helping us to fully understand the valuable contribution that your agency has made to FITS 2012!

United Way of Santa Barbara County
320 East Gutierrez St.
Santa Barbara, CA 93101
Phone: 805-965-8591 Fax: 805-962-3461
Fun in the Sun
Recruitment Release Agreement

Dear (Name),

Listed below are the number of scholars and the dates your site may begin recruiting for the 2012 Fun in the Sun Program:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Number of Scholars</th>
<th>Date</th>
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Please sign below and return via mail, fax, or in person to the United Way of Santa Barbara County.

- United Way of Santa Barbara County
c/o FITS Coordinator
320 E. Gutierrez St.
Santa Barbara, CA 93101

- Fax: (805) 962-3641

I agree to comply with the set recruitment date in order to enroll scholars for our site. By doing this, I understand I will be supporting adequate funding for all and promoting equity to all partners involved in the Fun in the Sun recruitment process.

Print- FITS Coordinator ______________________ Signature – FITS Coordinator ______________________ Date _____________

Print- Agency Rep ______________________ Signature- (Agency Rep) ______________________ Date _____________
Dear Parent/Guardian,

This report is being sent to you about your child’s behavior. All children at Fun in the Sun are expected to show good character and practice what they learn through the six pillars of Character Counts.

Our Behavior Report System has the following steps:

1st Behavior Report  Warning and/or report sent home. Parent/guardian needs to sign and return it to FITS.

2nd Behavior Report  Child will be dismissed from the program at the discretion of FITS management staff.

Please help us to make sure that Fun in the Sun stays a safe and fun place for all children. Thank you for your cooperation and support of our Behavior Report Policy. We encourage your comments and suggestions.

Thank you,

The Fun in the Sun Staff

Please sign and return the Behavior Report
Fun in the Sun
Scholar Behavior Report (page 2 of 2)
Please provide 2 copies of report; copy 1 goes to Parent on day of incident, copy 2 goes to Site Coordinator.

Date: __________________________ Site: _______________________________________

Name of Scholar: __________________________ Group: __________________________

My behavior has failed to demonstrate one or more of the following pillars of good character:

□ Trustworthiness □ Respect

□ Responsibility □ Fairness

□ Caring □ Citizenship

How I failed to follow the pillar(s) (specifics of the incident):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Name of Staff Member Reporting______________________________________________

Staff Member Signature_____________________________________________________-Date________

Parent Signature___________________________________________________________-Date________

Scholar Signature____________________________________________________________Date________
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## Fun in the Sun 2012
### Sign In/Out Sheet

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<th>Scholar's First Name</th>
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<th>Mon. IN</th>
<th>Mon. OUT</th>
<th>Tues. IN</th>
<th>Tues. OUT</th>
<th>Wed. IN</th>
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<th>Thurs. IN</th>
<th>Thurs. OUT</th>
<th>Fri. IN</th>
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### Week:
<table>
<thead>
<tr>
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<th>Scholar's Last Name</th>
<th>Mon. IN</th>
<th>Mon. OUT</th>
<th>Tues. IN</th>
<th>Tues. OUT</th>
<th>Wed. IN</th>
<th>Wed. OUT</th>
<th>Thurs. IN</th>
<th>Thurs. OUT</th>
<th>Fri. IN</th>
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</tbody>
</table>
Site Coordinator Weekly Feedback Form:
FITS Week #: Today’s Date:

Did your group have any sunburns?

Which RAYS lesson did you do this week?

Did your group visit the Library or Bookmobile this week?

Did anyone in your group miss 60 minutes of reading/journaling this week?

Did anyone in your group miss activities this week? Please include date and reason.

Did you use methods to foster Positive Self Control in the children? How?

Any issues in your group that need to be addressed:

Please attach copies of all Accident Reports.

Please list reasons for any behavior reports this week.

Thank you!
Fun in the Sun
Staff Behavior Report

Date: ________________________ Site: ________________________

Staff Member Name: __________________ Group: __________________

Incident:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Comments:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Staff Member Signature ___________________________________________ Date __________

Site Coordinator Signature _________________________________________ Date __________
**SUSPECTED CHILD ABUSE REPORT**

*To Be Completed by Mandated Child Abuse Reporters*

Pursuant to Penal Code Section 11166

**CASE NAME:**

**CASE NUMBER:**

---

**A. REPORTING PARTY**

<table>
<thead>
<tr>
<th>NAME OF MANDATED REPORTER</th>
<th>TITLE</th>
<th>MANDATED REPORTER CATEGORY</th>
</tr>
</thead>
</table>

**REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS**

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>Zip</th>
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</table>

**REPORTER'S TELEPHONE (DAYTIME)**

<table>
<thead>
<tr>
<th>SIGNATURE</th>
<th>TODAY'S DATE</th>
</tr>
</thead>
</table>

**B. REPORT NOTIFICATION**

- LAW ENFORCEMENT
- COUNTY PROBATION AGENCY
- COUNTY WELFARE / CPS (Child Protective Services)

**ADDRESS**

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>Zip</th>
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</table>

**DATE/TIME OF PHONE CALL**

**OFFICIAL CONTACTED - TITLE**

<table>
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<th>TELEPHONE</th>
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**C. VICTIM**

**NAME (LAST, FIRST, MIDDLE)**

<table>
<thead>
<tr>
<th>BIRTHDATE OR APPROX AGE</th>
<th>SEX</th>
<th>ETHNICITY</th>
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**ADDRESS**

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<tr>
<th>Street</th>
<th>City</th>
<th>Zip</th>
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**TELEPHONE**

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**PRESENT LOCATION OF VICTIM**

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<tr>
<th>SCHOOL</th>
<th>CLASS</th>
<th>GRADE</th>
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</table>

**PHYSICALLY DISABLED?**

- YES
- NO

**DEVELOPMENTALLY DISABLED?**

- YES
- NO

**OTHER DISABILITY (SPECIFY)**

**PRIMARY LANGUAGE**

**SPOKEN IN HOME**

**IN FOSTER CARE?**

- YES
- NO

**IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:**

- DAY CARE
- CHILD CARE CENTER
- FOSTER FAMILY HOME
- FAMILY FRIEND
- GROUP HOME OR INSTITUTION
- RELATIVE'S HOME
- OTHER (SPECIFY)

**TYPE OF ABUSE (CHECK ONE OR MORE):**

- PHYSICAL
- MENTAL
- SEXUALLY
- NEGLECT
- OTHER (SPECIFY)

**RELATIONSHIP TO SUSPECT**

<table>
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<tr>
<th>PHOTOS TAKEN?</th>
<th>YES</th>
<th>NO</th>
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**DID THE INCIDENT RESULT IN VICTIMS DEATH?**

- YES
- NO

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**D. INVOLVED PARTIES**

**NAME**

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<th>BIRTHDATE</th>
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**ADDRESS**

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<th>Zip</th>
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**HOMEPHONE**

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<th>BUSINESS PHONE</th>
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</table>

**NAME**

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<th>BIRTHDATE OR APPROX AGE</th>
<th>SEX</th>
<th>ETHNICITY</th>
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**HOMEPHONE**

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<th>BUSINESS PHONE</th>
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**E. INCIDENT INFORMATION**

**IF NECESSARY: ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX.**

**IF MULTIPLE VICTIMS, INDICATE NUMBER.**

**DATE / TIME OF INCIDENT**

**PLACE OF INCIDENT**

**NARRATIVE DESCRIPTION**

(What victim(s) said/what he/she/they/it said/what person accompanying the victim(s) said/what similar or past incidents involving the victim(s) or suspect)

---

**DEFINITIONS AND INSTRUCTIONS ON REVERSE**

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8593 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

- WHITE COPY- Police or Sheriff's Department
- BLUE COPY- County Welfare or Probation Department
- GREEN COPY- District Attorney's Office
- YELLOW COPY- Reporting Party
Volunteer Waiver, Photo/Model Release, and Indemnity Agreement

A Note on Proper Conduct at Fun in the Sun

All volunteers are asked to abide by the same code of conduct policies as required of the staff at Fun in the Sun.

1. Volunteers will arrive dressed in proper attire. Midriffs and upper thighs must be covered, and no clothing with drug/alcohol logos or other inappropriate designs are permitted.
2. Volunteers will not initiate physical contact with a child. Children should not be held in your lap, picked up, or carried. Volunteers may respond to children who initiate physical contact, but only on a minimal level. For example, if a child initiates a hug, please respond with a short side hug or a high five.
3. Volunteers will abide by the Rules & Policies of Fun in the Sun. Please use sound judgment and common sense while interacting with children, staff, and other volunteers. Be mindful of the safety of children as well as your own. If you have any questions as to certain rules & policies, please contact United Way at 965-8591 or speak to the UW rep/FITS staff on-site.

Volunteers are role-models for the children and should reinforce Fun in the Sun rules of:

1. Trustworthiness: be honest; don’t deceive, cheat, or steal; be reliable
2. Respect: use good manners, not bad language; be tolerant of differences; don’t threaten, hit or hurt anyone
3. Responsibility: think before you act; be accountable for your choices; always do your best
4. Fairness: play by the rules; take turns and share; listen to others; don’t take advantage of others
5. Caring: be kind to others; express gratitude; forgive others; help people in need
6. Citizenship: do your share to make Fun in the Sun better; cooperate; respect authority; protect the environment

Indemnity Agreement

As a participant in the Fun in the Sun and Lunch Bunch volunteer program offered by United Way of Santa Barbara County (UWSBC), I hereby give up all my rights to sue or make any claim for damages due to negligence or any other reason whatsoever against UWSBC, sponsors and all other persons, participants or organizations conducting or connected with UWSBC for injury to property or person I may suffer, including crippling injury or death, while participating in the event and while upon event premises. I know the risks of danger to myself and my property while preparing for and participating in the event and while upon the event premises and, relying upon my own judgment and ability, assume all such risks of loss.

Photo/Model Release

I hereby grant permission to UWSBC, their legal representatives and assigns, those for whom UWSBC is acting, and those acting with their authority copyright and use, re-use, and publish, and re-publish photographic portraits or pictures, television/video, web and radio/audio recordings of me without further consideration, and I acknowledge UWSBC to crop or treat the photographs at its discretion. I hereby waive any right that I may have to inspect or approve the finished product or products or the advertising copy, printed or recorded.

I hereby warrant that I am of full age and have every right to contract in my own name in the above regard. I state further that I have read the above authorization, release and agreement, prior to its execution, and that I am fully familiar with the contents thereof.

PLEASE PRINT LEGIBLY

Print Name:_______________________________________ Organization:__________________________________

Email:____________________________________________ Phone:_______________________________________

Signature:_________________________________________ Date:________________________________________

I DO NOT want my picture taken at Lunch Bunch:_____ Please copy this page as needed, sign it, and fax it back to (FITS COORDINATOR) at 805.965.4372. Questions? Call 965-8591 x138 or email (NAME)@unitedwaysb.org

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Part 6
Master Calendar
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<tr>
<th>TASK</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>Overall FITS Timeline</td>
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<td>12/5/11</td>
<td>8/31/12</td>
<td>256d</td>
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<td>Lead Agency (LA) Early Preparation (cont’d)</td>
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<td>12/5/11</td>
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<td>Collect signed MOU’s from LA’s</td>
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<td>2/14/12</td>
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<td>Save Signed MOU’s to P: Drive &amp; ANDAR</td>
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<td>2/14/12</td>
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<td>Collect Budget Proposals from LA’s, save to P: Drive</td>
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<td>2/14/12</td>
<td>3/14/12</td>
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<td>Revise &amp; confirm Budget Proposals w/ UW &amp; LA</td>
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<td>Finalize FITS Budget</td>
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<td>Create/Update Budget Excel sheet</td>
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<td>3/15/12</td>
<td>4/27/12</td>
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<tr>
<td>Update Enrollment Forms</td>
<td></td>
<td></td>
<td>3/15/12</td>
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<td>Print out Enrollment Forms at Stapler, NO NCA</td>
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<td>3/26/12</td>
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<td>Update FITS Medical Form</td>
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<td>Update all other FITS forms</td>
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<td>Post all forms to website</td>
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<td>Contact FITS Evaluator, Jan O’Brien</td>
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<td>3/5/12</td>
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<td>Contact Juliana Minsky at SurfMedia to set dates, plan</td>
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<td>3/5/12</td>
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<td>Lunch Bunch (LB) Preparation (LB Coord)</td>
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<td>2/1/12</td>
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<td>Update LB mailing list</td>
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<td>Update LB mailers</td>
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<td>2/1/12</td>
<td>2/24/12</td>
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<td>Create/Update LB calendar spreadsheet</td>
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<td>2/6/12</td>
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<td>Send first LB mailings</td>
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<td>4/9/12</td>
<td>4/13/12</td>
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<td>Overall Timeline</td>
<td>Dec Jan</td>
<td>Mar Apr</td>
<td>May</td>
<td>Jun</td>
<td>Jul</td>
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<td>Lunch Bunch (LB) Preparation (LB Coord) (cont’d)</td>
<td>12/5/11</td>
<td>8/31/12</td>
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<td>Sign up Partners for Lunch Bunch</td>
<td>3/12/12</td>
<td>9/30/12</td>
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<td>Track Sign-ups on calendar spreadsheet</td>
<td>4/16/12</td>
<td>5/25/12</td>
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<td>Share updated calendars with SCs and UW staff</td>
<td>4/16/12</td>
<td>5/25/12</td>
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<td></td>
</tr>
<tr>
<td>Update Outlook’s “Lunch Bunch” public calendar</td>
<td>4/15/12</td>
<td>5/25/12</td>
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<tr>
<td>Intern Recruitment (LB Coord)</td>
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<tr>
<td>Decide scope of LB, how many Interns needed</td>
<td>1/16/12</td>
<td>1/27/12</td>
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<tr>
<td>Update Job Descriptions</td>
<td>1/16/12</td>
<td>1/20/12</td>
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<tr>
<td>Post Job Description to Craigslist, Gaucholink, etc.</td>
<td>1/20/12</td>
<td>1/31/12</td>
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<tr>
<td>Attend local/college Job Fairs</td>
<td>1/20/12</td>
<td>3/15/12</td>
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<tr>
<td>Update Interview Questions</td>
<td>1/31/12</td>
<td>2/15/12</td>
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<tr>
<td>Schedule &amp; Hold Interviews, Use “Interview WS”</td>
<td>2/14/12</td>
<td>3/16/12</td>
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<tr>
<td>Hire Interns, Use “Letter of Hire”</td>
<td>3/12/12</td>
<td>3/30/12</td>
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<tr>
<td>Partner/Lead Agency Coordination</td>
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<tr>
<td>Meet with Paul &amp; Sara weekly, Schedule w/ Katie</td>
<td>2/20/12</td>
<td>8/31/12</td>
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<tr>
<td>Meet with LA’s weekly, group &amp; individually</td>
<td>2/27/12</td>
<td>8/30/12</td>
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<tr>
<td>UW &amp; LA’s decide on final Partners</td>
<td>4/1/12</td>
<td>6/15/12</td>
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<tr>
<td>Notify each final Partner via e-mail, CC appro: LA’s</td>
<td>3/5/12</td>
<td>3/23/12</td>
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<tr>
<td>LA’s schedule dates/times w/ Partners for their PITS calendar</td>
<td>4/2/12</td>
<td>6/15/12</td>
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### Fun in the Sun 2012
#### Master Calendar

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<thead>
<tr>
<th>TASK</th>
<th>2011</th>
<th>2012</th>
<th>START</th>
<th>FINISH</th>
<th>DAYS</th>
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<tbody>
<tr>
<td>Travels</td>
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<td>Visit Sites Daily</td>
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<td>Photograph Sites</td>
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<td>Surfmedia Filming</td>
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<td>Pre-Student Survey</td>
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<td>Lunch Bunch Surveys</td>
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<td>Publicize Lessons Learned Meetings</td>
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<tr>
<td>Post-Program Surveys: Parents, Students, Leaders</td>
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<td>FITS Wrap-Up</td>
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<td>Collect banners, leftover materials</td>
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<tr>
<td>Hold Lessons Learned Meetings</td>
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