

Co-Op Summer Enrichment 2017 Complete Program Assessment



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PROGRAM ASSESSMENT

INTRODUCTION

During the 2016-2017 School Year, the STEM Alliance of Larchmont-Mamaroneck was hired to administer the 2017 Co-Op Summer Enrichment program. Based upon the research and recommendations of the Co-Op Steering Committee, the STEM Alliance proposed a completely re-envisioned Co-Op Summer Enrichment Program with the goal of creating a hands-on, project based learning experience with a strong emphasis on experiential STEM (science, technology, engineering and math) learning in conjunction with a rich and demanding literacy environment. This proposal became a contract with the Mamaroneck School District. The contract organized the program work into school year services and summer services.

This report serves as a complete assessment of the STEM Alliance's work in implementing the new Co-Op Summer Enrichment Program for Summer 2017. The assessment is organized according to the original objectives provided by the STEM Alliance to the Board of Education. These were the core mandates of the program. Beyond these, there were several additional reach goals that were added by the Co-Op Steering committee. Evidence for performance in each of these reach areas is provided in this report.

Assessment Instruments

Assessment took several forms. The primary form of assessment is the on-going Quality Assessment (QSA) Tool. This tool was created by the New York State Afterschool Network (NYSAN). Following years of in-depth and established research by the Wallace Foundation, it has become widely accepted that out-of-school time programming - including summer programs - are critical for the academic and emotional success of at-risk students. Research consistently bears that quality summer enrichment programs impact critical academic skills such as reading and math skills as well as correlated skills related to academic success such as academic self-confidence, health and wellness, attendance, and social behavior. However, each individual program - in this case, the Co-Op Summer Enrichment Program - rarely has the financial and employee resources to conduct detailed quantitative analysis of their programs. As a result, the QSA was developed as an industry accepted tool for organizations to self-monitor whether or not they were meeting critical criteria for quality programming.

The Co-Op Leadership team used the tool before, during and after the program to review our success in providing a quality program. The Co-Op Steering Committee, comprised of diverse stakeholders such as local business leaders, parents, Co-Op employees, educators, and administrators, also assisted with reviewing the Co-Op program using the QSA.

There are several other qualitative indicators that were used for evaluation. These included on-going question and response prompts with the young adult staff, post-program reflections from educators and a report summary from the Co-Op aquatics supervisor.

To complement the QSA rubrics, this report provides additional metrics around cost, tuition, eligibility statistics, enrollment statistics, attendance and swimming instruction as well as survey results from parents, young adult staff, and students. The Board of Education will supply any associated reading score data as it becomes available.

Defining “At-Risk”

During summer 2016, the Co-Op Steering committee specifically chose to use the term “at-risk” to describe students who should be eligible for this program. In their recommendations, the committee wrote:

Access to Co-Op Summer Enrichment should be District-wide and should address the needs of “at-risk” students:

- *Priority will be given to students who receive free or reduced lunch*
- *Additional priority will be given to students who are recommended by a school-based professional due to the child’s academic or social-emotional growth needs*
- *Any District student is eligible once priority seats have been filled*

Further, in the appendices, they provided a definition for At-Risk Students as follows:

At-Risk Students: Students who are “at risk” for low academic performance and/or socio-emotional/behavioral problems as indicated by socioeconomic risk factors and/or identification by school-based professionals.

Despite the intentional choice of this word, mindful community members worried about the term over the course of the preparation for the program often refusing to use the term or removing it from press releases about the program. The Co-Op Steering Committee revisited this discussion in their 2017 summer and fall meetings. They concluded that the term is correct and accurately describes the targeted population. To expand on the definition in the context of Co-Op, the Steering Committee added the following to the definition:

Without access to the Co-Op Summer Enrichment Program, eligible students are potentially at-risk of:

- *Falling behind academically*
- *Not reading during the summer months*
- *Becoming victim to summer slide and a potential cumulative academic gap*
- *Becoming increasingly disinterested in school work*

- *Staying at home unattended during long summer days while their parents work*
- *Not learning to swim even though our community has a public swimming pool and sits on the Long Island Sound*
- *Becoming isolated during the summer months due to avoiding socially challenging situations*
- *Lacking positive teenage role models in their life*
- *Having very limited enriching summer experiences*
- *Using limited academic language*

It is the conclusion of the committee that while the term may conjure negative connotations for some community members, it accurately describes the imperative of our work. Without making Co-Op Summer Enrichment an explicit financial and policy priority, the School District and our community are under serving specific populations of at-risk students.

QUALITY SELF-ASSESSMENT RESULTS

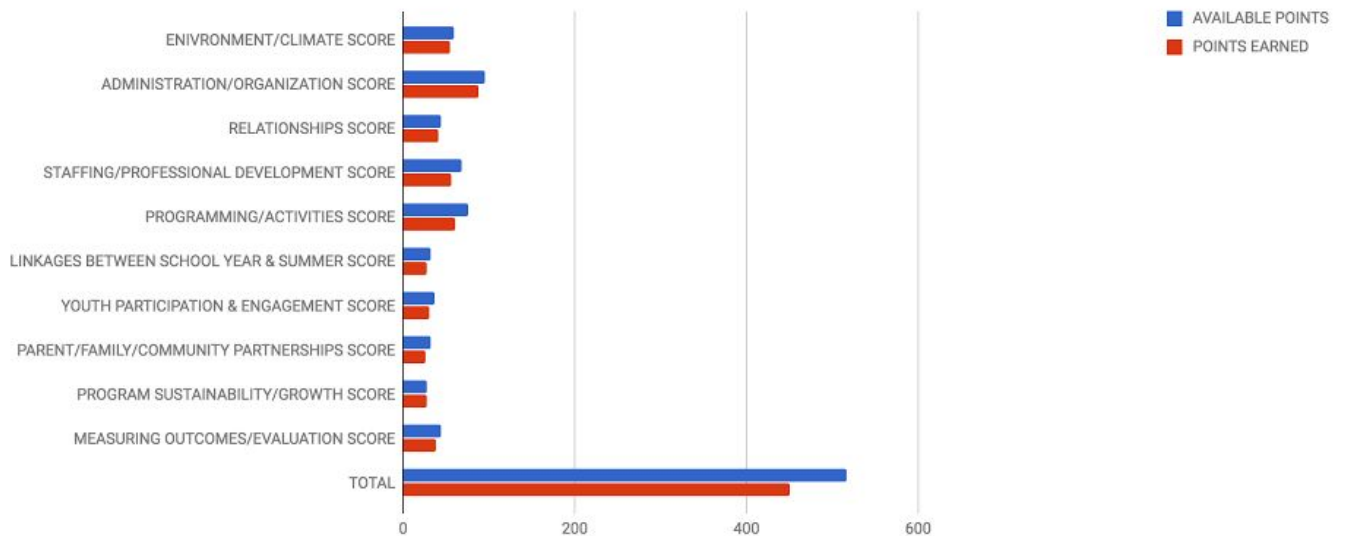
The Co-Op Quality Self-Assessment (QSA) tool was developed by the Co-Op Steering Committee as an adaptation of the New York State Afterschool Network's QSA model. Overall, the QSA revealed a very successful first year implementation of the Co-Op Summer Enrichment Program. The complete Quality Self Assessment Rubric is attached as an Appendix. Of the ten core assessment areas, the STEM Alliance performed best in the following five areas:

- Environment/Climate
- Administration/Organization
- Staffing/Professional Development
- Relationships
- Program Sustainability/Growth

. Important highlights from the QSA include:

- No score below 80% in any sub-area
- Total average score 89%
- 5 out of 10 areas scored 90% or higher

The recommendations for improvement of the Co-Op program are at the end of this report. The recommendation cover all of the issues that are raised in the QSA and even go beyond to address other new reach goals as well.



ASSESSMENT AREA	AVAILABLE POINTS	POINTS EARNED	AVERAGE SCORE
ENVIRONMENT/CLIMATE SCORE	60	55	92%
ADMINISTRATION/ORGANIZATION SCORE	96	88	92%
RELATIONSHIPS SCORE	44	41	93%
STAFFING/PROFESSIONAL DEVELOPMENT SCORE	60	56	93%
PROGRAMMING/ACTIVITIES SCORE	76	61	80%
LINKAGES BETWEEN SCHOOL YEAR & SUMMER SCORE	32	28	88%
YOUTH PARTICIPATION & ENGAGEMENT SCORE	36	31	86%
PARENT/FAMILY/COMMUNITY PARTNERSHIPS SCORE	32	26	81%
PROGRAM SUSTAINABILITY/GROWTH SCORE	28	27	96%
MEASURING OUTCOMES/EVALUATION SCORE	44	38	86%
TOTAL	508	451	89%

EVIDENCE OF PERFORMANCE

The STEM Alliance of Larchmont-Mamaroneck offered several core School Year Objectives and Summer Objectives when they presented their proposal to serve as a District sub-contractor to lead the Co-Op Summer Enrichment program for Summer 2017. Each of these objectives is outlined below with the actions taken for each item.

Objectives Agreed Upon with the Board of Education - School Year Services

Publicity of the Program to All District Families

The eligibility requirements to attend Co-Op were set by the District (see Appendix) and the STEM Alliance committed to disseminating this information effectively to all eligible students. The information was shared as follows:

January 2017

- Emails were sent to all building principals explaining the Co-Op Eligibility and Nomination process
- Teachers and social workers reviewed eligible student lists and nominated additional children
- A public meeting was held to introduce the program to parents, explain eligibility and answer questions

March 2017

- Final list of eligible students to be invited were sent to all schools for final review
- Information about Co-Op registration was in all elementary school PTA newsletters

Further evidence of our success at publicizing the program across the school district can be seen in the “Eligible Students by School” and “Enrolled Students by School” charts that follow.

Overall, the data show that the program successfully enrolled students from all four elementary schools. This data will be continually collected and reviewed from year-to-year to understand trends around enrollment. It is worth considering whether or not we could successfully survey families who were eligible but did not enroll to understand why they did not enroll. However, participation in such surveys is often limited and could lead to inconclusive data.

ELIGIBLE CHILDREN BY SCHOOL

	\$210 RATE		\$330 RATE		\$750 RATE		TOTAL	
CENTRAL	57	18%	13	32%	25	39%	95	22%
CHAT	16	5%	3	7%	13	20%	32	7%
MAS	249	77%	23	56%	21	33%	293	68%
MURRAY	2	1%	2	5%	5	8%	9	2%
						TOTAL	429	100%

ENROLLED CHILDREN BY SCHOOL

	\$210 RATE		\$330 RATE		\$750 RATE		TOTAL	
CENTRAL	11	6%	4	19%	3	14%	18	8%
CHAT	8	4%	2	10%	9	41%	19	8%
MAS	165	89%	15	71%	7	32%	187	82%
MURRAY	1	1%	0	0%	3	14%	4	2%
						TOTAL	228	100%

Registration Improvements

- Three in-person registrations were held at Mamaroneck Avenue School.
- All information was collected digitally so that critical leadership staff could access student and family details quickly as needed during the program cycle.
- Cell phone and email information was collected to use for regular communications as well as for emergency communications as needed.
- Extra evening registration times were added to accommodate working family needs.
- Payment drop off at MAS office was added following initial registration.
- All previous print forms were consolidated to the initial Co-Op registration moment to reduce strain on leadership team during the program cycle (e.g. field trip forms collected at initial registration).

Payment Plans for Families

Families were given the option to pay in one, two or three payments as they wished. Receipts and reminders were provided to keep payments documented and on track. Additional tuition statistics follow:

- 36% of families used the 3 part installment plan.

- 16% of all families were paid in full by the 1st installment.
- 55% of families were paid in full by the 2nd installment.
- 9% (20 families total) could not pay the requested tuition - all from \$210 rate.
- Some families were also accommodated with individualized payment plans.

ENROLLMENT BY TUITION LEVEL

	Total	%
\$210 Rate (Free Lunch)	180	79%
\$330 Rate (Reduced Lunch)	23	10%
\$750 (Nominated)	25	11%
	228	100%

Hiring of Diverse Staff

The STEM Alliance is an equal opportunity employer and, as such, pledges to not discriminate against employees based on race, color, religion, sex, national origin, age, disability or genetic information. All staff were hired based upon their merit for the given position for which they were applying. To meet our goals of hiring a diverse staff, we advertised our positions widely and worked with a large variety of local organization as well as social media to disseminate information about our staff positions to a very broad range of potential hirees. In the end, our team did reflect a variety of beliefs, abilities and personal backgrounds. This depth of staff served our children well as the children in our program also represent an extremely diverse population. The final staff team included diversity along lines such as:

- Pedagogical approach
- Experience with children
- Experience with and interest in STEM disciplines
- Communication style
- Home address
- Previous Co-Op students v. New to Co-Op
- Home language
- Academic style

Team Leadership Structures

The STEM Alliance established a multiple person team structure to promote the highest quality of program execution through teamwork and collaboration. Several leadership team members met weekly starting in January. In April and May, the full leadership team met for four 3 hour planning sessions to design orientation and attend to critical program design details. During the summer program cycle, in addition to working together on a daily basis, the leadership team met weekly for dedicated meetings focused on immediate, micro adjustments to our work as well as to complete the on-going evaluation using the QSA. The leadership team consisted of:

- Meg Käufer, Lead Administrator
- Antonella Kauffman, Lead Administrator
- Iris Hernandez, Program Director & Program Manager for ESY Integration
- Jill Bock, PR & Communication
- Amy Estersohn, Program Manager for Professional Development
- Janine Giordano, Program Manager for Young Adult & Youth Leadership

Robust Programmatic Partnerships

Our program partnered with numerous local organizations and businesses including but not limited to the following alliances:

- Community Resource Center
- Derecktor Shipyard
- Grow with Robin (Mindfulness and Movement)
- Hudson River Museum
- LMC-TV
- NY Hall of Science
- MADE
- Maker Corps
- Mamaroneck Avenue School Librarian
- Marine Education Center and Harbor Island'
- Maritime Aquarium
- The Bott Shoppe
- The School of Rock
- Town of Mamaroneck Recreation Department
- Village of Mamaroneck Recreation Department
- Westchester Children's Museum
- Westchester County Rocks Facebook Page
- Westchester Land Trust at Otter Creek

Furthermore, in addition to donations from individuals, our program benefited from financial support from numerous organizations:

- Chatsworth PTA
- Cognizant
- Isidori Fund
- Larchmont Avenue Church
- St. John's Episcopal Church
- Ward Capital Management

Easy Advanced Budgeting & Ordering of Supplies to Support Programs

- Educators were given a budget to order instructional materials for their specific program.
- Open purchasing allowed for competitive pricing and flexibility of purchasing.
- Several educators came in under budget.
- All educators reserved portions of their budget for on-going purchasing throughout the program cycle to respond to the interests and directions of inquiry led by the children.
- Young adults were responsible for requesting supplies for the minor rooms that they managed and they re-ordered supplies as needed throughout the summer program cycle.
- All supplies were inventoried and stored for next summer.

Objectives Agreed Upon with the Board of Education - Summer Services

Programming that Involves Student Choice, Tiered Learning Experiences and Exciting, Innovative Curriculum

The success of our program design was achieved through numerous factors which are detailed in further detail below in the following subsections:

- Majors & Minors
- Our Ratios
- Field Trips & In-House Workshops
- Tools & Resources

Majors & Minors:

Per the sample schedule shown here, the program day involved “majors” & “minors.” Majors were 1.5 hour long STEM inquiry blocks and were led by a professional educator. Students attended a major for an entire week and then rotated through all six majors over the course of the program cycle. All grades attended all majors and all educators modified their project-based inquiry topics to each of the five different grade levels. To accomplish this, there was a strong emphasis on “resourcing” the kids for inquiry as opposed to leading children to set instructional objectives. Inside of each major, there was ample room for children to make choices around their inquiry theme. Academic skills emphasized tasks like research, design, build, create, and evaluate. In 2017, the majors were Click n’ Connect, Water Engineering, Ecosystems, Life Sciences, Design Lab, and Entrepreneurism .

The second element of the program day was the minors. These were experience rooms designed and led by the young adults. Children went to these rooms for 45 minute blocks. The structure of the minor room allowed for significant student choice. Furthermore, due to the large quantity of minor rooms, counselors could often chose to go to a minor room based upon the interest of their group if the room was free. Minors included: Board games, Engineering, Gardening, Library, No Bake Cooking, Math Cave, Mindfulness & Movement, Engineering, Library, and Textiles, Crafts & More.

SAMPLE PROGRAM WEEK FOR ONE GROUP

Ethan's Seahorses - Week Three							
Time	Mon 7/17	Tue 7/18	Wed 7/19	Thu 7/20	Fri 7/21		
8:30 - 8:45	Drop off	Drop off	Drop off	Drop off	Drop off		
8:45 - 9:00	Morning Rally	Morning Rally	Morning Rally	Morning Rally	Morning Rally		
9:00 - 9:15	Engineering Zone Room 104	Engineering Zone Room 021	Engineering Zone Room 104	Engineering Zone Room 021	Reading		
9:15 - 9:30					Snack & Recess		
9:30 - 9:45					Reading		
9:45 - 10:00	Reading	Creative Writing Room 200	Reading	Creative Writing Room 200	WCM Bugs		
10:00 - 10:15	Snack & Recess		Snack & Recess				
10:15 - 10:30	Bus	Sports - Field	Bus	Sports - Field	Bus		
10:30 - 10:45						Lockers	Lockers
10:45 - 11:00	Pool & Mushroom	Snack	Pool & Mushroom	Snack	Pool & Mushroom		
11:00 - 11:15		Recess		Recess			
11:15 - 11:30		Lockers		Lockers			
11:30 - 11:45	Bus	Lunch - APR	Bus	Lunch - APR	Bus		
11:45 - 12:00						Lockers	Lockers
12:00 - 12:15	Lunch - LLR	Lunch - APR	Lunch - LLR	Lunch - APR	Lunch - APR		
12:15 - 12:30						Lockers	Lockers
12:30 - 12:45	Animal Habitat with Muriente Room 207	Animal Habitat with Muriente Room 207	Animal Habitat with Muriente Room 207	Animal Habitat with Muriente Room 207	Want to be a Billionaire with ParriNo Room 201		
12:45 - 1:00					Mindfulness & Movement Room 209	Board Games Room 205	Mindfulness & Movement Room 209
1:00 - 1:15							
1:15 - 1:30	Library Room 107	Mindfulness & Movement Room 209	Board Games Room 205	Mindfulness & Movement Room 209	Animal Habitat with Muriente Room 207		
1:30 - 1:45						Reading	Reading
1:45 - 2:00							
2:00 - 2:15	Reading	Reading	Reading	Reading	Reading		
2:15 - 2:30						Reading	Reading
2:30 - 2:45	Reading	Reading	Reading	Reading	Reading		
2:30 - 3:00	Reading	Reading	Reading	Reading	Reading		

LEGEND

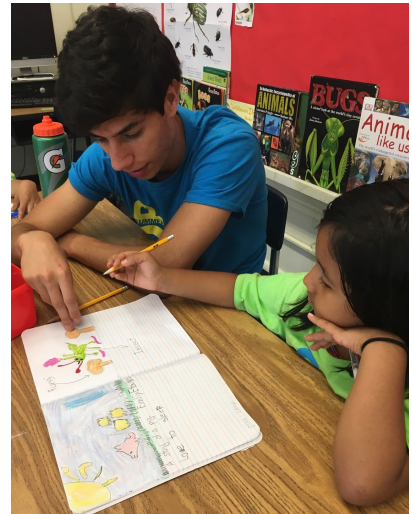
Green: Majors
 Blue: Swim Time
 Yellow: Field Trip / In-House Workshop

*All other blocks are for minors or other special moments such as recess, reading, or lunch

Our Ratios:

Our exceptionally low adult to child ratios say the most about how we were able to deliver child-centered, individually tiered project-based instruction.

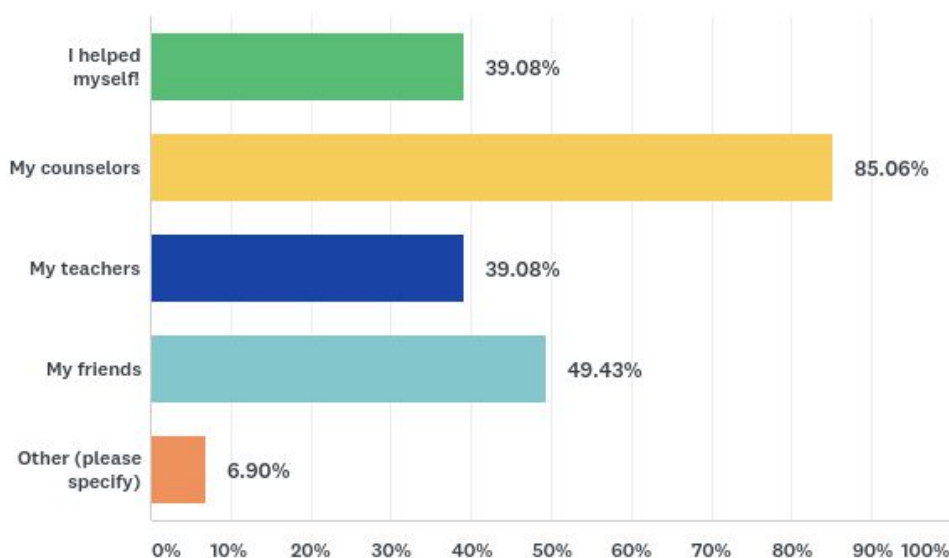
- Grades 1 & 2 had counselor to child ratio of 2:12
- Grades 3, 4 & 5 had counselor:child ratio of 2:15
- When in Majors, Literacy, Library and Sports/Recreation with a professional educator, adult to child ratios were 3:12 or 3:15
- Maker Corps program (Water Engineering) had an adult to child ratio of 5:12 or 5:15



The Learning Experience of the Child

The goal of the Co-Op Summer Experience was to create a highly collaborative structure where all participants - administrators, educators, counselors, and children - were viewed as active and equal agents in the learning experience. This approach of valuing all community members as learning guides permeated the Co-Op culture allowing the entire staff to regularly put children at the center of their educational decision making. On the end of the season student survey, students were asked to answer the question: “Who helped you learn this summer? Check all that apply.” The answers to this question are shown below. This chart reveals several important facts about the experience of learning in the Co-Op Program.

As is often revealed in broader research, the students most frequently identified their near peer mentors - the counselors - as the person who helped them learn. The next most important influence in their learning was their friends. The children saw themselves and their teachers as having equal capacity to help in the learning process.



**NOTE: All students who selected "other" used that choice to enter a written submission. In all cases, the children added the actual name of a specific counselor. These answers can be seen in the full survey results in the appendices.*

These results show a clear paradigm shift from the traditional school model where the professional educator is typically the leader of learning in the classroom. We take enormous pride in these results as they show how expertly the professional educators nurtured the children to take responsibility for their own learning and how effectively the young adults took on their leadership role. Our entire staff implemented a flat hierarchy where everyone - even the child - was valued as an expert guide in the learning process. This shows in the survey results.

Field Trips & In-House Workshops:

Field trips were a significant element of creating child centered learning experiences that allowed for student choice and tiered learning experiences. The details of our field trip experiences are outlined below in the “Reach Goals” section of this report.

Tools & Resources:



Following the Project-Based Inquiry approach, Co-Op put a strong emphasis on “resourcing” children” - posing questions and giving children the resources to think, design, create, build and ask new questions about a topic. Additionally, we put a strong level of trust in children to work with new tools to find those answers. All children of all ages were trusted with a large variety of tools as long as they were using those tools to accomplish their goals. Tools included: saws, drills, Finch robots, LEDs and electronic components, hot glue guns, scalpels, dissection tools, PVC pipes, hoses, cutting boards & knives.



Additionally, children raised dozens of lizards, dissected over 50 crickets and starfish, created decomposition stations, built water filtration systems, established a pond ecosystem and formed a Co-Op store with weekly sales of items. At the Co-Op Store, children managed hundreds of small change transactions resulting in average sales of \$55 per week. They also made over 500 items sold in the Co-Op Store. Across all of these experiences, the children owned and managed this large variety of tools with great responsibility and purpose.

Rich Literacy Environment

The Co-Op curriculum supported high level academic language through written and verbal experiences across all majors and minors. All language was embedded in the content and advanced vocabulary was used and reinforced through hands-on application of the terms. Additionally, independent reading and read alouds were a regular part of the Co-Op day. The schedule provided children with in a minimum of 20 minutes of daily reading. Most importantly, 230 individualized reading bags of over 2,000 total books were prepared by the previous year's teachers to support each child with engaging & leveled reading material based upon their reading needs.



Staff Development and Support for Creative Program Development

Staff development was on-going from the first day of orientation through the last day of the program when the last written evaluations were distributed. Several core aspects of staff development were as follows:

- A full one week orientation, including professional development for counselors, educators was mandatory for all Co-Op staff and was conducted by the leadership team.
- There were several dedicated sessions on project-based inquiry for professional educators.
- Group building experiences - for all staff members including the leadership team and the nurse - were used to develop trust and to create a shared sense of equity among all staff members.
- Orientation week included experiences that paired professional educators with young adults to serve as mentors during development of the minor rooms.
- All staff were given ample time during orientation to finalize curriculum for both major & minor experiences.
- CPR training was given to all young adults 18 years of age and older.
- On-going weekly staff meetings attended to various topics including: administrative needs, field trip preparations, staff needs, mutual support and more.
- Young adults received written feedback on rubrics every two weeks.
- Young adults received motivational "Gotcha" tickets to recognize exemplary work in action. Gotcha tickets were part of weekly staff appreciation raffles.

Project-Based Programs that Integrate Summer Experiences with Embedded Learning

All of the majors and minors provided campers with opportunities to be involved in project-based inquiry (PBI), embedding Bloom's Taxonomy in all work. Professional development during orientation specifically focused on definitions of PBI and implementing PBI. All professional educators developed their major rooms based upon an outline of PBI questions for their topic. This preliminary structure for each major was developed by members of the leadership team and then handed over to the professional educators for implementation and improvement.

Co-Op Program Pride, Enthusiasm and Joy-Filled Learning

- The Co-Op logo was branded and used on t-shirts and pride gear to put our brand and logo out in the community.
- Staff used the website, e-mail and text messages to distribute weekly newsletters demonstrating Co-Op program pride, enthusiasm and joy-filled learning.
- Newsletters included highlights of our staff members who embodied our Co-Op values of: Care, Create & Collaborate.

- The leadership team created a Rally Team of young adults who started Co-Op rituals to promote a sense of community. These included:
 - Morning Rallies
 - Co-Op songs written by the Rally Team (led by young adults)
 - Celebrated fun days such as Crazy Hair Day, Spirit Day, Superhero Day, and Carnival Day
- Staff imparted a strong sense of responsibility on Co-Op students who attended field trips by teaching them that they are both the face and the spirit of the program when they leave the campus.
- The STEM Alliance wrote articles for the local press to celebrate our work.

Continuous Quality Improvement of the Program with an Annual Presentation of Goal Achievement & Next Step Target Goals

Specifics of our Quality Self-Assessment work can be seen in the earlier section of this report. Our annual report the community and the Board of Education is set for October 17, 2017. The presentation and our report will be made available publically on the Co-Op website.

Reach Goals

Additional Internally Established Objectives From the Co-Op Steering Committee

Beyond the objectives involved in our written mandate with the Board of Education, the STEM Alliance took on several additional goals. The goals were points that were viewed as critical to program success by the various stakeholders on the Co-Op Steering Committee. Each of these goals is reviewed below and the work to achieve these goals is further outlined.

ESY Integration

Extended School Year students are students with disabilities that qualify them for mandated summer services. In keeping with the history of the Co-Op program, the STEM Alliance worked to maintain ESY integration as a priority during the summer of 2017. To achieve this, the following steps were taken:

- The STEM Alliance added a program manager on the leadership team dedicated to ESY Integration
- The program schedule created regular integration experiences for all 1st - 5th grade students in the following areas:
 - One 45 minute block with professional educators in the six main thematic areas
 - Swimming
 - In-House Workshops or Field Trips
- Leaders from ESY and from Co-Op presented to the staff of each other's programs during orientation to share objectives

The following chart shows information about the entire program statistics with the ESY students integrated:

SPECIAL NEEDS & CO-OP

	Total	%
Co-Op Children - no identified special needs	191	70%
Co-Op Children with IEPs	37	14%
ESY Children	44	16%
	272	100%

These are additional points that are relevant to Co-Op and ESY integration:

- Children with IEP's represented 16% of 230 students enrolled in Co-Op
- Co-Op students were served in 18 groups total serving grades 1-5
- ESY students were served in 5 groups with professional care ratios per their IEPs

Hiring & Mentoring Diverse Group of Young Adults

Beyond the goal of hiring a diverse staff overall, the Co-Op Steering Committee felt strongly that the primary responsibility for the children should be organized around young adults as their counselors. The objective was to put near peer mentors into the primary role of guide, coach and mentor to young children. To do this, the program was re-designed with eighteen groups of children organized by age and each group being managed by a college-aged head counselor and a high school-aged assistant counselor. The Director interviewed over 100 local high school and college students and ultimately hired 41 students for these counselor positions, the aquatics team, and additional support positions.

To ensure that the experience was as educative for the young adults as it was effective for the elementary aged children, we established a dedicated position to lead these young adults. This position, the Program Manager for Youth and Young Adult Leadership, was responsible for directly monitoring staff at all times, giving direct feedback about performance, modeling strategies and shaping weekly staff meetings to support on going staff development.

Additionally, as a part of the Co-Op culture, all professional staff engaged in giving direct constructive feedback to the young adults at all times.

Improved Swim Program

Access to the swimming pool is actually the single greatest factor in all Co-Op program design and development. The entire program schedule is dictated by when Co-Op has access to the pool and how many children can be accommodated in the pool in a functional manner. Other scheduling of majors and minors proceeds only after the swim blocks are set. (It should also be noted that future growth of the program by add children beyond the total number of 230 is directly hindered by pool access.)

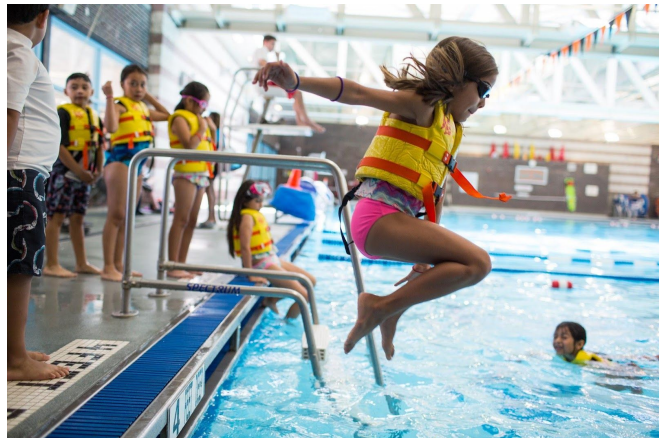


Photo 2017 by Sandra Wong Geroux

Swimming is a critical element of Co-Op not just because it is the hallmark of a summer program but also because swimming is a critical life skill that is disproportionately learned along race and socio-economic class lines. A 2008 study by USA Swimming determined that 31% of the white respondents could not swim safely, compared to 58% of the black and 56% percent of the Hispanic respondents. The Center for Disease Control further corroborated this information when establishing that race is a statistically established risk factor for death by drowning. These are alarming statistics that show that learning to swim is not a luxury but a health and wellness priority.



Photo 2017 by Sandra Wong Geroux

Mamaroneck School District has a swimming pool which means that we are resourced to combat this problem. However, according to the STEM Alliance's research, the school district does not have a stated priority of teaching swimming and does not officially track the swimming skills of children. The pool requires a paid membership for use which makes it cost prohibitive for low income families. As a result, these families do not appear to have equal access to the pool for recreation let alone instruction which would come at an added

cost. In the summer, in terms of programs using the pool, Co-Op is the only program dedicated to families with defined socio-economic stress. Without some level of instruction for Co-Op children during the summer, these children will remain at risk for never learning to swim.

During summer 2017, we made the best improvements we could under the constraints of extremely limited access for the number of students we are serving (230 Co-Op students and 44 ESY students) and the limited pool space assigned to our program. These changes included:

- Increasing the amount of time a student stayed in the pool but decreasing the number of times they go to the pool during the week. The objective was to decrease time on the bus and increase the number of minutes in the pool.
- Adding an Aquatics Program Supervisor in addition to two life guards to create strong adult:child ratios as well as improved oversight of the program goals.
- Pool-side supervision visits by the Leadership Team to monitor the program.
- Tracking the abilities of all students and informing students of their skill level in order to incentivize them to improve.
- Providing all families with a bilingual end of the season report card for their child’s swim ability and sending information reiterating the importance of ongoing swim experiences for their child.

These changes were highly effective in raising the overall quality of the program but it is important to note that we are far from being able to implement an actual “learn to swim” program which would be the correct priority for our program and our school district. To date, we are a program that only works to provide basic water competency and safety.

Important facts about our closing swim statistics are shown in the Swim Stats chart. In particular, we learned the following:

- 15% of our non-swimmers advanced all the way to independent swimmers
- 73% of the non-swimmers at the end of the summer were young - grades 1 & 2
- 27% of the non-swimmers at the end of the summer were in grades 3, 4 or 5

SWIM STATS

	START	END
NON-SWIMMER	54%	26%
ADVANCED BEGINNER	13%	15%
INDEPENDENT	33%	59%
TOTAL	100%	100%

Field Trips & In-House Workshops

Our budget always included dedicated money for weekly field trips and in-house experiences for all children. Thanks to a successful fundraising campaign and dedicated grant writing, we were able to achieve this goal. The following are the specifics of the field trips that we offered:

- Grades 3 to 5 attended 5 field trips; each trip served 134 Co-Op children and an additional 10 Extended School Year (ESY) children (ESY children are students whose special needs qualify them for mandated services during the summer months. Co-Op worked to create integrated experiences for the ESY students over the course of the six week program.)
- 45 fifth graders and 10 ESY students went on a 2 hour research cruise out of Maritime Aquarium
- Grades 1 & 2 engaged in 4 on-site workshops with Westchester Children's Museum & Maritime Aquarium
- Field trips were: Otter Creek, Hudson River Museum, NY Hall of Science, Maritime Aquarium and a walking tour in Mamaroneck during which Co-Op groups were invited to participate in small workshops at area businesses



Improved Salaries and Bonuses for Staff

The majority of the Co-Op budget is staffing costs. As such, the STEM Alliance feels that the worth and success of the program is to invest more deeply in our staff. Recruiting quality staff to the program is critical. Educators often report having work fatigue and needing time off in the summer. Furthermore, if they are going to work, there are jobs that pay more. For this reason, we optimized the budget to offer increases in salary of at least 20% for all educators.

In previous years, assistant and head counselors were paid very poorly - between \$800 to \$1,200 for 35 hours per week for six weeks. Additionally, all counselors had to pay the \$99 fee for their own background check which effectively reduced their salary by 8-12%. This model was not sustainable for recruiting and keeping quality staff members. Not only did the STEM Alliance cover the cost for all employee background checks, we doubled the pay rate for head counselors and increased the assistant counselor salary by 50%. Furthermore, we added a re-hiring bonus which is offset by the fact that returning staff members do not need to go through the full background check again. Finally, we added a merit based bonus paid to assistant and head counselors at the end of the summer based upon their performance on their written evaluations.

Health & Wellness Priorities

Beyond being impactful on the academic and emotional lives of children, quality summer programs have been shown to positively impact the health and wellness standards of at-risk students. The Co-Op Steering Committee wanted to make this an explicit goal of the program. To accomplish this objective, the following actions were taken proactively as a part of the program development:

- All children had a minimum of two forms of daily sports & recreation experiences including: swimming, sports & recreation programming or recess
- Mindfulness & Movement was created as a minor program block lead by the counselors and with support from a professional advisor.
- No Bake Cooking was added as a minor block and engaged children of all ages in washing, cutting and preparing ingredients for recipes that were selected to emphasize:
 - low sugar recipes
 - fresh ingredients
 - new tastes



- The Sports & Recreation program block emphasized Project Based Inquiry in the sports context to allow children to invent and create games that promoted increase engagement of all children regardless of skill or ability
- The Sports & Recreation program piloted a Fit Test program
- The former pizza & ice cream options (paid for by participants) were replaced with free, healthy, daily snacks for ALL

Removed Vestiges of School Culture

The Co-Op Summer Enrichment Program was given wide latitude to create a program that would embrace alternative learning experiences to serve as a supplement to school year learning. In order to advance a strong culture of child-centered learning and to distinguish this program from the school year experience, the Co-Op Steering Committee felt that it was important to avoid terminology that referenced school time experiences. It is the strong opinion of the Steering Committee that a school-based summer program can quickly look and feel like “more school” which can be discouraging to student engagement. Thus, creating a decidedly different Co-Op community culture was critical to allow children to be free from any subconscious, ingrained preconceptions about their ability to learn that may be residual from the school year. To do this, the following steps were taken:

- Experiences were called majors & minors - not “specials” or “regular classroom” which is more traditional school year vernacular.
- The program day started with an all program morning rally that was loud and fun.
- All groups were named by a sea creature and their head counselor rather than called “first graders” (e.g. Julia’s Sea Turtles, Jazmine’s Dolphins and such)
- Singing and chanting in the hallways or during down time (e.g. waiting for the bus) was encouraged.
- Field trips were organized around 1:5 adult to child ratio and then groups moved freely and relatively unscripted through the field trip experience to give children high levels of trust.

Program organized around Majors & Minors - All project Oriented

The implementation of this objective is described in an earlier section of this report. See the section titled: Programming that Involves Student Choice, Tiered Learning Experiences and Exciting, Innovative Curriculum

Additional Information About Program Implementation & Success Indicators

Program Costs & Sources of Revenue

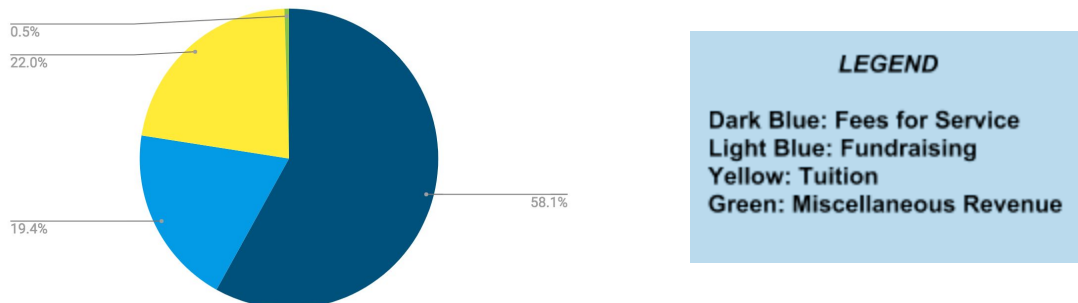
The overall cost of the program was \$321,171 resulting in a per student cost of \$1,396 per child. The amount of subsidization per child according to each tuition category is as follows:

Tuition Subsidies

Tuition Rate	% of Subsidy
\$210 Tuition Rate	85%
\$330 Tuition Rate	76%
\$750 Tuition Rate	46%

Further details about the sources of revenue for the program are shown in the following chart:

Sources of Co-Op 2018 Funding



The enrollment of students by tuition level for the program is as follows:

Enrollment By Tuition Level

	Total	%
\$210 Rate (Free Lunch)	180	79%
\$330 Rate (Reduced Lunch)	23	10%
\$750 (Nominated)	25	11%
	228	100%

- 9% (20 families total) could not pay the requested tuition - all from \$210 rate
- 36% used the 3 part installment plan
- 16% of all families were paid in full by the 1st installment
- 55% of families were paid in full by the 2nd installment
- Children who are MUFSD students but live in shelters are not provided transportation for summer enrichment experiences. They cannot attend without additional support. Monies need to be set aside to accommodate transportation for these families since these children truly need school-based services during the summer months.

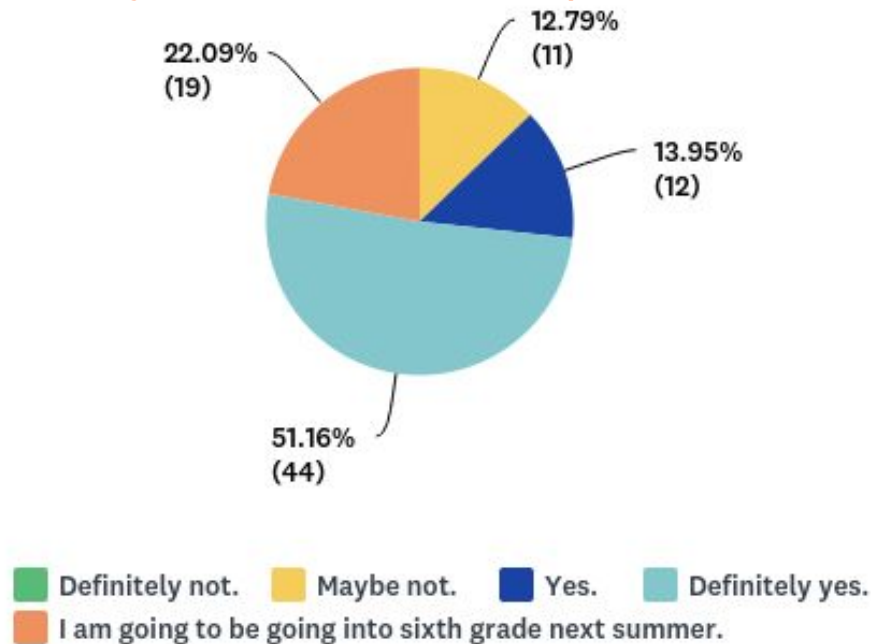
Quantitative Surveys

Survey Highlights - Survey of Student Participants

The full student survey results are in the appendices. As a highlight, we have highlighted the children's answer to one critical question: *Do you want to come back to Co-Op next summer?*

It is commonly understood in the research on afterschool and summer enrichment programs that children "vote with their feet." In essence, one will know if a program is a quality endeavor if children want to attend. In this respect, the following chart shows our high levels of success.

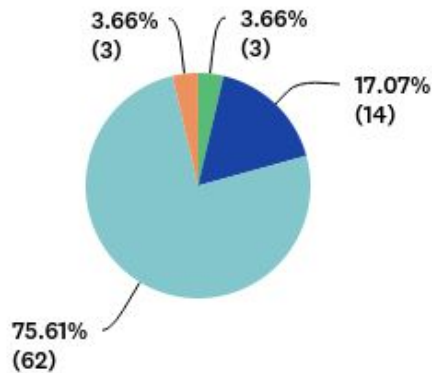
Do you want to come back to Co-Op next summer?



Survey Highlights - Survey of Parents

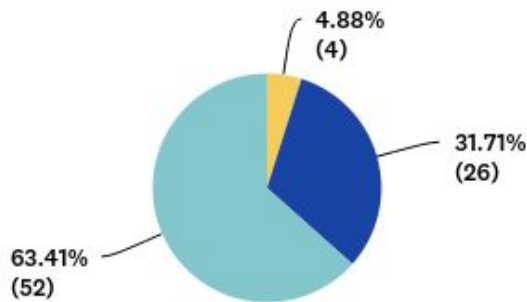
Two questions serve as highlights of the parent survey. First, like their children, parents also "vote with their feet." The first graph shows the parents' answer to the question: *How likely are you to enroll your child(ren) in Co-Op 2018?* Again, the Co-Op program scored very high on this metric. We had resoundingly positive results with almost 76% of parents saying "very likely." As an additional metric, we asked parents to rate the level of the hands-on nature of the programming. Given that parents hear of the programming second hand from their children, we were pleased to hear that 95% of parents found our program to be "highly creative and hands-on" or "creative and hands-on." This means that the children were sharing this information with their parents.

How likely are you to enroll your child(ren) in Co-Op in 2018?



- Very Unlikely
- Unlikely
- Likely
- Very Likely

How would you rate the level of creativity and hands-on experiences offered to your child at Co-Op this summer?



- Not very creative and hands-on.
- Somewhat creative and hands-on.
- Creative and hands-on.
- Highly creative and hands-on.

“Thank you for making (our son’s) summer so fantastic. He loved Co-Op, and was excited to go to camp each morning and become a part of the nurturing, supportive and engaging community you helped create. And we have no doubt that his success over the summer will make him a stronger student in the new school year. We deeply appreciate your vision, leadership & commitment to revitalizing Co-Op and helping our community’s children.”

- Co-Op Parent

“Me gusto mucho las actividades de arte y deporte, a los niños les encanta el trato de todos el equipo de apoyo en especial de sus consejeros. Las clases de ingeniería y ciencias biológicas estuvieron excelente.”

- Co-Op Parent

(I really enjoyed the art and sport activities, the children loved the care of the entire support team and especially from their counselors. The engineering and biology classes were excellent.)

Survey Highlights - Survey of Young Adult Staff

“[In 2018], I want to come back to work at Co-Op because it’s an overall great experience, not just being a part of staff but [being] able to help provide opportunities for these kids is amazing especially when I myself was in their same shoes at Co-Op years ago.”
- Head Counselor

As with the children and the parents, the young adult staff responded very strongly to the call to return to Co-Op as a staff member in summer 2018. A resounding 93% of the young adult staff are considering returning. This is a strong indication that the experience for staff members was extremely positive and that the work culture that we cultivated was a supportive environment. Additionally, 93% of the staff members strongly agreed or agreed with the statement that *Working at Co-Op was a positively transformative experience for me as a person*. The premise that working at Co-Op could be as impactful for the young adults as it is for the children was clearly supported by the survey results.

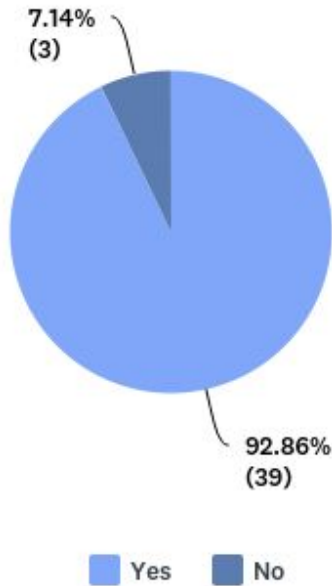


“[At Co-Op] we are giving kids from all different backgrounds the opportunity to have a safe, fun, and educational summer experience that will stay with them forever!”
- Assistant Counselor

“It’s important to keep the kids engaged in learning new things all year round not just the school year.”
- Head Counselor

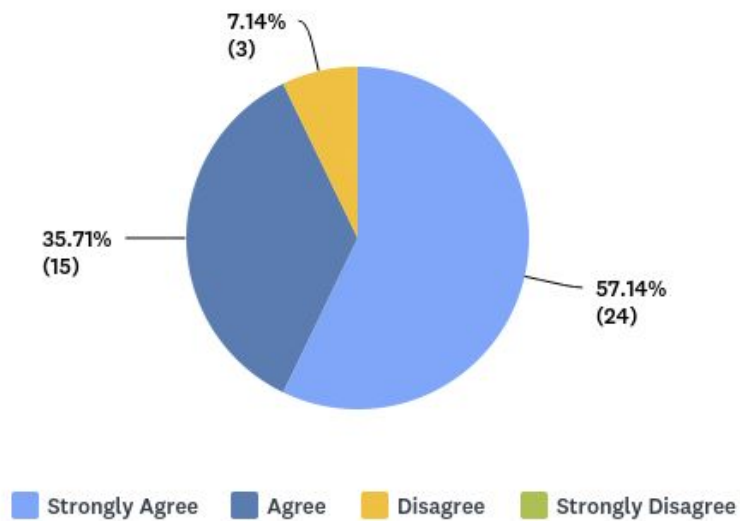


Are you considering working at Co-Op again during summer 2018?



“Co-Op Camp is really challenging [my camper] Joshua* to do more than stay home which is what he prefers to do. The activities that we have planned for the campers have challenged him to reach outside of his comfort zone.”
- Head Counselor
**name changed*

Working at Co-Op was a positively transformative experience for me as a person.



Qualitative Research Results - Professional Educators

The professional educators participated in qualitative interviews and submitted written answers to questions about their experience. Their complete responses are in the appendices.

"The budget I am allowed for supplies allows me to meet their interests and needs in a way I have never experienced as an educator.

- Co-Op Professional Educator from MUFSD

The primary themes in their answers were as follows:

- The power of extended time with students
- The positive educational benefit of the improved adult:child ratios
- The positive role of the young adults in the advancement of learning for the children
- The benefits of having highly resourced classrooms
- The enormously positive response of the students to the role of leading their own learning

"The structure of time is the single greatest opportunity I have received in this Co-Op summer experience. During the school year, if a child comes to me with an idea, rarely can we fit it into the structured class."

- Co-Op Professional Educator from MUFSD

"The format of camp itself helps me make my room feel different from school. The fact that I see kids for an hour and a half over the course of 4-5 days allows us to truly explore questions and interests. However, the fact that my time with them is shorter and more confined than the normal school year allows for a fresh excitement to be renewed each day."

- Co-Op Professional Educator from MUFSD



"All school year I see a kids all day coming from math and reading and writing with psychosomatic conditions or avoidance behaviors. They are coming to the nurse because they don't feel good about school. At Co-Op the kids are so engaged that they are coming to me just about burns and cuts. They want a bandaid and they want to get back to work."

- Co-Op Professional School Nurse from MUFSD

"I sometimes felt that the field trips were not just about the places we went (which were amazing!) or what we learned there, but what it is like to be in a public space and what it is like to be trusted with autonomy. What a powerful lesson!"

- Co-Op Professional Educator from MUFSD

RECOMMENDATIONS FOR CO-OP 2018

HOW TO LEVERAGE THE CURRENT PROGRAM FOR INCREASED OPPORTUNITY

Based upon the quantitative and qualitative research and assessment of the 2017 Co-Op Summer Enrichment Program and with the advising of the Co-Op Steering Committee, the following recommendations will be considered as growth and improvement points for the future of Co-Op.

ESY Integration

As part of the STEM Alliance's contract for ESY Integration Services, several improvements could be made:

- Help recruit ESY staff
- Have student ESY registration paperwork managed by STEM Alliance and start in January with notation that acceptance is pending child's final IEP meeting
- Manage supply ordering for ESY
- Assist with start of an ESY newsletter including photo gallery online
- Open minor rooms to ESY staff as an ongoing resource
- Improve integration in majors - completely reexamine integration scheduling to reduce ratios and increase hands-on work

Additionally, the District should consider the following priorities in designing and funding the ESY program:

- Increase salaries for the ESY Staff to include one week orientation
- Integrate ESY staff in all orientation experiences

Swimming Goals

- Discuss District goals around swimming to understand how Co-Op can help meet those objectives
- Negotiate for increased access to expand swim instruction
- Consider funding pre-program swim lessons for identified non-swimmers

Parent Engagement

- Establish a parent open house for one afternoon
- Invite parents to assist in the minor rooms
- Include some parents on each field trip
- Include a question about parent engagement on the registration paperwork

Parent Expectations

- Make certain expectations clear on both sides
 - Program is school-based but is not mandated to meet IEPs (non ESY)
 - Attendance is required - poor attendance could affect registration priority in subsequent years
 - Family vacations during the program cycle are strongly discouraged
 - No refunds except per sleep-away camp policy
 - All tuitions are subsidized
 - List the full program price v. the subsidized price for that family on papers
- Post these expectations online, include them in invitation to register and distribute them at time of registration

Assessment

- Review statistics and set data based objectives for year two
 - Attendance
 - Quality Self-Assessment Tool
 - Parent Engagement via website
 - Identify other areas
- Keep specific data collection points the same from year-to-year for longitudinal data

Explore New Program Possibilities

- Invite Educators to Propose Majors
- Involve kids in proposing and evaluating Majors
- Increase planning & professional development for educators to make material age accessible across grades
- Plan ahead for new majors, possible areas include:
 - Health & Wellness
 - Disabilities & Difference
 - Water Cycle
 - Outdoor learning
- Review possible ways to allow for student choice - pilot possible structures for student choice with 5th graders
- Discuss middle school programming possibilities

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APPENDICES

Qualitative Research

- 2017 Co-Op Complete Quality Self Assessment Rubric
- 2017 Swimming Pool Qualitative Assessment
- 2017 Qualitative Research - Anecdotes from Young Adults
- 2017 Post-program Qualitative Reflections from Professional Educators

Quantitative Research

- 2017 Full Parent Survey Results
- 2017 Full Student Survey Results
- 2017 Full Young Adult Survey Results (Counselors, Maker Corps Members, Aquatics Team)

Supporting Documents & Resources

- Co-Op Eligibility Criteria & Pricing
- Co-Op Sleepaway Policy
- Co-Op Photo Gallery: <http://coopsummer.org/2017-photo-galleries.html>
- Password: co-op2017
- Video of counselor & children supporting anxious swimmer:
 - https://youtu.be/V4QbVMB_2Zc
- Two videos produced at LMC-TV with students as videographers
 - What I Learned at Co-Op:
<https://youtu.be/oerpKd0R0Gs>
 - Co-Op: My Favorite Things
<https://youtu.be/0PJcDgWAIFo>

QUALITATIVE RESEARCH: 2017 Co-Op Complete Quality Self Assessment Rubric

ELEMENT 1: ENVIRONMENT/CLIMATE

QUALITY INDICATORS	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments (list bullet points)
	1	2	3	4	2018	over next 2-4 years	
Provides a stimulating, welcoming, and supportive environment for all young people.				4			
Uses program space that is safe and clean.				4			
Has program space that is appropriately equipped and suitable for activities being conducted.				4			
Develops, implements, and shares approved safety plans and procedures with staff and families.			3		More communication with families about safety?		
Provides adequate security and participants are supervised by an approved adult at all times.			3		Security /check in person at door where people enter, Id, visitor badges		need a check in desk near the main entrance
Develops and manages effective arrival and dismissal procedures and plans for safe travel home.				4			
Provides healthy and nutritious snacks and/or lunch.				4			
Is aware of, records, and informs staff of special health needs of participants.				4	need 2 Emergency binders per group in case a counselor out of the room		More binders
Conducts all required fire/safety drills.				4	What's required? Did we do them?		
Has a culture that allows participants to take initiative and explore their interests.				4	Could we add a free period so kids could have "elective" or choice time? Is the major period too long for kids to concentrate?		
Establishes, maintains and communicates code of conduct to participants, staff, and their families.			3		need stronger communication with families about expectations; also, tiered system of response to behavioral issues - avoid sense of "wish you had just called me"		
Applies rewards and consequences for participant behavior appropriately and consistently.			3		need to establish tiered levels of response that are clear to students and parents and recorded		

Actively recruits and welcomes youth with disabilities.					one improvement - make sure parents know that we are not a special needs program; non-ESY students who have IEP's will not be receiving services even though this is a school-based program		
Promotes psychological and emotional safety through a culture of support, inclusion, and mutual respect.					Can go even further with ESY integration and education around disabilities & difference - possible engineering topic around disabilities?		

ADDITIONAL INDICATORS SET BY CO-OP 2017 STEERING COMMITTEE	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments
	1	2	3	4	2018	over next 2-4 years	(list bullet points)
State and share articulated goals			3		Mantra is powerful - are additional goals needed on our webpage?		

ASSESSMENT AREA	AVAILABLE POINTS	POINTS EARNED	AVERAGE SCORE				
ENVIRONMENT/CLIMATE SCORE	60	55	92%				

ELEMENT 2: ADMINISTRATION/ORGANIZATION

QUALITY INDICATORS	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments (list bullet points)
	1	2	3	4	2018	over next 2-4 years	
Establishes clear attendance and participation expectations			3		Write an articulated attendance policy; do not punish students' for parents' choice but make expectations more clear; expectations on website and delivered at time of registration		
Has a system for the collection and monitoring of participant attendance data.				4			
Maintains all required documents (e.g., health certificate, security clearance, insurance, etc.) where applicable.				4			
Creates and uses an employee handbook that clarifies internal policies and procedures.				4			
Has complete and current enrollment/registration documents for all participants.				4			
Maintains accurate and accessible medical records on participants.				4			
Has a clear salary structure for program staff.				4			
Has well-defined methods of communication with program stakeholders.				4			
Has approved budget; reviews and adjusts budget periodically.			3		Budget is clear and reviewed but accuracy lagged speed of program; could be stronger with additional administrative support to log expenses more quickly		
Establishes and maintains a centralized database of participant and program information that is regularly updated and usable by staff.				4	Considering even better software next year		
Completes all required reports and submits them in a timely manner.				4			
Ensures that supplies are organized, maintained, and accessible.				4			
Records and tracks expenses.				4			

Complies with government mandates.+				4		
Maintains current and accurate activity schedule with room assignments.				4	Would like to build in scheduling that allows for some choice time; especially 5th graders who would benefit from increased sense of independence. Need to determine if this is possible.	
Develops, reviews, and updates plan for family involvement.		2			Family involvement was low although communication was strong (print & digital newsletter and photo gallery); Next year: add family visit open house afternoon as well as family assistants on field trips and in the minor rooms	
Negotiates optimal use of school, CBO, and community resources to best meet the needs of participants and their families.				4		
Documents where participants are during program hours				4		

ADDITIONAL INDICATORS SET BY CO-OP 2017 STEERING COMMITTEE	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments
	1	2	3	4	2018	over next 2-4 years	(list bullet points)
Establish and make public procedures for identifying students				4			
Determine how broadly integrated the program will or will not be			3		See all ESY integration recommendations in full assesment report - more money is needed to pay ESY teachers to fully engage them from orientation onward		During and following program, worked with ESY leaders to establish detailed strategies for improving ESY integration;
Create new and improved registration & payment systems for the benefit of parents & administrators			3		Overall, payment plan was very well received; potential improvements include making it more clear that future payments do not need to be in person - just need to be on time; also consider improved payment tracking software		

Maintain year-round oversight of the program (consultant, sub-contractor, director)					This will stay the same as long as the STEM Alliance receives "school year based fees" for program development, registration procedures, administrative oversight during the school year not just during the six week program cycle in the summer; payment structure of school year based fees and summer program based fees is critical		
Create program branding, PR and marketing				4			Bravo. Great work.
Follow an articulated timeline of Co-Op tasks		2			The timeline was established but not completely followed due to late signing of Co-Op and later ESY contracts; timely signing of contracts can resolve this.		
ASSESSMENT AREA	AVAILABLE POINTS	POINTS EARNED	AVERAGE SCORE				
ADMINISTRATION/ORGANIZATION SCORE	96	88	92%				

**ELEMENT 3:
RELATIONSHIPS**

QUALITY INDICATORS	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments (list bullet points)
	1	2	3	4	2018	over next 2-4 years	
Has staff that respect and communicate with one another and are role models of positive adult relationships.				4			
Interacts with families in a comfortable, respectful, welcoming way				4	Add stronger ESY communications, Parent Visiting Day		ESY - Contract with the District, Volunteers to help with Parent Visiting
Treats participants with respect and listens to what they say.				4			
Teaches participants to interact with one another in positive ways.			3		Counselors need to improve conflict resolution, reward systems, refresher course during program cycle to review what they learned during orientation		worked with Frank Locurto, other training, staff meetings; keep adding creative & on-going work in this area
Teaches participants to make responsible choices and encourage positive outcomes			3		Continue on-going leadership observation to steer counselors to allow more independence (such as cooking)		Another Leadership role?, Parent involvement in minors
Is sensitive to the culture and language of participants.				4		Open to non-need kids? limitation is the pool space; increasing the number of participants to allow for socio-economic integration is restricted by pool access	Bilingual helper in office was really helpful!!
Establishes meaningful community collaborations.			3		Always room for improvement		More outreach to community orgs (Lion's etc), Grant writer, Counselor involvement with outreach/grants
Builds a sense of community among participants.				4			
Is structured to create close, sustained relationships between individual participants and caring adults.				4			
Has scheduled meetings with its major stakeholders.				4			
Encourages former participants to contribute as volunteers or staff.				4			
ASSESSMENT AREA	AVAILABLE POINTS	POINTS EARNED	AVERAGE SCORE				
RELATIONSHIPS SCORE	44	41	93%				

ELEMENT 4: STAFFING/PROFESSIONAL DEVELOPMENT

QUALITY INDICATORS	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments (list bullet points)
	1	2	3	4	2018	over next 2-4 years	
Has a program director that is committed to his/her own professional development and attends and participates in training.				4			
Recruits, hires, and develops staff who reflect the diversity and culture (s) of the community.				4			
Treats staff as professionals and provides opportunities for advancement.			3		Write a grant for more professional development		Stipends for professional development?
Ensures staff members have competence in core academic areas, where appropriate.				4			See above
Provides ongoing staff development in order to engage and retain staff.			3				
Maintains staff-to-participant ratio as per state regulations when applicable.				4			
Provides positive working conditions for staff and appropriate supervision, support, and feedback.				4			Feedback goes up and down among all levels of staff which is very positive; everyone is valued as having relevant and valued input
Assesses professional development needs of staff and provides appropriate supports such as training, coaching, mentoring, and peer learning.			3		Build time for peer observation and feedback into schedule		Peer learning and training not yet established, sounds awesome.
Has program director and staff who comply with state training regulations where applicable.							N/A - no specific requirements that we are aware of
Develops and supports staff to plan suitable activities that correspond to the developmental needs of participants.				4			
Has regular staff meetings.				4			
Works with staff to achieve credentialing and accreditation where available.				4			N/A but has regular contact with School district monitoring
Where appropriate, develops and supports staff to provide educational opportunities for and work with adult learners.							N/A program doesn't currently serve adult learners but this could be an area of growth for the future: - language classes for adults - SAT prep classes for teenagers

Fosters understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.				4			outstanding development of staff culture
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ADDITIONAL INDICATORS SET BY CO-OP 2017 STEERING COMMITTEE	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments (list bullet points)
	1	2	3	4	2018	over next 2-4 years	
Build shared professional development for staff				4			
Hire quality teachers & teenagers to staff the program				4	Offer resigning bonus; reconnect with staff during off-season; offer letters of recommendation		Recruit actively, monitor, observe, no cell phone zone allows kids to get 100% attention; no cell phone didn't need to be enforced because young adults were so deeply needed and engaged all day
Pair and group educators to work collaboratively across disciplines			3		Have a pre-season phone call for each educator to intro their theme so that educators can consider collaborative elements		

ASSESSMENT AREA	AVAILABLE POINTS	POINTS EARNED	AVERAGE SCORE
STAFFING/PROFESSIONAL DEVELOPMENT SCORE	60	56	93%

ELEMENT 5: PROGRAMMING/ACTIVITIES

QUALITY INDICATORS	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments (list bullet points)
	1	2	3	4	2018	over next 2-4 years	
Provides activities that reflect the mission of the program.			3				painting rocks & mats for the homeless took it to another level dissecting grasshoppers was highly engaging taught everyone how to ask great questions including the teenagers capacity building for teachers
Addresses academic, physical, social, and emotional needs of all participants.			3		- make it clear what this program can/can't do for special needs kids - better parent expectation sheet	increased integration	
Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.			3		- try to have majors focused on specific grades per week so that they can really level up the work according to base grade challenges - minors: more direct challenges for age level - create notebooks with challenges for each week or just #'d - rate the challenges in terms of the type of learning - add a writing component to each room? reading to each room? math component?		consider that this population has a word deficit of 100,000 words compared to children from other backgrounds
Offers project-based, experiential activities that promote creativity and development of participant self-expression.				4			
Offers high quality academic support, including tutoring and/or homework help.			3		- make math more manipulative based for younger kids - tie in more math in maker corps - free choice learning stations/ add on challenges - language reinforcement		note: second language learners have a hard time coming up with questions; seem to have a passive voice in professional development for educators - include specific information about needs second language learners and ask how do we meet that in PBIquiry model
Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation, and health.				4			
Includes activities that take into account the language and culture of the participants.		2			should there be a stronger incorporation of culture into activities e.g. music, no-bake		

ELEMENT 5: PROGRAMMING/ACTIVITIES

QUALITY INDICATORS	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments (list bullet points)
	1	2	3	4	2018	over next 2-4 years	
Create a camp schedule that allows for structured elective/choice time		2			This is challenging due to needing to be able to always know where each child is at all time (standard safety requirement). Considering experimenting with something just for 5th graders - need to see if it's logistically possible. On a good note: all majors and minors incorporated choice into their experiences at all times		
Develop program rituals that promote the spirit of summer & sense of community			3		Good start - want to build more songs and more traditions; possibly an all camp "Olympics" or game day instead of Carnival		
Create a proposal system to develop summer program offerings		2			If teachers are identified/hired earlier (stick to our Co-Op schedule better once contract is signed) we could allow teachers to submit proposals for majors; engaging teens in choosing minor topics was hard because they are spread out during the school year at college		
Create curriculum that is project-based/not subject-specific					4 Absolute strength of the program		
Develop program content that has a focus on learning as fun; sparks curiosity, inspires creativity and thinking, promotes hands-on projects, encourages collaboration					4 See above		
ASSESSMENT AREA	AVAILABLE POINTS	POINTS EARNED	AVERAGE SCORE				
PROGRAMMING/ACTIVITIES SCORE	76	61	80%				

ELEMENT 6: LINKAGES BETWEEN SCHOOL YEAR AND SUMMER

QUALITY INDICATORS	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments (list bullet points)
	1	2	3	4	2018	over next 2-4 years	
Secures commitment of resources (e.g., classroom space, bulletin boards, storage space, computer facilities, and site coordinator's office) from school principal, when possible.				4			
Maintains communication with school principals and administration.				4			
Establishes strong links to the school year.		2			This program actually works to "undo" school based venacular and unlock new learning potential - not certain this objective pertains to our work		
Incorporates programming that integrates and complements school year activities.				4	Definitely compliments through totally unique programming that reinforces learning through new modalities and resources		
Collaborates regularly with school-year personnel regarding use of facilities and resources.				4			
Supports state and local performance standards and benchmarks.				4	Meets these standards but does not design around them - works to exist separately but engage the same objectives		
Communicates with school-year staff to monitor academic and behavioral progress of students.		2			Powerful goal - need to examine if and how this could be done		Could counselors write letters about kids to next year's teacher? What would goals and structure be to examine additional academic indicators throughout the year - would need to coordinate with District admin to determine benefit v. challenges of this work
Allocates sufficient program time for homework and homework help.					Not applicable - this is not a homework prep program/afterschool care program		
Is represented in local schools' planning efforts.				4	There is increased priority given to the discussion of summer slide. This is critical to our work and the Board making priority statements about the impact of summer on the learning of all students is a critical element of program success		

ASSESSMENT AREA	AVAILABLE POINTS	POINTS EARNED	AVERAGE SCORE				
LINKAGES BETWEEN SCHOOL YEAR & SUMMER SCORE	32	28	88%				

ELEMENT 7: YOUTH PARTICIPATION & ENGAGEMENT

QUALITY INDICATORS	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments (list bullet points)
	1	2	3	4	2018	over next 2-4 years	
Engages participants with a variety of strategies.				4			Diverse offerings; regular movement from activity to activity - program competency very high
Has participants who take ownership of program selection and development.		2					Have not yet created enough ways for student choice - but strong choice within any given major or minor
Enables participants to develop life skills, resiliency, and self-esteem via activities.				4			
Affords participants opportunities to express their ideas, concerns, and opinions.				4			
Enables participants to explore resources and issues in their community through projects and activities.			3		Could consider increased connection to community partners and community problems		
Promotes consistent and active participation.				4			
Promotes teamwork and respect for others.				4			
Involves participants in the development of disciplinary practices.			3		Need to create tiered and shared understanding of behavior consequences		
Encourages participants to recruit others into the program.					Not Applicable - Program is by invitation only		
Allows participants to be meaningfully involved in program planning, implementation, data collection, and evaluation.			3		Did conduct student surveys; could consider increased ways for students to make suggestions/be involved in planning for subsequent years		

ASSESSMENT AREA	AVAILABLE POINTS	POINTS EARNED	AVERAGE SCORE
YOUTH PARTICIPATION & ENGAGEMENT SCORE	36	31	86%

ELEMENT 8: PARENT/FAMILY/COMMUNITY PARTNERSHIPS

QUALITY INDICATORS	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments (list bullet points)
	1	2	3	4	2018	over next 2-4 years	
Involves families in decision making and planning.				4			Co-Op Steering Committee Community Information Meeting - January Parent feedback survey Regular collection of qualitative feedback
Involves families and the community in program events.		2			Add parent open house, involve parents in minors and field trips - add these questions to the registration paperwork		
Communicates with families on matters concerning the well-being of the child.				4	Should considered a tiered response system to behavioral issues so parent understands severity of behavior - this only involves a few kids but could be very effective		
Provides opportunities for literacy and related educational experiences for the families of the participants in the program.		2			Could leverage the space in the building to provide literacy opportunities		
Provides families with information about community resources to meet their needs.		2			We do not have a summer social worker - ideal would be to have a social worker; largely constrained by budget. Are there grant opportunities for this?		
Builds relationships with arts, cultural, and other community institutions to expand and enhance program offerings				4			
Coordinates staff development activities with those of school and community partners.				4			e.g. Otter Creek
Makes intentional connections with early care and education programs and stakeholders in the community.				4			

ASSESSMENT AREA	AVAILABLE POINTS	POINTS EARNED	AVERAGE SCORE
PARENT/FAMILY/COMMUNITY PARTNERSHIPS SCORE	32	26	81%

ELEMENT 9: PROGRAM SUSTAINABILITY/GROWTH

QUALITY INDICATORS	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments (list bullet points)
	1	2	3	4	2018	over next 2-4 years	
Has a written statement of mission and goals.				4			
Employs staff members who understand and embrace the program's mission and goals.				4			
Involves participants, families, staff, and board members in long-term decision-making and planning efforts.				4			Co-Op Steering Committee; Community meeting in January
Develops a long-term plan for sustaining the summer program.			3		Long term viability of the program depends upon the consistent commitment of the Board of Education to belief that mitigating summer slide is a legitimate and critical objective of the Mamaroneck School District		
Accesses resources within the community by seeking support from and building relationships with local businesses and institutions.				4			
Forges relationships with advocates for program quality and availability, such as community leaders, businesses, and elected officials.				4			
Has an effective marketing strategy that publicizes the program and its achievement within the school and broader community.				4			
ASSESSMENT AREA	AVAILABLE POINTS	POINTS EARNED	AVERAGE SCORE				
PROGRAM SUSTAINABILITY/GROWTH SCORE	28	27	96%				

ELEMENT 10: MEASURING OUTCOMES/EVALUATION

QUALITY INDICATORS	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Additional Comments (list bullet points)
	1	2	3	4	2018	over next 2-4 years	
Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.				4			
Develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.			3		Collective quantitative data is limited by financial resources; Wallace Foundation has determined that a competent qualitative review through the Quality Self-Assessment process is a legitimate for determining a quality program; quality programs always deliver quantifiable positive results even if you do not have the funding to measure those outcomes		
Uses objective data to measure progress toward outcomes as defined by programs and individual participants.			3		Would like year to year data; review the surveys used this year and administer them carefully from year-to-year; ask Board of Education what variables they would like to see asked for: parent, student, staff surveys		
Identifies and shares promising practices.				4			
Makes summaries of evaluations and/or other collected data available to the general public.			3				
Creates an internal method for assessing program activities.			3				Did gather qualitative feedback - could there be a quantitative assessment done by teachers? is that necessary?
Creates an internal method for assessing staff performance.				4			
Creates an internal method for assessing student engagement levels.		2			Develop methodology for asking campers for more immediate feedback. After visiting a major for the week could have a feedback form for kids to fill out		Did do end of the summer survey but not all kids took it. Also hard to administer with young kids as well as non-native english speakers. ? should we build in more time for this or is it a distraction from the work that we are doing
Includes feedback from stakeholders in the program evaluation.				4			
Uses evaluation findings for continuous program improvement.				4			

ADDITIONAL INDICATORS SET BY CO-OP 2017 STEERING COMMITTEE	Performance Level (1 = non-evident; 4 = mastered)				Plan to Improve (if performance score below 4)		Resources needed (list bullet points)
	1	2	3	4	2018	over next 2-4 years	
Assess each piece relative to the mantra				4			Consistently demanded, defined and assessed for quality wherever possible through qualitative and quantitative standards; Keep notes and feedback for improvement along the way and reacted immediately where possible or documented for long term visioning
ASSESSMENT AREA	AVAILABLE POINTS	POINTS EARNED	AVERAGE SCORE				
MEASURING OUTCOMES/EVALUATION SCORE	44	38	86%				

OVERVIEW OF QSA RUBRIC SCORES

ASSESSMENT AREA	AVAILABLE POINTS	POINTS EARNED	AVERAGE SCORE
ENVIRONMENT/CLIMATE SCORE	60	55	92%
ADMINISTRATION/ORGANIZATION SCORE	96	88	92%
RELATIONSHIPS SCORE	44	41	93%
STAFFING/PROFESSIONAL DEVELOPMENT SCORE	60	56	93%
PROGRAMMING/ACTIVITIES SCORE	76	61	80%
LINKAGES BETWEEN SCHOOL YEAR & SUMMER SCORE	32	28	88%
YOUTH PARTICIPATION & ENGAGEMENT SCORE	36	31	86%
PARENT/FAMILY/COMMUNITY PARTNERSHIPS SCORE	32	26	81%
PROGRAM SUSTAINABILITY/GROWTH SCORE	28	27	96%
MEASURING OUTCOMES/EVALUATION SCORE	44	38	86%
TOTAL	508	451	89%

QUALITATIVE RESEARCH: 2017 Swimming Pool Qualitative Assessment

VARIOUS NOTES ON 2017 SWIM PROGRAM

Post Program Summary to Town of Mamaroneck

To Town of Mamaroneck:

I hope you had a great summer. Sorry for the delay in getting back to you but I was away at the end of August and didn't have access to my computer.

Our enrollment for Co-op and ESY was about 275. Following was our usage of the indoor pool and mushroom pool from Monday to Friday...

Time	Allocation	# of Kids	Duration
9:00 – 9:15	¼ indoor pool	0 – Set up	15 minutes daily
9:15 – 11:45	¼ indoor pool	12 to 15	45 minutes
10:20 – 11:45	mushroom	8 to 14	35 – 45 minutes
11:45 – 12:00	¼ indoor pool	0 – lifeguard lunch	15 minutes
12:00 – 12:15	½ indoor pool	0 – lifeguard lunch & set up	15 minutes

12:15 – 2:30	½ indoor pool	24 to 30	45 minutes
2:30 – 2:45	½ indoor pool	0 – clean up	15 minutes

As you are aware, Co-Op serves about 230 underprivileged children many of whom do not have access to pool usage at any other time during the year or outside this program. In addition, the ESY program services 40 to 50 handicapped and disabled children which require more space than average. Therefore, the swim segment was the most enjoyable and memorable part of the Co-Op program for many of our kids. Keeping in mind that we are a relatively large program with close to 300 special children and likely to grow in size now that we have expanded access to the entire school district. If there is any way that we can get more pool allocation for next year, we will be able to allow kids to swim either more often than 2 to 3 times per week or at minimum to swim for a longer period of time.

August 2017, Response from Town of Mamaroneck

Antonella,

Thank you for the information, I just wanted to have it all so we can plan for next year. It was a little cramped and hectic for all the camps this past summer and we want to try and make it a better for the kids while keeping them all safe too.

As a side note, I just wanted to say how great Thomas [the Co-Op Aquatics Program manager] was. He really did a great job with the kids and the staff. Having one person be in charge and overseeing the staff really help with enforcing the rules and keeping the kids learning and safe. When he left, you could really see how he kept them all in line.

The counselors themselves were also very engaged with the kids and made sure everyone was doing the right thing. My staff commented on the big difference this year from years past. More organization and they did not have to constantly correct the co op staff.

Have a great year too and I will look for your request in March/April.

Jennifer

August 2017 Post-Program Notes from Co-Op Aquatics Program Manager

In comparing this summer's aquatics program to the previous summer that I was working (2015), there was an incredible leap forward in organization, communication, expectations, collaboration, and in turn, overall effectiveness. I think that there was a great deal of energy, time, and thought that went into the swim program this summer at Co-Op. I was really quite impressed with the effort directed at the program's success. While it was the first summer that incorporated this many positive changes, it most certainly can keep progressing in the years to come. The biggest problem for me was the lack of physical space I had to facilitate my lessons. The half of one lane for 30 kids is not just inconvenient for their swimming progression, but also a safety concern. In the mornings, the whole pool besides our lane was taken up by the swim team (understandable), but in the afternoon there was an abundant amount of pool space (mostly deep end) that was very clearly rarely used by the public. This forced the 4 (sometimes 5) camps to the 4 corners of the pool, making it a difficult task to supervise, let alone teach, for all of the camps using the HMX pool.

Many times the Flint Camp would not have swimming that day for whatever reason, which left their corner, as well as the outdoor kiddie pool (which unfortunately we never had access to) open with nobody using the space. That outdoor kiddie pool would have been of tremendous aid for many of our younger campers (and some older) that were scared of not being able to touch the bottom of the pool, even if they had life vests. Having access to that smaller pool would have allowed many campers to get used to a pool without a vest.

Meg and I had spoken a few times this summer about the possibility of having some sort of program for Co-Op families throughout the year in order to have access/instruction at the HMX pool. While it is a public pool, it is still unaffordable for many families who live in the town. This would be incredibly helpful in advancing the swimming skills/comfort of many campers in the summers to come.

I enjoyed my time working at Co-Op this summer, and would love to keep advancing the program in the right direction in any way that I can. It is a special program that I believe really benefits these kids (not to mention parents) in so many different ways. Please feel free to reach out if you have any other questions about

how the Aquatics Program and how we can collaborate in order to make it as effective as possible for future summers!

**FALL 2017 EMAIL TO BARI SUMAN
REGARDING SWIM STATS FOR MUFSD**

Hi Bari,

I am writing to you as a District sub-contractor. Antonella Kaufmann and I represent a local non-profit - the STEM Alliance of Larchmont-Mamaroneck - that was hired to run the Co-Op Summer program this past summer. Co-Op has a long history of focus on health and wellness. There are actual high established statistics that show a correlation between participation in quality summer programs and overall health/wellness indicators for children. This was a critical element of programming in our summer 2017 redesign in addition to our focus on science, technology, engineering and math learning.

You may know that we have access to the pool during the summer but the access is very limited. Thus, our ability to offer true learn to swim programming is almost zero. Given that our program serves free and reduced lunch families (230 elementary students) who can not afford pool access during the year, we want to advocate for increased access during the summer due to the critical nature of making sure that these students have equal access to swim instruction. As part of our research, I am wondering if the Hommocks staff keeps records/stats on the number of non-swimmers who arrive at Hommocks in sixth grade and their progress over their three years at Hommocks. Any information that we can provide would be extremely helpful. If we can show the strains on your staff and resources by having students arrive at the middle school level as non-swimmers, fearful swimmers or uncomfortable beginning swimmers, this may help us secure private funding and additional priority from the town.

We have some creative ideas - maybe seeking private funding for school year instruction for "high anxiety" non-swimmers or such. But, the more information that we can gather, the better.

Thanks for any help with this request. Dr. Shaps and the School Board are highly supportive of our work.

Meg

FALL 2017, RESPONSE FROM BARI SUMAN

Meg,

The HMX PE teachers do not keep statistics on non-swimmers vs. swimmers. The teachers tailor programming for the students in their class on an individual basis through differentiated instruction. They offer low, middle and high level swim instruction and safety courses, plus water games, water polo and water basketball, kayaking and diving. All of this instruction occurs during the 2-3 rotations a class swims for 5-7 days over the course of each year. This limited access at Hommocks. This limited time does not enable a non-swimmer to become a swimmer. We do some basic stroke and safety work with our weakest swimmers trying to cultivate an environment of safety. Cathleen Ferguson is a teacher at the Hommocks who may be able to provide additional information. Also, Rodney Curtis is our lifeguard (his title, but he is a certified PE teacher and swim coach too), we definitely tap his expertise on teaching basic swim and safety to the lowest level swimmers. In the past we were able to offer an intramurals program for an hour a day 2 times per week during the school year. This did create some opportunity for non-swimmers who had an interest in swimming to have more time in the water and become more comfortable swimming. This was not a formal instructional program.

I have copied Cathleen and Rodney above if you have additional questions. Hope this helps.

Bari

QUALITATIVE RESEARCH: 2017 Qualitative Research - Anecdotes from Young Adults

What did you learn about a kid this week and how is Co-Op helping that child grow?

This past week I learned that “X” is an excellent swimmer, even without a life jacket.

- Assistant Counselor

“X” gets very attached to me mostly the male counselor and wants to stick with them and gets sad when he doesn't get the attention or get it his way. I have been working with him more and have been telling him that he's not a baby anymore and that once he's an adult that's not gonna work and he's been acting a lot better about even though he is only a second grader and he has following directions and listening to what I told him about crying.

- Assistant Counselor

One of my campers names is “x” and he is very shy! I noticed it quickly because he is usually in his own world most of the time and doesn't talk much. I noticed that Co-Op is really helping him grow just by the second week because he's talking so much more now. He really loves to learn, is super good at math and enjoys learning about money -- which I would not have known about him until he started to get really engaged!

- Assistant Counselor

There is a lot that I am still learning about “x”. One thing I learned about him unexpectedly was that he finds reading very relaxing when he feels annoyed or bored.

Co-op Camp is really challenging “x” to do more than stay home which is what he prefers to do. The activities that we have planned for the campers have challenged “x” to reach outside of his comfort zone. I have been working with him so that these activities are fun for him and the other campers as well as challenge them to do more things than they are used to doing.

- Head Counselor

I learned that one of my campers, “x”, came into camp extremely afraid of swimming (or getting into the pool, for that matter!). Thomas worked so well with Leo from the start and now Leo is happily gliding through the water like a fish! He is excited to go into the pool now. The aquatics program at Co-Op has helped increase “x”'s overall confidence.

- Assistant Counselor

My camper, “x”, seems to be quiet and a bit moody but has completely opened up in creative writing! He takes his notebook home with him and brings it back the next day- he writes about video games he loves and describes them all. I think he had found a

love for reviewing other works and I've been telling him that maybe one day he'll be a critic.

- Assistant Counselor

I have a camper named "X", I learned this week in Design Studio that he loves architecture. He has built a bridge and a couple buildings this week. He always looks forward to going to Design Studio. I think co-op is important for him because he has been reading with me at independent reading. He definitely needs the support of others to keep him reading, and to help him sound out words he struggles with.

- Head Counselor

Something unexpected I learned about "X" would be that she struggles to stay focused and tends to give up on academic tasks, most notably with math. I feel that with our time in the math cave minor, with the math sprints that we've done, it's helped her, as she's been getting better and staying more focused each time we do them.

- Head Counselor

"X" is one of my campers and i recently learned how quickly he reads and how much he liked to read. He read through 4 books in a day at camp once. He's also needs some more attention from me and [my co-counselor]. His mom said so and so did the binder that was given to us. So far however he has only had one moment in camp that he needed me to talk to him and motivate him. I think the camp is doing a great job of constantly motivating as well instructing him clearly of the activities that he doesn't need the extra attention. he's one of the best behave kids in my group.

- Head Counselor

It surprised me that one of my campers, "X" is extremely smart and so advanced. I feel like each one of the major classes is really helping him grow and learn more and more. There isn't really any challenges for him, he's so outgoing and ready to learn anything!

- Assistant Counselor

What was your Favorite Moments this week - Week of July 5th

My favorite moment was watching the kids play soccer in the sprinklers!

- Assistant Counselor

My favorite moment this week was seeing my campers so excited for their first time in the pool, they were so well behaved. – Asst Counselor

My favorite moment this week was with one of my campers when she told me that she loved being at camp already and wanted to stay forever — only on the second day!

- Asst. Counselor

Favorite moments of the first week had to be when I saw my group not only draw their idea for water engineering but then produce it with the junk as well. I'm already super impressed with them all. – Head Counselor

My favorite moment from camp this week would have to be going to the Mindfulness and Movement minor with my 5th graders and having them all really enjoy the relaxation and the girls love yoga. Everytime we go a few of them always ask are we gonna write how we feel today? - Head Counselor

My favorite moment from the week was getting to see my kids have fun while swimming! - Head Counselor

My favorite moment was when a kid was crying and was scared of the pool finally got in and was so happy to be swimming and smiling. – Lifeguard

My favorite moment was in the engineering room where we have Legos and electronics deconstruction. As a happy unintended side effect, the girls were not as interested in the Legos as much as seeing how the appliances worked. I was even able to teach them some basic internal components. Once the girls exposed the interiors of whatever they were working on the whole group immediately became engaged with the electronics, just in time to rotate the groups, One girl even wanted to take home a remote control she took apart, I think that was one of my favorite moments. I was also able to calm down our IEP camper "X" and taught him some special math including the fibonacci sequence and imaginary numbers. I'm going to do some more behavioral research and grade-level research but I must say its so much fun inspiring these children. – Head Counselor

Answer: What are we doing and why?

I work at co-op because we are giving every child a huge head start to the year but also giving them an amazing summer. The kids are learning so much but having so much fun that they don't even notice what they're doing is possibly putting them ahead for the next school year. – Assistant Counselor

We are giving kids from all different backgrounds the opportunity to have a safe, fun, and educational summer experience that will stay with them forever!

- Assistant Counselor

I would say that we are providing kids with equal access to an impactful summer experience because every child deserves an awesome summer.

- Assistant Counselor

I would respond by explaining what I am doing and say I am doing this because it is important for children to experience things every child deserves to experience during their childhood. The things we do at camp help the children experience those things.

- Head Counselor

I would tell them that we are doing something both fun and educational, and are doing it because they can learn a lot from the experience.

- Head Counselor

At coop we are here to give kids an awesome summer to help them learn, grow and have fun. It's important to keep the kids engaged in learning new things all year round not just the school year.

- Head Counselor

I would tell them we are teaching extensive swim techniques and aquatics skills in order to foster a meaningful and effective summer education!

- Aquatics Team Member

Finish this statement: It would be a miracle if....; I can make this miracle happen by....

It would be a miracle if I could have art every day. I can make my miracle happen by packing art supplies in my backpack.

- Head Counselor

It would be a miracle if my kids would remember to ask me before using tools. I can make my miracle happen by using incentive charts to reward them for asking first.

- Maker Corps Member

It would be a miracle if I never had to discipline a camper about bullying.

I can make that miracle happen by making sure each camper feels they are in a safe environment where they can express themselves and be heard without feeling embarrassed. I can also enforce no bullying by explaining how in no way is it "cool" and how it can have serious damage on people's emotional health. I can also use bucket dipping.

- Assistant Counselor

It would be a miracle if the kids were more motivated to participate in educational studies such as math and reading. I can make this miracle happen by being more engaged and letting them know how important an education will be to them as well as how it will make them more successful in the near future.

- Head Counselor

It would be a miracle if 1st and second graders can go in trips I can make my miracle happen but asking [my co-op leadership team] to make that happen.

- Assistant Counselor

It would be a miracle if my campers respected me by listening to when I tell them to get in a straight line, stop doing something that is unsafe, and follow the instructions of an activity in a minor room or an educator. I can make my miracle happen by following the suggestions and ideas I heard about today during the staff meeting, starting with being assertive and communicating with my co-counselor and campers about my job position, model behavior, and positive reinforcement.

- Assistant Counselor

It would be a miracle if, my campers were to stop arguing about one another and making another feel bad. What I can do is try and talk to them about how we can solve this issue so we can prevent anyone getting hurt and making the problem worse.

- Assistant Counselor

It would be a miracle if we could have chipotle Wednesday during our meeting
And I can make this miracle happen by asking Janine to do it.

- Head Counselor

It would be a miracle if.....I could get my campers to get into a straight line when I ask them too. I can make my miracle happen by.....

1. Calming myself down by taking a few deep breaths, this might help them calm down too.

2. Giving a hand signal (Such as: holding my hands up in front of me and saying "I want to see one straight line between my arms in 5 seconds.")

3. Giving little 'rewards' (i.e. a compliment or a high five) to campers that listen right away so that others will be encouraged to get in line as well.

- Assistant Counselor

It would be a miracle if my campers listened the first time I ask them to do something!
I can make my miracle happen by making sure each camper is attentive and listening when I ask something!

- Assistant Counselor

It would be a miracle if my kids would tell me what's wrong instead of crying and whining
I can make my miracle happen by talking to my kids and help them learn how to calm themselves down.

- Assistant Counselor

It would be a miracle if it didn't take me a couple times repeating myself for my group to listen. I can make this miracle of getting them to listen faster if I give them the silent treatment. This may make them realize I am waiting instead of me just keep repeating myself.

- Head Counselor

It would be a miracle if I could have art every day. I know that cannot happen, so I am going to start bringing in paper and markers in.

- Head Counselor

It would be a miracle if I could get my campers in a straight line quickly and for them to stay in line walking the hallways. I can make this miracle happen by making signals for my kids and congratulating kids who get in line quick so that the others want to get in line too

- Assistant Counselor

It would be a miracle if..... I got my kids to line up quickly

I can make my miracle happen by..... trying out a new strategy & getting them to understand

- Assistant Counselor

It would be a miracle if our kids would have some pride about lining up.

I can make it happen by talking to campers on their level and inspiring the emotion in them.

- Head Counselor

It would be a miracle if my campers would listen to me. I can make my miracle happen by positive strategies.

- Assistant Counselor

QUALITATIVE RESEARCH: 2017 Post-program Qualitative Reflections
from Professional Educators

Feedback from Professional Educators

Response questions:

- How would you describe the social, emotional or academic growth of a specific camper or campers (if you want to give more than one example)?
- Describe what structures, resources or other opportunities helped you create a learning environment that is powerful but distinctly different from the regular school year?
- How have you worked with counselors and how have counselors worked with you in meeting camper needs?
- To what extent do you feel your classroom embraced Project-Based inquiry, where students lead an investigation and teachers “nudge” and ask questions gently? Can you give an example of using PBI?

Feedback by educator:

Educator #1

With dissections, there's always one or two students who are so into them that they start getting in their with their hands. They'll hold up parts to their eyes just to examine them more closely.

The format of camp itself helps me make my room feel different from school. The fact that I see kids for an hour and a half over the course of 4-5 days allows us to truly explore questions and interests. However, the fact that my time with them is shorter and more confined than the normal school year allows for a fresh excitement to be renewed each day.

Also the budget I am allowed for supplies allows me to meet their interests and needs in a way I have never experienced as an educator.

Having two counselors also allows the kids to work in really supported groups. I believe this helps maintain a focus and purpose.

It's hard for me to speak in too much detail about the trips. I have been on one. However, I feel the ones that truly connected to my areas of inquiry were trips I wasn't present for.

I would say that the Hall of Science was a great way to build community and I truly enjoyed getting to interact with campers and counselors in a different role.

One example has been our work with the Anoles. I truly know nothing about caring for them and I have relied on the kids to research and then carry out their ideas. Over the weeks- I have posed new classes with the latest problem. For example, recently I showed a class how two of the lizards were sick. The kids brainstormed a bunch of things they needed to find out in order to help. They worked in teams to do some research. Then- we are going to try some of their ideas this week.

Further- with the dissection I have them generate questions about the animal before we begin. Then- I have them brainstorm how we can use the dissection as a way to answer some of our questions. Also,, I try to get them to come up with a plan of thinking during the dissection.

Educator #2

I suggested that campers make miniatures with clay. Some campers were inspired by the images on wrapping paper that was donated to the classroom that had Minions on it. One camper (Justin) spent two days making Minions and became a class expert on making Minions out of clay. When ESY campers came to class who had not been there the previous day, I asked Justin to show the other campers how to make a minion. Justin took it upon himself to teach the other campers, and even mimicked the language I used with the group the day before, saying things like, "We get a sharp tool for clay but we don't use it like a knife."

A girl made a house out of cardboard using the glue gun, masking tape and various found items. She wanted to make a swingset for her yard, so I held down a dowel and observed her while she cut the dowel with a coping saw. On the way out of camp, I was in my car and I was stopped at a red light, and I was within earshot of her talking to her mom. "Mommy, you are NOT GOING TO BELIEVE what I made in art class today," she said.

I have demonstrated to counselors how to do certain projects so they are able to assist their students to completing their individual work. As I have spoken to each class about everyone is a "expert in something" this is when counselors stepped in and said I have some experience using duct tape and would be happy to assist anyone who was interested. The end result was a great feeling of accomplishment by all!

Some students come in with a specific ideas that they want to make something. Some kids draw ideas out first. Others create things by looking to see what is in the room. Some students really got creative using cardboard creations...animals, cats, dogs, people that move by using braids, cars with cardboard wheels that move, mansions, two story houses with pool and jacuzzi, apartment house with satellite dish and fire escape. The level of creativity is amazing!

Educator #3

I had a camper who struggled with the tricycle section of the obstacle course. She struggled at first and I told her to stick to it. As the day progressed she persevered and got it.

Another camper was scared of the balancing beams at first. She got better and better. That's what I am all about: How they progress.

A good teaching day is a day that I saw a lot of smiling faces with heavy breathing and sweat dripping down their heads.

I try to create a learning environment where all the students are willing to participate. Some students would rather sit on the sideline and watch the other students play an organized sports. (this is something I learned from previous Coop camps) What I instilled in these students is to believe that they can have physical ability. Just by running an obstacle course with different skills required provided a sense of confidence that they perhaps never believed they had. After this summer some of these kids will be willing to participate in more activities.

At the beginning of the class, I would ask the students how we can further challenge ourselves with the obstacle course I laid out in front of them. The students and counselors are invited to provide ideas throughout the class session.

If I find a lesson that I considered a failure, I would pick out a few students and ask them what activity would you like to learn. That's why I introduced frisbee and hockey to the students.

Educator #4

Separating the students into three groups has been beneficial in many ways. I have two counselors sit with a group, and I sit with the last. It helps the students work in small groups and still have an adult there to help and facilitate the activity. When practicing counting money, the counselors give each of the students in their group a small handful of coins and help them find the total. It is up to them to give them more or less to continue practicing.

One example of when I used project-based learning was when we were watching a video on how money was made. In the video, they used the word bartering. This sparked a conversation on the positives and negatives of bartering. It led to an activity where the students pretended to be farmers and created their own 'crops' with paper. They then had to trade with a neighboring groups and try to acquire all of the items in the class. They had to make sure the deal was fair. For example, they wouldn't trade one ear of corn for one cow. We then discussed why we changed from the bartering system to a system with money and set rules.

One of the main differences between how I teach in the summer program and how I teach during the year is the amount of projects and activities we complete. We have group discussions at the beginning and then break off into groups to complete a project or activity daily. The students are working very hands on. I have also used a lot of technology in this program. We've watched videos on how money is made in the mint and also compared different commercials in order to create our own commercials for a store we create in class.

Educator # 5

After the water wall project, "X" came to me and said, "There are 9 people in my house. I want something where we can pass water to each other more quickly."

I said, "I don't know if I can figure that out, but if you can draw it, let's try it." I finally got her to draw her idea. To build it, we went around and we were picking up and cutting and trying new things like wood, cardboard, and juice bottles. We drilled holes and she is going to put it together.

The prototype is probably not going to work, but the best thing is that we did this, we figured it out, and she went through the whole engineering process. She has a problem she wants to solve, she hasn't solved it yet, and she hasn't given up.

When she first came to water engineering, she was timid.

*** start of additional feedback provided in second session

The structure of time is the single greatest opportunity I have received in this Coop summer experience. During the school year, if a child comes to me with an idea, rarely can we fit it into the structured class setting so generally I opt for time with the student at private lunch/recess when and if I have it and we can fit in before the student loses interest in both the project and the questions. Here at Coop camp I have 1.5 hours with all children in a small class setting. After relationships are set up (which is probably the most important element in learning) we can discuss ideas and brainstorm. I can become a guide for the learning that takes place, I can instill confidence by listening to the child/children and asking questions to further my understanding. By paying such careful attention the children become more thoughtful and recognize that their ideas and thinking processes are important to me. And they become even more invested. They enjoy the give and take of brainstorming and are immersed and motivated in their learning, willing to take risks to create something that may or may not work because by their side is an adult who is paying careful attention. This is one of my great joys.

Also up there in the structure of the learning platform at Coop camp is the learning that I am undergoing in the field I am teaching. Here at Coop camp I am not an expert in the subject I am teaching. I am learning alongside my students. I am prototyping and I am researching in the evenings long after work is over. Sometimes I admit this lends itself to a certain degree of anxiety but it is especially important because it is an opportunity for my own growth and understanding of the myriad of ways in which children learn best as I undergo my own education. And, of course any good program is enriched even further when there is money given to develop the program, money for tools for students, money to create interesting projects, money for enriching experiences, stimulating trips that take the children out of their

environment are an asset and an inspiration as they are to all of us. They come back from these trips excited and inspired to continue their work in a playful, thoughtful, environment.

I am in an unusual position of working with a lot of counselors. The counselors have all taken on the role of meeting emotional needs of campers should that be required and this has freed me up considerably to work alongside and with my campers. However I have noticed in my classes that most counselors have prototyped alongside their campers. They have engaged in water activities from building a water wall, to boat making to playing alongside their campers in the sprinklers. They have worked with and aided in teaching proper use of tools from glue guns to saws and drills. I think their roles could even be more expanded in many cases but the counselors were not given enough information about the subject areas. This is an area that could be rectified.

Educator #6

Kids who are quiet in other classes really open up around computers.

Educator #7

I was talking to a boy who moved here this year. During the school year he doesn't want to speak or come out of his shell. I saw him during David Targa's lesson, and he spoke on his own in English to me and explained what I was doing wrong and explained circuits. It brought me to tears because he almost never talks.

A girl sliced her finger while she was doing a dissection. After I bandaged her, she wanted to go right back to class. All school year I see a million kids a day coming from math and reading and writing with psychosomatic conditions or avoidance behaviors. They are coming to the nurse because they don't feel good about school. At Co-Op the kids are so engaged that they are coming to me just about burns and cuts.

By the end of the day they are tired and they don't even realize it.

Educator #8

One camper finished an online research activity early and was watching a video on water filtration. He came up to me and told me, "There's a problem with the one you showed us. You can't reuse it. Once it's done it's done." He showed me the video, which had a completely different method to filter water. Michelle Burton gave us a piece of wood and somebody put a hole in it so we could try this reusable water filter ourselves. Because of this camper and his taking the experiment to a different level, we are going a different way.

In another class campers were discussing the difference between living and non-living things. Campers determined that living things are born and die.

One camper said, "But a car is not living and a car can die."

This led us to a lively discussion about why cars aren't living.

Educator #9

If there's one secret to Co-Op Camp's success, it's time and attention. Time and attention aren't gadgets or a new way of teaching or a great lesson plan, but I never have enough of them during the school year and I felt Co-Op Camp gave me them in abundance. I was able to build real and lasting relationships with students who feel on the outs with school, and I was able to spend half an hour re-reading a picture book with three students while their campmates were out at recess.

When I call my lesson plans student-centered, what I mean is that I observed them carefully to get to know what their interests are, how they think, how they interact in their environment, and where their current skill level is before I build a lesson for them. For example, I noticed that the fifth grade group was extremely curious about how things work and enjoyed precision in cutting and measurement. So I showed that group a Robert Sabuda elaborate pop-up book and we practiced creating pop-up cards to write to family and friends.

When I saw how much visual attention campers were paying to the book Creepy Carrots, I extended the book into our writing and gave them scaffolds on which to write creepy stories of their own. I wrote my own creepy story to entertain campers, and some used my story as a mentor text for their own finished works.

Part of Co-Op Camp, for me, was introducing students to what I loved doing when I was their age. This included for me magazines like Highlights, codes, puzzles, games, dress-up, theater, and more. I loved the "hidden curriculum" of Co-Op camp that there should never be a dull moment, so I found "hidden time" waiting for the bus or on field trips, to show kids how to work on a Hidden Pictures puzzle, how to give themselves a massage, or just to read them a poem.

I sometimes felt that the field trips were not just about the places we went (which were amazing!) or what we learned there, but what it is like to be in a public space and what it is like to be trusted with autonomy. What a powerful lesson!

I have also accessed my knowledge of books to help campers with a lifelong love of learning. My long-term goal is to create stealth readers The kinds of kids who FIND time to read rather than letting reading time find them. I've already identified and cultivated relationships with a few of these kinds of readers at camp.

For example, I saw one student ("X") who was reading LUNCH TIME COMICS (?) in the moments before camp was dismissed for the day. I was able to give her a copy of a book in a new series by the same author. She found me and returned the book to me the next day.

I could tell from a quick study of “X”’s writing that she was ready to be reading stories about unusual characters who faced special challenges, because she was writing a story about such a character. When I asked her about her favorite book, she cited Roald Dahl’s Matilda. I then did a quick pitch for some similar beloved titles: Sharon Draper’s Out of My Mind, R.J. Palacio’s Wonder, and Lynda Mullaly Hunt’s Fish in a Tree. I had an extra donated copy of Out of My Mind that I was able to give to “X”, and as soon as I gave it to her she started reading it ... during morning lineup.



“x” had her counselor read a bit of the book to her, and I read to her on the bus ride home from the Norwalk Aquarium. Every time I see “x” she updates me on how the book is going.

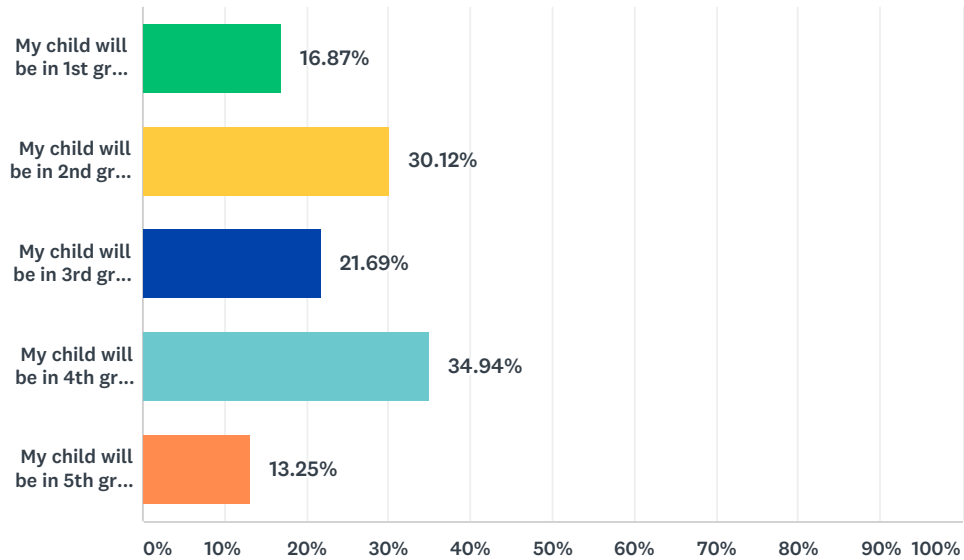
Another camper was engaged in her creepy doll story. I asked her if she wanted to read another terrific creepy doll story - easy - Doll Bones by Holly Black.

One thing I was thinking about for next year was whether lower elementary and upper elementary could be on different schedules -- think of a Friday every day of Co-Op camp. I found it tough to try to plan 2-3 rich activities for different age groups each day, and that's already on top of no in-camp planning time for teachers. Maybe if teachers worked with only one age group at a time it would be easier to improve and enrich and distinguish offerings.

QUANTITATIVE RESEARCH: 2017 Full Parent Survey Results

Q1 What grade will your child be in next year? (If you have more than one child at Co-Op, check all that apply) ¿En qué grado estará su hijo el próximo año? (Si tiene más de un hijo en Co-Op, marque todas las que correspondan)

Answered: 83 Skipped: 0

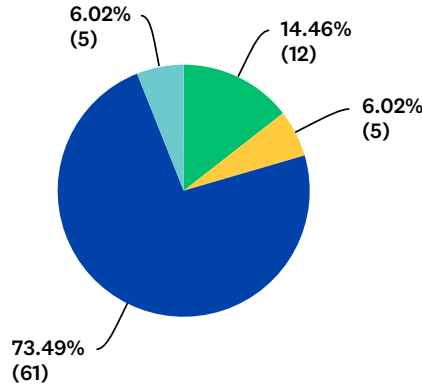


ANSWER CHOICES	RESPONSES	
My child will be in 1st grade in September. Mi hijo estará en 1º grado en septiembre. (1)	16.87%	14
My child will be in 2nd grade in September. Mi hijo estará en segundo grado en septiembre. (2)	30.12%	25
My child will be in 3rd grade in September. Mi hijo estará en 3er grado en septiembre. (3)	21.69%	18
My child will be in 4th grade in September. Mi hijo estará en cuarto grado en septiembre. (4)	34.94%	29
My child will be in 5th grade in September. Mi hijo estará en 5to grado en septiembre. (5)	13.25%	11
Total Respondents: 83		

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	2.98	1.26

Q2 What school does your child attend during the school year? ¿A cuál escuela asiste su hijo durante el año escolar?

Answered: 83 Skipped: 0



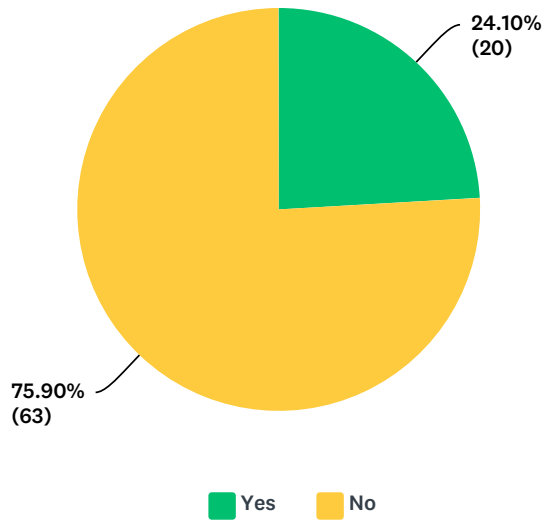
■ Chatsworth Elementary School
 ■ Central School
 ■ Mamaroneck Avenue School
■ Murray Avenue School

ANSWER CHOICES	RESPONSES	
Chatsworth Elementary School (1)	14.46%	12
Central School (2)	6.02%	5
Mamaroneck Avenue School (3)	73.49%	61
Murray Avenue School (4)	6.02%	5
TOTAL		83

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	3.00	2.71	0.78

Q3 Does your child have an IEP (Individualized Education Plan)? ¿Tiene su hijo un Plan de Educación Individualizado?

Answered: 83 Skipped: 0



ANSWER CHOICES		RESPONSES		
Yes (1)		24.10%		20
No (2)		75.90%		63
TOTAL				83

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	2.00	1.76	0.43

Q4 How much did you pay per child to have your child attend Co-Op Summer Enrichment? ¿Cuánto pagó usted para que su hijo asistiera a Co-Op Summer Enrichment?

Answered: 83 Skipped: 0

#	RESPONSES	DATE
1	\$ 330.00	8/28/2017 6:39 PM
2	\$ 330.00	8/28/2017 5:27 PM
3	\$330	8/16/2017 9:55 PM
4	\$210.00	8/15/2017 10:50 PM
5	N/A	8/12/2017 2:03 PM
6	N/A	8/12/2017 1:55 PM
7	\$210	8/11/2017 2:39 PM
8	210.00	8/11/2017 12:40 PM
9	210.00	8/11/2017 12:36 PM
10	210.00	8/11/2017 12:32 PM
11	210.00	8/11/2017 12:30 PM
12	210.00	8/11/2017 12:28 PM
13	210.00	8/11/2017 12:27 PM
14	210.00	8/11/2017 12:26 PM
15	210.00	8/11/2017 12:24 PM
16	750.00	8/11/2017 12:23 PM
17	350.00	8/11/2017 12:21 PM
18	210.00	8/11/2017 12:19 PM
19	350.00	8/11/2017 12:16 PM
20	210.00	8/11/2017 12:12 PM
21	210.00	8/11/2017 12:10 PM
22	750.00	8/11/2017 12:08 PM
23	210.00	8/11/2017 12:06 PM
24	310	8/11/2017 10:09 AM
25	\$210	8/11/2017 9:04 AM
26	210.00	8/11/2017 8:19 AM
27	210	8/10/2017 10:58 PM
28	\$210	8/10/2017 10:39 PM
29	340.00	8/10/2017 7:17 PM
30	210	8/10/2017 4:44 PM
31	330	8/10/2017 4:26 PM
32	330	8/10/2017 4:20 PM
33	210	8/10/2017 3:58 PM
34	999999999999	8/10/2017 3:47 PM
35	210.00	8/10/2017 3:29 PM

Co-Op 2017 Parent Survey

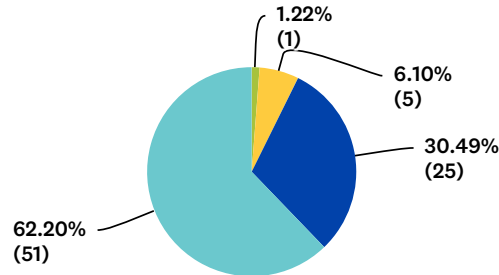
36	210.00	8/10/2017 3:28 PM
37	750.00	8/10/2017 3:26 PM
38	350.00	8/10/2017 3:24 PM
39	210.00	8/10/2017 3:23 PM
40	210.00	8/10/2017 3:20 PM
41	210.00	8/10/2017 3:19 PM
42	210.00	8/10/2017 11:47 AM
43	FULL AMOUNT	8/10/2017 11:46 AM
44	\$250	8/10/2017 11:46 AM
45	350.00	8/10/2017 11:45 AM
46	210.00	8/10/2017 11:41 AM
47	210.00	8/10/2017 11:38 AM
48	210.00	8/10/2017 11:35 AM
49	210.00	8/10/2017 11:31 AM
50	210.00	8/10/2017 11:27 AM
51	210.00	8/10/2017 11:25 AM
52	210.00 for 2	8/10/2017 11:18 AM
53	210.00	8/10/2017 11:15 AM
54	210.00	8/10/2017 11:13 AM
55	210.00	8/10/2017 11:10 AM
56	210.00	8/10/2017 11:03 AM
57	440.00	8/10/2017 10:56 AM
58	750.00	8/10/2017 10:52 AM
59	\$200	8/10/2017 10:50 AM
60	310.00 for 3	8/10/2017 10:49 AM
61	FULL AMOUNT	8/10/2017 10:44 AM
62	210.00	8/10/2017 10:37 AM
63	330	8/10/2017 10:07 AM
64	\$260	8/9/2017 8:48 PM
65	220	8/9/2017 8:01 PM
66	250	8/9/2017 7:34 PM
67	750	8/9/2017 6:25 PM
68	700?	8/9/2017 3:22 PM
69	Nothing "grant"	8/9/2017 3:07 PM
70	Full price	8/9/2017 2:34 PM
71	\$210	8/9/2017 1:30 PM
72	210	8/9/2017 1:03 PM
73	\$210.00	8/9/2017 12:33 PM
74	\$700.00	8/9/2017 12:22 PM
75	210	8/9/2017 11:54 AM
76	350	8/9/2017 11:51 AM
77	375	8/9/2017 11:38 AM
78	\$750.00	8/9/2017 10:59 AM

Co-Op 2017 Parent Survey

79	\$330	8/9/2017 10:31 AM
80	\$750	8/9/2017 10:28 AM
81	\$750	8/9/2017 10:17 AM
82	\$750	8/9/2017 10:12 AM
83	700	8/9/2017 9:54 AM

Q5 How would you rate the level of care that the Co-Op Staff gave to your child/ren? ¿Cómo calificaría el nivel de atención que los empleados de Co-Op le dieron a su (s) hijo (s)?

Answered: 82 Skipped: 1



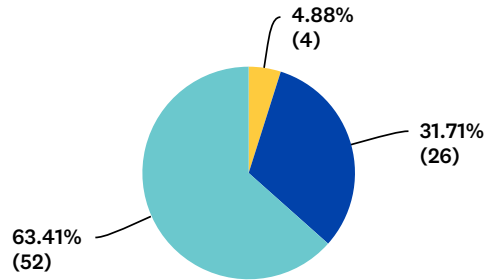
- Not much care was given to my child/ren.No se le dio mucho cuidado a mi (s) hijo (s).
- Some care was given to my child/ren. Se le dio algún cuidado a mi (s) hijo (s).
- Care was given to my child/ren.Se le dio atención a mi (s) hijo (s).
- High levels of care were given to my child/ren.Se dieron altos niveles de cuidado a m...

	NOT MUCH CARE WAS GIVEN TO MY CHILD/REN.NO SE LE DIO MUCHO CUIDADO A MI (S) HIJO (S). (1)	SOME CARE WAS GIVEN TO MY CHILD/REN. SE LE DIO ALGÚN CUIDADO A MI (S) HIJO (S). (2)	CARE WAS GIVEN TO MY CHILD/REN.SE LE DIO ATENCIÓN A MI (S) HIJO (S). (3)	HIGH LEVELS OF CARE WERE GIVEN TO MY CHILD/REN.SE DIERON ALTOS NIVELES DE CUIDADO A MI (S) HIJO (S). (4)	TOTAL	WEIGHTED AVERAGE
(no label)	1.22% 1	6.10% 5	30.49% 25	62.20% 51	82	3.54

BASIC STATISTICS					
Minimum	Maximum	Median	Mean	Standard Deviation	
1.00	4.00	4.00	3.54	0.67	

Q6 How would you rate the level of creativity and hands-on experiences offered to your child at Co-Op this summer? ¿Cómo calificaría el nivel de creatividad y las experiencias prácticas ofrecidas a su hijo en Co-Op este verano?

Answered: 82 Skipped: 1



- Not very creative and hands-on.No muy creativo y práctico.
- Somewhat creative and hands-on.Algo creativo y práctico.
- Creative and hands-on.Creativo y práctico.
- Highly creative and hands-on.Muy creativo y práctico.

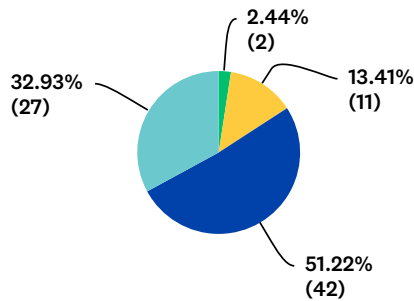
	NOT VERY CREATIVE AND HANDS-ON.NO MUY CREATIVO Y PRÁCTICO. (1)	SOMEWHAT CREATIVE AND HANDS-ON.ALGO CREATIVO Y PRÁCTICO. (2)	CREATIVE AND HANDS-ON.CREATIVO Y PRÁCTICO. (3)	HIGHLY CREATIVE AND HANDS-ON.MUY CREATIVO Y PRÁCTICO. (4)	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	4.88%	31.71%	63.41%	82	3.59
	0	4	26	52		

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
2.00	4.00	4.00	3.59	0.58

Q7 How would you rate our collaboration and communication with you as a parent? ¿Cómo calificaría nuestra colaboración y comunicación con usted como padre?

Answered: 82 Skipped: 1



- Not very much collaboration and communication No mucha colaboración y comunicación
- Somewhat good collaboration and communication Algo de buena colaboración y comunicación
- Good collaboration and communication Buena colaboración y comunicación
- High levels of collaboration and communication Altos niveles de colaboración y comunicación

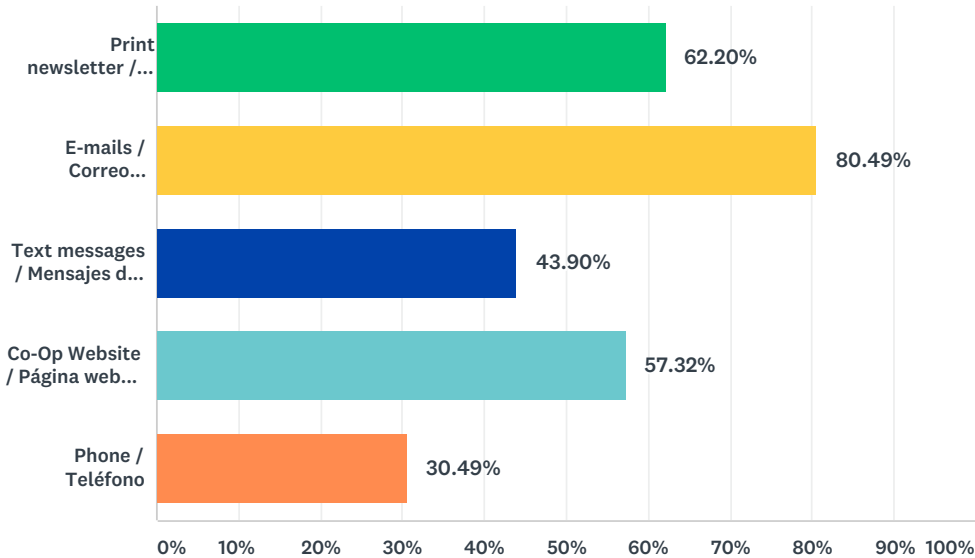
	NOT VERY MUCH COLLABORATION AND COMMUNICATION NO MUCHA COLABORACIÓN Y COMUNICACIÓN (1)	SOMEWHAT GOOD COLLABORATION AND COMMUNICATION ALGO DE BUENA COLABORACIÓN Y COMUNICACIÓN (2)	GOOD COLLABORATION AND COMMUNICATION BUENA COLABORACIÓN Y COMUNICACIÓN (3)	HIGH LEVELS OF COLLABORATION AND COMMUNICATION ALTOS NIVELES DE COLABORACIÓN Y COMUNICACIÓN (4)	TOTAL	WEIGHTED AVERAGE
(no label)	2.44% 2	13.41% 11	51.22% 42	32.93% 27	82	3.15

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	3.00	3.15	0.73

Q8 Indicate all of the ways that you received information from us this summer. Check all that apply. Indique todas las formas en que recibió información de nosotros este verano. Marque todo lo que corresponda.

Answered: 82 Skipped: 1

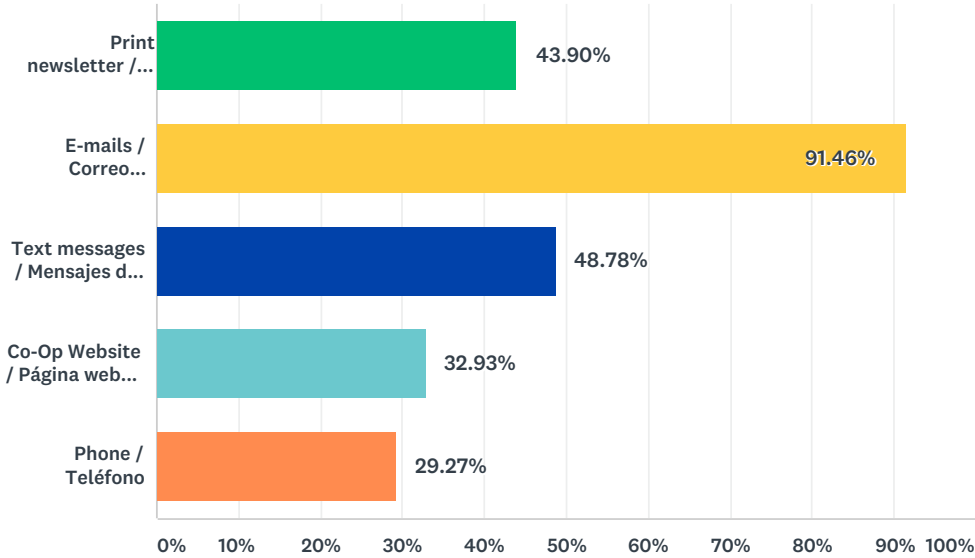


ANSWER CHOICES	RESPONSES	
Print newsletter / Boletín informativo (1)	62.20%	51
E-mails / Correo electrónico (2)	80.49%	66
Text messages / Mensajes de texto (3)	43.90%	36
Co-Op Website / Página web de Co-op (4)	57.32%	47
Phone / Teléfono (5)	30.49%	25
Total Respondents: 82		

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	2.00	2.68	1.32

Q9 What is your preferred way to receive information from us. Check all that apply. ¿Cuál es su forma preferida de recibir información de nosotros. Marque todo lo que corresponda.

Answered: 82 Skipped: 1

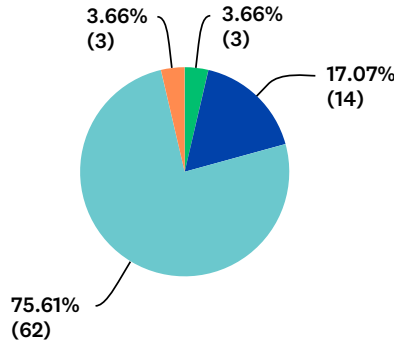


ANSWER CHOICES	RESPONSES	
Print newsletter / Boletín informativo (1)	43.90%	36
E-mails / Correo electrónico (2)	91.46%	75
Text messages / Mensajes de texto (3)	48.78%	40
Co-Op Website / Página web de Co-op (4)	32.93%	27
Phone / Teléfono (5)	29.27%	24
Total Respondents: 82		

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	2.00	2.64	1.25

Q10 How likely are you to enroll your child(ren) in Co-Op Summer Enrichment in Summer 2018? ¿Qué tan probable es que inscriba a sus hijos en Co-Op Summer Enrichment en el verano de 2018?

Answered: 82 Skipped: 1



- Very UnlikelyMuy improbable
- UnlikelyImprobable
- LikelyProbable
- Very LikelyMuy probable
- My child will not be eligible due to his/her age.Mi hijo(a) no será elegible debido a...

	VERY UNLIKELYMUY IMPROBABLE (1)	UNLIKELYIMPROBABLE (2)	LIKELYPROBABLE (3)	VERY LIKELYMUY PROBABLE (4)	MY CHILD WILL NOT BE ELIGIBLE DUE TO HIS/HER AGE.MI HIJO(A) NO SERÁ ELEGIBLE DEBIDO A SU EDAD. (5)	TOTAL	WEIGHTED AVERAGE
(no label)	3.66% 3	0.00% 0	17.07% 14	75.61% 62	3.66% 3	82	3.76

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	4.00	3.76	0.69

Q11 Do you have any comments about the strengths or weaknesses of our Co-Op Program this summer? ¿Tiene algún comentario sobre las fortalezas o debilidades de nuestro programa Co-Op este verano?

Answered: 61 Skipped: 22

#	RESPONSES	DATE
1	Excelente experiencia y buena organización.	8/28/2017 6:49 PM
2	Counselors didn't encourage my child to drink water on hot sunny days. If Tuesday's & Thursday's they can bring pizza to sell for the camp.	8/12/2017 2:13 PM
3	Me encantó el programa, tienen muchas actividades dinámicas. Como suferencia deben tomar mas fotos de los grupos ya que casi siempre repetían los mismos. Gravias por todo!	8/11/2017 2:52 PM
4	este ano me encanto, fue mas organizado. fue excelente gracias.	8/11/2017 12:41 PM
5	my kids had a really good experience and they enjoy so much to come to the co-op camp. it was a nice environment and the staff always very nice.	8/11/2017 12:35 PM
6	nono	8/11/2017 12:23 PM
7	gracias por todo!	8/11/2017 12:22 PM
8	very good this year	8/11/2017 12:20 PM
9	none	8/11/2017 12:17 PM
10	very satisfied with the program, hoping it will be up again next year.	8/11/2017 12:14 PM
11	none	8/11/2017 12:11 PM
12	none	8/11/2017 12:08 PM
13	none	8/11/2017 12:07 PM
14	Me gustaría que para el próximo año tomaran más fotografías de los niños según su grupo, sobre todo de los más pequeños y también que a los primeros grados les dieran paseos fuera de la escuela. Encantada con el campamento y todo el personal que trabajó en el, gracias por todo y felicitaciones!!	8/11/2017 10:15 AM
15	Feliz este año fue muy fenomenal, se refleja solo Alber la attitud de los niños que si Declan ir todos los Dias, gracias a cada uno de ustedes por tremendo trabajo:)	8/10/2017 11:03 PM
16	Excelente trabajo un gran equipo mi hija tuvo una escuela de Verano muy Educativo y Divertida muchas gracias esperamos contar con el programa en el próximo año !!	8/10/2017 10:53 PM
17	I would like to see more activities involving parents such as meeting discussion or how to support the curriculum at home. Or have their work brought home. Or a mid summer report on their progress. Strengths and challenges. It would be nice to entend this program throughout the year on a weekend	8/10/2017 7:40 PM
18	This was the first time my son was enrolled in COOP camp, he typically attend the YMCA. He had a far more enjoyable summer camp experience this year than in any other year in the past. He came back home discussing his favorite activities and even commented that he was surprised the camp was so much fun. The camp is organized in such a way that the child learns without even realizing it. My only comment about communication would be that parents should be notified when issues start from the beginning even if the camp doesn't feel like they need the parents hand on support at that time. It's best for each parent to know what's been going on and how the camp is handling the challenges so the parent is not caught off guard weeks later when there's an issue and the staff is now frustrated with the behavior. This should be more of a team approach.	8/10/2017 7:21 PM
19	Definitivamente me encanto! todo muy organizado ; el personal muy amable todo muy bien... Ps..solo la puerta para entrar casy siempre habrian tarde .para la hora de recoger los ninos	8/10/2017 4:48 PM
20	Very grateful and content with this camp. My son had a blast. Thank you all so much.	8/10/2017 4:32 PM
21	none	8/10/2017 3:29 PM
22	none	8/10/2017 3:28 PM
23	the program was great and very interactive i really like it	8/10/2017 3:27 PM

Co-Op 2017 Parent Survey

24	todo muy exelente. gracias por todo	8/10/2017 3:25 PM
25	none	8/10/2017 3:23 PM
26	none	8/10/2017 3:21 PM
27	none	8/10/2017 3:20 PM
28	Nada mas felicitarlos por todo los esfuerzos realizados en la ensemnanzza y aprendizaje. los padres deberiamos de envolvernos un poco mas.	8/10/2017 11:49 AM
29	N/A	8/10/2017 11:46 AM
30	None	8/10/2017 11:45 AM
31	camp was good this year. it was more organized and the counselors were prepare and kind.	8/10/2017 11:44 AM
32	Dont have any questions. im just really thankful for your dedication.	8/10/2017 11:40 AM
33	my daughter has learned a a lot this summer. This is a great program	8/10/2017 11:37 AM
34	This year was amazing for Kayla she was very excited to come to camp. Thank you to all!	8/10/2017 11:33 AM
35	I think there should be more pictures taken per group	8/10/2017 11:29 AM
36	None	8/10/2017 11:26 AM
37	me gusto mucho las actividades de arte y deporte, a los ninos les encanta el trato de todos el equipo de apoyo en especial de sus consejeros. Las clases de ingenieria y ciencias biologicas estuvieron excelente.	8/10/2017 11:24 AM
38	None	8/10/2017 11:16 AM
39	none	8/10/2017 11:14 AM
40	Both my kids loved it! This year we loved the added swim lessons	8/10/2017 11:12 AM
41	No.	8/10/2017 11:04 AM
42	Creo que este programa es muy importante para el desarrollo de los ninos despues de las clases. Estoy muy contento de este programa, es de mucha ayuda para todos los ninos gracias!	8/10/2017 11:01 AM
43	Logan had issues with a follow camper our concerns were addressed promptly and the follow up was timely. Thank You!	8/10/2017 10:55 AM
44	Mi hija regresaba muy emocionada del campamento aprendio muchas cosas y este verano mi niña aprendio a nadar gracias.	8/10/2017 10:54 AM
45	More different activities.	8/10/2017 10:51 AM
46	very good program- good mix of hands and leaning activities, exercise, and other learning modules that are fun for kids . Great field trips.	8/10/2017 10:47 AM
47	I really like the summer camp this year all the staff was prepared especially Dalia's seahoreses grade and Sophies' Sea Turtles 2nd grade	8/10/2017 10:38 AM
48	more academic I think	8/10/2017 10:08 AM
49	Evethiing was great	8/9/2017 8:04 PM
50	Excellent programming & staff highly improved managed much more efficiently	8/9/2017 7:36 PM
51	My son has really enjoyed all the activities this year - the field trips were fantastic. And he was happy from the start but I have been happy that the level of enthusiasm has been maintained throughout.	8/9/2017 6:27 PM
52	The program was amazing this year My son has told me that he has had way more fun this year The only one recommendation that I have is they should list the address for the trips , they did name the place but never the address " or atleast I didn't see it" The program again was amazing this year , what a great job all of the staff did, my son loved Lazaro he was really great, a big plus this year was having Madeline as the nurse , it really made for a worry free summer , as always Iris is amazing Great job to everyone Olies mom"	8/9/2017 3:18 PM
53	I loved they got to do different stations including no bake cooking	8/9/2017 2:35 PM
54	Todo muy agradable este año, sin duda alguna buen trabajo de todos los miembros de coop-summer	8/9/2017 1:10 PM
55	El papel de padres dentro del campanento será una buena idea.	8/9/2017 11:56 AM

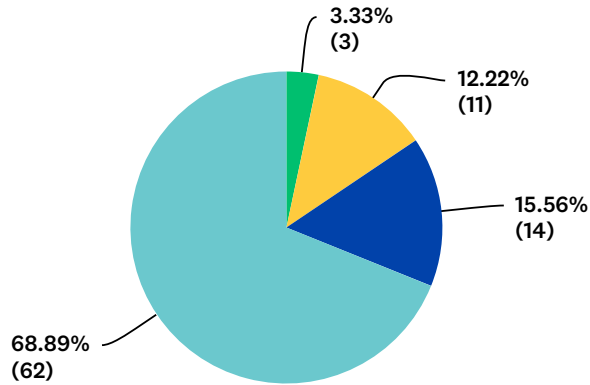
Co-Op 2017 Parent Survey

56	Muchas gracias por prestar su tiempo en nuestro hijos y enseñar los un poco más para que estén ocupados en algo en sus clases de verano	8/9/2017 11:42 AM
57	Excellent program, great field trips , & swimming. Just wish my daughter would have been put in more situations where she HAD to be more "social". My daughter would have liked to be able to purchase pizza & ice cream/ ices as she did in previous years. All in all very happy she had a great experience at camp this year. Jazmine was very conscientious & responsible . Thank you.	8/9/2017 11:12 AM
58	El programa en general es muy bueno mis hijas siempre llegaban muy contentas a casa!!! Lo único que note es que algunos de los consejeros se saltan un poco las cosas como educativas! Según lo que me contaba mi hija les daba pereza hacer trabajos de matemáticas, o leer instrucciones entonces optaban por hacer otra cosa como escuchar música o tomar una siesta! Cosa que aveces es necesaria pero siento que si ustedes como dirigentes ponen ciertos horarios o ciertas actividades académicas ellos deben seguirlas. Lo que más me gustó este año fue las diferentes experiencias que tuvieron en los diferentes viajes que hicieron, aprendieron mucho!! Muchas gracias por todo!! Y nos vemos el próximo año	8/9/2017 10:38 AM
59	It was my daughter first time attending Co-op summer camp . She had a great experience. She enjoyed learning and having fun at same time . She loved the field trips and swimming . We are greatful for the opportunity she had at co-op this summer. My only complaint would be she was not allowed to use the bathroom during one of her field trips and was ignored when she plead to stop and allow her to use bathroom . I due understand that they had to walk back to the school and would be late. if there could be more understanding in that type of situation would be appreciated. Overall thank you for all your dedication and hard work .	8/9/2017 10:22 AM
60	This was my sons 4 year going to CO-OP camp and this year they have done so much more for the kids. Trips every Friday. Lots of hands-on activities and the staff is amazing. I really love how the school staff is involved so my son knew many of them and was very comfortable. Thank you for making Mason's summer wonderful.	8/9/2017 10:20 AM
61	Strengths: My child loved going to co-op camp each morning. The programming was outstanding. Weaknesses: My child is not always a great reporter, and I never knew what his major/minor was for each week.	8/9/2017 10:01 AM

QUANTITATIVE RESEARCH: 2017 Full Student Survey Results

Q1 So, how will did the Co-Op Staff take care of you this summer?

Answered: 90 Skipped: 0



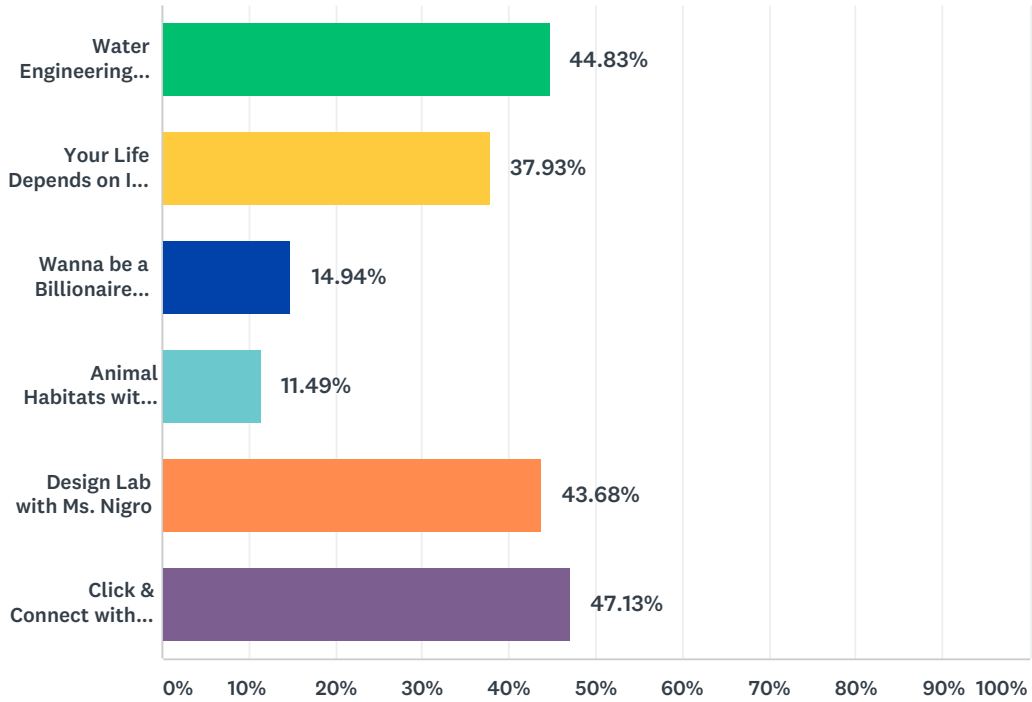
■ They did not take good care of me.
 ■ They took O.K. care of me.
■ They took good care of me.
 ■ They took very good care of me.

	THEY DID NOT TAKE GOOD CARE OF ME. (1)	THEY TOOK O.K. CARE OF ME. (2)	THEY TOOK GOOD CARE OF ME. (3)	THEY TOOK VERY GOOD CARE OF ME. (4)	TOTAL	WEIGHTED AVERAGE
(no label)	3.33% 3	12.22% 11	15.56% 14	68.89% 62	90	3.50

BASIC STATISTICS					
Minimum	Maximum	Median	Mean	Standard Deviation	
1.00	4.00	4.00	3.50	0.83	

Q2 What were your top two favorite "major" blocks this summer?

Answered: 87 Skipped: 3

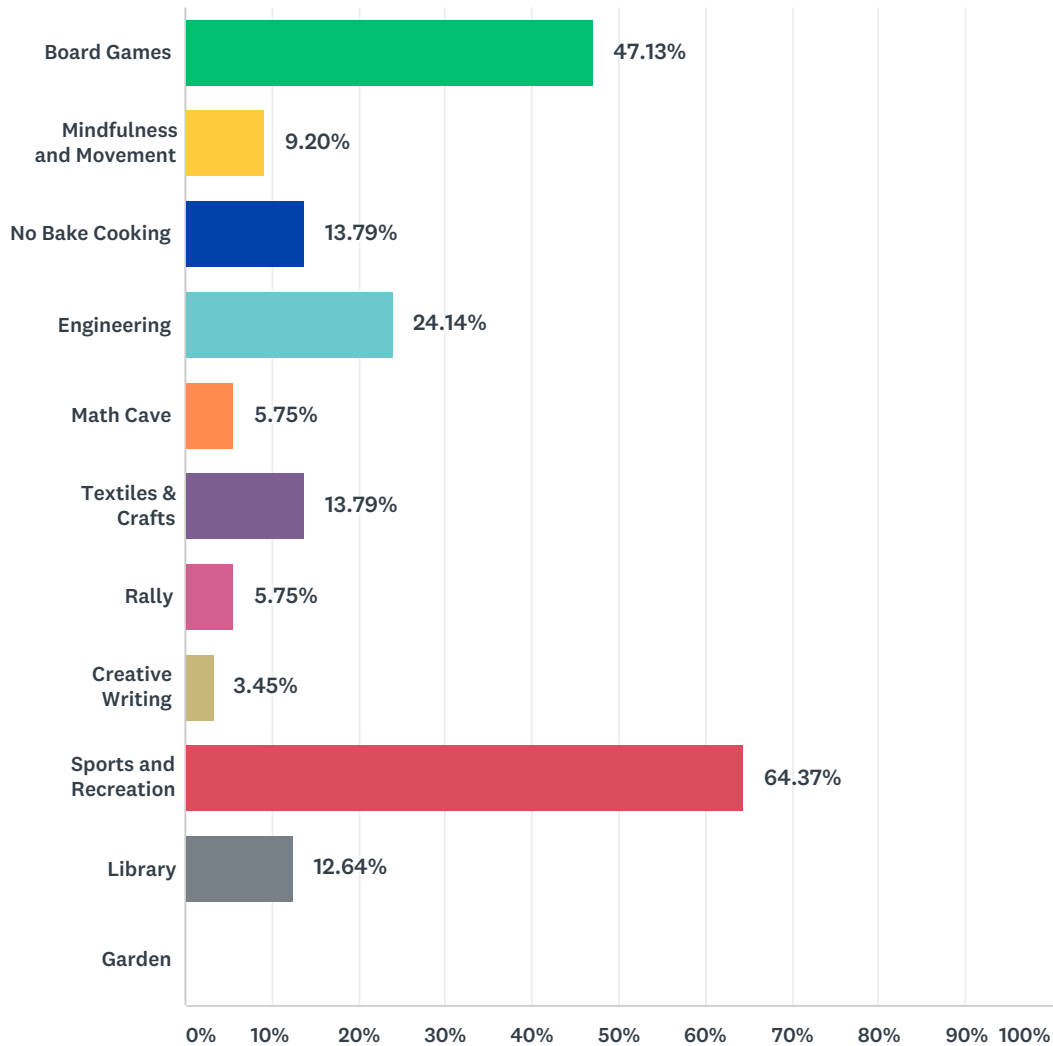


ANSWER CHOICES	RESPONSES	
Water Engineering with Ms. Burton (1)	44.83%	39
Your Life Depends on It with Mr. Lambert (2)	37.93%	33
Wanna be a Billionaire with Ms. Parrino (3)	14.94%	13
Animal Habitats with Ms. Muriente (4)	11.49%	10
Design Lab with Ms. Nigro (5)	43.68%	38
Click & Connect with Mr. Targa (6)	47.13%	41
Total Respondents: 87		

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	6.00	4.00	3.56	1.95

Q3 What were your top two favorite "minors" and "extras" this summer?

Answered: 87 Skipped: 3



ANSWER CHOICES	RESPONSES	
Board Games (1)	47.13%	41
Mindfulness and Movement (2)	9.20%	8
No Bake Cooking (3)	13.79%	12
Engineering (4)	24.14%	21
Math Cave (5)	5.75%	5
Textiles & Crafts (6)	13.79%	12
Rally (7)	5.75%	5
Creative Writing (8)	3.45%	3
Sports and Recreation (9)	64.37%	56
Library (10)	12.64%	11

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Garden (11)			0.00%	0
Total Respondents: 87				
BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	5.50	5.44	3.38

Q4 What is something new that you learned this summer?

Answered: 87 Skipped: 3

#	RESPONSES	DATE
1	how to make friendship bracelets	8/10/2017 3:05 PM
2	Dont stay in the back of the line	8/10/2017 3:04 PM
3	how to do friendship bracelet	8/10/2017 3:03 PM
4	Friendship bracelet stitches	8/10/2017 3:02 PM
5	I learned how to build a boat.	8/10/2017 3:02 PM
6	i learned a lot with mr. targa with wires	8/10/2017 3:02 PM
7	i learned about insects	8/10/2017 2:58 PM
8	i cant think of anything	8/10/2017 2:57 PM
9	a learned how to make bracelet	8/10/2017 2:57 PM
10	I learned new stuff like how to use a saw.	8/10/2017 2:55 PM
11	I learned how to swim and playing outside.	8/10/2017 2:52 PM
12	I learned how to needle point.	8/10/2017 2:51 PM
13	I learned to swim and being outside	8/10/2017 2:51 PM
14	I learned we can do something and be nice.	8/10/2017 2:45 PM
15	To play soccer and to make boats.	8/10/2017 2:45 PM
16	I learned how to make a bracelet and how to read better, and swim much more better.	8/10/2017 2:36 PM
17	How to paint rocks, and a snake keychains. And how to read better.	8/10/2017 2:36 PM
18	I learned about legos and how to paint	8/10/2017 2:29 PM
19	I learned about water and math	8/10/2017 2:29 PM
20	Lizards' tails can fall off when they are threatened	8/10/2017 2:12 PM
21	i learned dycept animals	8/10/2017 2:09 PM
22	I learned how to drive a robot	8/10/2017 2:06 PM
23	I learned that lizards lose their tails when they are threatened	8/10/2017 2:03 PM
24	I learned that green anoles eat crickets, also Mr. Lambert told us how a Sea star eats. And I learned that CO-OP IS FUN!!!	8/10/2017 2:03 PM
25	If an animal goes extinct in an ecosystem the ecosystem breaks down	8/10/2017 1:55 PM
26	I learned how t make a braclet	8/10/2017 1:53 PM
27	I learned that lizards eat grasshoppers	8/10/2017 1:51 PM
28	i learned that when lizards get scared they can drop their tails	8/10/2017 1:49 PM
29	I learned how a starfish has a hole in the middle of their body to breathe	8/10/2017 1:42 PM
30	I learned this summer to make the box with a lanyard	8/10/2017 1:40 PM
31	i learned to swim. like theres swiming levels. they are red,yellow and Green.	8/10/2017 1:40 PM
32	the largest sea star is 3 feet wide.	8/10/2017 1:38 PM
33	lizards actually don't change colors as quickly as i thought i learned that it takes time for them to camouflage.	8/10/2017 1:38 PM
34	I learned the different part of an insect, dissecting grasshopper.	8/10/2017 1:36 PM

Co-Op 2017 Camper Survey

35	I learned that when lizards get scared they drop their tails. It also takes around a year for it to grow back.	8/10/2017 1:35 PM
36	we learned how to do the box style lanyard in design lab.	8/10/2017 1:24 PM
37	We learned about lizards and got to hold them and feed them.	8/10/2017 1:23 PM
38	I learned how to play chess.	8/10/2017 1:22 PM
39	I learned that sea stars have noses.	8/10/2017 1:11 PM
40	I learned to bake new things like sushi fruit. I learned with the lizards that you shouldn't freak out when they are on you.	8/10/2017 1:06 PM
41	sewing	8/10/2017 1:03 PM
42	lanyard	8/10/2017 1:02 PM
43	water engeniring	8/10/2017 1:02 PM
44	i learned how to disect	8/10/2017 12:52 PM
45	I learned how to make the God's Eyes with the popsicle sticks and string.	8/10/2017 12:51 PM
46	i learned something new about dinosaurs through reading books.	8/10/2017 12:50 PM
47	how the camp changed.	8/10/2017 12:48 PM
48	I learned how I can build things.	8/10/2017 12:47 PM
49	sea stars have no brain	8/10/2017 12:45 PM
50	how to make key chains from beads	8/10/2017 12:37 PM
51	I learned how frogs grow from eggs to frogs.	8/10/2017 12:33 PM
52	i lernd how to swim. I was red and I turned green but I skipped yellow.	8/10/2017 12:28 PM
53	I learned how to make dragon fly key chains	8/10/2017 12:24 PM
54	everything	8/10/2017 11:50 AM
55	that lizers lose their tails when there sreset out	8/10/2017 11:46 AM
56	i learned , was how to make a person to my favorite friend also now for a BFF (Best Friend Ever).	8/10/2017 11:46 AM
57	in the animal habatat any animal is part of a ecosystym	8/10/2017 11:45 AM
58	worm has 5 harts	8/10/2017 11:45 AM
59	engenering and learning about electriscity .	8/10/2017 11:44 AM
60	i learned how to dissect animals and i learned the tools that i need to dissect animals	8/10/2017 11:42 AM
61	we were diesecting grass hoppers	8/10/2017 11:42 AM
62	floor hockey	8/10/2017 11:41 AM
63	how to swim.	8/10/2017 11:41 AM
64	nothing	8/10/2017 11:40 AM
65	the insides of grasshoppers and worms	8/10/2017 11:38 AM
66	how to do the double box	8/10/2017 11:34 AM
67	we learned about sports and we played new games and create a new games	8/10/2017 11:30 AM
68	i learned about lizards with mr.lambert and i learned how to make a new kind of lanyard and how to make a snake with beads	8/10/2017 11:27 AM
69	how to dissect grasshoppers	8/10/2017 11:26 AM
70	i have learned how to do a new lanyard called the chinese staircase also the zipper	8/10/2017 11:26 AM
71	i learned how to make sprinklers	8/10/2017 11:24 AM
72	i learned about lizards	8/10/2017 11:23 AM
73	how to do lanyard	8/10/2017 11:23 AM

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74	the ecosystem	8/10/2017 11:22 AM
75	electricity	8/10/2017 10:08 AM
76	i learned how to do the box lanyard and the paint the clay. i learned about math	8/10/2017 10:07 AM
77	I learned about animals.	8/10/2017 10:05 AM
78	garsshoper with mr. lambert	8/10/2017 10:05 AM
79	i know more math	8/10/2017 10:05 AM
80	i learned multiplication	8/10/2017 10:03 AM
81	i learned how to do electricity with mr. targa	8/10/2017 10:02 AM
82	to say bad words in school	8/10/2017 10:02 AM
83	multiplication, grasshoppers, ecosystem	8/10/2017 10:00 AM
84	now i know multielication	8/10/2017 9:58 AM
85	the grasshopper dissection, the water engineering	8/10/2017 9:51 AM
86	I learned how to count money.	8/10/2017 9:42 AM
87	I learned about pond ecosystems.	8/10/2017 9:26 AM

Q5 What is something that you made this summer?

Answered: 87 Skipped: 3

#	RESPONSES	DATE
1	bots	8/10/2017 3:05 PM
2	Friendship bracelets	8/10/2017 3:04 PM
3	i made a bridge	8/10/2017 3:03 PM
4	Bridges	8/10/2017 3:02 PM
5	I made boats.	8/10/2017 3:02 PM
6	i made a bridge	8/10/2017 3:02 PM
7	Water Gun	8/10/2017 2:58 PM
8	i cant think of anything	8/10/2017 2:57 PM
9	a made a bridge	8/10/2017 2:57 PM
10	A bridge and a boat.	8/10/2017 2:55 PM
11	I made creepy titanic and a balloon.	8/10/2017 2:52 PM
12	I made a needle point.	8/10/2017 2:51 PM
13	I made a big rocketship and a scooter.	8/10/2017 2:51 PM
14	I made wires and a birdhouse.	8/10/2017 2:45 PM
15	I made a bracelets and a house and a boat.	8/10/2017 2:45 PM
16	I made a waterslide and a house.	8/10/2017 2:36 PM
17	I made a tent, boat, mini seahorse house.	8/10/2017 2:36 PM
18	I made a painted rock and coloring	8/10/2017 2:29 PM
19	I made bracelets and snake keychains.	8/10/2017 2:29 PM
20	I made a water gun in water engineering	8/10/2017 2:12 PM
21	i made a water gun	8/10/2017 2:09 PM
22	I made a boat in water engineering	8/10/2017 2:06 PM
23	story of creepy school	8/10/2017 2:03 PM
24	I made a working boat in water engineering.	8/10/2017 2:03 PM
25	I made three water guns in water engineering	8/10/2017 1:55 PM
26	I made a pinyata	8/10/2017 1:53 PM
27	I made a lego city	8/10/2017 1:51 PM
28	I made a rock and put a saying on it	8/10/2017 1:49 PM
29	friendship bracelets	8/10/2017 1:42 PM
30	I made a rock and painted it	8/10/2017 1:40 PM
31	i made friendship bractlcts with mrs. nigro and it was super fun	8/10/2017 1:40 PM
32	we made boats in engineering	8/10/2017 1:38 PM
33	This summer i made a boat that scoops up water and flips upside down as well in water engineering.	8/10/2017 1:38 PM
34	I made a lot friendship bractlets	8/10/2017 1:36 PM

Co-Op 2017 Camper Survey

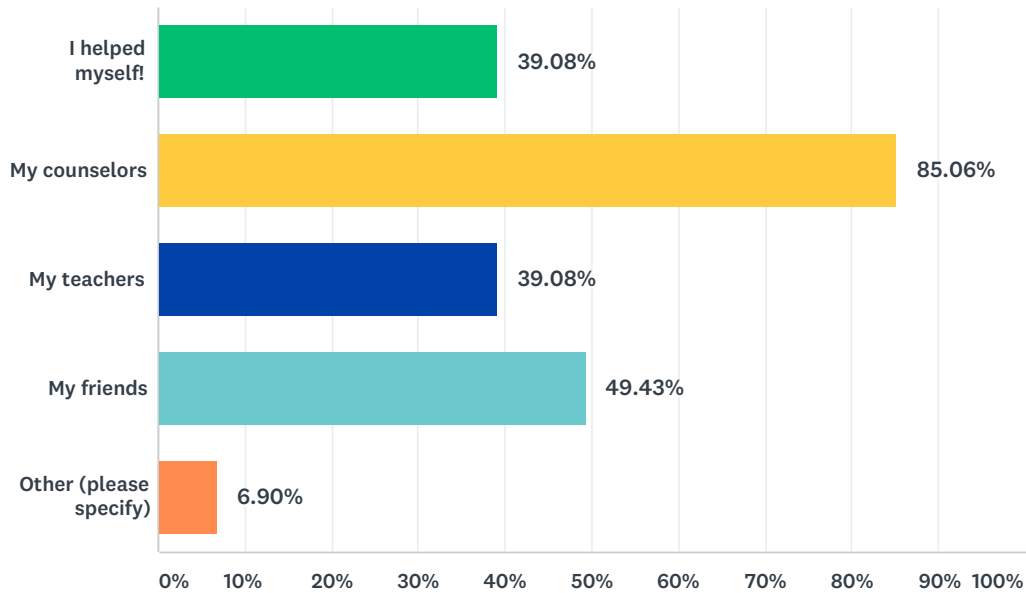
35	a boat in water engineering.	8/10/2017 1:35 PM
36	i made the needle point that looks like a puppy.	8/10/2017 1:24 PM
37	we made box style lanyards for the coop store.	8/10/2017 1:23 PM
38	I made boats that you can put marbles to design it.	8/10/2017 1:22 PM
39	I made a lanyard.	8/10/2017 1:11 PM
40	I made a purse out of cardboard and tape	8/10/2017 1:06 PM
41	boat	8/10/2017 1:03 PM
42	lanyard	8/10/2017 1:02 PM
43	water boat	8/10/2017 1:02 PM
44	I made art	8/10/2017 12:52 PM
45	I made a boat in water engineering. It works on the water with a motor.	8/10/2017 12:51 PM
46	i made ice cream with the noodles and sticks in Ms.Burton's class in water engineering.	8/10/2017 12:50 PM
47	I made origami	8/10/2017 12:48 PM
48	I made a scratch art project	8/10/2017 12:47 PM
49	a boat	8/10/2017 12:45 PM
50	I made a fossil in clay.	8/10/2017 12:37 PM
51	i mad a boat. it has a motor that makes it move.	8/10/2017 12:33 PM
52	I made a boat that could sink like a submarine and do sneak attacks.	8/10/2017 12:28 PM
53	I made a story about two hedgehogs	8/10/2017 12:24 PM
54	illuminati bead	8/10/2017 11:50 AM
55	a brig	8/10/2017 11:46 AM
56	Something i made this summer is a snakes and dragonflies, turtles, and penguin out of beads (key chins).	8/10/2017 11:46 AM
57	a snake out of beads	8/10/2017 11:45 AM
58	alanerd	8/10/2017 11:45 AM
59	robot drawings.	8/10/2017 11:44 AM
60	i made a small boat and the material that i used made the boat float in the water it was so cool	8/10/2017 11:42 AM
61	i made the box from ms.nigros room	8/10/2017 11:42 AM
62	money ms.parrino	8/10/2017 11:41 AM
63	a chinese staircase	8/10/2017 11:41 AM
64	snake beads	8/10/2017 11:40 AM
65	a mini boat	8/10/2017 11:38 AM
66	god's eye lanerd	8/10/2017 11:34 AM
67	we made a gods eye	8/10/2017 11:30 AM
68	something i made this summer was lanyard and a snake with beads	8/10/2017 11:27 AM
69	zipper	8/10/2017 11:26 AM
70	i have made an boat out of wood sticks in water engenering	8/10/2017 11:26 AM
71	lanyrd gods eyes beds	8/10/2017 11:24 AM
72	i made a godseye	8/10/2017 11:23 AM
73	lanyard and rocks	8/10/2017 11:23 AM
74	a water slide	8/10/2017 11:22 AM

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75	helmit	8/10/2017 10:08 AM
76	a big cardboard house and box lanyard a rainbow rock	8/10/2017 10:07 AM
77	A bracelet	8/10/2017 10:05 AM
78	boats with ms.b	8/10/2017 10:05 AM
79	i made things with clay	8/10/2017 10:05 AM
80	we mad clay into a plaets	8/10/2017 10:03 AM
81	we have made clay plates	8/10/2017 10:02 AM
82	when I made plats out of clay	8/10/2017 10:02 AM
83	boats, lanyard, card board house	8/10/2017 10:00 AM
84	i made a boat	8/10/2017 9:58 AM
85	clay, lanyard, boats	8/10/2017 9:51 AM
86	Something I made this summer was a dog sculpture in Design lab.	8/10/2017 9:42 AM
87	This summer I made a water wheel in water engineering which was super cool and easy to make.	8/10/2017 9:26 AM

Q6 Who helped you learn this summer? (Check all that apply)

Answered: 87 Skipped: 3



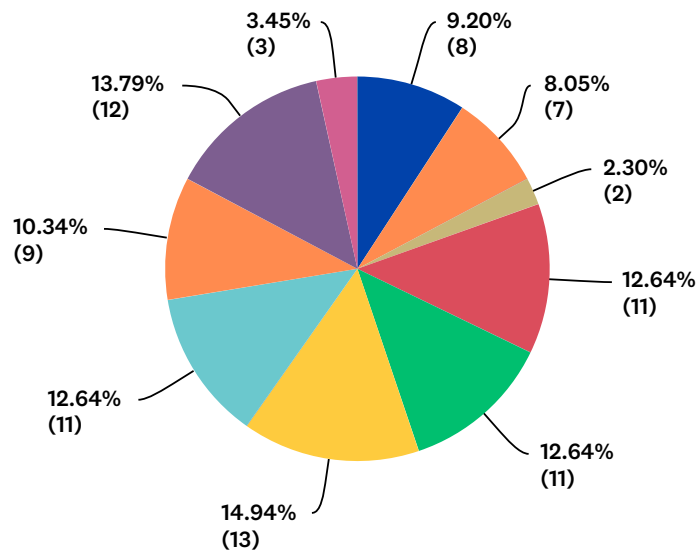
ANSWER CHOICES	RESPONSES	
I helped myself! (1)	39.08%	34
My counselors (2)	85.06%	74
My teachers (3)	39.08%	34
My friends (4)	49.43%	43
Other (please specify) (5)	6.90%	6
Total Respondents: 87		

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	2.00	2.54	1.11

#	OTHER (PLEASE SPECIFY)	DATE
1	Rolf!!!	8/10/2017 3:02 PM
2	Rolf!!!	8/10/2017 2:59 PM
3	Cassie	8/10/2017 1:23 PM
4	i loved coop	8/10/2017 11:48 AM
5	Grace and Daniel	8/10/2017 11:25 AM
6	others help me lorn	8/10/2017 10:08 AM

Q7 What group were you in this summer?

Answered: 87 Skipped: 3



- Ethan's Seahorses
- Manny's Seahorses
- Dalia's Seahorses
- Lucero's Seahorses
- Julia's Sea Turtles
- Elvira's Sea Turtles
- Sophie's Sea Turtles
- Emelin's Sea Turtles
- Lazaro's Otters
- Eleni's Otters
- Matthias' Seals
- Zach's Sea Lions
- Julien's Sea Lions
- Rolf's Sea Lions
- Daniel's Dolphins
- Kenny's Dolphins
- Jazmine's Dolphins

ANSWER CHOICES	RESPONSES	
Ethan's Seahorses (1)	0.00%	0
Manny's Seahorses (2)	0.00%	0
Dalia's Seahorses (3)	9.20%	8
Lucero's Seahorses (4)	0.00%	0
Julia's Sea Turtles (5)	8.05%	7
Elvira's Sea Turtles (6)	0.00%	0
Sophie's Sea Turtles (7)	0.00%	0
Emelin's Sea Turtles (8)	2.30%	2
Lazaro's Otters (9)	12.64%	11
Eleni's Otters (10)	0.00%	0
Matthias' Seals (11)	12.64%	11
Zach's Sea Lions (12)	14.94%	13
Julien's Sea Lions (13)	0.00%	0
Rolf's Sea Lions (14)	12.64%	11

Co-Op 2017 Camper Survey

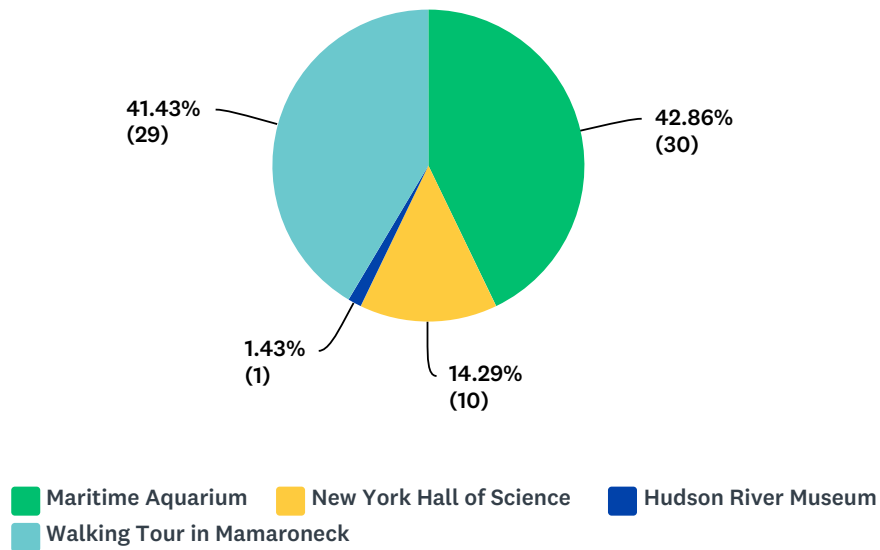
Daniel's Dolphins (15)	10.34%	9
Kenny's Dolphins (16)	13.79%	12
Jazsmine's Dolphins (17)	3.45%	3
TOTAL		87

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
3.00	17.00	12.00	11.30	4.13

Q8 What was your favorite field trip this summer?

Answered: 70 Skipped: 20

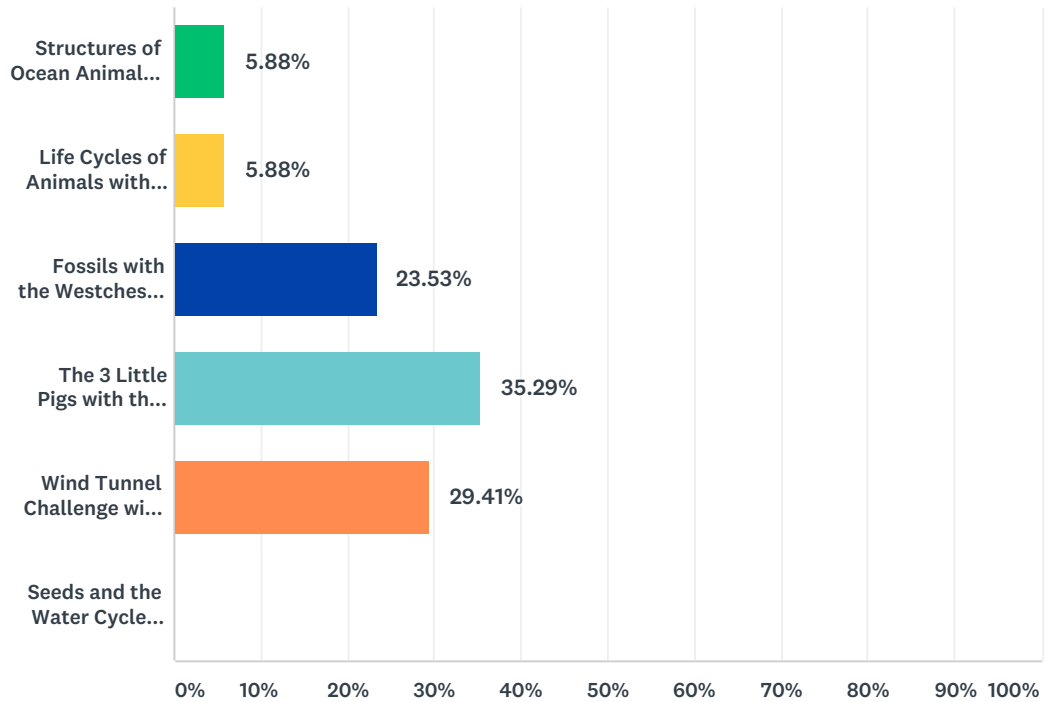


ANSWER CHOICES	RESPONSES	
Maritime Aquarium (1)	42.86%	30
New York Hall of Science (2)	14.29%	10
Hudson River Museum (3)	1.43%	1
Walking Tour in Mamaroneck (4)	41.43%	29
TOTAL		70

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	2.41	1.39

Q9 What was your favorite special Friday Workshop?

Answered: 17 Skipped: 73

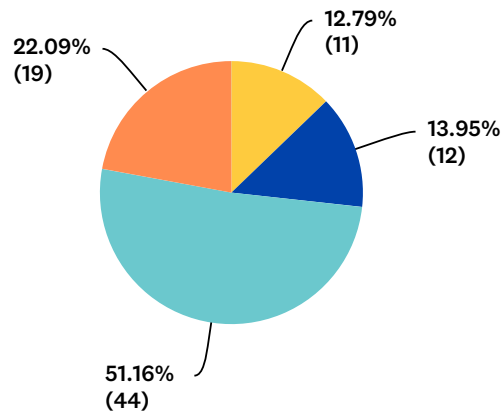


ANSWER CHOICES	RESPONSES
Structures of Ocean Animals with Maritime Aquarium (1)	5.88% 1
Life Cycles of Animals with Maritime Aquarium (2)	5.88% 1
Fossils with the Westchester Children's Museum (3)	23.53% 4
The 3 Little Pigs with the Westchester Children's Museum (4)	35.29% 6
Wind Tunnel Challenge with the Westchester Children's Museum (5)	29.41% 5
Seeds and the Water Cycle with the Westchester Children's Museum (6)	0.00% 0
Total Respondents: 17	

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	4.00	3.76	1.11

Q10 Do you want to come back to Co-Op next summer?

Answered: 86 Skipped: 4



■ Definitely not.
 ■ Maybe not.
 ■ Yes.
 ■ Definitely yes.
 ■ I am going to be going into sixth grade next summer.

	DEFINITELY NOT. (1)	MAYBE NOT. (2)	YES. (3)	DEFINITELY YES. (4)	I AM GOING TO BE GOING INTO SIXTH GRADE NEXT SUMMER. (5)	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	12.79% 11	13.95% 12	51.16% 44	22.09% 19	86	3.83

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
2.00	5.00	4.00	3.83	0.92

Q11 Anything else you want to tell us about your Co-Op experience?

Answered: 60 Skipped: 30

#	RESPONSES	DATE
1	its realy fun and i want to learn alot more and i love my counslers	8/10/2017 3:06 PM
2	I love my counselors!	8/10/2017 3:06 PM
3	Rolf is awesome and cool	8/10/2017 3:06 PM
4	N/A	8/10/2017 3:05 PM
5	I like Co-Op summer!	8/10/2017 3:04 PM
6	that a love coop summer then other camp	8/10/2017 3:00 PM
7	Rolf is awesome, more recess, more structure	8/10/2017 2:59 PM
8	no	8/10/2017 2:58 PM
9	N/A	8/10/2017 2:57 PM
10	I liked Mr. T's class	8/10/2017 2:55 PM
11	I liked mindfulness.	8/10/2017 2:55 PM
12	I love my counselors!	8/10/2017 2:52 PM
13	I really like the time I come here. Its so nice here. I always got to see my friends. I thought I'd be by myself but I have so many friends here.	8/10/2017 2:47 PM
14	I love the pool.	8/10/2017 2:39 PM
15	I love the pool. I love my counselors and my teachers.	8/10/2017 2:39 PM
16	i like swimming	8/10/2017 2:31 PM
17	I liked swimming. Swimming is fun.	8/10/2017 2:31 PM
18	I loved touching the lizards and playing with the board games.	8/10/2017 2:14 PM
19	I really liked co-op this summer. I loved sports with Mr. Cereola	8/10/2017 2:08 PM
20	ALL I KNOW IS THAT I LOVE CO-OP CAMP!!!!!!!!!!!!	8/10/2017 2:05 PM
21	I loved Mr.Targas room, I liked the lizards, I loved going to the pool, and I'm upset that one of my counslers didn't give me \$5	8/10/2017 2:00 PM
22	I wish we could have had more field trips and i loved all of them. I liked all of the specials and activities we had and I wish we could have had more activities. I wish the camp day were longer.	8/10/2017 1:58 PM
23	I really loved all the field trips and wish I could have picked all of them as my favorite	8/10/2017 1:54 PM
24	co-op makes me happy because you get to make alot of fun stuf and you do not have any homework but you have to do alot of hard things like clean up or the really hard sprints that we did.	8/10/2017 1:47 PM
25	co-op is a fun time like to relax and have fun and like co-op is diffrent then normal school its very very fun	8/10/2017 1:44 PM
26	when i was the maritime aquarium i experienced all these cool sea creatures. Some were puffer fish, sharks, and otters. I really loved being a coop camp this summer.	8/10/2017 1:43 PM
27	When we went to the maritime aquarium i was able to see all type of sea creatures like sharks, otters and seals. I really loved the trip and i enjoyed my summer.	8/10/2017 1:42 PM
28	the experience of facing your fears and holding a lizard for the first time was super cool. I loved it i had a great summer.	8/10/2017 1:40 PM
29	I love Co-OP, my counslers are very nice to me	8/10/2017 1:39 PM
30	I loved hanging out with my counselors and my friends. Had a great summer.	8/10/2017 1:27 PM

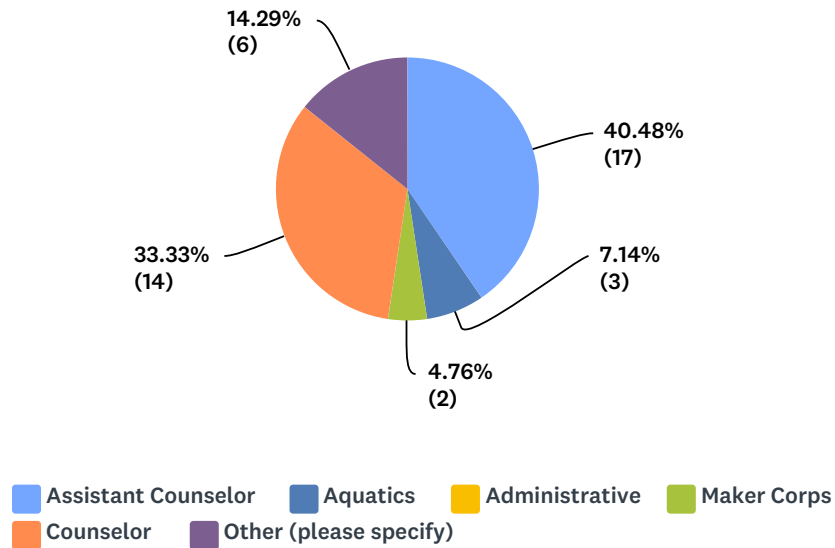
Co-Op 2017 Camper Survey

31	having fun	8/10/2017 1:27 PM
32	I had fun at Co-Op	8/10/2017 1:25 PM
33	I learned how to do lanyards.	8/10/2017 1:08 PM
34	learning all about star fish and lizards.i loved touching the lizards	8/10/2017 1:05 PM
35	my counselors and fun	8/10/2017 1:04 PM
36	my favorite activity was doing fun things in the computer lab with Mr. Targa	8/10/2017 12:53 PM
37	I was in co-op camp every year but if I could I will want to go back in time and come here every day!!!	8/10/2017 12:52 PM
38	I liked dissecting starfish	8/10/2017 12:47 PM
39	It felt good at co-op because my friends made me feel comfortable and my counselors too.	8/10/2017 12:39 PM
40	It's fun. I learned lots of stuff. I learned how to build things.	8/10/2017 12:35 PM
41	It is fun at Co-Op!	8/10/2017 12:30 PM
42	it was awesome	8/10/2017 11:51 AM
43	it wus umazing	8/10/2017 11:50 AM
44	it was fun	8/10/2017 11:48 AM
45	IT WAS I DONT EVEN HAVE A WORD !!!!!!!!!!!!!!! I LOVED IT ;)	8/10/2017 11:48 AM
46	good beacouse you get to go in field trips	8/10/2017 11:47 AM
47	yes i liked the intresting activitys	8/10/2017 11:47 AM
48	kenny and lindsey are one of the best counselors that i have had in coap	8/10/2017 11:45 AM
49	no	8/10/2017 11:43 AM
50	no	8/10/2017 11:42 AM
51	its ok	8/10/2017 11:42 AM
52	there should be more pool	8/10/2017 11:41 AM
53	i had lots of fun learning i really enjoyed beying with my conselers	8/10/2017 11:36 AM
54	i had fun	8/10/2017 11:32 AM
55	i had a lot of fun with my friends and counselors and with my teachers.But there were somethings i didn't like and things i liked but i had a fun time	8/10/2017 11:32 AM
56	I like my group and counselors, I liked that last year we had a teacher and two counselors that we stayed with, but I really liked this year with just two counselors that travelled with us to different classes.	8/10/2017 11:31 AM
57	My co-op experience was honestly very fun and a good way to be active in the summer and i recommend this program.	8/10/2017 11:30 AM
58	i loved it because it had more subjects then last year	8/10/2017 11:28 AM
59	it was really fun to come here make memories	8/10/2017 11:28 AM
60	its fun and cool!	8/10/2017 10:02 AM

QUANTITATIVE RESEARCH: 2017 Full Young Adult Survey Results
(Counselors, Maker Corps Members, Aquatics Team)

Q1 What job did you have?

Answered: 42 Skipped: 0



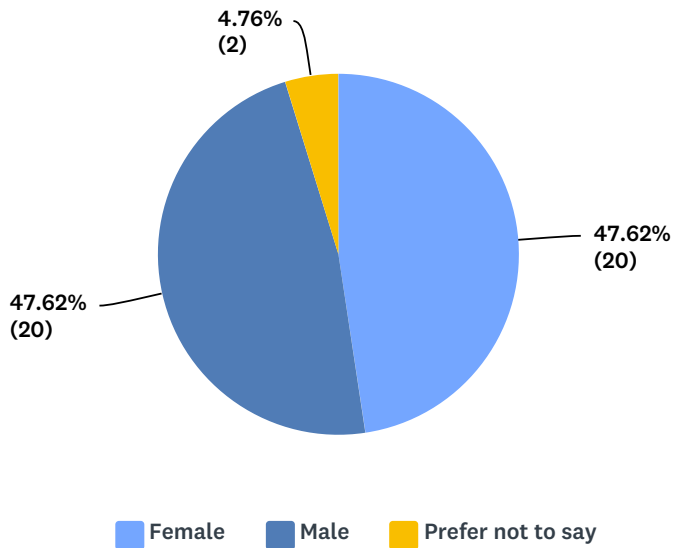
ANSWER CHOICES	RESPONSES
Assistant Counselor (1)	40.48% 17
Aquatics (2)	7.14% 3
Administrative (3)	0.00% 0
Maker Corps (4)	4.76% 2
Counselor (5)	33.33% 14
Other (please specify) (6)	14.29% 6
TOTAL	42

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	6.00	4.00	3.26	2.07

#	OTHER (PLEASE SPECIFY)	DATE
1	Substitute	8/11/2017 2:25 PM
2	Bilingual Office Assistant	8/11/2017 1:47 PM
3	Head Counselor	8/11/2017 1:28 PM
4	Administrative Assistant/Substitute	8/10/2017 9:08 AM
5	Head counselor	8/9/2017 3:49 PM
6	Librarian	8/9/2017 3:46 PM

Q2 What is your gender?

Answered: 42 Skipped: 0

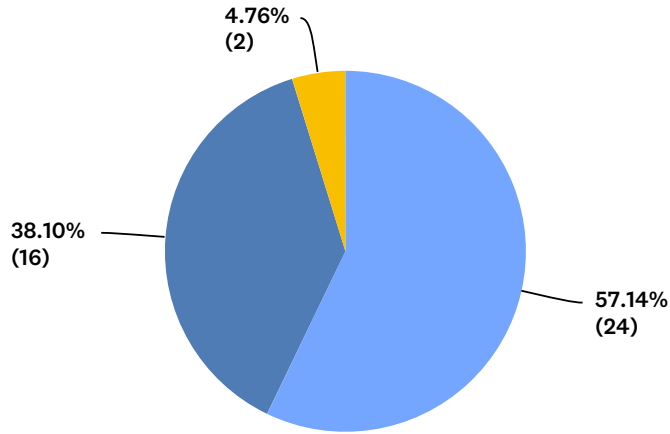


ANSWER CHOICES	RESPONSES
Female (1)	47.62% 20
Male (2)	47.62% 20
Prefer not to say (3)	4.76% 2
TOTAL	42

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	3.00	2.00	1.57	0.58

Q3 Working at Co-Op was an enjoyable experience.

Answered: 42 Skipped: 0



■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

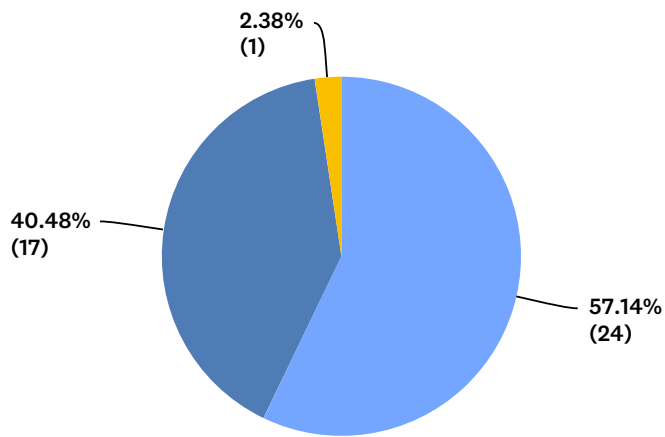
	STRONGLY AGREE (1)	AGREE (2)	DISAGREE (3)	STRONGLY DISAGREE (4)	TOTAL	WEIGHTED AVERAGE
(no label)	57.14% 24	38.10% 16	4.76% 2	0.00% 0	42	1.48

BASIC STATISTICS

Minimum 1.00	Maximum 3.00	Median 1.00	Mean 1.48	Standard Deviation 0.59
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Q4 Overall, the staff at Co-Op was collaborative.

Answered: 42 Skipped: 0



■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

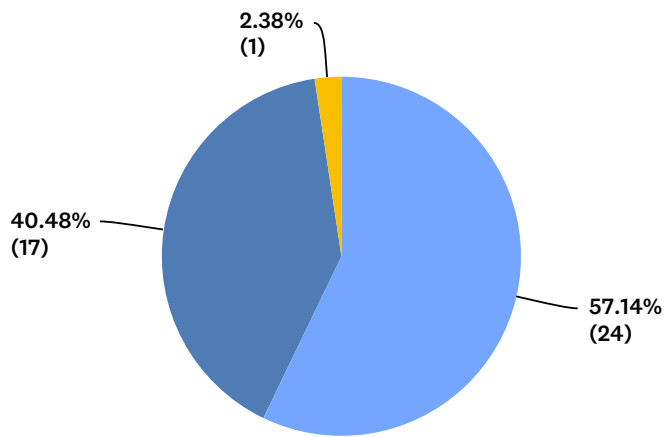
	STRONGLY AGREE (1)	AGREE (2)	DISAGREE (3)	STRONGLY DISAGREE (4)	TOTAL	WEIGHTED AVERAGE
(no label)	57.14% 24	40.48% 17	2.38% 1	0.00% 0	42	1.45

BASIC STATISTICS

Minimum 1.00	Maximum 3.00	Median 1.00	Mean 1.45	Standard Deviation 0.54
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Q5 Overall, the staff at Co-Op was caring towards me.

Answered: 42 Skipped: 0



■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

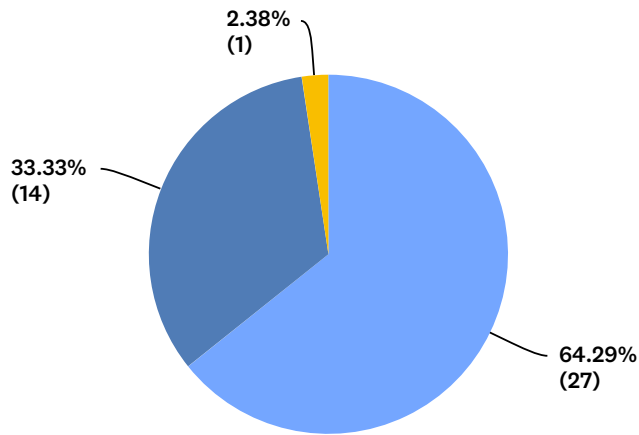
	STRONGLY AGREE (1)	AGREE (2)	DISAGREE (3)	STRONGLY DISAGREE (4)	TOTAL	WEIGHTED AVERAGE
(no label)	57.14% 24	40.48% 17	2.38% 1	0.00% 0	42	1.45

BASIC STATISTICS

Minimum 1.00	Maximum 3.00	Median 1.00	Mean 1.45	Standard Deviation 0.54
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Q6 Overall, the staff at Co-Op was accepting of differences.

Answered: 42 Skipped: 0



■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

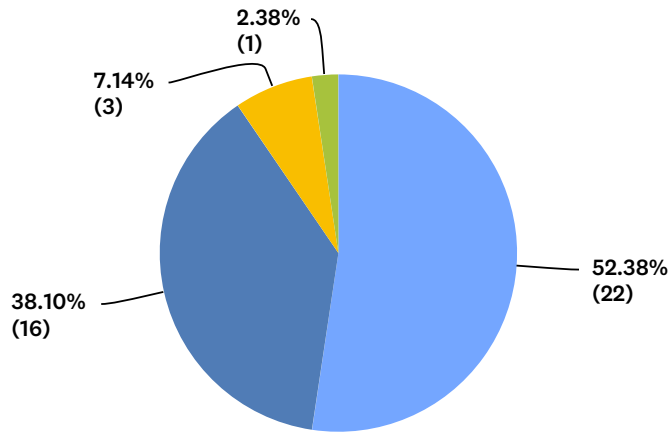
	STRONGLY AGREE (1)	AGREE (2)	DISAGREE (3)	STRONGLY DISAGREE (4)	TOTAL	WEIGHTED AVERAGE
(no label)	64.29% 27	33.33% 14	2.38% 1	0.00% 0	42	1.38

BASIC STATISTICS

Minimum 1.00	Maximum 3.00	Median 1.00	Mean 1.38	Standard Deviation 0.53
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Q7 I felt needed in my work at Co-Op.

Answered: 42 Skipped: 0



■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

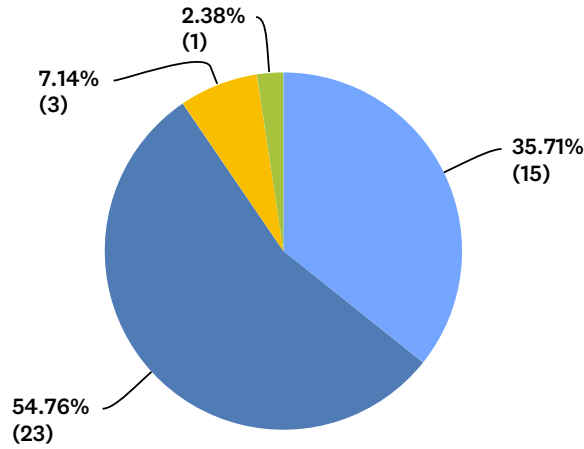
	STRONGLY AGREE (1)	AGREE (2)	DISAGREE (3)	STRONGLY DISAGREE (4)	TOTAL	WEIGHTED AVERAGE
(no label)	52.38% 22	38.10% 16	7.14% 3	2.38% 1	42	1.60

BASIC STATISTICS

Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.60	Standard Deviation 0.73
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Q8 The orientation week prepared me for my work at Co-Op.

Answered: 42 Skipped: 0



■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

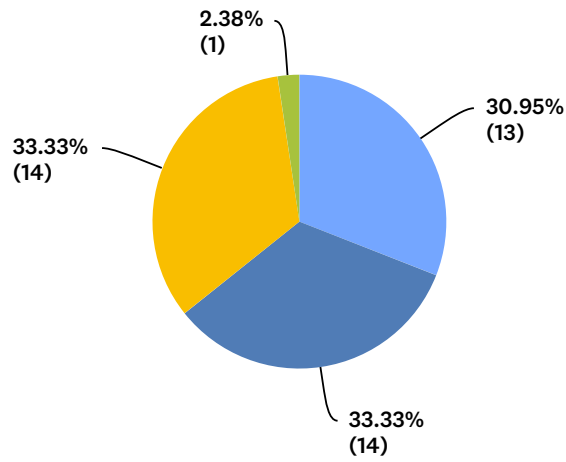
	STRONGLY AGREE (1)	AGREE (2)	DISAGREE (3)	STRONGLY DISAGREE (4)	TOTAL	WEIGHTED AVERAGE
(no label)	35.71% 15	54.76% 23	7.14% 3	2.38% 1	42	1.76

BASIC STATISTICS

Minimum 1.00	Maximum 4.00	Median 2.00	Mean 1.76	Standard Deviation 0.68
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Q9 The weekly staff meetings helped me perform my job at Co-Op better.

Answered: 42 Skipped: 0



■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

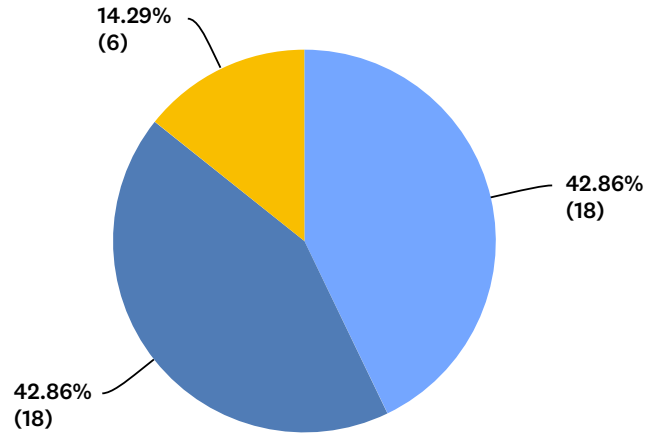
	STRONGLY AGREE (1)	AGREE (2)	DISAGREE (3)	STRONGLY DISAGREE (4)	TOTAL	WEIGHTED AVERAGE
(no label)	30.95% 13	33.33% 14	33.33% 14	2.38% 1	42	2.07

BASIC STATISTICS

Minimum 1.00	Maximum 4.00	Median 2.00	Mean 2.07	Standard Deviation 0.86
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Q10 Over the six week program, the leadership team regularly advised me about my work with the children.

Answered: 42 Skipped: 0



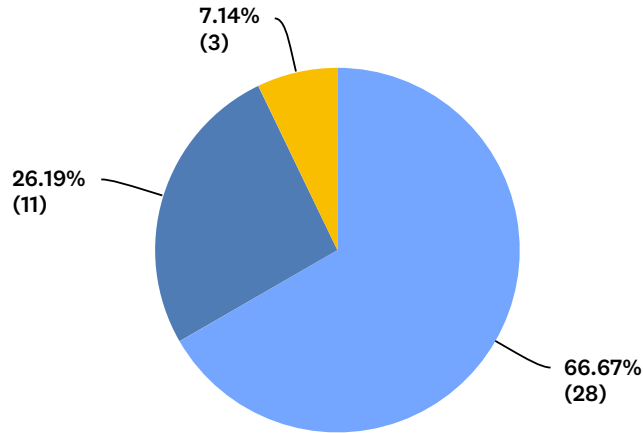
■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

	STRONGLY AGREE (1)	AGREE (2)	DISAGREE (3)	STRONGLY DISAGREE (4)	TOTAL	WEIGHTED AVERAGE
(no label)	42.86% 18	42.86% 18	14.29% 6	0.00% 0	42	1.71

BASIC STATISTICS					
Minimum		Maximum	Median	Mean	Standard Deviation
1.00		3.00	2.00	1.71	0.70

Q11 Over the six week program, my skills at working with children improved.

Answered: 42 Skipped: 0



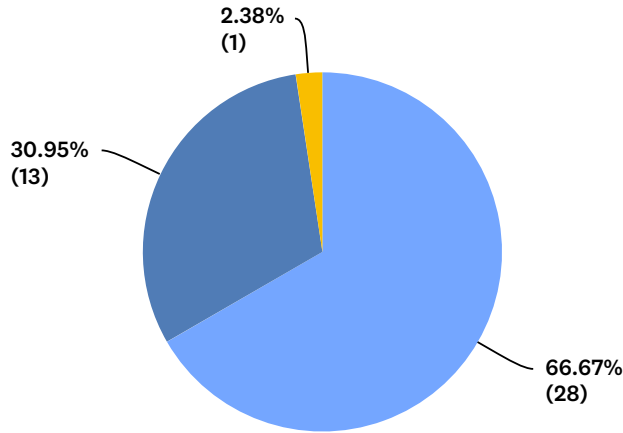
■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

	STRONGLY AGREE (1)	AGREE (2)	DISAGREE (3)	STRONGLY DISAGREE (4)	TOTAL	WEIGHTED AVERAGE
(no label)	66.67%	26.19%	7.14%	0.00%	42	1.40
	28	11	3	0		

BASIC STATISTICS					
Minimum		Maximum	Median	Mean	Standard Deviation
1.00		3.00	1.00	1.40	0.62

Q12 Over the six week program, my knowledge of child behavior expanded.

Answered: 42 Skipped: 0



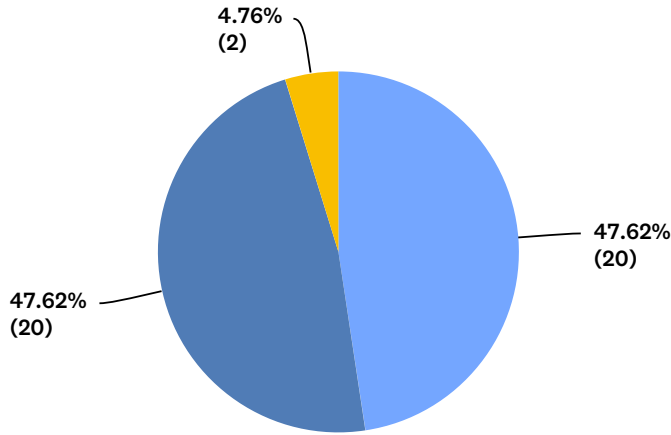
■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

	STRONGLY AGREE (1)	AGREE (2)	DISAGREE (3)	STRONGLY DISAGREE (4)	TOTAL	WEIGHTED AVERAGE
(no label)	66.67%	30.95%	2.38%	0.00%	42	1.36
	28	13	1	0		

BASIC STATISTICS					
Minimum		Maximum	Median	Mean	Standard Deviation
1.00		3.00	1.00	1.36	0.53

Q13 Over the six week program, I took risks by trying new skills, activities and tasks along with the campers.

Answered: 42 Skipped: 0



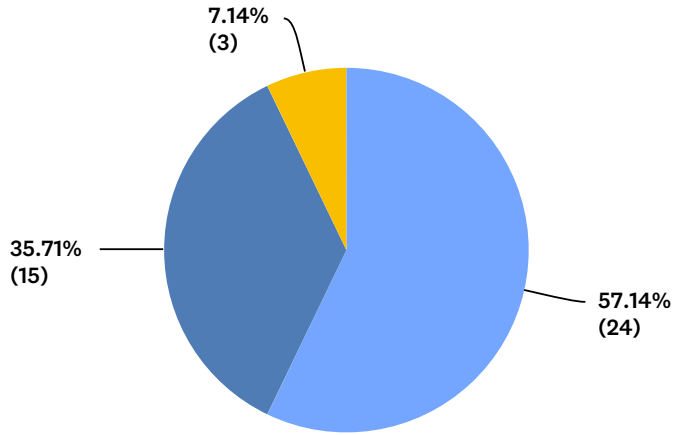
■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

	STRONGLY AGREE (1)	AGREE (2)	DISAGREE (3)	STRONGLY DISAGREE (4)	TOTAL	WEIGHTED AVERAGE
(no label)	47.62% 20	47.62% 20	4.76% 2	0.00% 0	42	1.57

BASIC STATISTICS						
Minimum		Maximum	Median	Mean	Standard Deviation	
1.00		3.00	2.00	1.57	0.58	

Q14 Working at Co-Op was a positively transformative experience for me as a person.

Answered: 42 Skipped: 0



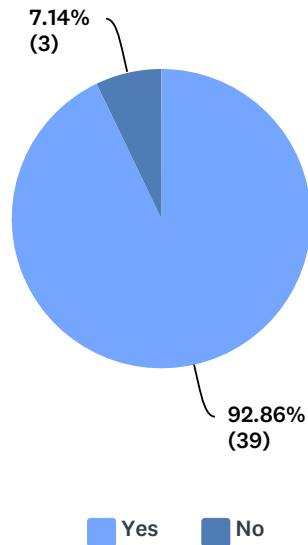
■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

	STRONGLY AGREE (1)	AGREE (2)	DISAGREE (3)	STRONGLY DISAGREE (4)	TOTAL	WEIGHTED AVERAGE
(no label)	57.14% 24	35.71% 15	7.14% 3	0.00% 0	42	1.50

BASIC STATISTICS						
Minimum		Maximum	Median	Mean	Standard Deviation	
1.00		3.00	1.00	1.50	0.63	

Q15 Are you considering working at Co-Op again in the future?

Answered: 42 Skipped: 0



ANSWER CHOICES		RESPONSES		
Yes (1)		92.86%		39
No (2)		7.14%		3
TOTAL				42

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.07	0.26

Q16 Why would you / would you not consider working at Co-Op again in the future?

Answered: 42 Skipped: 0

#	RESPONSES	DATE
1	I loved working with the kids, even if some could be very difficult.	8/11/2017 2:56 PM
2	In order to make summer camps fun again !	8/11/2017 2:27 PM
3	impact statements I would consider to work at co-op in the future because you create relationships with your campers and get better at working and understanding children.	8/11/2017 2:14 PM
4	Stuck between coming back or not. Got children that needed special attention with no warning. Assistant counselors should be evaluated more before getting hired to work with children, might be overwhelming for them; possibly not mature enough to handle that kind of stuff. Head counselor shouldn't have to train assistant counselors for their job, since they do know what they were getting themselves into. If assigned with special needs kids, they should get more help, maybe have someone follow them around just because they need extra attention. Minors shouldn't be a repeat of the majors. Should have more time to have a better plan for them. But overall camp was okay for the kids. I would possibly come back if assistant counselors can handle kids better and the minor situation would be better planned out.	8/11/2017 2:02 PM
5	I would want to work at co-op next year to	8/11/2017 1:58 PM
6	impact statements I really enjoyed my experience. I feel like I really built a good connection with my campers and was able to help them grow.	8/11/2017 1:56 PM
7	I would consider working at co-op again if I had the chance again like I did this year.	8/11/2017 1:49 PM
8	impact statements I would consider working at Co-op in the future because i felt that it was a great experience and a great way to help out the community. Also, I learned that i enjoy working with little kids this year and would like to try again next summer.	8/11/2017 1:36 PM
9	I would do it again because it is a great program. And I enjoyed working with the kids.	8/11/2017 1:32 PM
10	i would consider working at Co-op again because i already have a great relationship with many of the campers and i know they would love to have me as a counselor.	8/11/2017 1:30 PM
11	It was fun working with the other counselors and I enjoyed being a mentor for kids	8/11/2017 12:54 PM
12	It was enjoyable	8/11/2017 12:07 PM
13	It's a little more stressful than I initially imagined it to be	8/11/2017 11:53 AM
14	impact statements It was a fun experience and working with kids always helps me improve and teaches me patience and understanding.	8/11/2017 11:44 AM
15	impact statements I really enjoyed working at Co-Op this summer. I have no complaints because this is my first summer working with this program, and not once did I think about how many days until camp is over. Everyone was very kind and helpful with everything! The summer literally flew by and I would definitely apply as a head counselor again or maybe even a different position. If this program was to get performing Arts as a major or Theatre, I would love to be apart of that as an educator. Camp Talent shows and Productions were the highlight of my summer when I was younger. I'll have my bachelors in musical theatre by next summer, so that would be a fun experience to have right out of school.	8/11/2017 8:12 AM
16	.	8/11/2017 7:01 AM
17	I liked it a lot, I think it was a good experience and would definitely consider doing it again	8/11/2017 1:18 AM
18	I would definitely consider coming back to work again when the time is right. I will be back to support the camp anyway I can either working or donating funds. I loved it here and love what camp stands for.	8/11/2017 12:52 AM
19	I need to spend the next summer in a role that can prepare me for a career.	8/10/2017 10:58 PM

Co-Op 2017 Counselor Survey

20	Working at Co-Op was a very positive experience overall. The only reason that I might not return is that I will most likely have to do an internship next year.	8/10/2017 10:54 PM
21	impact statements I would because its an overall great experience, not just being apart of staff but to be able to help provide opportunities for these kids is amazing especially when I myself was in their same shoes at co-op years ago.	8/10/2017 10:50 PM
22	impact statements I would consider working at co-op again because people were very nice and caring and the job showed us counselors many skills	8/10/2017 10:42 PM
23	impact statements I would consider working again for Co-op because I have learned a lot on how to handle kids. Not only did I enjoy taking care of the kids, but also making friends with the staff. Co-op has definitely impacted my life in a good way.	8/10/2017 10:13 PM
24	This is definitely an interim experience for non-administration staff	8/10/2017 7:06 PM
25	impact statements I thoroughly enjoyed working at camp this year. All the improvements made at camp between last year and this year made working at Co-Op my best year yet. In prior years, there was unorganization and lack of clarity between scheduling/staff/objective. This year was very organized regarding scheduling, camper/counselor objectives, and room settings. I enjoyed being with my campers, and helping them grow as individuals.	8/10/2017 5:46 PM
26	Yes and no if I was treated a bit better.	8/10/2017 12:34 PM
27	I love the staff and I see potential in the kids. But I began to feel anxious coming to work about certain students who consistently gave me a hard time and I don't know if I will be able to handle that again next summer.	8/10/2017 11:12 AM
28	I consider it because i loved the experience	8/10/2017 10:57 AM
29	impact statements I would consider working at Co-Op again in the future because it is an extraordinary program that enriches the lives of so many children. I believe in making a difference in the lives of children and helping to bridge the achievement gap that tends to form during the summer months. I enjoyed working with the children and getting to know the staff.	8/10/2017 9:11 AM
30	I'll need a job next summer. This is a job I've done before, so that means I'd be more comfortable doing this than a different one. That being said, this is not final. A lot can change in a year. At the moment, however, I am strongly considering it.	8/10/2017 7:29 AM
31	impact statements I would consider at Co-Op again because I have enjoyed the two years I have worked here. I enjoy giving back to the Mamaroneck community and enjoy seeing my campers grow and learn throughout their summer enrichment. I also really enjoy being a role model for my campers.	8/9/2017 10:55 PM
32	I feel like some of my minors were too difficult for just a counselor to be in charge of teaching. For example the pull apart engineering room never worked out for us. No one should want me touching electronics like that and we were never really given details about how to do it. I just felt unsafe doing it and the kids didn't really enjoy it. Having a room with just with legos probably would've been a lot better. Also no bake wasn't as exciting and of the recipes really worked out. Then if they did have the kids in on the eat them anyway. I just feel in general that some of the counselors had too much responsibility because dealing with some children who are extremely hard to deal with is challenging for people who are college age. At the same time I had a lot of children who were so sweet and caring and just really enjoyed being in my group this summer. So, that really did make me feel like I was making an impact in their lives, and that I was giving them a summer where they were having fun every day. Most of the relationships I made with the children in my group were really rewarding.	8/9/2017 10:42 PM
33	I am considering working at Co-Op Camp again in the future because I want to gain more job experience from working with children, especially in a different age group, I want to explore different job positions, and explore working in different minor rooms.	8/9/2017 8:40 PM
34	I want to get a chance to work with African American children	8/9/2017 7:33 PM
35	It's a great experience and it helps me with my future career goal, since I want to become an early childhood teacher.	8/9/2017 7:25 PM
36	It's a great way to spend the summer and I love working with the kids.	8/9/2017 4:24 PM
37	I really loved the staff and making a postive impact for these kids	8/9/2017 4:21 PM
38	I love working with kids and it was an awesome experience	8/9/2017 3:50 PM

Co-Op 2017 Counselor Survey

39	I just love working with the kids	8/9/2017 3:49 PM
40	impact statements I would love to work at co-op as an educator in the future once I get my degree this coming spring!	8/9/2017 3:24 PM
41	impact statements I believe what I did this summer was incredibly important. Because I know the impact I had on the children, I would come back again to be able to make future impacts and continue developing these children through summer engagement and education.	8/9/2017 3:22 PM
42	impact statements I would consider working here because it is an amazing opportunity to work with amazing staff members as well as amazing kids that seem to grow on you everyday. My mom would tell me to work with children and I would love it and I thought working with kids was always the last job I would want but now I decided to try it out and I absolutely love it and hope to be working there again next year.	8/9/2017 2:46 PM

SUPPORTING DOCUMENTS & RESOURCES: Co-Op Eligibility Criteria & Pricing

Co-Op Summer Enrichment 2017 Enrollment Details

ELIGIBILITY FOR ATTENDANCE

Students will be invited to attend Co-Op Summer Enrichment based upon the following criteria:

REGISTRATION GROUP A: Any Mamaroneck School District student who receives free or reduced lunch.

REGISTRATION GROUP B: Any Mamaroneck School District student who is nominated to attend Co-Op Summer Enrichment by a school-based professional who feels the student has direct academic, social or emotional needs that are best served by participating in a school-based summer enrichment program

Families will register their children on a first come-first served basis with no more than 25 spots available for Registration Group B enrollment. The camp will serve at least 230 students.

TUITION RATES

Co-Op Summer Enrichment tuition for six weeks of programming is set on a sliding scale as follows:

Free lunch families pay \$210 per student

Reduced lunch families pay \$330 per student

Nominated families pay \$750 per student

A \$50 deposit is due at the time of registration. The remaining fees can be paid in two installments (dates still to be determined).

All of these rates are subsidized through the support of significant District funding, tri-municipality support and private fundraising. The actual approximate cost per student is \$1,200 for six weeks of programming.

NOMINATING A STUDENT TO QUALIFY FOR REGISTRATION GROUP B

Any school-based professional can nominate a student whom they feel would receive specific social, emotional or academic benefits from being in a school-based summer enrichment program. To do this, the professional must:

1. Complete a nomination form no later than February 15, 2017
 - a. NOTE: The nomination form requires that the person who is making the nominations has discussed the proposed student's nomination with another school-based professional who knows the student (e.g. building principal, assistant principal, social worker or school psychologist)
2. Once nominations have been received, the STEM Alliance will send the list of nominations from each school to the school's leaders for review on March 1, 2017. Any changes (additions or deletions to that list) must be received by the STEM Alliance by March 3, 2017.
3. Please note: There are only 25 spots for students in Registration Group B. The spots will be available on a first come/first served basis when registration opens in mid-March. So, nominating a student does not guarantee them a spot. We regret that we can not accommodate every child who would be well-served by this program. Thank you for managing expectations with families. We are doing the best we can.

FEBRUARY 15, 2017

Deadline to nominate a Registration Group B child

MARCH 3, 2017

Deadline to amend any nominations for Registration Group B

MARCH 6, 2017

Invitation to eligible families (Group A & B) to enroll

mid-March

In-person registration for eligible families at MAS

- Only 25 spots will be available for Registration Group B
- 205 spots will be available for Group A and spread across the grades
- Registration is on a first come-first served basis

Thur March 31, 2017

Additional registration from the waitlist will be filled based upon space availability once groups are organized per grade

TUITION PAYMENT SCHEDULE

Co-Op Summer Enrichment tuition for six weeks of programming is set on a sliding scale as follows:

Free lunch families pay \$210 per student

Reduced lunch families pay \$330 per student
Nominated families pay \$750 per student

A \$50 deposit is due at the time of registration. The remaining fees can be paid in two installments (dates still to be determined).

All of these rates are subsidized through the support of significant District funding, tri-municipality support and private fundraising. The actual approximate cost per student is approximately \$1,200 for six weeks of programming.

SUPPORTING DOCUMENTS & RESOURCES: Co-Op Sleepaway Policy

POLICY FOR OFFERING CO-OP REGISTRATION TO FAMILIES WHOSE CHILDREN WILL BE GONE FOR SLEEP AWAY PROGRAMS

1. We review each situation on a case by case basis.
2. We have one strict rule: Any student who can not attend at least half of the Co-Op days can not attend Co-Op. (This year that is any student who would be at Co-Op for less than 15 days)
3. Otherwise, we weigh several factors when making our decision. Factors that we consider when we make our decision:
 - Whether or not there are other children who can attend for six weeks who need the spot
 - The overall needs of the child
 - The overall financial situation of the family.