
Report of the Co-Op Steering Committee November 2016

A Committee formed to consider the importance of Co-Op Summer Enrichment for
the Mamaroneck School District

Led by The STEM Alliance of Larchmont-Mamaroneck

History

- Established over 40 years ago and the Co-Op program has been primarily funded by the Mamaroneck School District with a history of cooperative responsibility of the program with local municipalities.
 - Co-Op offers academic and recreation experiences to approximately 230 elementary students and 90 middle school students.
 - Students qualify due to financial or academic need.
 - Special education students who qualify for mandated three hours of Extended School Year services participate in the full, enriching camp day
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2016 Community Efforts to Restore Co-Op Funding

- Grassroots Community Group Formed
 - In Spring 2016, a group of concerned community members formed to
 - Raise money to restore the needed funds to offer elementary Co-Op for Summer 2016
 - Raise awareness about the need for Co-Op through a PR campaign
 - Coordinate the voices of parents and community groups who value the need for summer enrichment for students with limited resources and high need
 - The STEM Alliance of Larchmont-Mamaroneck proposed a subcontractor relationship with the District to lead the Co-Op Summer Program with the following goals:
 - Create hands-on, constructivist learning experiences for youth in the summer
 - Provide an experimental platform for educators to explore projects & pedagogy
 - Increase access & equality of access to applied STEM learning experiences
 - Employ teens to elevate them to leadership role & expand their STEM knowledge
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The Steering Committee

- Understanding the need for community ownership of the Co-Op Program, the STEM Alliance formed a Co-Op Steering Committee with the following goals:
 - Articulating the importance of school-based summer enrichment for at-risk and/or underserved students
 - Clarifying the program's design priorities
 - Scripting program goals





Co-Op Steering Committee Members (not all members present)

Front Row: Giovanni Zapata, Paul Swiatocha, Frank LoCurto, Emmanuel Rawlings, Rob Andrews, Alexi Mentzer, Owen Coady, Amy Estersohn, Travis Sluss & Javier Guzman

Back Row: Michelle Burton, Neill Alleva, Steven Warner (ex-officio), Iris Hernandez, Richard Kushel, Jon Sacks, Jirandy Martinez & Meg Käufer

Mantra

***Equal access to quality programs
because summer matters.***

Research on Impact of Summer Enrichment

Research on Summer Programs

- Dozens of impact studies over decades
- Dozens of designs
 - quantitative & qualitative
 - longitudinal and short term
 - perceptions and outcomes
- Dozens of targeted indicators
 - Academic
 - Behavioral
 - Student Engagement
 - Safety
 - Health & Wellness
 - Attendance
 - Confidence
 - Increased family engagement

ALL REACH THE SAME CONCLUSION:

“More than a decade of research confirms that quality afterschool programs are providing rich learning experiences for students, helping to narrow existing opportunity and achievement gaps, and positioning students toward a bright future as they move through school, career and life.”

Afterschool Fostering Student Success in NY
A publication of the Afterschool Alliance
May 2016

The research is unequivocal about the multiple, positive outcomes of quality “out-of-school time” enrichment programs.

A few sample study results

- Participants in YMCA of Greater NY program
 - demonstrated statistically significant gains in math scores compared to matched nonparticipants. Participants also had statistically significant gains in attendance compared to matched nonparticipants. (2005)
 - Demonstrated statistically significant and moderate-to-large improvements in task motivation, frustration tolerance, learning skills, acting out, peer social skills, assertive social skills, shyness/anxiety and on the overall behavior scale (2005)
- Review of a “Building Education Leaders for Life (BELL) Summer program in Indiana found that middle school students furthest behind performing at grade level in reading & math saw the greatest improvement in scores - gaining 7.2 months of reading skills & 7.5 months of math skills during the course of the summer program. (2012)

SOURCE: *Evaluations Backgrounder: A Summary of Formal Evaluations of Afterschool programs' Impact on Academics, Behavior, Safety and Family Life*, www.afterschoolalliance.org, (MARCH 2015)

A few sample study results

- A national study spanning 35 enrichment programs found that students regularly participating showed the following results:
 - Improvements in work habits
 - Higher levels of persistence
 - Reductions in reports of misconduct such as missing school

SOURCE: *Afterschool Fostering Student Success in New York*, www.afterschoolalliance.org, (MAY 2016)

Themes in Impact Research

- Summer enrichment positively impacts academic achievement
 - The higher the participation - the higher the impact
 - The more severe the risk factors - the higher the impact
 - Academic gains tend to be long term
 - Impact extends well beyond the student to family, community, educators, & teenagers
 - Impact goes beyond academic achievement to engagement at school
 - Programs are spreading much needed applied STEM experiences
 - Programs promote health & wellness
 - Programs support working families
 - Programs decrease parental anxiety
 - Achievement gap caused by summer slide is cumulative
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Overall, the research shows that
school year learning
&
summer programs
are inextricably linked.

Co-Op Steering Committee Primary Recommendations

MUFSD should support equal access to
summer enrichment
as an explicit financial and policy priority.

MUFSD should hire an outside

Community Based Organization

to implement the Co-Op Summer Enrichment Program and
to focus on the continuous quality improvement of the program.

Co-Op Steering Committee Secondary Recommendations

The Co-Op Steering Committee makes the following secondary recommendations:

- 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 academic or social-emotional growth needs
 - Any District student is eligible once priority seats have been filled
 - Co-Op Summer Enrichment program should have a strong focus on hands-on, project-based learning that promotes learning through “serious play” in the spirit of summer.
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Secondary recommendations continued:

- Co-Op Leadership should be a shared leadership team structure.
 - Co-Op should increase the number of local teenagers in leadership positions as well as emphasize the importance of their peer mentoring role.
 - Professional Development should be a critical element of Co-Op
 - To promote innovative teaching
 - To better leverage the leadership of teenagers as leaders
 - To attract skilled educators to work at the program
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Secondary recommendations continued:

- Programming should emphasize creative integration of STEM and reading programs to mitigate summer slide.
 - Assessment of Co-Op's quality should be a blended assessment model that relies on traditional assessment metrics and continuous quality improvement using a customized Quality Self-Assessment tool.
 - Co-Op Summer Enrichment requires a twelve month implementation timeline to achieve quality programming.
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