

Quality Standards for Expanded Learning in CA

Scholastic LitCamp®

Safe and Supportive Environments

Safe and supportive environment in action

Programmatic Level

- Program directors work closely with school leaders to create school-aligned health and safety procedures for the expanded learning program.
- The program develops policies and procedures to:
 - i. Clearly communicate health, safety, and behavior procedures with staff, participants, and families.
 - ii. Clearly identify the health and medical needs of participants.
 - iii. Ensure that staff are easily identifiable to participants, families, and other stakeholders (e.g., staff shirts, vests, badges, etc.).
 - iv. Ensure that staff, participants, families, and school partners understand where participants are located throughout the duration of the program. • Ensure that staff are trained in safety and first aid.
 - v. Clearly document and communicate incidents (i.e. written reports and phone records).
 - vi. Maintain an easily accessible list of all participants with current emergency contacts for program activities and field trips.
- The program connects participants and families to services, organizations and other resources that provide support beyond after school and summer programming (e.g., food security, health and mental health services, parent education, and other identified needs).

Families are encouraged to be part of LitCamp by sharing stories, dropping in, and by reading aloud (or having their children read aloud to them) both at home and at camp. The LitCamp Leader’s Guides include Letters in both English and Spanish that can be sent home to families to help them support the work done at LitCamp. The Leader’s Guides also include an invitation that can be sent to families to invite them to visit LitCamp and join in the camp celebrations. LitCamp Leader’s Guides (All Bunks) page xvii; also:

LitCamp Leader’s Guides (All Bunks) pages 81-82 (family letters)

LitCamp Leader’s Guides (All Bunks) page 83 (family invitation)

Staff Level

- The staff respectfully welcome and release participants from the program.
- Staff intentionally build and maintain trusting, nurturing, and supportive relationships with participants.
- Staff intentionally identify participant strengths, interests, and learning styles, and encourage participants to develop skills related to their strengths and interests.
- Staff hold participants to high expectations for

- Every LitCamp Lesson begins with an Opening Campfire where campers are greeted by Leaders and all share an opening song and community-building activity. For example:
 LitCamp Leader’s Guide (Red Bunk) page 1 Opening Campfire (“Greet your campers by name as they enter.”)
 LitCamp Leader’s Guide (Orange Bunk) page 57 Opening Campfire (“Greet your campers by name as they enter.”)
 LitCamp Leader’s Guide (Turquoise Bunk) page 41 Opening Campfire (“Greet your campers by name as they enter.”)
 LitCamp Leader’s Guide (Green Bunk) page 9 Opening Campfire (“Great your campers by name as they enter.”)

behavior and achievement by:

- i. Actively acknowledging positive behavior and participant accomplishments.
- ii. Calmly intervening when youth or adults are engaged in physically and/or emotionally unsafe behavior.
- iii. Staff participate in on-going health and safety procedures, trainings, and practice drills with participants.

LitCamp Leader's Guide (Blue Bunk) page 1 Opening Campfire ("Greet your campers by name as they enter.")

LitCamp Leader's Guide (Purple Bunk) page 5 Opening Campfire ("Greet your campers by name as they enter.")

- A trusting, nurturing and supportive relationship between campers and adults is a key component of the LitCamp program. Research shows that the key to a child's resiliency in the face of adversity is the presence of at least one supportive adult figure. In order to develop the resiliency of each child, LitCamp is built around the 7 Strengths Model. Campers flourish with the kind of supportive and stable leadership that encourages children to cultivate internal strengths within themselves. LitCamp Leader's Guides (All Bunks) page v.
- LitCamp prioritizes deep engagement with texts through independent reading. The role of Leaders is to facilitate Independent Reading by coaching and supporting campers as they navigate through book choices and to connect those choices to the instruction in a way that feels natural. Leaders can gently guide campers to books they will enjoy and understand. Leaders will also confer with students about their independent reading to help them develop skills related to their interests. LitCamp Leader's Guide (All Bunks) pages xii-xiii. See, for example
LitCamp Leader's Guide (Red Bunk) page 7 (suggesting the Leader ask How does it feel to read a book all by yourself? And Did you like this book? Why?)
LitCamp Leader's Guide (Orange Bunk) page 71 (suggesting the Leader ask How are you getting your mind ready to read your informational text?)
LitCamp Leader's Guide (Turquoise Bunk) page 47 (suggesting the Leader ask Can you show me a page that made you wonder?)
LitCamp Leader's Guide (Green Bunk) page 43 (suggesting the Leader ask What is something you have learned from your book?)
LitCamp Leader's Guide (Blue Bunk) page 15 (suggesting the Leader ask What are you noticing, wondering, or thinking about the characters in your books?)
LitCamp Leader's Guide (Purple Bunk) page 7 (suggesting the Leader ask How are the characters unique? How are they part of a community?)
- Affirmation and praise are crucial aspects of LitCamp. Affirmation involves a quick, often immediate recognition of a camper's positive behavior. Praise is more thoughtful and specific. LitCamp includes two specific praise routines: Shooting Stars and Marshmallows. LitCamp Leader's Guides (All Bunks) page xv. A Praise and Affirmation section is included as part of every Lesson's Closing Campfire. Leaders are instructed to "[o]ffer concrete praise and affirmation for reading steps or new things the campers have tried today and/or ways they have demonstrated one of the 7 Strengths." See Closing Campfire activity in every LitCamp Lesson Plan (All Bunks).

Participant Level

- Participants and staff share responsibility in building a sense of community and belonging.
- Participants actively co-create behavioral agreements in collaboration with program staff.

- Belonging is one of LitCamp's 7 Strengths. By sharing their inner voices with each other, campers create a community of openness and respect. LitCamp Leader's Guide page vi; see also Camp Chat activities included with every other LitCamp lesson. Each Bunk of LitCamp includes specific lessons designed to develop a sense of community and belonging.

For example:

LitCamp Leader's Guide (Red Bunk) Lesson 1: Community Building; Lesson 2: Community Building; Lesson 3: Belonging; Lesson 4: Belonging

LitCamp Leader's Guide (Orange Bunk) Lesson 1: Community Building; Lesson 2: Community Building; Lesson 3: Belonging; Lesson 4: Belonging

LitCamp Leader's Guide (Orange Bunk) Lesson 1: Community Building; Lesson 2: Community Building; Lesson 3: Belonging; Lesson 4: Belonging

LitCamp Leader's Guide (Turquoise Bunk) Lesson 1: Community Building; Lesson 2:

Community Building; Lesson 3: Belonging; Lesson 4: Belonging

LitCamp Leader's Guide (Green Bunk) Lesson 1: Community Building; Lesson 2: Community Building; Lesson 3: Belonging; Lesson 4: Belonging

LitCamp Leader's Guide (Blue Bunk) Lesson 1: Community Building; Lesson 2: Community Building; Lesson 3: Belonging; Lesson 4: Belonging

LitCamp Leader's Guide (Purple Bunk) Lesson 1: Community Building; Lesson 2: Community Building; Lesson 3: Belonging; Lesson 4: Belonging

- LitCamp includes specific suggestions for group discussion protocols. A brief list of Camp Chat rules is included in the Leader's Guide. LitCamp Leader's Guides (All Bunks) page 115.

In addition, the first Lesson in each LitCamp Bunk includes a Community Building Activity focused on the campers and the Leader developing a Camp Agreement List of appropriate behaviors and practices.

For example:

LitCamp Leader's Guide (Red Bunk) page 1 Camp Agreement List.

LitCamp Leader's Guide (Orange Bunk) page 1 Camp Agreement List.

LitCamp Leader's Guide (Turquoise Bunk) page 1 Camp Agreement List.

LitCamp Leader's Guide (Green Bunk) page 1 Camp Agreements.

LitCamp Leader's Guide (Blue Bunk) page 1 Camp Agreements.

LitCamp Leader's Guide (Purple Bunk) page 1 Camp Agreement List.

Quality Standards for Expanded Learning in CA	Scholastic LitCamp®
<p>Active and Engaged Learning Active and engaged learning in action</p> <p>Programmatic Level</p> <ul style="list-style-type: none"> The program provides a variety of activities that are hands-on, project-based, and result in a culminating product. The program uses participant feedback, assessments, and evaluations to guide the development of training, curricula, and projects that fully meet participants’ needs and interests. 	<ul style="list-style-type: none"> Each LitCamp lesson includes aspects of vocabulary development, deep engagement with the daily text, and active connection-building to encourage reflection and discussion among campers. Every lesson includes a Bring the Text to Life activity featuring active learning; a Community Lit segment focusing on speaking and listening skills; and a Writing Power activity to extend learning about the read-aloud text and the 7 Strengths. LitCamp Leader’s Guide (All Bunks) pages viii-ix. LitCamp Writing projects are hands-on and include: <u>Infographics</u> (Red Bunk Lesson 2, Lesson 20) (Orange Bunk Lesson 2, Lesson 20) (Turquoise Bunk Lesson 2, Lesson 20) (Green Bunk Lesson 2, Lesson 20) (Blue Bunk Lesson 2, Lesson 20) (Purple Bunk Lesson 2, Lesson 20); <u>Formal Notes/Letters</u> (Red Bunk Lesson 8), (Orange Bunk Lesson 7, Lesson 8), (Blue Bunk Lesson 10, Lesson 13, Lesson 17); <u>Observation Logs</u> (Red Bunk Lesson 12); <u>Narrative Writing</u> (Red Bunk Lesson 17, Lesson 18), (Orange Bunk Lesson 4, Lesson 9, Lesson 15, Lesson 18), (Turquoise Bunk Lesson 9, Lesson 10, Lesson 13, Lesson 16), (Green Bunk Lesson 6, Lesson 16), (Blue Bunk Lesson 4, Lesson 12, Lesson 16, Lesson 18), (Purple Bunk Lesson 3, Lesson 6, Lesson 12); <u>Informational/Explanatory Writing</u> (Orange Bunk Lesson 11, Lesson 12, Lesson 13, Lesson 16), (Turquoise Bunk Lesson 4), (Green Bunk Lesson 10, Lesson 18), (Blue Bunk Lesson 6, Lesson 8, Lesson 15), (Purple Bunk Lesson 11, Lesson 14, Lesson 15); <u>Opinion Pieces</u> (Turquoise Bunk Lesson 6, Lesson 15), (Green Bunk Lesson 1, Lesson 5), (Blue Bunk Lesson 3), (Purple Bunk Lesson 18); <u>Poetry</u> (Turquoise Bunk Lesson 7), (Green Bunk Lesson 11, Lesson 15); <u>Reflections</u> (Turquoise Bunk Lesson 12, Lesson 19), (Green Bunk Lesson 7, Lesson 13), (Purple Bunk Lesson 10); <u>Book Review</u> (Blue Bunk Lesson 9); <u>Advice Column</u> (Purple Bunk Lesson 8); <u>Autobiography</u> (Purple Bunk Lesson 16). LitCamp includes Assessment Rubrics designed to offer Leaders opportunities to study their campers through the lens of the 7 Strengths as they participate in reading, writing, and speaking and listening activities. The focus of the Assessment Rubrics is on engagement, enjoyment, collaboration, community, and identity. LitCamp Leader’s Guide (All Bunks) page xviii; see also LitCamp Assessment Rubrics in the Leader’s Guides (All Bunks) pages 116-119
<p>Staff Level</p> <ul style="list-style-type: none"> Staff give participants the experience of learning through multiple senses. Staff give participants the opportunity to work in groups that have a clear purpose. Staff provide activities that raise awareness, promote thought-provoking discussion and support collaborative interaction with others in the larger community, other cultures, and even globally. Staff provide opportunities for participants to think critically, as well as act on issues and opportunities that are important but also of high interest and relevance to them. 	<ul style="list-style-type: none"> LitCamp Best Practices include several rituals and routines which give campers the experiences of learning through multiple senses. For example, campers participate daily in listening to books read aloud by the Leader. Campers also “Turn and Talk” with a partner to reflect upon and discuss possible responses to questions about the read-aloud. Campers also deeply engage texts through independent reading. LitCamp Leader’s Guide (All Bunks) pages xi-xiii. In addition, other LitCamp activities are designed to provide other sensory learning experiences. For example: LitCamp Leader’s Guide (Red Bunk) page 2 Bring the Text to Life: Get the Rhythm (campers learn each other’s names while participating in a dance and rhythm activity) LitCamp Leader’s Guide (Orange Bunk) page 24 Writing Power: A New Friend (campers draw a picture of a new camp friend trying include details that are similar between them and their friend)

LitCamp Leader's Guide (Turquoise Bunk) page 78 During Reading (campers close their eyes and imagine a sunset, comparing the colors in their mind to the colors in the read-aloud's illustrations)

LitCamp Leader's Guide (Green Bunk) page 26 Bring the Text to Life: Mingle, Mingle, Mingle (campers explore their similarities and differences in an active learning game)

LitCamp Leader's Guide (Blue Bunk) page 66 Bring the Text to Life: Guess My Superhero (campers act out short scenes)

LitCamp Leader's Guide (Purple Bunk) page 66 Bring the Text to Life: Hope Scenes (campers create skits showing characters working toward nurturing friendships)

- Discussing texts with partners and small groups is an integral part of the LitCamp program. After a text is read aloud, the Leader poses a question about the text and all campers turn to a partner and reflect upon possible responses. This Turn and Talk activity keeps all campers actively engaged, involved and accountable in the instruction. In addition, students participate in Camp Chat activities in every other LitCamp lesson. These activities help students discover the link between sharing books and belonging to a community of friends and readers. LitCamp Leader's Guide (All Bunks) page xii.
For example:
LitCamp Leader's Guide (Red Bunk) Lesson 8 (campers in small groups discuss how book characters showed kindness)
LitCamp Leader's Guide (Orange Bunk) Lesson 6 (campers in small groups discuss friendship)
LitCamp Leader's Guide (Turquoise Bunk) Lesson 10 (campers in small groups discuss different types of strength and why they are important)
LitCamp Leader's Guide (Green Bunk) Lesson 16 (campers in small groups discuss the role of reading in their lives)
LitCamp Leader's Guide (Blue Bunk) Lesson 16 (campers in small groups discuss whether characters in real life can be as courageous as characters in books)
LitCamp Leader's Guide (Purple Bunk) Lesson 17 (campers discuss their hopes for the future).
- Leaders facilitate active read-aloud sessions and discussion groups which teach campers how to think critically and creatively about a text. LitCamp lesson plans focus on asking open-ended questions to cultivate campers' curiosity and an attitude of being "forever learners." LitCamp Leader's Guide (All Bunks) page vii. For example:
LitCamp Leader's Guide (Red Bunk) page 30 During Reading ("Who can use the illustration to figure out this difficult word that begins with letter G?")
LitCamp Leader's Guide (Orange Bunk) page 50 During Reading ("I can see the class community ended up supporting Suki. What would you have done if you were in Suki's class? Why?")
LitCamp Leader's Guide (Turquoise Bunk) page 26 After Reading ("What can we learn from this story about the power of kindness?")
LitCamp Leader's Guide (Green Bunk) page 66 After Reading ("What can we learn about hope and determination to apply to our own lives?")
LitCamp Leader's Guide (Blue Bunk) page 42 After Reading ("If you could talk with the book's author, what questions would you want to ask him about his book?")
LitCamp Leader's Guide (Purple Bunk) page 74 During Reading ("If speaking out was against the law, why did Nelson do it?")

Participant Level

- Participants gather evidence to support their ideas and understand other perspectives.
- Participants use modern technology to support their learning.
- All participants in group work are engaged, cooperate in the group's accomplishments, and are accountable to one another.

- By participating in Turn and Talk partner discussions and larger Camp Chat groups, LitCamp campers learn to support their own ideas and to understand other's perspectives. LitCamp Leader's Guide (All Bunks) pages xii-xiii. In addition, Campers gather evidence from texts to support their ideas in many LitCamp Reading Power activities.
For example:
LitCamp Leader's Guide (Red Bunk) Lesson 2 (working in pairs, campers use *One World, One Day* text to find out how children around the world are alike and different)
LitCamp Leader's Guide (Orange Bunk) Lesson 13 (working with a partner, campers use *Suki's Kimono* text to find details of Japanese culture and Suki's confidence)
LitCamp Leader's Guide (Turquoise Bunk) Lesson 16 (working with partners, campers reread

Doctor DeSoto and ask each other "I wonder" questions)

LitCamp Leader's Guide (Green Bunk) Lesson 4 (campers study illustrations in *Crow Call* to understand emotions represented and discuss their findings with the group)

LitCamp Leader's Guide (Blue Bunk) Lesson 14 (working with partners, campers find details in *Bobby the Brave (Sometimes)* to answer questions and predict themes)

LitCamp Leader's Guide (Purple Bunk) Lesson 8 (campers find textual evidence in *Long Shot* to answer questions about how the main character has changed over the course of the story).

- In the Turn and Talk portion of LitCamp, the Leader poses a question about the read-aloud text to all campers. Campers then turn and discuss possible responses with a designated partner. This practice keeps all campers actively engaged, involved and accountable to one another. LitCamp Leader's Guide (All Bunks) page xii.

Skill Building

Skill building in action

Programmatic Level

- The program supports projects and activities in which participants demonstrate mastery by working toward a final product or presentation.
- The program supports activities in which participants develop and demonstrate 21st century skills.

- The focus of LitCamp is on developing supportive communities where campers learn to value their own and others’ stories, become powerful readers, and use literature as a guide as they navigate their own lives and tell their own stories. Therefore, the LitCamp Assessment Rubrics focus on engagement, enjoyment, collaboration, community and identify. LitCamp Leader’s Guide (All Bunks) pages iii and xviii. LitCamp does offer Extension Projects which bring together the themes of four Lesson groups and lead to a finished project.
For example:
LitCamp Leader’s Guide (Red Bunk) pages 84-85 Extension Projects (creating collages, alphabet books, camp history book)
LitCamp Leader’s Guide (Orange Bunk) pages 84-85 Extension Projects (creating puppets, Q&A book, camp history book)
LitCamp Leader’s Guide (Turquoise Bunk) pages 85-85 Extension Projects (creating collages, writing letters, designing model neighborhoods)
LitCamp Leader’s Guide (Green Bunk) pages 84-85 Extension Projects (retelling a story with different characters and setting, creating a survey, camp history book)
LitCamp Leader’s Guide (Blue Bunk) pages 84-85 Extension Projects (creating Friendship Cartoons, Q&A book, confidence boosters)
LitCamp Leader’s Guide (Purple Bunk) pages 84-85 Extension Projects (describing imagined civilization, research activity, camp history book)
- LitCamp is built around the 7 Strengths Model, a rich and purposeful framework that builds the confidence, curiosity, courage, hope, friendship, belonging, and kindness of each camper. Children flourish with the kind of supportive and stable leadership that encourages children to cultivate internal strengths within themselves for the tools to succeed in college, career, and a civic-minded world. LitCamp Leader’s Guide (All Bunks) page v. Campers work on communication and collaboration skills daily through working with partners and larger groups while discussing the read-aloud text, working on Reading Power activities, and participating in Camp Chats. Campers explore Information, Media and Technology in a few LitCamp activities. For example:
LitCamp Leader’s Guide (Green Bunk) page 54 Bring the Text to Life: Social Media Profile Page (working in small groups, campers create a social media profile page for Justice Sonia Sotomayor)
LitCamp Leader’s Guide (Blue Bunk) page 30 Bring the Text to Life: Kindness Commercial (working in groups, campers create an advertisement teaching others how to be kind)
LitCamp Leader’s Guide (Purple Bunk) page 22 Bring the Text to Life: Pedro’s Presidential Poster (students create campaign poster)

Staff Level

- Staff select or create projects that relate to young people's lives.
- Staff develop learning goals for each activity and communicate these goals to youth.
- Staff facilitate activities and conversations that increase participants' 21st century skills, sense of personal and social responsibility, and understanding of life and career options.
- Staff use practices that support mastery such as:
 - i. Providing youth with opportunities to practice skills
 - ii. Sequencing activities to allow participants to build on previously learned skills.
 - iii. Facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures
 - iv. Helping youth make links between the activity and their lives outside of the program

- The LitCamp curriculum uses a strength-based model to build children's literacy and resilience skills side by side. The core ideas of the 7 Strengths center literacy learning around children's own stories and connect reading and writing experiences back to students' own lives. LitCamp Leader's Guide (All Bunks) page vi.

For example:

LitCamp Leader's Guide (Red Bunk) page 32 Writing Power: Thank You Note (campers write a thank-you note to someone who has shown them kindness)

LitCamp Leader's Guide (Red Bunk) page 56 Writing Power: Write an "I Did It!" Sentence (campers identify a time when they tried hard to learn something new)

LitCamp Leader's Guide (Turquoise Bunk) page 64 Writing Power: Examples of Courage ("Today, you will write about a time when you were courageous.")

LitCamp Leader's Guide (Green Bunk) page 64 Writing Power: Personal Statement (group discusses different kinds of courage and campers write about a time they showed a particular type of courage)

LitCamp Leader's Guide (Blue Bunk) page 24 Writing Power: Comparing Friendships (campers compare friendships in their own lives to those in *Because of Winn-Dixie*)

LitCamp Leader's Guide (Purple Bunk) page 16 Writing Power: My Dream Team (campers write about the people who support them the most)

- Learning goals for each LitCamp unit are listed at the beginning of each unit under Unit Goal and Objectives. See individual Unit Lesson Plans in each LitCamp Leader's Guide. Leaders communicate these goals to campers when introducing the read-aloud text, when teaching the Reading Power Activity, and when introducing the Writing Power activity.

For example:

LitCamp Leader's Guide (Red Bunk) Lesson 14 Read Aloud: Whistle for Willie, Introduce the Book ("We are going to learn about a boy who has the confidence to keep trying to reach his goal of learning to whistle."); Reading Power: Picture Walk ("We should read the illustrations, just like we read words."); Writing Power: Write an "I Did It!" Sentence ("In the book, Peter felt confident enough to try something new, whistling. What have you tried hard to learn?")

LitCamp Leader's Guide (Orange Bunk) Lesson 4 Read Aloud: Bigmama's Introduce the Book ("I know this is a true story about the author's memories of when he was a little boy. What might his book teach us about belonging?"); Reading Power: Understanding the Narrator ("Now we're going to go back together through the book and list the details we learned about the narrator as we read."); Writing Power: A Favorite Memory ("Today I want you to think about a favorite memory you have.")

LitCamp Leader's Guide (Turquoise Bunk) Lesson 12 Read Aloud: Boy, Were We Wrong About Dinosaurs! ("What are you curious about when you look at the cover?"); Reading Power: Compare and Contrast Ways of Thinking ("We're going to think about the two views in this book, the old ways of thinking and the new ways of thinking, and what makes them similar and different."); Writing Power: Making Discoveries ("Today we're going to use a strategy called 3-2-1.")

LitCamp Leader's Guide (Green Bunk) Lesson 18 Read Aloud: Hope for Winter ("Our book today is a true story that demonstrates the importance of never giving up hope, despite having to face very difficult challenges."); Reading Power: Cause and Effect ("Let's look at the results, or effects, of certain events and what happened to cause those events."); Writing Power: Action Statements ("As we conclude our Hope Unit, we will take some time to help ensure that we can realize our hopes. We can do this by setting goals.")

LitCamp Leader's Guide (Blue Bunk) Lesson 7 Read Aloud: Because of Winn-Dixie ("As we read today, we are going to pay particular attention to the way Opal is treating other characters in the book."); Reading Power: Making Inferences ("When I make an inference, I take what I see in the book, think about it, and make a judgement to figure something out about the character or theme of the story."); Writing Power: A Moment of Kindness ("For our writing time today, we will choose one particular

moment of kindness that stood out to us and describe it.”)

LitCamp Leader’s Guide (Purple Bunk) Lesson 2 Read Aloud: Your Fantastic Elastic Brain (“As we read together, pay attention to the facts in the book, and ask yourself what big ideas they have in common.”); Reading Power: Supporting Details (“Now we will go back to the book and identify the details that support these main ideas.”); Writing Power: Heart Map Infographic (“Today, we are going to create infographics to help us find out ways we are similar and ways we are unique.”)

- Each LitCamp unit focuses on one or more of the 7 Strengths. Cultivating these internal strengths provides students with the tools they need to succeed in a college, career, and a civic-minded world. LitCamp Leader’s Guide (All Bunks) page v. Developing Strengths such as Belonging, Friendship, Kindness, Courage and Hope also develops campers’ sense of personal and social responsibility.

For example:

LitCamp Leader’s Guide (Red Bunk) Lesson 5 (Campers will come to better appreciate the theme of friendship as they read about how scary-looking Big Al finds a way to be a true friend to the other fish in the sea.)

LitCamp Leader’s Guide (Orange Bunk) Lesson 2 (Campers explore how people can be both alike and different.)

LitCamp Leader’s Guide (Turquoise Bunk) Lesson 17 (Campers write about an important personal goal and the steps necessary to reach that goal.)

LitCamp Leader’s Guide (Green Bunk) Lesson 10 (Campers reflect upon the Strength lessons from camp and how they can apply those lessons at home, in schools or with other friends.)

LitCamp Leader’s Guide (Blue Bunk) Lesson 18 (Campers write about their hopes and dreams to make the world a better place for themselves and their community.)

LitCamp Leader’s Guide (Purple Bunk) Lesson 15 (Campers write about a time when they had the strength to do something that was right, even if it was hard to do.)

- Opportunities to practice skills and offering constructive feedback are essential aspects of the LitCamp program. For example, campers have daily opportunity to practice listening, speaking, and reading skills in every LitCamp lesson. See LitCamp Leader’s Guide (All Bunks) pages xii-xiii. Leaders are instructed to act as coaches to help students navigate independent reading book choices and to offer praise and affirmation on a daily basis. LitCamp Leader’s Guide (All Bunks) page xv.

Participant Level

- Participants work in groups where they practice skills such as teambuilding, collaboration, and use of effective communication.
- Participants are involved in projects, activities, and events that increase their understanding and use of 21st century skills (e.g., creativity, critical thinking, and information and communications technology).

- Campers participate in group activities as part of every LitCamp lesson. Turn and Talk has campers discuss a question with a partner. Camp Chats involves larger groups discussing their Independent Reading and other reading-related topics. Leaders will model excellent speaking and listening skills as part of these activities. LitCamp Leader’s Guide (All Bunks) page xii. Many other LitCamp activities also involve collaboration and effective communication.

For example:

LitCamp Leader’s Guide (Red Bunk) page 35 Reading Power: Characters and Community (campers work in groups to describe how Gerald became part of the community)

LitCamp Leader’s Guide (Orange Bunk) page 62 Bring the Text to Life: Act It Out! (campers work in groups to act out the read-aloud book)

LitCamp Leader’s Guide (Turquoise Bunk) page 46 Bring the Text to Life: Kids’ News Show (working in small groups, campers design and perform a news show; Leader reviews speaking skills with campers)

LitCamp Leader’s Guide (Green Bunk) page 78 Bring the Text to Life: Book Commercial (campers work in pairs to design and present a commercial for one of their favorite read-alouds)

LitCamp Leader’s Guide (Blue Bunk) page 70 Bring the Text to Life: Please Leave a Message! (working in pairs, campers pretend to be the Nobel Peace Prize Committee leaving a voice mail message for Wangari Maathai; campers give each other feedback)

LitCamp Leader's Guide (Purple Bunk) page 14 Bring the Text to Life: Pedro for President Speech (working in groups of 4-5, campers create a persuasive campaign speech for Pedro and present it to the entire group)

- Each LitCamp lesson includes vocabulary development, deep engagement with the daily text, and active connections with the text, leaders and other campers. Creative activities with each lesson refer back to the particular Strength featured in that lesson. LitCamp Leader's Guide (All Bunks) pages viii-ix. LitCamp projects and activities increase campers' creativity, critical thinking and understanding of information and communications technology.

For example:

LitCamp Leader's Guide (Turquoise Bunk) page 46 Bring the Text to Life: Kids' News Show (whole group reviews speaking skills, then working in small groups, campers choose a news topic, organize story ideas and present a news story)

LitCamp Leader's Guide (Green Bunk) page 54 Bring the Text to Life: Social Media Profile Page (working in small groups, campers create a social media profile page for Justice Sonia Sotomayor)

LitCamp Leader's Guide (Blue Bunk) page 30 Bring the Text to Life: Kindness Commercial ((working in groups, campers create an advertisement teaching others how to be kind)

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<p>Youth Voice and Leadership Youth voice and leadership in action</p> <p>Programmatic Level</p> <ul style="list-style-type: none"> The program provides participants with opportunities and space to share their viewpoints, concerns, or interests in order to impact program practices or policies. This includes opportunities that are led by youth. The program provides opportunities for participants to actively exercise their leadership skills and address real world problems that they identify in their communities. These are activities that require critical thinking, debate, and action planning. The program trains staff to facilitate youth voice and leadership in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals and institutions. 	<p>The LitCamp model uses a strength-based model to build camper’s literacy and resilience side by side. The core ideas of the 7 Strengths center literacy learning around campers’ own voices and connect reading and writing experiences back to the student’s own lives. Leaders are instructed to share their ideas about each Strength with campers, to connect the Strength to the day’s activity, and to affirm campers when they make these connections for themselves. LitCamp Leader’s Guide (All Bunks) page vi.</p>
<p>Staff Level</p> <ul style="list-style-type: none"> Staff encourage and engage participants on a regular basis to share their perspectives regarding program design, what they want to learn and the quality of their experience in the program. Staff work to recognize the leadership potential in all young people, regardless of their age, and provide opportunities for them to develop their leadership skills by providing authentic leadership roles within their after school program. 	<p>Not specifically addressed.</p>
<p>Participant Level</p> <ul style="list-style-type: none"> Participants engage in authentic and meaningful leadership roles that are supported by staff and celebrated by the program. Participants share ownership in the design of program activities. Participants take responsibility for completing projects. Participants express their opinions and feedback in surveys or group discussions regarding what they want to learn about, what they want to be able to do, and the development of program offerings that respond to their interests. Participants reflect on learning experiences (formal and informal) and give their opinion about future learning opportunities. 	<p>Not specifically addressed.</p>

Healthy Choices and Behaviors

Healthy choices and behaviors in action

Programmatic Level

- The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, school, and community.
- The program identifies healthy practices and develops priorities that contribute to the school wellness plan and implementation.
- The program helps staff promote healthy lifestyles by providing professional development and access to age-appropriate curricula and resources.
- The program incorporates nutrition and physical activity into all facets of program design and operating procedures (e.g., fundraising, meals/snacks, policies, curricula, incentives, etc.).

- LitCamp mentors are trained to create safe and supportive communities where children learn to value their own and other’s stories, become powerful readers, and use literature as a guide as they navigate their lives and tell their own stories. LitCamp Leader’s Guide (All Bunks) page iii.
- LitCamp has reinvented summer camp to create joyful, high-quality experiential literacy learning. Every lesson includes a Bring the Text to Life activity, often involving singing, dancing or other physical activity. LitCamp Leader’s Guide (All Bunks) page viii.

Staff Level

- Staff provide daily opportunities for participants to engage in developmentally appropriate, research-based nutrition and physical activities that support program goals.
- Staff understand how knowledge, skills, and behaviors around health contribute to academic performance and a positive socio-emotional lifestyle.
- Staff model good nutrition and participation in physical activity during the program.

- Many LitCamp lessons include physical activities such as dancing and movement. For example:
 LitCamp Leader’s Guide (Red Bunk) *I Got the Rhythm* text and page 2 rhythm and movement activity
 LitCamp Leader’s Guide (Red Bunk) page 6 Bring the Text to Life: Ways to Move activity
 LitCamp Leader’s Guide (Red Bunk) page 14 Bring the Text to Life: Dance Party! Activity
 LitCamp Leader’s Guide (Red Bunk) page 26 Bring the Text to Life: Be a Penguin activity
 LitCamp Leader’s Guide (Red Bunk) page 70 Bring the Text to Life: Becoming the Illustration activity
 LitCamp Leader’s Guide (Red Bunk) page 78 Bring the Text to Life: Sound & Motion & Dance Circle! Activity
 LitCamp Leader’s Guide (Orange Bunk) page 6 Bring the Text to Life: Ways to Move activity
 LitCamp Leader’s Guide (Orange Bunk) pages 10, 14, 18, 34, 50, 62 Bring the Text to Life: Act It Out activity
 LitCamp Leader’s Guide (Orange Bunk) page 42 Bring the Text to Life: Animal Moves! Activity
 LitCamp Leader’s Guide (Orange Bunk) page 25 Community Lit: Play Smooth Moves activity
 LitCamp Leader’s Guide (Orange Bunk) page 74 Bring the Text to Life: Sound and Motion
 LitCamp Leader’s Guide (Orange Bunk) page 78 Bring the Text to Life: Dance Circle
 LitCamp Leader’s Guide (Turquoise Bunk) pages 14, 38, 62 Bring the Text to Life: Act It Out activity
 LitCamp Leader’s Guide (Turquoise Bunk) page 28 Community Lit: Rhyming Freeze Tag
 LitCamp Leader’s Guide (Turquoise Bunk) page 36 Community Lit: The Human Knot
 LitCamp Leader’s Guide (Turquoise Bunk) page 74 Bring the Text to Life: Marching Band! Activity
 LitCamp Leader’s Guide (Turquoise Bunk) page 78 Bring the Text to Life: Sound and Motion Dance Circle
 LitCamp Leader’s Guide (Green Bunk) pages 10, 46 Bring the Text to Life: Act It Out! Activity
 LitCamp Leader’s Guide (Green Bunk) page 74 Bring the Text to Life: Jam Session
 LitCamp Leader’s Guide (Blue Bunk) page 10 Bring the Text to Life: Act It Out! Activity

- The LitCamp curriculum uses a strength-based model to build campers’ literacy and resilience skills side by side. The 7 Strengths are Belonging, Curiosity, Kindness, Friendship, Confidence, Courage, and Hope. These core ideas center literacy learning around camper’s own stories and connect reading and writing experiences back to students’ own lives. By valuing and celebrating each child’s strengths and stories, the LitCamp curriculum improves social-emotional development. LitCamp

Leader’s Guides (All Bunks) page vi.

For example:

LitCamp Leader’s Guide (Red Bunk) page 76 Writing Power: Reflecting on Strength (campers create an award for themselves recognizing a strength they have developed during LitCamp)

LitCamp Leader’s Guide (Orange Bunk) page 28 Writing Power: Thank You Letter (campers write a thank you letter to someone who has shown them kindness)

LitCamp Leader’s Guide (Turquoise Bunk) page 72 Writing Power: Hopes for My Future (campers describe an imagined and hopeful future for themselves)

LitCamp Leader’s Guide (Green Bunk) page 56 Writing Power: Wish List (campers list thing they would like to do if they had total confidence and identify if something on their list that they could try now)

LitCamp Leader’s Guide (Blue Bunk) page 80 Writing Power: Heart Map (campers reflect upon their 7 Strength memories from camp and how they have developed those Strengths)

LitCamp Leader’s Guide (Purple Bunk) page 60 Writing Power: Courage Explanation (campers identify a time when they acted with courage)

Participant Level

- Participants have a voice and choice in creating and maintaining a healthy culture and environment within their program.
- Participants apply their knowledge and experience around nutrition, healthy lifestyles, and physical activity, in order to influence their families, peers, program, and community.

- Campers are encouraged to take the lessons they learn about the 7 Strengths and apply them in their daily lives.
For example:
LitCamp Leader’s Guide (Orange Bunk) page 72 Writing Power: My Hope for the World (campers describe a change they want to see in the world and describe how they could work to make it happen)
LitCamp Leader’s Guide (Green Bunk) page 40 Writing Power: Lessons from Camp (Campers reflect on the Strengths they have studied in camp and explain how they can apply these lessons at home, in school and with other friends.)
LitCamp Leader’s Guide (Blue Bunk) page 72 Writing Power: A Hopeful Future (Campers write about their hopes and dreams to make the world a better place for themselves and their community.)
LitCamp Leader’s Guide (Purple Bunk) page 39 Reading Power: Cause and Effect (Campers reflect upon how their sense of belonging, friendship and kindness can have a positive effect on others.)

Diversity, Access and Equity

Diversity, access, and equity in action

Programmatic Level

- The program actively recruits and hires staff that reflects the community of the students served.
- The program states its explicit commitment to diversity and equity in its outreach materials and/or policies.
- The program is aware of and seeks information and strategies to support all participant needs.
- The program creates a welcoming environment by representing the diversity of the participants through program materials, displays, etc.
- The program implements a plan that outreaches to all students at the school site.
- The program celebrates diversity related to participants' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

- LitCamp Leader's Guides (All Bunks) state "[i]n this wonderfully diverse world in which we live, our classrooms and communities will be rich with multiple languages and cultures. This is an asset to the LitCamp experience. We want our English learners to feel fully engaged, motivated, and inspired by the LitCamp world. And we want all campers to benefit from the perspectives and language-learning strategies of our ELLs." LitCamp Leader's Guide (All Bunks) page xvi.
- LitCamp provides specific strategies in every lesson to address the needs of English Language Learners. LitCamp Leader's Guide (All Bunks) page xvi, and EL Support features in each LitCamp lesson. For example:
 LitCamp Leader's Guide (Red Bunk) page 69 (EL Support: To clarify the meaning of the word *rigid*, use exaggerated gestures and facial expressions to demonstrate standing still)
 LitCamp Leader's Guide (Orange Bunk) page 47 (EL Support: If possible, supply campers with dictionaries in their own language so they can look up translations of words they find in their books.)
 LitCamp Leader's Guide (Turquoise Bunk) page 77 (EL Support: Campers who speak Spanish may recognize the link between the spelling and meaning of the English word *mural* and the Spanish word *mural*. They may want to help you explain the origin of the word's meaning to the group by pointing out that in Spanish *muro* means wall.)
 LitCamp Leader's Guide (Green Bunk) page 50 (EL Support: English learners may not be familiar with the game of basketball. This is a good opportunity for other campers to explain the game; define terms such as dribble, layup, and foul shot; and for all of your campers to share information about popular sports that they enjoy.)
 LitCamp Leader's Guide (Blue Bunk) page 36 (EL Support: Help campers prepare to write by discussion their ideas for what they would want to include in each paragraph and having them take notes that they can refer to when they create their reviews.)
 LitCamp Leader's Guide (Purple Bunk) page 37 (EL Support: For campers who speak Spanish, you may want to clarify that although the Spanish word *desastre* appears similar to *disaster*, the Spanish word *catastrofe* is a better link to the kind of disaster addressed in the text's shared today.)
- LitCamp reminds Leaders to learn as much as possible about the campers' backgrounds so that Leaders can be humanely alert and avoid making campers feel uncomfortable because of differences in their personal situations. LitCamp Leader's Guide (All Bunks) "Be Sensitive and Humanely Alert" page xiv. In addition, many of the LitCamp texts celebrate diversity.
 See below:
Race/color: *Lola Loves Stories* (Red Bunk), *Bigmama's* (Orange Bunk), *Yo! Yes?* (Orange Bunk); *Looking Like Me* (Turquoise Bunk), *Jackie Robinson* (Turquoise Bunk), *Sonia Sotomayor: A Judge Grows in the Bronx* (Green Bunk), *Ron's Big Mission* (Green Bunk), *Tito Puente, Mambo King* (Green Bunk), *Testing the Ice* (Blue Bunk), *Crossing Bok Chito* (Purple Bunk)
Religion: *Zen Ties* (Turquoise Bunk)
Age: *Chicken Sunday* (Green Bunk), *Butterfly Boy* (Blue Bunk), *The Matchbox Diary* (Blue Bunk)
Income level: *A Chair for My Mother* (Turquoise Bunk), *The Broken Bike Boy and the Queen of 33rd Street* (Purple Bunk)
National origin: *Suki's Kimono* (Orange Bunk), *My Name is Yoon* (Turquoise Bunk), *For You Are a Kenyan Child* (Turquoise Bunk), *Planting the Trees of Kenya* (Blue Bunk), *Pablo Neruda: Poet of the People* (Blue Bunk), *Nelson Mandela* (Purple Bunk)
Physical Ability: *Giraffes Can't Dance* (Red Bunk), *My Brother Charlie* (Green Bunk), *Butterfly Boy* (Blue Bunk)

<p>Staff Level</p> <ul style="list-style-type: none"> • Staff participate in on-going diversity and sensitivity training. • Staff adapt activities to accommodate the physical and developmental abilities of all participants, and actively encourage their participation in the program. 	<p>The LitCamp Leader’s Guides (All Bunks) remind Leaders to Be Sensitive and Humanely Alert because some topics, even seemingly simple questions, may make some students uncomfortable. A strong sense of community is crucial for LitCamp so Leaders are directed to refer to campers by name, to give praise and affirmation for hard work, and to make sure that all campers feel included in activities. LitCamp Leader’s Guide (All Bunks) page xiv.</p>
<p>Participant Level</p> <p>Participants and staff are comfortable sharing, and are given opportunities to share, from their diverse experiences and backgrounds.</p>	<ul style="list-style-type: none"> • LitCamp fosters a strong sense of community in which each camper’s strengths and stories are valued and celebrated. LitCamp activities such as Turn and Talk and Camp Chat provides campers with opportunities to share their inner voices in a community of openness and respect. Lit Camp Leader’s Guide (All Bunks) page vi. • Several of the LitCamp texts are designed to help campers recognize and celebrate diversity. For example: LitCamp (Red Bunk) <i>One World, One Day</i> text and page 7 Reading Power: Alike and Different activity LitCamp (Orange Bunk) <i>We Are Alike, We Are Different</i> text and page 8 Community Lit; Camp Chat discussion LitCamp (Orange Bunk) <i>Yo! Yes?</i> text LitCamp (Orange Bunk) <i>Chrysanthemum</i> text LitCamp (Orange Bunk) <i>Suki’s Kimono</i> text and page 51 Reading Power: Suki’s Kimono activity LitCamp (Orange Bunk) <i>Unicorn Thinks He’s Pretty Great</i> text LitCamp (Turquoise Bunk) <i>Looking Like Me</i> text LitCamp (Turquoise Bunk) <i>My Name is Yoon</i> text LitCamp (Green Bunk) <i>If the World Were a Village</i> text LitCamp (Green Bunk) <i>My Brother Charlie</i> text

Quality Standards for Expanded Learning in CA	Scholastic LitCamp®
<p>Quality Staff Quality staff in action</p> <p>Programmatic Level</p> <ul style="list-style-type: none"> • The program engages in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning. • The program provides staff and volunteers with: <ul style="list-style-type: none"> i. Clear titles and job descriptions ii. Continuous training and professional development iii. Resources and materials to deliver activities iii. On-the-job coaching • The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program. • The program supports staff with competitive pay. • The program creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality. 	<p>Not specifically addressed.</p>
<p>Staff Level</p> <ul style="list-style-type: none"> • Staff demonstrate ability to: <ul style="list-style-type: none"> i. Deliver a program that meets grant requirements ii. Facilitate and incorporate district and program curricula, research-based youth development principles and best practices in program planning and activities iii. Facilitate activities that engage students in active and meaningful experiences that build mastery and expand horizons iv. Welcome and engage volunteers in roles that meaningfully and effectively support student learning • Staff exhibit: <ul style="list-style-type: none"> i. Integrity, professionalism, caring, and competency as a positive role model ii. Commitment to building positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents 	<ul style="list-style-type: none"> • Although LitCamp focuses on engagement, enjoyment, collaboration, community and personal identity, the LitCamp lessons are correlated to Common Core Standards for English Language Literacy. • LitCamp Leaders are encouraged to model each of the 7 Strengths and to discuss their ideas about each Strength with campers. LitCamp Leader’s Guide (All Bunks) page vi. Leaders are reminded to Be a Role Model when sharing their own connections. LitCamp Leader’s Guide (All Bunks) page xv. LitCamp Leaders are also directed to share campers’ successes with their families and celebrate those successes together. Lit Camp Leader’s Guide (All Bunks) page xviii.
<p>Participant Level</p> <ul style="list-style-type: none"> • Participants are involved in the staff selection process. • Participants have trusting and positive relationships with staff. 	<p>Research shows that the key to a child’s resiliency is the presence of at least one supportive adult figure. LitCamp fosters the relationship between resilience-building and literacy by promoting the kind of supportive and stable leadership that encourages campers to cultivate internal strengths as they develop love of literacy. LitCamp Leader’s Guide (All Bunks) page v.</p>

Quality Standards for Expanded Learning in CA	Scholastic LitCamp®
<p>Clear Vision, Mission and Purpose Clear, vision, mission, and purpose in action</p> <p>Programmatic Level</p> <ul style="list-style-type: none"> • When the program creates its mission, vision, goals, and outcomes, it makes sure all stakeholders participate, including: <ul style="list-style-type: none"> i. Youth ii. Families iii. Program staff iv. School site partners v. Community partners • The program ensures that its vision and mission complement each other and are reflected in program goals and outcomes. • The program monitors progress toward its goals and outcomes • Based on its vision and mission, the program intentionally aligns goals and outcomes with: <ul style="list-style-type: none"> i. Policies and procedures ii. Program plan iii. Budget iv. Staff development v. Communications and marketing material • The program informs participants, families, staff, and partners about their roles and responsibilities in advancing the mission, vision, and goals of the program • The program regularly communicates, reviews, and makes appropriate changes to goals and outcomes in collaboration with all stakeholders. 	<p>Families are encouraged to be part of the LitCamp experience. Leaders update families regularly on their camper’s progress and are also invited to celebrate daily happenings in the LitCamp program. Families are encouraged to become partners by sharing stories, visiting, and reading aloud (or having their children read aloud to them) both at home and at camp. LitCamp Leader’s Guide (All Bunks) page xviii.</p>
<p>Staff Level</p> <ul style="list-style-type: none"> • Staff share program’s mission, vision, goals, outcomes, and planned activities with families through a variety of strategies (e.g., new family orientations, parent nights, etc.). • Staff design activities to make progress toward program’s goals and outcomes. 	<ul style="list-style-type: none"> • The LitCamp Leader’s Guide provides multiple Tips for Family Engagement, including regular communication, encouraging families to read with their children, and inviting families to be part of the camp routine. See LitCamp Leader’s Guide (All Bunks) page xviii. • LitCamp activities include joyful, creative, literacy-building activities that use a whole-child approach to promote success and college and career readiness. LitCamp Leader’s Guide (All Bunks) page iii.
<p>Participant Level</p> <ul style="list-style-type: none"> • Participants know the goals, and outcomes of the program. • Participants provide input that is used to impact the program’s vision, mission, goals, and outcomes. 	<p>Not specifically addressed.</p>

Quality Standards for Expanded Learning in CA	Scholastic LitCamp®
<p>Collaborative Partnerships Collaborative partnerships in action</p> <p>Programmatic Level</p> <ul style="list-style-type: none"> • The program develops collaborative partnerships that are formalized and clearly articulated through written agreements, and are maintained through on-going meetings and other systems of communication. • The program coordinates a seamless and integrated partnership between the instructional day and expanded learning program. • The program actively outreaches and engages potential partners (public and private) in order to sustain program services. • The program uses culturally and linguistically appropriate strategies to engage families as advocates for their children's education and healthy development. • The program trains staff to work collaboratively with internal and external stakeholders in order to achieve program goals. • Decision-making as part of a process of continuous improvement is informed by stakeholders such as: <ul style="list-style-type: none"> i. Parents ii. Community partners iii. District leadership iv. County Offices of Education v. Non-profit organizations vi. Public officials vii. Local businesses viii. Youth • The program seeks to collaborate with the appropriate school, community, regional, statewide, and national stakeholders in order to leverage resources. Rural and frontier programs may have the necessity to seek resources outside of their community. 	<p>Families are encouraged to be part of the LitCamp experience. Leaders update families regularly on their children's progress and are also invited to celebrate daily happenings in the LitCamp program. Families are encouraged to become partners by sharing stories, visiting, and reading aloud (or having their children read aloud to them) both at home and at camp. LitCamp Leader's Guide (All Bunks) page xviii.</p>
<p>Staff Level</p> <ul style="list-style-type: none"> • Staff engage, communicate, and connect parents to information and services available to them within their community and school. • Staff meet regularly, both formally and informally, with partners to discuss data and agree upon program goals and design. • Staff hold collaborative meetings with both internal and external partners to discuss impact, highlights, and areas of growth. 	<p>Families are encouraged to be part of the LitCamp experience. Leaders update families regularly on their children's progress and are also invited to celebrate daily happenings in the LitCamp program. Families are encouraged to become partners by sharing stories, visiting, and reading aloud (or having their children read aloud to them) both at home and at camp. LitCamp Leader's Guide (All Bunks) page xviii.</p>
<p>Participant Level Participants share their experiences and feedback about the program to inform program design.</p>	<p>Not specifically addressed.</p>

Quality Standards for Expanded Learning in CA	Scholastic LitCamp®
<p>Continuous Quality Improvement Continuous quality improvement in action</p> <p>Programmatic Level</p> <ul style="list-style-type: none"> • The program establishes a clearly defined continuous quality improvement process that: <ul style="list-style-type: none"> i. Outlines improvement goals and action steps ii. Includes a timeline with dates for action steps and quality improvement discussions iii. Incorporates feedback from staff, youth, parents, and K-12 partners iv. Describes the information or data needed to assess quality v. Clearly describes the responsibilities and roles for each person on the improvement team • The program develops a set of guiding questions that are related to the program design, desired program outcomes, and impact. • The program creates a plan for how to gather information from multiple sources that will answer the guiding questions and includes: <ul style="list-style-type: none"> i. The type of information for each guiding question ii. Whom to collect information from iii. A timeline for collection • The program establishes a clear procedure for getting consent to collect information from stakeholders that addresses the purpose of the information and how it will be used. • The program records and keeps track of the information it collects in a manner that protects the confidentiality of stakeholders. • The program shares lessons learned and key outcomes from the quality improvement process with stakeholders and requests their feedback. 	<p>Not specifically addressed.</p>
<p>Staff Level</p> <ul style="list-style-type: none"> • Staff demonstrate their commitment to continuous improvement on a daily basis through regular self-assessment of individual performance as well as attending professional development and training opportunities that expand their capacity. • Staff help collect data and are supported in using this data to understand strengths and weakness in programming. • Staff engage participants in the continuous quality improvement process by regularly soliciting their feedback about program activities. • Staff share data about the program strengths and challenges with participants, and involve them in program planning and goal setting sessions. • Staff use outcomes to prioritize future work around program design, professional development, and program practices. 	<p>Not specifically addressed.</p>
<p>Participant Level As age-appropriate, participants are actively engaged in assessing strengths and weaknesses, and provide input for improvement based on quality standards.</p>	<p>Not specifically addressed.</p>

Program Management

Program management in action

Programmatic Level

- The program creates and annually updates manuals that:
 - i. Address fiscal management, personnel policies, and program operation
 - ii. Include clearly defined policies, procedures, practices, and staff/partner roles
 - iii. Adhere to federal, state, and local requirements
- The program creates and distributes user-friendly parent handbooks that describe policies and procedures, and that are available in languages spoken by parents.
- The program has a clear organizational structure, which allows staff to focus on the needs of participants, and includes:
 - i. Staff job descriptions
 - ii. Lines of supervision
 - iii. Information about who to ask for resources
 - iv. The percentage of direct service and administrative costs that is allocated for each position
- The program has a strong fiscal management system that includes:
 - i. A well-documented budget with line item expenses and the duration and amount of each revenue source
 - ii. Enough flexibility for managers at the program and site levels to make allocation decisions as needed throughout the year
- The program has the appropriate insurance to protect staff, administrators, volunteers, participants, and parents.
- The program maintains written agreements that define roles and responsibilities of all subcontractors and partners.

Letters to parents are provided in both English and Spanish. LitCamp Leader’s Guide (All Bunks) pages 81-82.

Staff Level

- Staff at the program and site level use various well-defined channels of communication, including regular meetings, with all stakeholders.
- Staff at the program and site level keep up-to-date and accessible records on all participants and employees.
- Site coordinators manage site-level budgets, have the flexibility to make site-level decisions about spending, track their expenses using the program’s fiscal management system, and have a process for requesting additional funds when needed.
- Managers at all levels take advantage of opportunities to develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs.

Not specifically addressed.

Quality Standards for Expanded Learning in CA	Scholastic LitCamp®
<p>Sustainability Sustainability in action</p> <p>Programmatic Level</p> <ul style="list-style-type: none"> • The program plans for sustainability in its initial design and evolves its strategies over time. • The program monitors trends and makes changes in order to adapt to emerging threats, opportunities, and conditions. • The program communicates its vision and role, and celebrates its impact clearly and regularly across the community and to key stakeholders. • The program has strong internal systems, with resource development and financial management clearly identified as the responsibility of specific staff members. • The program secures new resources to maintain a diverse portfolio of sources. • The program provides staff with an annual overview of the budget and sustainability plan. • The program meets regularly with a range of public and private partners in order to ensure on-going communication and sharing of resources, as well as a common mission, vision, and goals. 	<p>Not specifically addressed.</p>
<p>Staff Level</p> <ul style="list-style-type: none"> • Staff plan strategically to use current funding efficiently. • Staff build broad-based community support by providing high-quality programming that is valued by children, families, school, and community. • Staff cultivate active supporters and honor key champions. 	<p>Not specifically addressed.</p>
<p>Participant Level: Participants are eager and prepared to share their experiences and success with potential supporters and champions.</p>	<p>When LitCampers' families visit the program, students are encouraged to read aloud to their family member(s), share their favorite book that they've read so far, and to select a favorite camp game to play with their family member(s). LitCamp Leader's Guide (All Bunks) page xviii.</p>