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Phillips Brooks House Association

# SUMMER URBAN PROGRAM



# 2019

## Our Mission

The Phillips Brooks House Association (PBHA) strives for social justice. PBHA's Summer Urban Program (SUP) builds positive relationships with youth, families, and community partners to ensure that youth build the social, emotional, and academic skills needed to define, access, and achieve their own success in and beyond PBHA.



## About PBHA

The **Phillips Brooks House Association (PBHA)** is a student-led, staff-supported, community-based nonprofit organization. PBHA is the umbrella for 75+ student-directed programs that address gaps in services in Boston and Cambridge neighborhoods. By utilizing student initiative and working in close collaboration with constituents, our programs meet community needs in innovative, lasting, and meaningful ways.

## About SUP

PBHA's **Summer Urban Program (SUP)** is a network of 11 day-camps and one evening ESL camp located throughout Boston and Cambridge. Together the camps serve 800+ low-income youth, and 90 local teens who work for seven weeks of programming at the affordable rate of \$140 per camper. Campers spend mornings participating in academic enrichment activities and go on exploratory field trips in the afternoon. SUP's social justice-oriented programming aims to combat summer learning loss, develop campers' social-emotional skills, and promote youth leadership.



## SUP by the Numbers

860

youth served  
(K-12)

75

hours of  
classroom instruction

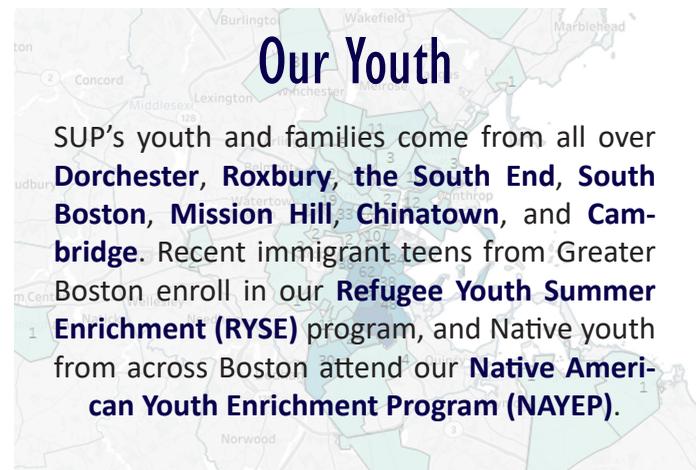
88%

attendance rate



## Our Youth

SUP's youth and families come from all over **Dorchester, Roxbury, the South End, South Boston, Mission Hill, Chinatown, and Cambridge**. Recent immigrant teens from Greater Boston enroll in our **Refugee Youth Summer Enrichment (RYSE)** program, and Native youth from across Boston attend our **Native American Youth Enrichment Program (NAYEP)**.



# CAMPERS

PBHA's youth programs strive to meet the following long term outcomes:

- 1. Academic:** use the necessary competencies and beliefs to achieve success in school.
- 2. Community Engagement:** have leadership, feel belonging, and show responsibility in their communities.
- 3. Future:** take advantage of opportunities toward established goals and make plans of hope and determination.
- 4. Self-Worth:** use positive social skills and self-awareness to make healthy life choices.
- 5. Support System:** access resources and support through positive relationships with a network of adults, peers, institutions, and family.



## SUP Provides Essential Summer Learning

My child's reading and writing skills increased because of camp



My child's math skills increased because of camp



Percentage of parent respondents who agreed or strongly agreed with each statement.



## Restorative Justice Initiative

SUP 2019 implemented a SUP-wide **Restorative Justice (RJ) Initiative**. Unlike traditional disciplinary methods, RJ does not aim to punish. Instead, it aims to prevent harm by building community and trust. Rather than using discipline methods that exclude children, SUP used **Restorative Justice circles**. Using these circles, staff helped campers work through difficult situations as a community, invited families into the process when applicable, and helped mediate conversations about how to prevent harm in the future.

**91%** of campers learned about developing plans for solving a problem  
**95%** learned that working together requires some compromising  
**82%** learned about controlling their temper



**4:1** staff to student ratio

**62%** returning campers (K-8)

**81%** of families earn <\$47K

# JUNIOR COUNSELORS



*"Coming back as a junior counselor at my camp really meant a lot to me. I had been a camper at my camp for six years and a volunteer for one. It meant giving back to the community, seeing the kids I worked with before, and working with amazing staff. It just meant a lot to be working with the community I grew up in."*  
**-SUP Junior Counselor**

The **Leaders!** program provides more than 100 teens from Boston and Cambridge with full-time teaching and mentoring for ten weeks during the summer, and engages 25 of those same teens in intensive college access, mentoring, and leadership development trainings during the school year.



## SUP 2019 Junior Counselor Experience Survey



# Junior Leaders in Communities

In 2019, SUP piloted the **Junior Leaders in Communities (JLinC)** program. JLinC aimed to bridge a programming gap for rising ninth graders within SUP between their last summer as a camper and their first summer as a junior counselor. For the inaugural summer, 14 rising ninth graders participated from six SUP camps. Three days a week participants were on site at the Condon School in South Boston with each other. On these days, they discussed social justice and current events issues that were important to our participants. Two days a week, JLinC participants worked as junior counselors in training at the SUP camps at which they had been campers - helping out in classrooms, chaperoning field trips, and supporting camp directors. We hope to expand this program to more youth in the coming years.

JLinC participants improved the following **Socio-Emotional Learning skills** by **half** or more:

- Empathy
- Assertiveness
- Critical Thinking
- Perseverance
- Character Growth Mindset



**Leaders!: 131 participants**



**JLinC: 14 participants**

# Senior Counselors & Directors

Senior counselors (SCs) & directors are college student staff. Senior counselors oversee and teach a class of 10 campers with a high school junior counselor. Directors, much like a school principal, oversee the day-to-day operations of camp and are responsible for organizing programming during the spring semester in preparation for the summer.



“I’m feeling the ripples of what we’ve done here, and I’m just now fully understanding what it means to be a part of something so much bigger than myself. It has taught me what love and justice truly mean.”

-SUP Director

## SUP staff end of summer survey: To what extent do you believe that you...



Percentage of senior staff who responded that they do “to a large extent” or “to a great extent”.



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