



www.pbha.org

# SUMMER URBAN PROGRAM

a phillips brooks house association program

## Our Mission

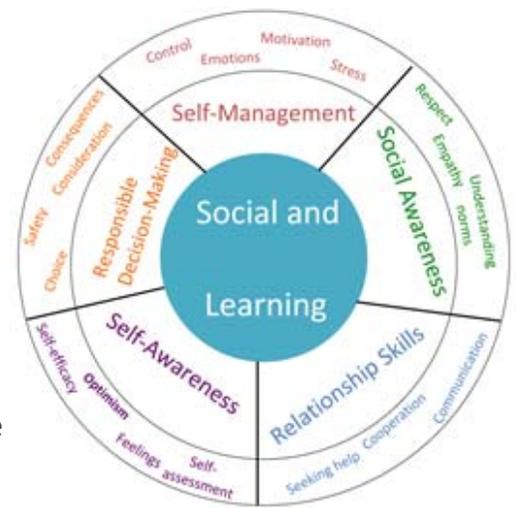
The Phillips Brooks House Association strives for social justice. The Summer Urban Program (SUP) builds positive relationships with youth, families, and community partners to ensure that youth build the social, emotional, and academic skills needed to define, access, and achieve their own success in 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 80+ student-directed programs that strive for change in Boston and Cambridge communities. By utilizing student initiative and working in close collaboration with constituents, our programs meet community needs in innovative ways.

## Summer Urban Program

PBHA's Summer Urban Program (SUP) is a network of 12 day-camps located throughout Boston and Cambridge. Camps serve 800+ low-income youth, and 100 local teens who work, for seven weeks of programming at the affordable rate of \$130 per camper. Campers spend mornings participating in academic enrichment activities and go on exploratory or recreational field trips in the afternoon.



SEL Core Competencies

## Special Initiative Highlight: Social Emotional Learning

In 2016, SUP introduced a new SEL framework into training. The goals of our framework were twofold: 1) training counselors to be attuned to their campers' social and emotional needs and 2) providing them with ways to build classroom environments grounded in SEL. Core competencies adapted from CASEL (Collaborative for Academic, Social and Emotional Learning)

## Our Youth

SUP's youth come from low-income backgrounds in the Dorchester, Roxbury, South End, South Boston, Mission Hill, Chinatown, and Cambridge communities. Recent immigrant teens from Greater Boston area in our Refugee Youth Summer Enrichment, and Native youth from across Boston attend our Native American Youth Enrichment Program.

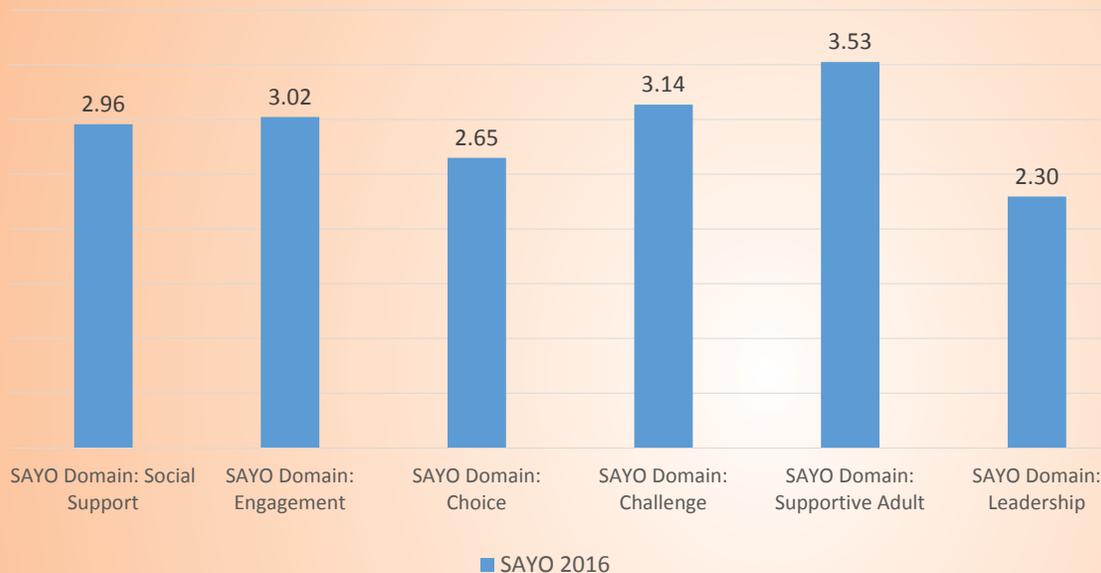


PBHA's youth programs strive to meet the following long term outcomes:



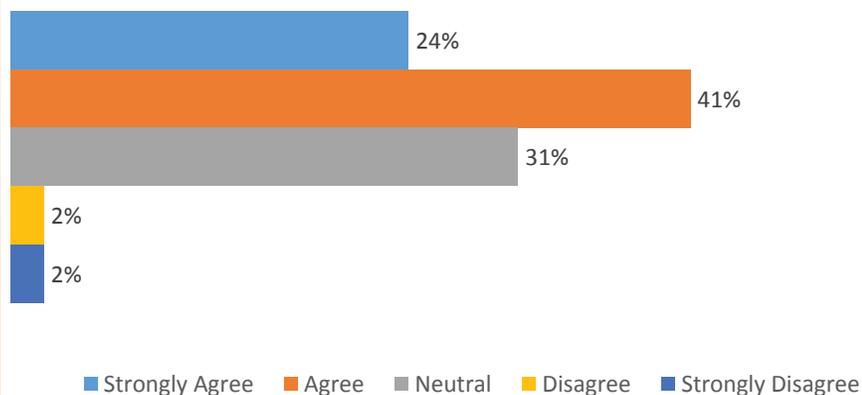
1. **Academic...** use the necessary competencies and beliefs to achieve success in school.
2. **Community Engagement...** have leadership, feel belonging, and show responsibility in their communities.
3. **Future...** take advantage of opportunities toward established goals and make plans of hope and 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.

Survey of Academic and Youth Outcomes - Youth (SAYO-Y) 2016



In 2016, PBHA continued to participate in the Boston Summer Learning Community common measurement project with more than 100 other area programs. The project included youth surveys, full-day observations from the National Institute for Out-of-School Time, and focused training and debrief on social-emotional skill-building and program environment. SUP average ratings from youth surveys landed above the 3.0 benchmark in four out six categories: *Social Support, Supportive Adults, Enjoyment/Engagement, and Challenging in a Good Way*. Two categories remain difficult, as in past years, for agencies city-wide, with averages below benchmark that indicate further training and investment needs: *Opportunities for Leadership/Responsibility and Choice/Autonomy*.

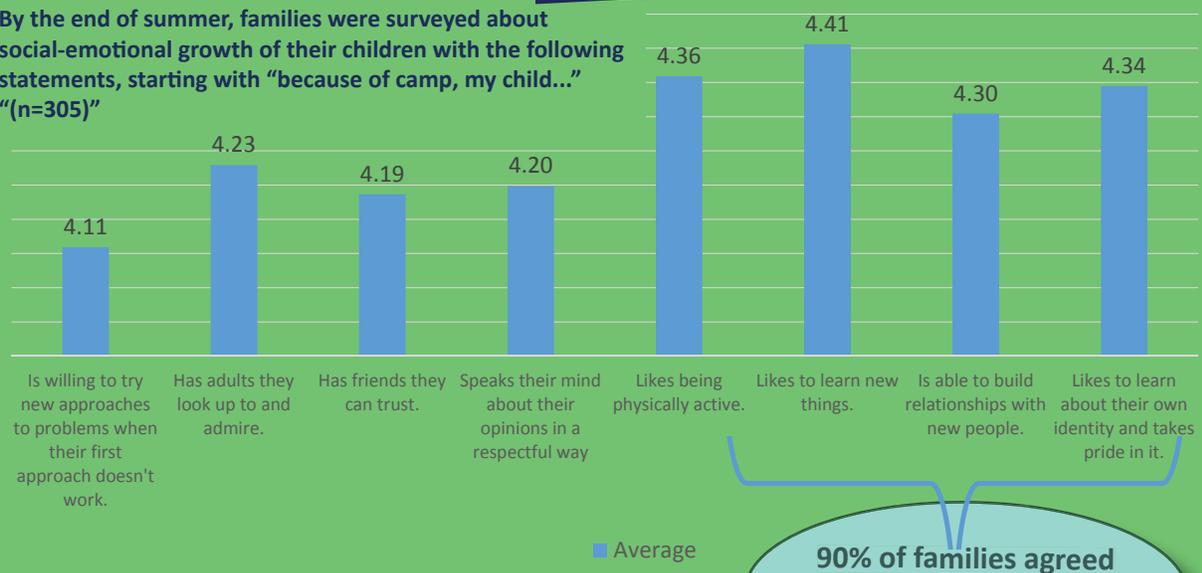
Senior Counselors surveyed: "Campers are socioemotionally prepared for the academic school year."



# PARENTS

*"I felt confident and happy about the activities. My kids had always come home and share what they are learning and the activities they did at camp"*  
**CYEP Parent**

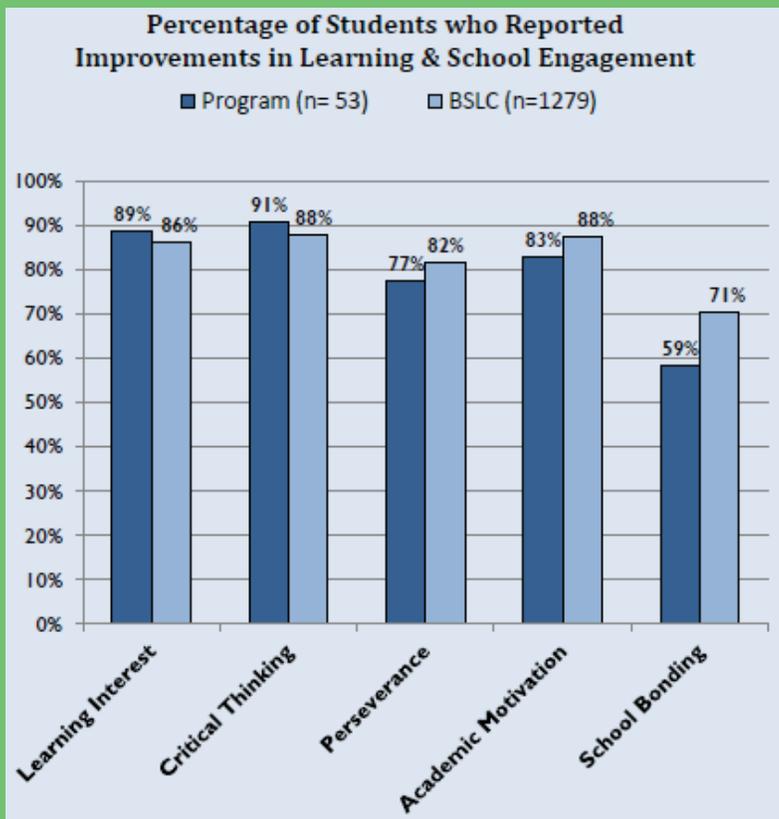
By the end of summer, families were surveyed about social-emotional growth of their children with the following statements, starting with "because of camp, my child..."  
 "(n=305)"



**90% of families agreed or strongly agreed with the last four statements!**

# JUNIOR COUNSELORS

Our junior counselors complete a Holistic Student Assessment, a survey of 14 social-emotional resiliencies that lead to academic gains, the area that had the highest as well as lowest scores, and most difference in comparison to the Boston Summer Learning Community (BSLC) was in "Learning & School Engagement."



*"This experience did prepare me for my future because it is my first work experience and it let me feel how it is to take responsibility."*  
**CHAD JC**

**Total youth served: 939**

**72% of JCs were former campers or JCs**

**83% of families earn under \$42K**

# SENIOR COUNSELORS & DIRECTORS

Senior counselors (SCs) & directors are college-student staff. Senior counselors oversee and teach a class of 10 children with a teenage junior counselor. Directors oversee the day to day operations of camp

SCs showed a 26% increase from beginning to end of summer in the extent to which they believe they are knowledgeable about the challenges faced by the community.

“[SUP] It has made me more aware of the social injustices intrinsically present in our education system, which makes my blood boil because I have grown incredibly defensive of my kids. I don’t know if it changes my career choice in medicine, but it does make me think.”  
Franklin-IO SC



## Staff by the Numbers:

- 113 Harvard applicants (38 hired)
- 42 Wellesley College applicants (7 hired)
- 238 Senior Counselor applications (82 hired)
- 25 directors spend 80 hours preparing for summer
- 1 out of 4 of all senior staff are former SUP youth!
- Total college-student staff: 120 hired

## Special Initiative Highlight: Instructional Coaching

This summer, SUP camps expanded the idea of the student leadership pipeline by having classroom coaches, a pilot literacy and classroom coaching program. SUP alumni who were former directors and currently teachers in local schools observe senior counselors in each camp during the first two and a half weeks of programming. Their observations were guided by the National Institute for Out of School Time’s (NIOST) rubric for effective out-of-school learning environments. Following the observations, senior counselors and coaches sat down to talk about classroom management and curriculum strategies. The special part about this interaction is that SUP alumni teach, are familiar with the camps and give relevant, targeted and effective feedback.

Instructional Coaching Observation Category	SUP-wide Average Rating (n=70)	
Exhibit appropriate, professional conduct around youth	3.80	} Top 3
Listen actively, attentively and patiently to youth	3.62	
Staff encourage individual youth	3.46	
Youth help select, lead or contribute to the running of the activity	2.54	} Bottom 3
Materials reflect a wide variety of cultures, ethnicities, race, and/or religions	2.20	
Staff engage youth in a structured time for feedback/reflection	2.00	



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