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EVALUATION OF SUMMER TOGETHER

Report on Summer 2022

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INTRODUCTION

Since 2021, Summer Together has expanded the system of citywide summer learning experiences for San Francisco children and youth. Managed by the San Francisco Department of Children, Youth & Their Families (DCYF) and leveraging both public and private funding sources, Summer Together offers academic and enrichment opportunities through 141 programs operated by 68 nonprofit providers funded by DCYF in both community-based and school-based settings, as well as through partnerships with 13 private camps operating 40 sites and through the San Francisco Recreation and Parks Department (RPD).

DCYF engaged Policy Studies Associates (PSA) to conduct an evaluation of the implementation and outcomes of Summer Together 2022. This evaluation built on lessons learned through PSA's evaluation of the first year of Summer Together and was designed to further explore (1) program implementation; (2) the experiences of San Francisco youth and families in Summer Together; (3) engagement in Summer Together services; and (4) the capacity and supports needed to continue to strengthen and scale the quality of summer programs in San Francisco.

This report summarizes the key evaluation findings, based on surveys and focus groups with DCYF-funded providers and private camps; surveys of parents and caregivers, and of Summer Together participants; and analysis of enrollment and participation data tracked by DCYF and its partners. The report is organized around key areas of priority for Summer Together 2022 and is intended to inform new guidance strategies as the initiative continues to evolve and improve. Each section includes a summary of findings from 2022, including program strengths and areas where additional capacity is needed, and concludes with recommendations for 2023.

- **Overview of Summer Together 2022.** This section summarizes key findings about the overall strengths and areas for improvement in the design and quality supports for Summer Together programs. The section also addresses program engagement, activities, and resources.
- **Supports for San Francisco Families.** This section presents findings on the ways in which Summer Together supports working parents in San Francisco.
- **Academic and Learning Goals and Outcomes.** This section summarizes the implementation, goals, and perceived academic and learning benefits of Summer Together.
- **Social Emotional Learning (SEL) and Wellbeing Goals and Outcomes.** This section presents findings on the SEL and wellbeing priorities in Summer Together programs, and on the perceived benefits of program engagement.

Information about the data collected and analyzed for this evaluation is detailed in Appendix A. Appendix B summarizes data on the characteristics of Summer Together participants.

OVERVIEW OF SUMMER TOGETHER 2022

From June through August 2022, over 25,000 San Francisco children and youth in programs were engaged in Summer Together programs operated by nonprofit providers funded by the Department of Children, Youth & Their Families (DCYF), programs operated by the Recreation and Parks Department (RPD), and programs operated by the San Francisco Unified School District (SFUSD).

Summer Together Participants

In Summer 2022, 14,574 unique children and youth participated in Summer Together programs operated by DCYF-funded nonprofit organizations. In addition, 1,450 children and youth were served by private camps working in partnership with DCYF, 3,948 children and youth participated in Summer Together programs operated by RPD, and 6,055 children and youth participated in SFUSD-led programs¹. The majority of participants in DCYF-funded programs (53 percent), private camps (79 percent), as well as RPD camps (71 percent) were in grades pre-K to 5.

“Thanks to Summer Together, we were able to serve many low-income families. This funding allows for a better cultural, racial, and socio-economic diversity of our summer camp.”

-Summer Together Provider

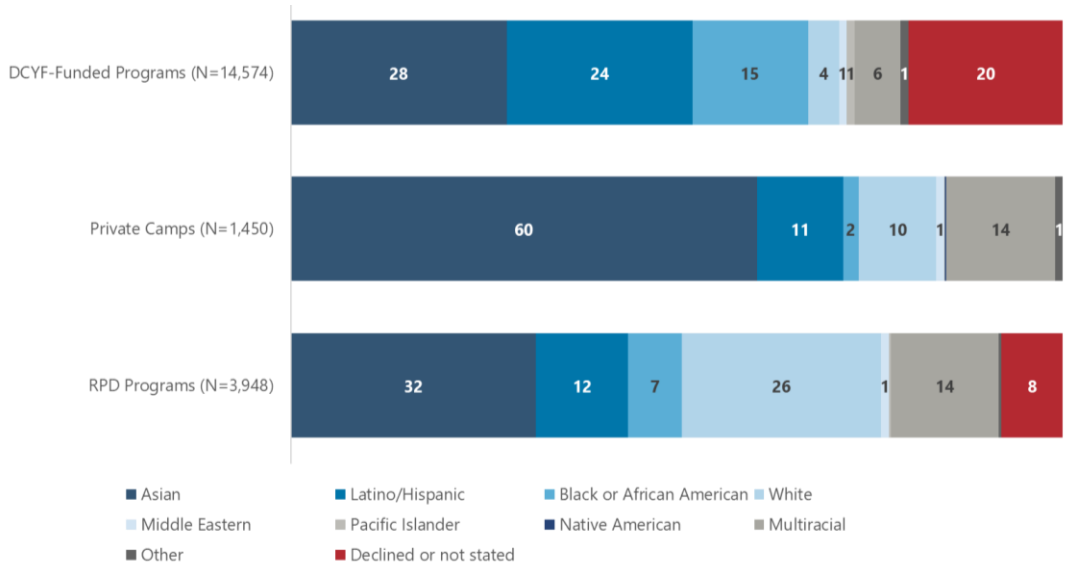
Participant Profile

DCYF prioritized vulnerable populations for enrollment in Summer Together, including children and youth from low-income families (especially African American, Latinx, Asian, Pacific Islander, and Native American families); children and youth with disabilities; and families experiencing homelessness or residents of public housing.

Exhibit 1 summarizes the demographic profile of Summer Together participants enrolled in DCYF-funded programs, private camps, and RPD programs. Across programs, the majority of participants were Asian, Latino/Hispanic, or Black or African American. It is important to note that some caution is warranted in interpreting these data because race/ethnicity data are missing for approximately 20 percent of participants in DCYF programs, and 8 percent of RPD programs. Approximately 3 percent of participants at DCYF programs and 2 percent of participants at private camp sites were living in unstable housing situations: either unsheltered or living in emergency or temporary transitional housing. Appendix B includes additional data on the profile of participants in DCYF, private, RPD, and SFUSD Summer Together programs.

¹ This SFUSD participation total (6,055) does not include approximately 425 students who participated in the Aim High or 5,700 participants in the ExCEL program. These participants are included in the DCYF-funded participation total (14,574). See Appendix B.

Exhibit 1: Race/ethnicity of Summer Together participants, by program type (in percents)

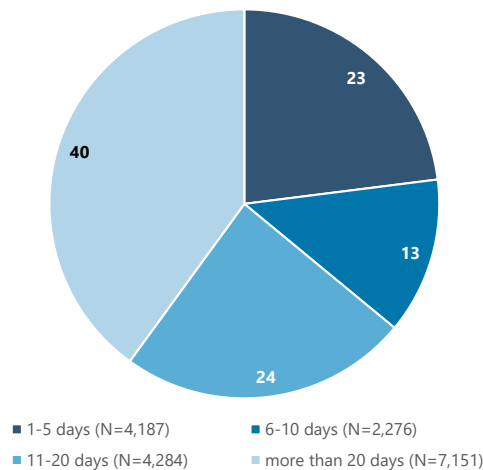


Where the data are not identified, the percentage of participants identifying as that race/ethnicity is less than 1%.

Patterns of Participation

Program participation data were available only for programs funded by DCYF and operated by nonprofit providers. Across these programs, participants attended an average of 18 days.² The level of participation ranged considerably: 23 percent of enrolled participants attended for 5 days or less; 13 percent between 6 and 10 days; 24 percent 11 to 20 days, and 40 percent more than 20 days (Exhibit 2).

Exhibit 2: Distribution of number of days of Summer Together participation (in percents)

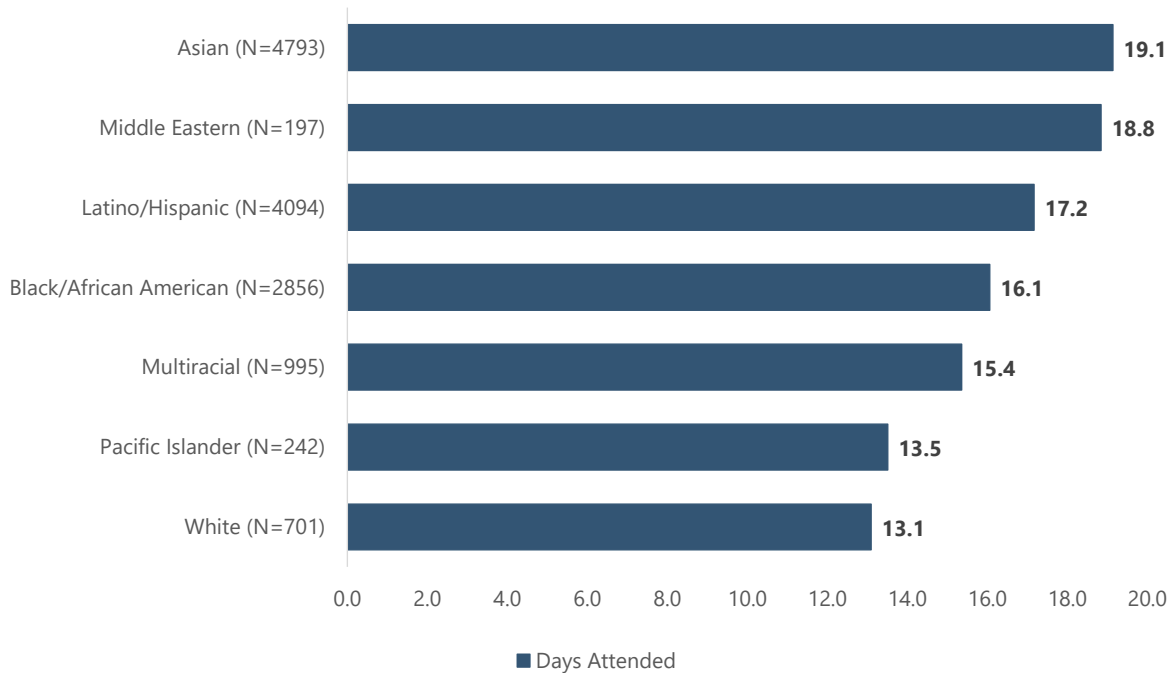


² Programs varied in length from one to eight weeks. Data were not tracked in a way that permits disaggregation of the number of days of participation based on program length. Therefore, we are not able to compute an attendance rate for summer programs.

Certain groups of children and youth attended Summer Together more frequently than others:

- Asian participants attended the most days on average (19.1 days), and White participants attended the least days on average (13.1 days) (Exhibit 3).
- On average, participants enrolled in SFUSD schools attended 3.5 more days of Summer Together programming than did non-SFUSD students.
- Permanently housed youth attended two more days on average of Summer Together programming than did youth who were experiencing homelessness, living in temporary housing, or whose housing status was unknown.
- Youth in grades PK-8 attended almost two more days of Summer Together programming than did youth in grades 9-12.

Exhibit 3: Summer Together days attended, by race/ethnicity (in percents)



Feedback on the Enrollment System

For Summer Together 2022, DCYF partnered with inPlay to pilot a new two-step enrollment process intended to ensure that programming reached priority families most in need of services. DCYF worked with entities including SFUSD, the San Francisco Human Services Agency, HOPE SF, the SF Department of Homelessness and Supportive Housing, and others to identify these families. Families were invited to complete an Information Form, which signed them up to receive a text message notification to complete the Program Selection Process when it became available in March of 2022. Families were then able to select one program per child, ranging from traditional summer camps lasting one or two weeks to comprehensive programs lasting five or more weeks. The system was designed to provide programs with weekly reports with each participant’s registration information.

According to one provider, “We were excited about the pilot system and had high hopes for it.” However, the pilot system created challenges for sites in enrolling participants, tracking

registrants, and communicating with families. About a quarter (27 percent) of providers indicated that enrolling participants was a challenge. In a focus group, one provider commented, “Unfortunately, the system didn’t really meet the expectations. We were expecting a streamlined simple way to connect families with our programs, but it somewhat made things more complicated and added a middleman.” Challenges experienced by providers included:

- **Timing.** The registration process began late in the spring, which impacted families’ ability to plan for the summer. Families asked that registration start earlier because “it was a bit difficult to plan other summer camp activities without knowing if Summer Together was happening.”
- **Outreach.** Communication about programs offered was not always accurate or well-advertised. One parent reflected, “There wasn’t much communication about which programs or what camps were being offered before receiving the registration link. It would have been nice to know what the choices were ahead of time.” In addition, providers understood that DCYF would recruit and register priority populations for Summer Together slots; however, those slots were not consistently or quickly filled. In focus groups, providers shared common frustrations with the registration process. For instance, one commented, “We were told very specifically that registration was going to come from DCYF, and that they had a plan. They said, like, ‘We’re going to focus on HOPE SF sites,’ and they had registration specifically for kids that really needed it. But I, personally, didn’t feel that at all. We registered and recruited 95 percent of all of our kids.”
- **Enrollment processes.** Families and providers were unclear about how and where to register—through the inPlay registration system or directly with the program. Providers noted that the online platform had equity implications for families since “[accessing online platforms] is not a skill set of [some families], so you end up alienating a portion of the community that can’t register fast enough because they don’t know how.” Families reported not receiving clear communication about their enrollment status: “[I] did not receive a registration confirmation [or an] orientation notification.” This also affected providers’ relationships with families; according to one, “Our program was full, but parents still received confirmation of guaranteed spots after[wards]. This caused confusion and we got yelled at by parents.”
- **System functionality.** The inPlay system allowed families to register for multiple programs with overlapping sessions. “[Our biggest implementation challenge was] families applying to multiple different programs and their students not showing up,” one provider reflected. The system did not always accurately reflect the program requirements, so families sometimes registered youth who didn’t meet the age ranges of program offerings. Additionally, families with siblings were not able to request slots at the same site; one parent commented: “Have more open space for siblings/friends to join the [same] summer program.”
- **Information about participants.** Providers were not consistently or clearly notified when enrollment had been updated. One provider shared, “Communication was challenging and not being clear on how the flow was supposed to work in terms of notifications and new registrations.” In addition, information collected in inPlay was often incomplete or inaccessible (i.e., didn’t transfer seamlessly into camp registration

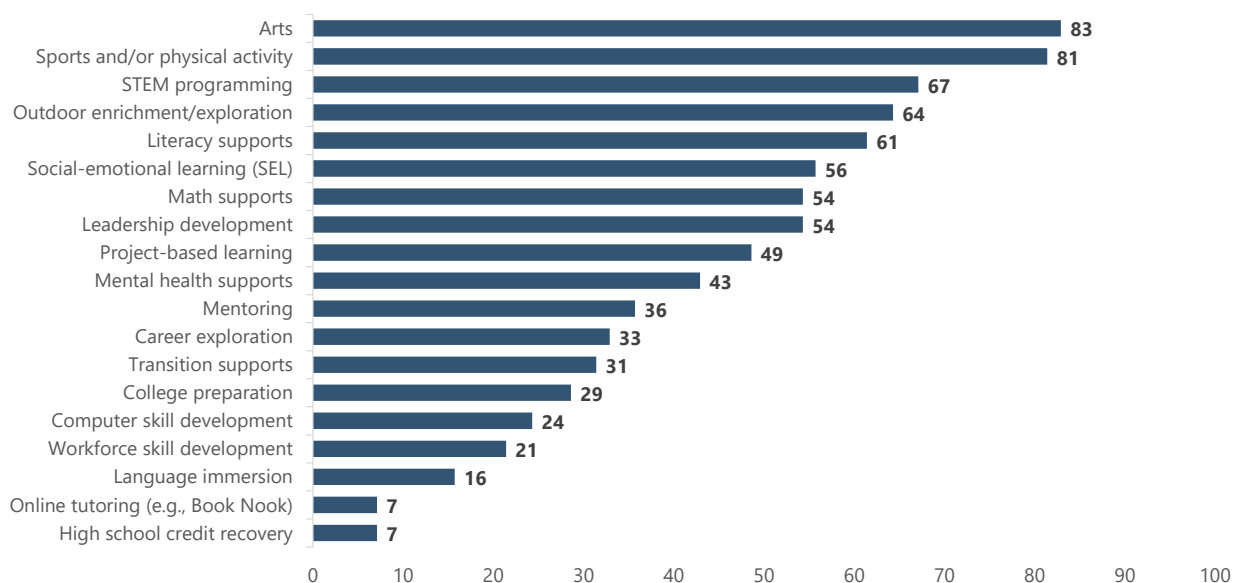
system). This created additional work for sites that had to gather necessary participant information (e.g., birth dates) from families themselves.

Summer Together Activities

Summer Together programs provided a safe environment for youth and needed childcare for families, while offering fun and engaging learning experiences that fostered joy, cultivated relationships, and created a sense of belonging for participants.

As summarized in Exhibit 4, more than half of Summer Together provider survey respondents (representing 46 programs) offered arts (83 percent of programs), sports and physical activities (81 percent), STEM (67 percent), outdoor enrichment (64 percent), literacy (61 percent) and math supports (54 percent), and social-emotional learning (SEL) (56 percent).

Exhibit 4: Summer Together activities reported by providers, in percents (N=70)

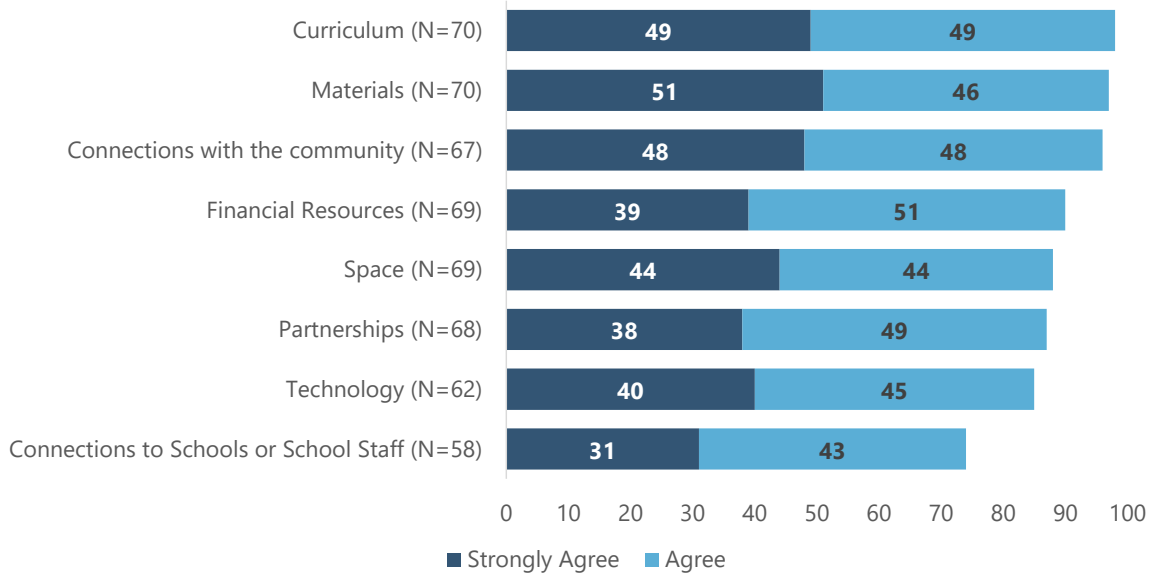


Summer Together exposed participants to new experiences, designed to expand their horizons and perspectives: 89 percent of providers reported that this exposure was a major benefit of Summer Together. In particular, the ability to take field trips in Summer 2022 felt like a return to “normal” since the ability to take field trips was hindered in recent summers (and school years) by public health concerns and precautions. A provider reflected that “the field trips have been magical. Having these [campers] go somewhere new twice a week and experience things that typically they don’t get to is so invaluable.... [Campers] look[ed] around and said, ‘Wow, all people travel from all over the world just to see my city, where I live!’”

Supports for Program Quality

Providers largely agreed that they had access to resources necessary for supporting high-quality programming in Summer 2022. Nearly all providers agreed that they had access to the materials (97 percent), curricula (98 percent), and community connections (96 percent) needed for their programs (Exhibit 5).

Exhibit 5: Provider reports of availability of resources to support high-quality programs, in percents



SUPPORTS FROM DCYF

Most providers (84 percent) also felt that DCYF’s supports and guidance appropriately recognized program expertise and experience. They indicated that the flexibility in use of funding (in and of itself, a recognition of expertise and experience) was especially helpful (Exhibit 6). In a focus group, one provider elaborated, “Having [Summer Together funding] and then having the flexibility to implement what we need to do and what we know works with our staff and with our students [was the biggest help]. Anytime there’s less restrictions on the money that we’re given, that’s super, super helpful. I think it just builds trust in terms of our staff, in terms like: ‘Hey, we know what we’re doing.’” Another provider shared, “Summer Together trusted us to use the funds in a way that would be the most meaningful with our student populations.”

Exhibit 6: Provider perceptions of DCYF supports, in percents



In addition, most providers (83 percent) felt that DYCF's support and guidance was responsive to their needs, a sentiment that was echoed in the Summer Together Reflection Meeting hosted by DCYF. In that meeting, providers shared that DCYF were quick to respond, easily accessible, and communicated honestly about challenges (e.g., funding). One summarized feedback as: "[DCYF] was accommodating when problems arose, and their staff gave quick responses."

However, provider responses also suggest some areas where additional support from DCYF would further enhance programming. For example, just about half of providers were positive in their perception of DCYF supports for both participant recruitment and staff recruitment (52 percent and 49 percent, respectively). Providers also indicated that DCYF could play a greater role in expanding these experiences by leveraging its connections to city institutions. For example, one provider suggested, "It would be helpful if DCYF is able to go to the Academy of Science or go to the Exploratorium [...] and help advocate for field trips. Because it's challenging when you're told, 'Nope, you can only bring one to five.'" In addition, providers indicated that they would welcome DCYF's support in identifying and coordinating transportation for field trips.

USE OF THE YPQA

DCYF supports programs in using the Youth Program Quality Assessment³ (YPQA) as part of its monitoring and coaching. Almost two-thirds of providers (64 percent) rated positively DCYF's support for using the YPQA to improve the quality of their programs, sharing that the YPQA tools and process were used to:

- Guide program planning (using the self-assessment)
- Incorporate YPQA expectations into curriculum development
- Improve engagement of youth and staff
- Incorporate youth voice and safety with first-aid and health protocols
- Design classroom and programming spaces/environments

Providers who rated the YPQA support "poor" or "fair" (36 percent) indicated a need for more supports and trainings accessible to staff throughout the year, and for more training on strategies for using YPQA data.

"One teaching artist attended DCYF training on YPQA tools and reported back to all teaching artists at a training meeting on support, reflection, and engagement techniques to include in lessons."

-Summer Together Provider

³ <https://forumfyi.org/weikartcenter/assessments/>

Recommendations for Strengthening Summer Together

1. Continue to leverage partnerships to foster high rates of both **enrollment and attendance for priority families** (e.g., those experiencing housing instability).
2. Ensure the registration platform **has the needed functionalities** (i.e., ability to register siblings, remove option to double-register for programs occurring simultaneously, access to enrollment information for providers) and **accurately reflects program offerings and requirements** (e.g., grades served, schedule).
3. **Improve communication** about the enrollment process and platform. For providers, **streamline and clearly outline the process** for how registration updates will be shared. For parents, **communicate summer program offerings** well before registration opens and **provide consistent updates** on status of registration.
4. **Leverage DCYF resources and connections** to support providers, such as by centrally coordinating field trips and transportation.

SUPPORTS FOR SAN FRANCISCO FAMILIES

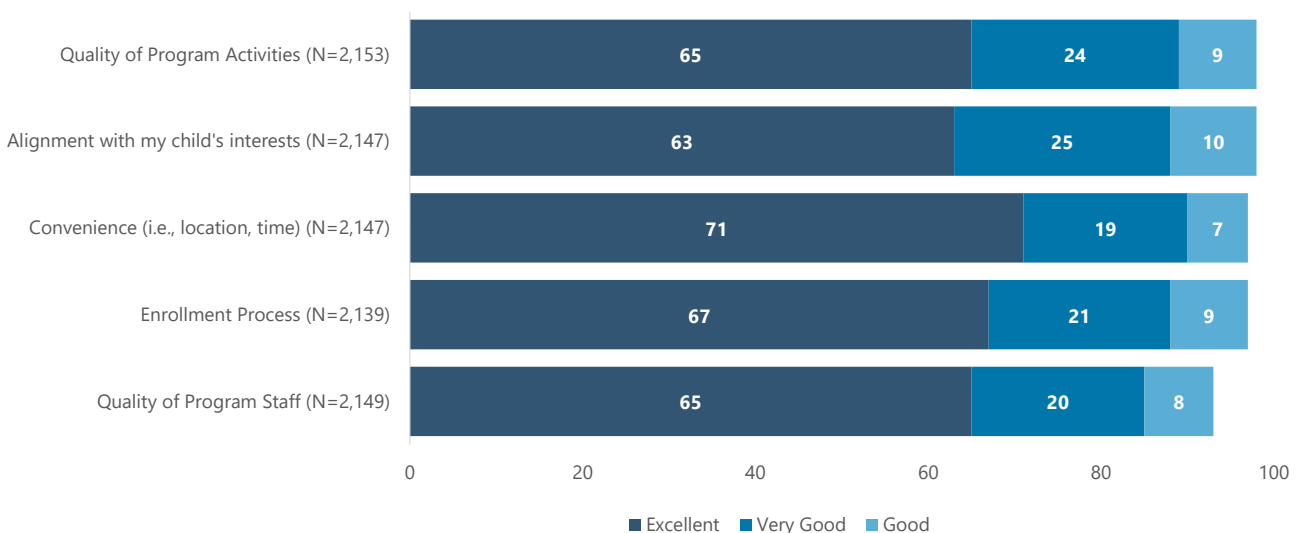
Both San Francisco families and nonprofit providers reported that Summer Together provided high-quality programming and much-needed childcare in safe, structured environments in Summer 2022. In survey responses, families shared that access to free summer programming was a critical and much-appreciated resource:⁴

- “This program is a life saver for those of us trying to scrape by in the city”
- “[Programs] are critical summer learning and childcare options for SF youth and families!”
- “Summer camp in SF is challenging—few spots, so expensive that for many it is unaffordable, inconsistent options. Summer Together alleviated some of the stress of this process”

Family Satisfaction

Families were overwhelmingly satisfied with program quality and free access to programming provided to their children through Summer Together, with the majority rating various aspects of the program as good or better (Exhibit 7). Parents commended both the staff and the engaging activities. One parent shared that they appreciated that Summer Together provided, “a wide range of programs to choose [from], convenient location, [and] a safe place for the children to hang out with their friends and schoolmates.” (Note: Findings relating to family satisfaction with academic and SEL supports provided through Summer Together will be addressed in future sections.)

Exhibit 7: Percent of parents/caregivers with positive ratings of Summer Together



⁴ Surveys were provided for the parents/caregivers of Summer Together participants in programs operated by DCYF-funded providers and by private camps. Findings primarily represent the perspectives of families in DCYF-funded programs, who were 98 percent of survey respondents.

A SAFE ENVIRONMENT

Eighty-eight (88) percent of parent/caregiver survey respondents reported that wanting their child in a safe environment was a big reason for enrolling in programming. Findings suggest that this goal was generally met:

- Ninety-seven (97) percent of providers reported that access to a safe environment was a major benefit to the families of Summer Together;
- Seventy-seven (77) percent of K-5 participants reported (by selecting a green smiley face) that they felt safe at their program; and
- Sixty-nine (69) percent of participants in grades 6-12 agreed that they felt physically safe at their program.

In survey responses, families indicated an interest in learning more about their child's daily activities in Summer Together and requested increased updates and communication. Many also indicated interest in engaging more directly with their child's program. For example, one such comment was: "Field trips are great; however, there are no communications on asking for volunteers or how many parent volunteers there are for each trip."

SUPPORT FOR WORKING FAMILIES

Summer Together played a critical role in providing families with childcare during the summer. Sixty-six percent of parents and caregivers shared that needing childcare was a big reason for enrolling, while 85 percent agreed or strongly agreed that the program helped with their family's childcare needs. Similarly, 76 percent of providers reported that access to childcare was a major benefit of Summer Together.

In addition, 79 percent of parents and caregivers agreed or strongly agreed that they were able to work more hours because of Summer Together. However, many also reported the need for more hours and flexibility to better accommodate summer schedules and gaps in supports. When asked how Summer Together programming could be improved, families asked for extended program hours and program length to better accommodate work schedules. Representative family comments included:

- "Provide later hours and earlier start hours."
- "Longer hours to afford me travel time for a full-time job [at which] I would work 9-5 + commute time."
- "Program can be longer than six weeks."
- "Camp [should be] available in late July/early August."

Providers also reported requests for extended hours during summer programming. For example, one provider shared that "we usually open around 9:00 AM, Monday through Friday, during the summer, but a lot of our families requested 8:00 AM to 6:00 PM. We've all been pretty much navigating through COVID, and a lot of our families just recently went back to work or are supporting other family members who are older and/or ill. And so, that long-term care between 8:00 and 6:00 was crucial [to them]."

Family Support Incentives

Summer Together providers that offered comprehensive programs with a stable cohort of participants (the same cohort of youth for three weeks or more) could opt in to a Summer Together-funded program to give families a “Family Support Incentive” designed to help support basic needs over the summer. In Summer 2022, these incentives were distributed in the form of \$500 gift cards. The autonomy of providers to determine which gift cards were most useful to their families was appreciated. According to one provider: “I think [the gift cards] have lifted a lot from families, especially us being able to decide what type of gift cards we give families. We focus on getting gift cards for groceries [...] I think that being able to have \$70,000 to give everybody \$500 in gift cards really is a joy and giving them out to parents, you just can't even imagine the tears of, and the gratefulness of parents who are really struggling.”

Some providers believed this approach also incentivized older participants to attend: “It was an extra incentive to have kids participate, show up as best as they possibly can on a consistent basis.” Providers reported that the incentives allowed older youth to participate in lieu of having a summer job. “I think [the incentive] allows [our students] to participate in these types of enrichments. They would have needed to have jobs, so I think that that sort of funding and allowing us to give gift cards and assign incentives about attendance, and being there, and participating created a more equitable experience for everyone,” one provider reflected.

However, the funds for incentives were uploaded to sites late in the summer, which created administrative challenges for sites to get gift cards distributed. “The money for gift cards wasn't even uploaded until the [end of the summer], so we're scrambling trying to get the gift cards, and also getting them to parents,” one provider shared. Some were surprised when the money for gift cards was allocated, as it had not been clearly communicated that it was coming: “[In the] last week, I was just told, ‘Hey, there's an extra \$70,000 in your work plan for incentives,’ and now there's all these emails, so I missed it, or someone else missed it, or we all missed it. Really grateful for it, but it is, like, I wish those things had been thought of before.” For future summers, providers identified a need for clear, transparent communication about incentives and, if possible, funding for incentives provided earlier.

Recommendations for Supporting San Francisco Families

1. **Extend program hours and session length to provide more comprehensive childcare** that better meets the needs of working and commuting parents/caregivers.
2. **Encourage providers to offer opportunities for families to volunteer in the program**, and to utilize a variety of methods or platforms of communication that reach families daily or weekly.
3. **Continue providing sites autonomy over the determination of incentives** but provide them with necessary funding for incentives earlier in the summer.

ACADEMIC + LEARNING GOALS AND OUTCOMES

One goal of Summer Together is to provide academic enrichment and learning supports that can help participants mitigate the “summer slide” and foster excitement for learning that will help students succeed in school. In Summer 2022, DCYF required Summer Together programs to offer literacy and math enrichment activities, aimed at addressing potential learning loss among San Francisco students following the COVID-19 pandemic.

Perceptions of Academic Benefits

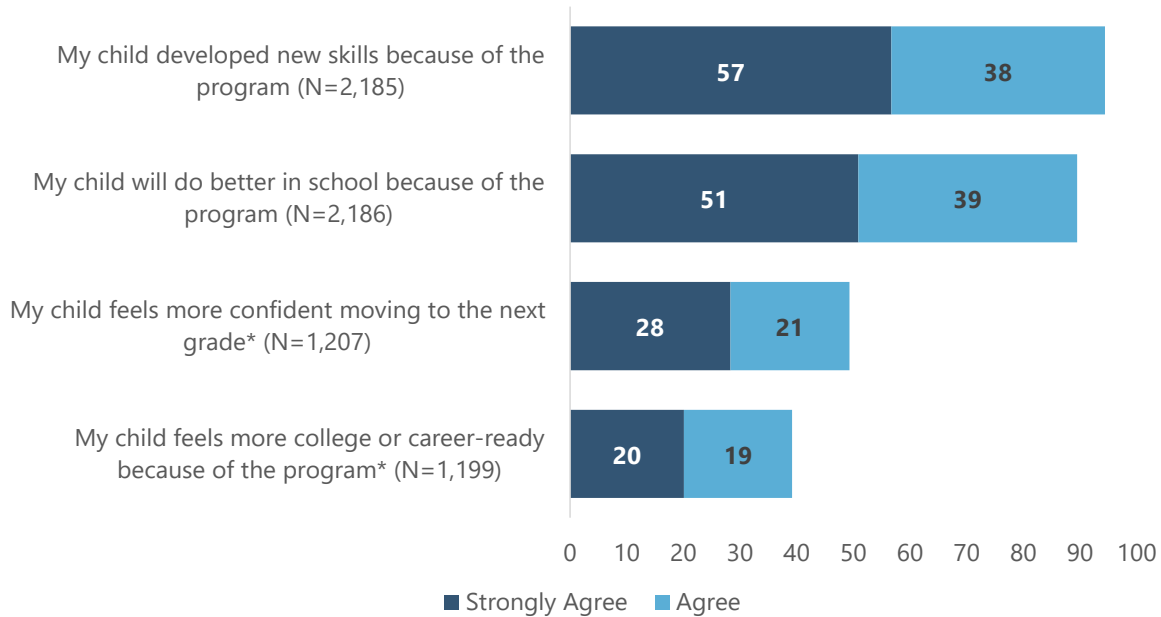
Parents reported enrolling their children in Summer Together to enable them to participate in new experiences (89 percent), learning activities (88 percent), and to help them do well in school (76 percent). In the words of one parent, “The program offers a great opportunity for kids to review academics but also have fun at the same time.”

“We have lots of work to do to help get our kids back on track!”

-Summer Together Parent

Almost all parents surveyed reported that their children developed new skills from the program (95 percent agreed or strongly agreed) and believed their child(ren) would do better in school because of it (90 percent agreed or strongly agreed) (Exhibit 8). However, less than a quarter of the parents of middle and high school participants reported that Summer Together helped their child prepare for the transition to a new grade or supported college and career readiness.

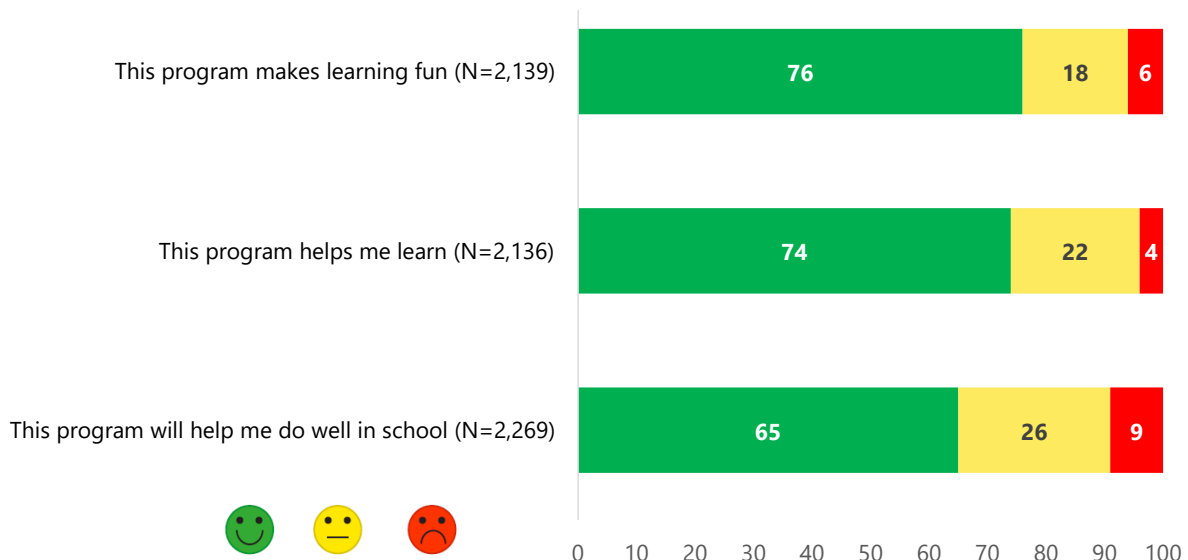
Exhibit 8: Parent/caregiver reports of academic benefits of Summer Together, in percents



*Item only appeared online for respondents who identified a middle or high school participant.

About three-quarters of participants in grades K-5 responded positively (selecting a green “smiley”) that the Summer Together program made learning fun (76 percent) and helped them learn (74 percent) (Exhibit 9). Somewhat fewer (65 percent) felt that the program would help them do better in school.⁵

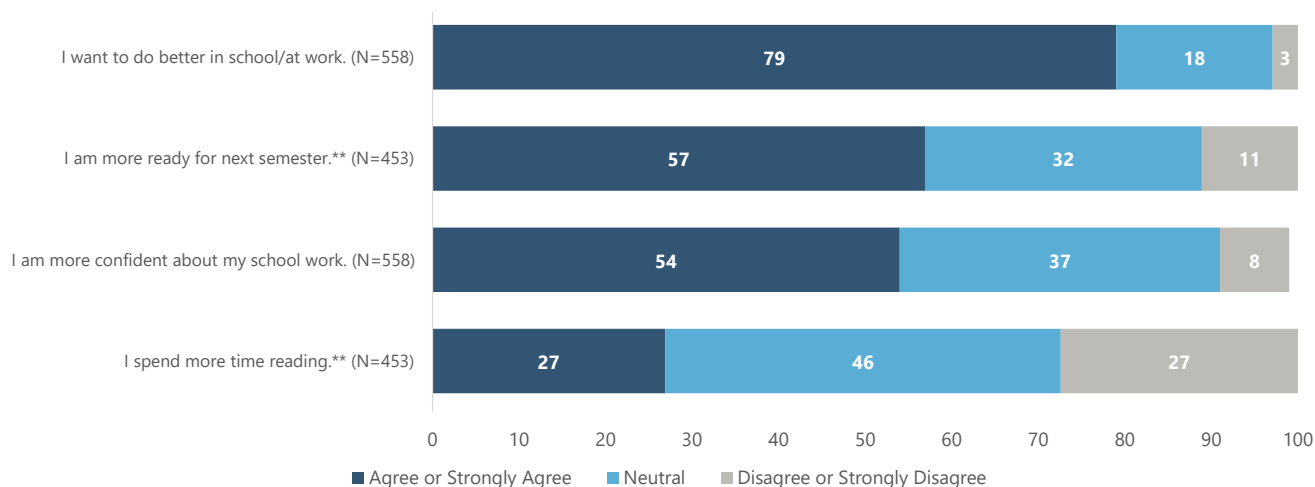
Exhibit 9: Participant reports of academic benefits of Summer Together (grades K-5), in percents



⁵ Youth Question Cards were provided for participants in DCYF-funded programs and in private camps. Findings primarily represent the perspectives of participants in DCYF-funded programs, who were 96 percent of survey respondents.

Similarly, more than three-quarters of participants in grades 6-12 agreed that Summer Together made them want to do better in school/at work (79 percent) (Exhibit 10).⁶ However, participants rated the impact of programs on their readiness and academic skills lower, with 57 percent indicating they are more ready for the next semester because of the program, and 54 percent asserting that they are more confident about their schoolwork.

Exhibit 10: Participant reports of academic benefits of Summer Together (grades 6-12), in percents



Implementation of Academic Enrichment Programming

While academic supports are not the focus of most Summer Together programs, several providers shared that the mandated inclusion of literacy and math in the schedule allowed for innovation in Summer Together. It required programs to rethink schedules and practices in ways they had not done before with one provider reflecting, "Creating a mandate on the number of hours that's needed for [literacy and math] forced us to look at our program schedules a little differently. It made us really reevaluate what our program schedule looks like. And I think our programming this summer was better because of it." Other providers shared that they were able to provide more training and resources for staff: "The impact of Summer Together on our program this year was the amount of quality trainings and resources that helped our staff to be more prepared and create curricula that best engage and provide safe spaces for our youth, families, and our staff."

For example, one provider described a strategy to support academics with both families and participants: "We had a family coordinator, and she coordinated Zoom family nights once a week that not only shared about the things that we were doing in the program, but also

⁶ DCYF administered a Youth Experience Survey to youth grades 6-12 in its Enrichment, Leadership and Skill-building (ELS) and Out of School Time (OST) programs; responses represent the perceptions of youth in this subset of Summer Together programs.

shared a lot of the academic things that parents really appreciated. Being able to have one-on-one conversations with our math teacher and our English teacher in Spanish and in English about what book they were reading, and where they were at, and what math they were at so that parents could help them when they got home. We even got calls from parents that said, 'I'm really glad you're there because I don't understand the things that you guys are working on, and I really appreciate that you're helping my kid.'"

However, both providers and families believed academic supports could be improved. Only 62 percent of providers reported that opportunities to improve literacy skills was a major benefit of Summer Together, and fewer (54 percent) reported that opportunities to improve math skills were a major benefit to students. Over one quarter of provider respondents (27 percent) indicated that providing academic and learning supports for participants was a challenge. In addition, Summer Together families requested additional academic supports for their children during summer programming, including additional time spent on reading, writing, and math skills. One parent shared that they were "expecting more coverage on academics (math/reading) for school readiness."

Program Staffing

Summer Together 2022 occurred at a time when worker shortages are a national problem, and providers reported facing challenges both in hiring qualified program staff and ensuring that staff were not burned out. "Hiring was just difficult," one provider reflected. Fifty-one (51) percent of providers rated DCYF's support for recruiting and hiring staff negatively (as "fair" or "poor"), indicating more targeted and helpful supports are needed. One element of this challenge was that there was no break between the school year and summer programming. This contributed to the burnout among nonprofit staff who also worked in school-year programs, and also meant there was insufficient time to appropriately train new summer hires because training staff were occupied with school-year programming.

COVID also took its toll on staff, and programs would often be understaffed whenever a staff member tested positive for COVID and had to isolate. Providers shared that "COVID surges [meant] multiple staff [were] out at once" and that they "continuously had staff out with COVID."

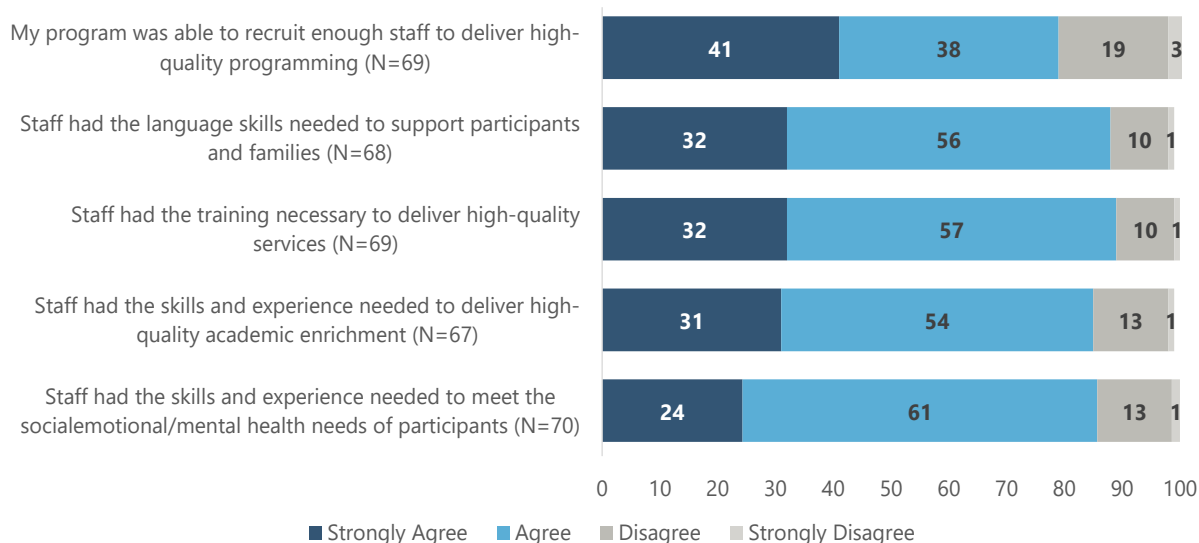
Summer Together programs rely on staff committed and prepared to provide participants with the experiences and supports that help them learn and grow. Summer Together funding allowed budgets that supported additional staff and resources to support them, specifically stipends given to hire credentialed teachers. One provider commented, "Funding ma[de] it possible for us to hire credentialed teachers who can prepare the students in K and 1 for the upcoming school year. With the extra funding, we were also able to buy more supplies for project-based learning and attend field trips."

"We have year-round programming and when having to close one program out to immediately start training a whole bunch of new summer staff and then jumping right into our summer program right after that is a huge, uphill battle! Training week was so short and quick, that it's nearly impossible to train staff sufficiently in behavior management, proper lesson planning, what to do in certain scenarios, etc., while simultaneously having to go over so many other training topics."

-Summer Together Provider

However, 22 percent of providers disagreed that they were able to recruit enough staff to support high-quality programming (Exhibit 11). Many programs experienced challenges in recruiting and hiring credentialed teachers for their program, given competing opportunities, timeline complications, and educator burnout. One provider reflected that: “The greatest implementation challenge [for our site(s)] was finding qualified teachers to support our project-based learning units. We were able to recruit for three out of four units, and then had program staff cover the remaining unit. We struggled to find teachers with the time to join us for the whole eight weeks.” Another shared, “Part of [our staffing challenge] was that we couldn't find enough certified teachers to run the program. Although we were paying a really good rate, a lot of teachers were burned out.” This challenge may impact the extent to which Summer Together can be expected to support participants in making academic gains over the summer.

Exhibit 11: Provider reports of Summer Together staff capacity, in percents⁷



Additional Supports Needed

To better meet the academic needs of participants and supports desired by many families, providers reported that they would benefit from more targeted supports and resources. When asked to rate the quality of supports provided by DCYF, over one third of providers rated “support for literacy programming” negatively (“fair” or “poor”), and almost half of providers rated “support for math programming” negatively. One provider shared, “I’m always curious about resources around math. I think a lot of [staff] are into things like reading and a lot of [staff] are doing STEM [activities] but supporting kids with math just feels like a different piece.”

RESOURCES

More than half of providers suggested that DCYF could better support them by paying for resources that enable them to integrate math and literacy (60 percent of providers) and connecting their agencies to volunteers and/or trained professionals who are able to assist program staff with the integration of math and literacy (54 percent). When asked to rate the quality of special initiative resources offered through DCYF (e.g., Book Nook, Springboard), 44

⁷ Some items in Exhibit 11 do not add to 100 due to rounding error.

percent rated it negatively (as “fair” or “poor”). In focus groups, providers suggested that those programs are challenging to implement since they often require staffing, materials, and a schedule that is not always in line with what can be offered during summer programming.

Providers also want access to more resources that can be delivered in person, not through online platforms. One provider commented, “We did online programming last year, and I couldn't, I didn't want to do that to my students. I did hear a lot of that, but I didn't access any of those resources because I felt like my students just couldn't handle it. We ended up doing a coding class that was online, and it was very difficult for my staff to supervise it...I just didn't understand why all of the resources that were being given to us were more online resources versus like the mental health resources, which were in person, which was hiring an actual staff person.”

INFORMATION ABOUT PARTICIPANT NEEDS

In addition, more access to student information and resources and training for diagnostic assessment would also allow providers to better meet the academic needs of participants. About a quarter of providers (26 percent) disagreed or strongly disagreed that they had the appropriate connections to schools or school staff to support high-quality programming. While 84 percent of providers agreed or strongly agreed that they had access to necessary information about the academic needs of their participants, they are largely relying on observations (90 percent), information shared by participants themselves (79 percent), and information from families (79 percent) as sources of information. Only 39 percent of providers used information from school staff to identify the strengths and needs of their participants, and only 7 percent reported using an academic assessment or diagnostic tool.

Recommendations for Better Supporting the Academic and Learning Goals of Summer Together

1. Assist providers with **recruiting and hiring certified teachers** and other staff trained in tutoring or academic supports, including through partnerships with SFUSD, universities, and other institutions.
2. Provide additional materials and **resources for academic enrichment and support activities**, specifically ones that are not online.
3. Expand and target **professional learning** for provider staff that focuses on best practices and tactics for incorporating academics into enrichment programming.
4. Facilitate **partnerships** between providers and schools to help provider staff access information about participant academic strengths and needs, at the individual and/or aggregate levels.

SEL+WELLBEING GOALS AND OUTCOMES

In summer 2021, social-emotional learning (SEL) and mental health were primary foci of the Summer Together initiative coming out of the COVID-19 pandemic. In 2022, providers shared that social-emotional growth continued to be a primary need among participants, and that they “spent a lot of time working on ‘checking our engines’ and practicing coping skills—and we saw the way that it paid off!”

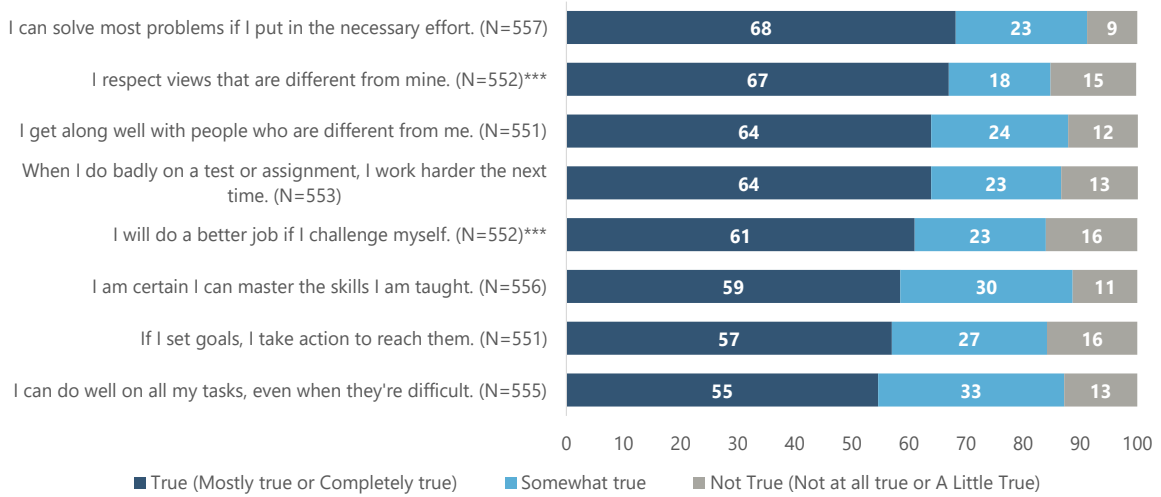
One provider commented that: “[Our program was] working on those important social milestones that [students] missed during distance learning, especially the little ones. Not really having a good foundation for regulating their own emotions, their frustrations, trying to keep disagreements from becoming this big thing,” one provider shared. Another reflected that programming created “a lasting bond between students in a time when they felt alienated by the way the school year went” and created “a fun, loving, and safe environment for all parties.” These needs of participants largely align to parents’ motivations for enrollment who shared that their big reasons for enrolling were wanting their child to be with other young people (87 percent), wanting their child to develop better social skills (84 percent), and wanting their child to gain more confidence (82 percent).

“[The greatest need of participants this year was socialization. Kids struggle at problem solving, uniquely between themselves. Conflict-resolution. [Reactions] are just more exaggerated now...where two years, three years ago, it might have not been a big deal. And now, they're just much more amplified.”

-Summer Together Provider

The SEL needs of youth were also evident among participants in survey responses grades 6-12 who took the DCYF Youth Experience Survey. Relationship skills and self-regulation in particular appeared to be areas for growth; more than half of respondents (52 percent) responded that they stay calm when others bother or criticize them only “sometimes, once in a while, or almost never.” These young people also demonstrated room for growth in perseverance and confidence: just 55 percent said that it was mostly or completely true that they can do well on tasks, even when they’re difficult; and 57 percent said it was mostly or completely true that if they set goals, they take action to reach them (Exhibit 12).

Exhibit 12: Participant reports of their abilities and beliefs (grades 6-12), in percents⁸



****Items were reverse coded and originally read, "I do not respect views that are different from mine" and "I will never do a better job, even if I challenge myself."*

Perceptions of SEL Benefits

Providers reported Summer Together 2022 provided young people opportunities to:

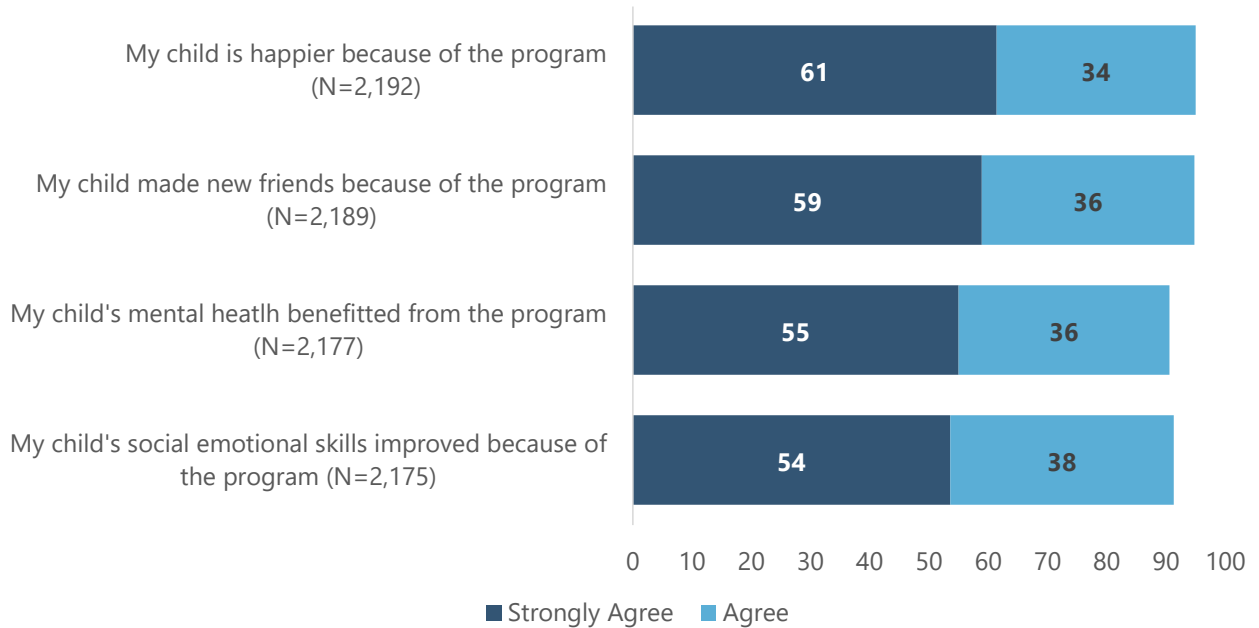
- Socialize
- Emotionally regulate and resolve conflict with peers
- Think critically and solve problems
- Get away from screens and be physically active

Fostering Joy and Well-Being

Nearly all (95 percent) of Summer Together parents and caregivers agreed or strongly agreed that their child was happier because of the program (Exhibit 13). “[Summer Together] helped my kids develop physically and mentally. They made new friends; they did more exercise; and they are much happier,” one parent shared.

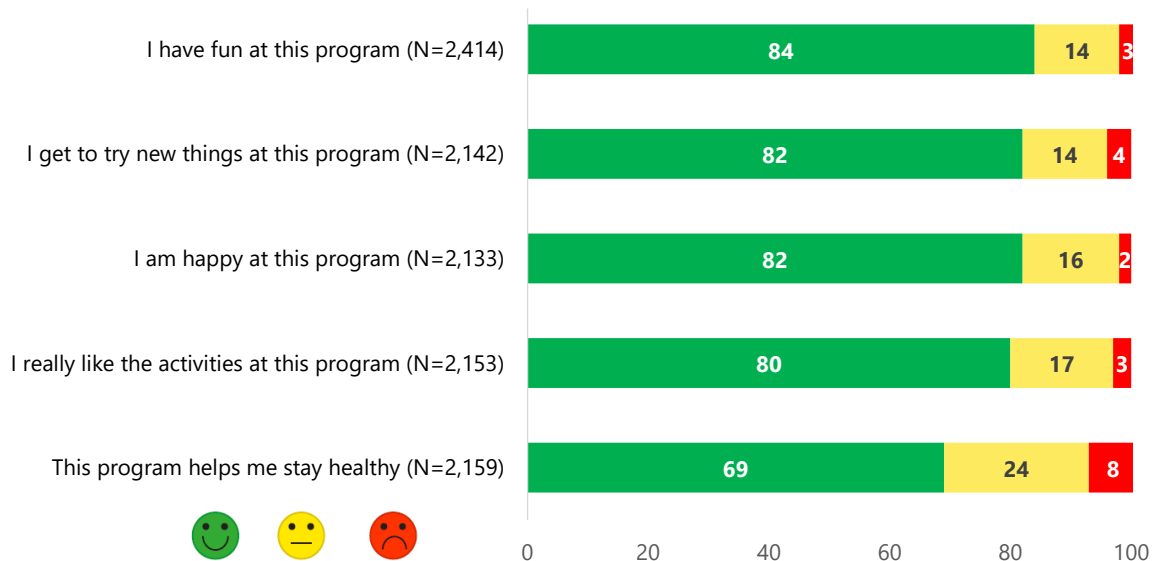
⁸ Some exhibit items do not add to 100 due to rounding error.

Exhibit 13: Parent/caregiver reports of SEL benefits of Summer Together, in percents



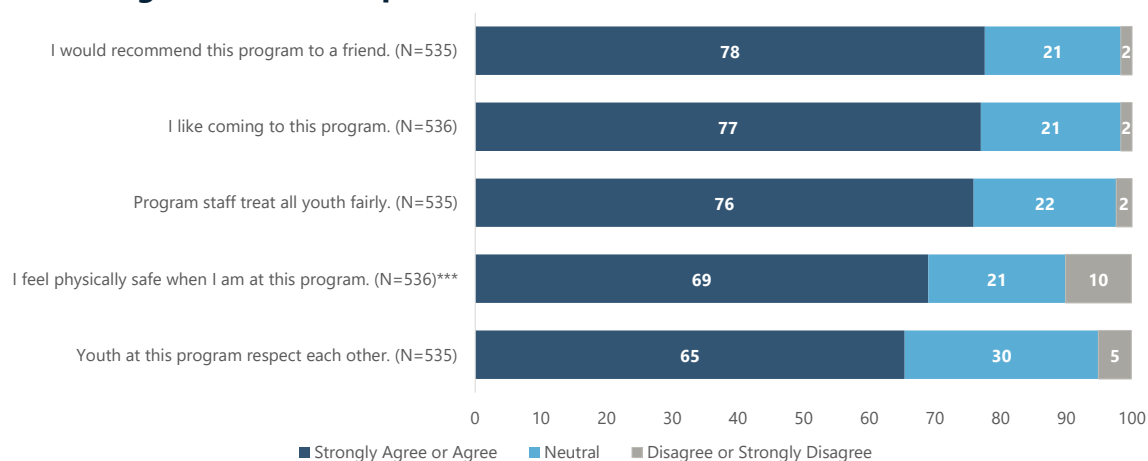
Participant reports confirmed their parents' perceptions. For example, more than three-quarters of K-5 participants said that they have fun at the program (84 percent) and are happy at the program (82 percent) (Exhibit 14). More than three-quarters of participants in grades 6-12 said that they would recommend the program to a friend (78 percent) and like coming to the program (77 percent) (Exhibit 15).

Exhibit 14: Participant reports of Summer Together supports of wellbeing (grades K-5), in percents⁹



⁹ Some exhibit items do not add to 100 due to rounding error.

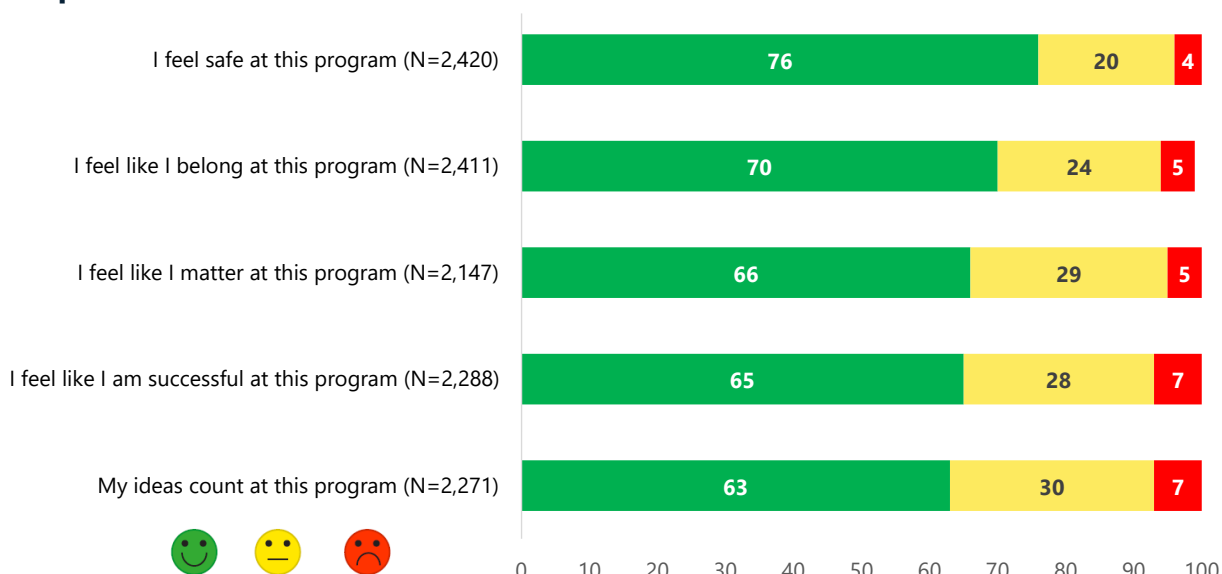
Exhibit 15: Participant reports of Summer Together SEL and wellbeing benefits (grades 6-12), in percents¹⁰



***Item was reverse coded and originally read, "I do not feel physically safe when I am at this program."

Summer Together also fostered a strong sense of belonging among participants. Younger participants reported feeling both physically and emotionally safe at the program (Exhibit 16); 76 percent agreed (with a green smiley face) that they felt safe at the program; 70 percent felt like they belonged.

Exhibit 16: Participant reports of belonging in Summer Together (grades K-5), in percents



¹⁰ Some exhibit items do not add to 100 due to rounding error.

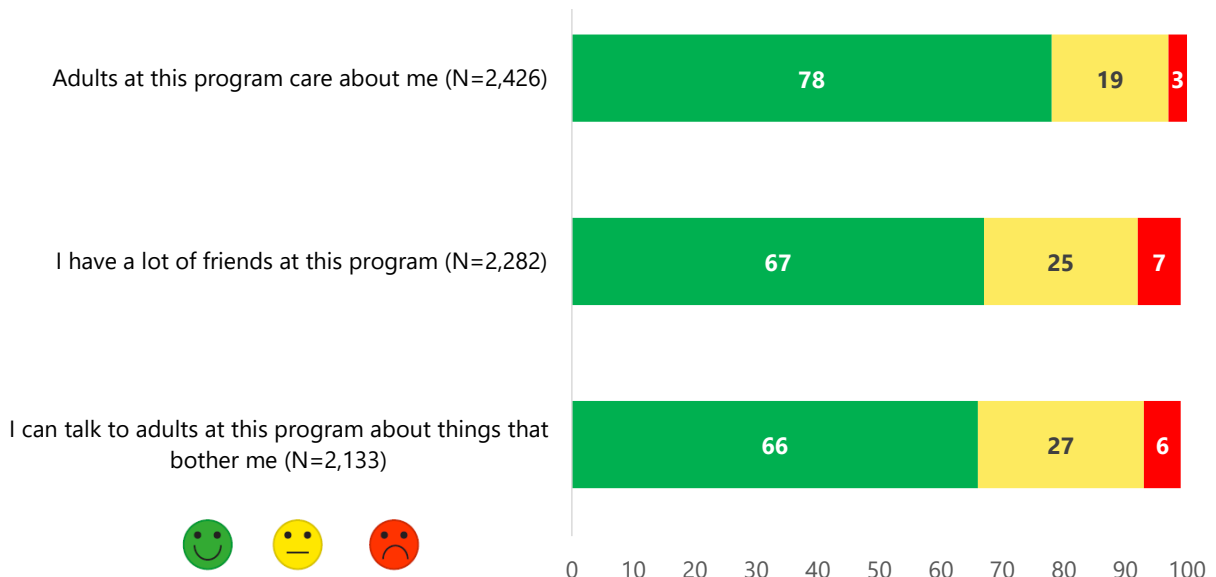
Fostering Positive Relationships

Nearly all (92 percent) of parents/caregivers agreed or strongly agreed that their child’s social emotional skills improved because of the program (Exhibit 13). In survey comments, parents frequently shared observations about improved communication and relational skills. For example:

- “Summer Together helped our kids to share [and develop] skills and communication with the other children.”
- “Students [are able to] makes new friends and are exposed to social interactions every day.”
- “I’ve seen my child really blossom from this program. I was very worried about him entering high school because he didn’t have a great middle school experience. He struggled socially and emotionally. I hoped this would help him make friends before the start of school, and it did.”

Participants also indicated that they had strong relationships with both adults and peers at their Summer Together programs. A majority of K-5 participants indicated that adults at the program care about them (78 percent) and that they had a lot of friends at the program (67 percent) (Exhibit 17). Most youth in grades 6-12 also agreed that youth at the program respect each other (65 percent) (Exhibit 15), and that there was a staff member who really cared about them (70 percent); 64 percent agreed they were better at getting along with other people their age because of the program.

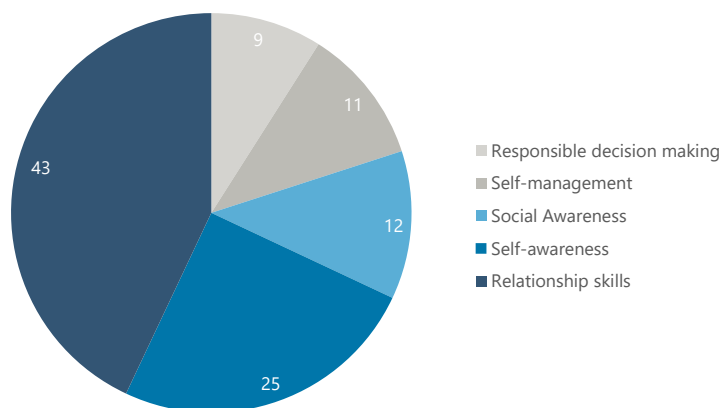
Exhibit 17: Participant reports of positive relationships in Summer Together (grades K-5), in percents



Fostering SEL Competencies

When asked to identify the SEL domain on which their program had the greatest impact, providers were most likely to respond that their Summer Together improved participants' relationship skills (43 percent) and self-awareness (25 percent) (Exhibit 18).

Exhibit 18: Provider reports of SEL domain with the greatest Summer Together impact, in percents (N=65)



In summer 2022, the evaluation also offered an option for providers serving K-5 participants to pilot the use of SELweb¹¹ in summer programs. SELweb is an online, research-based assessment of SEL competencies, often used in traditional school settings, that provides formative data on the strengths and needs of individual youth, and on their growth over time. SELweb includes two versions of the elementary assessment. The early elementary assessment for grades 1-3 measures four competency domains: emotion recognition, social perspective taking, social problem solving, and self control; the late elementary assessment for grades 4-6 measures three competency domains: understanding others, social problem solving, and self-control.

Two programs participated in the Summer Together SELweb pilot. These programs administered the assessment to 65 early elementary participants children (17 percent from one program, 83 percent from the other); 30 of those children had both a pre-assessment and a post-assessment. Late elementary assessment data were also collected from 46 children (30 percent at one program, 70 percent at another); nine had both a pre-assessment and a post-assessment.

Although this pilot was limited in scope, the results suggest promise for the impact of Summer Together on SEL competencies, even in the short timeframe of summer programs (SELweb data are nationally normed based on a school-year schedule). At the time of the pre-assessment, at the start of summer 2022, 63 percent of the 65 early elementary participants, and 46 percent of the 46 late elementary participants scored "meets expectations" or "above expectations" overall on the competencies measured by SELweb. The lowest competency score on average for both groups on the pre-assessment was self-control, consistent with what providers reported based on their experiences with participants.

¹¹ <https://xsel-labs.com/assessments/selweb/>

Exhibit 19: Early elementary average change from pre-assessment to post-assessment

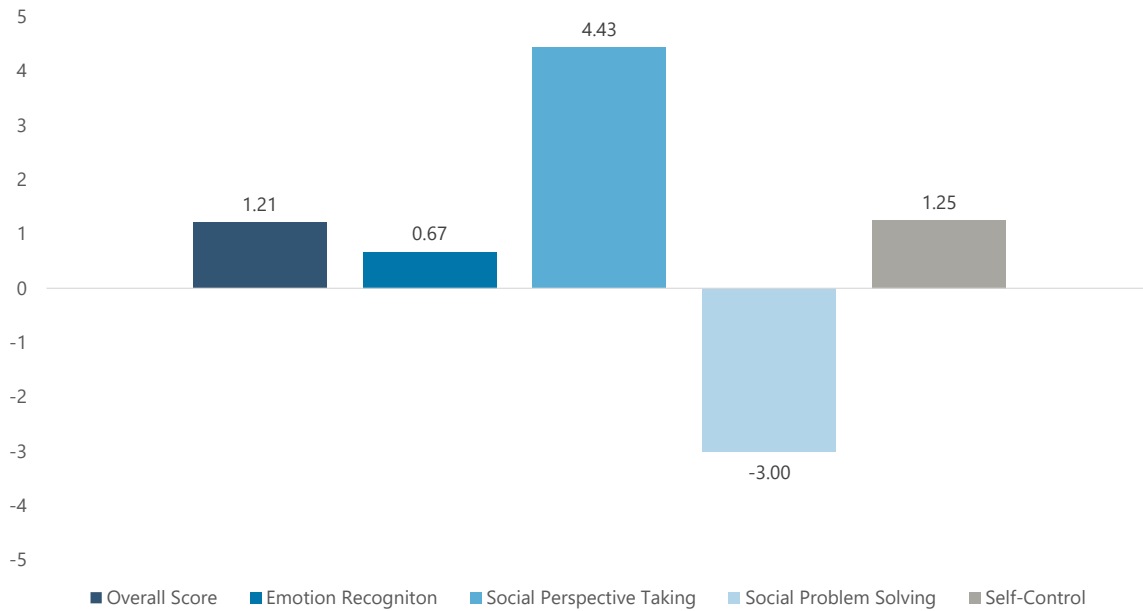
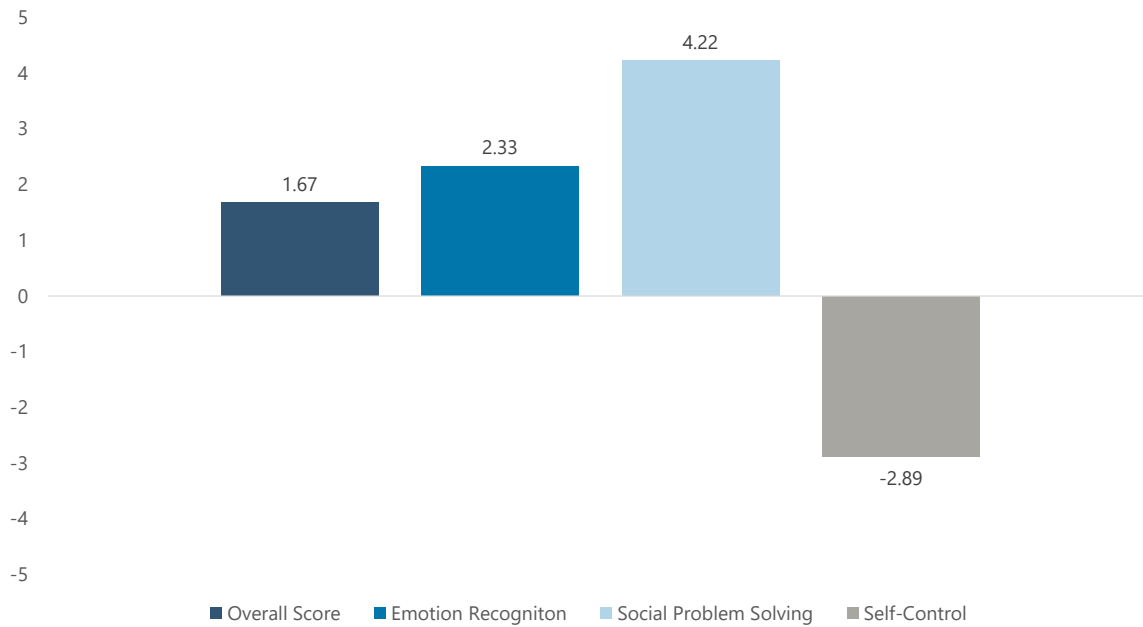


Exhibit 20: Late elementary average change from pre-assessment to post-assessment



At the end of the Summer Together session, a growth score was computed for participants who had both a pre-assessment and post-assessment. As demonstrated in Exhibit 19, early elementary participants (N=30) showed the greatest growth on average in “social perspective

taking”, the ability to coordinate words, behavior and actions in interactions with others¹² (+4.43 points). For the late elementary participants (N=9), social problem-solving competency was the largest change on average (+4.22 points), as shown in Exhibit 20. This difference is roughly equivalent to average impact of well-implemented year-long SEL programs on social and emotional outcomes.

Implementation of SEL Supports

Providers shared that their Summer Together programs most frequently incorporated SEL by embedding it in enrichment activities (44 percent) or academic activities (26 percent), rather than implementing an SEL curriculum (20 percent) or training staff on SEL frameworks (14 percent). Yet almost half (49 percent) of providers shared that meeting the social and emotional needs of participants was a big challenge or somewhat of a challenge. When asked what supports would be most helpful in future years, one provider shared, “If there’s no right social-emotional base, then literacy and all that other stuff doesn’t matter. [Our participants] have also been going through a lot, so bringing more focus to [the] importance to children’s mental health is what I would like to see more of.”

Communication and Social Skills

Summer Together programs intentionally offered participants to work and play collaboratively. One provider shared that, “As much as possible, we incorporated group-based activities in order for the youth to learn to work together as a team and develop communication and social skills.” Another reflected that: “Campers often worked together in small groups of four or five on activities and projects emphasizing teamwork and

“Our behavioral health person earned every penny that she was being paid this summer because she did so much work. Every single day we had to meet with students a lot, individually, talk with them through what was going on, what conflicts were coming up.”

-Summer Together provider

communication.” A third provider commented, “Teaching about respect to each of the participants was very important in the program. It showed the importance of self-awareness through teachings about respect for themselves, for others, and the space they occupied.”

Nonetheless, more than half (57 percent) of providers reported that managing participant behavior was a big challenge or somewhat of a challenge, and when asked to rate the quality of DCYF’s supports for the behavioral/mental health needs of participants, almost half (47 percent) of providers rated this negatively (as “fair” or “poor”). Providers experienced challenges with behavior management, and with insufficient training for staff who might lack experience or expertise to appropriately address behavior challenges.

Providers faced behavior challenges with both young students (“Our greatest challenge this summer was enrolling entering Kindergarteners who have little classroom or program

¹² <https://xsel-labs.com/blog/the-importance-of-perspective-taking/>

experience”) as well as older students (“Our greatest implementation challenge was with our Middle School participants. We had challenges with behavior management and participation.”).

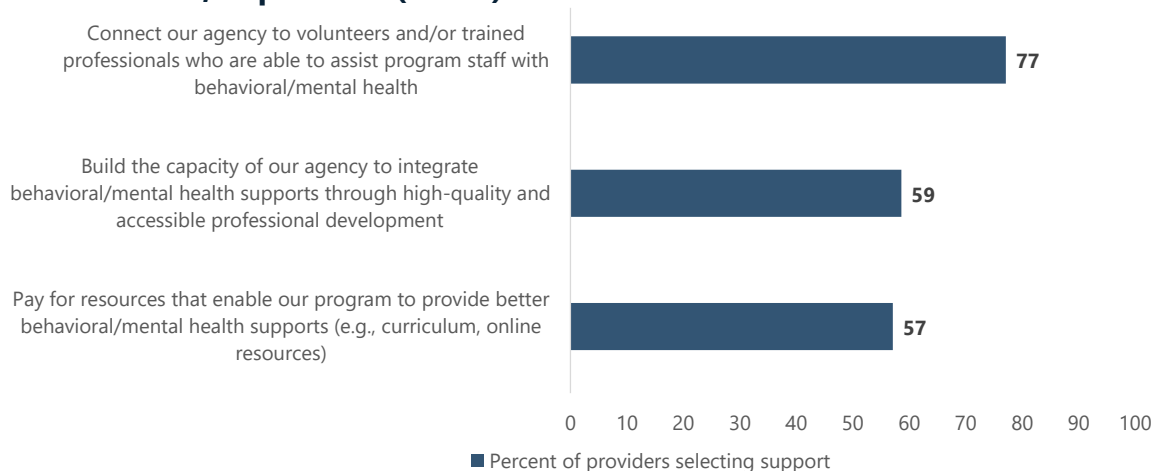
Survey responses from participants in grades 6-12 suggested that while staff respected students’ identities, cultures, and realities, many did not feel that staff truly understood them; this perception may contribute to the behavior challenges reported by providers. For example, 71 percent of participants agreed that program staff promote respect for diversity, while only 48 percent agreed that staff understand their family’s culture, and 45 percent agreed that a staff member understands what their life is like outside of the program.

Supports for Mental Health

Some Summer Together programs received additional support to expand mental health programs from DCYF, including through expanded staffing and resources. One provider highlighted that their site was able to access a therapist through Summer Together: “I think that is something that people continue to talk about but don't actually fund. I really appreciate this being the second year that it was like, ‘You will have an on-site mental health therapist.’ Unfortunately, we only had her twice week, but just in those two days a week, she was able to do support groups.” Other providers reported that additional and more readily accessible supports and/or funding for behavioral health staff would better enable sites to serve students and families.

Providers recommended increasing funding for hiring behavioral staff, while also improving access to training and resources for staff who are not experts in that area. The resource most-selected by providers (77 percent) as helpful for DCYF to provide was connecting their agency to volunteers and/or trained professionals who are able to assist program staff with behavioral/mental health supports (Exhibit 21). One provider suggested, “Individual counselors to spend extra time with particular individuals and their families to address [challenges].”

Exhibit 21: Provider needs for additional DCYF supports for behavioral and mental health, in percents (N=70)



Improving access to student information and tools for assessing SEL/mental health needs is also critical to ensuring that providers are able to meet the social-emotional and behavioral needs of participants. Over one-third of providers disagreed or strongly disagreed that they had access to information about the social-emotional/mental health needs of their

participants. Thirty-nine percent of providers used information from school staff to identify the strengths and needs of their participants, while only 6 percent reported using an SEL or mental health assessment or diagnostic tool.

Supports for Physical Health and Wellness

Summer Together programs provided opportunities for physical health and wellness. Eighty-one percent of providers offered sports and/or physical activity; and 79 percent reported that opportunities to improve physical health and wellness were a major benefit to participants. In addition, 69 percent of K-5 participants indicated that their program helped them stay healthy.

The provision of meals was an important contribution to the health of Summer Together participants, but not all programs were able to provide free quality snacks and lunches to participants. Private camps did not offer free lunch for low-income students, which was a concern of parents and caregivers who were not always aware of that when they enrolled. Parents recommended ensuring that a variety of snacks and lunches are provided, free of cost, at all programs. Some parents also shared that the quality of food was less-than-desirable: “Have [a] better lunch. The lunch program they have now is very untasteful.” Others shared that food provided lacked variety: “The kids are always complaining of the same foods every day.”

Recommendations for Better Supporting the SEL and Wellbeing Goals of Summer Together

1. **Provide additional staff training and resources** around cultural responsiveness, behavioral health and behavior management
2. **Provide funding for healthy, varied nutritious food and snacks** (including for those attending private camps)
3. **Facilitate partnerships** between providers and schools to help provider staff gain timely information and insights from the school year related to participant strengths and needs.
4. **Continue providing access to supportive, engaging, and enjoyable summer learning experiences for San Francisco youth**, as a means of fostering social-emotional growth and improving relationship-building and communication skills

APPENDIX A: DATA COLLECTION

In Summer 2022, Policy Studies Associates (PSA) collected primary data from three stakeholder groups: Summer Together providers, parents/caregivers, and participants. In addition, PSA reviewed extant data provided by DCYF, including enrollment and demographic data. Those data are summarized in Appendix B.

Provider Survey

PSA administered an online survey to Summer Together providers in August 2022, distributing 98 surveys to site directors. We received 70 survey responses, representing 46 of 63 providers. Forty-nine percent of responding providers represented community-based programs; 31 percent were from DCYF-funded providers operating in school sites; 17 percent were from private camps; and 3 percent of operated programs in both school and community sites.

Provider Focus Group

PSA invited Summer Together providers to participate in a virtual focus group in July 2022, designed to solicit feedback on planning for Summer Together, program implementation (e.g., program models, services offered, participation, and staffing), and outcomes, including benefits for young people and their families. Twenty participants, representing eighteen Summer Together sites, engaged in the focus group.

PSA also attended a virtual Summer Together Reflection Meeting planned and facilitated by DCYF in July 2022. The meeting was designed to collect provider feedback on Summer Together implementation, specifically focusing on the enrollment and registration process and platform.

Parent/Caregiver Data

PSA provided materials guidance to Summer Together sites for the administration of a parent/caregiver survey, which was available in both online and paper formats. The survey was available in English, Spanish, Chinese, Arabic, Tagalog, and Vietnamese.

A total of 2,220 parent surveys were completed and returned to PSA—71 percent through the online version and 29 percent on paper. Forty-seven Summer Together providers (69 percent) were represented in the parent/caregiver respondents. Ninety-eight percent of parent respondents had a child at a DCYF-funded site, while 2 percent had a child enrolled in a private camp.

Youth Feedback

YOUTH QUESTION CARDS (ELEMENTARY SCHOOL PROGRAMS)

PSA provided packets of Youth Question Cards to Summer Together programs serving elementary-grades youth to administer throughout the session. There were four versions of the Youth Question Cards; each of these four versions included a unique set of questions. Questions across the cards asked participants to report on their Summer Together experience in four areas: enjoyment/satisfaction (e.g., "I have fun at this program"); relationships among their peers and between youth and program staff (e.g., "Adults at this program care about me"); social-emotional learning (e.g., "I feel safe at this program"); and supports for learning (e.g., "This program made learning fun").

Each Youth Question Card consisted of four questions that used a three-point "smiley face Likert-type scale" appropriate for data collection with elementary school-aged children.¹³ Participants indicated their level of agreement with each statement by circling one of the three options (Green/Smile=Agree, Yellow/Neutral= Unsure, Red/Frown= Disagree). PSA mailed the Youth Question Cards and return mailing materials to sites, along with small incentives (e.g., stickers) for programs to give participants who completed each card. PSA received a total of 9,560 completed question cards from 42 programs, with an average of 2,390 participants responding to each of the four cards. Ninety-six percent of cards were from DCYF-funded organizations, and 4 percent from private camps. Eighty-five percent of respondents were ages 6-10 with a mean respondent age of eight years old.

DCYF YOUTH SURVEY (MIDDLE AND HIGH SCHOOL PROGRAMS)

DCYF administered a Youth Experience Survey to youth grades 6-12 in its Enrichment, Leadership and Skill-building (ELS) and Out of School Time (OST) programs. The surveys were made available both online and on paper. PSA received deidentified survey data from DCYF and analyzed these data for this report. PSA received 635 surveys received, 83 percent from participants in programs funded through DCYF's OST strategy, and 17 percent from participants in the DCYF ELS funding strategy. A majority of respondents identified as Asian (60 percent) or Hispanic/Latino (20 percent).

SELWEB PILOT

PSA partnered with xSEL Labs to pilot the SELweb assessment at Summer Together sites. Summer Together programs were given the opportunity to opt-in to the SELweb pilot if they served primarily K-5 students and had sessions that were at least six weeks in length. Two programs participated in the Summer Together SELweb pilot. These programs administered the assessment to 65 early elementary participants children (17 from one program, 83 percent from the other); 30 of those children had both a pre-assessment and a post-assessment. Late elementary assessment data were also collected from 46 children (30 percent at one program, 70 percent at another); nine had both a pre-assessment and a post-assessment.

¹³ Davies, J., & Brember, I. (1994). The reliability and validity of the "Smiley" scale. *British Educational Research Journal*, 20(4), 446-454. <https://www.jstor.org/stable/1500790>

Russell, C. A., & Meredith, J. (2019). *Literacy Learning in Drop-In Library Programs: Evaluation of the Free Library of Philadelphia's LEAP Program*. Washington, DC: Policy Studies Associates.

APPENDIX B: PARTICIPANT PROFILE

This appendix presents the profile of Summer Together participants enrolled in DCYF-funded programs, private camps, and RPD programs, according to data provided by DCYF. More detailed demographic data were available for participants in DCYF-funded and private camp programs than for RPD or SFUSD programs.

Summer Together Participants: DCYF-funded Programs

Data on participant demographics and program-participation are tracked by providers in DCYF's Contract Management System (CMS). PSA received an extract of these data for 14,574 unique Summer Together 2022 participants from DCYF.

Home Language (N=14,574)	
English	46%
Spanish	19%
Cantonese	12%
Mandarin	1%
Vietnamese	1%
Arabic	1%
Tagalog	<1%
Toishanese	<1%
Sam oan	<1%
Japanese	<1%
Korean	<1%
Khmer/Cambodian	<1%
Russian	<1%
Other	1%
Not Specified	18%

Gender (N=14,574)	
Male	47%
Female	44%
Transgender	<1%
Other	<1%
Declined, Not Stated, Missing	9%

Race / Ethnicity (N=14,574)	
Asian	28%
Black or African American	15%
Latino/Hispanic	24%
Middle Eastern	1%
Pacific Islander	1%
White	4%
Other	1%
Multiracial	6%
Declined or Not Stated	20%

Housing Status (N=14,574)	
Permanent or Stable Housing	71%
Homeless or Unstable Housing *	3%
Unknown Housing	26%

* Homeless or Unstable Housing includes Unsheltered, Emergency Housing/Shelter, Hotel/Motel, Staying with friends or family, In transitional or supportive housing.

Grade Level (N=14,574)	
Pre-K – 5 th Grade	53%
6 th – 8 th Grade	23%
High School *	16%
Unknown or Missing	8%

* High School includes grades 9-12 and 5th Year Seniors

Summer Together Participants: Private Camps

Data on participants enrolled in Summer Together-funded slots in private camps are tracked in DCYF's Contract Management System (CMS). PSA received an extract of these data for 1,450 unique Summer Together 2022 participants from DCYF.

Race / Ethnicity (N=1,450)	
Asian	60%
Multiracial/Multiethnic	14%
Latino/Hispanic	11%
White	10%
Black or African American	2%
Other	1%
Middle Eastern	<1%
Pacific Islander	<1%
Native American	<1%

Gender (N=1,450)	
Male	53%
Female	47%
Declined, Not Stated, Missing	<1%

Grade Level (N=1,450)	
Transitional K- 5 th Grade	79%
6 th – 8 th Grade	21%
Unknown or Missing	<1%

Housing Status (N=1,450)	
Permanent or Stable Housing	94%
Homeless or Unstable Housing *	2%
Unknown Housing	4%

* Homeless or Unstable Housing includes Unsheltered, Emergency Housing/Shelter, Hotel/Motel, Staying with friends or family, In transitional or supportive housing.

Summer Together Participants: RPD Programs

DCYF provided PSA with data on 3,948 students enrolled in summer programs operated by the Recreation and Parks Department (RPD).

Race/Ethnicity (N=3,948)	
African American	7%
Asian	32%
Hispanic/Latino	12%
Middle Eastern	<1%
Pacific Islander	<1%
White	26%
Other	<1%
Multiracial	14%
Declined/Not Stated	8%

Age (N=3,948)	
Ages 0-4	<1%
Ages 5-10	71%
Ages 11-13	25%
Ages 14-17	4%
Ages 18-24	<1%

Summer Together Participants: SFUSD Programs

DCYF provided PSA with summary data on students enrolled in summer programs operated by the San Francisco Unified School District (SFUSD).

Program Type	Enrolled Students
Early Education Pre-K (2.9-5 Years Old)	950
Early Ed OST (TK-5 th Grade)	1,300
Extended School Year (ESY)	1,309
HS (Credit Recovery)	1,849
Early College Initiative (High School)	647
Aim High (5 th -8 th Grade)*	425
ExCEL (TK-12 th Grade)*	approximately 5,700

* Participants are also counted in the profiles of DCYF program participants.

