

Guidance and Recommendations

High-quality enrichment programs provide youth with opportunities to build new skills, learn new things, make connections, and be engaged—all while having fun. To achieve this, thorough and intentional enrichment planning and good curriculum is needed. Whether you select an existing curriculum or choose to develop your own, enrichment curriculum must meet the needs of your program and the youth being served.

SCRI has identified essential elements for effective summer program structures consistent with high-quality programming, including consistency in program delivery and the incorporation of brain breaks (physical and mental pauses) for optimal engagement. Summer programs should create, adopt, or modify curriculum for summer that supports the following indicators for high-quality summer programs:

- **Goal Alignment:** *Activities should support the overarching vision and goals of the summer learning program.*
- **Organized:** *Curriculum should include written unit and lesson plans that are clear and include sequenced activities.*
- **Engaging:** *All students should be actively engaged during most of the structured period.*
- **Staffing:** *Instructors should have experience and relevant content knowledge.*
- **Class Size:** *Class size should be small, ideally not exceeding a 1:15 ratio for optimal learning.*

Selection

The Curriculum Selection Tool streamlines summer program planning, offering quick evaluation of enrichment curriculum based on three key consideration areas:

1. **Alignment**
2. **Content & Instructional Design**
3. **Instructor Support**

The selection tool can be used as a checklist to help organize the planning team around summer curriculum criteria that support the goals of the summer learning program. Its purpose is to bring intentionality to enrichment programming and to provide a simple structure for your team to think through how well a curriculum meets your needs. It is recommended that this checklist be used for each curriculum that is being considered for implementation.

Before beginning, consider these guiding questions:

- Are there specific experiences you want to provide to young people or skills you want to build?
- Will the curriculum offerings be connected to any driving themes or field trip experiences? If so, how?
- What resources are available for the curriculum? Consider budget, materials, and expertise.

Within each of the three areas, assess whether the curriculum meets the essential selection criteria (yes, no, partially/ maybe, N/A) using the rating column. Use the notes column to indicate any reflections or potential next steps.

PROGRAM ALIGNMENT		
Criteria	Rating (Yes, No, Maybe, N/A)	Notes
The curriculum objectives align with the summer learning program's goals.		
The design of the curriculum aligns with the objectives and vision of the district or organization.		
The curriculum is designed to meet specific youth standards and develop essential skills.		
Curriculum costs align with the summer enrichment budget.		
The curriculum includes pre- and post- assessments that support youth learning objectives.		
Curriculum dosage, activities, and instructional strategies align to the summer or afterschool program schedule and structure (e.g., no adaptation and/or supplemental materials required)		

EDUCATOR SUPPORT		
Criteria	Rating (Yes, No, Maybe, N/A)	Notes
Each enrichment block is accompanied by pacing guides and written lesson plans for instructors to follow.		
Professional development is included in the curriculum.		
Instructional supports are available for different types of learners.		

CONTENT AND INSTRUCTIONAL DESIGN

Criteria	Rating <i>(Yes, No, Maybe, N/A)</i>	Notes
The curriculum offerings are sequenced to build upon prior knowledge and support skill development.		
The curriculum contains a social-emotional learning component.		
There opportunities for project-based learning or similarly extended student-driven learning.		
The curriculum provides experiential learning opportunities.		
The curriculum provides academic connections.		
The curriculum provides opportunities for field trips and/or community/cultural connections.		
Content/activities are scaffolded.		
Content/activities include considerations for differentiation.		
The curriculum includes a blended learning and/or technology component.		
Family/at-home resources are included.		
The curriculum supports small-group/student-centered instruction.		
The curriculum comes with authentic texts.		
The curriculum is consumable.		
The curriculum is available in Spanish.		
The content is relevant, engaging, and sequenced to build knowledge over time.		
The curriculum includes a culminating project, activity, presentation, or performance.		
The curriculum is adaptable to program pacing and scheduling parameters.		

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 info@sperlingcenter.org

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