

# MORRY'S CAMP EDUCATION SYMPOSIUM

2007

## Follow-up Report

On April 27, 2007 Morry's Camp hosted the second annual Education Symposium (MCES), bringing together some of the best and brightest teachers, researchers, policy makers, curriculum experts, and Morry's Camp staff to consider the preparation and "readiness" of youth with respect to summer and out-of-school youth development programs. Research shows that not enough young people are Ready by 21—ready for college, work and life. Only four out of ten young people are doing well by the time they reach adulthood. The Forum for Youth Investment believes that by encouraging alignment of ideas, resources and stakeholders, the country can ensure that significantly more young people are Ready by 21 ([www.forumfyi.org](http://www.forumfyi.org)).

The outcomes generated from the MCES gathering have implications for the growth and development of organizations in the field as well as the ability of these programs to better meet the challenging academic needs of participants. The day consisted of two sessions. In the morning session groups of participants brainstormed the definitions of what "ready" for college or work entails; what role do summer learning organizations play to get kids ready; what role do out-of-school time organizations play to get kids ready; and what role do schools play to get kids ready? The afternoon session included remarks by Dr. Irving Hamer, scholar and out-of-school time veteran.

### MORNING SESSION

Under each category is the entire brainstorming list composed by the groups during the morning session. Following the brainstorm, the group engaged in a rich discussion of the brainstorm and identified the **common themes** from the synthesized lists.

#### *"Ready" entails*

**independent thinking/learner**

**positive work ethic**

**self-discipline**

belief in and commitment to the greater good

excellent literacy skills

**sense of resourcefulness, tenacity, and self-advocacy**

**understanding the skill of budgeting (time and money)**

self regulation and monitoring

a strong sense of personal responsibility and accountability

identifying team, support, acceptance of vulnerability

**understanding and respecting differences**

**knowing how to code switch**

academic skills

***time management***

money management

***accountability***

problem solving

**structures of college/job (process)**

take initiative

**perspective**

grades course selection

critical thinking

**communication**

**conflict resolution**

**boundaries**

**asking questions**

**social skills**

**flexibility**

listening

responsibility (showing up on time, following through and commitment, engaged in a task, personal responsibility taking ownership)

**independence (taking care of your own basic needs, learning how to ask for help, time management)**

goal setting

**awareness of possibility and opportunity**

public speaking

**advocate for self**

confidence from a success

seeking out role models

support of at least one caring adult

analytical/critical thinking/organizational skills

visual/media literacy

good decision making, self-management

knowledge of options

engagement with world/self-actualization, working towards significant lifestyle

ability to imagine your own path/

understanding social skills

knowing when/how to ask for help

independent living skills

socially aware

adaptive

**Community-based organizations Should...**

**Intrinsic motivation**

**Choice**

**Experiential learning**

**Specialized;**

**Practical, life skills**

Possibilities

**Opportunities**

**Exposure**

Expand students network of resources

**Civic**

*Community connected*

*Opportunity to practice*

**Role modeling**

Mentoring

Self-reflection

*Opportunity to pursue interests*

Creativity and choice

*Exposure to different life experiences*

Room for student input

**Not-test driven**

**More holistic experiences**

*Less pressure*

Cross age/ability

*Social exposure*

*Not curriculum driven*

*More community family involvement*

*Exposure to arts culture*

*experiential*

fun learning

social skills

independence

increasing self-awareness

experiential learning

engaged learning

personal responsibility

**Schools Should...**

*Encouraging critical attention*

Instilling values of lifelong learning

*Literacy*

*Exposing options*

*Teaching how to learn*

*Ability to navigate social structures*

*Ability to use technology*

*Time management*

Time management

Encourage acceptance of critical feedback

Provide structures

*Group/social dynamics*

**Summer Learning**

*Develop self-confidence*

*Exposure to possibilities*

Increase pride in learning

Autonomy for young people

**Refine and synthesize skills**

Risk taking

***Experiential learning***

***More time for informal/social learning***

**Exposing kids to a more encompassing relationship with adults**

**Create independence**

Increase responsibility

Travel

Independence

Environmental awareness

Internship opportunities

Opportunities to experience success

Peer-to-peer learning

Adapting to new environments

### **AFTERNOON SESSION**

**Dr. Irving Hamer, Jr. is one of the nation's foremost leaders and activists for education reform.** During his 30-plus years as an educator, Dr. Hamer served as New York City Deputy Commissioner of Education, Board of Education member, school administrator, teacher, and professor. Most recently, Dr. Hamer served as Deputy Superintendent of School Improvement, where he developed and managed implementation of the School Improvement Zone for the Miami-Dade County Public Schools in Florida.

Dr. Hamer's remarks encouraged organizations to collaborate, cooperate and invest in partnerships with the public/private sector. He discussed six tenants of what he believes will represent excellence in out-of-school time programming:

- 1. Progress monitoring, ongoing evaluation***
- 2. Incorporate science, technology and engineering***
- 3. Incorporate speech and debate***
- 4. Focus on writing; systematic writing experience***
- 5. Arts education and arts focus***
- 6. Environment and renewable energy curriculum***

### **ABOUT MORRY'S CAMP**

In its 11th year, Morry's Camp is a nationally recognized youth development organization with an intentional focus on the educational enhancement of the underserved youth involved in the intervention program. Morry's Camp is unique in the field of nonprofit camps due to the focus on the year-round support of its campers. First year Morry's Campers are entering the fifth grade, and over the next nine years, our year-round and summer camp programs guide children through a critical period of their academic and social development. In schools and communities where fewer than 50% of incoming ninth graders graduate from high school, 100% of Morry's Campers have completed high

school on-time and have graduated to pursue higher education, military service or join the workforce as responsible citizens. This outcome, in conjunction with other evidence-based conclusions, indicates that our summer and year-round program enhances the academic performance and educational commitment of our participants.

**CONTACT**

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## *List of Participants* **2007**

<b>Andrea Kotuk</b>	<b>President, Andrea &amp; Associates Public Relations</b>
<b>Alan Heaps</b>	<b>College Board</b>
<b>Amber Wells</b>	<b>Trail Blazers</b>
<b>Anita Perez</b>	<b>School Social Worker Bridgeport Board of Education</b>
<b>Chanika Perry</b>	<b>College Board School/Morry's Camp</b>
<b>Christie Ko</b>	<b>Fiver Children's Foundation</b>
<b>Dawn Ewing</b>	<b>Executive Director, Morry's Camp</b>
<b>Deb C Jones</b>	<b>Morry's Camp</b>
<b>Eric Gurna</b>	<b>Development Without Limits</b>
<b>Holly Stein</b>	<b>Morry's Camp</b>
<b>Hope Leichter, Ph.D</b>	<b>Professor, Teachers College, Columbia University</b>
<b>Ingrid Lazerwitz</b>	<b>Education Director, Heart of Brooklyn</b>
<b>Karen Nelson</b>	<b>Girl's Quest</b>
<b>Katrina Kelley</b>	<b>Classroom, Inc</b>
<b>Keely Ball</b>	<b>Teachers College</b>
<b>Kristen Mercado</b>	<b>Roth School/Morry's Camp</b>
<b>Lance Ozier</b>	<b>Education Coordinator, Morry's Camp/Teachers College, Columbia University</b>
<b>Luke Jones</b>	<b>Morry's Camp</b>
<b>Madeline Perez</b>	<b>School Social Worker Bridgeport Board of Education</b>
<b>Marina Kelly</b>	<b>Elmsford Schools/Morry's Camp Partner</b>
<b>Pam Heller</b>	<b>Morry's Camp Board</b>
<b>Rachel Gerber</b>	<b>The Center for Family Life, MSW/Morry's Camp</b>
<b>Sherrish Holloman</b>	<b>Teachers College</b>
<b>Sovie Chhin</b>	<b>Westside Montessori School</b>
<b>Susan Wolman</b>	<b>Educator</b>
<b>Susanne Bell</b>	<b>Johns Hopkins Center for Summer Learning</b>
<b>Walter Edge</b>	<b>Chairmen Board of Directors Open Door Family Centers(Westchester County) Former NYC DEPT . of EDUC. Sup./Adm.</b>