Proposal for In-Person Fellowship Placement • Summer 2022

If conditions allow, PPSF will offer in-person fellowships in the summer of 2022. In the event that in-person summer placements are not approved by Yale University, prospective sites will be notified and asked to modify proposals to reflect remote work.

- Organization: Squash Haven
- Organization’s street address: 78 Ashmun St, New Haven CT 06511
- Website: www.squashhaven.org
- Name and title of person who will be the Fellow’s direct supervisor (the supervisor must be available to supervise Fellow on a daily basis): Julie Greenwood
- Phone number and e-mail address of proposed direct supervisor (please note: during the application process, we encourage prospective Fellows to contact organizations directly with any questions about organization placements or projects): julie@squashhaven.org, (203)
- Placement dates (8-11 weeks between Tuesday, May 31 and Friday, August 12, 2022):
  6/6/2022-8/5/2022
- Are placement dates flexible? If so, please describe: Yes but the weeks in July and August are part of our mandatory programming. June can be flexible.
- Proposed work schedule (placements should be equivalent to full-time and not more than 37.5 hours/week):
  June 6th-June 25th – 10:30-6p
  July 5th-August 5th – 9:00a-4:30p
Organization description (mission statement, population served. 150 words or less.):

Squash Haven provides individually directed academic enrichment, squash instruction, and college preparation and placement to New Haven public school students in fifth grade through college. Through intensive tuition-free academic and squash sessions at Yale, Squash Haven supports New Haven youth to achieve school success, physical wellness and to forge a path through higher education to engaged citizenship. The Squash Haven team is currently comprised of 100 students attending New Haven public schools in fifth through twelfth grades and 30 students in college. In our first fourteen years, we have helped team members earn 42 national-level squash championships, 18 private-school scholarships, and over $1.4 million annually in renewable financial aid grants and scholarships.

Write a 1-2 sentence summary of the proposed work for a summer 2022 Fellow:

Our Yale Summer Teaching Fellow will gain an immersion in teaching and administration for a small education focused non-profit. The Fellow will teach three to four literacy blocks or academic elective sessions per day and will lead one to two major administrative projects. Our Fellow will also play an active role in our small staff and comprehensive programming.
Squash Haven students this Fall enjoying some socially distanced outdoor squash.

- Write a more complete description of the specific project you propose and list the duties/outcomes expected of the Fellow. (*Suggested length: one to two pages.*)

Squash Haven’s primary objective is to prepare New Haven Public School students to attend and succeed in higher education.

Squash Haven provides intensive summer academic programming to help combat the achievement gap between high and low income students that can be attributed to summer learning loss. Students will receive differentiated, literacy based academic programming in the summer of 2022 – we will provide remote instruction as needed. Literacy units follow a common theme, which in 2021 was Resilience.

The initial weeks of the Fellowship will encompass program immersion and research. During this time, the Fellow’s primary responsibilities will be to 1) get to know and understand the academic program through daily work with students ages 10-18 in the remote classroom, 2) collaborate with academic staff to learn about curricular development, begin to construct a behavior management plan for the summer, and develop initial lesson plans; and 3) work through a major administrative project ideas that can be completed during the Fellowship that will have lasting impact for Squash Haven. Past projects have included an overhaul of our safety manual, a new staff handbook, and a new video for a grant application.

With the Summer Teaching Fellow’s help, we will support summer groups ranging from fifth through twelfth grades. The Fellow will be responsible for developing and implementing several hours per day of classroom work. This time will be spent working with small groups of approximately 15 students from a variety of grade levels. The curriculum will be developed by the Fellow as desired. Examples might include: Global Warming, Introduction to Journalism, or The History of New Haven. The Fellow’s curriculum will include either a weekly culminating project or one culminating project at the end of the five week summer session. Culminating projects for the above classes might include a poster presentation on aspects of global warming, a newspaper, or a self-produced video. We are excited for the Fellow’s energy and particular vision to help make this a summer our students will never forget!
The Fellow will also lead several administrative projects. These could include policy documents and review, program enhancements, and other ideas of the Fellow’s choosing that align with program needs. Program needs include website enhancements and social media initiatives. These will be developed in the initial weeks of the Fellowship and carried out over time.

The Squash Haven academic program is designed to: support student academic performance at school; enhance student classroom learning; connect interested students to additional academic opportunities and resources outside of Squash Haven; and inspire team members to fully engage themselves in school and to become lifelong learners. This project supports each one of our academic goals and will help us ensure that our students are moving forward academically throughout the summer and beyond.

- List specific skills/experience required for the project:
  - Outstanding speaking, writing and interpersonal skills
  - Adaptability, creativity and ability to take initiative
  - A passion for working with children
  - A belief in our mission and interest in education

- Additional requirements (e.g. a car or weekend working hours). If a car is required, include information regarding parking arrangements and mileage reimbursement):
  - Thorough onboarding and training in the following: organization procedures, youth development, safety, teaching fundamentals, and best practices for remote learning
  - Daily and weekly support to develop lessons, manage students and families, and more
  - A supportive and committed staff team

- Briefly describe the work that Yale PPSF Fellows have done with your organization in the past and present. If you have not worked with Yale Fellows, describe any work that Yale students have done with your organization.

We have happily hosted five PPSF Fellows, in 2017 we hosted Matthew Coffin ’19. Matthew taught one literacy block and two electives; his other major project was the development and filming of a new video for a grant application in addition to helping with data management and our year end surveys. He was a passionate, enthusiastic, and invaluable member of our summer staff, and we were so happy that the experience further strengthened his interest in a career in urban education. Over the years Matthew has remained one of Squash Haven’s most enthusiastic and committed volunteers. During the summer of Covid Matthew even reached out and volunteered to teach two literacy sessions for Squash Haven!
Matthew was responsible for developing and implementing curricula for 5th through 8th graders. He taught two books in the five weeks of summer programming - *Bridge to Terabithia* and *The Lion, the Witch, and the Wardrobe*. Activities surrounding these books included culminating projects, reading quizzes, vocabulary quizzes, in-class worksheets, and nightly homework. Matthew also taught a class that focused on famous speeches throughout American history. This was a hybrid class of history, language arts, and public speaking. Classes included discussions on the historical context of the speeches and their historical significance as well as analysis of the rhetorical techniques and oratory strategies that speakers used. Students wrote their own speeches on similar themes and presented them to the class. Authors/speakers included Susan B. Anthony, Sojourner Truth, Lincoln, Booker T. Washington, W.E.B. DuBois, Langston Hughes, and Martin Luther King Jr.

A reflection from Matthew’s time with us follows below:

“My work over the past summer provided me with the opportunity to intimately discover the inner works of a small educational nonprofit by working on administrative projects and grants. As a teacher, I had not only the freedom to decide what I wanted to teach, but also benefitted from professional guidance from staff to shape my vision into standards-based curricula to implement in my classrooms. But more important than the work I did was the people I worked with. I have never encountered a more welcoming staff, who immediately treated me like their equal and constantly prioritized my experience. But beyond this, the passion which they bring to their work every day and the genuine respect that tints every interaction with students in their programming showed are truly unparalleled. This is an incredible organization filled with incredible people, and I am so lucky to have been able to be a part of it.” - Matthew Coffin ‘19