TMC "In a Box" Programming

Beyond School Bell's Think Make Create (TMC) Lab is a unique mobile maker platform specifically designed to meet Nebraska's rural Expanded Learning Opportunity programs. The TMC "In a Box" Programming outlines a full summer program (with varying dosage options) that new programs can implement—with or without a TMC trailer.

Components of *TMC in a Box* Summer Programming

BSB Curriculum

Creativity/Thinking

Make & Create!

Sample Schedule:

1-4 week Summer Programming

FULL DAY (7-8 hours)

Components of TMC Summer Programming

BSB Curriculum | Creativity/Thinking | Make & Create!

Monday | Tuesday | Wednesday | Thursday | Friday

	DAILY SCHEDULE
30 minutes	**BUILDING CONNECTIONS** ALWAYS begin your day with relationship building! For successful programming to occur, students must build connections--getting to know each other (both peers and staff) is vital and should not be overlooked. Choose new ice breakers and team-building activities every morning. See the BUILDING CONNECTIONS document for a list of these activities.
30 minutes	**PHYSICAL FITNESS** Optimize students' engagement and creativity by getting their bodies moving to start the day! These activities include fun fitness games that continue to build on relationship building. See the PHYSICAL FITNESS document for a list of these activities.
1.5 hours	**BSB CURRICULUM** Dive into the rich array of BSB curriculum that includes full teacher guides. Choose from content areas in Engineering, Science, Environmental Ed, Health, Theatre Arts and more. We also provide ideas to customize curriculum (if desired) by utilizing local industry and business partners. See the BSB CURRICULUM document for a full curriculum outline and links to our website to download the curriculum guides. Depending on the length of your programming (1-4 weeks), one or multiple curriculums will be utilized during this time block. This time block should include a 15 minute break in the middle of it.
1 hour	**LUNCH and FREE TIME** This expense can be covered in your program costs, see budget documents. Free time can include an opportunity to play on playground equipment (elementary students), board games, organized fitness/mindfulness activity, etc.
1.5 hours	**MAKERSPACE ACTIVITY** Guided makerspace activity that changes daily: paper circuits, fort building, scribble machines, etc. Please see MAKERSPACE ACTIVITY document for a full outline/instructions to these daily activities.
15 minutes	**AFTERNOON SNACK/BREAK** This expense can be covered in your program costs, see budget documents.
1 hour	**GET CREATIVE—OPEN MAKERSPACE** Students can explore "making" on their own. Allow students to be creative and explore independent making—provide different materials on a daily basis. Allow students to build upon their previous day's project. See OPEN MAKERSPACE document for a daily guide to this activity time.
15 minutes	**WRAP-UP** Students clean up—instill organization skills for students. End with a discussion of the days activities—consider having students spend a few minutes writing in a journal. See WRAP-UP document for ideas.

Sample Schedule:

1-4 week Summer Programming

HALF DAY (3-4 hours)

Components of TMC Summer Programming

BSB Curriculum | Creativity/Thinking | Make & Create!

Monday | Tuesday | Wednesday | Thursday | Friday

	DAILY SCHEDULE
15 minutes	**BUILDING CONNECTIONS** ALWAYS begin your day with relationship building! For successful programming to occur, students must build connections--getting to know each other (both peers and staff) is vital and should not be overlooked. Choose new ice breakers and team-building activities every morning. See the BUILDING CONNECTIONS document for a list of these activities.
15 minutes	**PHYSICAL FITNESS** Optimize students' engagement and creativity by getting their bodies moving to start the day! These activities include fun fitness games that continue to build on relationship building. See the PHYSICAL FITNESS document for a list of these activities.
1 hour	**BSB CURRICULUM** Dive into the rich array of BSB curriculum that includes full teacher guides. Choose from content areas in Engineering, Science, Environmental Ed, Health, Theatre Arts and more. We also provide ideas to customize curriculum (if desired) by utilizing local industry and business partners. See the BSB CURRICULUM document for a full curriculum outline and links to our website to download the curriculum guides. Depending on the length of your programming (1-4 weeks), one or multiple curriculums will be utilized during this time block. This time block should include a 15 minute break in the middle of it.
10 minutes	**SNACK** This expense can be covered in your program costs, see budget documents.
1 hour	**MAKERSPACE ACTIVITY** Guided makerspace activity that changes daily: paper circuits, fort building, scribble machines, etc. Please see MAKERSPACE ACTIVITY document for a full outline/instructions to these daily activities.
30 minutes	**GET CREATIVE—OPEN MAKERSPACE** Students can explore "making" on their own. Allow students to be creative and explore independent making—provide different materials on a daily basis. Allow students to build upon their previous day's project. See OPEN MAKERSPACE document for a daily guide to this activity time.
15 minutes	**WRAP-UP** Students clean up—instill organization skills for students. End with a discussion of the days activities—consider having students spend a few minutes writing in a journal. See WRAP-UP document for ideas.

I. BUILDING CONNECTIONS

ALWAYS begin your daily program with relationship building! Unfortunately, this is a critical aspect of afterschool and summer programming that is often overlooked. For successful programming to occur, students must build connections—getting to know each other (both peers and staff) is vital and essential to student engagement in your summer program.

Choose new ice breakers and team-building activities every morning (from the activity ideas listed below and/or others that you prefer). If there is a successful activity, always feel free to circle back to it and repeat it! Some activities may be more "successful" than others, and that is okay—the point is to be purposeful and committed to building connections and relationships within your program. ***These icebreaker and teambuilding activities are about having fun and making students feel comfortable and known.***

For programs that are running for 1-2 weeks, it is important to spend the first 2-3 days primarily focused on icebreaker activities. After the first few days, you can mix up the icebreaker and teambuilding activities. If your program is running for longer than two weeks, you should transition out of the icebreaker activities and primarily focus on teambuilding activities after the first 4-5 days.

ICEBREAKER ACTIVITIES: ***EVERY ACTIVITY SHOULD INCLUDE STUDENTS STATING THEIR NAMES.*** The importance of students feeling that their names are known by peers and staff is crucial to developing connections and a sense of belonging/identity with your program.	
Personalized Nametags	On the first day, have markers and stickers available for students to create a personalized nametag. Have them put their nametags in a basket and then staff can introduce each person when they pull out their name tag—have student say their favorite movie character (or food, pet, etc) when they come get their nametag.
Pass the Ball	Have students/staff stand in a circle. Staff states their name and favorite animal—then passes the ball to a student. Student then repeats the staff person name/animal and says their name/animal. Then passes to another student. This student repeats the name/animal of student who passed them the ball and then shares their name/animal. Continue until ball is returned to original staff person. Can repeat multiple times with goal of throwing ball fast
Superpower	Ask students, "If you had a superpower, what would it be?". Give everyone a blank paper and ask them to draw their superhero in five minutes and list 1-2 superpowers they would have. Have students share their superheroes with each other in groups of three.
Circle	Divide students in half and line them up in two circles, one inside (A) and one outside (B). Have students in each circle turn to face the student adjacent to them in the other circle. Choose a topic, such as "my favorite thing to do on weekends," and have students in circle A talk and students in circle B listen. Then switch so that B talks and A listens. When everyone is done, have the students in the outside circle rotate one student to their left. Pick a new topic and give each student in each pair a chance to share. Repeat.
Colors	To prepare for this activity, write the following information on a large piece of chart paper, then cover it until after the activity begins. • Red—a favorite summer activity; Green—your favorite holiday; Blue—a favorite sport, hobby, or activity; Yellow—one of your favorite books; Black—free choice (share anything) Now, put together a bucket of colored pipe cleaners with the same colors. To begin the activity, pass the bucket around and ask each student to take 3 pieces. Now, reveal the chart. Give each student a turn to introduce themselves and give one fact for each pipe cleaner.
Bingo	*Get to Know You Bingo* is a great tool to help students learn more about their peers. Download a blank get to know you Bingo card (many free templates online). Hand out a card and pencil to each student—students find one person that meets the criteria in each box. Players can only have a peer sign once on their sheet. The game is over when someone fills in every box on the entire grid with a different name.

TEAMBUILDING ACTIVITIES: ***Continue to be purposeful about student's names and remembering things they shared during the initial icebreakers.*** Some students will dive into these teambuilding activities, while other students may be more reserved and shy. Respect each student's comfort level, but be purposeful to engage all students.	
Spider Web	Gather students in a large circle. Take a ball of yarn and, holding tight to one end, toss the ball to one student. Ask them a question, such as "What is your favorite color?". Once they answer, they will hold onto a piece of yarn and toss the ball to another student. They will ask same question and so on. Once the ball has been tossed to every student, you should have an impressive web in the center of your circle. Now, students have to go backwards in the same order the yarn was thrown and ask a different question ("What food would you eat every day for a year?"). The goal to undo the web and have the yarn back to the original staff person.
Golf Ball Trampoline	Create teams of 6-8 students. Provide each team with a large bed sheet or tarp that has several slits cut into it. Have students hold onto the edges and spread the sheet out so that it is tight. Place a golf call in the center of the sheet and students must work together ot maneuver the call around the sheet without it falling through the slits. When a team's ball falls though, they are out and must sit until only one team is left. Mix up teams and start over again.
Jigsaw	Use a large piece of poster board to draw out a jigsaw puzzle with enough pieces for each student plus staff. Cut out the pieces and give one to each student and staff--decorate their piece with their name, words that describe them, art work. When everyone is finished, have each student share their puzzle piece and what it means. Then have students put the puzzle together on a large posterboard/cardboard. The finished puzzle will not only make a colorful display; it will represent how the big picture of how your program is comprised of each individual.
Lego Build	Have students get in groups of 4. Give each group a set of Legos. Ask students to replicate a list of objects (ex-fruit, animals, buildings) and give them an allotted time to complete the challenge. Have teams show their Lego creations at the conclusion.
Birthday Line-up	Activity may take 5–15 minutes, depending on the age of your students, so plan accordingly. The objective is to have students line up in order of their birthdays—Jan-Dec. Students need to talk with one another in order to figure out who goes in front of whom. To make it super challenging, tell them they must do it without speaking at all, only using hand signals.
Marshmallow Challenge	Divide students into small groups (3-4 students). Pass out even number of marshmallows and toothpicks to each group. Challenge groups wot build the tallest, largest, or most creative structure in a set amount of time—giving equal time for each member to build (i.e. 10 minutes and every student has 2.5 minutes). Have each group describe their building at the end.
Perfect Square	This activity requires strong verbal communication and cooperation. All you need is a long rope with the ends tied together and something to serve as blindfolds for students, such as bandanas or fabric strips. Have students stand in a circle holding the rope in front of them. Signal them to put their blindfolds on and set the rope on the ground in front of them. Ask students to turn and walk a short distance away from the circle. Assign a partner to any students who may need help. Finally, have everyone come back to the rope and try to form a perfect square with their blindfolds on. Set a time limit to make it more challenging.
If you build it…	A flexible, easy to use team-building game, this method of cooperation encourages students to work in teams to construct or create something. The challenge aspect of this exercise helps each team of students to push themselves further as a group. This activity isn't only an excellent choice from a development perspective. It also offers a dynamic way to implement team-building, as building challenges can be used multiple times with just a few tweaks to the challenge. Examples of materials and challenges could include: • Building the biggest castle out of cardboard

	• Making the most stable bridge from pipe-cleaners • Creating the tallest tower from graham crackers and peanut butter. Involving both communication and problem-solving, this game is a favorite among students, and an easy way to incorporate team-building into a classroom setting.
Flip the Sheet Challenge	This activity takes a little creative thinking. Divide students into two teams. One team will do the challenge first while the other team watches, then they will switch places. Have all members of the team stand on a flat bedsheet, tarp, or blanket (kids should fill up all but about a quarter of the space). Challenge the team to flip over the sheet/tarp so that they are standing on the other side of the sheet/tarp without stepping off or touching the ground.
Save the Egg	A little more on the messy side, this team-building activity is perfect for older children who are able to follow the safety guidelines involved. Students are put into teams and then asked to work out a way to 'save' the egg if it is dropped from a certain height (students can stand on chair, ladder, platform). Encouraging problem-solving and creative collaboration, students will need to work together to devise the best solution to prevent the egg from cracking. This could be anything from a way to provide a soft landing, to working on something to slow the egg's fall. Creativity is key.
Creative Solutions	This activity encourages creative problem-solving. Pick four or more different objects, such as a coffee can, a potato peeler, a knit hat, and a book. Split students into even teams. Now present a situation where each team has to solve a problem using only those objects. These scenarios can be anything from students are *stranded on a desert island and must find a way to get off or survive* to *students must save the world from Godzilla*. Give the teams five minutes to figure out an original solution to the scenario, including ranking each object based on its usefulness. When the five minutes are up, have each team present their solution along with their reasoning to the class. (Tip: Don't make the scenarios so easy that it is obvious which objects will be most useful.)

II. PHYSICAL FITNESS

Optimize students' engagement and creativity by getting their bodies moving to start the day! These activities include fun fitness games that continue to build on relationship building.

PHYSICAL FITNESS ACTIVITIES:

Engaging students in exercise and fun fitness-oriented games is a great bridge from Connection Building Activities to Curriculum-oriented programming. Most games are designed for 15 minutes of play. If you are programming for 30 minutes, select two games.

Sharks & Minnows - A simple, fun chasing game that is sure to get the wiggles out. One student is the shark and every student they tag becomes a shark, too. The students left are the minnows. They can run in any direction to avoid the shark, so strategy is of the essence if they don't want to be caught!

Blob Tag - Two players begin the blob by chasing after other kids while linking arms or holding hands. Any child they touch must join the blob. Just be sure to let students know that the goal is to work cooperatively, and they should never continue at the expense of a blob member getting dragged or hurt.

Tail Tag - Sort of like flag football, each student is given a "tail" — a piece of fabric they can tie to a belt loop or tuck in a pocket. Then, all students start chasing each other to grab as many tails as possible. If they touch the tail and it doesn't easily come out, make sure students know that they need to stop and give them the tail. Even students without a tail can continue to chase and grab the tails.

British Bulldogs - A take on the game of tag, this works inside or outside. Place all students on one side of a gym or open area, then the student who volunteered as the "bulldog" stands in the middle of the playing area. All of the students should try to run across the designated area or gym without getting tagged by the bulldog. If tagged, they join as a bulldog and try to tag the runners.

Body Part Freeze Tag - A version of traditional freeze tag, except in this game, only the specific body part tagged is frozen. So, if someone tags your arm, you cannot use that arm any longer. If a leg is tagged, you must hop. You can also set it up so another student who is not the tagger can un-tag the frozen body part.

Shadow Tag - If you are looking for a tag game with no touching, shadow tag is for you! You need a sunny day for this rendition, but it works just like tag, except students tag a runner's shadow. If they hit their shadow, they call out, "SHADOW" and that student becomes the next shadow tagger. This game works really well for younger kids who may not be fast enough to catch another student or with a group of kids that tend to push or be on the aggressive side.

Octopus Ball - Students play a sit-down version of dodgeball. In this game, if they are tagged with a ball, they sit down and become part of the octopus. Sitting players can touch any player that gets too close to them and then they must also sit down. Students love this version where even if they are considered out by the ball, they still get to participate in the game.

Crab Kick Ball - Just like kickball, except students are in crab-walking positions. They work in two teams to try to kick a ball to a goal — which can be past a chair, trash can or another visible marker.

Balance Ball - This game is similar to basic catch, except students have the added challenge of having to balance on one leg. Pair them up in twos or fours, based on how many balls you have, and have them toss the ball while balancing on one leg. Each time they successfully catch, they step further away from each other. They can alternate in between legs in between catches if they like!

Broom Hockey - Split kids in two games, give every player a broom and use a ball as their puck. Depending on their age, you can give them different positions and talk about cooperative teamwork to pass the ball. Or, you can just rotate in new players every few minutes so there aren't too many kids playing at once. Just remember to have identified goal areas!

Soccer Relay - Soccer is a great activity to play with kids! Either as a simple scrimmage or by doing relays with kids up into smaller groups. Easy relays include dribbling the soccer ball around some orange cones and back to the next

person in their team or simply passing the ball games to their teammates. Not all balls have to be soccer balls. Incorporate balls of different sizes and weights and ask students how the different balls changed the way they had to play.

Yoga - Play a yoga for kids video or guide them through your own version, there are many yoga games. You will love seeing how engaged and excited students are to practice yoga — and they pick up on it very quickly!

Simon Says Get Moving - Play a game of Simon says, but use all exercises to get them moving. Here's a list to get you started: toe touches, bridges, forward tumble (if on soft flooring), side bends to touch the ground, hops, jump on one foot, spin, hop backward, flamingo legs, run in place, etc.

Animals - In this game, students get to take on the characteristics of different animals. Call out a name and have them act out the movements and sounds of different animals. Then, when you call out a new animal, they have to switch! Make sure to play the game with them long enough for them to understand the different animals. Here are a few animals to get you started: crabs, kangaroos, ducks, bunnies or lions.

Hula Hoops - Hula hoops are great exercise and they work a lot of muscle groups! Get out the hula hoops, play some music, and let them go! You can take this to the next level by having them practice spinning the hoops on other body parts, such as on an arm, on lower legs while laying on their backs with legs up and so on!

Jump Ropes - Don't discount this old school favorite. Jumping rope is an incredible way to tone the body while getting the heart rate up. Give students jump ropes and time them to see how many jumps they can do in a period of time. If you know how, teach them old playground games like double dutch.

Hilarious Run - This hilarious game has students running from one side of the gym to the other while doing some kind of funny movement. You can alternate between different types of running and incorporate music to make it more fun! Ideas include: race across as some kind of animal, a certain kind of dance like a new disco move or any other type of creative movement that they can do while attempting to run across the gym.

Parachute - There are so many games you can play using a parachute, and most of them require students to work together to use the parachute at the same time. Simple games include throwing beach balls on top of the parachute and having students work together to keep the balls in the air.

Water Relay - Split kids into small groups and have a bucket of water with a big sponge in it at the start of each group of kids. Their goal is to carry the big sponge to another bucket ahead to squeeze out the water. They race the sponge back to the next person, who dunks the sponge and runs with it to repeat the relay. Teams are working to fill their second bucket with enough water to reach the line. This game is absolutely perfect for hot days, since kids will love the opportunity to get a little wet and cool off!

Balance the Egg - Learning to balance is an important motor skill. Have the students attempt to balance a small ball on a spoon and walk across an area and back. Break kids into several teams and make it a relay.

Hoop Run - Set colored hula hoops in the corners of a play area. Then have students run around and when you call out a color, they have to rush to that hoop color. You may need several hoops of the same color to fit your group, although a little squeezing is part of the fun.

Hot Potato - In this game, students are either in one large group or broken into smaller groups. Each group has a ball that is their "potato." The goal is to not get stuck with the potato when the whistle blows. You can have students chant the hot potato song or just play music and have them toss the potato until the music ends. This game works great indoors or in a small space.

Obstacle Relays - Set up a series of obstacles around an area and time students as they move through the relays. To move things along, start a new student every 5 or 10 seconds, creating urgency for all students to keep their pace. Allow students to go more than once in an effort to beat their own time. Don't announce times of students, which can alienate students who are slower. The goal is to have fun, exercise and compete with your own personal best.

** https://www.signupgenius.com/sports/*

III. BSB CURRICULUM

Over the past five years, BSB has been researching, developing, piloting and revising our curricula designed for afterschool and summer ELO programs. The hands-on, engaging and experiential curriculum has been designed with frameworks that allow for customization and engaging local partners. All curricula listed below is designed for students in grades K-8.

Depending on the length of your programming (1-4 weeks), one or multiple curriculums will be utilized during this time frame. When reviewing the curricula, refer to the lesson timeframes to gage if more than one lesson will be covered in your daily time block. As you think through curriculum implementation and scheduling, BSB staff can assist you in selecting one or multiple curricula for your summer program. Additionally, we recommend that you customize the curricula to partner with local businesses. BSB staff can provide your program with support in customizing curricula and engaging local partners.

Visit the Beyond School Bells website to view and download each curricula:
https://beyondschoolbells.org/curriculum/curriculum/

BSB Curriculum	
Citizenship	Forming a More Perfect Union
College & Career Readiness	"So you want to be a…"
Engineering	Aviation CityBuild 2040 Mission to Mars 2.0 Structural Science
Environmental Education	BioBlitz Environmental Scavenger Hunt Food Waste Solar Power Tree-a-thon Waste Wind Energy
SEL (Social Emotional Learning)	Mindfulness
Science	Kitchen Chemistry Sports Science
Theater Arts	Alice in Wonderland Peter Pan Sword in the Stone Treasure Island The Mitten

IV. MAKERSPACE ACTIVITY BOOK

TMC Labs is designed to allow for a wide range of tinkering and makerspace activities. The TMC Lab is outfitted with storage bins that contain a vast amount of supplies--from electronics, crafting supplies, textiles/sewing, paints, arts, STEM manipulatives, etc. Additionally, cardboard and recyclables are an integral component to TMC activities.

TMC Labs encourages activities that allow for tinkering, creativity and student-led design. To help jump-start this process and provide ELO programs with initial activities, a TMC Activity Guide has been developed. This is a hardbound binder that will be provided to your program—makerspace activities and necessary supplies are outlined. Please note, it is not necessary for your program to purchase a TMC Activity Trailer to utilize the activities.

For the purposes of Makerspace Activities in your summer program, select 1-2 activities (depending on time) for your daily programming. These activities are outlined in the hardbound TMC Activity Guide.

Sample activities can be found on the BSB website
https://beyondschoolbells.org/mobile-maker-space/tmc-activities.html

V. GET CREATIVE—OPEN MAKERSPACE

Students can explore "making" on their own. Allow students to be creative and explore independent making—provide different materials on a daily basis. Allow students to build upon their previous day's project.

OPEN MAKERSPACE
While allowing students to freely create and "make", it is important to provide some structure for students to be successful with this activity. We recommend setting up a few different stations during this timeframe and allowing students to think-make-create within these perimeters. Choose 2-3 stations to set up each day and rotate stations as to allow for various making opportunities. These are ideas below…but the sky is the limit! Work within the interests of your students and makerspace opportunities available through local partners.

Legos	Bring out LEGO sets for free play. Include challenge cards. Visit LEGO Education website for a wide range of free makerspace activities.
K'Nex and other building materials/manipulatives	Bring out K'NEX sets for free play. Include challenge cards. Visit K'NEX Education website for a wide range of free makerspace activities.
Textiles, Paper Arts	Various arts supplies—paints, markers, crayons, papers, etc
Perler Beads	Perler bead materials
Crafts	Various craft supplies—pipe cleaners, popsicles sticks, pom poms, googly eyes, etc
Electronics	Supplies for electronics making (listed in makerspace activity book)
Cardboard	Fort building supplies, cardboard challenges (listed in makerspace activity book)
Painting	Paints, canvas, cardboard, paper, etc
Sculpting	Playdough, manipulatives, modeling clay, sculpting tools
Recyclables	See what students can create with recycled materials!
Chalk Murals	Chalk, sidewalks, parking lots
Photography	Cameras, computers, printing access
Puzzles	Simply constructing puzzles is a great form of making that many students enjoy and do not have access to at home
Hand Sewing	Felts, sewing materials, knitting, yarn

VI. WRAP-UP

We encourage you to build at least fifteen minutes of "wrap-up" time at the end of your daily programming. It is important for students to actively participate in cleaning up their makerspace area—this instils organization skills and ownership for students. Additionally, spend at least five minutes in group discussion about the days activities—this can just be asking a few students each day to share a daily program highlight, something new they learned, a question they still have, etc.

We encourage your program to consider having students spend a few minutes writing in a journal. A basic notebook can be utilized as their journal. This journal can also be incorporated into the curriculum and makerspace time. It is recommended that you provide guidance in the formatting of their daily journal entries. For instance, (1) one thing I learned today or want to know more about, (2) an activity I enjoyed today and (3) makerspace design opportunity. Please consult with BSB staff for additional guidance. This journaling time allows opportunities to strengthen students' writing skills, reflective and critical thinking skills.

BUDGET and STAFFING

SAMPLE BUDGET: SUMMER TMC IN A BOX ($25,000)

This is a sample budget for a program that is running for **three hours a day, 5 days a week for 4 weeks** with the target goal of **serving 40-60 students**. Utilize this budget as a general guide.

- Adjust staffing and supplies category depending on your total dosage (time and students served) of summer programming.
- This guide does not incorporate benefits into the staffing costs. If your staff are school-based employees, this will need to be incorporated into your budget.

Line Item	Calculation	Total
One Program Director	*Part-time @ 20 hrs. per week for 4 weeks at rate of $30 per hour. The 20 hours a week include 15 programming hours and 5 planning/admin hours. Also, an additional 40 hours for initial program set-up (organizing program schedule, staffing, student registration, etc)*	*$3,600*
One Senior Program Staff: College Student, Teacher, Paraprofessional, Retired Community member	*Part-time @ 18 hours a week for 4 weeks at rate of $22 per hour. This includes 15 programming hours and 3 hours of planning prep (30-40 min additional to daily programming hours, meeting as a staff)*	*$1,600*
2-3 Program Staff: High School Students	*Part-time @ 18 hours a week for 4 weeks at rate of $12 per hour. This includes 15 programming hours and 3 hours of planning prep (30-40 min additional to daily programming hours, meeting as a staff)*	*$900 x 3= $2,700*
STAFFING Estimate *(4-5 staff)*		***$8,000***
Materials and Supplies—TMC activities (outlined in TMC Activity Book)	*Ordered through prepared supply lists—primarily purchased from Amazon. As well as some supplies bought locally. **The majority of these supplies are non-consumable and can be utilized for year-round programming.*	*$7,500*
Materials and Supplies—BSB Curriculum (outlined in Curriculum Guides)	*Ordered through prepared curriculum supply lists—primarily purchased locally. Can also be purchased from Amazon.*	*$500*
SUPPLIES Estimate		***$8,000***
TMC Trailer & Materials	*Purchase of TMC trailer and materials for interior buildout; labor costs for interior buildout.*	***$9,000***
	TOTAL COSTS	***$25,000***

SAMPLE BUDGET: SUMMER TMC IN A BOX ($35,000)

This is a sample budget for a program that is running for **three hours a day, 5 days a week for 8 weeks** with the target goal of **serving 40-60 students**. Utilize this budget as a general guide.

- Adjust staffing and supplies category depending on your total dosage (time and students served) of summer programming.
- This guide does not incorporate benefits into the staffing costs. If your staff are school-based employees, this will need to be incorporated into your budget.

Line Item	Calculation	Total
One Program Director	*Part-time @ 20 hrs. per week for 8 weeks at rate of $30 per hour. The 20 hours a week include 15 programming hours and 5 planning/admin hours. Also, an additional 40 hours for initial program set-up (organizing program schedule, staffing, student registration, etc)*	*$6,000*
One Senior Program Staff: College Student, Teacher, Paraprofessional, Retired Community member	*Part-time @ 18 hours a week for 8 weeks at rate of $22 per hour. This includes 15 programming hours and 3 hours of planning prep (30-40 min additional to daily programming hours, meeting as a staff)*	*$3,200*
2-3 Program Staff: High School Students	*Part-time @ 18 hours a week for 8 weeks at rate of $12 per hour. This includes 15 programming hours and 3 hours of planning prep (30-40 min additional to daily programming hours, meeting as a staff)*	*$1725 x 3= $5,200*
	TOTAL STAFFING Estimate (4-5 staff)	***$14,000***
Materials and Supplies—TMC activities (outlined in TMC Activity Book)	*Ordered through prepared supply lists—primarily purchased from Amazon. As well as some supplies bought locally. **The majority of these supplies are non-consumable and can be utilized for year-round programming.*	*$7,500*
Materials and Supplies—BSB Curriculum (outlined in Curriculum Guides)	*Ordered through prepared curriculum supply lists—primarily purchased locally. Can also be purchased from Amazon.*	*$1000*
	TOTAL SUPPLIES Estimate	***$8,500***
Partnership Experiences/Field Trips	*Costs to fund additional supplies as related to local partnerships (contracts, materials costs, etc). Also, costs of travel and field trip experiences (i.e. Expenses for virtual/actual field trips)*	***$3,000***
TMC Trailer & Materials	*Purchase of TMC trailer and materials for interior buildout; labor costs for interior buildout.*	***$9,000***
	TOTAL COSTS	***$35,000***

INNOVATIVE STAFFING

Staffing is also one of the greatest concerns when planning for afterschool and summer programming. A general outline for staffing the TMC in a Box summer program is below. Please visit the BSB Toolkit online for staffing guidance and tools (full staffing descriptions, applications, interview questions, etc): https://bsbtoolkit.com/starting/staffing/

The sample budget below outlines a staffing model that **includes utilizing high school students as program staff**. This is a model that can work for both summer and afterschool programming and many Nebraska programs have found to be very successful for their program. Benefits of utilizing high school students as program staff include:

- Students look up to older high school students—they are their role models and they desire opportunities to be able to interact with them. In turn, this creates higher student engagement in programming, as they are excited to having high school students are their program teachers.
- High school students are looking for part-time, limited hours work—their schedules better fit the hours of summer and afterschool hours than hiring traditional staff.
- This model creates program partnerships with high school CTSOs (career technical service organizations)—there are many innovative ways to utilize this partnership as a pipeline for hiring HS student staff as well as for program content/delivery.
- High school students often demonstrate higher engagement and energy towards the program content.
- Addresses frequent staff turnover issue in afterschool programs, as a "pipeline" can be created of developing new student staff through CTSO partnerships.
- Provides greater long-term sustainability for programs, as staffing costs (wages) are lower than traditional staff.

Please visit the BSB Toolkit Centers of Excellence for more information, guidance and coaching on implementing this high school student staffing model: https://bsbtoolkit.com/improving/centers-excellence/

STAFFING MODEL RECOMMENDATIONS (*for serving a summer program with 40-60 students*):

Program Director (1)	Ideally, this person would be a school staff member (teacher or paraprofessional). If applicable, a school staff member already overseeing afterschool programming or summer academic programming. Most importantly, this needs to be a person who is passionate about expanding the traditional learning opportunities for students and able to think outside of the "tutoring mindset" of summer and afterschool programming.
Senior Program Staff (1)	Great candidates for senior program staff are college students, teachers, paraprofessionals, retired teachers/community members. Again, this staff person should be excited about hands-on, engaging learning that is outside the box of traditional academic tutoring.
High School Students (2-3)	Please visit the BSB Toolkit (link above) for guidance on recruiting, hiring and training high school students.