

# WELCOME TO THE SUMMER GAME PLAN SERIES

MAR  
14

## SUMMER SYNERGY: STRENGTHEN TIES WITH ENRICHMENT ORGANIZATIONS AND COMMUNITY PARTNERS

### INTRODUCE YOURSELF IN THE CHAT

- Name
- Position
- Your district or organization







# WELCOME

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**Destiny Lopez (she, her)**

Program Manager

Partnership for Children & Youth

# WHAT WE KNOW ABOUT QUALITY SUMMER LEARNING

**Summer learning programs** combine academics with whole-child development to create learning opportunities that look and feel more like summer camp than traditional summer school.

## SUMMER GAME PLAN SERIES HISTORY

Since Spring 2021:

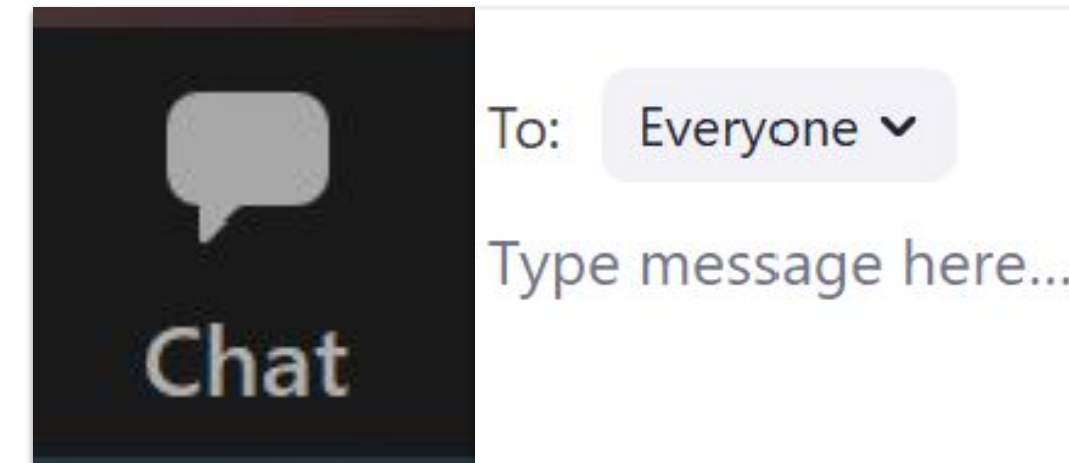
- 1,100 educators
- 800 unique organizations
- 50 field practitioners as speakers



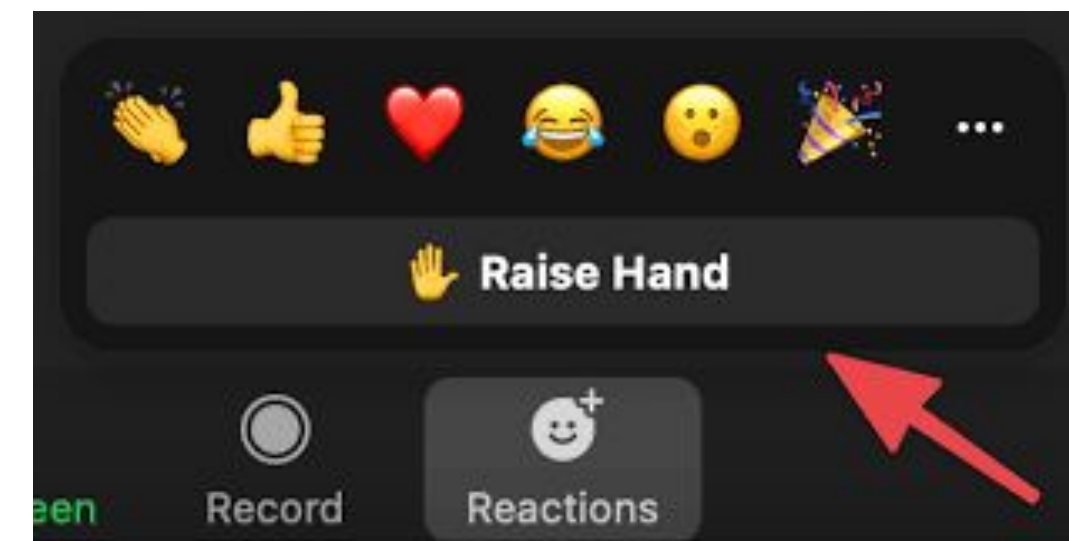
# YOUR PARTICIPATION

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## ENGAGE IN THE CHAT



## REACTIONS & RAISE HAND



# AGENDA

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- Icebreaker
- The Value Of Partnerships
- Introduction To The SCRI Enrichment Toolkit
- Building And Strengthening Meaningful Partnerships
- Breakout Rooms
- Share Out And Summary
- Closing

## LEARNING GOALS

- Identify key strategies and best practices for creating and maintaining partnerships
- Understand how to use new tools for successful partnership building

# ICEBREAKER

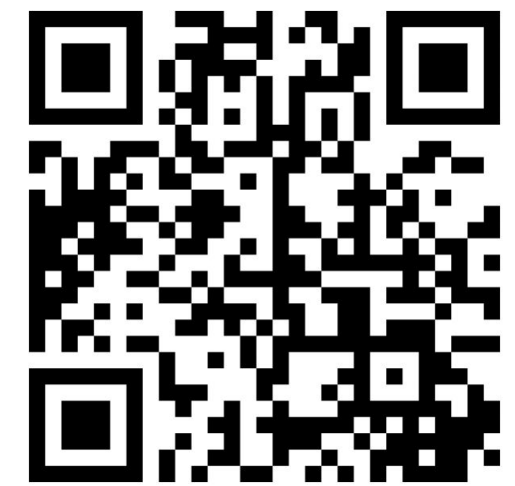
- Share one words that comes to mind when you think of partnerships.
- How are you hoping to utilize partnerships?
- What partnerships have you leveraged for summer learning? What collaborations would you like to prioritize?

## MENTIMETER INFORMATION

Choose one of the following:

- Scan the QR code with a smartphone
- Follow the link in the chat
- Go to [menti.com](https://menti.com) enter code:

**3658 5537**







**Paige Smith, Ed.D.**

Education Consultant  
Sperling Center for Research and Innovation



- **Value of Partnerships**
- **SCRI Enrichment Toolkit**

# SPERLING CENTER FOR RESEARCH AND INNOVATION



## The affordable & accessible capacity builder

SCRI researches and tests solutions to bring innovative approaches that solve the sector's most pressing challenges. We provide the insights and tools communities need to reach more young people where they are, through adults they know, with strategies that work.



Practitioner  
Capacity



Accessible  
Expertise



Sustainable  
Impact



Actionable  
Evidence



# THE VALUE OF PARTNERSHIP

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Partnerships require intentional time and energy to develop and nurture.

## **Benefits**

- Expand your organizational capacity
- Broaden the scope of your programming
- Strengthen community connection
- Build cultural awareness and identity

# THE PARTNERSHIP PROCESS

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## Five principles that support successful Partnerships between schools and expanded learning programs:

- A shared vision for learning and success, with explicit focus on supporting academics
- Blended Staffing models that enable crossover between school day and expanded learning staff members
- Partnerships at multiple levels within the school and district
- Regular and reciprocal collection and sharing of information about youth progress
- Intentional and explicit contrast between school and after school and expanded learning environments



# WHY PLAN FOR SUCCESS?

Studies have shown that well-designed OST programs which concentrate on broadening learning opportunities can offer significant advantages in math, reading, and social-emotional development, particularly for struggling youth.

To guarantee that these programs are executed smoothly, it is essential to **plan early and comprehensively**.

# CALL TO ACTION

**If programs are to provide engaging enrichment experiences for students, they must be as well-planned and as high-quality as academics.**

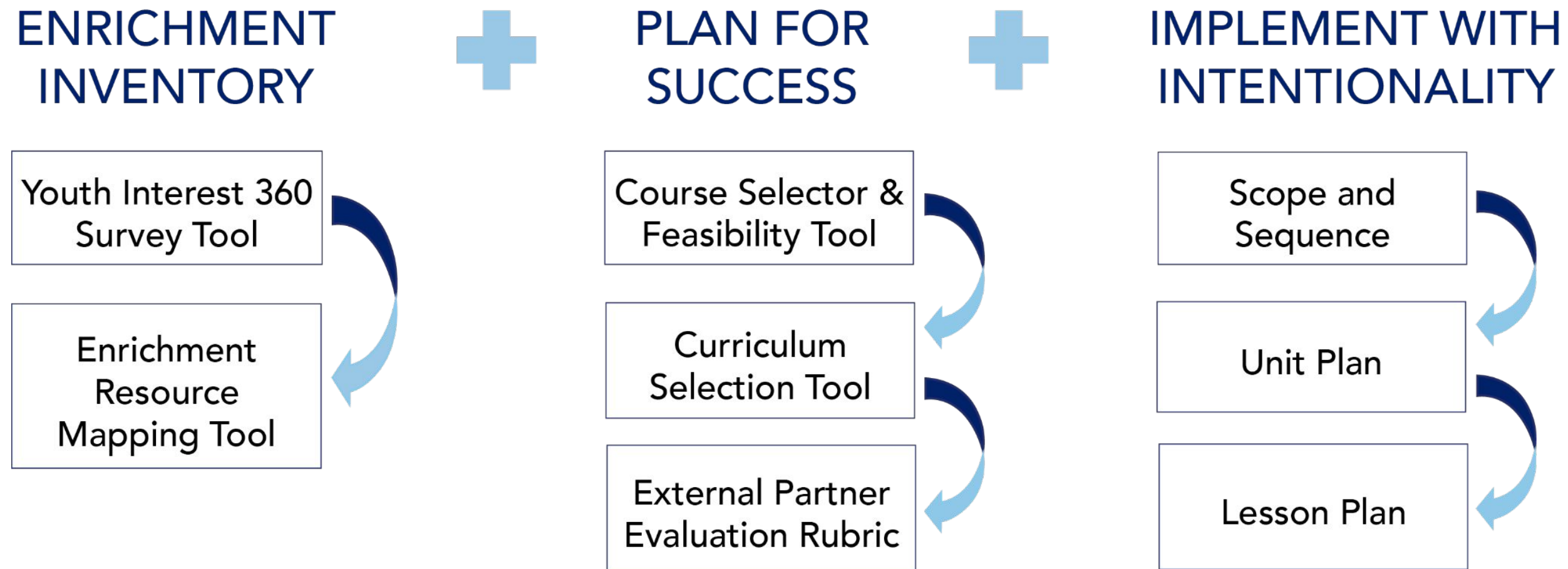
Thoughtfully planned and intentional enrichment activities have been shown to benefit voluntary out-of-school time learning programs in various ways:

- Planned and deliberate activities offer students exposure to new opportunities
- Enrichment can make the out-of-school time experience more fun
- Enrichment contributes to an increase in student attendance

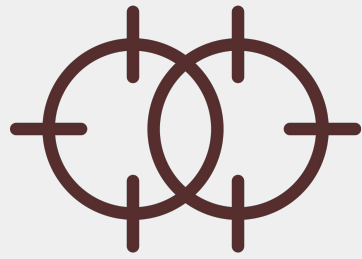




# SCRI'S ENRICHMENT PROCESS



# WHAT MAKES ENRICHMENT HIGH-QUALITY?



**GOAL ALIGNED**



**GROUNDING**



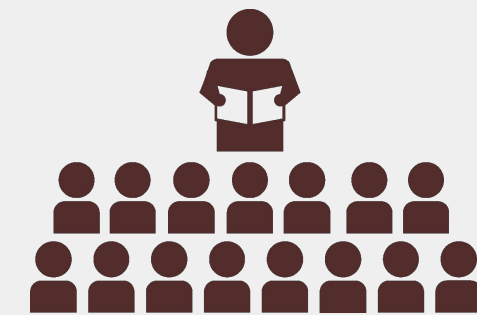
**SKILL FOCUSED**



**ENGAGING**



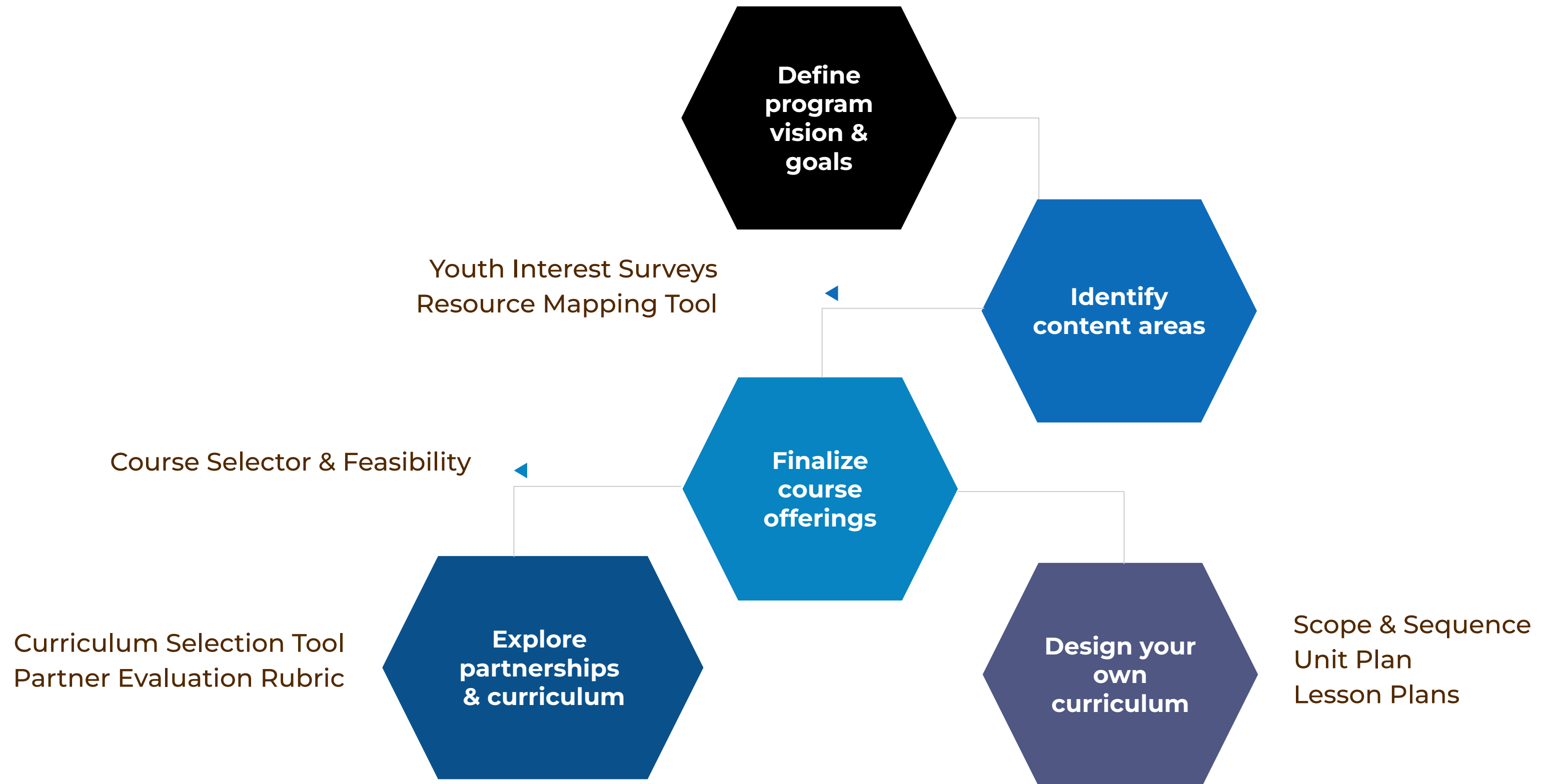
**APPROPRIATELY STAFFED**



**CLASS SIZE (1:15)**



# SCRI'S ENRICHMENT PROCESS



# ENRICHMENT INVENTORY

- Determine youth interests
- Map organizational, district, school, or community assets
- Assess capacity to deliver programming that meets youth interests

## YOUTH INTEREST 360 SURVEY



### Youth Interest 360 Surveys

#### Survey Youth

Select 8 questions tailored to your goals. Distribute to youth to gain additional insights into their interests. Tailor your survey format and questions to align with the developmental needs of your audience. For younger participants, anticipate the need for verbal or visual expression rather than written responses. Plan for diverse survey formats and distribution methods, recognizing the possibility of multiple formats. Factor in the necessary technology, time allocation, and communication strategies for effective data collection. Utilize the sample questions below to generate surveys for youth that suits your needs, employing recommended platforms like Google Form, Qualtrics, SurveyMonkey for older participants.

YOUTH INTEREST INVENTORY	
What is your favorite subject/class?	Outside of school, what activities are you involved in?
What is your favorite book?	What careers are you interested in?
What is your favorite music type/genre? Band/musician?	If you could travel anywhere in the world, where would go?
What is your favorite TV show?	Who do you follow on Instagram?
What is your favorite thing to do?	What are your favorite TikToks?
What are your hobbies?	Do you prefer to work independently or collaboratively/in a group?
What do you enjoy doing in your free time?	What CTE areas are you interested in? (list CTE categories)
What is your favorite sport/physical activity?	How much time screen time do you spend each day?
At school, what clubs/activities/sports do you participate in?	Which areas are you interested in (check all): Civics/History, Coding, Computer Graphics, Culinary Arts, Environmental, Folk Art/Crafts, Gaming, Literary Arts, Music Tech & Video, Performing Arts (dance, music, theatre), Robotics, Sports/Recreation, STEM/STEAM, Visual Arts. <i>NOTE: Align with categories on Enrichment Capacity Rubric. Consider adding: Automotive/mechanics, Trades, construction, architecture...</i>

## ENRICHMENT RESOURCE MAPPING



### Enrichment Resource Mapping Tool

#### Guidance and Recommendations

Resource mapping is a valuable method to identify untapped resources for designing and implementing high-quality enrichment programming. Often, existing resources are overlooked during program development. This quick and simple process offers a “snapshot” of potential resources, including staff, facilities, and more, for enrichment. Leveraging existing resources is an effective, efficient, and sustainable strategy for high-quality programming.

To utilize this tool, complete the resource mapping for each site where programming is planned. Inventory resources in key areas: instructors, facilities, equipment, technology, current programming, funding, partners, and potential resources.

Name of Program Site					
Please indicate content areas in which you have existing instructors/staff. Consider instructor/staff content expertise and interest beyond certification. (check all that apply)					
INSTRUCTORS					
Art	<input type="checkbox"/>	Gaming	<input type="checkbox"/>	Robotics	<input type="checkbox"/>
Civics	<input type="checkbox"/>	History/Social Studies	<input type="checkbox"/>	Science	<input type="checkbox"/>
Coding	<input type="checkbox"/>	Health/Wellness	<input type="checkbox"/>	Sports/Recreation	<input type="checkbox"/>
Computer Graphics	<input type="checkbox"/>	Library/Media	<input type="checkbox"/>	STEM/STEAM	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>	Literary Arts	<input type="checkbox"/>	Visual Arts	<input type="checkbox"/>
Culinary Arts	<input type="checkbox"/>	Math	<input type="checkbox"/>	Other (fill in)	<input type="checkbox"/>
ELA (English language arts)	<input type="checkbox"/>	Music Tech & Video	<input type="checkbox"/>		<input type="checkbox"/>
Environmental	<input type="checkbox"/>	Performing Arts (dance, music, theater)	<input type="checkbox"/>		<input type="checkbox"/>
Folk Art/Crafts	<input type="checkbox"/>	Physical Education	<input type="checkbox"/>		<input type="checkbox"/>
Notes/Remarks					



# Need Curriculum?

## CURRICULUM SELECTION TOOL

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AND INNOVATION

Curriculum Selection Tool

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.	Select one	
The design of the curriculum aligns with the objectives and vision of the district or organization.	Select one	
The curriculum is designed to meet specific youth standards and develop essential skills.	Select one	
Curriculum costs align with the summer enrichment budget.	Select one	
The curriculum includes pre- and post- assessments that support youth learning objectives.	Select one	
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)	Select one	

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.	Select one	
Professional development is included in the curriculum.	Select one	
Instructional supports are available for different types of learners.	Select one	

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# Want to Partner?

## EXTERNAL PARTNER EVALUATION RUBRIC

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AND INNOVATION

External Partner Evaluation Rubric

**Guidance and Recommendations**

The recommended process for selecting external enrichment partners/providers for your enrichment program includes utilizing a simple RFP (request for proposals) and interview process that would enable you to assess the following: Provider Quality, Programming, and Partnership Capacity. While the rubric is designed for organizational providers, it can be easily amended for vetting individual providers.

Complete this tool for each external enrichment provider you are considering.

EXTERNAL PROVIDER/INDIVIDUAL DETAILS										
External Enrichment Provider or Individual										
Lead Contact										
Geographic Service Area										
Relationship (check one)	Existing	<input type="checkbox"/>	New	<input type="checkbox"/>						
Organization Type (check one)	Youth Development	<input type="checkbox"/>	Recreation	<input type="checkbox"/>						
	Arts & Culture	<input type="checkbox"/>	Science/Technology	<input type="checkbox"/>						
	College/University	<input type="checkbox"/>	Other (Specify)	<input type="checkbox"/>						
	Civics/History	<input type="checkbox"/>	Music Tech & Video	<input type="checkbox"/>						
Program Type Offered (Check all that apply)	Coding	<input type="checkbox"/>	Performing Arts	<input type="checkbox"/>						
	Computer Graphics	<input type="checkbox"/>	Robotics	<input type="checkbox"/>						
	Culinary Arts	<input type="checkbox"/>	Sports/Recreation	<input type="checkbox"/>						
	Environmental	<input type="checkbox"/>	STEM / STEAM	<input type="checkbox"/>						
	Folk Art/Crafts	<input type="checkbox"/>	Visual Arts	<input type="checkbox"/>						
	Literary Arts	<input type="checkbox"/>	Other (fill in)	<input type="checkbox"/>						
	Grades Served (Check all that apply)	PK	<input type="checkbox"/>	K-2	<input type="checkbox"/>	3-5	<input type="checkbox"/>	6-8	<input type="checkbox"/>	9-12
Fees/Fee Structure (Type in details)										

Rate the organization based on completing the rubric on pages 2 and 3.

Overall Rating	Category	Strong	Moderate	Weak
	Partner Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Partnership Capacity & Alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation (check one)	Recommend	<input type="checkbox"/>	Do Not Recommend	<input type="checkbox"/>
Notes/Remarks				

01



# KEY TAKEAWAYS

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- Making intentional connections with schools, families, and the community takes planning and forethought
- Partnerships should be a two-way street, making sure that each organization or individual has something to offer and is getting something from your program in return is an important step in forging successful relationships
- Communication and flexibility are crucial for maintaining strong partnerships



# BUILDING AND STRENGTHENING MEANINGFUL PARTNERSHIPS

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**Jane D'Anna**

Director of Expanded Learning  
Lancaster School District

**Astrid Cante**

Site Supervisor Expanded Learning  
Lancaster School District

**Objectives:** gain foundational knowledge, program plan ideas, best practices, and connections to standards

# THE PROGRAM PLAN GUIDES EXPENDITURES


## QUALITY STANDARDS FOR EXPANDED LEARNING IN CALIFORNIA

Expanded Learning Opportunities  
Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE

Prepared by:  
Expanded Learning Division

California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923




This Program Plan Template Guide is required by California Education Code (EC)  
Section 46120(b)(2)


Note: This cover page is an example, programs are free to use their own logos  
and the name of their program.


SINGLE  
COMPREHENSIVE  
PROGRAM PLAN

Quality Standards for Expanded  
Learning in California:  
*Creating and Implementing a Shared Vision of Quality*

INTRODUCTION / BACKGROUND 3  
DESCRIPTION OF STANDARDS AND CROSSWALK 4  
RECOMMENDED USES 5  
QUALITY STANDARDS IN ACTION 6  
SUMMARY OF WORK GROUP PROCESS 19  
WORK GROUP PARTICIPANTS 20  
GLOSSARY OF TERMS 21  
REFERENCES 22



  
California AfterSchool Network  
CORRECT. COVHERE. INSPIRE.



"This bold initiative provides a  
road map for improving expanded  
learning throughout California."  
- Tom Torlakson  
Superintendent of Public Instruction


FINAL RELEASE: SEPTEMBER 2014

Informed by Expanded Learning stakeholders  
and practitioners, and produced in collaboration  
between the California Department of  
Education, After School Division, and  
the California After-School Network.

Programmatic

Staff

Participants



PARTNERSHIP FOR  
CHILDREN & YOUTH



# QUALITY STANDARDS FOR EXPANDED LEARNING IN CA

## POINT-OF-SERVICE QUALITY

- Safe and Supportive Environment
- Active and Engaged Learning
- Skill Building
- Youth Voice and Leadership
- Healthy Choice and Behaviors
- Diversity, Access, and Equity

## PROGRAMMATIC QUALITY

- Quality Staff
- Clear Vision, Mission, and Purpose
- Collaborative Partnerships
- Continuous Quality Improvement
- Program Management
- Sustainability

**SITE WORK**



**ORGANIZATION**





# PROGRAM PLAN

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- Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.
- Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.
- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).
- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

# COLLABORATIVE PARTNERSHIPS

Intentionally builds and supports...

- Collaborative relationships
- Internal and external stakeholders
- Families
- Schools
- Community



# COLLABORATIVE PARTNERSHIPS

## DEVELOPS COLLABORATIVE PARTNERSHIPS

Formalized \* written agreements \* on-going meetings

## SEAMLESS INTEGRATED

School day into after school

## OUTREACH & ENGAGES POTENTIAL PARTNERS

## CULTURAL & LINGUISTIC STRATEGIES

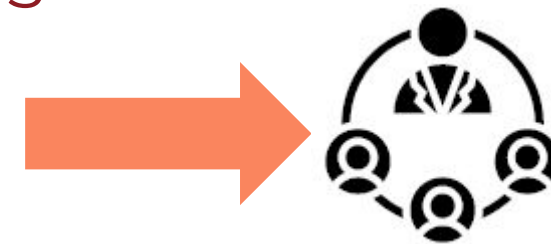
Engage families, advocacy & health development

## INTERNAL & EXTERNAL

Collaboration

Decision Making - CQI - All Stakeholders

Collaborate to leverage resources



Programmatic



Staff



Participants





# COLLABORATIVE PARTNERSHIPS

## DEVELOPS COLLABORATIVE PARTNERSHIPS

Formalized \* written agreements \* on-going meetings

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Engage families, advocacy & health development

## INTERNAL & EXTERNAL

Collaboration

Decision Making - CQI - All Stakeholders

Collaborate to leverage resources

- Develops
- Collaborative
- Leverage Resources
- Internal and External
- Integrated
- Outreach
- Potential Partners



# COLLABORATIVE PARTNERSHIPS

## STAFF SHARE PROGRAM'S - VARIETY OF STRATEGIES

- Mission
- Vision
- Goals
- Outcomes
- Planned Activities



## STAFF DESIGN ACTIVITIES

- Make progress toward program's

## GOALS & OUTCOMES



# COLLABORATIVE PARTNERSHIPS

## PARTICIPANTS KNOW THE

- Goals
- Outcomes

## PARTICIPANTS PROVIDE INPUT

- Vision
- Mission
- Goals
- Outcomes



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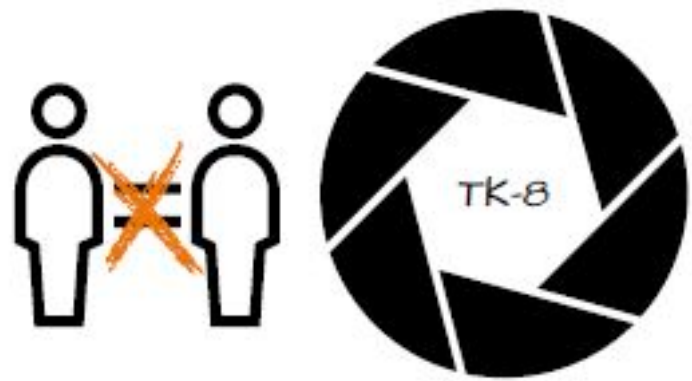
Participants





# PRIORITIZE YOUR STUDENTS' NEEDS

**NO ONE SIZE  
FITS ALL**

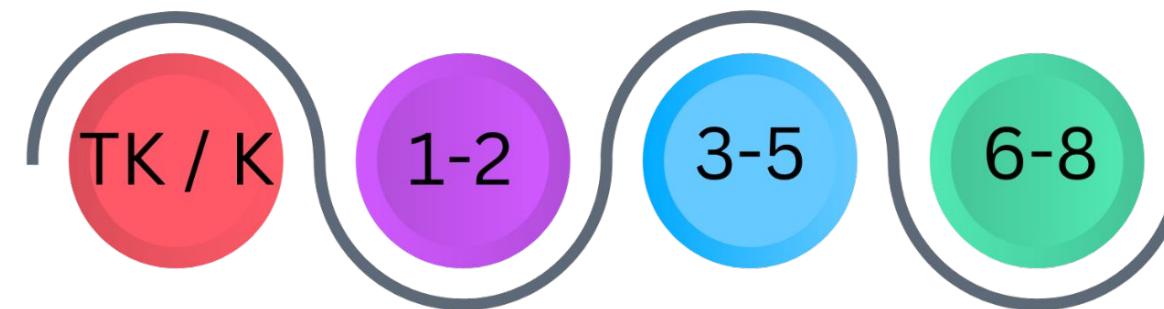


- **Meeting the Needs of All Students**

- English Learners
- Homeliness
- Foster
- Learning Differences
- LGBTQIA+

- **Safe and Supportive Environment**

- Developmental
- Social-emotional
- Physical



# HOW DO YOU ATTRACT AND BUILD COMMUNITY PARTNERS?

## COLLABORATIVE

- Internal Stakeholders
- External Stakeholders





## COLLABORATIVE INTERNAL PARTNERSHIPS

### PROGRAM PLAN ELEMENT EXAMPLES

- **Child Nutrition Services Dept.** - snacks and meals
- **Early Learning Dept.** - specialized training to meet early learning needs and to create shared positions
- **Facilities and Operations Dept.** - custodial and site support
- **Special Education Department** - recommendations to support learning needs across all schools
- **Student & Family Services** - medical personnel during ELO-P hours



# POTENTIAL LOCAL PARTNERS



- Local Businesses
- Student Voice
- Make the Call





**DREAM BIG  
EXPLORE MORE  
CREATE**





# TONY CAPKO



## FOUNDER

High Desert Music Academy

## EXPERTISE

Tony specializes in orchestral, rudimental drumming, hand percussion, and drum set. He has been teaching music to children and adults for over 30 years, building a foundation in all styles, and all skill levels.



# KEVIN WARREN



## OWNER

Captain Tony's - Lancaster Location Captain Tony's - Quartz Hill Location

## BACKGROUND

Acquired these businesses in May 2023.





# VIOLET DAVIS

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## FOUNDER

Breathe Yoga of Quartz Hills

## BACKGROUND

Violet has been teaching children and adults yoga and mindfulness for 15 years. She is also a trained facilitator for Beat the Odds, an evidence-based and trauma informed program that integrates activities from group drumming and group counseling to build core strengths such as focusing and listening, team building, leadership, expressing feelings, managing anger/stress, empathy, and gratitude.

# CEDRIC WHITE



## OWNER

10 Years AV Community Uplift Foundation

## BACKGROUND

- Probation Officer- 26 years
- Juvenile Hall/Probation Camp Teacher
- Former NFL Football Player



## EXPERTISE

- Disadvantaged Youth
- Gangs
- Sex Offender Registration
- AC 109 Re-Entry Programming
- Community Partnerships





# SUMMER PLANS

SUMMER FIELD TRIPS				
Monday	Tuesday	Wednesday	Thursday	Friday
10 CHARTER BUSES LESSON PLAN DESIGN INSTRUCTIONAL TRAVEL AFTER SCHOOL ACTIVITIES	11	12 Discovery Cube Discovery Cube 	13 Griffith Observatory 	14 Dinos Alive Dinos Alive 
17 Aquarium of the Pacific Blackbird Airpark Captain Tony's Pizza Aquarium of the Pacific	18 Blackbird Airpark Captain Tony's Pizza (2 trips) 	19 Blackbird Airpark Captain Tony's Pizza Los Angeles Zoo Prime Woodland Desert Preserve 	20 Blackbird Airpark La Brea Tarpits The Getty Museum La Brea Tarpits 	21
24 Wildlife Learning Center (on site) Bowlero Wildlife Learning Center (on site) 	25 California Science Center Bowlero 	26 LA Dodgers Game Prime Woodland Preserve Preserve 	27 Bowlero 	28 The Getty Museum Bowlero 



# BREAKOUT ROOMS

[10 minutes]

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Select a group for a deeper dive into the following topics:

- Summer School Field Trips
- Building Local Partnerships
- Professional Development

## Discussion Questions

- What partnerships would be helpful for you/your organization in the area you have chosen? Explain how they would be helpful.
- What possible challenges would you address?



# THANK YOU!

## WHAT IS NEXT?

- Follow-up email
- Share your feedback
- Join a future session

**MAR 21** Bright Beginnings: Enriching Summers for Early Learners

**APR 25** Thriving Together: Building Resilient Summer Teams through Recruitment, Training, & Retention

## ADDITIONAL RESOURCES AND EVENTS FROM PARTNERS:

- CAN ELO-P Convening April 2024
- California's Expanded Learning Infrastructure: Partners in Health, Mental Health, and Substance Use Prevention, Intervention, and Treatment Webinar March 27

