

WELCOME TO THE

# SUMMER GAME PLAN SERIES

MAR  
21

## BRIGHT BEGINNINGS: ENRICHING SUMMERS FOR EARLY LEARNERS

### INTRODUCE YOURSELF IN THE CHAT

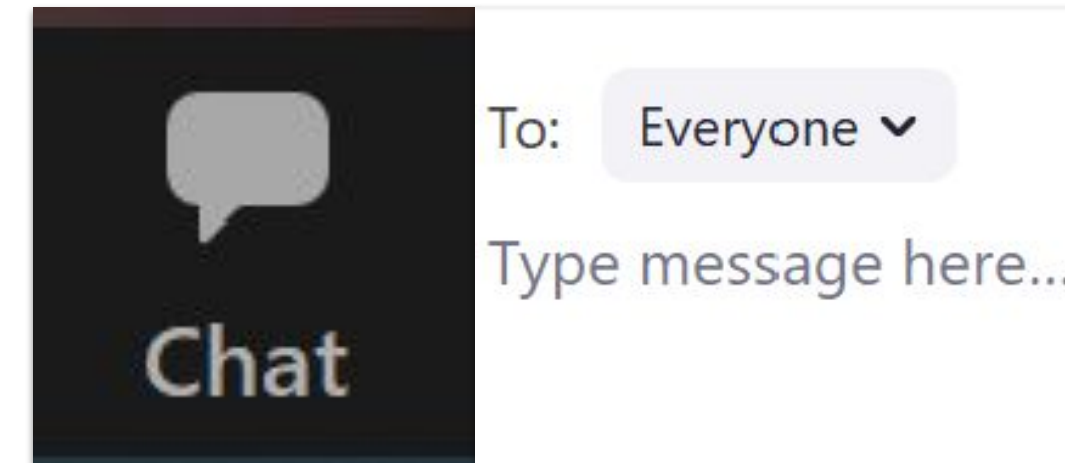
- Name
- Position
- Your district or organization



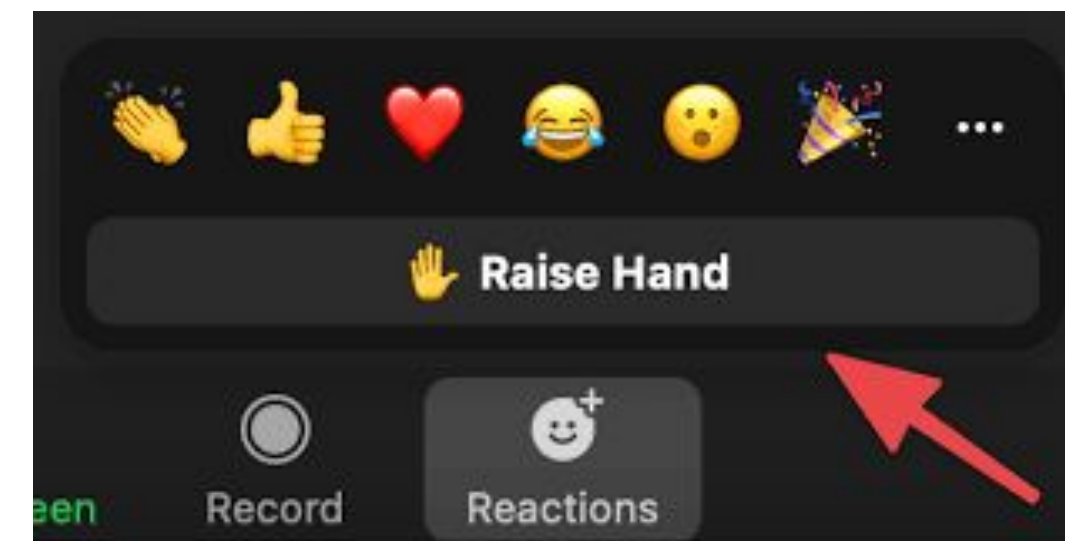
# YOUR PARTICIPATION

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## ENGAGE IN THE CHAT



## REACTIONS & RAISE HAND







# MONIK VEGA

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Sr. Program Manager  
Partnership for Children & Youth



# AGENDA

- ELO-P and Quality Programming
- Staff Training
- Facilities
- LEA and Partnerships
- Q&A



# ICEBREAKER

## POLL INFORMATION

- Is this your first time running a summer program using ELO-P funds?
- I have ran a summer program, but this is my first time serving early learners.
- I have served early learners in summer, but I am here to learn how to enhance the quality of my summer programming.

Choose one of the following:

- Scan the QR code with a smartphone
- Follow the link in the chat



# WHAT IS THE EXPANDED LEARNING OPPORTUNITIES PROGRAM?

**ELO-P requires every school district and charter school to provide summer and/or intersession and afterschool programs to TK-6 graders.**

- **Prioritizes unduplicated students:** English learners, low-income students, foster youth
- Must operate a total of **9 hours/day** per instructional day and on at least **30 non-school days**
- More funds for districts with **high concentrations of unduplicated students**
- **Flexibility**, then accountability
- **District discretion** over allocation of funds

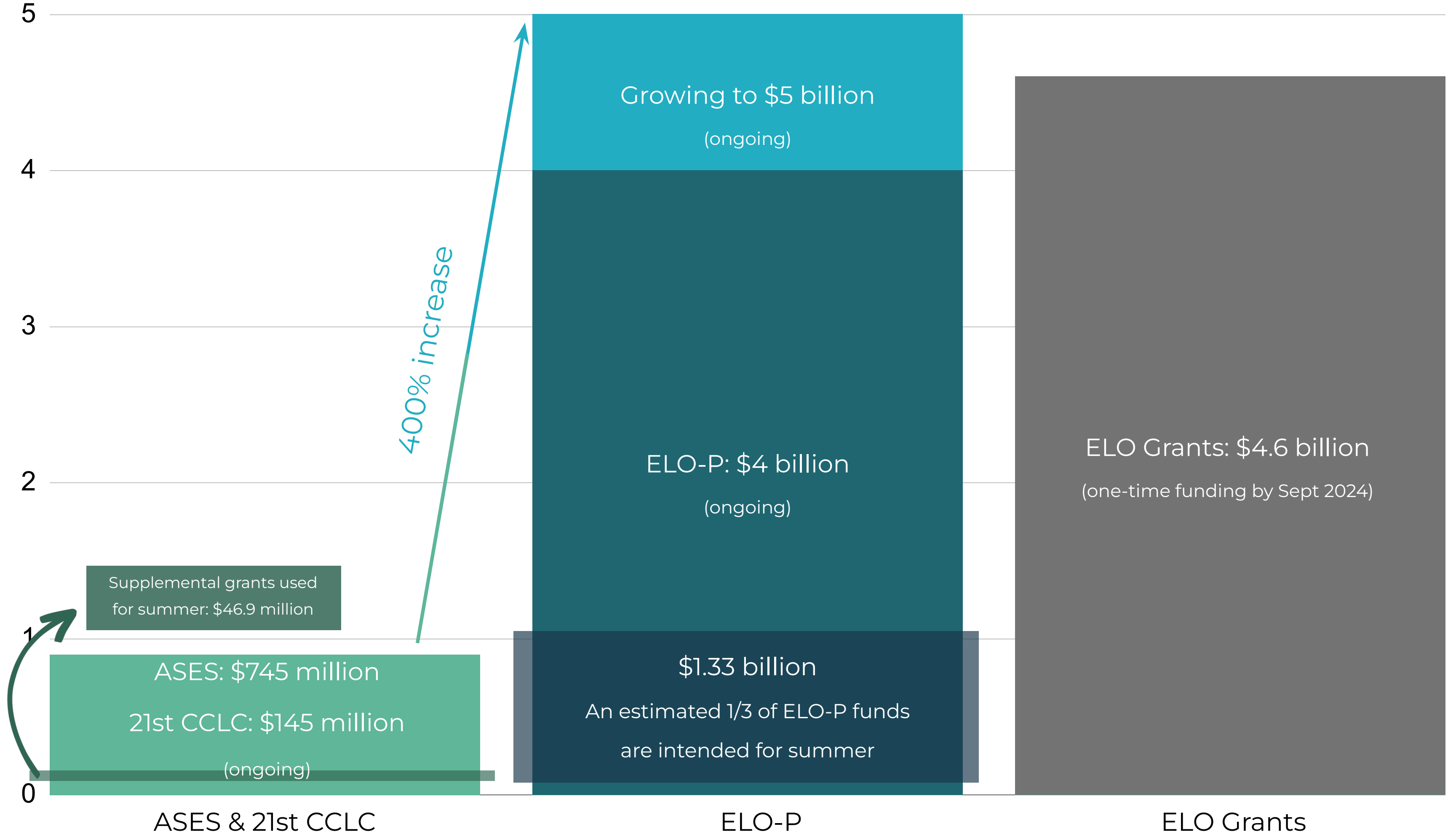
# WHAT IS THE EXPANDED LEARNING OPPORTUNITIES PROGRAM?

**ELO-P requires every school district and charter school to provide summer and/or intersession and afterschool programs to TK-6 graders.**

- Encourages **collaboration** with partners and existing programs
- Serve **younger learners** in collaboration with **Universal Pre-K**
- If funds remain, **may serve older students** (7-12th graders)
- **Program plans required**
- Funding for **technical assistance**



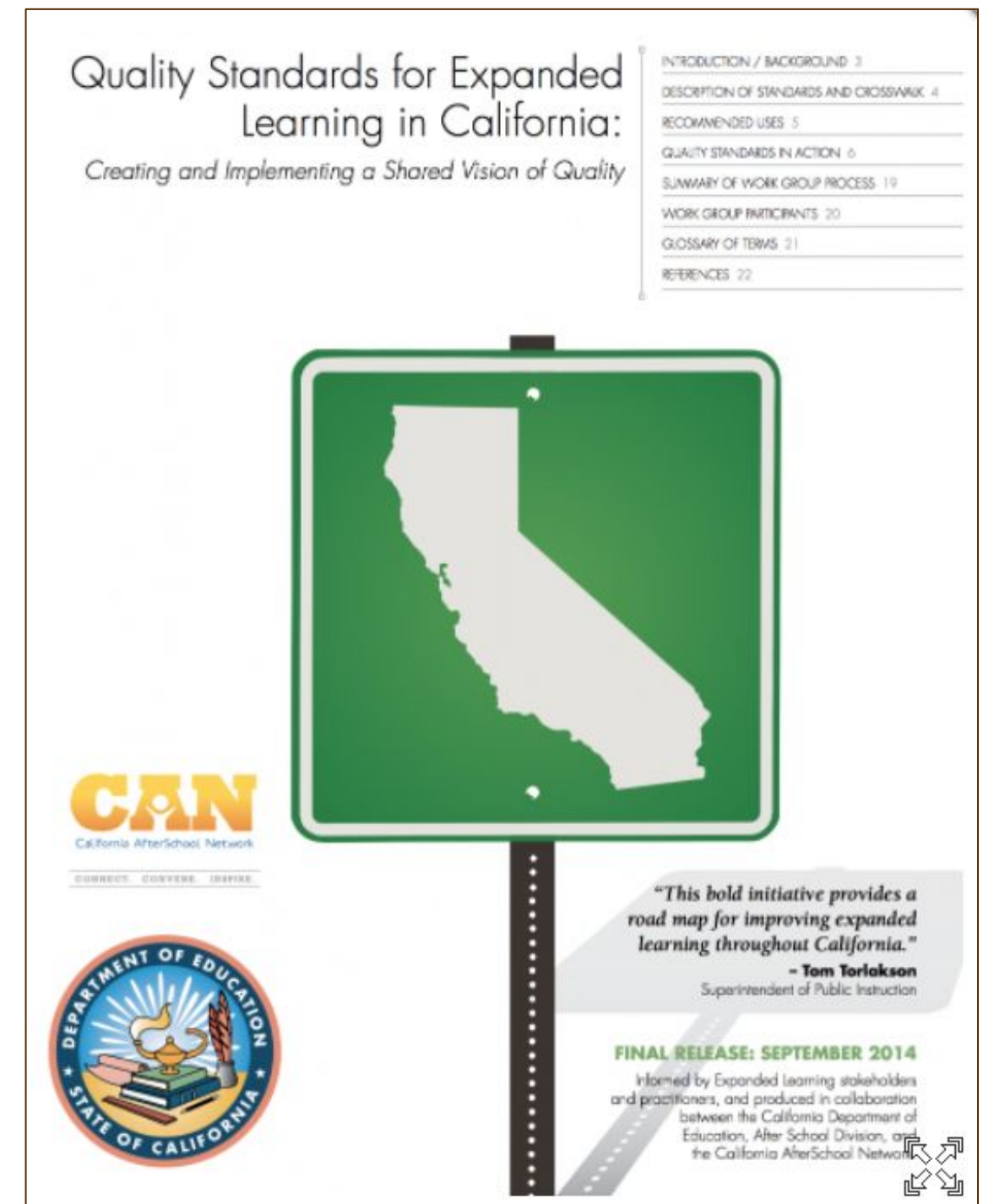
**FUNDING IN BILLIONS OF DOLLARS**





# QUALITY STANDARDS FOR EXPANDED LEARNING IN CA

- A framework of **clear expectations**
- A guide to assess program **quality**
- A guide for district leaders to **reinforce and advance key priorities**
- A **complement to other CA standards** for quality improvement



# HIGH QUALITY PROGRAMMING

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- School readiness
- Learning loss/closing the gap
- Fun
- Building sense of community
- Relationship building





# HIGH QUALITY PROGRAMMING

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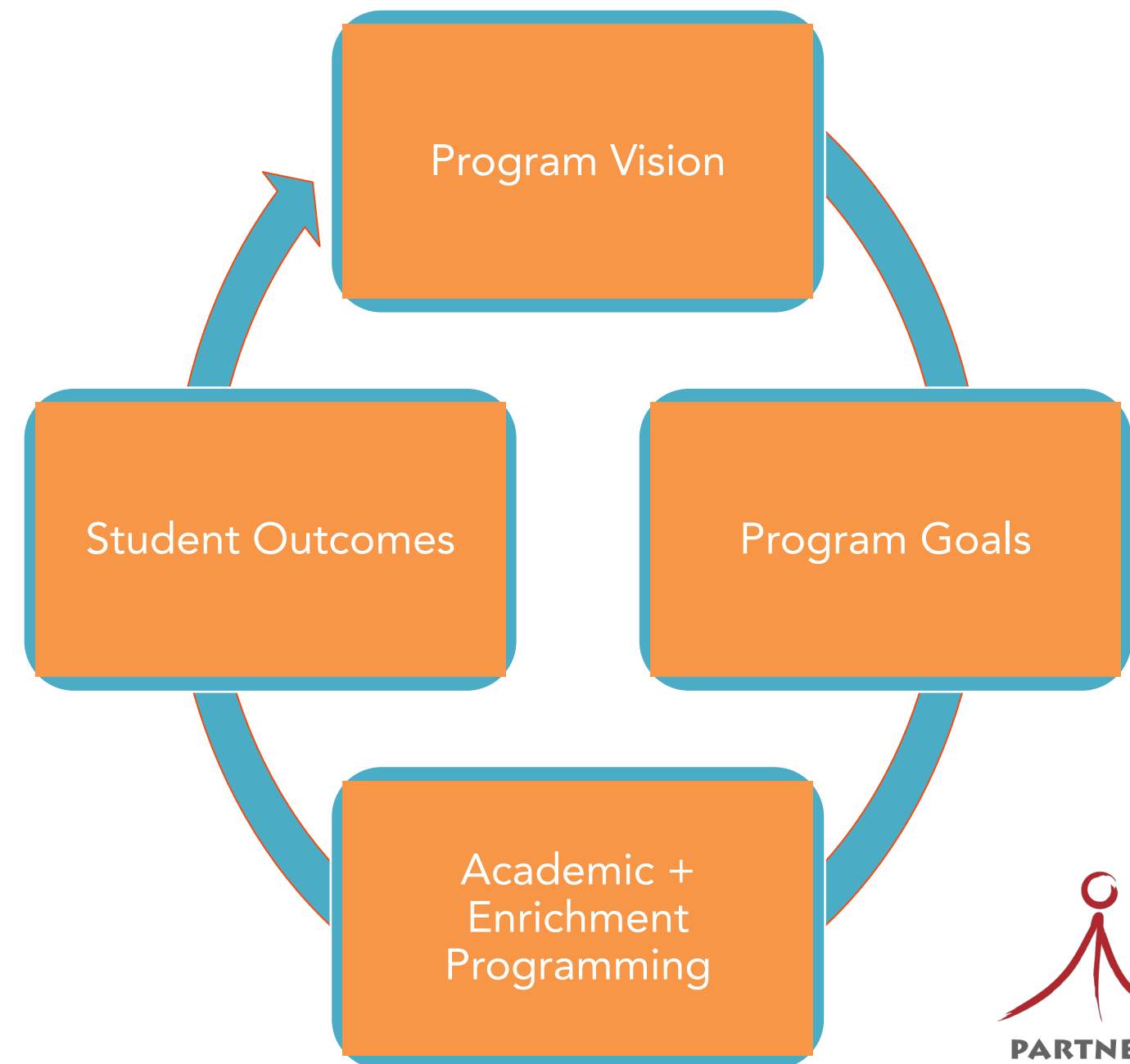
- Broadens youth horizons
- Includes a wide variety of activities
- Helps youth build mastery
- Fosters cooperative learning
- Promotes healthy habits
- Lasts at least one month



# HIGH QUALITY ENRICHMENT

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

1. Select a model for providing enrichment programming/activities
2. Ensure that enrichment instructors have strong content knowledge
3. Train enrichment instructors in behavior support strategies and monitor their implementation
4. Plan lessons to include sequenced activities
5. Plan carefully if enrichment is integrated with academics
6. Keep class sizes small.





# HIGH QUALITY SUMMER PROGRAMS

**Summer programs offer an opportunity for fun, community building, exploration, and learning, in ways both different from and complementary to the regular school-year experience.**

- Provide a safe and supportive environment
- Allow or student voice and choice
- Read alouds with finger puppets
- Outside experiences
- Playing with the elements, sand, water, etc
- Explore nutrition- try unique fruits and vegetables

# WORDCLOUD

- What is one thing you want your students to experience this summer?
- What is one thing you want your students to feel while attending your summer program?

## POLL INFORMATION

Choose one of the following:

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- Follow the link in the chat







# ELIANA MANCILLA

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Associate Director of  
Learning and Development  
Woodcraft Rangers

# STAFFING

## INTENTIONALITY FOR QUALITY AND SUSTAINABILITY

### PARTNERS AND INFRASTRUCTURE

- Community Colleges
- School-to-Workforce Pipeline
- Apprenticeships

### EXPERIENCE

- Prior Experience Working With Youth
- Child Development Units

### CHARACTERISTICS & SKILL SET

- 21st Century Skills
- Growth Mindset





# STAFF TRAINING

## SETTING UP FRESH PROFESSIONALS FOR SUCCESS

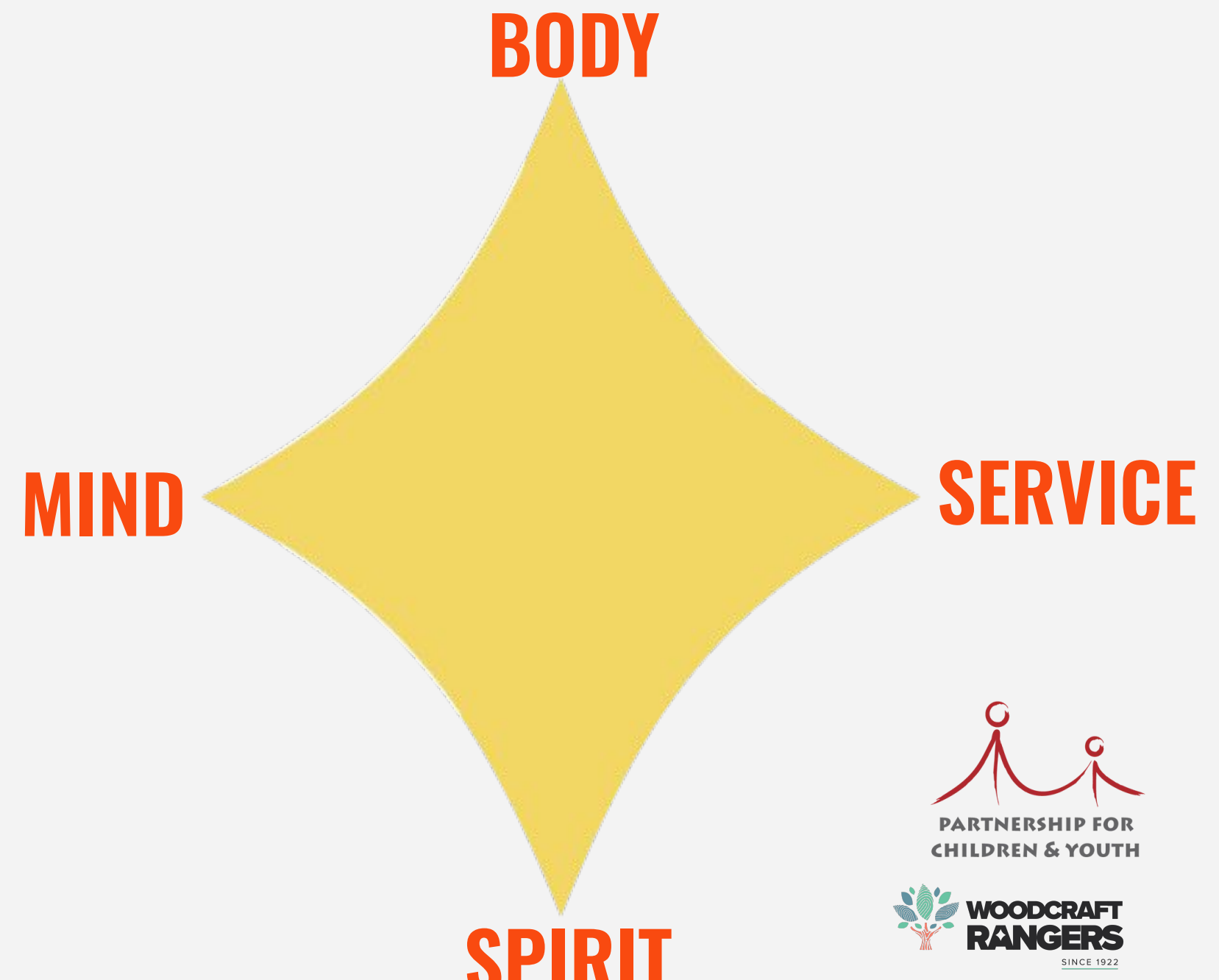
- **Experiential Trainings**
  - Learner focused
  - Immersive
  - Hands-On
- **Reflective**
  - Creating buy in
- **Prevention vs Intervention**
  - Emphasis on structure
  - Positive Climate
  - Relationship building



# NEW HIRE ORIENTATION

- Whole Child Approach
- Child Development and Developmentally Appropriate Practices
- Behavior Understanding
- Activity Planning and Support

## 4-FOLD WAY



# SUMMER TRAINING

- Meeting the needs of families
- Program Design
- Emphasis on student lead and educator guided activities
  - Project Based Learning

Time	Activity	Description
8:00am – 9:00am	Breakfast + Camp Mingle	Morning Meal and Camp activity centers
9:00am – 10:00am	Scholar hour	<ul style="list-style-type: none"> <li>• Math manipulatives</li> <li>• Song and Dance</li> <li>• Reading Circle</li> </ul>
10:00am – 11:00am	Enrichment # 1	<ul style="list-style-type: none"> <li>• Kinder Bundle Activity</li> <li>• Birch Activities</li> </ul>
11:00am-11:15am	Junior Break	Opportunity for junior rangers to drink water, eat snacks brought from home, or participate in a restroom break.
11:15am – 12:30pm	Tinker Time	Tinker Stations Child initiated, club leader guided stations
12:30pm – 1:30pm	Lunch + Camp Mingle	Lunch time with friends with a variety of recreational activities available for students.
1:30pm – 2:15pm	Enrichment # 2	<ul style="list-style-type: none"> <li>• Kinder Bundle Activity</li> <li>• Birch Activities</li> </ul>
2:15pm – 3:00pm	Meditation Rest/Nap Time	<ul style="list-style-type: none"> <li>• 5–10-minute meditation</li> <li>• Rest/Nap</li> </ul>
3:00pm-3:15pm	Yoga	
3:15pm – 3:45pm	Snack	Snack distribution
3:45pm-4:00pm	Junior Break	Opportunity for junior rangers to drink water, eat snacks brought from home, or participate in a restroom break.
4:00pm – 5:00pm	Tinker Stations	Child <u>initiated</u> , club leader guided stations
5:00pm-5:30pm	Camp Fire	Intentional reflection time with campers and staff which includes guided conversation and campfire traditions and songs.
5:30pm-6:00pm	Camp Mingle	Camp activity centers



# LEARNING ENVIRONMENTS

## Setting the tone for fun, active and engaged learning

- **Facilities**

- Not all sites look the same
- Prioritizing Safety

- **Youth to staff ratios**

- 10:1 ratio


- **Individualization**

- Problem Solving
- Developmentally appropriate practices



# CURRICULUM

- Developmentally appropriate
- Based in the California Preschool Foundations
- Planning and supporting of activity implementation



## CYCLE PLAN

**Cycle:** SPRING 2024  
**Week:** 7  
**Time:** 90 Minutes

**Activity Name:** My Skeleton  
**Lesson Goals:** Life Science, Literacy, SEL

**CHECK-IN/LESSON INTRODUCTION:**  
**CHECK-IN:** Use examples from NHO Training or Team Building Book  
**CIRCLE TIME:** Welcome all the students with a song or activity, review agreements, give agenda for the day  
**LESSON INTRODUCTION:** Read story connected to our skeletal system/bones. Follow up with open/ended questions/predictions- post on white board or poster paper (maybe post some examples of questions here?)  
**LESSON EXPLANATION:** "Today, we will be looking at x-rays of hands and then creating our own "x-ray" by tracing our hands and using these q-tips to build our bones like the x-ray examples; once you are done, you may try to create another x-ray or explore at a center"

**MATERIALS LIST:**

- 1 pack of black card stock
- white crayons
- glue bottles (not sticks)
- large pack of q-tips
- pictures of x-ray examples
- supporting center bins
- white board/poster paper
- dry erase markers

**OBJECTIVES:**

- PLF Science**  
Life Science-Properties and characteristics of living things. Changes in living things.
- Literacy**  
Advance Language-Club leader introduces a variety of words and connects them to experiences and or ideas.
- Life Skill (SEL)**  
Self-Management - The ability to manage your emotions, thoughts and behaviors effectively in different situations in order to achieve your goals.

**MAIN ACTIVITY BREAKDOWN:**

- Distribute a black piece of paper and white crayon to each student
- They will first use the crayon to trace their own hand (you can model this for the students first)
- After they trace their hand outline, they will get a stack of q-tips and glue from the club leader
- They will then try and place the q-tips inside the outline to create their hand skeleton (using pictures as a guide)
- Once they have finished, they can try to create another animal skeleton or move on to centers
- While students move to centers, club leaders can support other students who need help completing the activity or walk around and engage with students at centers - asking them open-ended questions

**REFLECTION:**

- Using the board from the brainstorm session during the activity introduction, ask the students if their questions were answered
- Take a poll (show results on board)
  - SAMPLE POLL QUESTION: What was their favorite activity?

REFLECTION SAMPLE QUESTIONS:

- What new words did you learn? (try and repeat all the words from the advanced vocab list)
- How can we explore our bones more?
- How can we keep our bones healthy?

# CURRICULUM

- Youth led, adult guided
- Prevention
- Intentional



## SUPPORT CENTERS

Cycle: SPRING 2024

Week: 7

Time: 90 Minutes

**Activity Name:**  
My Skeleton

**Lesson Goals :**  
Life Science, Literacy, SEL

### CENTER 1: Sensory Bin

Two students max per bin; students dig for pictures and check it off on the vocab list, students can also enjoy pouring, scooping, and playing in sensory bin

#### **MATERIALS**

- deep bin with rice or sand
- add in small cups and mini spoons
- place in small play bones if available
- add in pictures from search & find list
- have laminated search list out

### CENTER 2: Bones Puzzle

Students use their problem-solving skills to rebuild a skeleton that has fallen apart! They will move around the different pieces to put their skeleton back together again

#### **MATERIALS**

- laminated bones pieces
- mats or trays to separate the different sets
- place book/pictures on the table for inspiration

### CENTER 3: Bone Counting

Students will arrange Q-Tips to correspond with the matching number. EXAMPLE: If there is a #4, the student will count out and place 4 Q-Tips next to the #4

#### **MATERIALS**

- number cards printed & laminated
- q-tips

### CENTER 4: Playdough Invitation

Students will use their imagination to build a body outline and create a skeleton model out of tinkering parts

#### **MATERIALS**

- black playdough (or whatever color is available)
- tray of tinkering parts (googly eyes, pipecleaners, q-tips, yarn)

### SUPPLEMENTAL RESOURCES:

**Book Recommendations:** Bonaparte Falls Apart by Margery Cuyler, Me & My Amazing Body by Joan Sweeney, Inside Your Outside! by Trish Rabe, BONES by Stephen Krensky, check your local library for more!

**Songs:** Click Clack Bones - Pinkfong (youtube)

**Youtube videos:** Your Super Skeleton - Scishow Kids (transition, end of day video)

**Outdoor Time (if accessible):** Students can go outside, trace each other on sidewalk, and draw their bones inside the outline \*check before drawing on school property\*

### ADDITIONAL NOTES:



PARTNERSHIP FOR  
CHILDREN & YOUTH







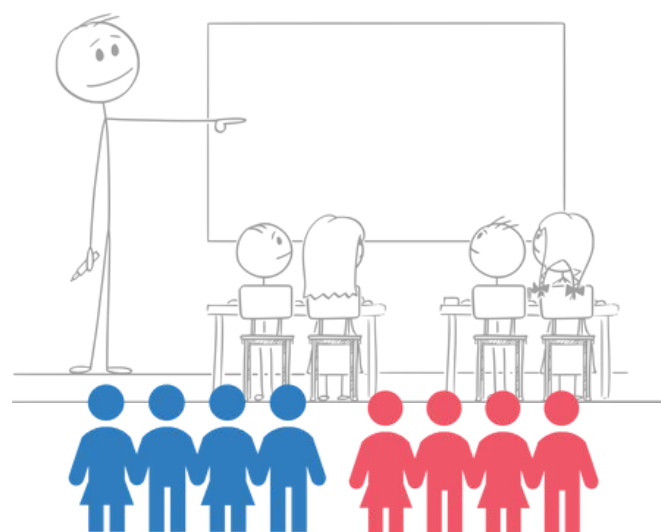
## FACILITIES FOR SUCCESS

Rachel Champagne  
Regional Director  
Catalyst Kids





## WHAT IS TK/K ELO-P IN PRACTICE?



·Serve children in a Kindergarten classroom after Kindergarten is done.

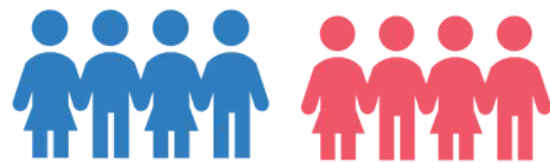
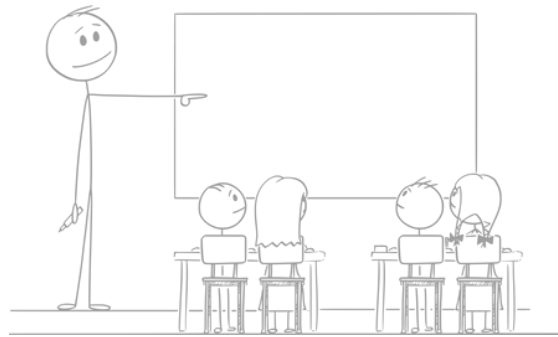


·The school district provides you a space on campus, that you turn into an ELO-P room for TK/K.



·Serve ELO-P children in an existing After School program. (ASES/21st Century/CCTR/Boys and Girls Club/non-certified program).

## OPTION #1 IN PRACTICE



• Serve children in a Kindergarten classroom after Kindergarten is released.

- Nice to be in an environment that is somewhat familiar to the children.
- Being able to access a developmentally appropriate space makes programming easier
- Usually near an appropriate-sized bathroom and playground.
- Can be a challenge with shared space.
- Business model: Budget for the program as a whole.



## OPTION #2 IN PRACTICE



·The school district provides you a space on campus, that you turn into an ELO-P room for TK/K.

- This allows freedom in creating a space dedicated to your group of children.
- Storage needs to be secured for the team.
- Appropriate size furniture can be a challenge
- Be cognizant of access to bathrooms/playground
- Business model: Budget for the program as a whole.

## OPTION #3 IN PRACTICE



·Serve ELO-P children in an existing After School program. (ASES/21st Century/CCTR/Boys and Girls Club/non-certified program).

- This model maximizes space and funding resources.
- Secure appropriate storage space
- If commingled with a licensed site, must go by the most strict quality standard.
- Allows all children to be together - inclusive.
- Must have an accounting infrastructure to parse out revenue/expenses
- Business model: Budget per child.



**“Alone we can do so little; together we can do so much.”**

**- Helen Keller**







# EILEEN AGUBA CHEN

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Superintendent  
Robla School District

# ROBLA SCHOOL DISTRICT - PROFILE

- 2100+
    - 1925 TK-6
    - 188 PK
  - 5 Elementary Schools
    - TK offered at 4 Elementary schools
    - DLI program at 1 Elementary school
  - 1 Preschool Center
    - Part/Full day
    - PlayPals
  - 38% English Learners
  - 83% Free/Reduced eligibility
  - 90% UPP
  - 51% Hispanic/Latino
  - 14% African American
  - 14% Hmong
  - 12% White
  - 10% Asian/Pacific Islander
  - 1% Multiple Ethnicities
- \*\*rounded up





# ROBLA SCHOOL DISTRICT SUMMER OPPORTUNITIES 2023

## **Freedom School - Partnership with Roberts Family Development Center**

- 9 hour program
- K - 6th
- Harambee- coming together ceremony before engaging in school work
- SLI- (Servant Leader Interns) supporting classrooms during the school day
- Integrated Reading Curriculum- reading program that focuses on reading literature that reflects student demographic
- Meals and transportation provided
- One (1) elementary location

## **START - Partnership with City of Sacramento Youth, Parks, and Community Enrichment**

- 9 hour program
- TK-6th
- ASES structure
  - Academic support
  - Enrichment
  - Physical activities
- Meals and transportation provided
- Two (2) elementary locations



# ROBLA SCHOOL DISTRICT SUMMER OPPORTUNITIES 2024

## Robla Elementary Summer Program with Robla staff

- 3 weeks
- 4 hour program
  - ELA
  - Math/Science/Enrichment
  - Physical activity
- TK-5
- Dual Language Immersion (DLI)
- Meals and transportation provided
- Two elementary locations

## ELOP Partnerships

- 6 weeks
- 5 hour program
  - ASES structure
    - TK-6
    - Academic support
    - Enrichment
    - Physical activities
- 9 hour program
  - Middle School preparation
    - 6th graders
- 9 hour program
  - Freedom School
- Meals and transportation provided



# ROBLA SCHOOL DISTRICT SUMMER OPPORTUNITIES 2024

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## What we are offering staff:

- One (1) day for training, preparing the classroom
- Five (5) hour paid day
- Weekly planning time
- 15 to 1 class size





# BREAKOUT ROOMS

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- Choose a breakout room
  - Staffing and training
  - Facilities
  - LEAs and partnerships
- Q&A sessions

# THANK YOU!

## WHAT IS NEXT?

- Follow-up email
- Share your feedback
- Join the last session

**APR 25**

Thriving Together: Building Resilient Summer Teams through Recruitment, Training, and Retention

## ADDITIONAL RESOURCES AND EVENTS FROM PARTNERS:

- CAN Spring ELO-P Academy
- LA Enrichment Hub
- Unlocking the Potential of Summer Learning
- Better Together Report

