SUMMERMATTERS

Ignite Summer Learning, *ELO-P Style!*

ELO-P Spring Academy

March 29, 2023

System of Support for Expanded Learning | COE Leads

Mark Drewes (R3) - Mara Wold (R5) - Michelle Perrenoud (R11)

Mindful Moment
Maslow's before Bloom's

Session Objectives

❖ Describe a high quality summer learning program

❖ Understand the value of a summer learning program to meet district goals

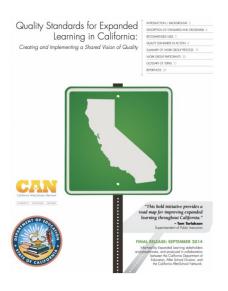❖ Identify resources to support planning of a fun, engaging, and educational summer learning program

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"California's Expanded Learning Programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, career, and life."

Quality Standards - LIAS

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

CAN California AfterSchool Network
CONNECTS · CONVENES · INSPIRES

"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 AfterSchool Network.

DEPARTMENT OF EDUCATION · STATE OF CALIFORNIA

1. Learning that is Active
Learning and memory recall of new knowledge is strengthened through different exposures – seeing, hearing, touching, and doing. Afterschool activities should involve young people in "doing" – activities that allow them to be physically active, stimulate their innate curiosity, and that are hands-on and project-based.

2. Learning that is Collaborative
Afterschool programs should help young people build team skills that include listening to others, supporting group learning goals, and resolving differences and conflicts. Collaborative learning happens when learners engage in a common task where each individual depends on and is accountable to each other.

3. Learning that is Meaningful
Learning is meaningful when youth have some ownership over the learning topic, the means to assess their own progress, and when the learning is relevant to their own interests, experiences, and the real world in which they live. Community and cultural relevance is important to all youth.

4. Learning that Supports Mastery
If young people are to learn the importance and joy of mastery, they need the opportunity to learn and practice a full sequence of skills that will allow them to become "really good at something." Afterschool activities should be explicitly sequenced and designed to promote the layering of new skills.

5. Learning that Expands Horizons
Afterschool programs should provide learning opportunities that take youth beyond their current experience and expand their horizons. They should go beyond the walls of their facilities to increase young people's knowledge of their surrounding neighborhood and the larger global community.

Quality Standards for Expanded Learning Programs

The standards should be considered in the context of the five Learning in After School and Summer Principles which clearly communicate how expanded learning programs contribute to children's learning.

Point-of-Service Quality Standards

1 Safe and supportive environment
The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students. Page 7

2 Active and engaged learning
Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons. Page 8

3 Skill building
The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery. Page 9

4 Youth voice and leadership
The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. Page 10

5 Healthy choices and behaviors
The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style. Page 11

6 Diversity, access and equity
The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Page 12

Programmatic Quality Standards

7 Quality staff
The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. Page 13

8 Clear vision, mission and purpose
The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement. Page 14

9 Collaborative partnerships
The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals. Page 15

10 Continuous quality improvement
The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. Page 16

11 Program management
The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements. Page 17

12 Sustainability
The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions. Page 18

Assess · Plan · Improve

Quality Improvement: *A Process and a Mindset*

Quality Improvement Cycle

PLAN
Set program improvement goals and develop and implement a plan for achieving them

TRAIN
Develop staff understanding and ownership of program quality goals and strategies

ASSESS
Look for evidence of quality improvement during the program

REFLECT
Review summer program data and debrief with key stakeholders

nsla — national summer learning association

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Basic Requirements ELO-P (TK-6th grade, UPP)

180 DAY SCHOOL YEAR

9 hrs/day* =

Core Instructional Day
(Includes recess & lunch)

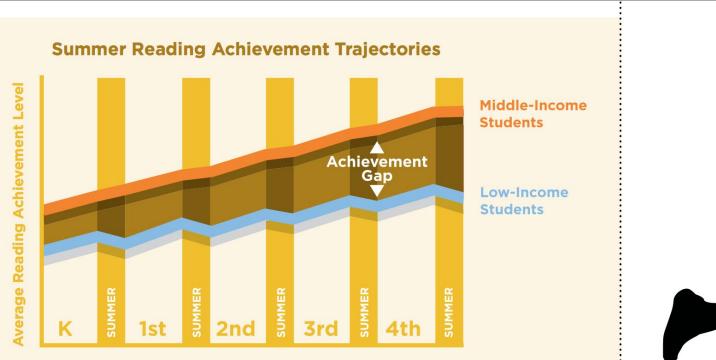**+**

Expanded Learning
(Before or After School or both)

**30 NON SCHOOL DAYS
9 hrs/day***

(Includes Summer,
Intersession, Weekends)

*(*8 hrs/day for frontier*)*

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2.5 months of learning loss each summer = up to **3 years behind** by 5th grade

Video Prompts

What do you hear students saying?

What do you hear educators saying?

What do you notice about the environment?

Summer Learning Video

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Getting a Head Start on the Common Core

Video Reflection

What did you hear students saying?
I'm going back to school this Fall ready to learn!

What did you hear educators saying?
I was able to try on new teaching strategies.
Youth directed their learning.

What did you notice about the environment?
*Constructivism Model * Theme based*
Inquiry & SEL Based Instruction

Begin with the End in Mind

Identify youth learning goals

CONVENE ALL STAKEHOLDERS!
Discover Student/Staff Interests & Strengths

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Where to Start

Vision/Learning Goal Alignment

OVERARCHING ExLP PROGRAM GOALS

DISTRICT VISION FOR STUDENT ACHIEVEMENT

CDE/ExLD VISION

California's Expanded Learning Programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, career, and life.

SPECIFIC SUMMER LEARNING GOALS

AGENCY/DEPARTMENT ExLP VISION

A Sample Journey-GUSD

Vision/Learning Goal Alignment

(SAMPLE DOCUMENT)

DISTRICT VISION

Gilroy Unified School District: All students reach their highest academic and intellectual competencies and personal attributes to be lifelong learners, responsible citizens, and productive members of society.

CDE/ExLD VISION

California's Expanded Learning Programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, career, and life.

AGENCY/DEPARTMENT ExLP VISION

Gilroy Unified School District, Power School/Super Power Summer Camp (SPSC): All students will be college and career ready with the 21st century skills to succeed in life.

P.S. I Can Do It!

OVERARCHING ExLP PROGRAM GOALS

-Students will engage in meaningful projects that allow for critical thinking and the opportunity to see connections between subjects.

-Students will increase their participation in collaborative environments.

-Students will increase their confidence and interest in participation.

-Students will thrive in a common core style of learning.

SPECIFIC SUMMER LEARNING GOALS

SAMPLE: 85% of SPSC participants will increase their engagement in STEAM over the 6 week program.

Engagement defined as:
-Students will be interested in math and science (gain confidence and curiosity);
-Students will increase interest in STEAM related careers (th/guest speakers & field trips);
-Students will develop agency (learn how to ask questions, speak up & become leaders in their classroom)

Assessment: activity debrief & check for understanding, visible display of work, post surveys of students, parents, staff

Region 5 Expanded Learning Partnerships/MCOE/GUSD 2017

Plan Alignment & Stakeholder Engagement

DISTRICT VISION FOR STUDENT ACHIEVEMENT

What is your District's North Star?

CDE/ExLD VISION

California's Expanded Learning Programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, career, and life.

AGENCY/DEPARTMENT ExLP VISION

Create a statement for your Expanded Learning Program that connects the ExLD Vision & District's North Star.

1. Jot down key words/ phrases from your District vision

2. Underline connecting words/phrases from CA's vision for Expanded Learning

3. Draft a unifying statement for your District's ExL Program

Expanded Learning & Summer Specific Goals
Data-Informed Decisions

OVERARCHING ExLP PROGRAM GOALS

What data sources will inform your overarching program goals?

SPECIFIC SUMMER LEARNING GOALS

What is a realistic goal for the summer learning program? How will you measure impact?

1. Brainstorm data sources

2. Develop draft SMART Goal for Summer

From Vision to Implementation - GUSD

SUPER POWER SUMMER CAMP

A collaboration between:

GUSD | SOUTH COUNTY Cal-SOAP | Youth Alliance | the Y

2019 Summer Camp Operations
June 17-July 26 (6 weeks) **8:30-2:30** (6 hours) *No Camp July 4th + 5th*
Incoming grades 1-5 at El Roble and Rod Kelley Elementary, incoming grades 6-9 at Gilroy High School

Brighter Futures- Healthy Communities

Elementary and Middle School:

THEMES	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Components	**Kindness**	**Imagination**	**Adventure**	**Community**	**Balance**	**Creativity**
STEAM	Invention to solve an issue for family	Coding	Seed Challenge - 3 step design process	Invention to solve a community problem	Balance Vehicle Challenge	Alternative Energy Inventions
SELF	Self-Kindness Challenge- bucket filling/appreciation	Create a motivational friend with ideal characteristics	Nature Walk- 5 senses	Motivational Speaker/regular struggles/autobio.	Healthy Body, Nutrition, Yoga, life	Who I was, who I am, and who I want to be- Future
VITAL	Connect to family stories of kindness	Illustrate own graphic novel)	Games/Maps	Visual rep of community	Mind-body-spirit: impact of music	Creative Problem Solving (origami)
Enrichment or Service Learning	Elementary- Thingamajig MS- Options	Elementary- Thingamajig MS- Options	Elementary- Thingamajig MS- Options	Elementary- Health Dept -Ped/Nutrition MS- Options	Elementary- Health Dept -Ped/Nutrition MS- Options	Elementary- Health Dept -Ped/Nutrition MS- Options

Middle School program
- Service Learning- Collaboration with Latino Family Fund de Gilroy
- Enrichment- Student selected topics/Staff developed sessions, students choose weekly

Access the Planning Tool

Vision/Learning Goal Alignment

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SPECIFIC SUMMER LEARNING GOALS

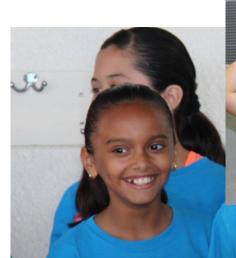What is a realistic goal for the summer learning program? How will you measure impact?

Region 5 Expanded Learning Partnerships/MCOE

SCAN ME

Make a copy for your records!

https://bit.ly/3IJeaSR

Tip #1: *Begin with the End in Mind*

Make Learning Fun & Intentional

Tip #2: *Establish a Unique Program Culture*

Choose a Theme
Incorporate Student Voice & Choice

Tip #3: *Connect with Community Partners*

Tip #4: *Start small*

Add an element each summer

RESOURCES!

-Sample Summer Learning Schedules

-Documents/Videos shared today

-ExL Quality Standards Booklet

-National Summer Learning Assoc Resources

-*and more!*

Access the Shared Folder

SCAN ME

tinyurl.com/4xx866ha

THANK YOU!

SUMMER MATTERS

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Find support in your local area!
System of Support for Expanded Learning
Contact List (all CCSESA Regions)

Regional Discussion