

*Welcome to the*

## **Spring 2024 ELO-P Academy**

***Day 4: CBO & LEA Partnerships to  
Support High-Quality ELO Programs***

**Thursday, April 18, 2024  
10:00 AM - 12:00 PM**





# Mindful Moment

**We will begin recording now.**



# Today's Agenda

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**10:00 AM - Welcome!**

**10:15 AM - Workshop Session:**

***CBO & LEA Partnerships to Support  
High-Quality ELO Programs***

**11:15 AM - Closing Comments**

**11:20 AM - Transition/Break**

**11:25 AM - Regional Breakout Spaces**

**12:00 PM - Zoom Ends**



## Shared Learning Spaces

We hold our workshops as shared learning & collaborative spaces and often update materials with content & resources lifted throughout the presentation.

We will share resources and contact info via a Google Doc that all participants can access.

*(note: for security reasons the full chat cannot be downloaded)*

Presentation materials, including the recording will be available shortly (within 24 hours) after the workshop.





*Register Today!*



### Spring 2024 Expanded Learning

#### Opportunities Program (ELO-P) Convening

A 4-day virtual convening of workshops to support CA Expanded Learning Opportunities Programs

**10:00 AM – 12:00 PM**

**April 3, 4, 16 and 18, 2024**

#### Workshop Topics:

- ELO-P Nuts & Bolts, Volume III
- Running A Single-Comprehensive Expanded Learning Program
- Understanding ELO-P Reporting & Compliance Monitoring
- CBO & LEA Partnerships to Support High-Quality ELO Programs

[Details & Registration](#)

# Access Recording & Materials from the Spring 2024 ELO-P Academy Workshops

[bit.ly/49s80BQ](https://bit.ly/49s80BQ)



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# Spring 2024 ELO-P Office Hours

*You Are Invited To...*

## Spring ELO-P Office Hours

**SELECT FRIDAYS, 12:00 - 1:30 PM  
MARCH - MAY 2024**

Office Hours include the latest ELO-P developments as well as time for Q&A, Discussion, and sharing of promising practices.

**Register in advance for each meeting!**

*Office Hours require advance registration  
(with a meeting cap to keep the space small enough  
for discussion).*

**Co-Hosted by members of the  
System of Support for Expanded Learning (SSEL)**



**Last Spring  
Session is  
on Friday,  
May 10!**

## Registration & Details

**[bit.ly/3R3DHZY](https://bit.ly/3R3DHZY)**



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Get our latest  
info in one place!



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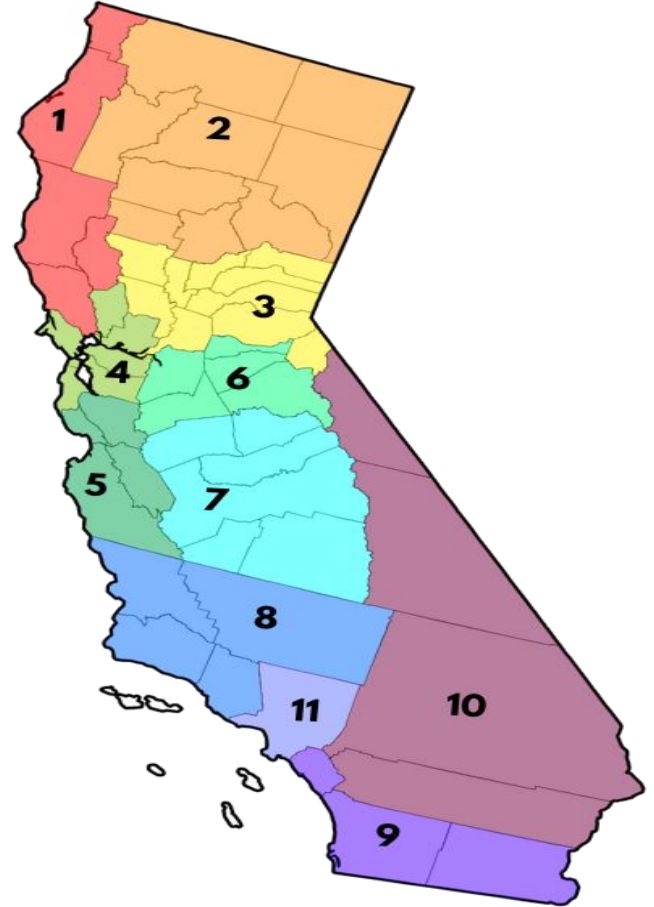
# We're here to support YOU!

Contact the System of Support for Expanded Learning:

[bit.ly/SSELcontact](https://bit.ly/SSELcontact)



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# Day 4: CBO & LEA Partnerships to Support High-Quality ELO Programs



**Julee Brooks**  
CEO,  
Woodcraft Rangers

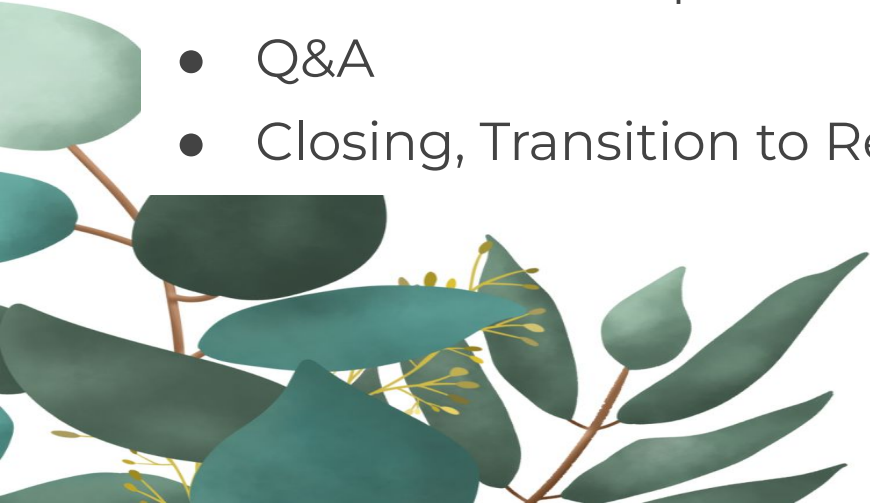


**Connie Cha**  
Director of  
Expanded Learning,  
Fresno Unified School District



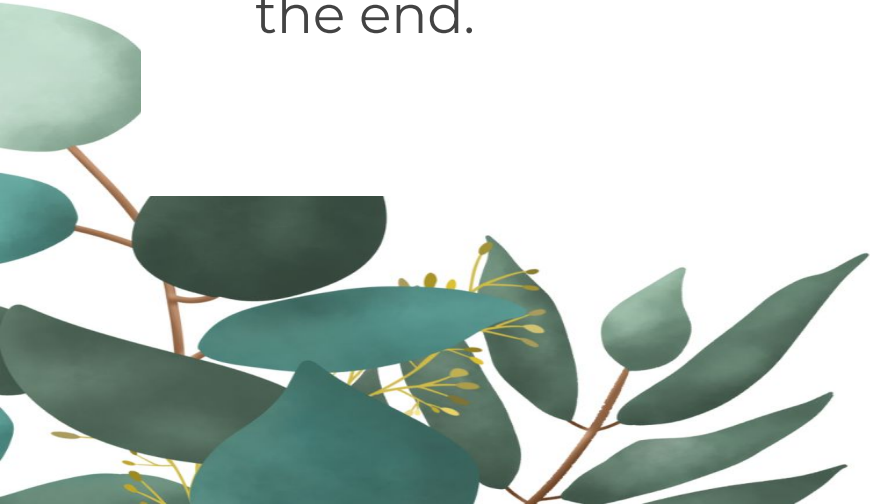
# What We're Doing Today

- Partnerships Rooted in Research
- LEA Insights with Fresno Unified School District
- CBO Partnerships with Woodcraft Rangers
- Q&A
- Closing, Transition to Regional Breakouts

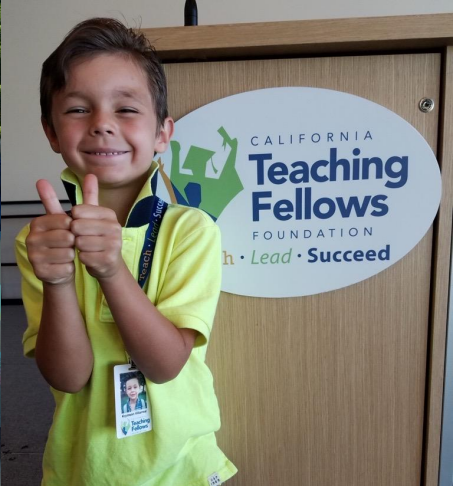


# Today's Learning Structure

- Engage in the Chat - share ideas, thoughts, resources, promising practices.
- Join the Facilitated Regional Breakout at the end.



# Community-Based Organizations (CBOs) & CA Expanded Learning



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

CONTENTS

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



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

FINAL RELEASE: SEPTEMBER 2014  
 Informal by Expanded Learning stakeholders and practitioners, and produced in collaboration between the California Department of Education, After School Division, and the California AfterSchool Network.





# Partnerships Rooted in Research



## Evidence of Impact of Partnerships to Bolster Impacts of the Protective Factors

Ken Anthony, Ed.D. and Heather Williams

FEBRUARY 2022 3



## Promoting Protective Factors in California's Afterschool Programs

Greg Austin, Staci Wendt, & Lucyna  
Klinicka  
June 2021

This report was created by WestEd and  
commissioned by the California  
Afterschool Network





# What are Protective Factors?

*Protective factors are conditions or attributes (skills, strengths, resources, supports or coping strategies) in individuals, families, or communities that enhance healthy development and help a person successfully navigate life's challenges, increasing health and well-being.*



Logic Model

# Protective Factors Framework

Research on protective factors and resilience emphasizes the importance of three broad areas of environmental support:



**Caring Relationships.** A single positive, trusting relationship with a caring adult can make an enormous difference in the ability of children to overcome a host of negative life experiences.



**High Expectations.** Youth need to experience high-expectation messages that convey adults believe the youth can and will succeed, that they won't give up on them but will encourage and help them to do their best, nurturing each youth's unique strengths and pathways to success.



**Meaningful opportunities for participation and contribution.** Youth need to be engaged in activities and decision-making opportunities that contribute to their sense of autonomy and control, give them voice, increase their involvement in school/community, and engage their interests.



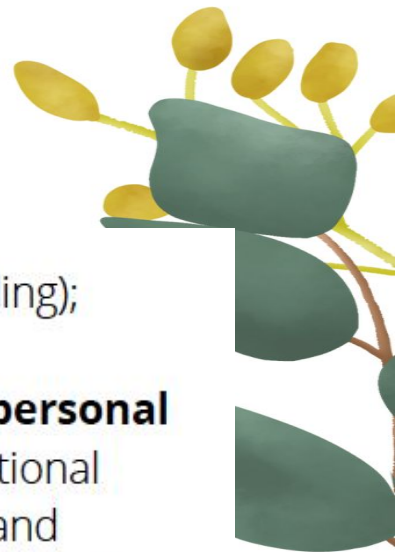
# Protective Factors Framework

When these three protective factors are present in any environment—**families, schools, communities, or afterschool programs**—they work together in a dynamic process to create a climate that is **optimal for fostering resilience and positive youth development**. They are **essential** to meeting the basic developmental needs felt by all people of all ages for safety, love, belonging, respect, a sense of mastery, personal power, and meaning in life (autonomy, belonging, and competence). **When these needs are met, the negative effects of trauma, adversity, and/or other stressors are mitigated, and people are more likely to:**





# Protective Factors Framework



**Feel connected** to school, society, and/or family (social bonding);



**Develop the social-emotional competencies and other personal assets** (strengths)—commonly referred to as Social and Emotional Learning (SEL)—that have been linked to successful learning and development, such as self-awareness, empathy, problem-solving, and emotional regulation skills; and, as a result,



**Avoid engagement in risk behaviors** that are barriers to learning and healthy development and experience positive academic, personal, and health outcomes.



# Protective Factors & Partners

What can communities do to amplify efforts to support the protective factors?

- Creating intentional partnerships can boost the impact by addressing the protective factors from a holistic perspective.
- Establishing a sense of partnership is contingent on perceptions of **reliability, trust, joint planning, and information dissemination and sharing between community based organizations, school districts, and cross-sector partners that support the family and children.**
- The depth and scope of relationships between these partners begin with trust and integrity between the school and afterschool program.



## COLLABORATION CONTINUUM<sup>1</sup>



### **IMMURING**

Conducting activities without input from or exchange with other institutions



### **NETWORKING**

Exchanging information for mutual benefit



### **COORDINATING**

In addition, altering activities to achieve a common purpose



### **COOPERATING**

In addition, sharing resources (e.g., staff, finances, space, instrumentation)



### **COLLABORATING**

In addition, learning from each other to enhance each other's capacity



### **INTEGRATING**

Completely merging operations, administrative structures, and budgets. The constituent parts are no longer discernable

Source: Mashek, D. (June, 2015). Capacities and Institutional Support Needed along the Collaboration Continuum. A presentation to the Academic Deans Committee of The Claremont Colleges, Claremont, CA

<https://www.teaglefoundation.org/Teagle/media/GlobalMediaLibrary/documents/resources/CollaborationContinuum.pdf?ext=.pdf>





# Fresno Unified School District

Expanded Learning  
*Achieving our Greatest Potential!*

GRADES TK-12

## Winter CAMPS

2023-2024 CAMP CATALOG

Expanded Learning Opportunities Program

**SESSION 1** DEC. 18-21, 2023 | **SESSION 2** JAN. 2-5, 2024

Fresno Unified School District  
Camp & Learning Programs

For more information on our Winter Camp Programs

GRADES TK-12

## Summer of Fun

JULY 2023 CAMP CATALOG

For more information on our Summer Camp Programs please scan the QR code

Fresno Unified School District

Our journey thus far.....

- Building clarity, coherence, and support within LEA
- Our call-out to community
- Request for Qualification (RFQ)





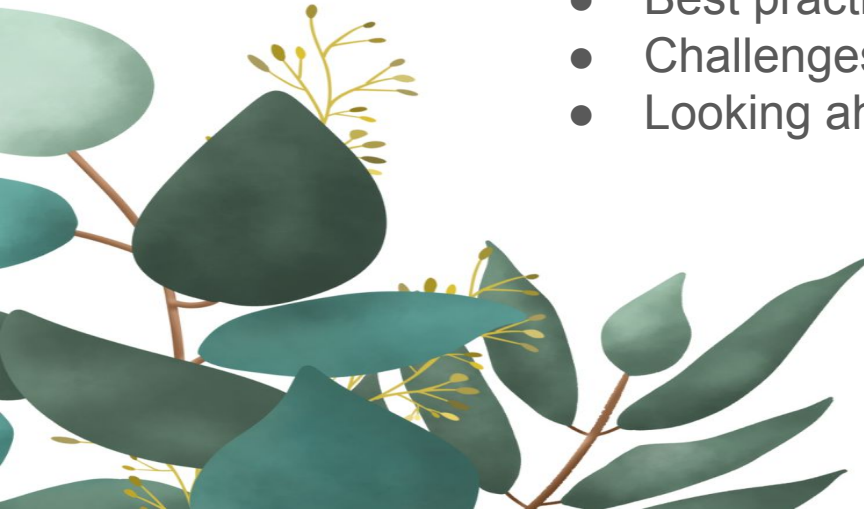
Fresno Unified  
School District

Expanded Learning  
*Achieving our Greatest Potential!*



Our journey continues.....

- Best practices
- Challenges, lessons learned, celebrations
- Looking ahead







**WOODCRAFT  
RANGERS**

SINCE 1922

## ABOUT WOODCRAFT RANGERS

- 101 years in youth development in LA
- 20,000 youth served each year: TK- 12th grade
- Partner with 15 LEAs
- 1,000 staff
- Bespoke, Whole Child Program Model



# WOODCRAFT PARTNERSHIP MODELS



## Comprehensive

We operate all aspects of your expanded learning program needs, including grants management, through an **all-inclusive** suite of services.



## Complementary

**Add-on** services or program enhancements, including specialty enrichment or intersessional, to align with currently existing programs.



## Collaborative

We **work together** to **customize** an offering that ensures all interested youth have access to quality enrichment programming.

# THINGS TO LOOK FOR

- Program Vision and Design
- Operational Model
- Key values & capabilities in a partner
- Capacity, Staffing and Wages
- Preferred Quality Investments
- Risk, Risk, Risk



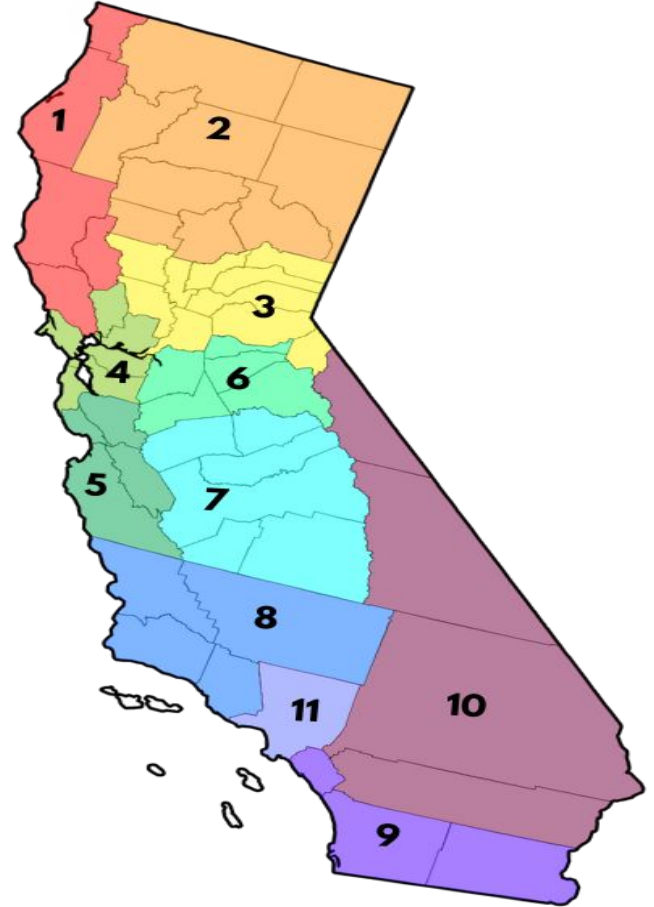
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# *Thank You* for your participation!

Please provide us with your feedback.



*Scan me*

[bit.ly/43ZKY37](https://bit.ly/43ZKY37)



# Transition to Regional Breakouts

## Regions 1 & 2 -

- **Region 1:** Del Norte, Humboldt, Lake, Mendocino, and Sonoma
- **Region 2:** Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama & Trinity

## Regions 3 & 6 -

- **Region 3:** Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba
- **Region 6:** Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne

**Region 4:** Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano

**Region 5:** Monterey, San Benito, Santa Clara, and Santa Cruz

**Region 7:** Fresno, Kings, Madera, Mariposa, Merced, and Tulare

**Region 8:** Kern, San Luis Obispo, Santa Barbara, and Ventura

**Region 9:** Imperial, Orange, and San Diego

**Region 10:** Inyo, Mono, Riverside, and San Bernardino

**Region 11:** Los Angeles

# Ways to Join the Breakout Rooms

1

1. Using the Zoom Control Bar, at the bottom of your window, click on **Breakout Rooms**. This will display the list of breakout rooms.
2. Then, select the breakout room you would like to join.



2

1. Rename yourself with the room you want to go to, and we will assign you to the breakout room.
2. In the **"Participants"** list on the right side of the Zoom window, hover over your name and click on the **"Rename"** button

3

If you can't do either steps 1 or 2, we can support you. We will help you get to a breakout room asap!

