

SUMMER GAME PLAN

May 27,
2021

**Summer Program Marketing,
Enrollment & Engagement**



ccee

California Collaborative
for Educational Excellence

Photo: Bay Area Community Resources

TODAY'S MODERATOR



Monroe Howard
Essential Coaching
Group

AB 86: Expanded Learning Opportunities Grants

- \$4.6 billion, one-time funding
- Expanded learning, supplemental instruction, and social-emotional supports
- Funds can be spent now - August 31, 2022
- Goes to local education agencies (LEAs) based on LCFF allocation

TODAY'S WEBINAR

Learning Goals:

- Effectively communicating with and actively engaging parents, from enrollment, throughout the summer program, and beyond.
- Tips for marketing, enrolling students, and tracking attendance.
- How to remove barriers for families and students to participate.
- Infrastructure, staffing, and training needed to create two-way communication between summer programs and families.

INTRODUCING



Patty Chavez
Parent Institute for Quality
Education

Inform. Advocate. Empower.

*Messaging, communication,
and engagement strategies*



*Parent Institute for
Quality Education*



*Keeping my
parents and
family safe is
why I got
vaccinated!"*



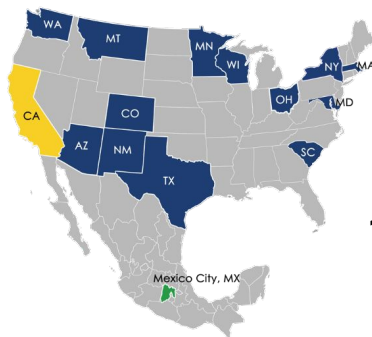
Impact | Since 1987



36 Counties

128 School
Districts

381 Schools



spanning
13 States



16 languages
utilized



721K parents
completed
program



2.1M students
impacted



Learn. Pivot. Re-Adapt.



online connectivity



bridging to
resources



re-engaging and
transitioning to
distance learning





What We've Learned | **TRUST**

- Holistic Support
- Safe, trusting environment
- Connectivity, Hardware, Skills, Knowledge
- Language, Literacy, Culture
- Peer to Peer



FALL 2020 PHONE SURVEY

OCTOBER 2020

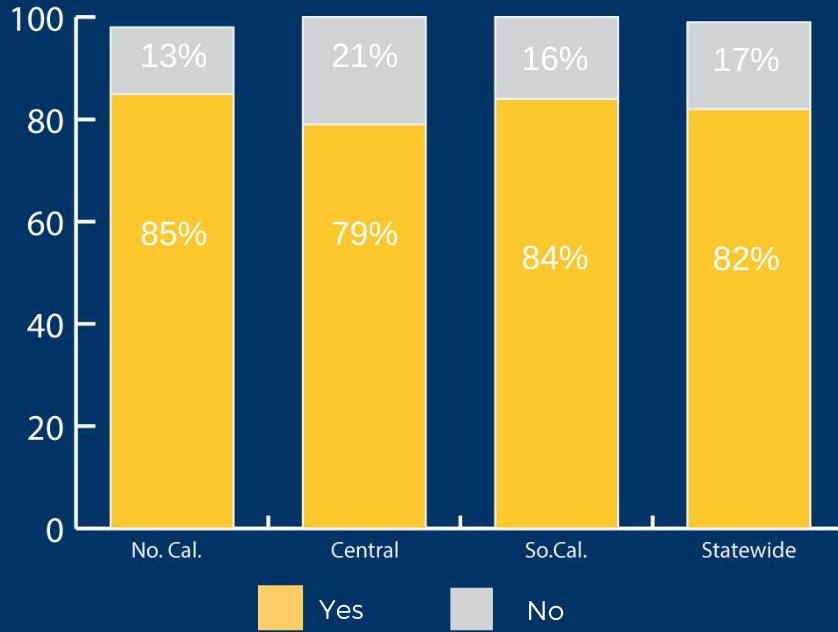


**PIQE
PARENTS**

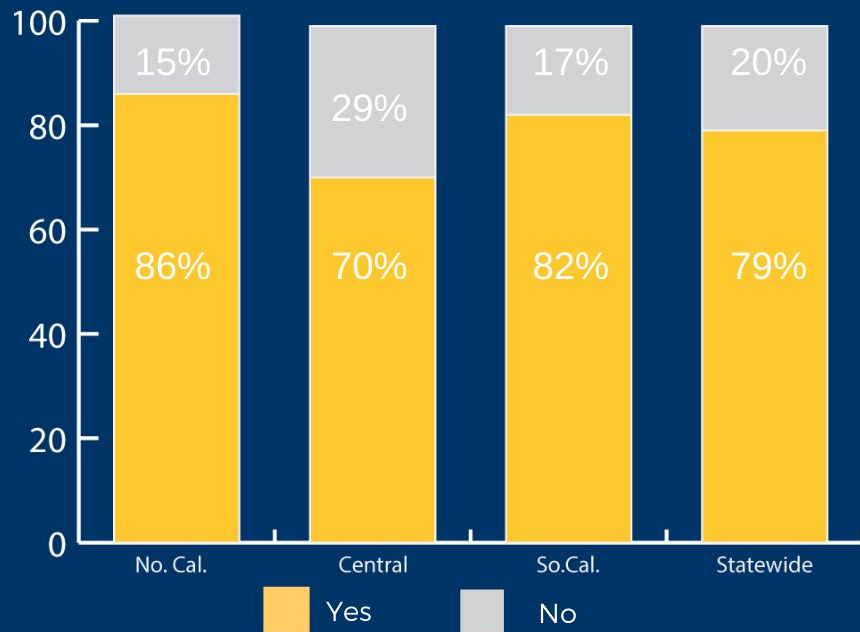
**SPANISH
SPEAKING**

**NORTHERN (16%)
CENTRAL (33%)
SOUTHERN (51%)**

**1,323
FAMILIES
RESPONDED**



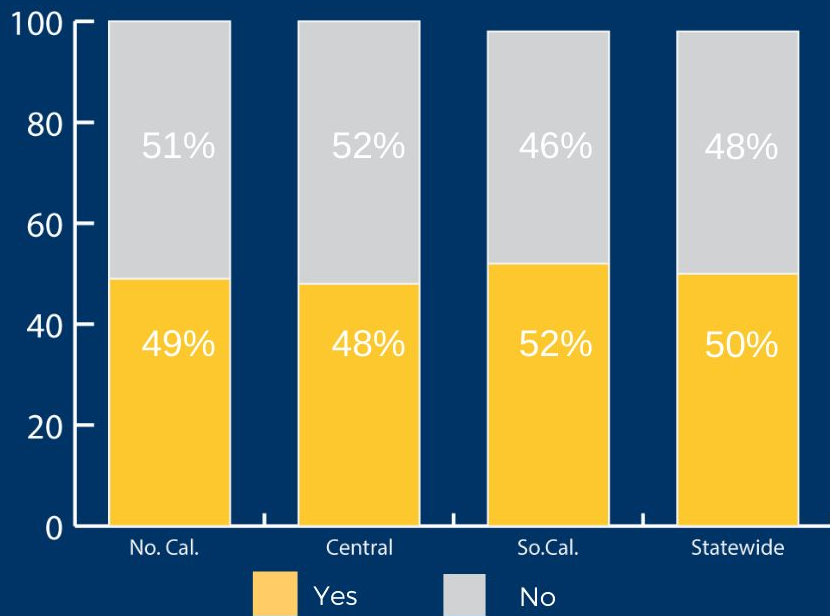
Do you have high speed, reliable
internet or wi-fi at home?



Do you have your own email address?

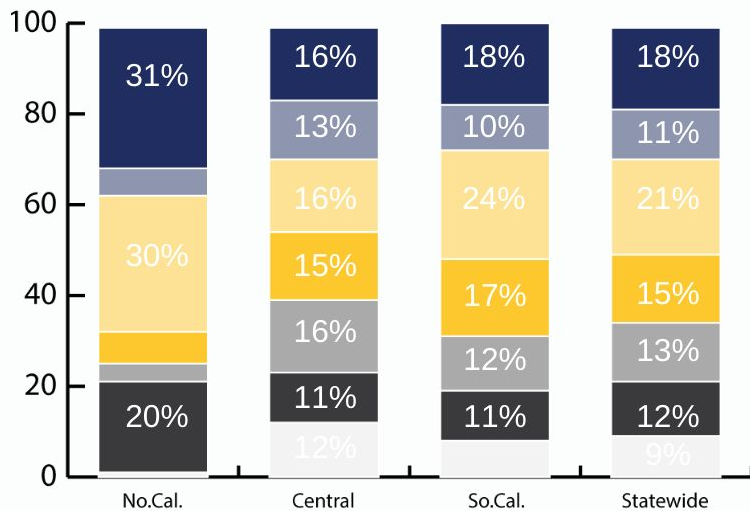
1 in 5
do not



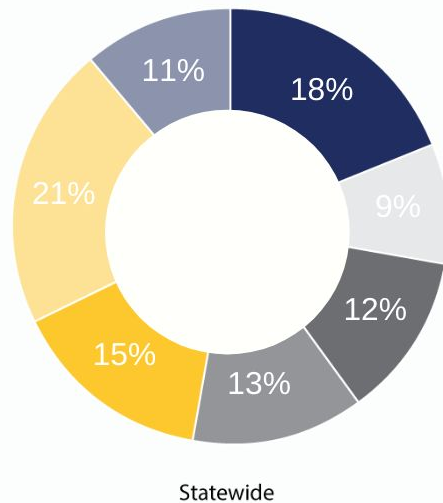


Do you know how to receive medical services online or by phone?





Which of the following areas is your top concern?



Which of the following areas is your top concern?

Integrated Approach



Multiple Communication Channels

social media, text, personal calls
don't give up



Digital Literacy Training for families



Staff Development | inside out

Regional / community engagement practices



Information in an accessible manner

Minimal text clear graphics



Establish parent "cafes"

in different languages for parent support



Personalized supports

text, phone calls, videos



Community Partnerships



Learn.

Response Data collection. Community needs assessments.



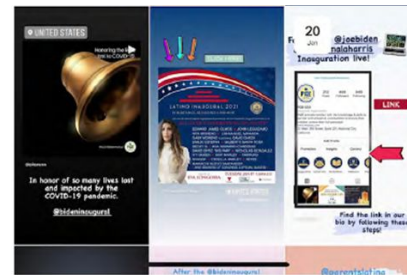
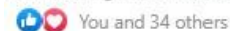
Mensaje para la comunidad de Pati Chavez - PIQE

4 days ago · 3.7K Views



PIQE's Video

39 weeks ago · 3.6K Views



Do you have questions about the COVID-19 vaccine? Gloria Corral, CEO ...

3 weeks ago · 191 Views



Regreso a Clases

37 weeks ago · 3.7K Views



14.1K

Integrated Approach



Synchronous



LIVE - at a set time

Asynchronous



NOT LIVE - NOT at a set time



54,000 +

**3-5 calls
per family**

Calls were
made in a
family's home
language

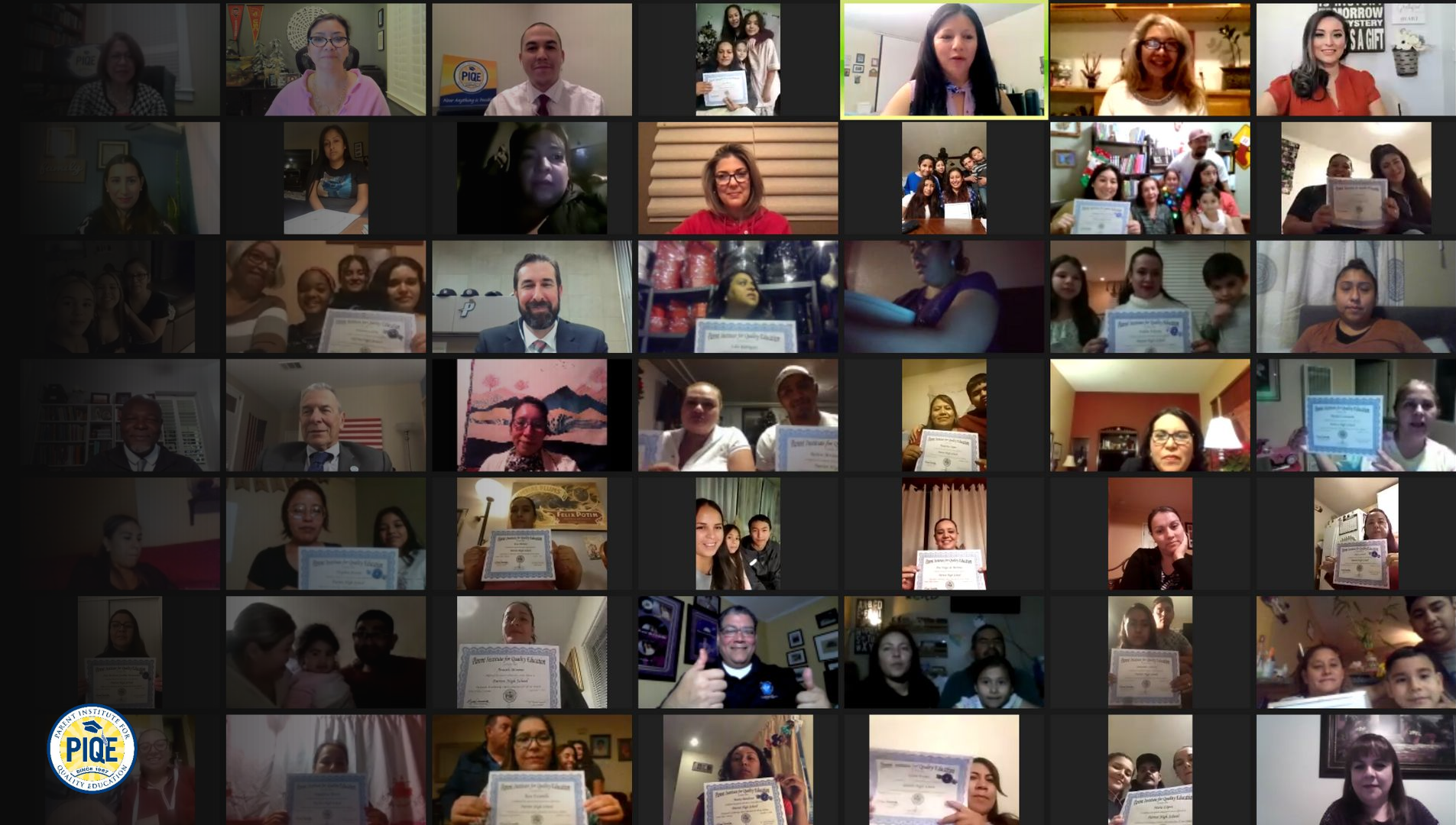


40,000 +

Text sent in a family's
home language

March 2020 to January 2021





I did not have my own device so I had to take turns with my children so I could use the computer. Now it's going to be so much easier to communicate with all the teachers and help my children keep up with their homework.



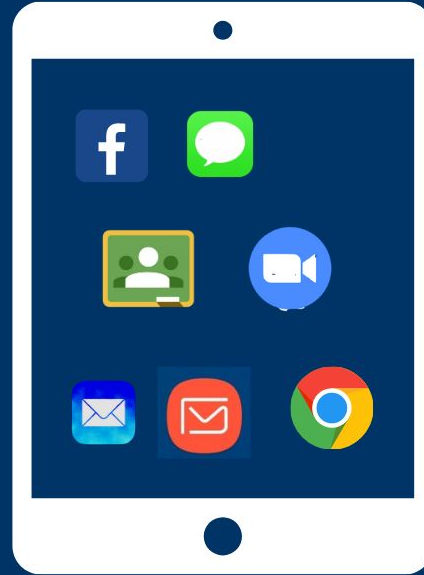
**Families
are part
of the
solution.**



Resources | stay connected



computer / laptop



tablet / mobile phone



phone

www.PIQE.org | [@PIQEUSA](https://twitter.com/PIQEUSA)



INTRODUCING



Brenda McLaughlin
Sperling Center for Research &
Innovation

INTRODUCING



Ronnie Stone
Southeast Ventura County
YMCA



Our partnership with Southeast Ventura County YMCA began in 2018 and continues to grow!

200 scholars will be served this summer.



Turning Evidence
Into Action™

Relationships Are Key to Success!

- ✓ Build relationships with the district and all Title I Principals and Office Managers
- ✓ Request Principals / Office Managers contact students' families to award them the scholarship and answer any preliminary questions
- ✓ Launch the program at one school to create an internal champion with the Principal – he/she/they will be critical in helping to grow the program across the district in year 2 and beyond





Timeline: Recruit Early!

- ✓ Request to meet with Title I Principals in February
- ✓ Encourage them to use 2nd quarter test results to nominate students in April
- ✓ All nominations are due by end of April so our team can confirm their participation in May
- ✓ Request a follow-up meeting with all Title I Principals in the fall to share results and keep the program top of mind!

Consistency Is Critical!

- ✓ Identify the best messengers
- ✓ Determine your cadence and stick to it
- ✓ Utilize multiple methods – phone, text, social media
- ✓ Build excitement
- ✓ Share good news!
- ✓ *Focus on Day 1 / Week 1 to keep kids coming back!*



"Family" is used throughout this brief to describe the person or people who are the primary points of contact, or primarily responsible for a child's learning in the home (i.e., parent, grandparent, guardian, or caregiver).

Families Are Key to Building Back Better: Unpacking Elements of Effective Engagement in Remote Learning

Tasked with planning and implementing remote learning for over 55 million children in the U.S. in the wake of COVID-19 school closures, districts and teachers relied heavily on families* to support youth learning. Many families took on intense new levels of responsibility in education, while other pressures on families increased simultaneously. The U.S. Census Bureau reported that 16% of families experienced new food insecurity and 17% of families with school-age children became unemployed during the pandemic.¹ The Family-School Collaboration Design Research Project noted, "this pandemic—along with the many overlapping pandemics our nation now faces, including racial, economic, political, and environmental injustices—has also heightened existing barriers between families and schools."²

In 2017, through a collaborative process with families, policymakers, community members, and teachers, a coalition in Connecticut defined family engagement as "a full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development from birth through college and career."³ Families taking on new roles in learning during the pandemic stretched the idea of school-family partnerships to new levels. Overnight schools and teachers made family engagement a top priority and sought unique, flexible, sustainable, and effective strategies to reach all families and build school-family partnerships. The new focus on remote opportunities also pushed schools beyond traditional, in-person, and event-based engagement, opening up variation in how school-family partnerships can be successful.⁴

While prioritizing family engagement at this level may be new, there is long-established research on the benefits of family support in student learning and improving schools.⁵ The National Center for Family & Community Connections with Schools reviewed several studies and found positive associations between family involvement and students' growth, including increased academic achievement. Westat and Policy Studies Associates found that underperforming elementary and middle schools' scores grew 40 percent higher when teachers frequently met with or called families and sent materials home to families with information about how to support learning.

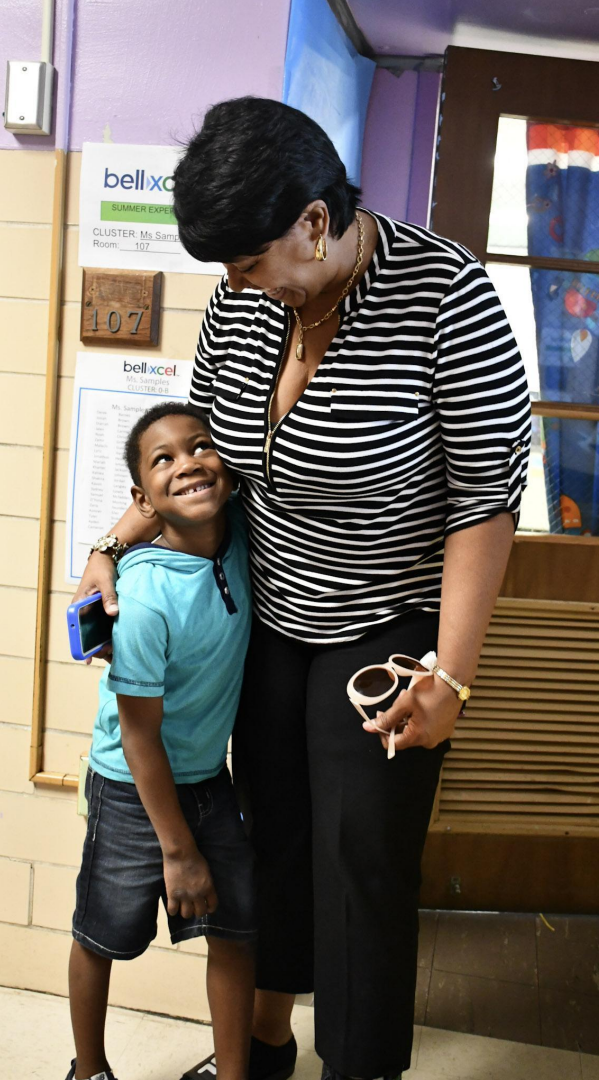
¹ Horvath, A. & Farago, Y. (2021, January 15). Where families are feeling pandemic impacts the worst. EdWeek. Link: <https://www.edweek.org/leadership/where-families-are-feeling-pandemic-impacts-the-worst/2021/01>

² Alvarez-Galarraga, L., Hernandez, L., Kim, T., Kuttner, P.J., Lopez, G.B., Mayer-Glass, J., Wang, A., & Yarnaghi, A. (2020, October 4). Family-school relationships are the missing link in COVID-19 era education. EdWeek. Link: <https://www.edweek.org/leadership/family-school-relationships-are-the-missing-link-in-covid-19-era-education/2020/10>

³ Connecticut State Department of Education. (n.d.). Full, equal and equitable partnership with families. Link: <https://portal.ct.gov/CTDE/Pages/Full-Equal-and-Equitable-Partnership-with-Families-The-Definition-A-Clear-Coverage.aspx>

⁴ Alvarez-Galarraga, L., Hernandez, L., Kim, T., Kuttner, P.J., Lopez, G.B., Mayer-Glass, J., Wang, A., & Yarnaghi, A. (2020, October 4). Family-school relationships are the missing link in COVID-19 era education. EdWeek. Link: <https://www.edweek.org/leadership/family-school-relationships-are-the-missing-link-in-covid-19-era-education/2020/10>

⁵ Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin (Texas): National Center for Family & Community Connections with Schools. Link: <https://nccf.org/connections/connections-evidence.pdf>



- Picture yourself as student or family member. How could the program exceed your expectations on Day 1?
- What communication, greeting, activity, etc. would keep you coming back for more?

• *Write your response in the chat!*



SPERLING CENTER
FOR RESEARCH
AND INNOVATION

Preparing for Day 1 / Week 1 of Summer Learning

Central to BellXcel's approach to summer learning is its commitment to rapid-cycle continuous improvement. In [Cultivating Continuous Improvement](#), we describe BellXcel's efforts to integrate continuous improvement from Day 1, with development, data collection, coaching, and ongoing support to ensure needed improvements are addressed immediately. Because a 9-month window of time to make quality improvements, summer programs often have a short of 4-8 weeks to assess. Week 1—are critical to building trusting relationships with youth and families and paving the way for high attendance and engagement.

This tool guides summer learning leaders through a series of questions to help prepare for Day 1 / Week 1 and avoid common pitfalls. BellXcel through its work with partners across the country and focus on key areas such as arrival/dismissal, staff expectations, data collection, and contingency planning. The best way to use this tool is to work through responses collaboratively during program implementation and operations.

Tasks	Plan in Place & Communicated (Yes, No, In Progress)	Who is responsible?
Arrival / Dismissal		
Families received information prior to the program launch about transportation (busing) and drop-off/pick-up procedures.		
Signs will be posted to signal drop-off/pick-up locations.		

Tasks	Plan in Place & Communicated (Yes, No, In Progress)	Who is responsible?	Notes
Arrival / Dismissal			
Signs will guide youths to the appropriate arrival location (e.g. cafeteria, morning meeting).			
A tour of the facility is planned, particularly for youths who attend a different school during the school year.			
Bus arrival/dismissal procedures have been developed and communicated.			
All staff has name tags.			
Name tags will be available for youths on Day 1 and throughout Week 1.			
Staff has been assigned and know their roles during arrival and dismissal.			
Staff will actively greet youths and families during arrival and dismissal. Consider adding music or some other element to signal the culture you're working to build.			
A greeter has been assigned to a "waiting area" for youths who arrive on Day 1 but are not yet enrolled / on a class roster.			
For youths who rely on public transportation, there are staff (e.g. crossing guards) posted to guide youths safely to the program location.			

8

KEYS TO SUCCESS

For Summer Learning Recruitment



More Resources to Explore:

- [Wallace's Summer Learning Recruitment Guide](#)
- [SCRI's Day 1 / Week 1 Checklist](#)
- [SCRI's Family Engagement Research Brief](#)
- [BellXcel's Family Resource Portal](#)

FREE TECHNICAL ASSISTANCE!



- Program Design
- Staffing
- Attendance & Outreach
- Curriculum Ideas

partnerforchildren.org/summer



SUMMER LEARNING RESOURCES



- Research
- Planning Guides
- Case Studies

partnerforchildren.org/summer





**Thank you for
making summer a
priority for the
students and
families you serve!**

**Watch your
inbox for
more
resources**