SUMMER GAME PLAN

Summer Program Marketing, Enrollment & Engagement

May 27, 2021

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

Messaging, communication, and engagement strategies

Parent Institute for Quality Education
Impact Since 1987

36 Counties
128 School Districts
381 Schools
721K parents completed program
2.1M students impacted
16 languages utilized
spanning 13 States
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
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?

No. Cal.  Central  So. Cal.  Statewide

49%  48%  52%  50%

51%  52%  46%  48%
Which of the following areas is your top concern?

www.PIQE.org | @PIQEUSA
**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.
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
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.
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!**

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**Families Are Key to Building Back Better:**

**Unpacking Elements of Effective Engagement in Remote Learning**

Tasked with planning and implementing remote learning for over 15 million children in the U.S., in the wake of COVID-19 school closures, districts and teachers relied heavily on families’ support to build back better. Many families took on increased levels of responsibility in education, while other pressures on families increased simultaneously. The U.S. Census Bureau reported that 10% of families experienced food insecurity and 17% of families with school-age children became unemployed during the pandemic.¹ The Family-School Collaboration Design Research Project noted, “the pandemic—along with the many overlapping pandemics our nation now faces, including racial, economic, political, and environmental injustices—has 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. Over 80 schools and teachers, for example, engaged in a powerful partnership in a unique, flexible, and effective strategy 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 engagements, opening up variation in how school-family partnerships can be successful.⁴

While prioritizing family engagement at this level may never be possible, there is a 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.

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¹From Family-School Collaboration Design Research Project (n.d.).
²From Family-School Collaboration Design Research Project (n.d.).
³From Connecticut State Department of Education (n.d.).
⁴From Family-School Collaboration Design Research Project (n.d.).
⁵From National Center for Family & Community Connections with Schools (n.d.).
• 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!
Preparing for Day 1 / Week 1 of Summer Learning

Central to BellCore’s approach to summer learning is its commitment to rapid-cycle continuous improvement. In *Cultivating Continuous Improvement*, we describe BellCore’s efforts to integrate continuous improvement from Day 1, or development, data collection, coaching, and ongoing support to ensure needed improvements are addressed immediately, 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.

This tool guides summer learning leaders through a series of questions to help prepare for Day 1/Week 1 and avoid common pitfalls by BellCore 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, program implementation, and operations.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Plan in Place &amp; Communicated (Yes, No, In Progress)</th>
<th>Who is responsible?</th>
<th>Notes</th>
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<td>Arrival / Dismissal</td>
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<td>Families received information prior to the program launch about transportation (busing) and drop-off/pickup procedures.</td>
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<td>Signs will be posted to signal drop-off/pickup locations.</td>
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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.