EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Expanded Learning Division

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This Program Plan Template Guide is required by California *Education Code* (*EC*) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name:

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Anthony Traina Elementary School
2. Tom Hawkins Elementary School
3. Monticello Elementary School
4. Thomas Jefferson Middle School

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The proposed sites are located on school campuses:

- Anthony Traina Elementary School
- Tom Hawkins Elementary School
- Monticello Elementary School
- Thomas Jefferson Middle School

Additional travel for students to attend the program is not required.
San Joaquin County Office of Education (SJCOE) serves as the local educational agency (LEA) for the After School Education Safety Program and lead agency for Getting Results in After School Programs Innovatively and Tangibly (GRASP IT), a consortium of local school districts that are committed to providing high quality expanded learning programs. SJCOE will work closely with Boys and Girls Club/Jefferson School District ., school administrators at each program site and expanded learning programs staff to establish and align health and safety procedures with those of the instructional day. The following measures will be established to ensure a safe and supportive expanding learning environment:

- Location of students are known throughout the duration of the program through measures, such as sign-in and sign-out sheets – teachers are required to sign-in and out upon arrival and departure from the program.
- Staff are required to always wear a program shirt or vest and name badge in order to be easily identifiable by students, parents, and all staff.
- Staff ensures that student emergency contact information is current by reviewing it with parents/guardians and updating, if necessary, monthly.
- Staff are CPR and first-aid certified.
- Expanded learning programs are incorporated into existing school emergency response and safety plans. Program staff must identify primary and secondary evacuation locations and are trained in the student reunification process.
- Staff and students participate in practice drills on a regular basis.
- Programs are equipped with emergency response backpacks filled with critical survival items, such as non-latex gloves, first-aid kit, flashlight, and emergency blanket.
- Staff are trained on the communication protocol and whom to report to (e.g., expanded learning site coordinator/supervisor, school administrator) in the event of a health or safety incident, or behavioral issues. Training will also include steps for proper written documentation of such incidents. The school site safety plan will incorporate the ELOP program and procedures.
- Schools that contract components of their supplemental or enrichment services to another agency will also include the contractor's employees in health and safety training, and emergency preparedness drills.

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The proposed ELOP program provides a safe and supportive environment that promotes developmental, social-emotional, and physical needs of students by staffing the program with qualified individuals who:

- Have excellent communication skills.
- Are knowledgeable of the communities in which sites are located, where students are recruited from and reside, and local resources and services that are available to support students and their families beyond the program.
- Represent the diverse culture of the student population being served.
- Are interested in serving as role models for diverse student populations.
- Are adept at actively engaging youth to build positive relationships and foster student involvement.
- Have the capability to intervene calmly when youth are experiencing difficulties or are engaged in physically or emotionally unsafe behaviors.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.
The program will provide opportunities for students to experience active and engaged learning that supports and supplements the instructional day by incorporating the following:

Program Goals	**Projected Key Activities**
Academic Assistance	
Tutoring	1 on 1 tutoring
Homework Assistance	Small Group tutoring / Supplementation of School Day Learning
Extension of the regular school day	Activities that align with our schools learning philosophy and also follow common core standards
Instruction Support	On site educators, SJCOE, Region 6, Boys and Girls Club Trainings, Conferences
Subject matter support	Site Teachers / School District Support
Volunteers	All sites will recruit volunteers for support
Staff Meetings	All Site Mgr. will attend teacher meetings
Educational Enrichment	
Fine Arts	Food Art / Painting / Art Clubs / Reader Theater / Dance

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Physical Fitness	SPARK/Dance / Tumbling / Karate/Power Play/Intramural Sport Leagues/CATCH Curriculum
Health Promotion	Health Educator / Health Ed. Classes / Balance My Day / Wellness Wall Competitions / School Garden Curriculum / Cookbook Project
Service Learning	Garden Projects

Career Learning	Guest Speakers / Demonstrations/Employment Mentoring
University of Pacific	Nutrition Classes and Physical Therapy Department
Professional Development	
Paraprofessional Training	Staff tested through SJCOE (required Every Student Succeeds Act) CODESP Testing that meets the minimal qualifications for paraprofessionals as stated by school district requirements.
Region 6/ SJCOE Staff Development	Various Staff Development Sessions which can include: ● Region 6 Trainings ● Youth Mental Health First Aid ● Integrating Social Emotional Learning into your Expanded Learning Program ● Legacy Summit / Boost Conference ● GRASP IT Consortium Trainings
Other	STEAM, Bullying, Service Learning, Mandated Reporting, Tennis, Soccer, Social and Emotional, Self-Care, Intramural Sports
	SPARK, CATCH, Leadership, Common Core, 4-H
	Social media, Project WET, Health Education, Home Work Assistance
	Classroom Management, Lesson Planning
Multicultural Month	Multicultural Lessons and Projects

Clubs/Boys and Girls Club	Multiple Clubs including Cooking, Art, Science, Theater, Music, Smart Moves, Triple Play,Intramural Sports
	Movie Production, Sport, and Foreign Language
STEAM	STEAM Hub, Robotify Licenses or Steam Licenses, STEAM projects
San Joaquin County Behavioral Health	Substance Use Disorders (SUD) grant to implement Club Live and Friday Night Live along with Tobacco use and Prevention Education programs.
Kaiser	Professional Development for staff around Social Emotional Learning and Mental Health.

North Central Valley Stem Center	Included in grants for STEAM and liaison to help find STEM partners in the community.
Department of Justice	Professional Development on Violence Prevention and Mental Health.
San Joaquin Public Health	COVID19, Testing information and data information, Chronic Disease and Obesity Taskforce have opportunities to fund projects and support healthy behaviors, such as safe places to play and access to healthy food.
UC Cooperative Ag Center	Healthy San Joaquin Collaborative Trainings: My Plate, Eat Fit,4-H Clue, Master Gardener

The above table shows how the different enrichment and academic opportunities provide intentional effort by incorporating the efforts of youth, adults, schools, government agencies and community partners to provide opportunities for youth to enhance their interests, skills, and abilities. The above table also shows the different enrichment and academic opportunities which are student centered and acquire a deeper knowledge through an active approach. One example would be the garden club. Students build, design, and cultivate their school garden. With deeper knowledge of gardening and what food is in season, students can showcase what they have grown for their peers and conduct a farm to fork approach. Students will have the opportunity to have an authentic way to share projects to a wider community audience.

School and community needs were identified through analysis of various sources and information and data sets (see Section 8 for needs assessment), such as CALPADS, California Healthy Kids Surveys (CHKS), U.S. Census Bureau, state testing results, School Accountability Report Cards (SARC), Parent, Student and Staff surveys and GRASP IT's ongoing CQI efforts. Boys and Girls Club/Jefferson School District CQI cycle consists of:

• Assessing the quality of the program by collecting data through various methods, such as interviews, surveys, self-assessment, and observations from program participants, staff, parents, students, and other key stakeholders.

• Reviewing and assessing the data to develop an action plan for program improvement and professional development for staff.

• Implementing the plan while reflecting on progress to improve program quality.

All program sites will operate expanded learning programs at their campuses during the regular school year and robust summer programs, as part of their commitment to ensuring students have extra opportunities to acquire 21st century learning skills. Planned program activities were narrowed down with the guidance of school administrators, teachers, students, and parents. Program activities will be geared towards improving student academic achievement and overall student success:
• Academic assistance – tutoring, career exploration, homework assistance, and credit recovery.

• Enrichment services –career exploration, service learning, advanced arts education, Science Technology Engineering Mathematics (STEM) education, garden club, running club, health and nutrition education, and physical activities.

3–Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The program will provide opportunities for students to experience skill building by implementing education literacy and educational enrichment activities that will
contribute to the improvement of student academic achievement as well as overall student success.

The educational and literacy element of the program is centered on aligning the curriculum to the regular school day and using extension lessons to help the student's master skills and concepts. Providing experiences beyond the classroom by allowing students to explore the world beyond the classroom. The enrichment piece allows students to experience real world activities that connect to the community. Students participate in activities that are both engaging and educational. The enrichment components generated through ideas from both students and facilitators. The enrichment is academic, California State Standards based and teaches a variety of concepts such as service learning, youth development, life skills, health and nutrition and resiliency. The activities are age and grade level appropriate. Facilitators incorporate math, language arts, science, and social studies concepts into the activities. Facilitators also incorporate STEAM based activities that help bridge the ethnic and gender gaps sometimes found in math and science fields. The program would like to purchase Robotify or STEAM licenses and laptops, so students are able to engage in an online setting. STEAM prepares our students with the technological innovations they will experience in their lifetime. The program allows students to be in a safe and structured environment while parents are working. Without the planned activities, the students will not have the opportunity to thrive in an environment that encourages exploration and creative expression. The planned program allows students to uncover their potential and their interest and be part of their own community.

Quest - Students play QUEST using physical game pieces and a digital experience. They immerse themselves in a fantasy sci-fi world where they oversee the future. Students learn and practice critical thinking, collaboration, creativity, and communication as they team up to tackle the game's toughest challenges. Students apply real-world skills that naturally develop during QUEST to their schoolwork, improving learning outcomes while building confidence.

4–Youth Voice and Leadership:
Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The program will provide opportunities for students to engage in youth voice and leadership by utilizing student feedback, assessment, and evaluations. This will be determined through Boys and Girls Club/Jefferson School District existing CQI efforts. Quantitative and qualitative results will be the main driver of development of training, curricula, and projects that meet students' needs and interests. The Expanded Learning Programs Coordinator will also work closely with school administrators to determine how assessment results can be integrated with the instructional day, while meeting challenging state and local academic standards. Boys and Girls Club/Jefferson School District has already been working on new collaborations to secure training and curricula for projects and activities determined through ongoing assessments to be of high interest to students, teachers, and the community, such as creative writing, intramural sports, robotics and coding classes, farm to fork projects, and multicultural dancing. San Joaquin County is a booming agriculture industry, which grosses nearly $3 billion annually, making it the largest industry in the county, and the sixth most productive agricultural county in California and the nation. All ELOP funded schools are in strong farming communities, which has driven great interest in Boys and Girls Club/Jefferson School District activities, such as gardening club and student-run farmer's markets. Our most successful service-learning projects have integrated lessons from our agricultural curriculum, such as feeding the homeless, where students learn to cook a meal using fresh produce from the school garden. The service learning occurs at the end of the lesson when extra produce from the garden is donated to a food bank or soup kitchen, or students volunteer to feed the homeless at local shelters.

A key component of the ELOP program is to engage youth in authentic and meaningful leadership roles. Boys and Girls Club/Jefferson School District students will have multiple opportunities to take on leadership roles, participate in activities that are essential to the design and implementation of the program, participate in group discussions, and reflect on learning experiences.

Youth voice is an integral piece of program design and implementation. Students currently provide input and feedback regarding program design through participation in Boys and Girls Club/Jefferson School District ongoing self-assessment, such as focus groups and student surveys that are conducted. Program staff, school administrators, and parent advisory committees seriously consider student input regarding development or modification of program practices, curricula, policies, and opportunities for student leadership.

Students will hold regular meetings monthly, or as needed, at their respective expanded learning program site to discuss key programmatic issues or concerns. Program staff will actively participate to provide guidance and answer questions. SJCOE's Expanded Learning Coordinator in partnership with the Boys and Girls Club will also develop a Student Leadership Collaborative through Friday Night Live and Club Live that consists of student leaders from each school site.

• Smart Moves – uses a team approach that involves club staff, peer leaders, parents, and community representatives. Students engage in discussion and role playing, practicing resilience and refusal skills, developing assertiveness, strengthening decision making skills and analyzing media and peer influence.

• Intramural Sports Clubs – intramural co-ed sports such as basketball, soccer, volleyball, and ping pong give students the opportunity to participate in competitive sports in a safe environment, while learning to work together to accomplish a goal. This club will be available at all expanded learning programs.

Boys and Girls Club/Jefferson School District understands the importance of youth voice, not only in program development, implementation, and improvement, but also as a skill. Students in both lower and higher grades are given choices during enrichment activities. Staff and older students will also provide guidance for younger students who are still developing decision making skills. Students in higher grades will also have opportunities to provide leadership among their peers and younger students to tackle real-world problems in their communities. At the site level, students will actively participate in identifying problems they, their families, neighbors, and friends face in their communities. Students will be encouraged to use critical thinking skills to debate, and solve these challenges. Expanded learning staff will serve as debate facilitators helping to guide students in their decision-making process. Students will take the lead in developing an action plan that includes identification of community resources, finding potential partners, determining if there are related costs and fundraising ideas, creating, and distributing related outreach and communication materials, and identifying ways to showcase their results. Projects will be student-driven, be authentic and meaningful and will result in a culminating event that focuses on the positive impact made by students.

At the program-wide level, the Student Leadership Collaborative, which will consist of student leaders from each ELOP site, will meet on a regular basis to share and discuss challenges in their communities, how they plan to overcome them at the site level, and what other sites can do to help. Whenever possible, student leaders will collaborate on program-wide, youth-driven service-learning projects that address the community at-large. The Boys and Girls Club Unit Directors will work with students, school administrators, and site supervisors/coordinators to ensure program-wide leadership opportunities for students.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The program will provide opportunities for students to engage in healthy choices and behaviors by aligning the school wellness plan to the ELOP to include:

• Moderate to vigorous physical activity

• Nutrition education

• Social and Emotional Learning training

• CPR/First Aid training

• Bridging services for students such as medical and dental services

• Healthy eating habits

• Partnerships within the community that promote health and wellness.

Boys and Girls Club/Jefferson School District currently, and will continue to, implement healthy practices, and program activities that align with school wellness plans adopted by school districts. Boys and Girls Club/Jefferson School District believe that children need access to healthy foods and opportunities for physical activity to grow, learn, and thrive, and good health fosters student attendance and academic success.

Snacks/suppers meet minimum California nutrition standards and costs are reimbursed through the United States Department of Agriculture (USDA) reimbursable meal program. The programs (non-title 1 schools) who are unable to serve the supper program will receive a healthy snack paid out of the ELOP dollars.

Snack menus are developed by month and are displayed for student and parent information. Expanded learning program staff tracks the number of students who receive snacks/supper daily and reports the information to the respective school district's food services department every month. Snacks served make positive contributions to the diet and health of youth. Furthermore, the program focuses on serving fruits and vegetables as the primary snack, and beverages must meet nutritional standards. Practices that promote healthy choices and behaviors, include, but are not limited to:

• Snacks and beverages include appealing and attractive options for youth.

• Snacks and beverages are served in clean and pleasant settings, and meet minimum nutrition requirements established by federal, state, and local statutes and regulations.

• School district food services departments will approve and provide all snacks and beverages served in expanded learning programs when applicable.

• Fundraising activities that involve food will meet the nutrition standards for foods and beverages sold individually by each school district. GRASP IT will encourage fundraising activities that promote physical activity, such as basketball shootouts, and student/staff tournaments.

• Ingredients will be purchased for the cooking club.

Expanded learning programs will offer a range of physical activities that meet the needs, interests, and abilities of all students, including boys, girls, students with physical challenges, and students with special healthcare needs. Physical activity opportunities will not be withheld as punishment and will not be used for punishment. Integration of physical activity will compliment and fully embrace regular physical activity as a personal behavior. Program staff will:

• Reinforce the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities.

• Provide and encourage – verbally and through the provision of space, equipment, and activities periods of physical activity for all participants, as appropriate.
• Encourage students to participate in afterschool program intramural sports.

• SJCOE will continue to partner with the San Joaquin County Obesity and Chronic Disease Taskforce. SJCOE brings back educational materials and programming that will benefit the afterschool program students and families, such as diabetes education, health and nutrition education and many other topics.

• SJCOE will continue to partner with the University of the Pacific. The Physical Therapy

Department conducts classes in our afterschool programs educating students on physical fitness and the benefits of exercise.

University students and Professors attend our collaborative meetings to discuss how they can serve and what types of activities our students should be participating in. Additionally, this allows exposure to Career Technical education opportunities for youth. The afterschool staff plan and implement different activities with the University students to help the afterschool programs.

• SJCOE will continue to partner with San Joaquin Public Health to keep us informed around COVID-19, testing information and data information.

• SJCOE will continue to work closely with the Chronic Disease and Obesity Taskforce which support healthy behaviors, such as safe places to play and access to healthy food.

• SJCOE will partner with the San Joaquin County Behavioral Health Services to provide primary prevention services for substance use disorders. Programs will target populations that are at risk for developing a pattern of substance abuse and ensure programs implemented are evidence-based prevention strategies. Examples include club live and Friday Night Live

chapters, active Red Ribbon Week participation, implementing evidence-based curriculum that addresses underage drinking, marijuana usage, over the counter cough and cold medication, prescription, and illicit drugs. Programs will also participate in the strengthening families/nurturing parenting groups using an evidence-based program called the Parent Project.

• SJCOE will partner with the Department of Justice to provide focused violence prevention, mental health, social emotional learning training for school district personnel and online violence prevention, mental health, social emotional learning training and evidence-based curriculum such as: The Person Brain Model, Trauma Informed Adverse Childhood Experiences (ACEs), Living Works Safe Talk Training, Applied Suicide Intervention Skills Training (ASSIST), Youth Mental Health First Aid, Drug Impairment Training, Trauma Informed Practices, Peer to Peer Helper, Restorative Practices, You Matter, Social Awareness, Self- Management, Active Shooter, 360 Degree Situational Awareness, Disarming Dialogue, Behavior Threat Assessments, Table Top, Stress Inoculation and Crisis Rehearsal.

The ELOP program will be overseen by SJCOE's Comprehensive Health Department, which is responsible for fostering the health, well-being, and resiliency of youth by providing programs that support learning. As such, SJCOE employs staff that is experienced in incorporating healthy nutritional practices and physical activity into the daily routine of students.

As a regional agency, SJCOE leverages resources through various collaboratives. For example, SJCOE's Expanded Leering Coordinator serves on various committees and collaboratives to remain at the forefront of nutrition and physical activity initiatives, such as the Healthy San Joaquin Collaborative whose vision is for the people of San Joaquin County to be physically active, eat healthy foods, and live in communities where policies and environments promote healthy lifestyles; and the San Joaquin County Obesity & Chronic Disease Prevention Task Force, which decreases the incidences and prevalence of obesity, chronic disease, and related risk factors through combined and expanded efforts of its members. In addition, two of the directors of the Comprehensive Health department are on the planning and implementation committee for the state's New Health Framework roll out.

Ways in which healthy nutritional practices and physical activity will be incorporated into the proposed ELOP program will include, but not be limited to:

- Coordinated Approach to Child Health – Catch is a curriculum to encourage students to practice healthful eating and physical activity patterns.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.
Expanded learning programs will create an environment in which student's 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. All program staff will participate in ongoing diversity and sensitivity training, and disability awareness.

Programs will do this by providing ample opportunities for students to share their own diverse experiences and backgrounds, and learn about different cultures, national origins, physical abilities, gender identity, and more. For example, programs will plan for special classes that celebrate diversity, such as folk dancing – where students learn folk dances of various cultures; art and music classes – where students learn about diverse visual and performing artists, folk music, and instruments; and cooking classes – where students learn to make or taste foods from all over the world. Guest speakers with knowledge or experience working with diverse populations will also be invited to programs, including parents and community members.

Furthermore, ELOP programs will collaborate with the instructional day to celebrate events of cultural or historical significance (e.g., Martin Luther King Jr. Day, Fred Korematsu Day of Civil Liberties and the Constitution, Voting Rights Act, Brown v. Board of Education), and acknowledge the contributions of outstanding individuals in society (e.g., Martin Luther King Jr, Rosa Parks, Cesar Chavez, Harvey Milk).

Boys and Girls Club/Jefferson School District serves a diverse population of students in rural unincorporated areas and urban areas. Members recognize that barriers exist which prevent students from participating and receiving services that would increase academic achievement. The program has put measures in place to increase accessibility and equity, and reduce barriers to enrollment and participation, such as:

• **Homework assistance and tutoring** – program staff and tutors will work with students in small learning groups and on an individual basis to provide homework assistance and tutoring services.

• **Transportation** – most of the geographic areas within the school district boundaries of the proposed schools consist of areas where students can walk to and from the program or parents can pick up their child.

• **Priority enrollment** – priority enrollment will be given to foster and homeless youth, Free and Reduced and EL Learners. Second priority enrollment will be given to students who are at risk of failing. These students will receive priority enrollment through a pre-registration process. Students will also receive additional support services and relate to local resources to minimize challenges and barriers.

• **English Language Learners (ELL) -** program staff will work with ELLs in small learning groups and on an individual basis to support academic needs, vocabulary, and English language acquisition. Program staff will re-visit lessons and concepts learned during the instructional day and assist ELLs with planning for future learning by looking ahead at lessons to be delivered. Furthermore, programs will hire bilingual aides to support academic achievement.

• **Expanded library hours** – will allow students access to textbooks, library books, and other resources beyond the regular school day that helps in the completion of school projects and homework assignments.

• **Computer lab hours** – students with limited access to home computers or Internet access can complete online assignments, check their grades, communicate with teachers after school to seek clarification on lessons learned or homework assignments using school issued student email accounts, and complete online research.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

The program will provide opportunities for students to engage with quality staff by engaging in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning. 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. The program will retain para educators to help support students with special needs. Stipends will also be offered to certificated teachers to help support the Expanded Learning Program with intervention, academic support, coaching and enrichment support.

The program provides staff and volunteers with:
• Clear titles and job descriptions
• Continuous training and professional development
• Resources and materials to deliver activities
• On-the-job coaching
The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program. The program supports staff with competitive pay and creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.
Staff Level:
Staff demonstrate ability to:
• Deliver a program that meets grant requirements.
• Facilitate and incorporate district and program curricula, research-based youth development

principles and best practices in program planning and activities.
• Facilitate activities that engage students in active and meaningful experiences that build mastery and expand horizons.
• Welcome and engage volunteers in roles that meaningfully and effectively support student learning.

Staff exhibit:

• Integrity, professionalism, caring, and competency as a positive role model.
• Commitment to building positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents.

Participant Level:

- Participants are involved in the staff selection process.
- Participants have trusting and positive relationships with staff.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Boys and Girls Club/Jefferson School District 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. Working in collaboration with stakeholders, Boys and Girls Club/Jefferson School District supports the development and sustainability of high-quality Expanded Learning programs. Boys and Girls Club/Jefferson School District provides a comprehensive and coordinated system of support and accountability to maintain and improve program quality while encouraging creativity and innovation in the field. Developing and maintaining clearly defined guidelines, program requirements and processes supporting efficient program administration. Communicating with the field in a clear, timely and transparent manner; and championing Expanded Learning as a vital and integral part of the education system. Boys and Girls Club/Jefferson School District value accountability, service, courage, integrity, and respect. These core values help to guide the programs and future work.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

SJCOE has established a system of collaboration with local school districts to provide services that complement the instructional day. Boys and Girls Club/ Jefferson School District entered into an agreement with SJCOE to work together with SJCOE toward the mutual goal of providing safe, meaningful expanded learning opportunities in San Joaquin County.

Boys and Girls Club/Jefferson School District have contracted with SJCOE to provide professional development, training, and technical assistance, assisting with student accommodations or modifications, and serve as the liaison between CDE, Regional Lead, and sites. SJCOE also coordinates and participates in monthly collaborative meetings that serve as a

forum to share best practices, strategies for improvement, and assessment results. Boys and Girls Club/Jefferson School District agree to assign representatives to actively participate in collaborative meetings. Furthermore, commitment to program goals is demonstrated through the funding of teachers in the hour directly following the end of the instructional day where teachers work side-by-side with afterschool program staff to identify student needs and provide homework assistance. In cases where teachers are unable to remain after school, a system for communication has been developed whereby teachers and expanded learning staff use a confidential folder system, that is passed back and forth, documenting specific student needs (teacher) and progress being made (expanded learning staff).Additionally, the expanded learning site supervisor/coordinator will meet with the school administrator on a monthly basis to discuss issues and upcoming school and expanded learning program events.

Family nights will be incorporated into the program. This allows families to connect in a fun and meaningful way. These events can be particularly valuable as they offer designated time for families to focus on spending time together without distractions.

The Expanded Learning staff collaborate between other teachers and program staff are invited to attend the school's regular staff meetings.

SJCOE collaborative members include:

1. Kaiser Permanente Northern California Community Benefits Program –Social Emotional Learning and Mental Health awareness.

2. Boys & Girls Club of Tracy – will provide facilities, professional development, enrichment services, curricula funded through community-wide grants (e.g., grant projects funded through Health Plan of San Joaquin, Kaiser Hospitals Foundation, Dignity Health Care, Mayor's Youth Commission Task Force (City of Tracy). They will also assist with fundraising efforts.

3. University of the Pacific – administer applicable federal, state, and local companion grant proposals to support health education programming for expanded learning programs; create and provide health education programming; participate in bi-monthly collaborative meetings to share best practices and develop strategies to improve and sustain health education; and introduce physical therapy as a career pathway to participating students.

4. University of California Cooperative Extension – provide free, physical activity, and nutrition curriculum and resources; professional development opportunities; and parent nutrition education workshops.

5. San Joaquin Public Health – SJCOE will continue to partner with San Joaquin Public Health to gain knowledge around Coronavirus (COVID-19), orders and guidance, health education materials, testing information and data information.

6. San Joaquin County Behavioral Health- Substance Abuse Prevention training/professional development will be offered to the Expanded Learning programs.
Department of Justice- School Safety and Violence Prevention will offer professional development/training to the Expanded Learning programs.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Boys and Girls Club/Jefferson School District has an established continuous quality improvement process that it currently uses for its expanded learning sites. School and community needs will be identified through review and analysis of information and data sets from various sources, such as community needs assessments, California Healthy Kids Survey, U.S. Census Bureau, state testing results, SARCs, and Boys and Girls Club/Jefferson School District ongoing self-assessment results. The Expanded Learning Coordinator has an established procedure for getting consent to collect information from program stakeholders, and for information and data collection that protects their confidentiality. Boys and Girls Club/Jefferson School District CQI cycle and timeline consists of:

• Assessing the quality of the program by collecting data through various methods, such as interviews, surveys, self-assessment, and observations from program participants, staff, parents, and key stakeholders.

• Data Collection Timeline: April (prior to a new school year) – teacher surveys and focus groups. June to August (immediately following the end of the school year) – information and data from GRASP IT schools.

•Persons/Partners Responsible: SJCOE Expanded Learning Coordinator, site supervisor/coordinator, school administrator, contractors/consultants.

• Reviewing and assessing the data to develop an action plan for program improvement and professional development for staff.

• Data Assessment and Action Plan Timeline: April to August – upon completion of information and data collection. October (of the following school year) – instructional day reporting is due to CDE.

• Implementing the plan while reflecting on progress to improve program quality.

• Implementation Timeline: August (of the new school year) – a full summary of assessment results is completed and shared with program sites. September – assessment results are presented in a staff meeting before November (following reporting to CDE and additional data analysis) – results are shared with program sites and the After-School Programs Coordinator holds meetings at each site to share results and determine next steps.

• Persons/Partner Responsible: SJCOE Expanded Learning Coordinator, Boys and Girls Club expanded learning programs, school administrators, students, parents, and other stakeholders.

The following program-wide objectives were established because of the most recent needs assessment:

1. Provide safe, educationally enriched, learning environments to students, as measured by assessments (i.e., California After-School Program Quality Self-Assessment Tool), program attendance, surveys (e.g., California Healthy Kids Survey), and focus groups.

2. Increase student participation in enrichment activities.

Assessment results and program outcomes will be shared with students, parents, schools, partners, other stakeholders, and will be made available to the public.
Assessment results will be used to refine, improve, and strengthen the program in several ways.

11—Program Management

Describe the plan for program management.

The budget supports the overall purpose of the program by funding expenditures that are necessary for the operation of a quality program, such as:

• Contracted services with the San Joaquin County Office of Education for personnel (Expanded Learning Programs Coordinator) who is responsible for overall program oversight, continuous quality improvement, program assessment, program development and implementation, coordination of professional development opportunities, providing training and technical assistance to participating schools, ensuring compliance with local, state, and federal requirements, information and data collection and reporting outcomes to stakeholders.

• Contracted Services with the Boys and Girls Club of Tracy – Positive Impact on Youth; The Boys and Girls Club focuses on providing opportunities and resources to children and teenagers, helping them reach their full potential. The partnership will help contribute to creating a positive impact on the lives of young people in our community. This collaboration will allow the families and students to become more involved in the local community, and it exposes the district to a broader network of stakeholders.

• Books and supplies – office and program materials and supplies, such as STEM kits, printer cartridges, and copying necessary for the daily operations of the program.

• Services and other operating expenditures – mileage for personnel to conduct site visits and attend program meetings, and travel and conference.

• Subcontracts and agreements – for participating schools to provide direct services to students; professional evaluation services; and other contractors that provide academic support and enrichment services. (Boys and Girls Club of Tracy).

• Indirect – support general costs not directly attributed to the grant program, such as utilities, operations, supervision, and other general administrative support.

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• Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

• Purchase of COMET - a web-based software that specializes in the assessments/outcomes and operations of child serving organizations.

• Purchase of EZReports – a web-based afterschool management and reporting software. EZ Reports meets the data collection and reporting requirements of the California Department of Education.

SJCOE's Expanded Learning Coordinator will oversee and be responsible for the overall grant program. The coordinator will prepare all meeting agendas; keep meeting minutes; disseminate information and materials; provide budget updates; facilitate professional development opportunities; provide training and technical assistance; secure additional resources from various sources; access countywide resources; and assist sites with statewide and local assessment and evaluation. The Expanded Learning Coordinator will also conduct site visits at least twice per year, or more if needed, to assess curricula and program compliance, conduct student and staff interviews, and review personnel records to ensure program staff meet minimum qualifications requirements for all positions and comprehensive activities.

Each ELOP program will have a site supervisor/coordinator who will oversee the daily operation of the expanded learning program and be responsible for supervising instructional aides/paraprofessionals. Instructional aides/paraprofessionals will report directly to the site supervisor/coordinator. Instructional aides/paraprofessionals will perform a wide variety of academic support, such as homework assistance, tutoring, working in small learning groups; and enrichment services, such as setting up art education materials and supplies, and helping students with service-learning projects. This position will assist the site supervisor/coordinator in providing quality learning intervention skills that promote academic competency in core subject areas. Instructional aides/paraprofessionals will project genuine enthusiasm, lead group activities, support students as leaders, have effective communication skills, and assist in the development of lessons and activities.

ELOP meetings will be held every other month. Site supervisors/coordinators must actively participate in meetings. Frequency of site level meetings will vary based on the size of the program, specific student, and community needs, and staffing levels. Meetings at the site level will be scheduled by the site supervisor/coordinator and may occur once per month, or as frequently as once per week.

Methods of communication between SJCOE and the sites will consist of meetings, telephone calls, emails, and written agreements.

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General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The funding will be used to provide one comprehensive program and to allow access for more students to participate in Expanded Learning programs. The intent is to run ELOP programs at each school site. ELOP funds will be used for learning opportunities outside normal school hours. The intent of the funding will be to extend instructional learning time, training for staff, tutoring programs, academic support, after school clubs, summer camps, intervention, physical education, leveraging community-based organizations to provide services and enrichment opportunities.

Program Plan Guide Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

Our plan for recruiting and preparing staff to work and serve transitional kindergarten and kindergarten students is as follows:

1.Fall of 2022 the program would begin the recruitment and hiring of program staff. The program plans to hire as soon as possible to begin to provide professional development to ensure that staff is providing developmentally appropriate activities and care to students. The plan is to advertise and recruit para educators with experience working with children.

2.The district and Boys and Girls Club will work closely with staff to provide continuous support in early childhood development and curriculum that is developmentally appropriate. The professional development plan includes opportunities for collaboration between TK/K teachers and program staff.

3.Program will hire sufficient staff to maintain the ratio of 10:1. The program will include having a staff substitute list.

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Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Instructional Day:

<u>Transitional Kindergarten / Kindergarten Class</u>

A.M Class - 8:15 am to 12:15

- Whole group instruction
- Small group instruction
- Exploration / Free choice
- Outdoor activity
- Nutrition

A.M Class - 12:15 p.m. to 6:00 p.m. ELOP Program

- Academic Enrichment
- Nutrition
- Outdoor activities (exercise and sports)
- Enrichment activities (art, science, music & movement)
- Exploration / Free choice

P.M Class - 11:00 a.m. to 3:00 p.m.

- Whole group instruction
- Small group instruction
- Exploration/Free choice
- Outdoor activity
- Nutrition

P.M. Class - 3:00 p.m. to 6:00 p.m. ELOP Program

- Academic Enrichment
- Nutrition
- Outdoor activities (exercise and sports)
- Enrichment activities (art, science, music & movement)
- Exploration / Free choice

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Summer Intersession Schedule:

Time-In	Time-Out	Program
8:00am	9:00am	Check-in/Breakfast/Outside play
9:00am	10:00am	Reading & Literature Program
10:00am	10:30am	Art - Creation Station
10:30am	11:30am	Stations
11:30am	12:30pm	Lunch/ Outdoor Play/ New Group
12:30pm	1:00pm	Quiet time activity
1:00pm	2:00pm	Art - Creation Station
2:00pm	2:30pm	Stations
2:30pm	3:30pm	Greeting - Circle time, agreements
3:30pm	4:00pm	TP
3:30pm	4:00pm	Supper
4:00pm	4:30pm	Storytime/Homework time
4:30pm	5:30pm	PL
		Clean up