

Camp-School Partnership Tool Kit

Finding What's Available in My State and Local Area

Research about your local area will help you to determine what plans are in place for use of these funds. This will help you explore options for your organization.

- [State Funding Allocation](#)
- Search the State Education Association (SEA) website for specific plan details and special initiatives
- Search the Local Education Association (LEA) website (usually by district)
- Suggested keywords
 - a. ESSER
 - b. Local accountability plans – LCAP
 - c. Enrichment
 - d. Expanded learning
 - e. Summer school
 - f. Community-based organizations (CBO)
 - g. Out-of-school time (OST)
- Questions to ask/answers to explore
 - a. Percentage of targeted students in that district (impacts program priorities and amount of money allocated to that district)
 - b. Funding allocation
 - c. Role of community partners in the funding plan
 - d. Number of community partners already connected to the district in after-school care and other out-of-school time programs
 - e. Community input opportunities and reports of such discussions
 - f. Reports of plans implemented in 2021 for summer learning as well as intersession plans
 - g. Special program goals for 2022 and beyond
 - h. Upcoming summer programs and/or intersession plans
 - i. Proposed minimum or maximum time/day/hour requirements to meet their goals
 - j. Special community needs such as food service and transportation

Finding Allies

Finding allies and understanding the landscape of these efforts is important as you make decisions. Investigate what is already happening, what still needs to be done, and who can give advice or open doors.

- What out-of-school time networks and resources are available in my state?
- Questions to ask/answers to explore
 - a. What work has already been done in my area to further OST/CBO partnerships?
 - b. Who is already running programs in my area?
 - c. Are any of these partners connected to camp in any way?
 - d. Do they see additional unmet needs?
 - e. What resources do they have that could be useful to me?
 - f. Can they make introductions to decision makers?
 - g. Are they interested in collaboration?

1. [50 State Afterschool Network](#) – Funded by the Mott Foundation, the **50 State Afterschool Network** fosters partnerships and policies to develop, support, and sustain quality after-school and summer learning opportunities for children and youth. The network works with a broad range of stakeholder groups – from state policymakers to local leaders in education – on a range of issues including youth development, STEM, juvenile justice, health and wellness, social and emotional learning, and college and workforce readiness. Also check out **Mizzen by Mott** at mizzen.org for excellent resources and tips on program content and delivery.
2. [Afterschool Alliance](#) – The Afterschool Alliance works with agencies, elected officials, business, 50 State Afterschool Network, community leaders, and program providers across the nation. The main areas of work include research and publications, policy and advocacy, communications, and field-building.
3. [National Summer Learning Association](#) – The National Summer Learning Association (NSLA) is a national, nonprofit organization focused on the powerful impact of one achievable goal: investing in summer learning to help close the achievement gap. NSLA uses the power of research, advocacy, training, and policy to transform America's neighborhoods and communities, one child at a time.
4. [Coalition for Community Schools](#) – The Coalition for Community Schools is hosted by the Institute for Educational Leadership (IEL) who acts as the intermediary between the Coalition's national intermediaries and place-based networks. The Coalition for Community Schools supports the growth, quality, and unification of community schools by catalyzing collaboration across communities and states; cultivating quality of community schools and systems; and celebrating successes of students, families, and communities. The term *community school* refers to a type of publicly funded school in the United States that serves as both an educational institution and a center of community life. A community school is both a place and a set of partnerships between the school and other community resources.

5. **Community organizations/collaboratives** that support educational objectives in my state
 - Centers for Educational Excellence – often attached to universities
 - [Partnership for Children and Youth](#), example in California – bridging people, practice, and policy to ensure youth in under-resourced communities are successful in school. Use keywords to search in your state.
 - [California Collaborative for Educational Excellence](#) – Again, use keywords to search in your state.
 - Parent-teacher organizations

Camp Vs. School – Alike and Not Alike

Camp research shows children have very different experiences in camp than school. Research from the Children in Nature Network also shows the outcomes of being in the outdoors. These camp and outdoor experiences help young people focus and prepare them for learning sometimes in new ways. It's important for camps to be able to articulate these differences to position themselves as viable potential partners.

Camp:

- Provides informal, interactive, and experiential learning opportunities
- Encourages exploration and discovery often in unscripted environments
- Focuses on social and emotional learning and 21st-century skills development
- Provides individualized attention from a variety of caring adults
- Can provide essential student services such as food and transportation



Camp and Other Out-Of-School Time Programs

1. Camp and other out-of-school time programs share many attributes, but in other ways may be different. Research potential collaborators to see what you each bring and how to make you both stronger.
 - Staff competencies may be similar
 - Program goals may be similar
 - Both may take place inside or outside
 - Both can provide essential student services missing during time school is not in session

2. OST may identify as “camplike” but
 - May be delivered in a school type model
 - May already be embedded in school structure
 - May not focus on social-emotional learning (SEL) strategies

3. OST are competitors for funding . . . you need to specifically define what can camp offer either separately or together

Building Relationships

- What we have learned about these initiatives:
 - Many schools are struggling to use these funds and reluctant to move forward in new ways.
 - Many schools are not sure how to deal with “different” thinking
 - Many schools look only to find community partners they already know and trust
 - The K-12 educational system does not always embrace “camp” as a viable community partner
 - Camps need to work on building relationships, learning new “language” and be able to offer evidence-based program support especially in SEL.

- Questions to consider
 - What is the perception of camp in my school community?
 - Who do I approach? (refer to the decision tree at the bottom of this tool kit)
 - Does my language reflect inclusive academic norms?
 - Student vs. camper
 - Staff/instructor vs. counselor
 - Do I need an introduction from a trusted source? – colleague, parent, etc.
 - Do I have trusted sources who are connected to me or my camp?
 - Am I committed to a joint planning process and/or accountability?
 - Does my district offer summer learning opportunities?
 - Does my district already have a summer learning partner?

Developing Ideas to Get Started

- Talk to your key staff for ideas
- Review statistics on learning loss demographics and subjects of concern
 - [COVID-19 and Education: The Lingering Effects of Unfinished Learning](#)
 - [Equity Lessons Learned from Schools in the Time of COVID-19](#)
- Will it be a day camp or overnight experience and for how long?
- Will it provide academic support, enrichment, or both?
- Is it targeted for summer or intersession, or both?
- Will it provide food service and/or transportation?
- Will it be at their facility, yours, or a neutral area?
- Will it use their staff, yours, or a combination?
- What is the target age group and need?
- Will it have a special theme, academic focus, or be general enrichment?
- Could it provide staff development opportunities?
- Hints to guide your thinking
 - Build on your mission, experience, and program delivery history
 - Build on your staff skills – do you have academic credentialed/trained people or experienced paraprofessionals on your staff already?
 - Do you have environmental education relationships already?
 - Do you serve any campers with special needs either mainstreamed or in special program?
 - Are you prepared to pivot to meet any special school needs? If so, how?
 - Are there academic standards or quality experience requirements to be met?
 - Are there credentialed/licensed personnel requirements in your district?
 - Possible examples of camp delivery models
 - a. Day camp with academic component and enrichment component separate at times of the day
 - b. Day camp with academic and enrichment components integrated
 - c. Special day camp session(s) for targeted students based on their needs
 - d. Special overnight camp session at end or beginning of school year with focus on school preparation or review
 - e. Overnight session with academic component integrated
 - f. Expansion or pivot of environmental education models
 - g. Teacher sessions on teamwork and learning/teaching in the outdoors
 - h. Grade-targeted science programs
 - i. Family programs
 - j. Weekend programs and field trips
 - k. Be creative – there are many more ideas

Designing Your Proposal

1. Explain what you can contribute to reach school goals
 - a. Your experience
 - b. History of your organization, staff credentials and skills, research experience
 - c. Role of camp in learning and in this partnership specifically
2. Provide an overview of your proposed program design and how it meets required district program elements
 - a. Time of year
 - b. Duration of program
 - c. Staff pattern and qualifications
 - d. Your staff or a partnership with district staff
 - e. Target population
 - f. Target program focus
3. List program learning objectives/outcomes
4. Provide a summary of identified community/student needs (especially those not addressed by other programs) and how this program will meet them
5. Provide an overview of the proposed joint planning process
6. Provide a summary of pertinent camp research results – both yours specifically and national – that support your program goals
7. Propose evidence-based tools that you can contribute
8. List budget and funding needs
9. Include testimonials

Camp & School Partnership Resources

- [State-by-State Elementary and Secondary School Emergency Relief \(ESSER\) Plans](#)
- Exemplar Camp-School Partnerships (in Development)

Determine if you have capacity to support a school/camp partnership – either for school year programming like environmental ed or as a supplemental summer program

School Year Programming

Summer Programming

Both School Year and Summer Programming

Determine how your state is allocating ESSER / CARES Act Funding

Establish the requirements for funding allocation

Meet State and County COVID Requirements for the School Setting?

Determine if funding requires instruction from licensed/ credentialed educators?

Content Specific:
Reading & Literacy
STEM
Credit Retention

Determine how your local school district has or is planning budgeting for ESSER 3
Planning by 12.1.22 –
Spend by 12.1.2024

What does your camp have to offer a school district?

Staff

Facilities

Supplemental Curriculum

Transportation

Food Services

Insurance

Registration and processing

Determine Stakeholders

Students
Families & PTO
School Administrators
School Board
County ISD
Teachers (union)
Principals
Hourly support staff
food service & transportation)
Local OST Programs

Superintendent
Vice Superintendent for Finance
Vice Superintendent for Curriculum / learning instruction
Community Programming Coordinator

Five Questions for ESSER 3 Spending Considerations:

Will the proposed use of fund “prevent, prepare for, and respond to the COVID-19 pandemic”?

Is it an allowable use of funds – as defined by the CARES Act and State Department of Education?

Is it reasonable and necessary?

Does it promote equity?

Does it support returning students to in-person classroom learning?

Additional Considerations and potential requirements:

How will the proposed program address evidence-based interventions that respond to students’ social, emotional, and academic needs?

Will this provide children and youth experiencing homelessness with integrated student support services and assistance?

Provide for activities allowed under the Elementary and Secondary Education Act of 1965, as amended (ESEA), The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and the Individuals with Disabilities Act (IDEA) and Children and youth in foster care.

Non-English learners

Does it provide meaningful documentation of evidence-based outcomes?