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THE ABCs and 123s of CSPs*

**CAMP-SCHOOL PARTNERSHIPS*

SESSION OUTCOMES

-
- **Describe the benefits of building a CSP** for their camp and for school partners.
 - **Learn a method for planning logistical and operational fit** between schools' needs and their camp's resources.
 - **Access resources** for finding state and other support for CSP programming.

AGENDA

- ACA + CSPs
- Utah + CSPs
- Model – the ABCs of a successful CSP
 - *Elements of Success*
 - *Resources + Strategies*
 - *ABCs Workshop: Apply to your own camp using workbook*
- Reflection and Goal-Setting: Your CSP 123s + Resources

CAMP-SCHOOL PARTNERSHIPS AT ACA

Community of Practice + Grants

Camp-School Partnership Project



Research

Study: Building successful Camp-School Partnerships

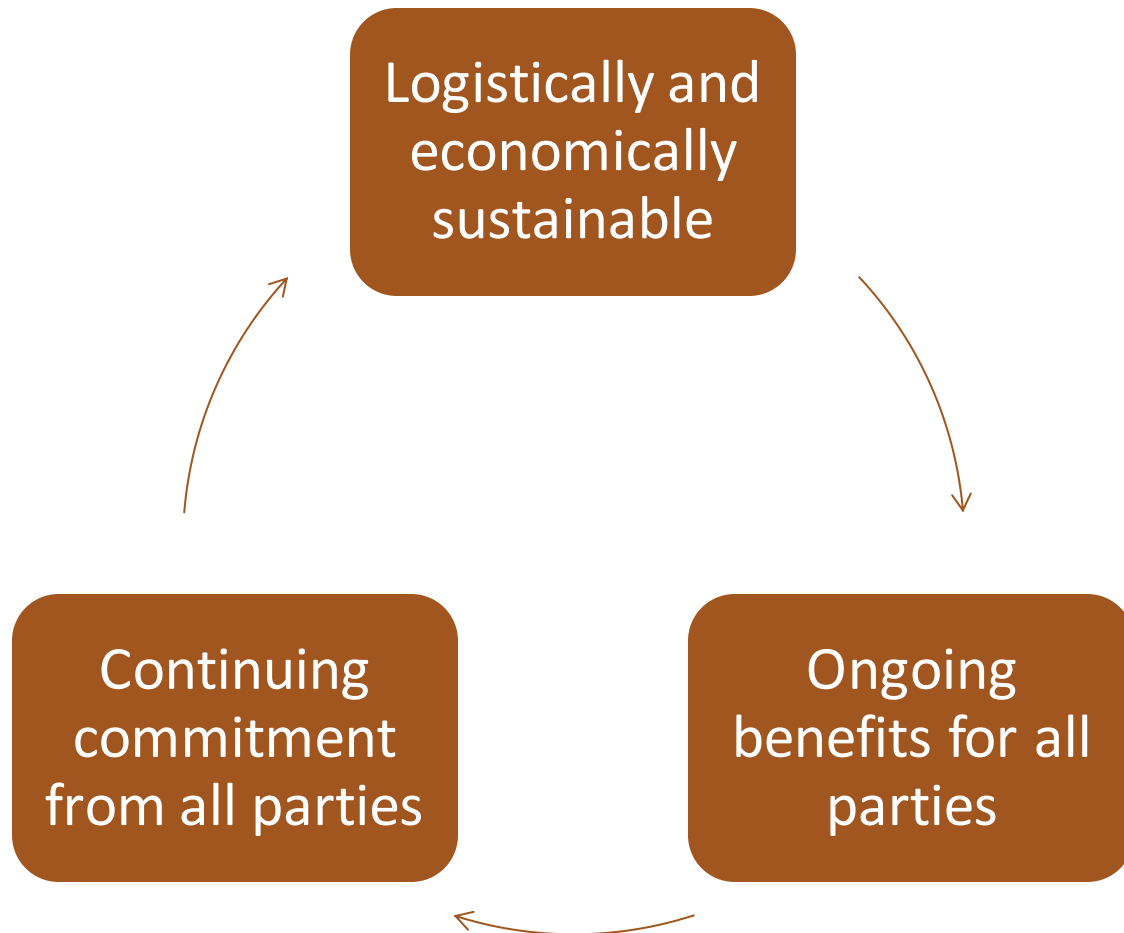
Study: Policies supporting Camp-School Partnerships

SO, WHAT IS A CAMP-SCHOOL PARTNERSHIP?

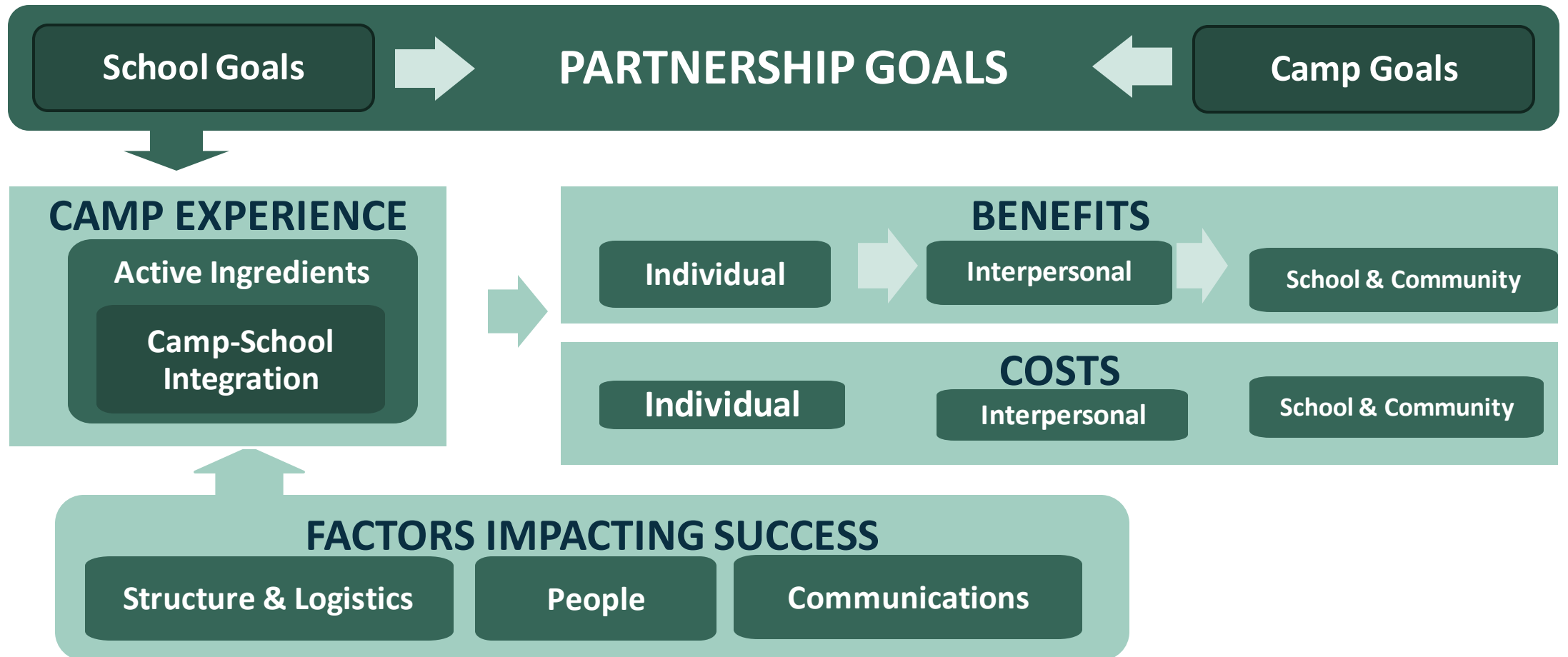
A relationship between a camp and a school entity that facilitates students attending camp in some capacity.

- CSPs generally aim to support **students' learning and development** and **enhance their educational experiences**.
- However, they vary in their goals, how they operate, and when they occur.

WHAT IS A *SUCCESSFUL* CSP?



A MODEL FOR HOW CSPS FUNCTION



THE ABCS OF SUCCESSFUL CSPS

Elements of Success

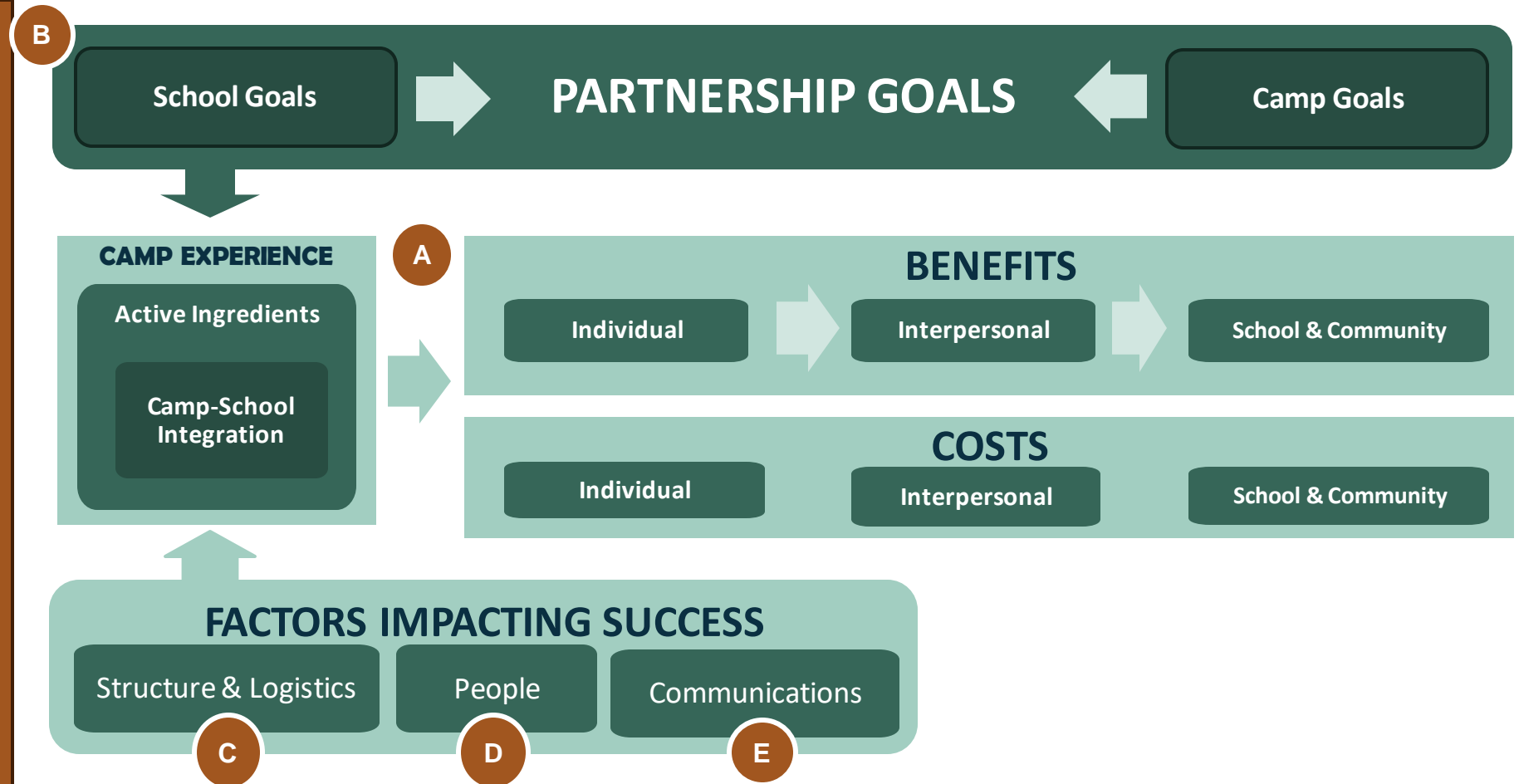
A unique educational opportunity

Benefits school and camp

Can meet logistical needs

Driven by a steward

Engages families



A UNIQUE EDUCATIONAL OPPORTUNITY

Elements of Success

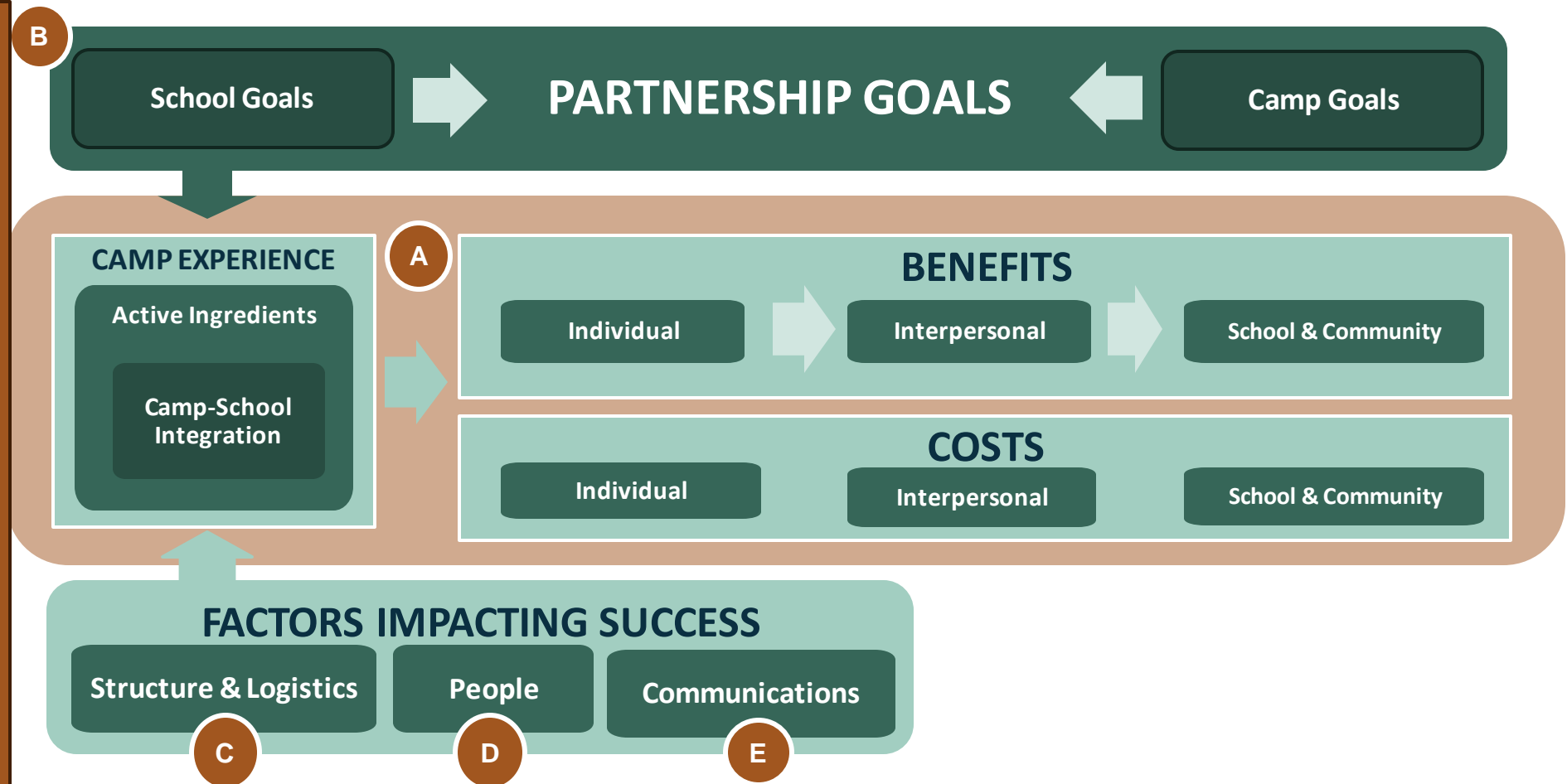
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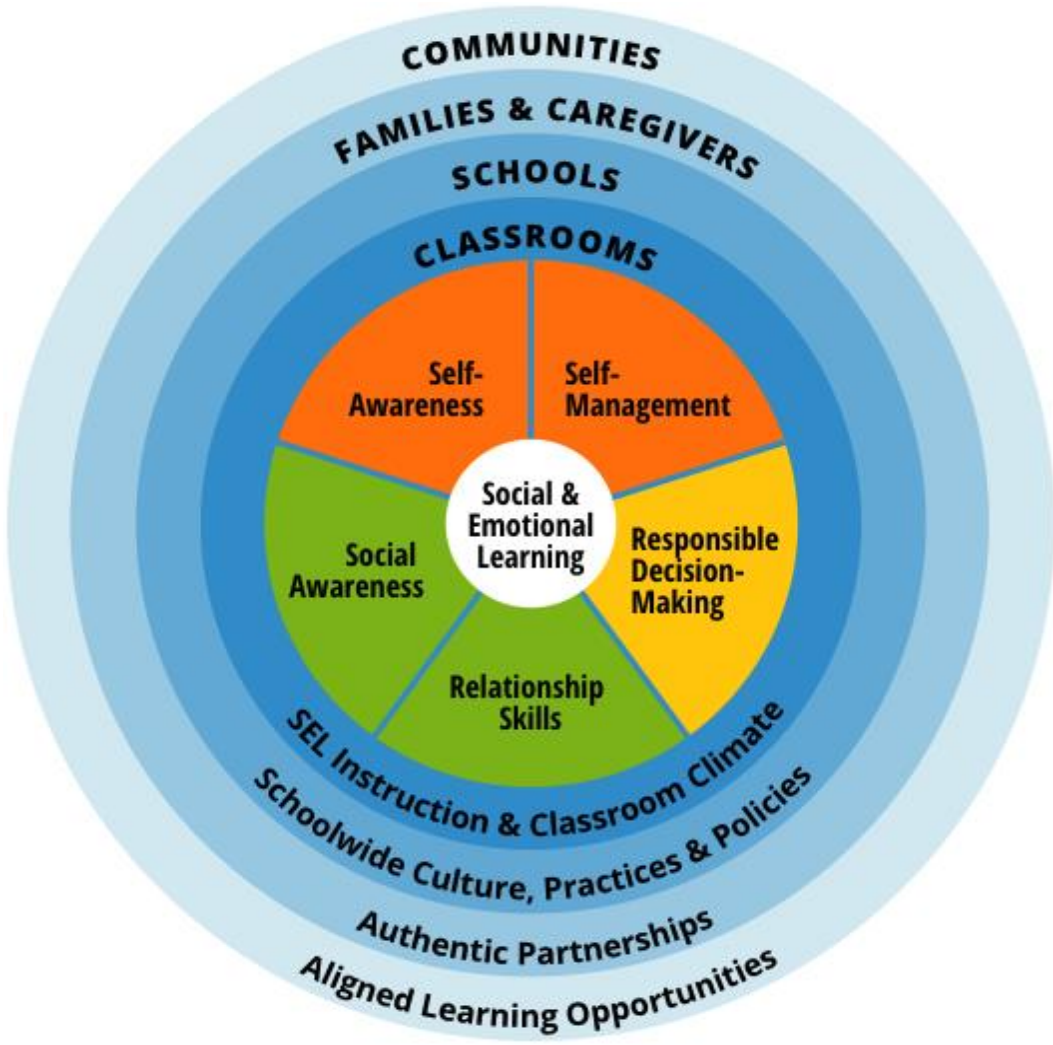
A UNIQUE EDUCATIONAL OPPORTUNITY

- Successful Camp-School Partnership **add value** to youths' educational experiences, providing benefits that are not easily achieved in school.



- Camp programming and facilities offer many beneficial experiences
- *How do we communicate the value of camp in a way that will resonate with teachers and administrators?*

SPEAKING THE LANGUAGE OF EDUCATORS



Social Emotional Learning (SEL)

[Explore SEL Tool](#)

[Navigating Social and Emotional Learning From the Inside Out](#)

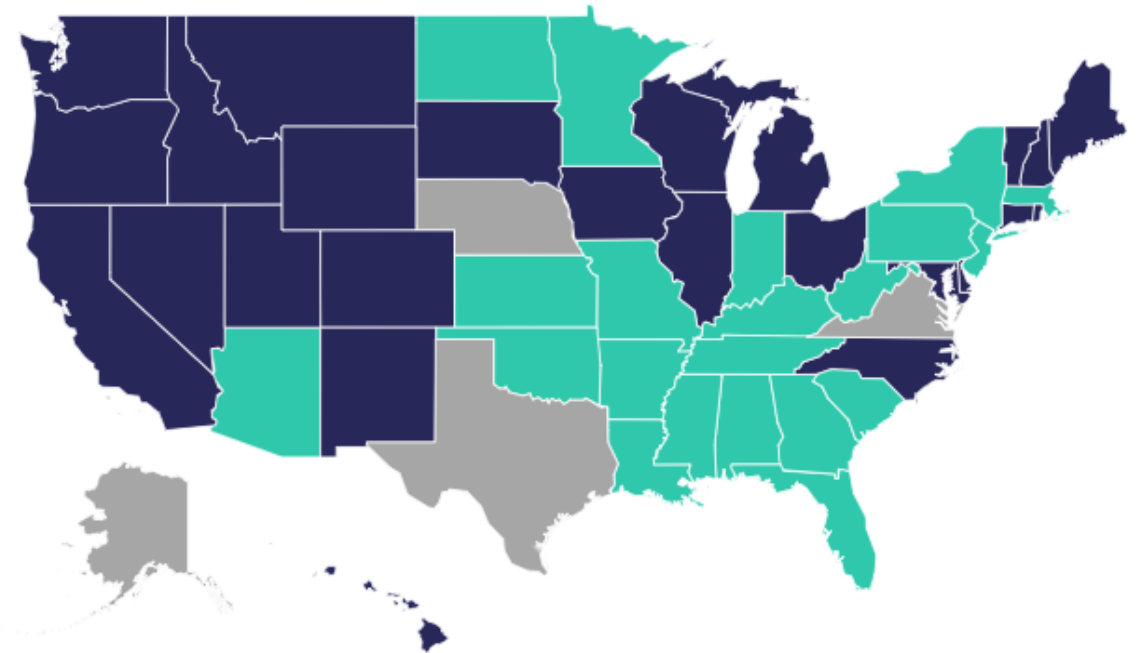
[Social and Emotional Learning in Out-of-School Time Settings](#)

SPEAKING THE LANGUAGE OF EDUCATORS

Academic Standards

- Common Core
- Next Generation Science Standards (NGSS)
- College, Career, and Civic Life (C3)
- Common Career Technical Core (CCTC)

U.S. Standards Map



Adopted Not adopted Modified/Reversed

SPEAKING THE LANGUAGE OF EDUCATORS

Elementary

Middle

High School

Outdoor Learning is often linked to **science content**

National Science Teaching Association Website

	Life Science	Earth & Space Science	Physical Science
Elementary School Introduction			
K	K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	K. Weather and Climate	K. Forces and Interactions: Pushes and Pulls
1	1. Structure, Function and Information Processing	1. Space Systems: Patterns and Cycles	1. Waves: Light and Sound
2	2. Interdependent Relationships in Ecosystems	2. Earth's Systems: Processes That Shape the Earth	2. Structure and Properties of Matter
Grades K-2 Engineering Design Introduction			
K-2. Engineering Design			
3	3. Interdependent Relationships in Ecosystems 3. Inheritance and Variation of Traits	3. Weather and Climate	3. Forces and Interactions
4	4. Structure, Function, and Information Processing	4. Earth's Systems: Processes That Shape the Earth	4. Energy 4. Waves: Waves and Information
5	5. Matter and Energy in Organisms and Ecosystems	5. Earth's Systems 5. Space Systems: Stars and the Solar System	5. Structure and Properties of Matter

SPEAKING THE LANGUAGE OF EDUCATORS

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National Science Teaching Association Website

Disciplinary Core Ideas

ESS2.A: Earth Materials and Systems

- i Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1)

ESS2.C: The Roles of Water in Earth's Surface Processes

- i Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (5-ESS2-2)

ESS3.C: Human Impacts on Earth Systems

- i Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)

For more info on aligning camp programming with academic standards:

WSU Characteristics of High-Quality Outdoor Schools

WORKBOOK TIME

Consider:

- Potential partners
- Age group
- Resources



BENEFICIAL TO CAMPS AND SCHOOLS

Elements of Success

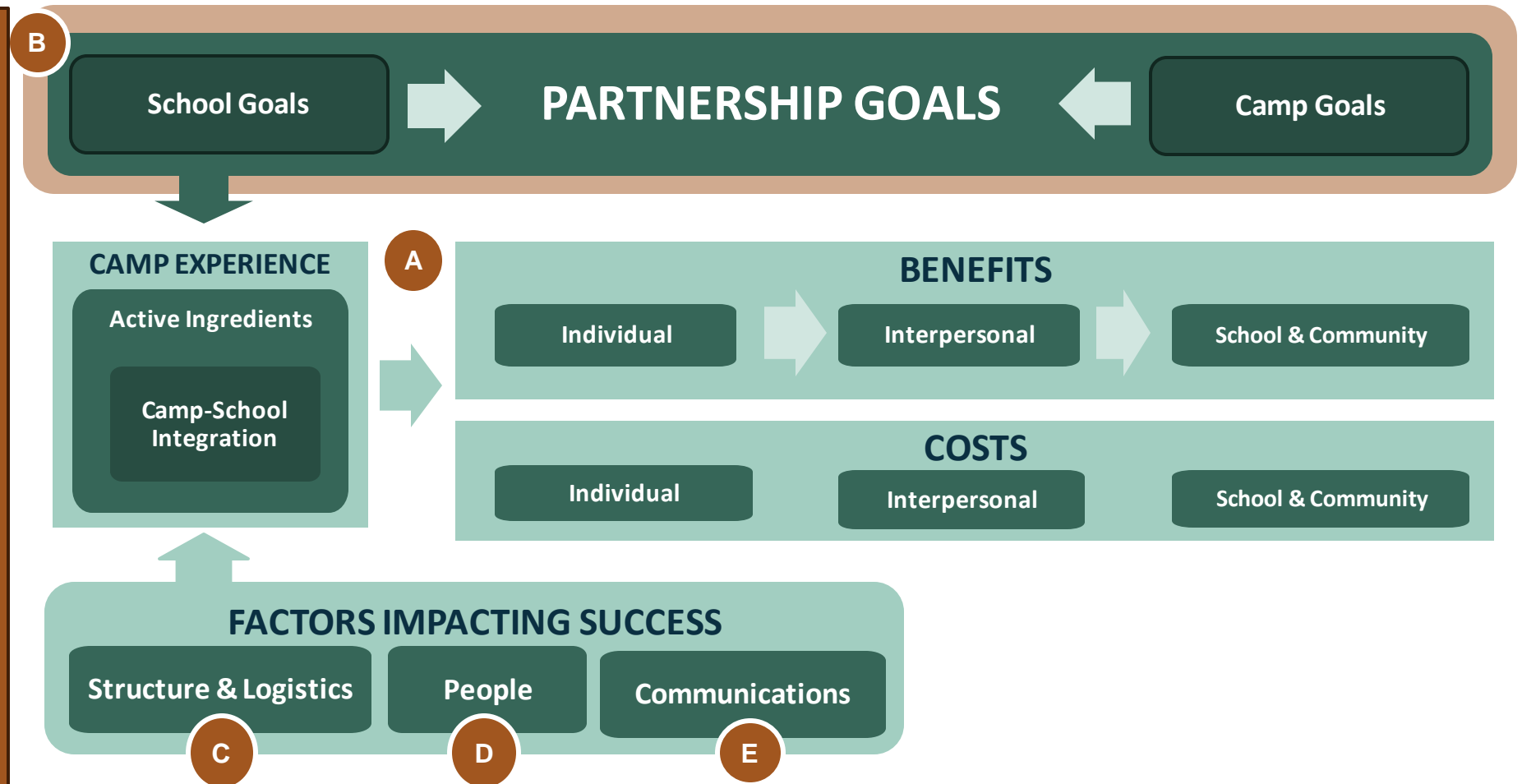
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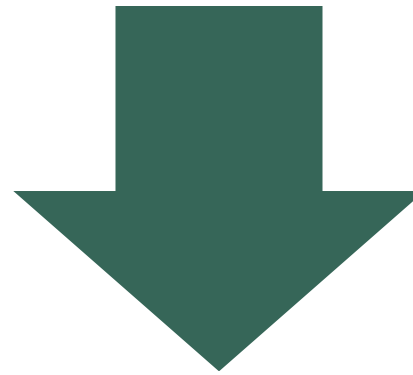
Driven by a steward

Engages families



BENEFICIAL TO CAMPS AND SCHOOLS

- **Successful Camp-School Partnerships are *mutually beneficial*, allowing the camp and school to meet their goals.**

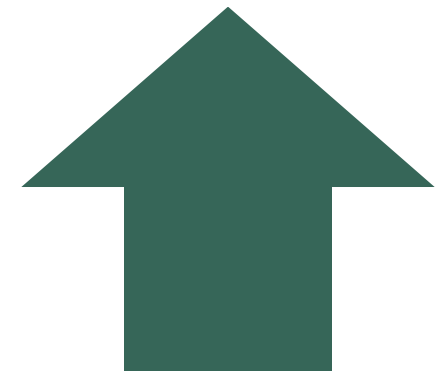


School Goals

- Community building / bonding
- Social-emotional learning
- Life skill development
- Exposure to nature
- Academic learning

Camp Goals

- Year-round programming
- Greater reach
- Higher enrollment
- Build relationships with new communities



ONGOING COMMUNICATION IN PARTNERSHIPS

- How do you communicate your unique value proposition and align with the school goals?
- Who do you include in conversations?
- Where do you go to build relationships in the community?
- When do you reach out?
- Why are you there? (Rachel Rosen – “How do you show up [as your authentic self?]”)

CAN MEET LOGISTICAL NEEDS

Elements of Success

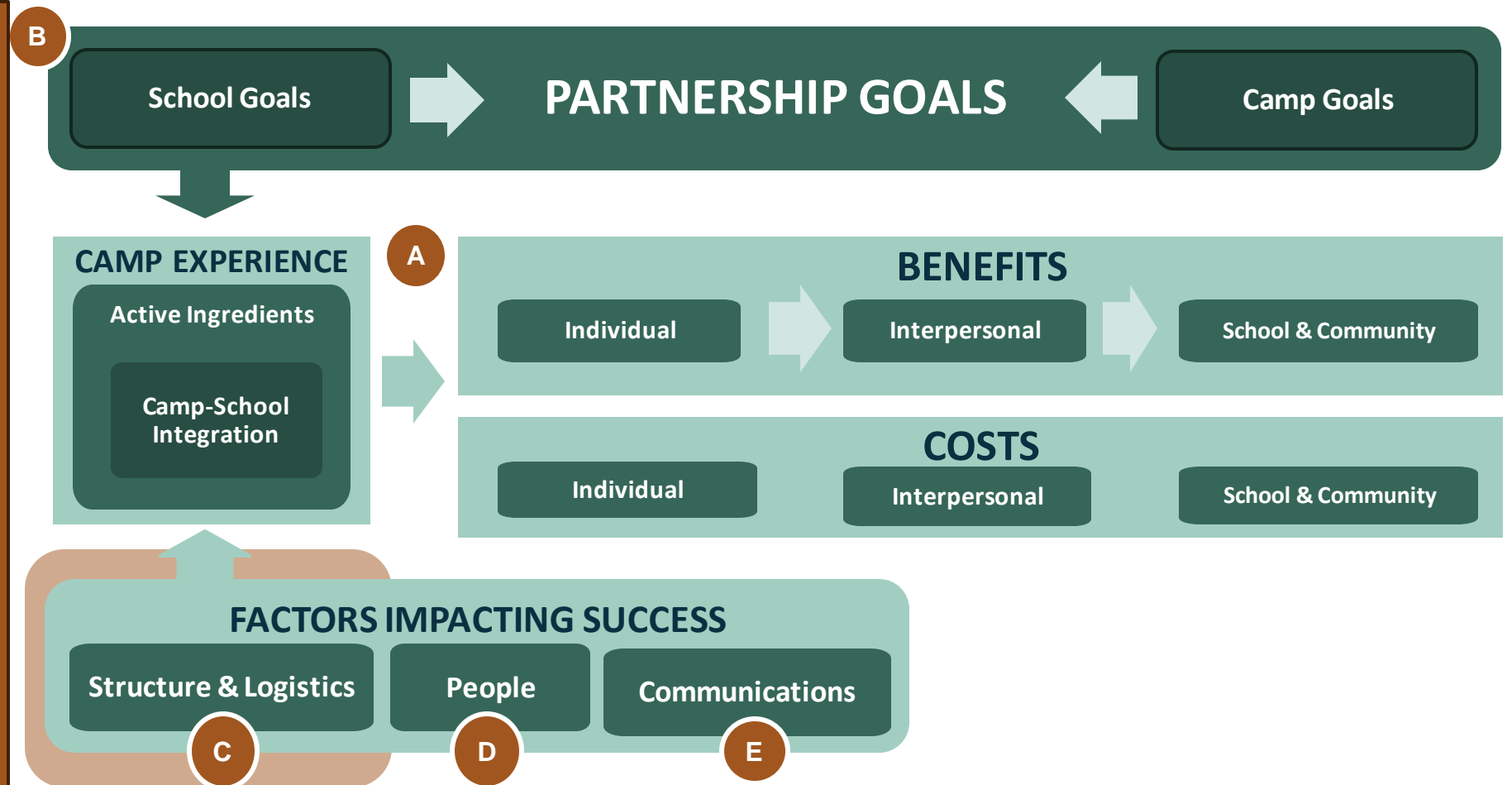
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CAN MEET LOGISTICAL NEEDS

- Successful Camp-School Partnerships are built upon *logistical and operational fit* between parties.

Transportation

Staffing

Duration

Timing

Group size

Infrastructure

COST ESTIMATION TOOL

- What initial investment is required?
- What is the per year or per student cost?
- Are there hidden logistical costs?

Oregon Cost Estimator



DIRECT EXPENSES:	INDIRECT EXPENSES:
Damage/Repair (caused specifically by outdoor school)	Insurance
Materials and Supplies	Vehicles/Fuel/Insurance/Maintenance
Food/Kitchen Supplies	Property Tax
Staff (food service, maintenance, medical, grounds keeping)	Bedding/Mattresses
First Aid Supplies	Laundry Equipment (buy/lease)
Maint. of Facilities/Equip. used by Outdoor School	Administrative Staff (planning time)
Safety/Emergency Supplies And Equipment	Mortgage
Power/Light/Gas	Storage/Containers
Water/Sewer/Septic/Portables	Legal
Firewood	
Americans with Disabilities Act (ADA) Equipment	
Program-related Transportation	
Janitorial Services	
Facility Repair Cost	
Facility Upgrade Cost	
	OTHER EXPENSES:
	Capital Improvements (accessibility/ADA)
	Risk Management (plans, signage)

DRIVEN BY A STEWARD

Elements of Success

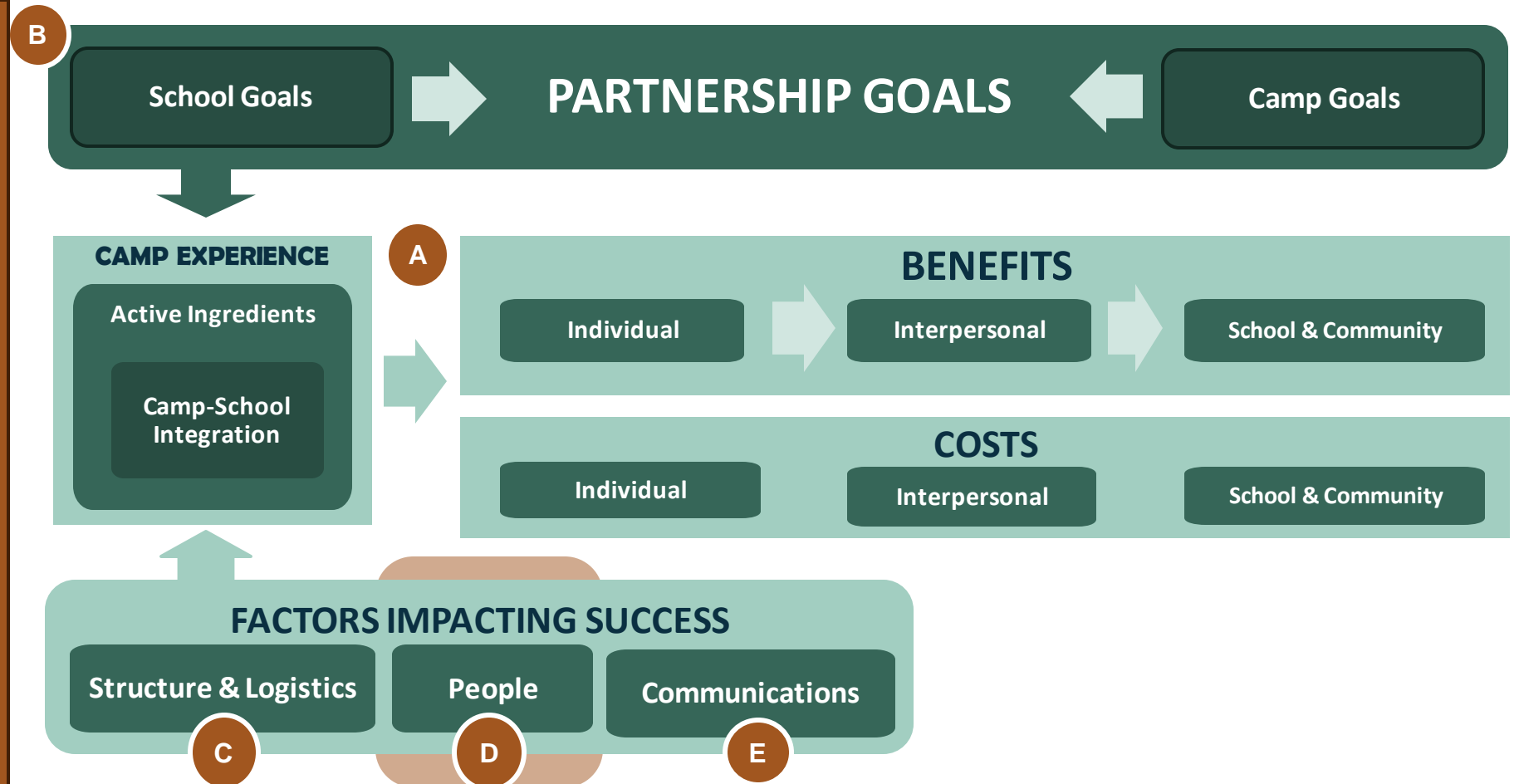
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DRIVEN BY A STEWARD

- **Successful Camp-School Partnerships have a **partnership steward** who takes the lead in facilitating the partnership.**



- Usually, a school or camp staff member.
- Need school-side steward at minimum
- Best to have a steward on the camp *and* school side

Key challenge is ensuring that the role of steward is well-supported, and that it does not dissolve when personnel change.



ENGAGES FAMILIES AND CAREGIVERS

Elements of Success

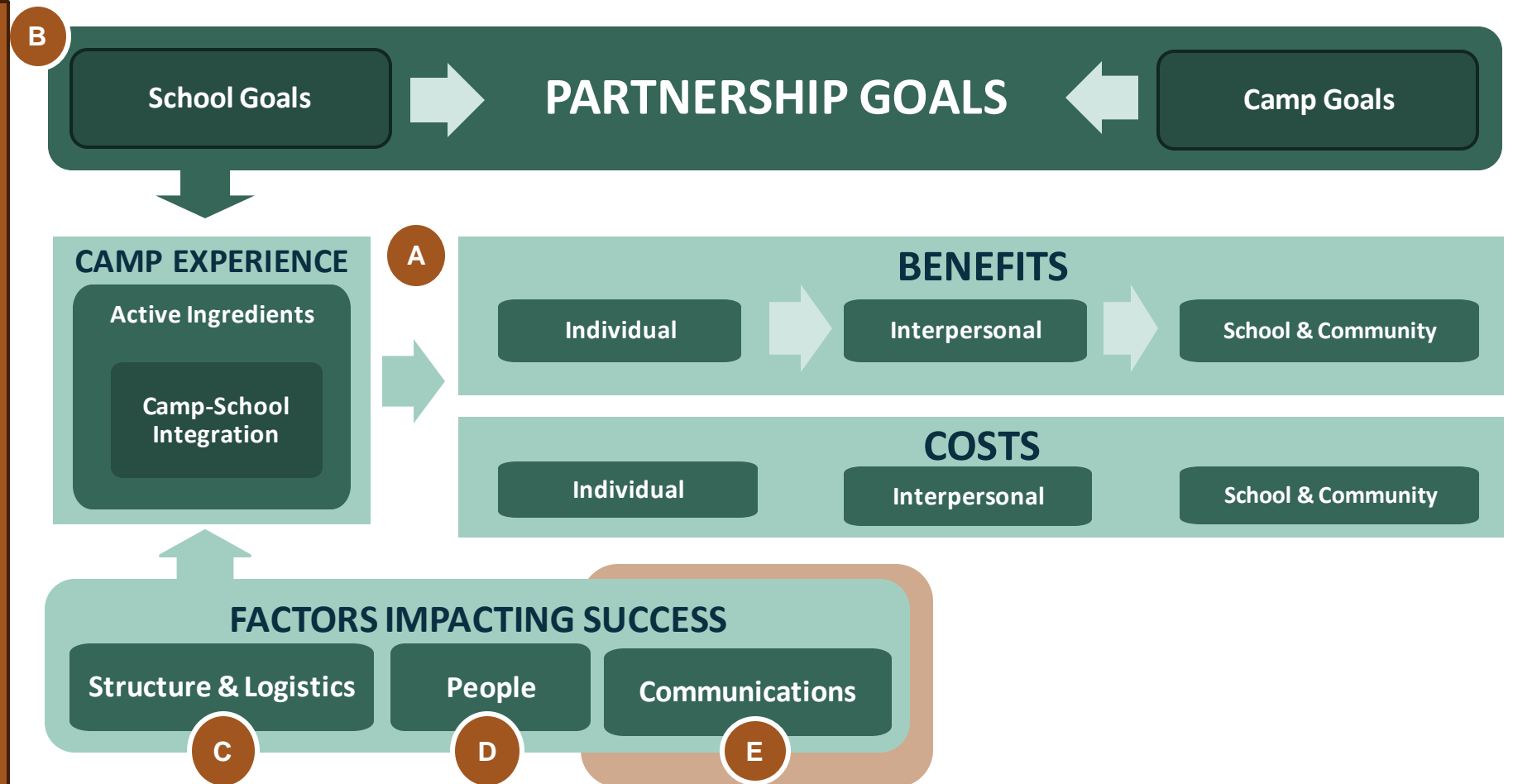
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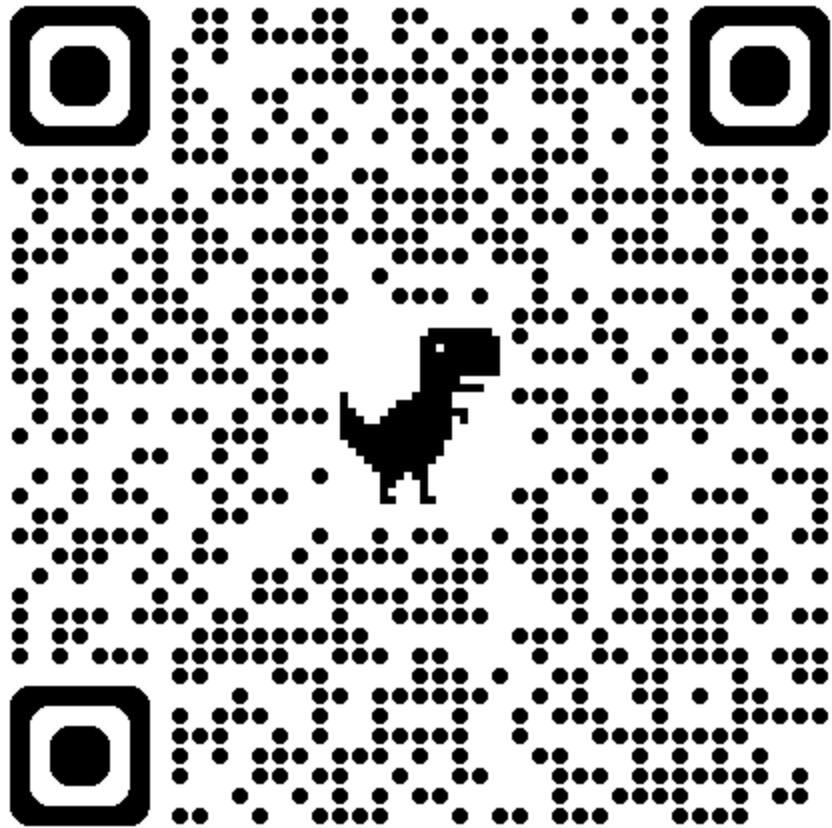


ENGAGES FAMILIES AND CAREGIVERS

- **Successful Camp-School Partnerships continually establish *trust with families and caregivers.***
 - Not a new task, but potentially different
 - School is key intermediary
 - Ultimately about communication and collaboration



RESOURCES



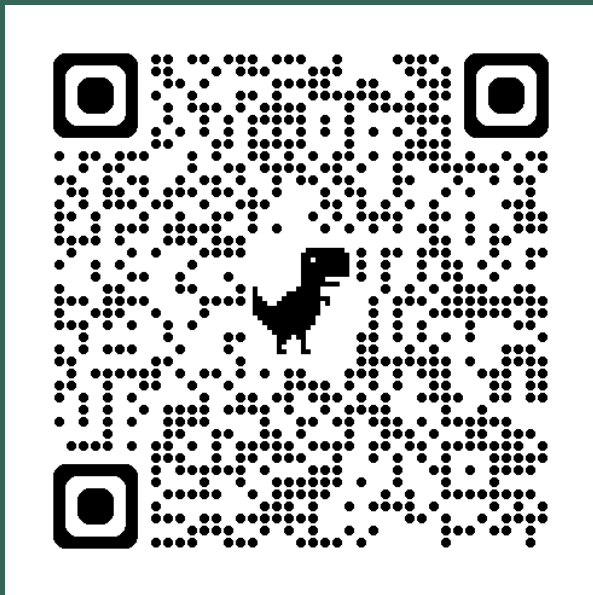
SETTING GOALS: *YOUR* CSP 123S

- Use your workbook to **reflect on your CSP-related goals** for the near future.
- Identify your **top 3** action items for the **next 3-6 months**.
- **Identify remaining questions and additional supports** that would help you do this work in the future.



THANK YOU!

APPLICATIONS FOR NEW ROUND OF CSP
GRANTS OPENS MARCH 1ST



Contact Bryn.spielvogel@utah.edu and/or
bposatko@acacamps.org if you're interested in
learning more.

Presentation by Hilary Lambert and Bryn Spielvogel, University of Utah
and Bristol Posatko, The American Camp Association



EXTRA SLIDES



Elements of Success

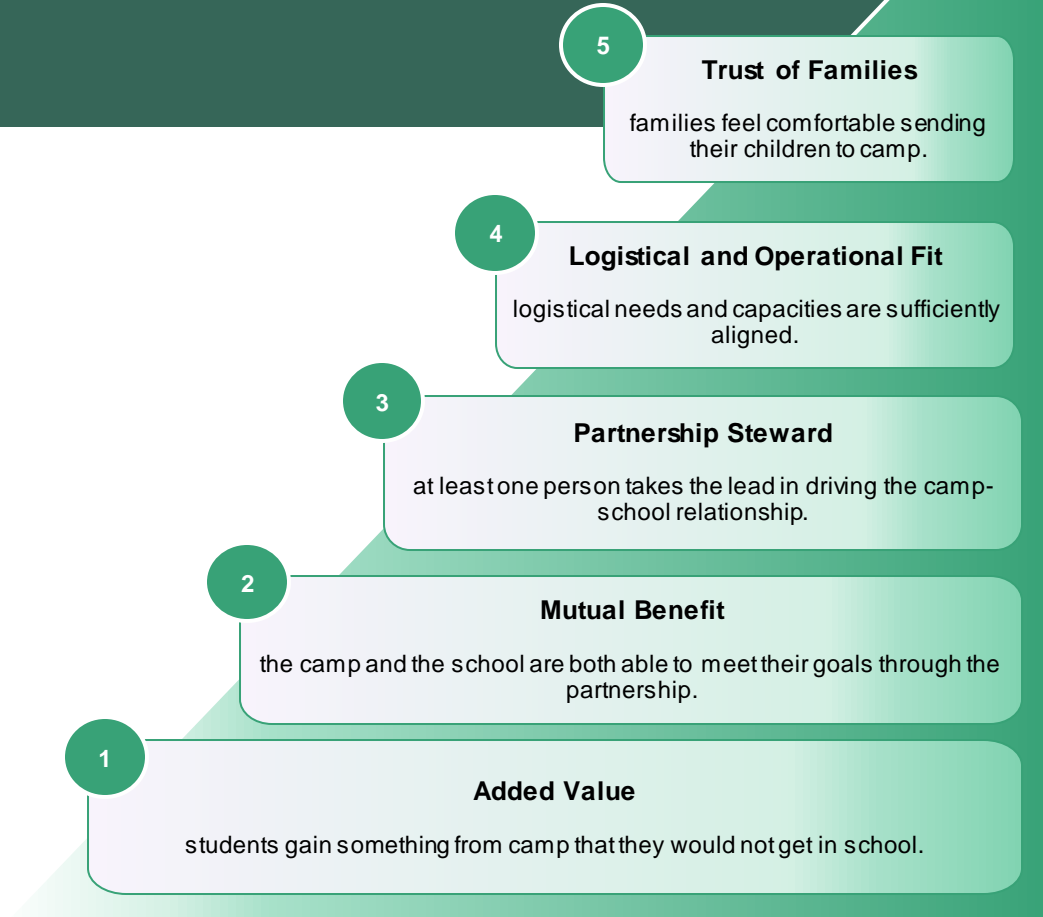
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WHAT DO CSPS LOOK LIKE?

Goals

Community building

Social-emotional learning

Science learning

Celebration

Attendance

Classroom level

Multi-classroom

School level

District level

State level

Duration

Half day

Full day

Multiday

Overnight

Timing

Summer

School Year