



# San Diego Expanded Learning Consortium



*I love art  
so much,  
I painted a  
picture of  
a bunny,  
it was  
Awesome!*

*I was in Chess  
Club, it was  
great to do what  
I like to do.*



*I like the staff, they  
help us to learn  
and help us do our  
homework. They  
treat us GREAT!!*



*My favorite thing  
to do is art. I love  
to draw and do DIY  
projects.*



*I like hanging out with  
my friends and playing  
family and board  
games like Jenga.*



*I like the sports, like  
soccer, football, kickball.*

## 2021-22 ANNUAL REPORT



# SAN DIEGO EXPANDED

## Mission:

- Provide youth with safe and enriching learning environments before and after school
- Provide outcome-driven academic assistance
- Create youth development and enrichment programming that fosters student resiliency and improves neighborhood safety



In 1999, the Children's Initiative and the San Diego County Office of Education (SDCOE) collaborated in forming a county-wide, after school grant application to the California Department of Education. Interested and eligible school districts were brought together to be a part of the first regional San Diego Expanded Learning Consortium. To ensure success, intentional and cooperative outreach encompassed several key community stakeholders, including the San Diego County Board of Supervisors, San Diego County School Boards Association, 9th District PTA, Region 18 Superintendents Council, San Diego Health and Human Services Agency, the Probation Department, and the City of San Diego.

The SDCOE serves as both the grantee and fiscal agent for all school districts, with the exception of San Diego Unified School District (SDUSD), and the Children's Initiative serves as the Consortium lead. Consortium partners are encouraged to share resources and best practices, eliminate duplication of effort, and work purposely in support of expanded learning programs in San Diego County. During the 2021–22 school year, the Consortium provided leadership, guidance, assistance, and resources to elementary and middle school ASES and 21st Century Community Learning Centers (CCLC) programs throughout San Diego County.

The San Diego Expanded Learning Consortium is a unique model of cross-system partnerships for the development, management, and sustainability of expanded learning programs. The Consortium's size and scope significantly impact policy and program development at the local, state, and national levels. In partnership, the Children's Initiative and SDCOE continue to support high-quality expanded learning programs.

## Funding History

With quality programs and dedicated advocacy, the San Diego Expanded Learning Consortium has successfully secured federal and state funding for local districts for more than 20 years.

**ASES:** After School Education and Safety funded by the California Department of Education

**21st CCLC:** 21st Century Community Learning Centers funded by U.S. Department of Education

YEAR	ASES	21 <sup>st</sup> CCLC	TOTALS
<b>97-14</b>	\$511,557,218	\$28,518,642	\$540,075,860
<b>14-15</b>	\$27,956,301	\$330,000	\$28,286,301
<b>15-16</b>	\$27,915,599	\$330,000	\$28,245,599
<b>16-17</b>	\$27,791,877	\$330,000	\$28,121,877
<b>17-18</b>	\$30,469,360	\$1,377,027	\$31,846,387
<b>18-19</b>	\$30,809,135	\$2,227,268	\$33,036,403
<b>19-20</b>	\$32,679,975	\$2,380,440	\$35,060,415
<b>20-21</b>	\$32,448,258	\$2,222,940	\$34,671,198
<b>21-22</b>	\$36,622,629	\$2,989,755	\$39,537,384
<b>TOTALS</b>	<b>\$758,250,352</b>	<b>\$40,706,072</b>	<b>\$798,881,425</b>

# LEARNING CONSORTIUM

## Partner School Districts & Charter Schools by San Diego County Regional Areas

### North County Coastal Region

Bonsall Unified  
Borrego Springs Unified  
Carlsbad Unified  
Encinitas Union  
Oceanside Unified  
Vista Unified

### North County Inland Region

Escondido Union  
Fallbrook Union Elementary  
Julian Union  
Poway Unified  
Ramona Unified  
San Marcos Unified  
Vallecitos  
Valley Center – Pauma Unified  
Warner Unified

### North County Coastal Region

### North County Inland Region

### Central Region

America's Finest Charter  
Darnall Charter  
Empower Language Academy  
Gompers Preparatory Academy  
Harriet Tubman Village Charter  
High Tech Middle  
Holly Drive Leadership Academy  
Keiller Leadership Academy  
King Chavez Academy of Excellence  
King-Chavez Arts and Athletics Academy  
King-Chavez Preparatory Academy  
King-Chavez Primary Academy  
Magnolia Science Academy San Diego  
McGill School of Success  
Monarch School  
Museum School  
The O'Farrell Charter School

### Central Region

### San Diego Unified

### South County Region

### East County Region

### South County Region

Chula Vista Elementary  
Hawking S.T.E.A.M. Charter 2  
National  
San Ysidro  
South Bay Union  
Sweetwater Union High

### East County Region

Cajon Valley Union  
EJE Elementary Academy  
EJE Middle Academy  
La Mesa-Spring Valley  
Lakeside Union  
Lemon Grove  
Mountain Empire Unified  
Santee

# The Children's Initiative

*The Children's Initiative is a San Diego based nonprofit child advocacy agency. The Children's Initiative is dedicated to assisting children and families thrive by providing education, advocacy, cross system collaboration and training to schools, community organizations, government agencies, elected officials, businesses, and parents.*

During the 2021–22 school year, in support of continuous quality improvement, the Children's Initiative provided virtual and in-person technical assistance services and resources to more than 300 elementary and middle school expanded learning programs within 27 school districts and 20 charter schools. The technical assistance, guidance, and support provided to expanded learning staff improves overall program quality and advances program practices to increase student engagement and achievement.

Expanded learning programs offer academic support, as well as experiences and learning opportunities not always available during the traditional school day (e.g., robotics, visual and performing arts, stop motion photography, hydroponics gardening, and coding). Alignment with the traditional school day and educational enrichment are the essential building blocks to a successful expanded learning program. Consortium expanded learning programs successfully reinforce learning by intentionally making constructive use of extended time to offer new and different ways of learning.

Throughout the year, the Children's Initiative continued to build collaborative partnerships with local businesses and corporations, cultural and sporting organizations, and other key stakeholders around San Diego County to secure much needed resources for expanded learning programs. These collaborative community partnerships are instrumental to accessing resources and leveraging assets to advance programming and services of expanded learning programs.







The mission of the San Diego County Office of Education (SDCOE) is to inspire and lead innovation in education. The Expanded Learning and Community Engagement Department at SDCOE furthers this mission through robust partnerships with the school districts and charter school expanded learning programs that make up the San Diego Expanded Learning Consortium. The team is composed of servant leaders committed to providing opportunities to expand the way we think about learning with a shared vision statement:

*All students will experience and connect with opportunities and support to forge new pathways as we serve as leaders, models, and trusted partners that maximize resources and strategic alliances to collectively inspire and innovate.*

This year, the team was proud to work alongside the Children's Initiative to support Consortium partners as they operated expanded learning programs across San Diego County. To this end, SDCOE is pleased to report on several key highlights from the 2021–22 school year.

#### **Connecting Students with Opportunities**

- Secured 3 more years of ASES funding for ExL programs in San Diego County.
- System of Support for Expanded Learning (SSEL) hosted the virtual STEAMpower conference for ExL staff featuring 20 presenters and 14 sessions.

#### **Forging New Pathways**

- Developed the Expanded Learning Opportunities Program (ELO-P) Network to share pertinent updates and opportunities by the SSEL.
- Strong communication processes were facilitated, including brainstorming and focus groups, to tackle Consortium issues related to staffing and attendance.

#### **Serving as Trusted Partners**

- Provided ongoing support and technical assistance to school districts and charter schools with ASES, 21st CCLC, ASSETs, and ELO-P expanded learning programs.
- Delivered over 50 expanded learning professional development sessions to 842 school district, charter, and program site participants.

#### **Maximizing Resources**

- Continued to enhance the electronic process of tracking and execution of 98 Memorandums of Understanding (MOU) between SDCOE and LEAs.
- Intentional collaboration between SDCOE departments to extend resources for Consortium programs in safety, grant services, and innovative pilot programming.

#### **Strategic Alliances**

- With the SDCOE Teacher Effectiveness Unit, developed opportunities for LEAs to recruit expanded learning program staff.
- Cityspan was strengthened with timely changes and updates to user accounts and reports, attendance visualization, efficient online registration, and more.

# QUALITY & IMPACT SURVEY RESULTS

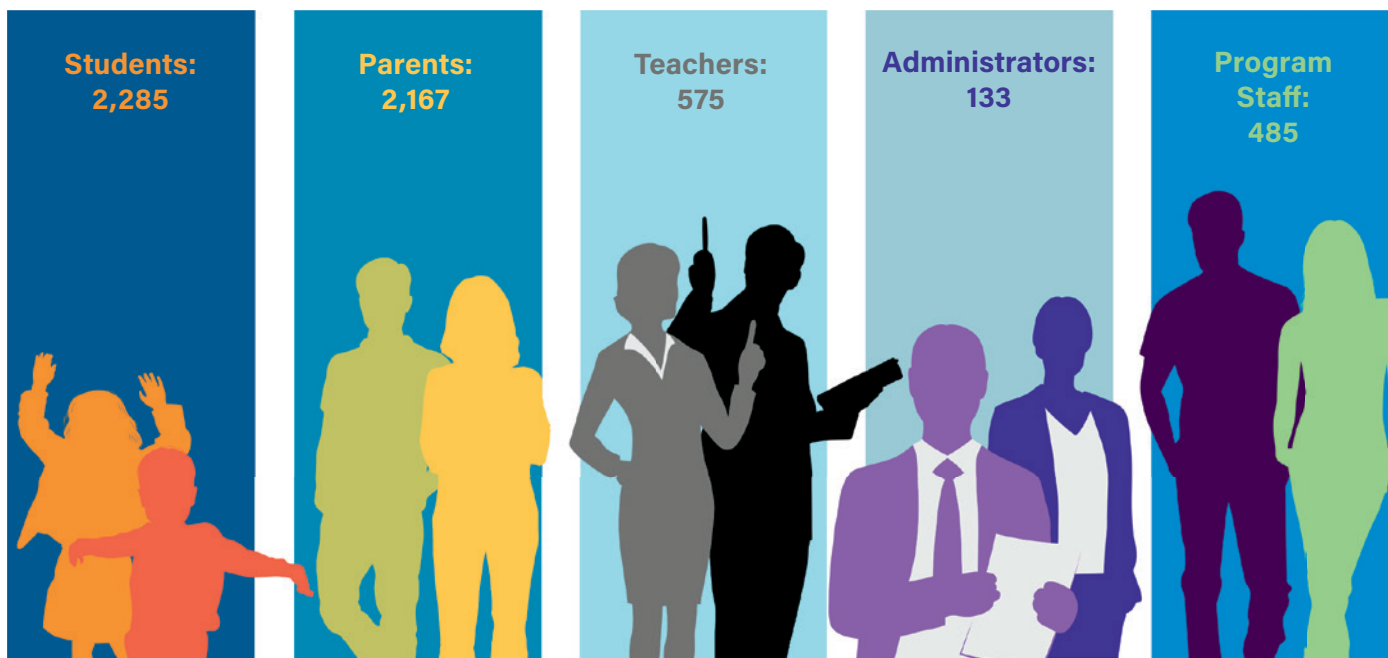
During the 2021–22 school year, the SDCOE and our district and charter school partners engaged in the third year of the redesigned Continuous Quality Improvement planning process initiated in response to district and charter school needs prior to the pandemic. Based on identified program site needs, the SDCOE “CQGrowth” process focused on strengthening and building communication and collaboration at all levels.



Overarching highlights of the SDCOE CQGrowth process included:

- Continued focus on *Quality Standard 8 Clear Mission, Vision, and Purpose* as the foundation for developing and sustaining quality programming.
- Development of transparent communication and collaboration through a three-step growth process: consortium input (need), focus group (understanding), and work group (action).
- In collaboration with district and charter input, conducted two growth processes in the areas of attendance and staffing, resulting in changes to prior procedures and increased professional development resources.
- Redesign of the Cityspan reporting tool to house program quality data as part of the CQGrowth Quality Action Planning process.
- Creation of the SDCOE Expanded Learning website as a secondary communication tool to support program site needs.
- Strengthening of consistent practices in data collection and continuous quality improvement processes. The annual stakeholder surveys were designed and calibrated to understand how communication and collaboration processes, the mission and purpose of expanded learning programs, and overall program design were understood by students, parents, program staff, and site administrators.

## SURVEY RESPONDENTS



# POINT-OF-SERVICE QUALITY STANDARDS FOR EXPANDED LEARNING PROGRAMS



## Safe and Supportive Environment

**90%** of students reported that they feel a sense of belonging in their expanded learning program.

**83%** of program staff reported that they felt valued in their role as expanded learning professionals.

## Active and Engaged Learning

**84%** of 6th grade students reported that their expanded learning programs offers fun clubs and activities.

**81%** of teachers reported that their expanded learning program hires great staff who are positive.



## Skill Building

**90%** of parents reported that their child's expanded learning program provided hands-on skills/activities to develop skills that students needed for their future.

**83%** of administrator reported that their expanded learning program offers opportunities for academic support and success.

## Youth Voice and Leadership

**89%** of parents reported that their child's expanded learning program solicited student input on programming that reflected their interests.

**92%** of students reported that they felt listened to in their expanded learning program.



## Healthy Choices and Behaviors

**88%** of parents reported that their child's expanded learning program offers programs and snacks that promote healthy lifestyles and a safe, positive social environment.

**91%** of students reported that they felt happy in their expanded learning program.

## Diversity, Access, and Equity

**94%** of parents reported that there is something for everyone regardless of income level, race, ability, special needs, religion, or gender identity in their child's expanded learning program.

**90%** of program staff reported that they valued student feedback on their expanded learning programming.







## CALIFORNIA DEPARTMENT OF EDUCATION

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • [WWW.CDE.CA.GOV](http://WWW.CDE.CA.GOV)

July 1, 2022

Dear San Diego Expanded Learning Consortium Professionals,

I am writing this letter the morning after Governor Newsom signed a historic and transformational budget for the state of California. I don't even know how to fully process the extent to which this budget commits and invests in our children, families, educators, and community. 25 years ago we celebrated Senate Bill 1756 which established California as the first state in the country to fund after school programs. With a \$50 million investment, California was the envy of the nation.

This budget commits \$4 billion to the Expanded Learning Opportunities Program (ELO-P). This funding, combined with the After School Education and Safety (ASES) and 21st Century Community Learning Centers (CCLC), brings our state's support for Expanded Learning to nearly \$5 billion. This is an opportunity for before and after school programs to optimize student growth and learning by providing opportunities that expand student experiences and positively impact their lives. We must be intentional and innovative when utilizing these resources to ensure that all students are seen, known, and supported.

To every professional in the expanded learning field, thank you for all you do! Let's continue to "Lead with Love" and give our children and families what they deserve: our best!

Thank you to the Children's Initiative and San Diego County Office of Education (SDCOE) for their leadership and exemplary work in supporting expanded learning programs throughout San Diego County.

With appreciation and gratitude,

A handwritten signature in blue ink, reading "Michael Funk".

Michael Funk, Director  
Expanded Learning Division  
California Department of Education





*“Change is the only constant in life. One’s ability to adapt to those changes will determine your success in life.” – Benjamin Franklin*



In response to the COVID-19 pandemic, Governor Newsom issued a statewide shelter-in-place order in March 2020, which resulted in the closure of schools and a change in the daily lives of everyone. Our schools, faculty, expanded learning partners, and most importantly, students and families were impacted by these changes. As endless debates regarding distance learning and screen time for children continued, students in kindergarten to 12th grade were thrust into a digital era, having to navigate their own education through phone calls and confusion, as educators utilized virtual platforms such as Zoom or Google Classroom. With shelter-in-place and distance learning at hand, the need for peer-to-peer engagement and physical activity further increased. This is where expanded learning plays an essential role – adapting and modifying virtual programming to connect with students and build positive relationships, and to provide engaging activities that students need most during a time of uncertainty.

These changes affected all of us, however it’s important to acknowledge that not all change is negative. The quarantine may have had some silver linings. Families were quarantined together, which gave some families more quality time for things that they did not have time for before, such as playing games or doing crafts together. In June 2020, SDCOE surveyed expanded learning program youth and discovered that though many students wanted to return to school and missed their friends and teachers, some also expressed a greater sense of joy because they had opportunities to follow their curiosities and take initiative to care for their physical and social-emotional selves.

Unfortunately, many other students and families had very different experiences and faced adversities beyond our imagination. The pandemic impacted all aspects of life, causing loss of employment and housing, increased food insecurity, isolation, and anxiety. Families living at the lowest socioeconomic levels were sinking or falling deeper into poverty. Students facing these adversities have higher levels of stress and are in greater need of support. Mental health needs have surfaced as an area of critical concern as the Center for Disease Control and Prevention (CDC) reported that since the start of the pandemic, students expressed increased mental health concerns.

So where does this leave us? We have found ourselves at a pivotal moment. As stated by the Director of the CDC’s Division of Adolescent and School Health, Kathleen A. Ethier, PhD., “Students need our support now more than ever, whether by making sure that their schools are inclusive and safe or by providing opportunities to engage in their communities and be mentored by supportive adults.” As educational leaders and expanded learning practitioners, the greatest need is our greatest opportunity. We have the opportunity to stand in the gap for our youth and to provide the mentoring and support that is needed at this time. It is up to us to create spaces for children, to tell our stories, to help others understand the true meaning of this child-centered growth space, and to continue to change in the face of the chaos around us to help our young people always feel the power that comes from these simple human connections. **Expanded learning is foundational to providing students with the connectedness that students need.**

## NORTH COASTAL REGION: CARLSBAD UNIFIED SCHOOL DISTRICT

### HEALTHY CHOICES & BEHAVIORS

During the 2021–22 school year, the Carlsbad Unified School District focused on building community and unity. Due to COVID-19 and ongoing adjustments and modifications to safety policies and protocols, these focus areas were paramount. Some challenges facing all schools at this time included students' mental and physical health concerns and limited on-campus involvement for parents and volunteers. To increase parent communication, the ASES program utilized monthly newsletters that provided birthday shoutouts, student spotlights, updates on enrichment activities, and upcoming events.

Knowing the continued enduring impacts of the pandemic on student health and wellness, the ASES staff developed an intentional social distancing fitness resource binder. With 100+ activities compiled, staff selected games that were outdoor, fun and engaging, while ensuring compliance with safety protocols and social distancing practices. Each game/activity included a focus on healthy lifestyles, such as mindfulness, nutritious meal prep, and self-esteem. Due to the positive response and consistent engagement of students, ASES staff will continue to utilize this resource binder for future programming.



## NORTH INLAND REGION: VALLECITOS SCHOOL DISTRICT

### DIVERSITY, ACCESS & EQUITY

Creating an expanded learning environment that makes students feel welcome, safe, and cared for socially, emotionally, and physically is a priority for the Vallecitos School District. The collaborative partnership with the expanded learning provider, Arc-Experience, provides students and families within the community of Rainbow access to high-quality enrichment activities.

The Arc meets the diverse needs of students by consistently and frequently assessing and modifying program offerings throughout the year. Student input, youth voice and leadership are critical to the success of this process. The morning program provides mindfulness, games, exercises, and nutritious breakfast. Other offerings include, but are not limited to: fine arts; gardening; cooking; science, technology, engineering, art, and mathematics (STEAM); physical activity/recreation; homework support; social-emotional learning; and financial literacy.

Strong partnerships with ongoing communication and planning, integrated instructional systems, and the commitment to continuously improve are essential to a successful ASES program. This ensures students and families develop a sense of belonging and ownership and see their expanded learning program as an extension of family.







## NORTH INLAND REGION: ESCONDIDO UNION SCHOOL DISTRICT

### SKILL BUILDING



The Escondido Union School District (EUSD) provides expanded learning services at 16 ASES-funded elementary and middle school programs, serving students from transitional kindergarten (TK) to 8th grade. EUSD focuses on unleashing the unlimited potential of every student by meeting their individual needs and providing meaningful and engaging learning opportunities. In collaboration with local expanded learning providers (YMCA of San Diego County and the Boys & Girls Clubs of Greater San Diego), EUSD provides academic/homework support, educational enrichment (e.g., art, science, music, and computer science), and other learning opportunities not always available in the traditional school day.

EUSD values the established relationships with students, families, and the community at large. Every opportunity is utilized to build and nourish community partnerships that further support and create the best possible educational experience for students. For example, through partnerships with California Center for the Arts, Monart School of Art, and San Diego Children's Discovery Museum, students experienced fine arts, science, and engineering projects. Monart School of Art introduced elementary school students to a variety of art genres and forms of media that provided each student with an opportunity to create something that makes them proud!

A favorite enrichment opportunity among the middle school student population was the Gourmet Thursdays Culinary Arts Program. The program provided students with introduction to the basics of cooking, proper use of kitchen tools and kitchen health/safety, how to read measurements and kitchen conversion charts, developing healthy recipes, and nutritional education. Students thrived as they learned how to make smarter food choices, while being creative as they prepared delicacies such as strawberries con crema, breakfast omelets, and homemade tortillas! These collaborative efforts, along with consistent input from students, have made it possible to elevate students' experiences.





## CENTRAL REGION: GOMPERS PREPARATORY ACADEMY **ACTIVE & ENGAGED LEARNING**

The Gompers Preparatory Academy (GPA) Encore expanded learning program aligns with its “REACH” school values: Respect, Enthusiasm, Achievement, Citizenship, and Hard Work. Encore demonstrates GPA’s mission by providing an equitable learning environment that assesses and addresses the needs of all students. The Encore expanded learning program provides a wide variety of project-based learning opportunities for all students.

During the 2021–22 school year, students programmed and raced drones, mastered the art of 3D printing, and collaborated with the community to embark on several science-filled excursions and field trips. These trips included visits to Pelly’s Miniature Golf in Del Mar, San Diego Zoo, Reuben H. Fleet Science center, and the Rancho Penasquitos hiking trails. These opportunities allowed students to be engaged in their community while learning more about STEAM principles.



## SOUTH REGION: SOUTH BAY UNION SCHOOL DISTRICT **SAFE & SUPPORTIVE ENVIRONMENTS**



The South Bay Union School District (SBUSD) is committed to building strong relationships to create a community dedicated to achievement for all. SBUSD offers expanded learning services at 11 ASES-funded schools serving students from pre-kindergarten to 8th grade. In partnership with the Boys & Girls Clubs of South County (BGCSC), SBUSD provides homework support, educational enrichment, and a wide variety of other engaging opportunities. SBUSD also implements the evidence-based Positive Behavior Intervention & Supports (PBIS) framework, which aims to ensure that every student feels valued, connected to the school, and supported by caring adults. BGCSC collaborated with SBUSD by implementing practices within the PBIS framework to support their students’ academic, social, and emotional needs.

Knowing that the health and well-being of expanded learning staff is critical in creating a positive and safe learning environment for students, focus was placed on providing staff with daily collaboration time to connect with each other and discuss the day’s celebrations or potential challenges. The expanded learning staff facilitated healing circles, systematic check-ins, and increased opportunities for recreational activities and team-building games. Recognizing that learning should be engaging, SBUSD’s expanded learning programs also implement a student-centered interactive WRiTE BRAiN Books literacy program, which connects children to their inner voice, fosters imagination and self-expression, and boosts students’ self-esteem. Intentionally incorporating strategies that support everyone’s overall health and well-being has created endless benefits for students, families, and staff.

## EAST REGION: EJE ACADEMIES YOUTH VOICE & LEADERSHIP



EJE Academies (EJEA) is a charter school created for the community by the community. EJEA offers a quality after school program that is a safe place for students to experience enrichment activities and receive academic support. Through opportunities such as Wednesday Clubs, the staff encourage elementary and middle ASES students to share their perspectives on programming. EJEA offered programs such as cooking, visual arts, sports/recreation, and STEM. Fostering positive character development is at the core of the program, which provides students with the soft skills to be respectful, collaborate, and listen to others.

In order to best serve the middle school students, the staff intentionally incorporate additional opportunities to help students thrive by expanding peer relationships and social interactions, learning how to compromise, and having fun. For example, the middle school students coordinated and hosted a western carnival for the elementary ASES students. All of the games were designed, assembled, and operated by the middle school students, and provided excitement and entertainment for everyone! Other events have included spirit weeks, field days, and challenge games. The EJEA values the dedication and commitment of the expanded learning staff in making all of this possible for students, families, and the community.

## EAST REGION: LAKESIDE UNION SCHOOL DISTRICT DIVERSITY, ACCESS & EQUITY

The Lakeside Union School District (LUSD) Extended Student Services (ESS) provides expanded learning programs for LUSD students each year – before and after school, as well as during the summer. Program activities include music lessons, sports/recreation, technology camps, visual arts, field trips, and more. The programs also ensure students have opportunities to give back by regularly incorporating community service projects and adopting families during the holiday season.

Each summer, ESS serves 350 to 450 families from 6 am–6 pm. District collaborations make it possible to offer students multiple field trips each week, as well as free breakfast and lunch. Students have an active voice and play a meaningful role in the designing and planning of the program offerings.

Program activities are taken to new heights with 14 different STEAM rotations. From Kid Cuisine to science and agriculture, students can create menus, learn to cook from scratch, plant and harvest foods, dissect squids, or an all-time favorite — make SLIME! Additional activities include team building, competitive sports, and a Garage Arcade. The Garage Arcade is a fire station garage converted into a full-sized arcade — complete with air hockey, table tennis, basketball, shuffleboard, foosball, and other arcade games.





# 2021-22 ASES/21<sup>ST</sup> CCLC HIGHLIGHT VIDEO

The Quality Standards for Expanded Learning in California were developed through a partnership between the California Department of Education's After School Division and the California AfterSchool Network (CAN). The Quality Standards provide a framework and description of what each standard should look like in action (Standards in Action). Standards in Action describe high levels of "Quality" of a program at the programmatic, staff, and participant levels.

The San Diego Expanded Learning Consortium's end-of-the-year highlight video was inspired by the Standards in Action with the theme "Quality Standards in Action" — a classic Hollywood-themed approach in which school districts and charter schools showcased a Quality Standard that was emulated throughout their expanded learning programs. Zoom provided creative and flashy backgrounds bringing each program highlight to life.

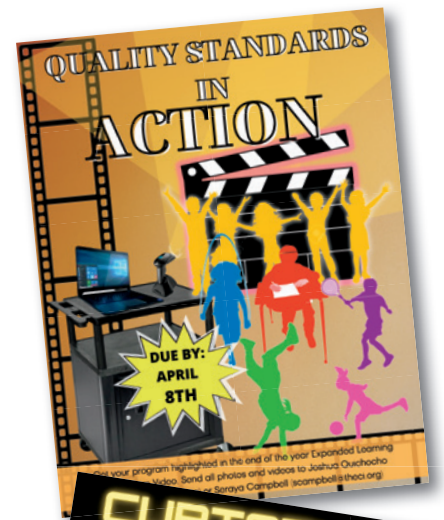
From the Sweetwater High School District's dance groups to the cheer team from Harriet Tubman Village Charter, *Active & Engaged Learning* and *Skill Building* were brought to exceptional limits. La Mesa-Spring Valley School District demonstrated how *Healthy Choices & Behaviors* are infused through their sports programs, which not only engage students in physical activity, but also support students' social-emotional learning and encourage growth mindsets that contribute to positive team building. *Youth Voice & Leadership* was embedded in each student's testimonial, sharing their favorite aspects about their ExL program and what makes their program amazing. *Safe & Supportive Environments* and *Diversity, Access & Equity* are at the foundation for all programs as all youth have opportunities to expand their experiences while building friendships with their peers and positive adult role models.

Despite the pandemic challenges we continue to face, the Consortium's program staff ensures that programs remain essential, continue to thrive, and demonstrate resiliency. The Consortium's end of the year highlight video "Quality Standards in Action" is the excellence achieved by San Diego County's expanded learning programs during the 2021-22 school year.

To view the 2021-22 ASES/21<sup>ST</sup> CCLC HIGHLIGHT VIDEO simply scan the QR code provided.



SCAN ME

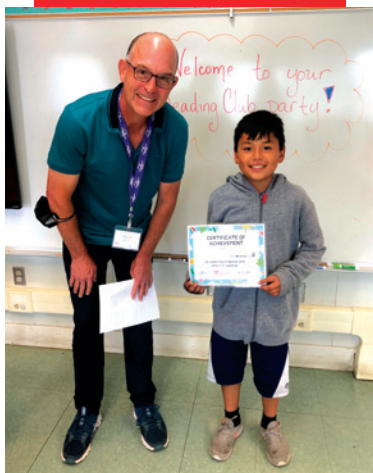




# BARNES & NOBLE



**AARP Foundation**  
Experience Corps



## NEW BOOKS FOR EXPANDED LEARNING STUDENTS

Books play an essential role in every student's life by introducing them to a world of imagination, helping them understand the world and people around them, and empowering them to empathize with others. Through an established partnership with Barnes & Noble, the Children's Initiative distributed more than 3,900 new books to 95 Consortium expanded learning programs within ten school districts and charter schools.

Expanded learning programs were able to add new books to their program libraries, and provide students with access to various genres, authors, and topics across all grade levels. Several school districts also facilitated book giveaway events and distributed books to students to begin or expand their home libraries. Books are a terrific resource that promote greater amounts of reading and help students achieve increased levels of reading fluency and achievement, as well as a passion for reading and learning.

## SCALING READING SUCCESS PROGRAM

The Children's Initiative developed the Scaling Reading Success program for early elementary students reading below proficiency levels. This intergenerational tutoring model provides tutoring services to 1st -3rd grade students attending expanded learning programs within the Consortium. Research shows that students who are not reading proficiently by the time they enter 4th grade are four times more likely to not graduate from high school. Targeted literacy intervention — maximized during after school time — translates to more successful students and higher graduation rates.

In partnership with AARP Experience Corps, a national program that trains older adults to volunteer in schools, the Children's Initiative recruits, trains, and coaches the volunteers as reading tutors for students identified as needing extra reading support. Tutors are trained in a thirty-minute session structure that is proven to support struggling readers with fluency, accuracy, vocabulary, and overall foundational reading skills. The one-on-one tutoring model creates authentic tutor-student connections over the course of the school year and develops students' love of reading through increased proficiency and overall confidence. During the 2021-22 school year, the Scaling Reading Success program was implemented virtually and in-person at expanded learning programs within Lemon Grove School District, King-Chavez Neighborhood of Schools, and San Diego Unified School District.

While program services were modified as a response to Covid protocols, students made dramatic gains in their reading skills due to the quality of the individualized tutoring instruction. Expanded learning students who attended programming consistently participated in approximately 50 tutoring sessions over the course of the school year, which equates to 25 hours of extra one-on-one academic support. To further encourage reading and help build students' home libraries, each student participant also receives about 20 books throughout the year.

In ESSPN kickball and flag football, I got to perfect my kicking, catching, and throwing skills. It was fun to travel to other schools to compete. My kickball team and I are CHAMPIONS!!

I liked the BMX day. We got to bring our bikes and helmets. I got to ride around really fast, and let people try out my bike.

I liked doing coloring pages and push pin art. You take a pin and you poke the lines of the drawing.

I liked that the staff gave us a lot of attention. It made me feel good and that I was good person.

We have lots of fun like playing board games like mancala. I like having a lot of friends.

Fun clubs. My favorite was Gardening. I liked growing different kinds of plants.

I like listening to the really nice teachers.

It is really fun. We get to play fun games, SEL, recess, snack and lunch. Today we are having an ice cream party!

I liked water play games. It was a lot of fun. My shoes got really wet.

I like playing football, kickball, basketball at recess in my program.

I love snacks, the best one is the taconada. YUMMMMM.

Spirit weeks are great, my favorite was pieing the staff in the face.

I love that the staff helps me with my homework, Recess is really fun too. I like to play 4 corners.

I like the most about my program going to recess. I play monkey bars and going down the slide with friends.

It is amazing. I loved the obstacle course we had to do to pie the staff in the face. At another Spirit week we got to break pinata

We do fun things like mask clubs; I made a huggy-wuggy one.

Actual quotes from La Mesa-Spring Valley School District

## CORPORATE AND BUSINESS PARTNERS

AARP Foundation  
Experience Corps

Barnes & Noble

Costco

County of San Diego

Green Field Paper Company

Habit Burger

Jack in the Box

Jamba Juice

Rainbow Sandals

San Diego County Library

San Diego Padres

SANDAG

Target

The Livestock Conservancy

Therapeutics Inc.

Trailmaker

United Healthcare

## EDUCATIONAL PARTNERSHIPS

The  children's  
Initiative

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San Diego, CA 92123



  
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