



PARTNERSHIP FOR CHILDREN & YOUTH

Stipend Agreement

This agreement describes the stipend provided by the Partnership for Children & Youth (PCY) to San Rafael City School District (SRCS D) for involvement in Expanded Learning 360°/365, an initiative to improve the consistency of social-emotional learning (SEL) practices across expanded learning and school-day environments.

The \$20,000 stipend is being provided to support the district and its community partners' participation in two aspects of Expanded Learning 360°/365:

- A Learning Community with other school districts to gather information and share practices that strengthen the coordination of SEL across after school, summer and the school day.
- Direct planning support from PCY to SRCS D to build coherent policies and practices around SEL within the district, at school sites, and across after school, summer and the school day.

The stipend is intended to cover travel costs (e.g., airfare, hotel, food, mileage, parking) and to support staff/partner time and other expenses related to the district's participation in Expanded Learning 360°/365.

As part of the Expanded Learning 360°/365 and this stipend, the district agrees to the following deliverables:

- Participation of Learning Community Team Members (as defined by PCY and the district) in 4 Learning Community meetings.
- Participation in at least 30 hours of on-site meetings for planning, coaching and/or training.
- Access to 15 additional hours of off-site follow up and task completion.
- An Action Plan describing strategies to better align social-emotional learning practices across the school day and expanded learning time.
- Completion of tasks, as needed, between meetings to prepare for meetings and to move the Action Plan forward.

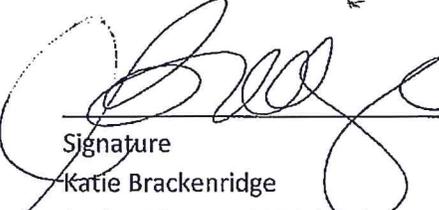
For more information about the ELT 360°/365 Learning Community, please see the attached project description.

This agreement is in effect from March 1, 2015 to October 31, 2015.

By signing below, I agree to the terms and conditions of the agreement:

 3/12/15
 Signature Date

Harriet MacLean
 Assistant Superintendent, Education Services
 San Rafael City School District

 3/12/15
 Signature Date

Katie Brackenridge
 Senior Director, ELT Initiatives
 Partnership for Children & Youth

District EIN: _____
 (Employee Identification Number)



Project Overview

Expanded Learning 360/365 is a 3 to 5 year initiative to 1) improve California expanded learning time (ELT) field's understanding and expertise in social-emotional learning (SEL) and Common Core State Standards (CCSS); 2) build a common understanding across school day and ELT about the value of SEL and the contributions of ELT providers to SEL and CCSS implementation; 3) Boost the overall quality of California's publicly funded ELT programs.

5 Year Vision

School day and expanded learning work collaboratively to support young people's social-emotional (and character) development and implement CCSS across school day and ELT. There is a clear, shared understanding of the assets each brings to the table. These assets are of higher quality because there's more expertise about the role, practices and process for improvement around SEL and CCSS implementation.

Project Description

The project includes 4 distinct, but related, areas of work:

- Convene a **research work group** of researchers and practitioners to review and aggregate existing research on expanded learning time, SEL and CCSS. This group will draft a statement defining the role and value of expanded learning time in this new context, and based on existing research. They will also identify specific practices that ELT programs implement to support SEL and CCSS. This small, diverse group will include a mix of national and state research organizations, program practitioners with experience in SEL and CCSS implementation, and technical assistance providers with similar experience.
- Convene a **policy work group** to review and refine the statement referenced above, and to develop an action plan that defines the communication, awareness building and policy steps that need to be taken to spread this message clearly with key stakeholders. PCY staff will leverage these members' networks to reach key leadership groups. This group will be larger and more diverse than the research work group and will include advocacy organizations from expanded learning and k-12 education, Education Coalition organizations, research and evaluation organizations, program providers, and technical assistance providers.
- Build awareness and collaboration across school day/ELT within select **CORE districts** by engaging ELT coordinators and other district staff in facilitated discussions using the framework above and building off of existing promising practices.
- Provide intensive TA to **key districts** to link their expanded learning, SEL and CCSS infrastructure and practices. This work will include facilitated meetings to align goals and strengthen communication across departments that often operate in silos. It will also include consideration of professional development needs and site-level strategies to increase coordination and communication from school-day to expanded learning staff. We envision working with 1 to 2 districts in 2014-15 and expanding to 6 to 8 districts (in partnership with other TA providers in the state) by 2020.

Throughout these strands, PCY is developing tools for dissemination – video, written materials, web content – that illustrate the role and impact of expanded learning programs as supports for SEL and CCSS implementation.



District Technical Assistance

Why?

After school and summer programs are a proven resource for school districts that want to strengthen students' social-emotional and Common Core skills. They provide additional funding, staffing, expertise and time. Used strategically – with a plan for aligning and complementing school day learning – these expanded learning time (ELT) programs can have a dramatic impact on students' learning.

What?

PCY will provide intensive TA to select districts to better integrate their expanded learning, SEL and CCSS infrastructure and practices. This work will include facilitated meetings to align goals and strengthen communication across departments that often operate in silos. Planning will also take into consideration professional development needs and site-level strategies that increase coordination and communication from school-day to expanded learning staff.

Specific work will include:

- Facilitated planning meetings between district staff and their ELT partner organizations.
- Development of an action plan with strategies and next steps for improved alignment at the district and site level.
- Up to \$20,000 stipends per district for staff and travel time

The Partnership will:

- Facilitate planning conversations including assessing current strengths and challenges, planning for improvement, and implementing strategies.
- Support action plan development in each district
- Introduce districts to high quality materials and resources to strengthen practices.

Who?

The ELT planning team should include the district's ELT coordinator, key staff involved in CCSS and in SEL implementation, and lead ELT partner organizations. Other district leaders would be asked to review and support the ELT team's plans to better leverage the programs and resources.

When?

This is a multi-year, grant-funded commitment, with the first 6 month phase of district-level planning to start in February, 2015. Pending individual district's plans, TA at the site level would likely take place in the 2015-16 school year.

The Partnership for Children & Youth is a non-profit organization that finds funding, partners and solutions to help schools better serve students, and informs state and national public policy on education issues. For more information, contact Katie Brackenridge at 510-830-4200 x1604; katie@partnerforchildren.org.