

Welcome to the
Spring 2024 ELO-P Academy
Day 1: ELO-P Nuts & Bolts, Volume III

Wednesday, April 3, 2024
10:00 AM - 12:00 PM





Mindful Moment

We will begin recording now.



Today's Agenda

10:00 AM - Welcome!

10:15 AM - Workshop Session:

ELO-P Nuts & Bolts, Volume III

11:15 AM - Closing Comments

11:20 AM - Transition/Break

11:25 AM - Regional Breakout Spaces

12:00 PM - Zoom Ends





Register Today!



Spring 2024 Expanded Learning Opportunities Program (ELO-P) Convening

A 4-day virtual convening of workshops to support CA Expanded Learning Opportunities Programs

10:00 AM - 12:00 PM
April 3, 4, 16 and 18, 2024

Workshop Topics:

- ELO-P Nuts & Bolts, Volume III
- Running A Single-Comprehensive Expanded Learning Program
- Understanding ELO-P Reporting & Compliance Monitoring
- CBO & LEA Partnerships to Support High-Quality ELO Programs

[Details & Registration](#)

Registration & Details

bit.ly/49s80BQ



SCAN ME

Spring 2024 ELO-P Office Hours

You Are Invited To...

Spring ELO-P Office Hours

SELECT FRIDAYS, 12:00 - 1:30 PM
MARCH - MAY 2024

Office Hours include the latest ELO-P developments as well as time for Q&A, Discussion, and sharing of promising practices.

Register in advance for each meeting!
Office Hours require advance registration (with a meeting cap to keep the space small enough for discussion).

**Co-Hosted by members of the
System of Support for Expanded Learning (SSEL)**

Registration & Details

bit.ly/3R3DHZY



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Get our latest
info in one place!



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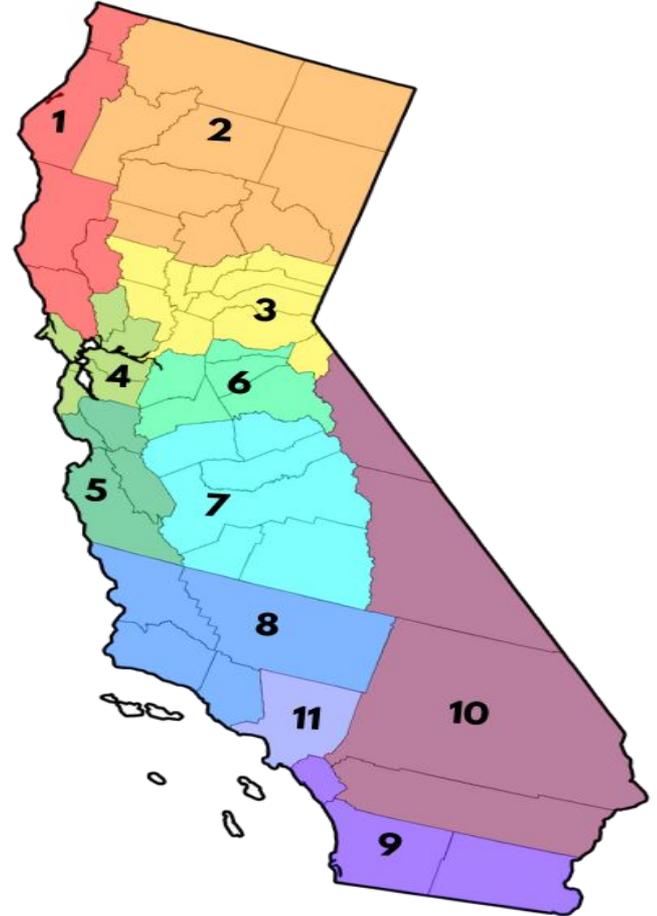
We're here to support YOU!

Contact the System of Support for Expanded Learning:

bit.ly/SSELcontact



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Day 1: ELO-P Nuts & Bolts, Volume III



Heather Williams

Director,
Policy & Outreach



Sterling Williams

Consultant,
Expanded Learning Division



ELO-P Nuts & Bolts

April 4, 2024

★ *Sterling Williams* 🧘

★ *Heather Williams* 🙋



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What We're Doing Today

- What is Expanded Learning? *(and how it's funded)*
- ELO-P Basics
- ELO-P Elements & Expectations
- Resources
- Closing, Transition to Regional Breakouts



Today's Learning Structure

- Engage in the Chat - share ideas, thoughts, resources, promising practices.
- Polls & Reflection Questions
- Join the Facilitated Regional Breakout at the end.



Questions to Consider

- What stands out from this session? Take note of key phrases and quotes.
- What is inspiring you?
- How does this impact how you think about your work and/or your role?
- What are strategies from today that you might implement within your own Expanded Learning Program?



Opportunities to Get More Granular

- Review the [CDE FAQ's](#)
- Join [Office Hours](#)
- Reach out to the CDE Help Desk: expandedlearning@cde.ca.gov
- Engage with the [System of Support](#) Regional Teams
- Watch [Fireside Chats](#)



What is Expanded Learning?

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TRANSFORMING CALIFORNIA SCHOOLS



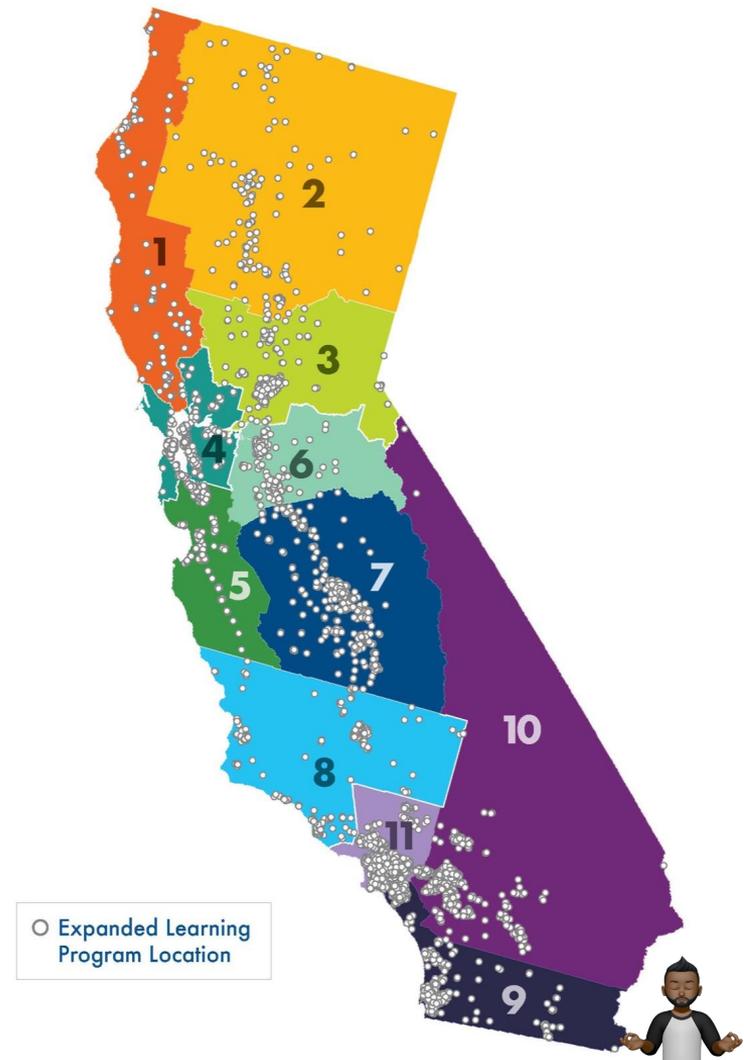
California's Programs

VISION:

Expanded Learning 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.

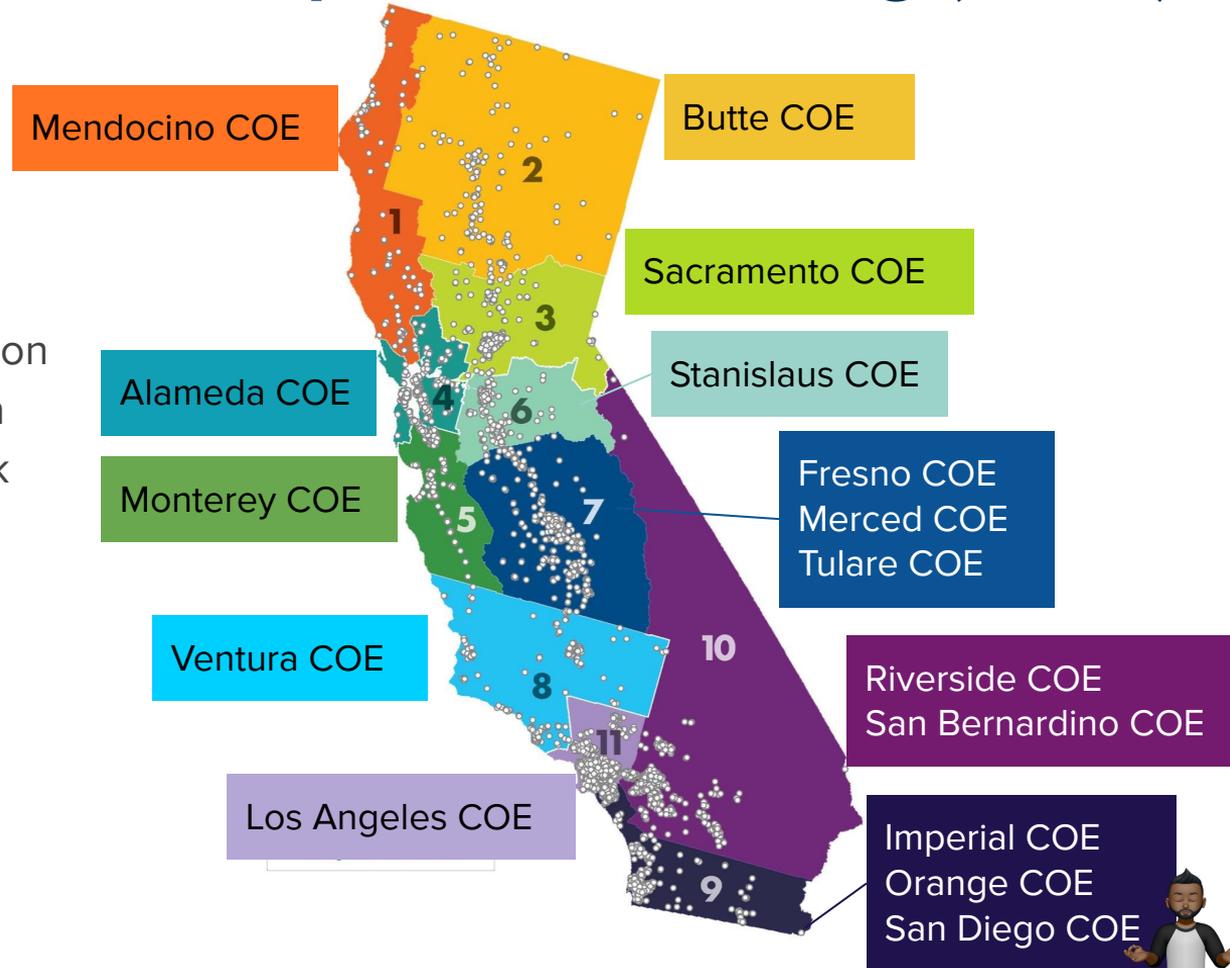
California has the largest and one of the highest rated systems of school-based and school-linked Expanded Learning programs (before school, after school, intersession, summer) in the nation. These programs, which exist in nearly every school district in the state, offer a flexible environment to support student and family wellness.

Pre-Pandemic the state-funded After School Education and Safety (ASES) program and federally-funded 21st Community Learning Center (21st CCLC) program operated at over **4,500 sites with over 980,000 students** enrolled. The vast majority (85%) funded exclusively by the state.



System of Support for Expanded Learning (SSEL)

- CDE Expanded Learning Division
- 16 County Offices of Education
- California AfterSchool Network
- ASAPconnect
- SSEL STEAM Hubs



Expanded Learning Defined

In California Expanded Learning has a specific legal definition (EC 8482.1). Let's break down what the definition says:

WHEN?

Expanded Learning opportunities take place:

- before and after school,
- summer, and
- intersession



Expanded Learning Defined

WHAT?

Expanded Learning opportunities develop:

- academic,
- social,
- emotional, and
- physical needs and interests of students



Expanded Learning Defined

HOW?

Expanded Learning opportunities should be:

- hands-on,
- engaging,
- student-centered,
- results-driven,
- involve community partners, and
- complement learning activities in the regular school day and year



The Quality Standards for Expanded Learning in California

*High quality programs
create conditions that
support positive
developmental outcomes
consistent with the
Science of Learning and
Development.*



Quality Standards for Expanded Learning in California:

Creating and Implementing a Shared Vision of Quality

CONTENTS

INTRODUCTION / BACKGROUND	3
DESCRIPTION OF STANDARDS AND CROSSWALK	4
RECOMMENDED USES	5
QUALITY STANDARDS IN ACTION	6
SUMMARY OF WORK GROUP PROCESS	19
WORK GROUP PARTICIPANTS	20
GLOSSARY OF TERMS	21
REFERENCES	22



"This bold initiative provides a road map for improving expanded learning throughout California."

- Tom Torlakson

Superintendent of Public Instruction

FINAL RELEASE: SEPTEMBER 2014

Informed by Expanded Learning stakeholders and practitioners, and produced in collaboration between the California Department of Education, After School Division, and the California AfterSchool Network.



Types of Quality Standards



[Learn More: Expanded Learning in California: Quality Standards](#)

Point-of-Service

- Safe and Supportive Environment
- Active and Engaged Learning
- Skill Building
- Youth Voice and Leadership
- Healthy Choices and Behaviors
- Diversity, Access, and Equity

Programmatic

- Quality Staff
- Clear Vision, Mission, Purpose
- Collaborative Partnership
- Continuous Quality Improvement
- Program Management
- Sustainability



How is it funded?



Expanded Learning Funding Sources

Name	Source	Duration	Grades	Determination	Recipient	Ed Code
After School Education and Safety Program (ASES)	State	Ongoing	TK-8	Competitive Application	School Based Awards	8482 - 8484.65
Expanded Learning Opportunities Program (ELO-P) <i>Result of AB 130, later amended by AB 181</i>	State	Ongoing	TK-6*	Formula Based Apportionments	LEA Based Awards, <i>Site Distribution is locally determined</i>	46120
21st Century Community Learning Centers (21st CCLC) Elementary/Middle	Federal	Ongoing	TK-8	Competitive Application	Site Based Awards	8484.7 - 8484.9
21st CCLC Afterschool and Enrichment for Teens Program (ASSETs)	Federal	Ongoing	9-12	Competitive Application	Site Based Awards	8420 - 8428
Expanded Learning Opportunity Grant (ELO-G) <i>Result of AB 86 Funding (COVID Relief)</i>	Federal & State	One Time <i>Expires 2023/2024</i>	TK-12	Formula Based Apportionments	LEA Based Awards	43520 - 43525

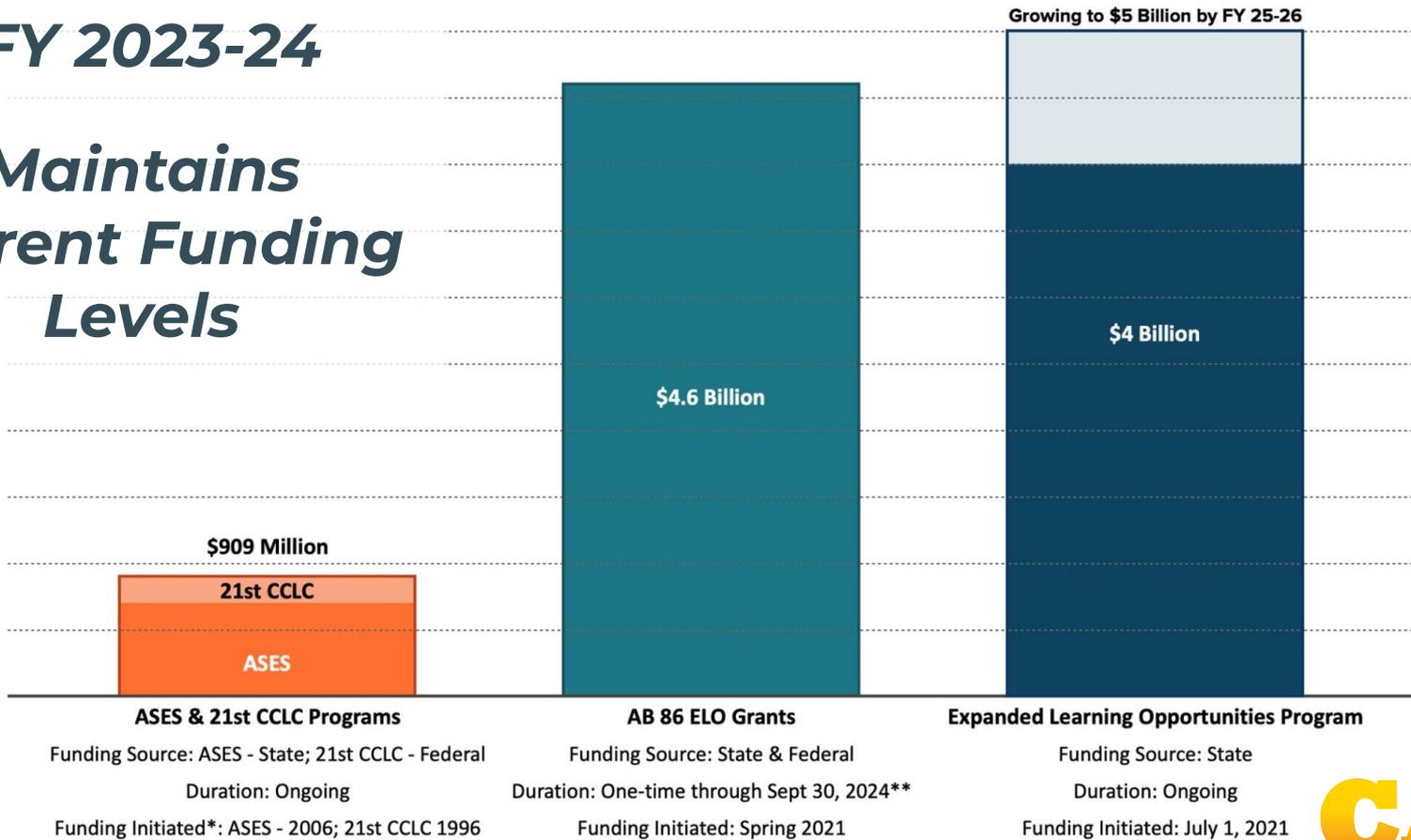


**Funding is apportioned to districts that serve TK-6 students. Once districts meet the minimum requirements they can offer programming to students in other grades.*



FY 2023-24

Maintains Current Funding Levels



**Initiated refers to the first year that funding was released. Programs were created in earlier legislation and ASES evolved out of an earlier state-funded after school program established in 1998.*

***Funded through 2 state resource codes and 4 federal resource codes with different expenditure dates and reporting requirements. Can be utilized Expanded Learning supports as well as other learning recovery strategies.*



Let's Reflect

- What Quality Standards are you already focused on?
Which ones might you focus on this year or next year?
- What funding sources do you currently leverage to support Expanded Learning opportunities? Could you leverage others?



ELO-P Basics



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The Intent of ELO-P

ELO-P Funding Ensures All Districts* Provide Expanded Learning

LEA's (local educational agencies) benefit from **billions of dollars** in funding to holistically support students before school, after school, and during summer/non-school days.

This unprecedented funding allocation goes to ALL LEAs* that serve students in grades TK-6 to ensure that all students in California have equal access to comprehensive and transformative Expanded Learning opportunities.

[California Education Code Section 46120](#)



ELO-P Key Details

- Announced in Governor Newsom's May Budget Revise (May 2021)
- Establishes a new **ONGOING** funding source for Expanded Learning programs
- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a **single, comprehensive program**
- The intent is to offer all students access to Expanded Learning programs, prioritizing unduplicated students

Unduplicated Pupils

*A pupil enrolled in a school district or a charter school who is classified as an **English learner, FRPM eligible** (eligible for free or reduced-price meal), or is a **foster youth**.*



ELO-P Funding Details

- Total ongoing program funding is **\$4 billion**.
 - *Funding is based off of an LEA's Average Daily Attendance (ADA) and Unduplicated Pupil Percentage (UPP)**
 - *Includes \$5 million to county offices of education to provide ELO-P technical assistance, evaluation, and training services to support program improvement.*
- For FY 23-24 Apportionment Details [Access the CDE Website](#)

Governor's Budget
FY 2023-2024

Reflects ongoing ELO-P Funding at \$4 Billion



ELO-P Funding Details: Funding Tiers

ELO-P Funding is currently organized into two tiers based on an LEA's UPP. These tiers impacting the Funding Rate for LEA's and the subsequent requirements for program offering and student access.

	Tier 1 LEA's	Tier 2 LEA's
UPP <i>Based on prior FY LCFF UPP</i>	Greater than or equal to 75%	Less than 75%
Offer*	Offer to ALL students in TK-6 access to programs	Offer to at least ALL UNDUPLICATED students in TK-6, access to programs
Provide Access*	Provide access to ANY student whose parent or guardian requests their placement in a program	Provide access to ANY UNDUPLICATED student whose parent or guardian requests their placement in a program
Apportionment Funding Calculation	$(\text{Rate 1}) \times (\text{ADA}^{**}) \times (\text{UPP})$	$(\text{Rate 2}) \times (\text{ADA}^{**}) \times (\text{UPP})$
	<i>**ADA: prior fiscal year second period reported kindergarten and grades 1 to 6, inclusive, classroom-based average daily attendance.</i>	
FY 23-24 Rates	Beginning in FY 2022-23, Rate 1 is set at \$2,750	\$1,802.66... <i>As currently structured Rate 2 fluctuates each year based on the remaining funds in the appropriation after Rate 1 apportionments are calculated.</i>

*While the law outlines offer and access requirements, actual **student attendance of a student is based on the individual needs of the student and their family.**



ELO-P Elements & Expectations

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“Permissive” Ed Code & Local Control

Although the California public schools system is under the policy direction of the Legislature, more local responsibility is legally granted to school districts and county education officials than to other government entities and officials.

Statutes relating to school districts, county boards of education, and county superintendents of schools operate differently from any other California statutes. Because the plenary power to make state policy and law rests with the Legislature, the general rule of law is that an agency of government is permitted to do only that which is authorized by statute; it cannot undertake any program or activity simply because it is not prohibited. In 1972, however, the voters amended the California Constitution. As a result, the general rule has been altered only for school districts. Thus, laws relating to local schools occupy a unique constitutional position.

Under this “permissive education code,” as long as a statute does not prohibit a program or activity and it is consistent with the purposes for which school districts are established, it can be undertaken. In other words, it is constitutionally unnecessary to enact any statutes that merely allow or permit school districts, at their discretion, to do something.

Source: <https://www.cde.ca.gov/re/lr/cl/localcontrol.asp>



Start with Your Program Plan

- Considered a living document
- Based on 11 of the 12 Quality Standards (*Sustainability is not included*)
- Review and update at least every three (3) years or when there are substantive changes
- Work collaboratively with partners (*community partners/CBOs, parents, youth, etc.*) and staff to develop and review
- Needs to be approved by an LEA's Governing Board in a public meeting and posted on the LEA's website
- [Current Program Plan](#)



ELO-P Collaboration Expectations

To maximize ELO-P funding LEAs are encouraged to collaborate with:

- community based organizations (CBO's) and
- childcare providers
 - *especially those participating in state/federally subsidized programs (i.e. California State Preschool Program)*



Program Elements

Similar to ASES/21st CCLC, programs should have the following two elements:

- An **educational and literacy element** in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- An **educational enrichment element** that may include, but is not limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Snacks and/or meals must be provided.



Let's Reflect

- Where are you currently at in terms of implementing an Expanded Learning Program?
- How might you partner with members of your community to build out your program?



Days & Hours of Program Operation

- All School Days, In-Person
 - before and/or after school
 - no less than Nine Hours (Core Day + Expanded Learning Hours = 9 Hours)
- Non-School Days, In-Person
 - at least 30 Days
 - no less than Nine Hours
 - Inclusive of extended school year days and Saturdays
- In-Person: Students have to be in-person, but programming can be provided in a variety of formats



Frontier Exceptions

For programs located in a frontier designated geographical location*:

- Program requirements are **no less than eight hours** of combined instructional time, recess, meals, and in-person before or after school expanded learning opportunities per instructional day.
- **No less than eight hours** of in-person expanded learning opportunities on at least 30 non-schooldays, during intersessional periods.

**Frontier designated geographic location means a school site in an area that has a population density of less than 11 persons per square mile.*



Student Participation

- Every student is eligible to participate
- Actual attendance is based on the individual needs of students and family. There are no minimum requirements.
- Considerations for Running a Comprehensive Program:
 - Early Release Policy ([Updated Guidance from CDE](#))



Family Fees & Prioritization

ASES & 21st CCLC Priority Enrollment	ELO-P Unduplicated Pupils
<ul style="list-style-type: none">• Eligible for Free & Reduced Price Meals (includes Migrant and Homeless Youth)• Foster Youth	<ul style="list-style-type: none">• Eligible for Free & Reduced Price Meals (includes Migrant and Homeless Youth)• Foster Youth• English Learner• Homeless Youth** (prioritized for Intersession Programs)
Fees (applicable to ASES, 21st CCLC, & ELO-P)	
<ul style="list-style-type: none">• Cannot charge foster youth, students eligible for Free & Reduced Price Meals (including migrant and homeless youth).<ul style="list-style-type: none">◦ This means technically fees can be charged to English Learners if they do not fit into one of the other above categories.• Family fees should be on sliding scale, based on ability to pay.	



Sample Summer Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
7-7:45 Drop Off				
7:45-8:30 Breakfast				
8:30-9 Outside Play				
9-12 Tennis & Golf	9-12 Tennis & Golf	9-11 Martial Arts	9-12 Tennis & Golf	9-12 Storm
9-12 Quest Game	12-1pm Lunch	9-12 Quest Game	12-1pm Lunch	9-12 Tennis and Golf
12-1 Lunch	1-3 Art	12-1 Lunch	1-3 Music	9-12 Quest Game
1-4 2nd Step	1-4 2nd Step	1-4 Physique Dance	1-4 2nd Step	12-1 Lunch
1-4 Theatre	1-4 Theatre	1-2:30 916INK	1-4 Theatre	1-4 Storm
4-5:30 Staff Planned	4-5:30 Staff Planned	1-4 Theatre	4-5:30 Staff Planned	1-4 2nd Step
5:30 Pick Up	5:30 Pick Up	4-5:30 Staff Planned	5:30 Pick Up	4-5:30 Staff Planned
		5:30 Pick Up		5:30 Pick Up

Yellow = All Students

Purple = TK-3rd Grade

Blue = 4th-8th Grade



Let's Reflect

- How many hours is each day of the Summer program?
 - Can a student arrive late and/or leave early?
- How is the Summer program designed to have quality opportunities for young people?
 - Is there equity in opportunities for all grades?
- What staff qualifications and logistics should be considered?
 - How should the program manage transitions and multiple offerings?
- If this is a single site LEA and they have paid the registration costs for an off site opportunity, must they provide transportation?
 - If this LEA has another site and they are not providing any opportunities on that site, what transportation requirements do they have?



Staffing Requirements

Staffing requirements for ELO-P match those of ASES, *except for the TK/K staffing ratio:*

- Staff Ratio of **20:1** except TK/K, which is **10:1**
- All staff who directly supervise students must meet a districts qualifications for an instructional aide (IA)
 - LEAs have the flexibility to revise their district policy.
 - LEAs can create an IA Classification and/or Exam to better measure the qualifications and competencies of Expanded Learning candidates.
 - *For Title I Districts IAs in Expanded Learning do not need to meet the Title I, IA requirements*



Offer

“Offer” means to recruit, advertise, publicize, or solicit through culturally and linguistically effective and appropriate communication channels.



Provide Access

“Provide access,” means to enroll in the ELO-P.

If a parent or guardian has a signed ELO-P registration form and that form is on file, the student shall be considered enrolled in the ELO-P.



Provide Access - Transportation

For an LEA receiving an ELO-P apportionment, transportation shall be provided for any student who attends a school that is not operating an ELO-P to attend a location that is providing an ELO-P, and to return to their original location or another location that is established by the LEA.



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Compliance & Monitoring

Commencing with FY 2023-24, LEAs are subject to Program Auditing and Federal Program Monitoring review.

Come to Day 3 of our Academy to Learn More!



Resources



Resources

- CDE FAQ's: www.cde.ca.gov/ls/ex/elofaq.asp - New FAQ's in the Works!
- [CDE ELO-P Webpage](#)
- CDE Help Desk: expandedlearning@cde.ca.gov
- [Quality Standards for Expanded Learning in California](#)
- [SSEL Contact Information](#)
- [CAN Contact Information](#)
- [Entitlements/Appportionments](#)
- [ELO-P Fireside Chats](#)



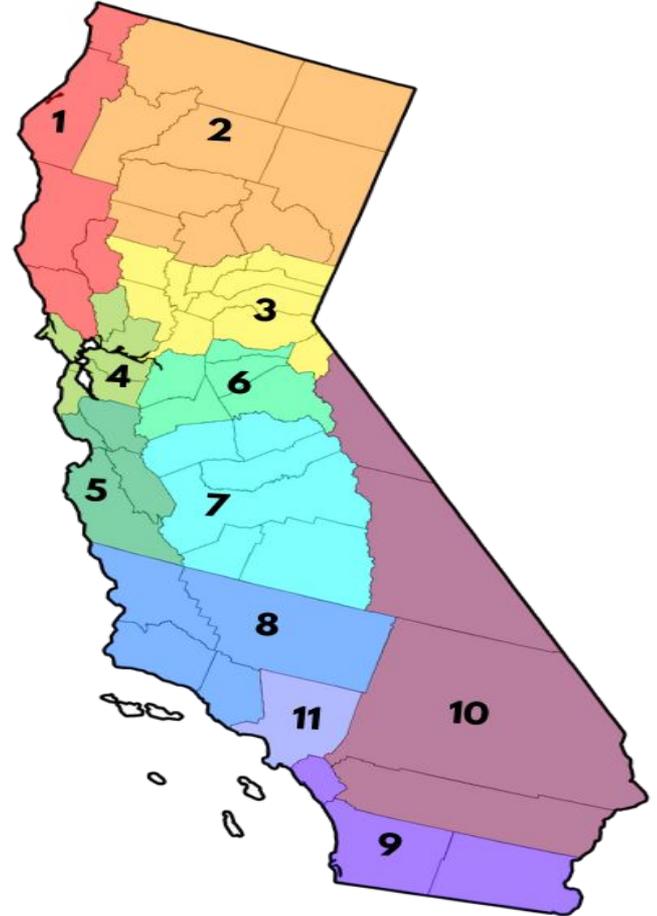
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Thank You for your participation!

Please provide us with your feedback.



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Transition to Regional Breakouts

Regions 1 & 2 -

- **Region 1:** Del Norte, Humboldt, Lake, Mendocino, and Sonoma
- **Region 2:** Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama & Trinity

Regions 3 & 6 -

- **Region 3:** Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba
- **Region 6:** Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne

Region 4: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano

Region 5: Monterey, San Benito, Santa Clara, and Santa Cruz

Region 7: Fresno, Kings, Madera, Mariposa, Merced, and Tulare

Region 8: Kern, San Luis Obispo, Santa Barbara, and Ventura

Region 9: Imperial, Orange, and San Diego

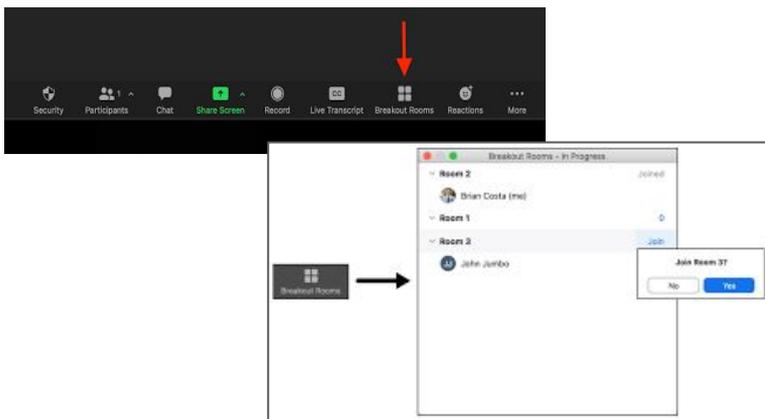
Region 10: Inyo, Mono, Riverside, and San Bernardino

Region 11: Los Angeles

Ways to Join the Breakout Rooms

1

1. Using the Zoom Control Bar, at the bottom of your window, click on **Breakout Rooms**. This will display the list of breakout rooms.
2. Then, select the breakout room you would like to join.



2

1. Rename yourself with the room you want to go to, and we will assign you to the breakout room. (i.e. R3 - Heather)
2. In the **"Participants"** list on the right side of the Zoom window, hover over your name and click on the **"Rename"** button

3

If you can't do either steps 1 or 2, we will help you get to a breakout room.

