

Welcome!

Spring 2025 ELO-P Academy



Nuts & Bolts: EXL 101 & Education Funding – How Expanded Learning Fits Into the Education System



CAN
California After-School Network
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April 16, 2025

10:00 AM – 12:00 PM





Mindful Moment

We will begin recording now.



Welcome!

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10:00 AM – 12:00 PM



Today's Agenda

10:00 AM: Welcome!

10:15 AM: Workshop Session:

Nuts & Bolts: EXL 101 & Education Funding –

How Expanded Learning Fits Into the Education System

11:15 AM: Closing Comments

11:20 AM: Field Spotlights: Promising Practices in Action

11:40 AM: Interactive Breakout Sessions

12:00 PM: Zoom & Workshop Ends



Shared Learning Spaces

We hold our workshops as shared learning & collaborative spaces and often update materials with content & resources lifted throughout the presentation.

We will share resources and contact info via a Google Doc that all participants can access. (note: for security reasons the full chat cannot be downloaded)

Our presenters will not have the capacity to answer direct message questions, please message Leslye Lugo for support.

Presentation materials, including the recording will be available shortly (within 24 hours) after the workshop.



Register Today!

Spring 2025 ELO-P Academy

April 16, 17, 22 & 23, 2025

Join us for a multi-day convening of virtual workshops to support CA ELO Programs.



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10:00 AM - 12:00 PM

- April 16: Nuts & Bolts: EXL 101 & Education Funding – How Expanded Learning Fits Into the Education System
- April 17: Strategic Design for CA Expanded Learning: Activate, Join, and Shape the Ecosystem Plan
- April 22: Strategies to Support Attendance Recovery
- April 23: Unlocking Insights: Data Collection for Expanded Learning

[Registration & Details](#)

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**Get our latest
info in one place!**



SCAN ME

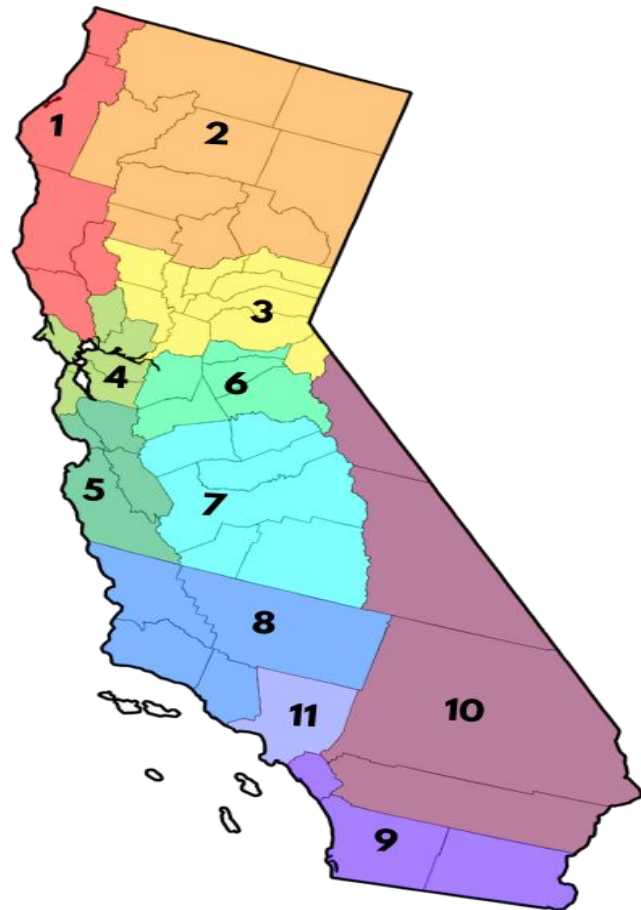
We're here to support YOU!

Contact the System of Support
for Expanded Learning:

bit.ly/SSELcontact



SCAN ME

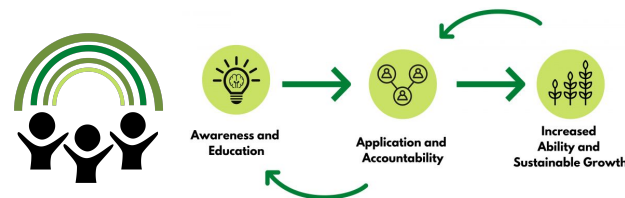


CAN's Expanded Learning Pedagogical Methodology

We believe every child, youth, and the adults that live, love, and work with them deserve just and affirming spaces and opportunities that enrich, empower, enlighten, educate, and elevate them. We know learning happens in every context and young people are assets in supporting their own learning, and co-creating the solutions to the issues and challenges they face.

Expanded Learning/OST spaces can be cultivated by anchoring in some core beliefs and shared mindsets:

- We are rooted in love and love is shown in our actions and our words.
- We are asset-anchored AND driven.
- We are aspirational in our mindsets, words, and actions.
- We are connected by our differences because that is what gives us strength and creates our collective. The appreciation of every culture, language, and lived experience is what we leverage to grow and nurture our collective spaces.
- We make decisions based on elevating the intrinsic gifts, talents, and wisdom of those closest to the problems we work collaboratively to solve.
- We learn by doing and we grow by reflecting on that learning.



Day 1: Nuts & Bolts: EXL 101 & Education Funding - *How Expanded Learning Fits Into the Education System*



Tiffany Gipson
Director, Equity & Quality



Heather Williams
Director, Policy & Outreach



What We're Covering Today

Nuts & Bolts

- Expanded Learning in California
- Expanded Learning Funding
- CA Education Funding Basics
- Expanded Learning in the Larger Funding Context



Today's Learning Structure

- Engage in the Chat - share ideas, thoughts, resources, promising practices.
- Reflection Questions
- Join the Breakouts



Reflection Questions

- 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 Learn More

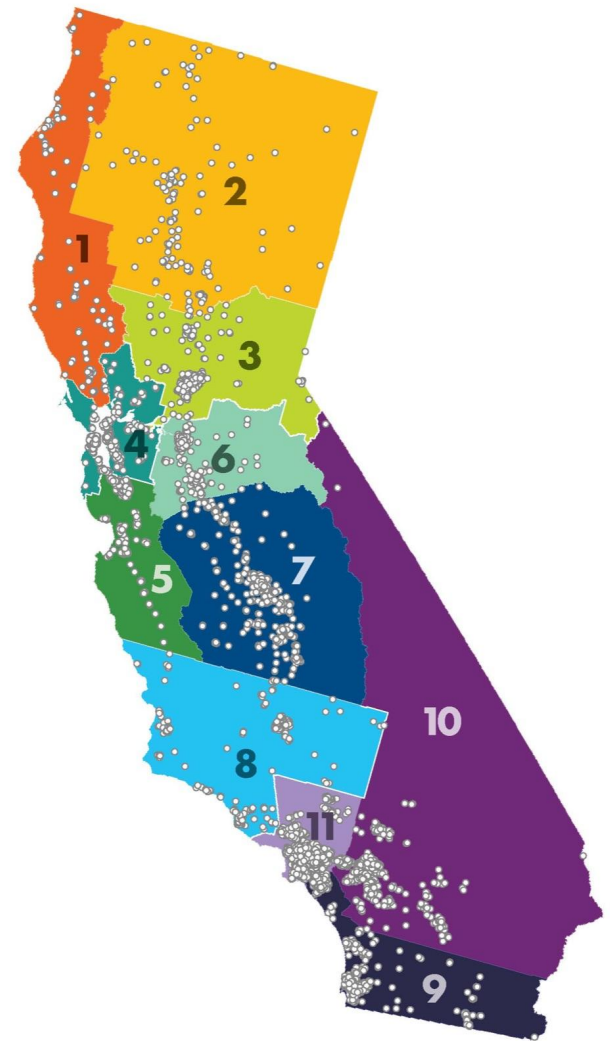
- Join [Office Hours](#)
- Check out the latest [CDE FAQ's](#) (revised October 2024)
- Reach out to the CDE Help Desk: expandedlearning@cde.ca.gov
- Engage with the [System of Support](#) Regional Teams
- Watch [Fireside Chats](#)



Expanded Learning in California

California has the largest and one of the highest rated systems of school-based and school-linked Expanded Learning programs 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.

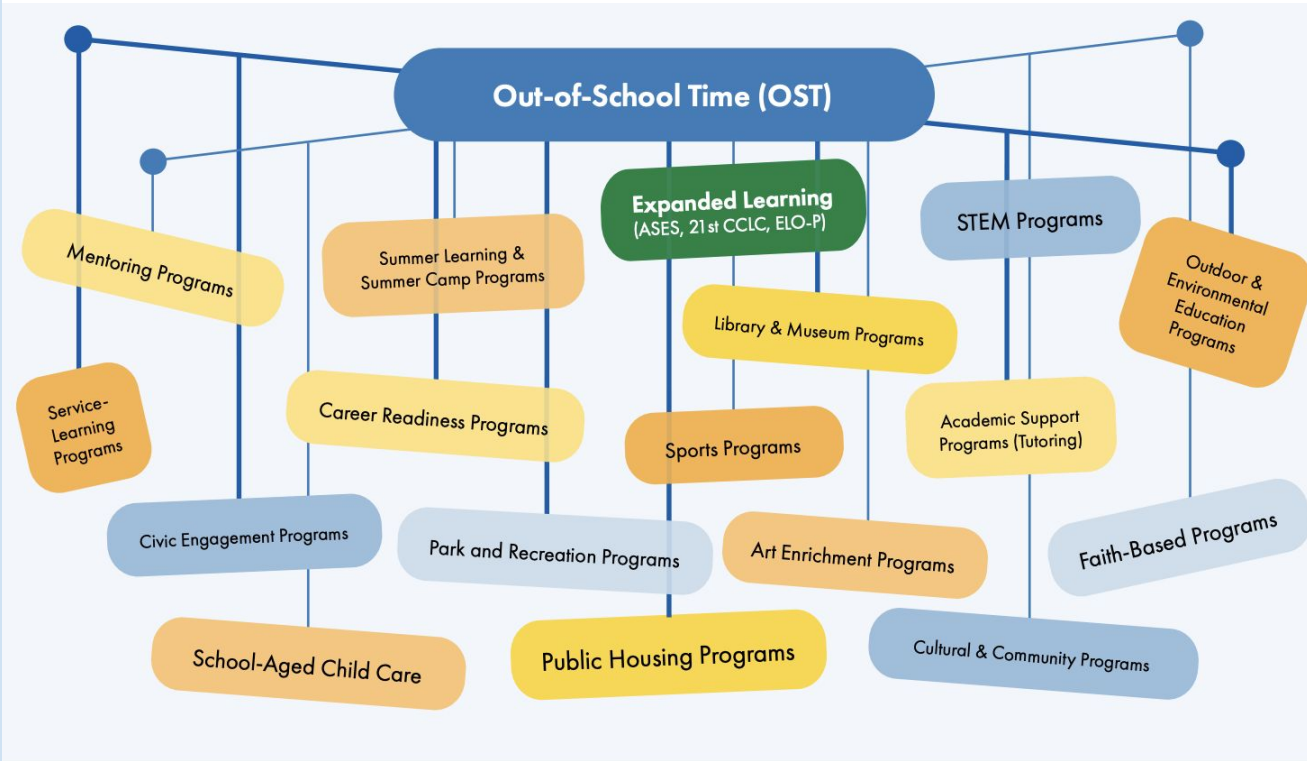
Pre-Pandemic the state-funded After School Education and Safety (ASES) program and federally-funded 21st Community Learning Center (21st CCLC) program operated at over **4,500 sites with over 980,000 students** enrolled. The vast majority (85%) funded exclusively by the state.



In California, Expanded Learning programs are considered a subset of Out-of-School Time (OST) programs that receive funding administered by the California Department of Education's Expanded Learning Division (EXLD).

A common trait that separates OST programs from extracurricular activities is that they are, by intent, **regular, structured, or semistructured programs** with the minimum goal of providing youth with **a safe, supervised environment** beyond the school day.

Additionally, **Expanded Learning programs** specifically are charged with providing **educational and developmental enrichment** that **address the needs of the whole child** and **help promote success in both school and life**, particularly among economically disadvantaged youth and youth of color.



Expanded Learning Defined

Expanded Learning is also **legally defined** in the California Education Code (EC 8482.1):

When	What	How
<i>Expanded Learning opportunities take place:</i>	<i>Expanded Learning opportunities develop the needs and interests of students including:</i>	<i>Expanded Learning opportunities should be:</i>
<ul style="list-style-type: none">● Before school● After school● Summer● Intersession	<ul style="list-style-type: none">● academic,● social,● emotional, and● physical	<ul style="list-style-type: none">● hands-on,● engaging,● student-centered,● results-driven,● include community partners, and● complement learning activities in the regular school day/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

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*"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

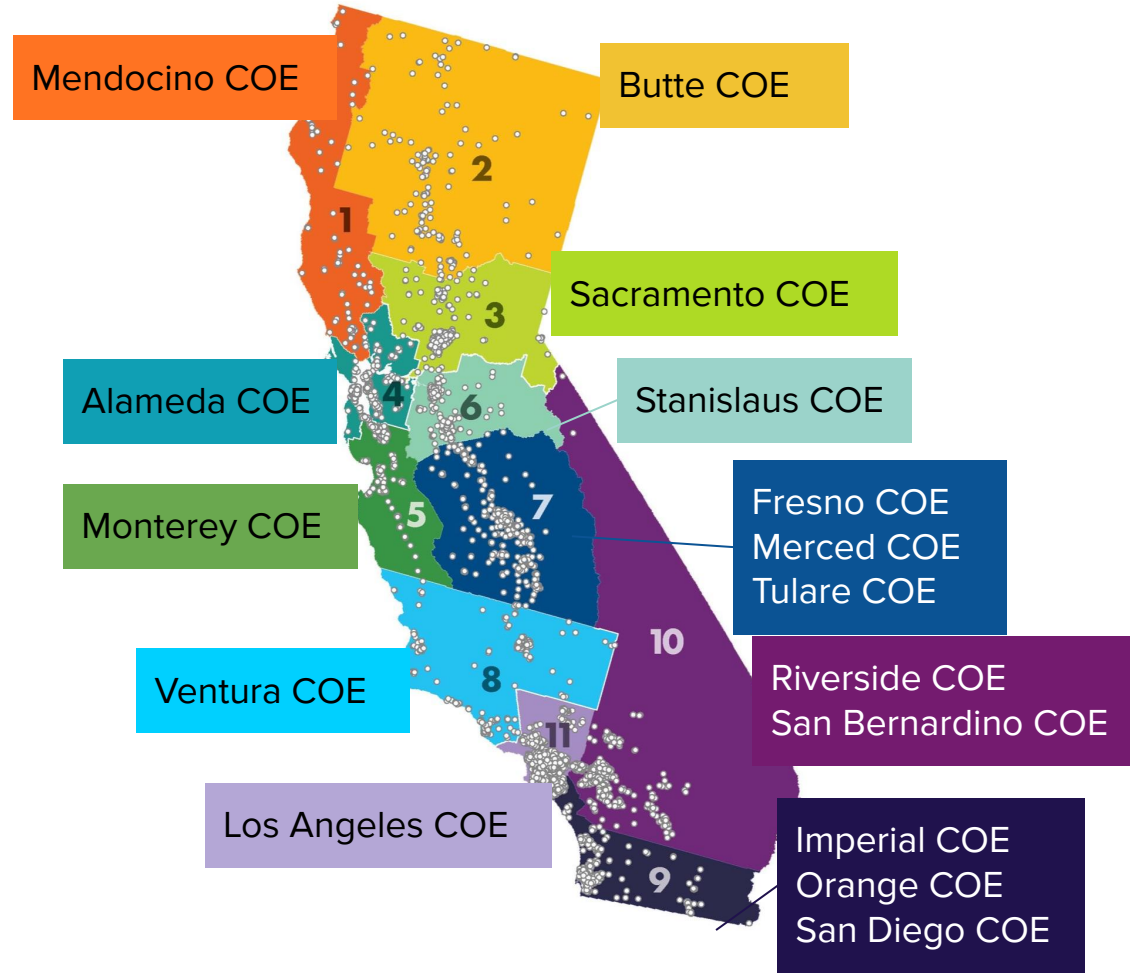
- Quality Staff
- Clear Vision, Mission, Purpose
- Collaborative Partnership
- Continuous Quality Improvement
- Program Management
- Sustainability

System of Support for Expanded Learning (SSEL)

To support and build the capacity of high quality Expanded Learning programs in California, the California Department of Education (CDE) currently funds and manages the System of Support for Expanded Learning (SSEL).

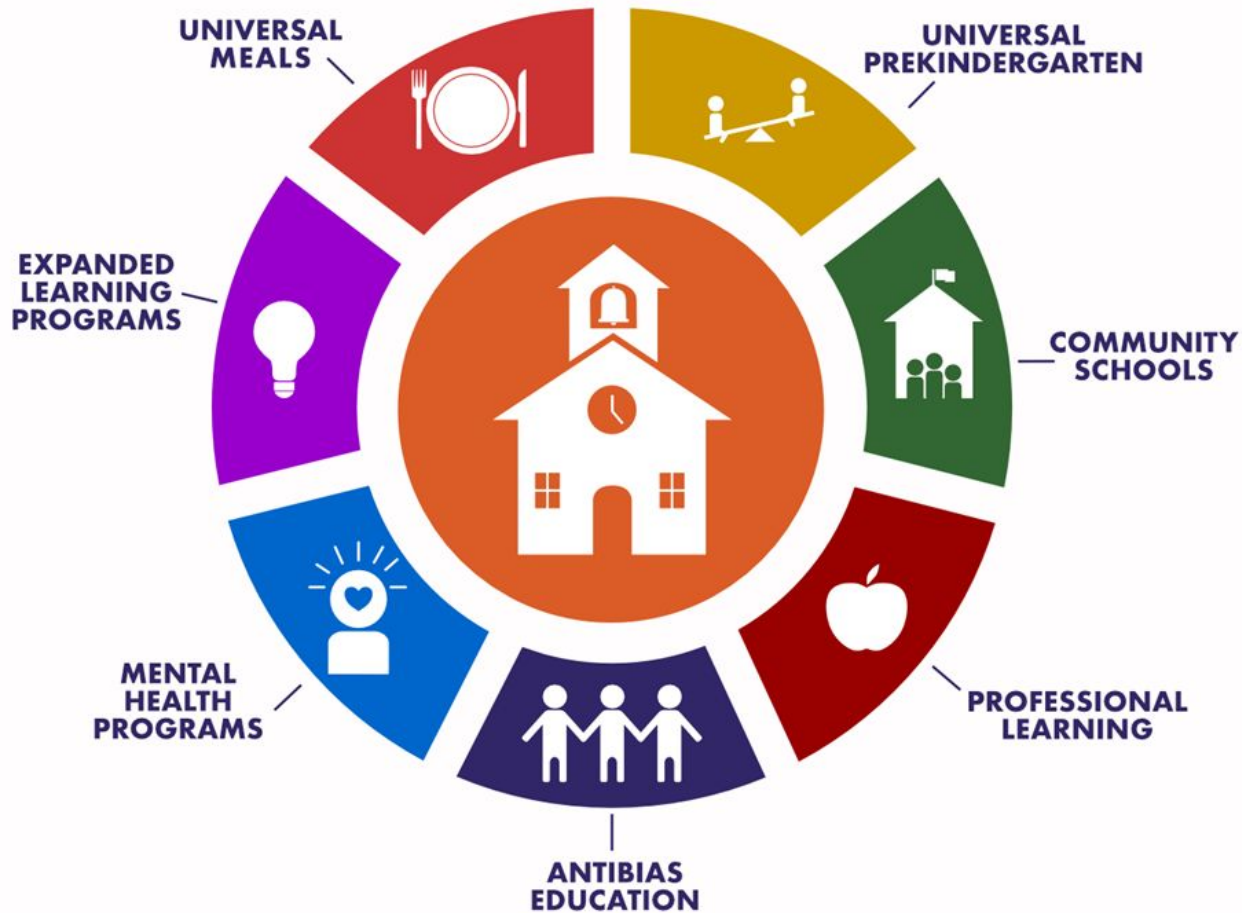
The SSEL consists of:

- CDE Expanded Learning Division Staff
- 16 County Offices of Education (COE's) with designated County Leads and Staff, including STEAM Hub Staff
- 2 statewide Technical Assistance (TA) Providers: ASAPconnect and California AfterSchool Network (CAN)





TRANSFORMING CALIFORNIA SCHOOLS



Nuts & Bolts

Questions So Far?



Expanded Learning Funding

Expanded Learning Funding

In California, Expanded Learning is supported by several ongoing dedicated state and federal funding sources including:

- State grants via the After School Education and Safety Program (ASES)
- State apportionments via the Expanded Learning Opportunities Program (ELO-P)
- Federal grants via the 21st Century Community Learning Centers (21st CCLC) Elementary/Middle (E/M) and Afterschool and Enrichment for Teens Program (ASSETs)

ASES, 21st CCLC, and ELO-P funding sources that should be leveraged to offer a **single, comprehensive Expanded Learning program**. These programs can also be supplemented through additional public and private Federal, State, and Local resources.



Spring 2025 ELO-P Academy

California Publicly Funded After School Programs: Funding History

Federal Funding:

21st Century Community Learning Centers (21st CCLC) Program

1990

1995

2000

2005

2010

2015

1994:
21st CCLC Created

2002: Block Grants to States

No Child Left Behind Act reauthorized 21st CCLC, transferring administration of the grants to state control.

21st CCLC Total Federal Funding

1996: \$1 Million

1998: \$40 Million

1999: \$200 Million

2020-21 Total
Funding Allocation
\$798 Million

2020-21 CA Funding Allocation

\$148 Million

1998: CA Funding Established*

First allocation of state funding for school based After School Programs.

\$50 Million

\$121.6 Million

2002: Prop 49 Passed

2006: Prop 49 Triggered

Prop 49 was triggered when CA reached \$1.5 Billion more in state spending than the highest spending year between 2000-2004.

\$550 Million

2017-18 Funding Allocation
\$600 Million**

2019-20 Funding Allocation
\$650 Million**

2020-21 Funding Allocation
\$650 Million**

2021
ELO-P Announced

Learn more about Prop 49 and Prop 98:

https://calbudgetcenter.org/app/upload/s/0604_prop98.pdf (page3)

*There were a total of three separate bills chaptered that allocated state based funding for after school programs in California including AB 2284 (Torlakson), SB 1756 (Lockyer), and AB 1428 (Ortiz).

**These funding increases are budget based increases (unlike the Prop 49 guaranteed funding) and can be reduced in future budget years as determined by the legislature and governor.

ELO-P Funding Established

- 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.***

FY 2024-25



approx \$900 Million

21st CCLC

ASES

\$4 Billion**
ELO-P

After School Education & Safety (ASES) Program & 21st Century Community Learning Centers (CCLC) Programs

Funding Source: ASES - State; 21st CCLC - Federal

Duration: Ongoing

Funding Initiated*: ASES - 2006; 21st CCLC 1996

Expanded Learning Opportunities Program (ELO-P)

Funding Source: State

Duration: Ongoing

Funding Initiated: July 1, 2021

**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.*

*** ELO-P was originally proposed to grow to full implementation at \$5 Billion (in FY 25-26)
The Governor's Proposed Budget for FY 25-26 (released in January 2025), currently outlines \$4.5 Billion for ELO-P*



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Ongoing Funding Sources for Expanded Learning

Name	Grades	Determination	Recipient	Ed Code
Federal Funding				
21st Century Community Learning Centers (21st CCLC) Elementary/Middle	TK-8**	Competitive Application	Site Based Awards	<u>8484.7 - 8484.9</u>
21st CCLC Afterschool and Enrichment for Teens Program (ASSETs)	9-12	Competitive Application	Site Based Awards	<u>8420 - 8428</u>
State Funding (Learn More About Prop 98)				
After School Education and Safety Program (ASES)	TK-8/9*	Competitive Application	School Based Awards	<u>8482 - 8484.65</u>
Expanded Learning Opportunities Program (ELO-P)	TK-6**	Formula Based Apportionments	LEA Based Awards, <i>Site Distribution is locally determined</i>	<u>46120</u>

*Funding is apportioned to LEAs that serve TK-6 students. Once the LEA meets the minimum offer and access requirements for TK-6 students they can offer programming to students in other grades.

** This includes 9th grade when middle schools are inclusive of offering a 9th grade.

ELO-P Tiers/Rates

ELO-P Funding is currently organized into two “rates” based on an LEA’s Unduplicated Pupil Percentage (UPP) impacting the funding amount 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	(Rate 1) X (ADA**) x (UPP)	(Rate 2) X (ADA**) x (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>
FY 24-25 Rates	Remains at \$2,750	\$1,579.55...*
	<p>The return of unspent funds from FY 2021–22 and FY 2022–23 will be used to increase <u>Rate 2 in 2024–25</u>, in accordance with EC Section 46120(d)(6)(C). <u>The increase will be reflected in the 2024–25 P-2 Apportionment certification in June 2025.</u></p> <p>For FY 2024-2025, the liquidation deadline is June 30, 2026. Liquidation means everything must be expended by that date.</p>	

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

Reflection Question:

Now, that we have discussed how Expanded Learning is funded, how would it feel if school communities intentionally included Expanded Learning as an integral strategy in how we “meet young people where they are” in the development of their LCAP and SPSAs, and were an embedded component of the implementation of the MTSS framework? How much better off would our young people be?

CA Education Funding

The CA Funding Context

The “California Way” (for funding schools) is grounded in equity strategies that seek to provide resources for students who have endured historical injustices or who live in under resourced communities.

For the past two decades, CA educational leaders have worked to unravel the knot of complexity that resulted from Proposition 13 (funding schools with property taxes).

The State now blends state and local tax dollars as well as other funding and sends these out to schools based on attendance in a yearly apportionment, which is received in stages, tied to several (8-10 state priorities) and is supplemented by categorical funds with focused populations, additional deliverables and intended outcomes.



California School Funding: How it Works

These various funding sources make it possible to design targeted approaches to educational programming that meets your community's needs and the eight state priorities required for all District and Charter Schools in California, as defined in the Local Control and Accountability Plan. (LCAP)

APPORTIONMENTS	GRANTS
ELO-P	ASES
Local Control Funding Formula "General Fund"	21stCCLC
Comprehensive School Improvement (CSI)	Community Schools
SPED/SLPA	Farm to School
Funding to "increase or improve services"	Kitchen infrastructure grants
	LPIK facilities upgrades

Funding Priorities for California Schools.

Local Education Agencies (LEA) and charter schools must fund these priorities

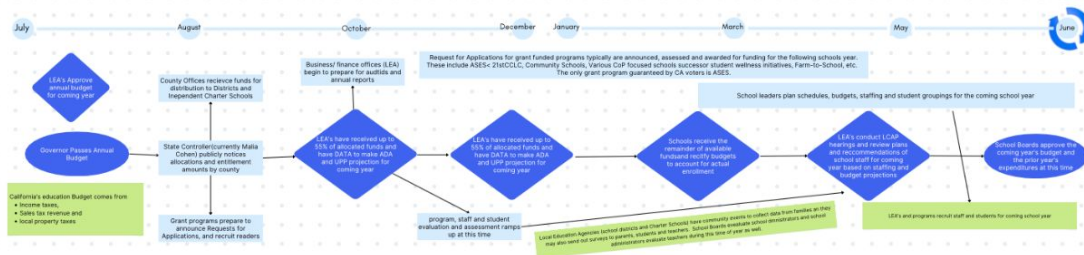
- Priority 1: Basic Needs (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

*Priority 9 (For County Offices of Education schools): Expelled Students

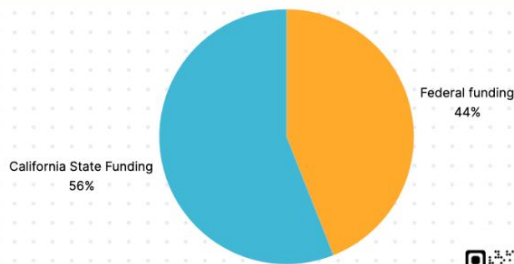
*Priority 10 (For County Offices of Education schools): Foster Youth

<https://www.cde.ca.gov/fg/aa/lc/stateprioritiesources.asp>

California's public schools receive funding from local, state, and federal sources. The majority of funding comes from the state, primarily from income and sales tax revenues. In 2020-21, the state provided nearly 56% of funding for K-12 school districts and county offices of education. Local property taxes provided nearly 25% of funding. (California Budget and Policy Center, 2022) Federal education funds account for 44% of California School funding. In California, these funds are disbursed to each County Office of education, who then in turn send the money to local schools. School administrators in California are mandated to spend all funds in accordance with plans that incorporate community input, address 8 state priorities and center high needs students.



California School funding is a mix of federal, local and statewide sources including sales tax and property taxes.

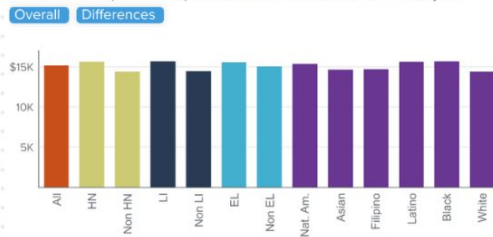


• For more details about The Local Control Funding Formula go to <https://www.cde.ca.gov/fg/aa/lc/ff/overview.asp>
• or use the QR code



Spending is highest for low-income students and Black students

Current K-12 expenditures per student for the 2020-2021 school year

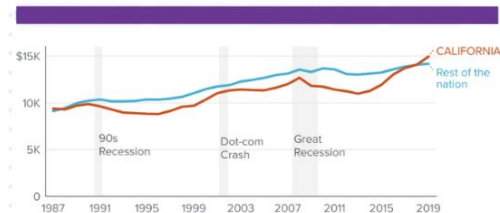


SOURCE: California Department of Education, SACS district finance data, annual enrollment files, and UPC source files; Authors' calculations.

NOTES: Current K-12 spending per student shown adjusted for inflation (June 2021\$). Current K-12 spending excludes capital outlay, debt service, and spending on non-K-12 functions (e.g., pre-K and adult education). Averages for each student group calculated using district-level enrollment and district spending per unit of average daily attendance (ADA). Charter schools not reporting on a district's general fund are excluded. HN is high-need, EL is English learner, and Nat. Am. is Native American.

California school spending surpassed the rest of the nation in 2018-19

Current expenditures per student from 1986-87 to 2018-19 (in June 2021\$)



SOURCES: Common Core of Data, National Center of Education Statistics; Authors' calculations.

NOTES: Annual expenditures per student, adjusted for inflation (June 2021\$). At the time of publication, 2018-19 was the most recently available year. "Rest of the nation" includes all states and D.C., and excludes CA. Average for "Rest of the nation" weighted by state enrollment, representing average spending for a student attending public K-12 outside of CA. "Rest of the nation" includes all states and D.C., and excludes CA. "West Coast" includes Oregon and Washington. "Most Pop" are most populous states. "Top 5" ("Bottom 5") are the states with the highest (lowest) spending per student in 2018-19. Year shown is fiscal year (i.e. 2019 = 2018-19).

Hi, **Professor Budget** here to let you know that California is about to radically change the formula for funding its K-12 schools. It's all part of the budget agreement that's been reached between lawmakers in Sacramento and Gov. Jerry Brown.

Out with the old...

Under the current system, schools receive a base amount of money, plus more than 60 "pots" of money, known as categorical funds, that can be used only for certain purposes.

These pots include special education, gifted and talented, school lunches, textbooks, etc. All the categorical money amounts to an average of \$2,000 per student.



Base grant



...and in with the new

A new formula will give schools more control over how they spend state money.

Base grant

Most school districts will receive a larger pot of money to spend at their own discretion.



Supplemental grant

Schools will receive additional money for each student who is poor, an English learner or a foster child.



Concentration grant

Schools where at least 55 percent of the students are poor, English learners or foster kids will receive an extra pot of funding.



A few of the old pots remain

While most of the money from the 60 small pots will be given to schools to spend as they wish, some of the old earmarks remain in place, including special education, vocational education and desegregation.

CA School Funding: LCFF

School districts in California receive funding to educate each student in their care. The amount they receive from the state varies depending on the characteristics of students. This system is known as the *Local Control Funding Formula*, or LCFF.

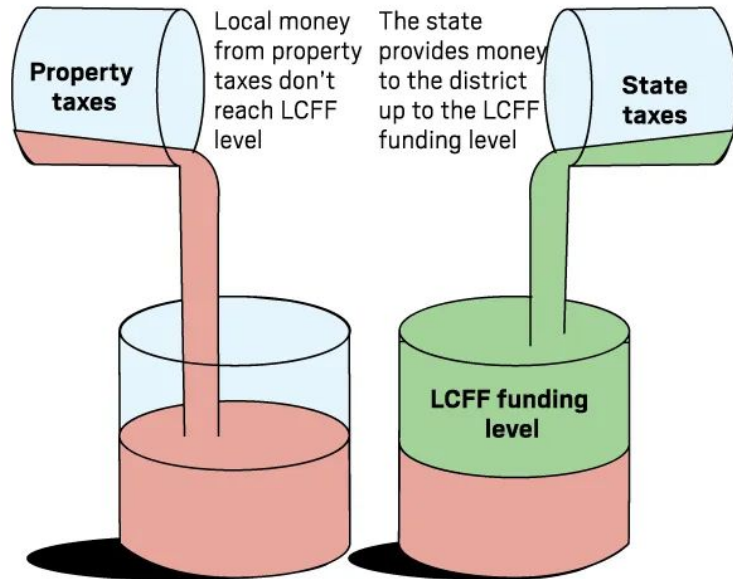
California's Local Control Funding Formula (LCFF) allocates state funds to school districts based on the characteristics of students attending school in them, providing more money to districts where student needs are greater.

The big idea of LCFF is that schools should be equipped to serve the needs of the students they are educating. Districts that have many "higher need" students get more money from the state budget to serve those students.

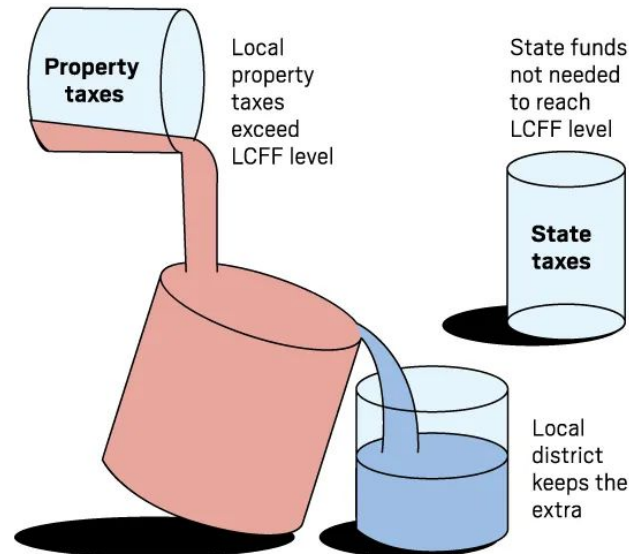
How Districts are Funded

For most school districts, the largest source of revenue is the LCFF, which are unrestricted funds received through a combination of property taxes and state funds. There are a few exceptions where locally-generated taxes are greater than the level guaranteed by the state (Basic Aid Districts). State funds to school districts are paid through the Principal Apportionment and the Education Protection Account (EPA).

District funding under Local Agency Funding Formula



"Basic aid" district funding



In perhaps as many as 100 school districts in California, the property taxes will fill or overflow the LCFF Funding Bucket. In those cases, the districts keep all their property taxes and get no LCFF money from the state. These are known as Basic Aid or Excess Tax districts.

CA School Funding: LCFF

Here's more details of how LCFF Works:

1. **Base Funding:** All districts receive a *base grant* for each student who comes to school. The base grant is larger for grades 9-12 than for other grade levels.
2. **Supplemental Funding:** Districts receive 20% additional funding per student for students with *high needs* — specifically defined as [learning English](#), in [poverty](#), [homeless](#), or in [foster care](#).
3. **Concentration Funding:** Districts are provided additional money if more than 55% of children in the district qualify as having high needs. Specifically, the district receives an extra 65% of the base grant for each high-need student beyond the 55% threshold. For example, a district where 60% of the students are in a high-need category receives 165% of the base for 5% of its students.
4. **Equity multiplier:** Beginning in 2023-24, the state added the option of providing additional funding in support of [high-need school sites](#) where more than 70% of the student population is socioeconomically disadvantaged. Total funding for this program is specified in the state budget each year.

Learn more about LCFF at <https://ed100.org/lessons/lcff>

CA School Funding: Categorical Programs

This page on the Department of Education website is a good source for information about exceptions to the Local Control Funding Formula:

<https://www.cde.ca.gov/fg/aa/ca/>

State Programs

Federal Programs

COVID-19 Stimulus Funding

Archived State Programs

Resources

State Programs

Ongoing Programs

Below is a list of ongoing state programs with funds appropriated to eligible recipients. Select the program's link for information on the funding amounts, eligibility criteria, and reporting requirements, if applicable.

- [Classified School Employee Summer Assistance Program](#)
State funds provided to participating local educational agencies to match amounts withheld from participating classified school employees' monthly pay checks to be paid out during the summer recess period. (SACS Resource Code: 7415)
- [Mandate Block Grant](#)
These funds are to support mandated activities pursuant to *Government Code* Section 17581.6 and is in-lieu of receiving a mandate reimbursement claim. (SACS Resource Code: 0000)
- [Reversing Opioid Overdose](#)
These funds are to be allocated to county offices of education for the purpose of purchasing and maintaining a sufficient stock of emergency opioid antagonists for local educational agencies within its jurisdiction. (SACS Resource Code: 6620)
- [Specialized Secondary](#)
These funds may be used for any educational purpose. Formerly, they were restricted to the establishment of new, advanced, specialized programs in California high schools and continuation of specialized programs established in conjunction with the California State University (CSU) system prior to 1991-92. (SACS Resource Code: 7370)
- [State Special Schools](#)
Fiscal information pertaining to State Special Schools adjustments and apportionments.
- [Student Friendly Services and Online Educational Resources](#)
Funding in support of providing access to higher education in California in the form of online tools designed to improve outreach and admission services to prospective students, families, counselors, teachers, and administrators. (SACS Resource Codes: 7410, 7411)
- [Unemployment Insurance Management System](#)
Funding is provided to county offices of education to cover the costs of administering the Unemployment Insurance Management System for each school employer participating in the School Employees Fund. (SACS Resource Code: 0000)

One-Time Programs Appropriated in Fiscal Year 2024–25

Below is a list of one-time state programs with funds appropriated to eligible recipients in fiscal year 2024–25. Select the program's link for information on the funding amounts, eligibility criteria, and reporting requirements, if applicable.

- [Literacy Screenings Professional Development, Fiscal Year 2024–25](#)
Funding for county offices of education, school districts, and charter schools to train educators to administer literacy screenings to assess pupils in kindergarten and grades 1 and 2 for risk of reading difficulties. (SACS Resource Code: 7810)

Principal Apportionments

LEAs receive **Principal Apportionment** funds through a combination of local property taxes and state funds, with state funding composed of funds from the State School Fund and Education Protection Account (EPA). See the [Principal Apportionment Payment Schedule](#) for more information relating to the payments from the State School Fund. Local property tax revenues flow to LEAs at different times of the year based on statutory timelines and formulas. EPA payments are made quarterly at the end of September, December, March, and June (more information about EPA is available on the [EPA](#) web page).

Examples of Additional Principal Apportionment Funds:

- Arts and Music in Schools
- Expanded Learning Opportunities Program
- Home to School Transportation Reimbursements
- LCFF equity Multiplier
- Special Education



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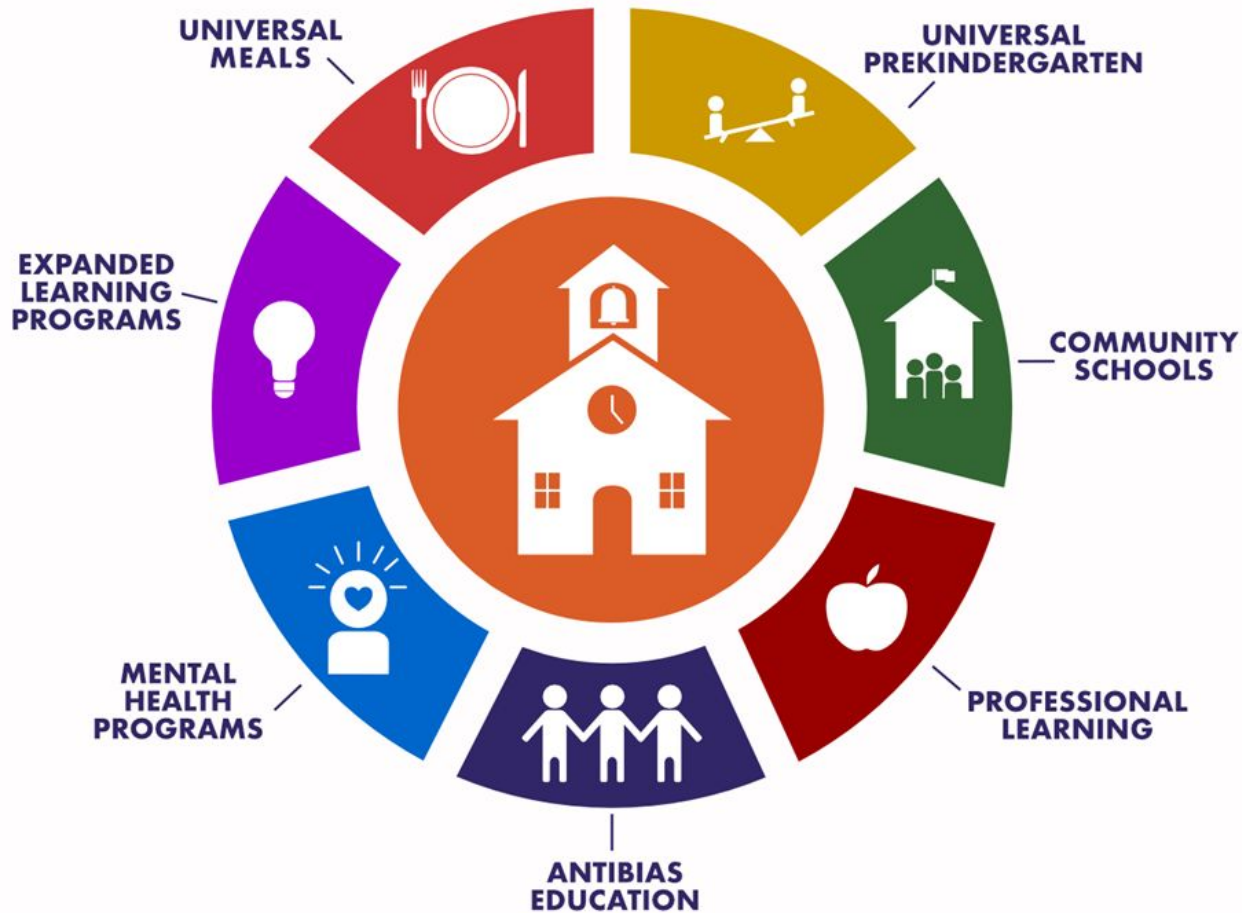
Reflection Question:

Thinking about how all the funding is meant to ensure students with the most need receive the services and supports they need, how could your Expanded Learning program work to support, deepen, and/or expand larger student support efforts?

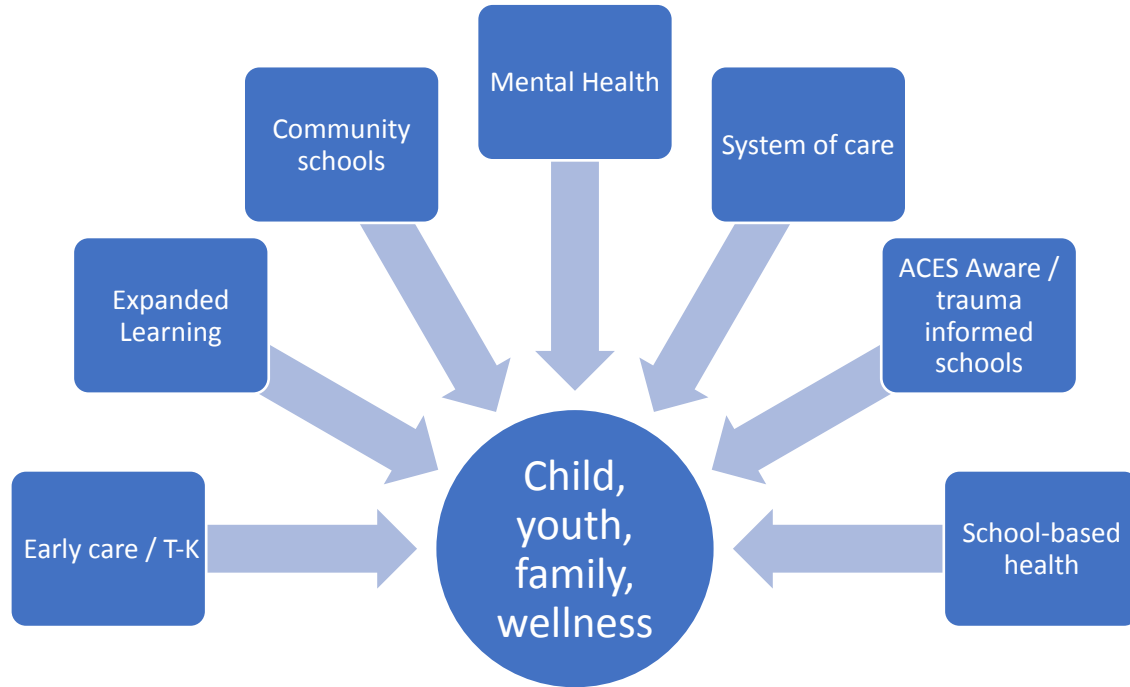
*Expanded
Learning in the
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Context.*



TRANSFORMING CALIFORNIA SCHOOLS



Multiple funding sources: One cohesive approach to child and family wellness



Braiding Versus Blending Funds

While similar, braiding and blending funds are different, and each type has distinct characteristics. In addition to the definitions below, Table 1 provides detailed information on the key differences between braiding and blending funds.

Braiding funds involves two or more funding streams that are coordinated in a way to support a single initiative or strategy. When braiding funds, each funding stream maintains its award-specific identity, is tracked and reported as a separate funding stream, and does not require statutory authority to implement.

Blending funds also involves two or more funding streams. Unlike braided funds, blended funds are combined into one funding stream, lose their award-specific identity, and require statutory authority to implement.

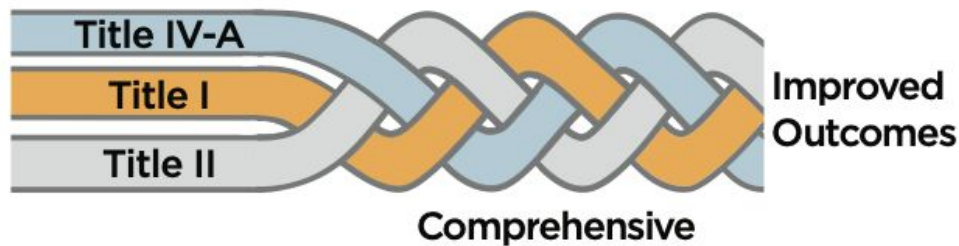


Table 1. Key Features Braiding and Blending Funds

	Braiding	Blending
Definition	Two or more sources of funds are spent for a purpose in such a way that the funds could still be accounted for separately.	Two or more sources of funds are put together for a purpose in such a way that it would be difficult or impossible to tell which source contributed for whatever funds were spent.
Fund Identity and Tracking	Funds maintain their identity and are tracked as separate funding streams.	Funds are tracked as one.
Benefit	Braiding allows focus on one common purpose without dramatically changing systems.	Blending allows focus on one common purpose, and provides more flexibility and lower workload on staff and financial reporting systems.
Statutory Authority	None required.	Specific statutory authorization is required (e.g., Title I-A Schoolwide Programs).

5-Step Approach to Braiding Funds

SEA and LEA administrators can consider the following 5-step approach to determine if braiding funds is appropriate for the intended program purpose.

1. **Conduct a comprehensive needs assessment.** Leverage existing needs sensing efforts by assessing what is known, exploring other potential areas of need, and then summarizing all needs broadly or for a specific issue.
2. **Create a consolidated plan with stakeholders and representatives from each program.** Based on the needs generally or for a specific issue, discuss what supports and services can be provided with program stakeholders such as educators, families and guardians, students, administrators, and nonpublic schools.
3. **Decide which funding programs can help address each aspect of the consolidated plan.** Determine which funding programs address which component of the consolidated plan, acknowledging the kinds and levels of support each funding program provides. See Table 2 for additional questions to ask to ensure that program funding addresses specific aspects of the consolidated plan.

4. **Develop a budget to reflect braided funding.** Organize the budget by type of service or support, allowing details on funding program revenue within each. Be careful to distinguish which services and supports might be wholly supported by a funding program versus require braiding for each component of the consolidated plan.
5. **Monitor performance/improvements and effectiveness of resources.** Consider the indicators of success at the start and a plan to monitor services and supports provided in terms of billing and outcomes over time.

One Comprehensive Student Experience

Youth Facing Staff in Expanded Learning

Program Coordinator

School Day Teachers and Staff

ELP/OST/AS Program Director

School Site Administration

LEA leadership(District/ Charter Leaders)

School Board/ Board of Directors



Individual Program Compliance

LCAP/LCFF & ELO-P: A CROSSWALK

LCAP/LCFF

The Local Control and Accountability Plan outlines a Local Education Agency's spending priorities for each school year. LEAs have to address 8 State Priorities to receive *Local Control* formula funding.

The Local Control Funding Formula includes federal, state and local revenue allocated to LEAs based on Average Daily Attendance.

LEA Governing Boards make local decisions about LCFF expenditures aligned with their LCAP goals related to these 8 priorities:

1. BASIC SERVICES
2. STATE STANDARDS
3. PARENTAL INVOLVEMENT
4. STUDENT ACHIEVEMENT
5. STUDENT ENGAGEMENT
6. SCHOOL CLIMATE
7. COURSE ACCESS
8. PUPIL OUTCOMES

Both plans...



Are Board approved



Outline local decisions



Posted on LEA website



Collaborative



Student driven



Read an example LCAP that includes Expanded Learning to support LCAP goals

ELO-P

The Expanded Learning Opportunities Plan outlines how an LEA intends to implement an expanded learning program in alignment with the California Quality Standards

Expanded learning includes before, school, afterschool, summer and intersession programs. Each plan includes proposed expenditures and actions aligned with California's Quality Standards.

Elements of the plan can support LCAP goals related to all of California's State Priorities, as outlined in district LCAP.

Actions described in the ELO-P plan are meant to supplement, not supplant actions already described in LCAP plans. ELO-P Expenditures are local decisions.



Local Control and Accountability Plan (LCAP) - Resources (CA Dept of...)
The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to...
cdo.ca.gov



Expanded Learning Opportunities Program - Expanded Learning (CA Dept...)
General information regarding the Expanded Learning Opportunities Program derived from...
elo.ca.gov

Reflection Question

What is one example of how you could leverage multiple funding streams to enhance your Expanded Learning program?



Spring 2025 ELO-P Academy

Thank You!



Field Spotlights: *Promising Practices in Action*



Jennifer Davis
*Administrator of
Expanded Learning*



Bakersfield, CA, Region 8



Expanded Learning Program

Promising Practices:

Maximizing Opportunities for Students



Jennifer Davis
Fairfax School District
jdavis@fairfaxsd.us

Partner with Site & District Administration

Get a seat at the table

- Treat your program like a school (staffing, safety protocols, etc.)

Align goals with school-day priorities

- PBIS, celebrations, thematic units, SSTs, Student Site Council meetings. Be nosey!

Regular communication with principals & district leads

- Newsletters, weekly bulletin, website and social media, email

Celebrate shared student success stories





COMMUNITY PARTNERSHIPS

Universities/Colleges (Student teaching programs)

- Host credentialing classes on site with access to after school students
- CSUB Math Department

Service learning & high school /career exposure opportunities

- Kern High School District CTEG
- Neighborhood Church/Business Partnerships
- Virtual Enterprise/Sports/Theater

Kern County Fair Projects



The slide features a dark blue background decorated with several yellow, hand-drawn style stars and triangles of various sizes scattered around the central text box.

PLAY NICE

Position yourself to network-vendors, community leaders/organizations

Know your organization's red tape & red tapers

Create win-win opportunities (get to yes)

Grow on the needs of others

- Achievers

EXPANDED
LEARNING PROGRAM





THANK
YOU



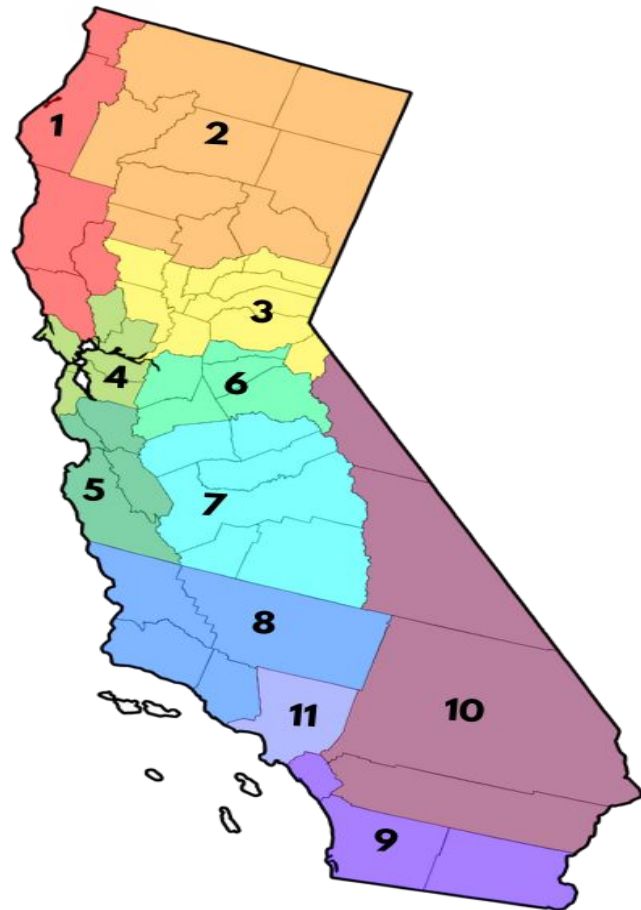
We're here to support YOU!

Contact the System of Support
for Expanded Learning:

bit.ly/SSELcontact



SCAN ME



Thank You
for your participation!
Please provide us with your feedback.

bit.ly/3G5WBgL



SCAN ME



CAN
California AfterSchool Network
CONNECT. COLLABORATE. INSPIRE.

Breakouts - Choose Your Own Adventure!

- Room 1: Dive Deeper with Jennifer Davis & Fairfax SD
- Room 2: Dive Deeper with Heather & Tiffany
- Room 3: Leveraging Funding to Support Specific Student Populations
- Room 4: Leveraging Funding in Rural/Small Districts and Communities
- Room 5: Leveraging Funding to Advance Health/Wellness Initiatives
- Room 6: Building a Comprehensive Expanded Learning Experience

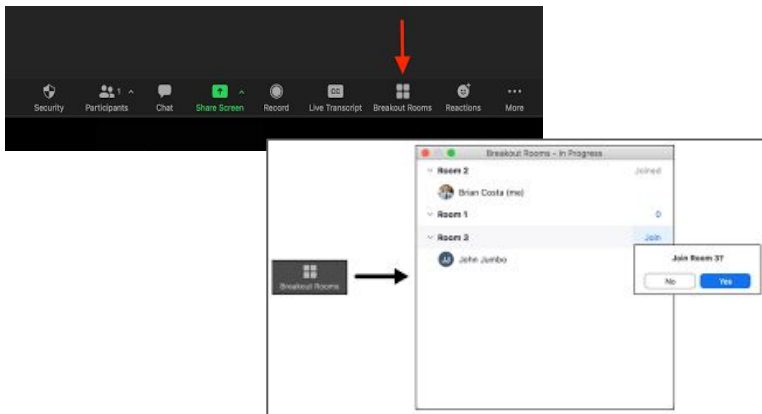


Spring 2025 ELO-P Academy

Ways to Join the Breakout Rooms

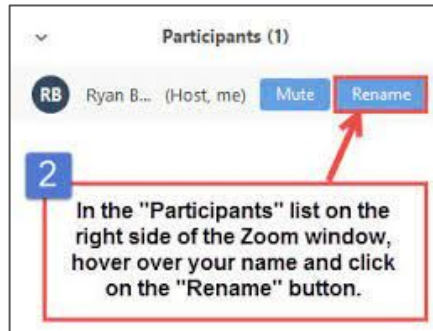
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1. Using the Zoom Control Bar, at the bottom of your window, click on **Breakout Rooms**. This will display the list of breakout rooms.
2. Then, select the breakout room you would like to join.



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.