

*Welcome to the*

## **Spring 2024 ELO-P Academy**

### ***Day 2: Running a Single-Comprehensive Expanded Learning Program***

**Thursday, April 4, 2024  
10:00 AM - 12:00 PM**





# Mindful Moment

**We will begin recording now.**



# Today's Agenda

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**10:00 AM - Welcome!**

**10:15 AM - Workshop Session:**

***Running a Single-Comprehensive  
Expanded Learning Program***

**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](https://bit.ly/49s80BQ)



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# 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).*

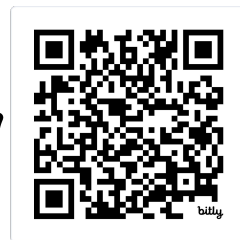
**Co-Hosted by members of the  
System of Support for Expanded Learning (SSEL)**

**CAN**  
California AfterSchool Network



## Registration & Details

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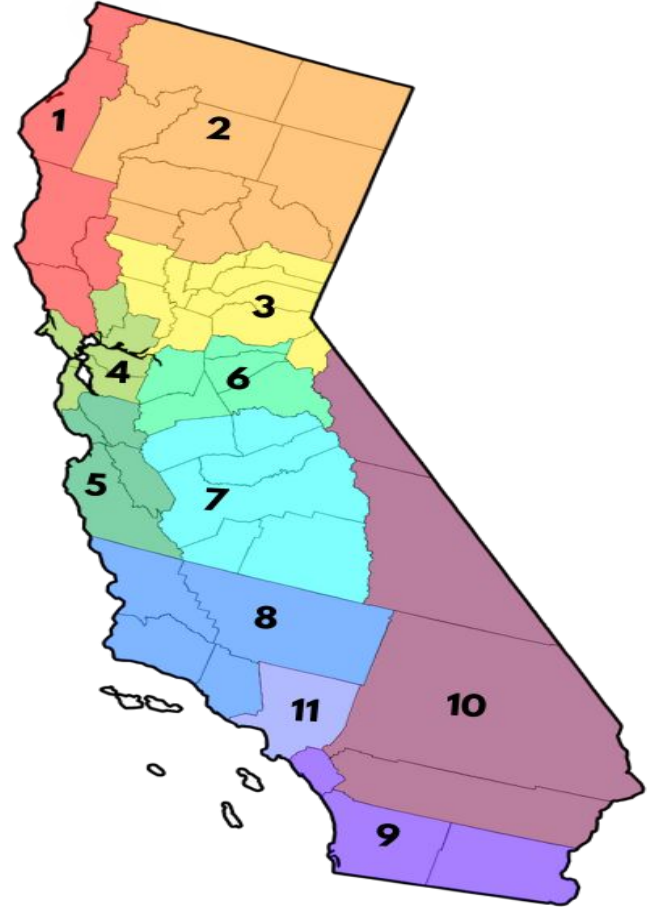
# We're here to support YOU!

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## Day 2: Running a Single-Comprehensive Expanded Learning Program



**Tiffany Gipson**

Director, Equity & Quality



**Melea Meyer**

Senior Specialist



California's link to quality  
After School Assistance Providers



# One Comprehensive Program



Thursday, April 4, 2024  
Tiffany Gipson & Melea Meyer



**Melea Meyer, MFA, EdD**  
**Senior Specialist - ASAPconnect**



**Tiffany Gipson**  
**Director: Equity and Quality**

ASAPconnect and CAN are Statewide technical Assistance Contractors with the CDE housed under the fiscal oversight of the California Foundation for Community Colleges

# What can you expect in this session?



Storytelling, Calibrate our meanings, Questions to Consider



# How to “hold” this conversation...

- There is NO 1 right way to do this
- Today’s conversation is meant to spark how to think about and have a dialogue with partners in your community
- Definitions used today are meant to level-set this conversation so that when we say 🍏 you see and hear 🍏



# Some Definitions we will be Exploring today...



Braiding Funding to design One Comprehensive Program based on Local Decisions

# The CA Funding Context

Complexity and Compassion: 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 of California 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.

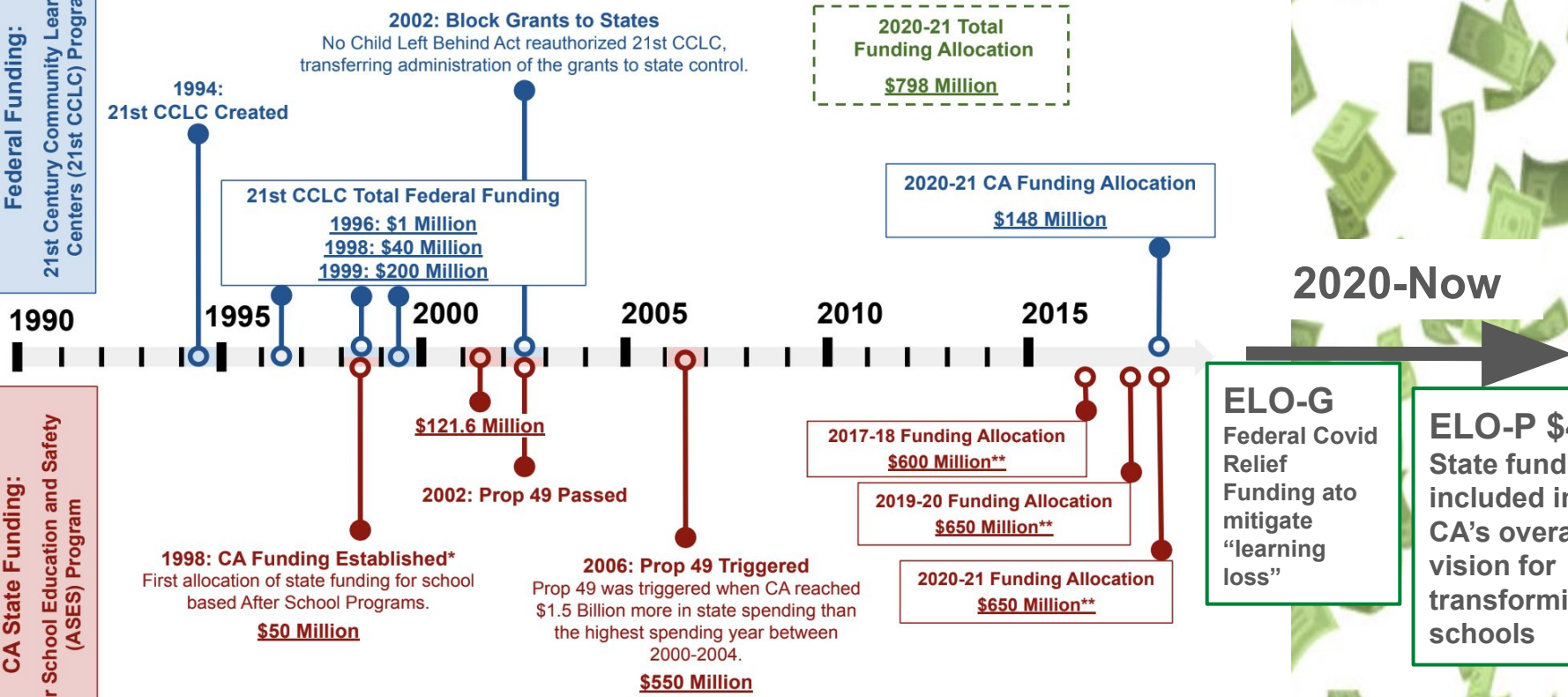
# California Publicly Funded After School Programs: Funding History

Federal Funding:

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

CA State Funding:

After School Education and Safety (ASES) Program



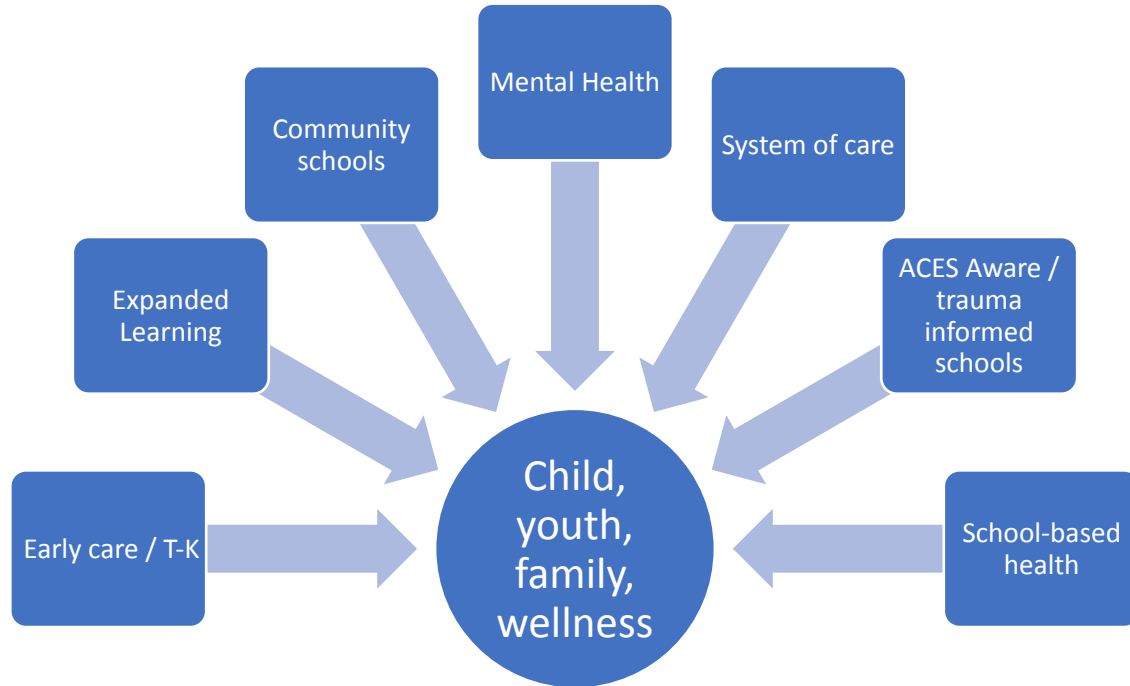
\*There were a total of three separate bills chaptered that allocated state based funding for after school programs in California including AB 2284 (Torlakson), SB 1756 (Lockyer), and AB 1428 (Ortiz).

\*\*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.





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



# A Braiding Story: What does this look and feel like at one California School?





## Blending and Braiding Case Study | Funding at Shanèl Valley Academy

SVA has 129 students, 7 teachers, 7 paraprofessionals, and 18 additional full and part-time staff members, including the site administrator, community schools director, school counselor, business manager, maintenance and grounds team and expanded learning staff. It was founded and is governed by an all-volunteer board. SVA also has contracted with local R&R agency to provide 20 hours of SEL counseling per week and pays \$50K per year for back office business support services. Our part time volunteer librarian is a retired Expanded Learning director who volunteers 3 days per week.

SVA is a small, single charter LEA in rural Northern California. The community has 33% Native American Alaskan Native, 30% hispanic and 27% white students. SVA has 74% UPP



Food program revenue

Private donations

[Local Control Funding Formula](#)

[California Child and Adult Food Program](#)

[Public Charter Schools Grant program](#)

[CA Arts & education block grant](#)

[KIT infrastructure funding](#)

[ELO-P](#)

[\\*CCTR, CSPP or R&R dollars \(to serve ages 2-4\)](#)

[Comprehensive Support & Improvement](#)

[\\*Cal OES Infrastructure protection Grant](#)

[\\*21stCCLC](#)

[\\*CDFA Farm to Fork](#)

[CA Community Schools Partnership Program Planning & \\*Implementation](#)

[\\*ASES](#)

[\\*Outdoor Access for all](#)

[Agri-Leadership partnership and barn build \(pending district authorizers approval\)](#)

[Partnership and CCSP match from Hopland Band of Pomo Indians](#)

[Small grants for special projects \(ie. Singing Tree, Directing Change\)](#)

**“Reopening the school brought life back to Hopland. Our kids made friends for life that they’ve never met before, and they live just three doors down.” -SVA parent 3/2023**



Strands in blue are categorical: entitlements or state initiatives that require a written plan  
Strands in orange are grants written and maintained by a collaborative leadership team of  
Strands in Green represent fundraising  
Strands in Purple are In-Kind donations  
SVA is surely bragging when they say their scratch cooked food service program is gaining revenue, but it's also true: \$60K so far this year! Enough to pay for our chef!

\*Indicates planned or potential funding awaiting approval or next round of RFA

# Setting the Context



# 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	<a href="#">8482 - 8484.65</a>
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>	<a href="#">46120</a>
21st Century Community Learning Centers (21st CCLC) Elementary/Middle	Federal	Ongoing	TK-8	Competitive Application	Site Based Awards	<a href="#">8484.7 - 8484.9</a>
21st CCLC Afterschool and Enrichment for Teens Program (ASSETs)	Federal	Ongoing	9-12	Competitive Application	Site Based Awards	<a href="#">8420 - 8428</a>
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	<a href="#">43520 - 43525</a>

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

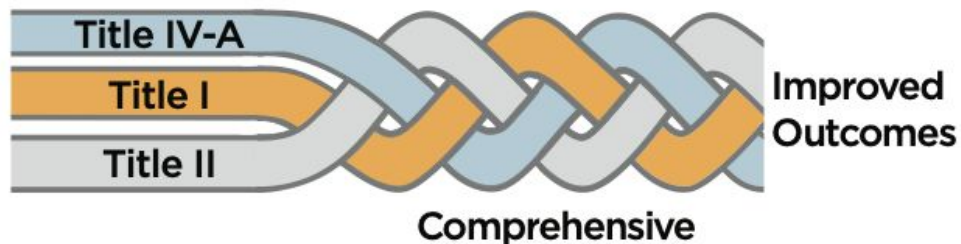


## Braiding Versus Blending Funds

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**

	<b>Braiding</b>	<b>Blending</b>
<b>Definition</b>	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 is responsible for whatever funds were spent.
<b>Fund Identity and Tracking</b>	Funds maintain their identity and are tracked as separate funding streams.	Funds are tracked as one.
<b>Benefit</b>	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.
<b>Statutory Authority</b>	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.



# Program 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**

# Program Compliance



# ASES & 21st CCLC Funding

[The After School Education and Safety](#) (ASES) program (*established by CA state ballot proposition in 2002*) provides \$750 million annually in funding to Expanded Learning programs at over 4,200 elementary and middle schools in California. Funding is available by application to eligible LEAs with 3 year renewable grants.

[The 21st Century Community Learning Centers](#) program (*provided through Federal Funding*) serve all grade levels, all year long including over 300 High Schools through the High School After School Safety and Enrichment for Teens (ASSETs) program. Funding is available through grant competition to eligible LEA's, municipalities and community based organizations (CBOs). Funding supports 5 year grants with the opportunity to re-apply.

Let's take another look...



# Sample Summer Priority List

## Student and Family Priorities

### Sports and Recreation Activities

- Golf
- Soccer
- Basketball
- Volleyball
- Martial Arts

### Arts Activities

- Theater
- Music
- Visual Arts

## School Staff Priorities

- Enrichment activities that align with student needs

### Academic Supports

- Literacy Activities
- STEAM clubs



# Sample Summer Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
7-7:45 Drop Off	7-7:45 Drop Off	7-7:45 Drop Off	7-7:45 Drop Off	7-7:45 Drop Off
7:45-8:30 Breakfast	7:45-8:30 Breakfast	7:45-8:30 Breakfast	7:45-8:30 Breakfast	7:45-8:30 Breakfast
8:30-9 Outside Play	8:30-9 Outside Play	8:30-9 Outside Play	8:30-9 Outside Play	8:30-9 Outside Play
9-12 Tennis & Golf	9-12 Soccer and Volleyball	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 Soccer and Basketball
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 Author's Club
4-5:30 STEAM Camp	4-5:30 Author's Club	1-4 Theatre	4-5:30 Lead Up Club	1-4 2nd Step
5:30 Pick Up	5:30 Pick Up	4-5:30 STEAM Camp	5:30 Pick Up	4-5:30 Staff Planned
	5:30 Pick Up	5:30 Pick Up		5:30 Pick Up
	Yellow = All Students	Purple = TK-3rd Grade	Blue = 4th-8th Grade	



# Blended Funding Example (staffing)

Staffing	Priority	ASES	ELO-P	UTK	Community Schools	Arts	School Day - varies
District Manager - planning, design, district alignment, TA, staffing,	Leadership	15%	85%				
EL Site Manager	Program Oversight	60%	40%				
2 TK Educator - School Day/EL hybrid and family engagement	TK Expansion		40%	40%	10%	10%	
Visual Arts Instructor	Stronger Enrichment	10%	10%			40%	40%
Performing Arts	Stronger Enrichment	10%	10%			40%	40%





# Examples of New Roles in the System made possible by a funding braid

Role	Description	Funding Blend
Youth Opportunities Coordinator	Classified position: FT. single school site LEA Coordinates after school programs, community engagement and extracurricular activities including sports and 4-H	21stCCLC, ASES, ELO-P Community Schools (CCSP) Community Engagement Initiative CDFA Farm to Fork
Director of Expanded Learning Opportunities	Classified or Certificated position: FT. District. Responsible for the expansion of 20+ programs including doubling service from 180 to 360 students per site	Comprehensive school improvement 21stCCLC, ASES, ELO-P
Community Schools Partnership Manager	Classified or Certificated (depends on LEA), some are at Single schools sites/ CBO's, some are district roles	ASES, ELO-P Parent fees CCTR Community Schools (CCSP)



# What does it mean when we say *That is a Local Decision?*



What is your policy on that?

Do you have a policy?

Do you need a new policy?

And who writes the policies?



# Key questions to consider for programs and sites

What policies and practices need to be in place to ensure that students and families experience on comprehensive program?

What Policies are in place locally (Board approved policies) that may be a barrier to providing one comprehensive program?

What do your students and families want/ need?



# Questions to Consider

What does One Comprehensive Program look like in your region, county, district, school or program?

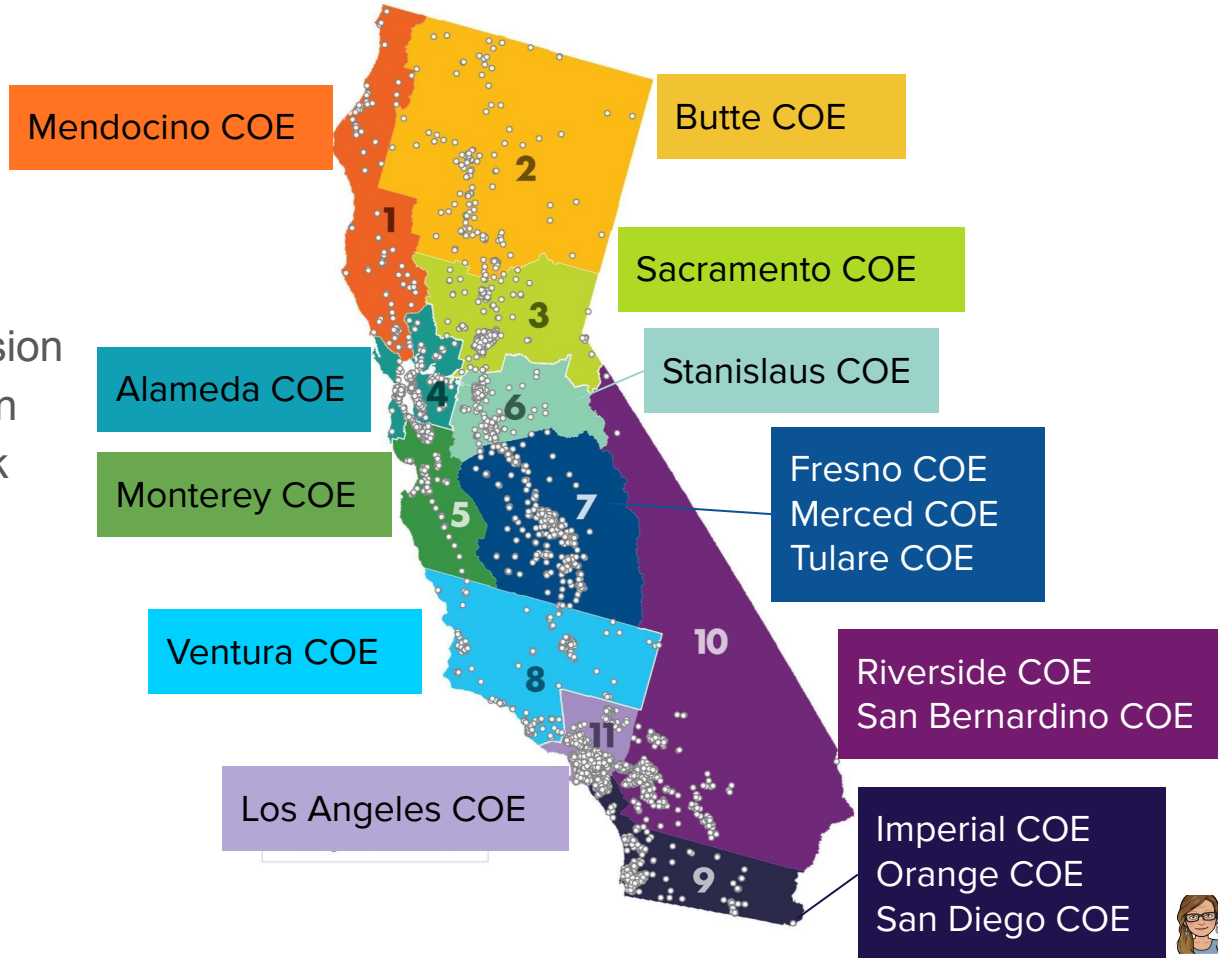
What kind of funding braid may affect your policies and practices?

Who makes local decisions in your region, region, county, district, school or program?



# System of Support for Expanded Learning (SSEL)

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



# Reflection



- Let the children, youth, families, and your community drive the work and set the priorities.
- Don't be afraid to revisit a policy that no longer serves the work, or to create one, where none exists.
- Partnerships are critical to this work both at the individual and the organizational levels.
- Right-size your expectations, of your people, your programs, and your communities
- You will not get it right every time, that's ok. Learn from it and try to not make the same mistake twice. CQ! 😊



# What have we learned? So far...

- Dream BIG. BUT start with baby steps.
- Honor your local context - what's your policy? What's in your Board approved plan?
- Anchor in the needs of your community
- Stay student-, family-, community-focused in your decision-making
- Relationships are key. Trust is built through relationships so when there is conflict, it can still be generative.
- There are many points of power in a system. Shifting only one, may not get you the change you want.
- For transformation change, EVERYONE will need to change!

WASH  
WASH



# Connect with us!



**Melea Meyer, MFA EdD**  
([mmeyer@asapconnect.org](mailto:mmeyer@asapconnect.org))



**Tiffany Gipson**  
([tgipson@afterschoolnetwork.org](mailto:tgipson@afterschoolnetwork.org))



Additional  
resources/questions  
related to funding  
alignment for One  
Comprehensive Program

# What are some of the things ELO-P can pay for?

- Is it reasonable, necessary and can it be documented? Is it consistent with your LEAA policies and Program Plan.
- Professional Development
- Cross-training
- Full Salaries
- Shared Salaries
- Supplies and Materials
- Partners
- Off-Site Opportunities
- Etc., Etc., Etc.

# Definitions for this conversation

- Single Comprehensive Program - a program that leverages multiple funding streams to ensure all students/program participants have access to the program
- Holistic Programming - the programmatic offerings are varied and intentional and reflect the needs and interests of the students, are anchored in youth development, and support a whole child experience

# What should we explore first?

- @ the district-level, what does the data say your students need support with?
- @ the school-level, what does the data say your students need? This includes quantitative and qualitative data from all stakeholders?
- @ the program-level, what do students, families and communities say they want, need, and/or have experience with?

Use this data to set your programmatic priorities, identify your resources (people, expertise, location, existing programs/services, etc)

# Then what?

- Create a master schedule that starts with what programs/classes/experiences students should experience
  - Remember, the most stringent requirements will be adopted for program guidance. *EC* Section 46120(b)(9)(D)
  - Consider structural implications i.e. contracts, supply purchases, student permission slips, family orientation, partner engagement processes

## Even more...

- Then create a progressive schedule, where you phase in additional programmatic options and students to ensure you have the appropriate structure/processes/policies to safely support the program.
  - Students should not feel like they are in different programs, only doing different activities
  - Programs should work with fiscal services to ensure they are funding positions, services, correctly...

# Partnerships

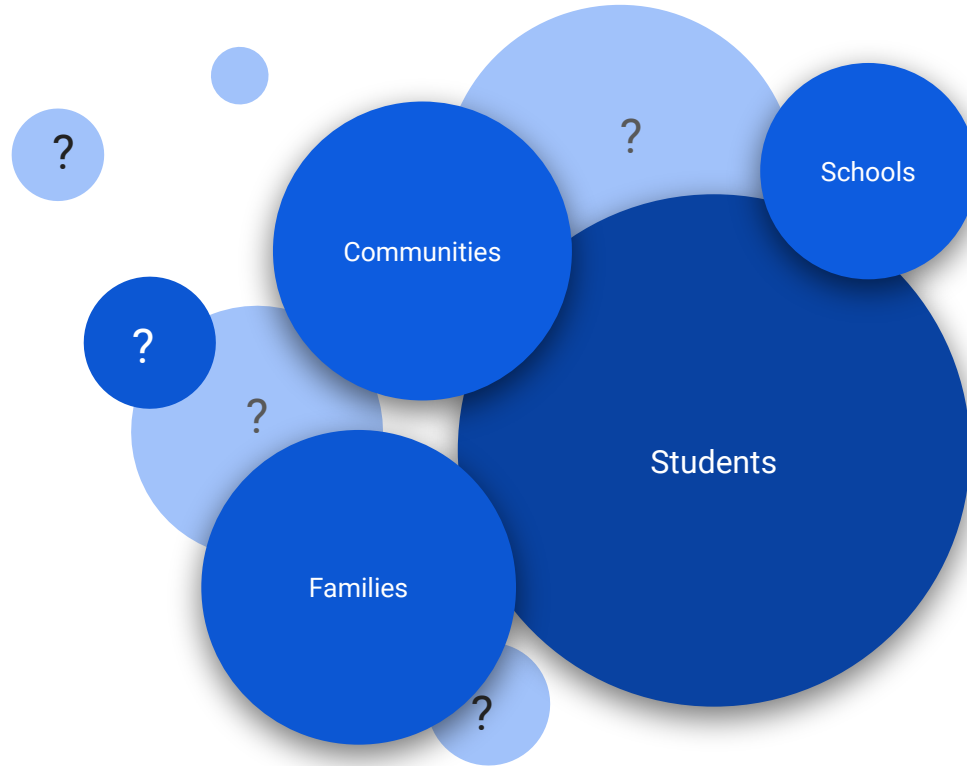


# Why are partnerships important?

- Sharing the workload, pressure, expectations, and decision-making power
- Additional content and/or process expertise
- Staffing support
- Deeper community ties and connections
- Efficiency of implementation



# Partnerships can look very different at every school?



Who do you consider important partners for your program?

# How *can* they be utilized?

- ‘Lead Agency’ - staff the Site Coordinator and all core staff
- “Enrichment Provider” - create specific courses/classes/activities for the program
- “Field Trips” - small and/or large group learning experiences that deepen, model, and/r or reward students for a learning experience
- Large program-wide events/activities
- Staffing support
- Professional Development/Capacity-Building



# How must healthy partnerships be supported?

- Clarity of the shared vision - define success together
- Clarity of our shared values - not just what we do, but how we do it
- Consistent and intentional community-building with the partners
  - Onboarding, orientation, and other regular meetings
  - Clearly identified essential contact people
  - Create a culture of learning, so assessment, reflection and correction are normalized

## COLLABORATION CONTINUUM<sup>1</sup>



### **IMMURING**

Conducting activities without input from or exchange with other institutions



### **NETWORKING**

Exchanging information for mutual benefit



### **COORDINATING**

In addition, altering activities to achieve a common purpose



### **COOPERATING**

In addition, sharing resources (e.g., staff, finances, space, instrumentation)



### **COLLABORATING**

In addition, learning from each other to enhance each other's capacity



### **INTEGRATING**

Completely merging operations, administrative structures, and budgets. The constituent parts are no longer discernable

Source: Mashek, D. (June, 2015). Capacities and Institutional Support Needed along the Collaboration Continuum. A presentation to the Academic Deans Committee of The Claremont Colleges, Claremont, CA

<https://www.teaglefoundation.org/Teagle/media/GlobalMediaLibrary/documents/resources/CollaborationContinuum.pdf?ext=.pdf>

# *Upcoming Events & Opportunities*



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*You Are Invited To...*

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# Additional Resources

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





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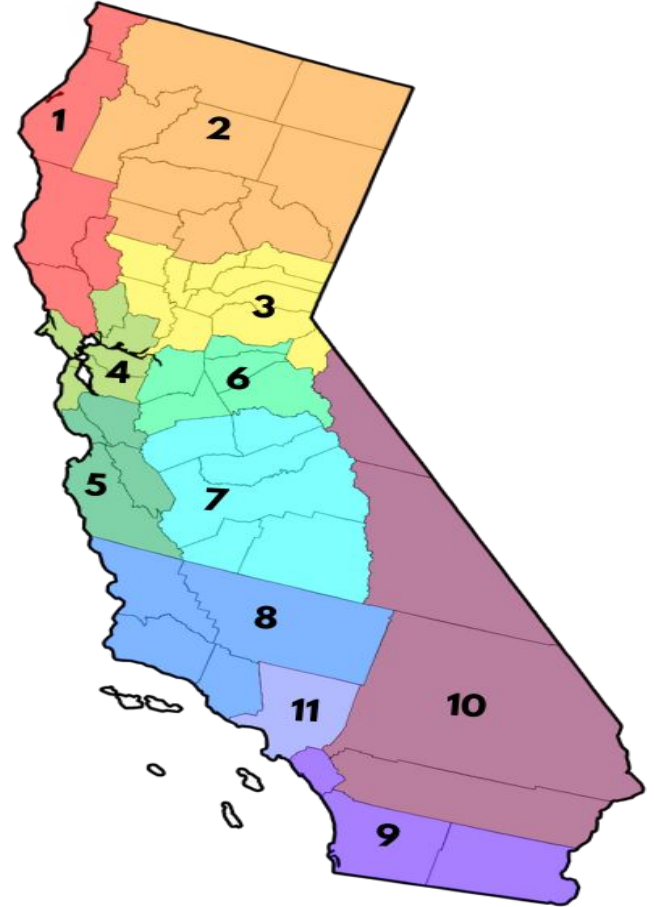
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# *Thank You* for your participation!

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.
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 can support you. We will help you get to a breakout room asap!

