



California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

Expanded Learning Programs as Centers of Whole Child Health

Included in this document

- Creating a strategic plan to promote Expanded Learning Programs as Centers of Whole Child Health.
- Why Expanded Learning?
- Why Now?
- Planning Grant Details
- About the California AfterSchool Network

The California AfterSchool Network Leadership Team has created a bold vision of community collaboration to create the conditions necessary for all children and families to thrive.

Join us!

Contact Heather Williams at hwilliams@afterschoolnetwork.org

The California AfterSchool Network is Embarking on a Planning Process to Promote Expanded Learning Programs as Centers of Whole Child Health & Wellness

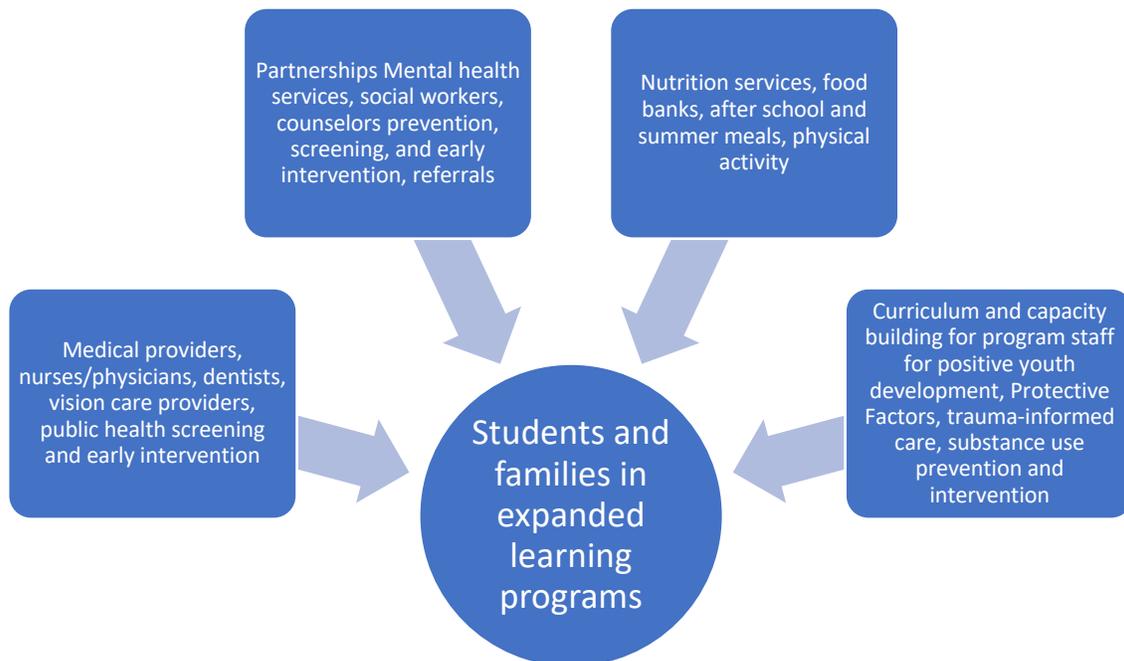
Purpose of the Project

The purpose of the project is to create positive outcomes for youth and families in Expanded Learning programs by increasing cohesion between education, intervention, public health, health care, behavioral health, social services, and treatment stakeholders. The result would position Expanded Learning programs as key collaborators promoting whole child and family health and wellness.

Goal of the Project

To engage cross-sector stakeholders in the creation of a statewide strategic plan that leverages Expanded Learning programs as a vehicle to advance child and family wellness. Stakeholders will be engaged from the state to the site level to create a cohesive structure for successful local and statewide collaboration across the continuum of care for children and families to address a variety of variables, including substance misuse and abuse (including opiod misuse).

The Opportunity



The Network Approach

CAN's motto is "of the field and for the field." CAN is a "Network" which is a unique organizational type. Jane Wei Skillern (2013) has described four principles that guide networks.

Four Network Principles:

1. **Mission, not organization.** Advancing the mission takes priority over advancing the organization. Leaders adopt strategies and tactics to achieve the mission, not solely to stimulate organizational growth.
2. **Trust, not control.** Trust and shared values are far more important than formal control mechanisms such as contracts or accountability systems.

3. **Humility, not brand.** Organizations work alongside their peers as equals and willingly take a backseat when their partners are in a better position to lead.
4. **Node, not hub (constellation, not stars).** Those who embrace the network mindset see their organizations as one part of a larger web of activity directed toward a cause, not as the hub of the action.

CAN will use these Network Principles as a starting place to create a shared value of how our cross-sector planning team will work together to create a statewide, locally implemented strategic plan to increase community partnerships between Expanded Learning programs and the continuum of care.

The Planning Process

The process to create the plan is outlined below. It will include four in-person meetings facilitated by a neutral facilitator. Planning group participants commit to monthly virtual sub-committee meetings when in-person meetings do not take place.



Get Involved

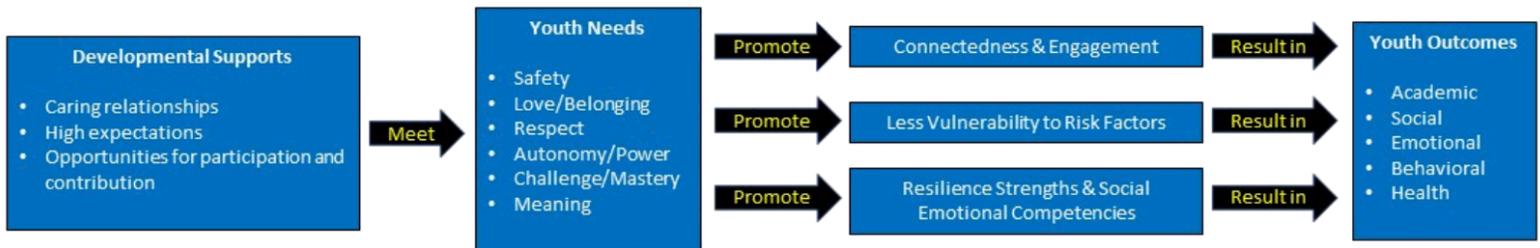
Contact Heather Williams, Program Director of Policy and Outreach for the California AfterSchool Network at hwilliams@afterschoolnetwork.org

Why Expanded Learning?

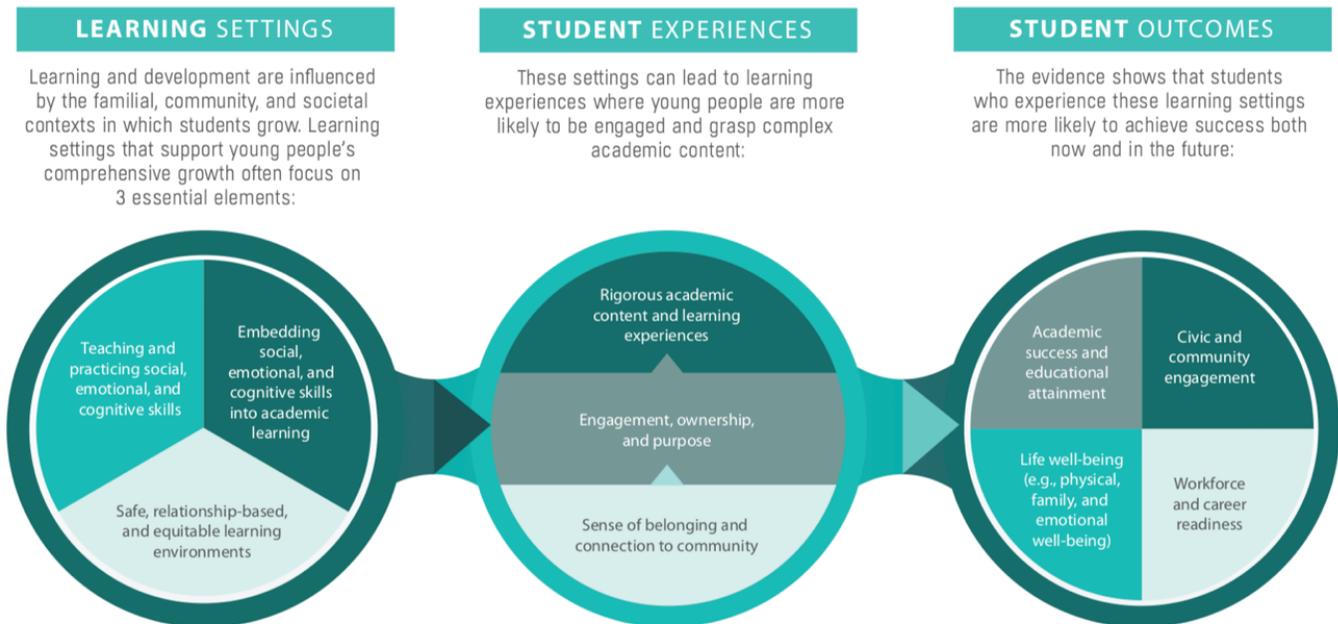
California’s Expanded Learning Programs Create the Conditions Necessary for Student Success in School and in Life

California’s Expanded Learning Programs are Rooted in the Science of Learning and Development (SoLD) and Social-Emotional Learning (SEL)

In 2007, CAN began building field capacity to create the conditions necessary for youth to thrive by training on WestEd’s research-based model of Resilience and Positive Youth Development.



Research continues to support this framework, including the National Aspen Commission on Social, Emotional, and Academic Development’s (SEAD Commission) groundbreaking new report, *From A Nation At Risk to A Nation At Hope* that describes similar learning settings and experiences that result in positive student outcomes.



These notions are foundational to the Quality Standards for Expanded Learning in California. Additionally, Expanded Learning programs have long promoted healthy choices and behaviors and addressed food security by providing a healthy snack or meal. Physical, social, and emotional health are the cornerstone of expanded learning programs.

Now is the time for Expanded Learning Programs to increase their role as integral K-12 partners and hubs for families and communities

California’s Expanded Learning Programs are poised to promote whole child health and wellness:

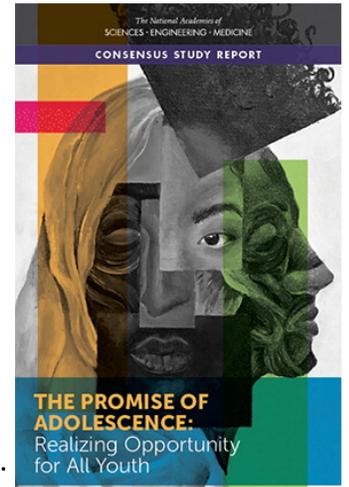
California has set a clear vision of **Expanded Learning program quality** that is aligned with the types of learning settings and student experiences proven to result in positive outcomes in school and in life.

The Quality Standards for Expanded Learning in California	
Point of Service Quality Standards	Programmatic Quality Standards
1. Safe and Supportive Environment	7. Quality Staff
2. Active and Engaged Learning	8. Clear vision, mission, and purpose
3. Skill Building	9. Collaborative partnerships
4. Youth Voice and Leadership	10. Continuous Quality Improvement
5. Healthy Choices and Behaviors	11. Program Management
6. Diversity, access, and Equity	12. Sustainability



Promoting Expanded Learning Programs as centers of whole child health is consistent with recommendations from the SEAD Commission. In their report, *Building Partnerships in Support of Where, When, and How Learning Happens*, the SEAD Commission highlights the importance of positive youth development and the value of community-based youth development partnerships with schools, during and out-of-school time.

Promoting Expanded Learning Programs as Centers of Whole Child Health is consistent with new research from the National Academies of Sciences, Engineering and Medicine. A new report highlights that changes in brain structure that happen in adolescence create unique opportunities for positive, life-shaping development, and for recovery from past adversity. The report recommends education, health, child welfare system to invest in their (adult) capacities, and apply knowledge about healthy adolescent development because, “supportive familial, caregiver(s), and adult relationships play a significant role in fostering positive outcomes for adolescents. Such investments need to be multilevel and multisectoral.” Such efforts are critical, especially at a time of increased risk-taking.



Enrichment activities emphasize real-world learning and community problem solving.

After-school, weekend, and summer programs provide academic instruction and individualized support.

Expanded and Enriched Learning Time and Opportunities

Promoting Expanded Learning Programs as centers of whole child health is consistent with the four pillars of Community Schools. The Partnership for the Future of Learning in their *Community Schools Playbook* outlines the four pillars as integrated student supports, active family and community engagement, collaborative leadership and practices, and Expanded and Enriched Learning opportunities.

California has the largest system of Expanded Learning Programs in the Nation!

- California's over 4,500 Expanded Learning Programs Serve over 900,000 of California's youth most in need annually, including over 120,000 during the summer at over 1,300 sites. These include over 1,000 middle school programs, and approximately 400 high school programs. These programs are well-positioned as connection points for families, schools, and communities.
- California's Expanded Learning programs serve populations most at-risk for substance use disorders, most impacted by the opioid epidemic in California, can positively impact children and families impacted by substance use and misuse, and can serve to mitigate the negative impacts of substance use on children and families, including preventing opioid overdose deaths.

Expanded Learning Programs are a vehicle for Universal Prevention

Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health outlines:

- "Investments in programs that promote positive youth development address risk factors for adolescent and young adult substance abuse and support the development of protective factors for adolescent and young adult substance use (p. 99-100)." The report also outlines;
- "School-based programs that promote social and emotional competencies to reduce stress, express emotion appropriately, and prevalence of substance use disorders among adults, and resist negative social influences. Because they focus on the entire population, universal interventions tend to have the greatest overall impact on substance misuse and related harms relative to interventions focused on individuals alone (p. 101)."

For all those reasons, **CAN is moving an effort to promote Expanded Learning Programs as Centers of Whole Child Health and Wellness.**

Details of the Planning Grant



Areas of the YOR Planning Grant Focus we will address:

- Prioritizing and addressing high-risk youth populations
- Positive youth development
- Family Engagement
- Community Partnerships
- Innovation
- Sustainability