



ECOSYSTEM ADVISORY TEAM CONVENING #3

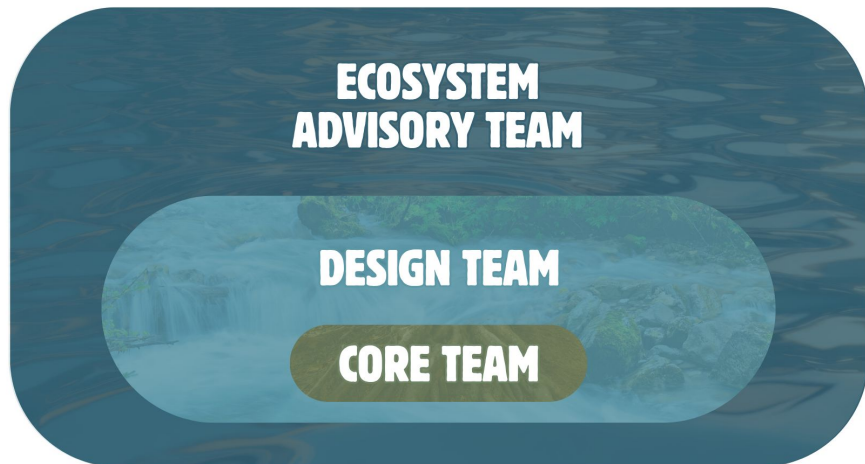
DESIGNING FROM THE ROOTS

Inviting California's Youth-Serving
Ecosystem to Listen Together

Wednesday, March 18, 2026
San Diego, CA

Welcome Ecosystem Plan Designers!

We are so glad you are here.



Attribution: Graphic by Nat Rosales, CAN + Ecosystem Plan Design Team Member

WHAT IS THE EXPANDED LEARNING ECOSYSTEM PLAN?



Building on Strategic Plans 1.0 and 2.0, the Ecosystem Plan is a **bold, equity-driven roadmap** that positions Expanded Learning as an essential, place-based strategy.

It connects education, health, housing, nutrition, and workforce systems to support the whole child, whole family, and whole community.

This work depends on **cross-sector collaboration**: bringing together leaders, providers, families, and youth from across industries to **co-create a shared infrastructure** that makes Expanded Learning a source of opportunity, community, and long-term support.

The goal is to create a sustainable future where all young people and families can thrive.

Collective Care Invitations



- Care for yourself – take breaks, hydrate, snack, move your body, participate in a way that is authentic to your energy and boundaries today.
- Make a new connection with someone in the space- engage with each other at tables and through activities.
- Let your presence and engagement be an offering to the futures you dream of with our young people. Remember, there are many ways and roles in creating whole child, family, and community wellness.
- Connect to curiosity, wonder and awe as you listen and make meaning of your experience.
- Honor the land we are on in a way that feels meaningful to you. Acknowledge its deep history— how it connects you to all timelines past, present and future. Honor the joy, grief, life, community, resistance, and medicine that endure. Feel the intergenerational ripples in you, your practices, and your spaces.

Today's Flow (Agenda)



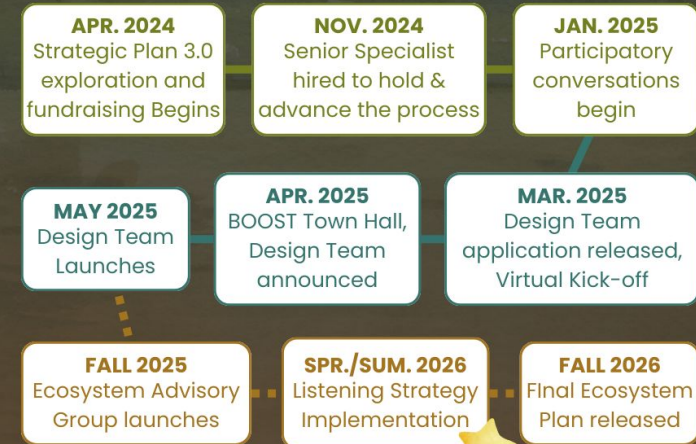
- ❑ Welcome + Arrival
- ❑ Ecosystem Connections w/Design Team, CDE & CAN
- ❑ (10 min) Break
- ❑ Building Listening Capacity Toolkit Training with Innovation Network
- ❑ (60 min) Lunch
- ❑ “Mapping What We’re Not Hearing Yet” w/CAN
- ❑ (10 min) Transition Break
- ❑ From Insight to Action: Listening Strategy Action Plan Labs- w/CAN, CDE, ASAPConnect
- ❑ (10 min) Transition Break
- ❑ Closing Circle w/Michael Funk
- ❑ Adjourn-Thank you

Ecosystem Advisory Team Convenings- Member Pathways for Engagement

1. **Strategic Design Spaces-** Virtual or in person relational gatherings designed for learning, reflection, co-creation and weaving these insights across places and sectors. These spaces respond to what is alive in the system, the design process and the space, not only pre-set outcomes.
2. **Practice Invitations:** The Statewide Listening Strategy- a small, local experiment from the Listening Strategy Toolkit to try in your own context. The strategies included in the toolkit were intentionally designed to be lightweight, adaptable, and rooted in everyday practice.
3. **Sense-making + Strategy Roles-** Simple ways to return what you notice like stories, reflections, images, quotes, or questions in order for us to sense patterns and adapt together.



EXL ECOSYSTEM DESIGN TIMELINE WHERE WE ARE & WHERE WE'RE GOING



Ecosystem Advisory Group: Fall 2025 - Fall 2026 (approx. 120 people; 3 large convenings)

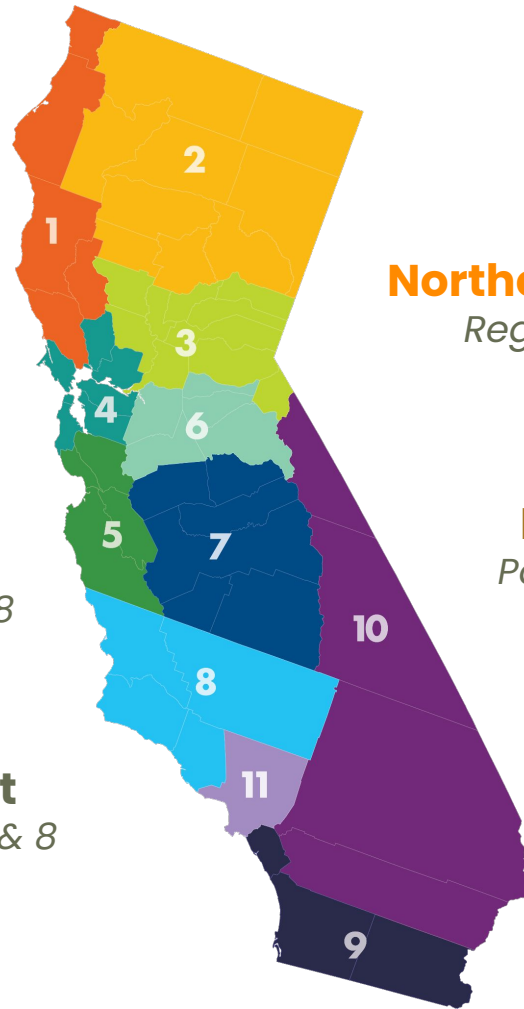
Design Team: May 2025 - Fall 2026 (approx. 20 people who focus on co-designing)

Participatory Field Conversations (Focused Conversations, Listening Sessions, Surveys, etc.)

Who is in the room?



CAN
California AfterSchool Network



Northern California

Regions 1, 2, & 3

Bay Area

Region 4 & Parts of Region 5

Central Valley

Parts of Regions 3, 6, 7 & 8

Central Coast

Parts of Regions 5 & 8

Eastern California

Parts of Regions 6, 7, & 10

Southern California

Regions 9 & 11 and Parts of Regions 8 & 10



Convening Intentions

- **Listen Deeply Across Roles in the OST Ecosystem:** Create space for authentic dialogue to surface experiences, tensions, and wisdom that reveal both the barriers to partnership and the seeds of collective possibility.
- **Ground in Equity and Collective Imagination:** Practice designing from the margins, using healing centered engagement and compassionate systems thinking to imagine new pathways for collaboration and systemic transformation.
- **Shape Strategic Priorities Together:** Implement a statewide listening strategy that refines and validates emerging strategic priorities, focus areas, strategies and initial initiatives that will inform the Ecosystem Plan.
- **Foster Connection and Shared Purpose:** Cultivate a culture of trust, care, and curiosity that grounds the Ecosystem Advisory Team in shared values, ensuring every voice—youth, families, and practitioners—is meaningfully engaged in the design process.



The Ecosystem Advisory Team; (Fall 2025 – Fall 2026)

TODAY!

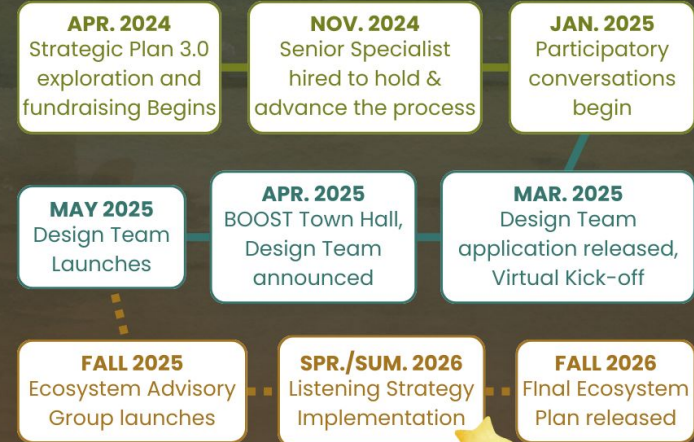


3/18/26: 9:30am – 4:30pm (San Diego)

Convening #3 Goals:

- Building Listening Capacity: Strengthen skills and confidence using the Listening Strategies Toolkit through guided training, coaching and experiential activities.
- Center Voices that Matter Most: Collectively name the communities, voices, and stories that need to be centered now and over the next 1-3 years
- Move from Insight to Action: Develop a practical action plan to select a listening strategy for your current context and identify the relationships, resources and supports needed for implementation.

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Participant Resources



- ❑ **Table Top Supplies- Fidgets, Workshop bags, stickers**
- ❑ **Table Top Handouts- QR codes**
- ❑ **Statewide Listening Session Toolkit**
- ❑ **Intentional Implementation Plan**
- ❑ **Padlet + Mentimeter- a platform to help us include your input on what matters for the Ecosystem Plan design process and publication.**





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Building Intentional Ecosystems Activity w/Gion, Jaclyn & Lindsey




CAN
California AfterSchool Network



Social Change Ecosystem Worksheet



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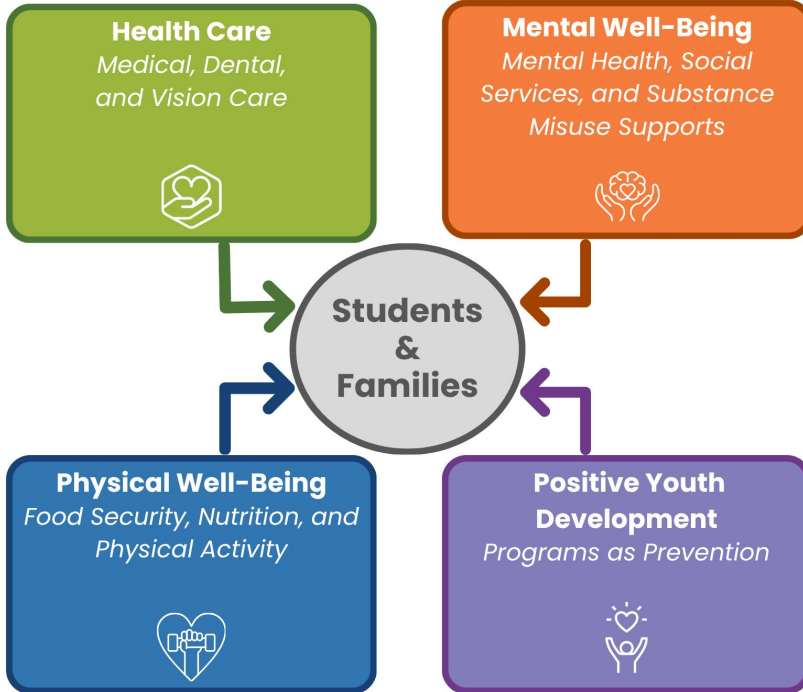
The Abundance of Ecosystem Diversity

with Michael Funk, Expanded Learning Division Director, CDE

Emerging Strategic Priorities 3.0 (EAT Convening 1 Data)



Promoting Health & Wellness Through Expanded Learning



***New* – Youth, Family and Community Voice + Power**

Thriving Workforce and Conditions for Care

Collaborative Partnerships + Community Systems

Healing- Centered, Culturally Rooted Quality Programs

Policy, Funding and Systems Alignment

Strategic Plan 2.0 – At a Glance



Vision: *California's 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.*

Initiative 1: Quality Programs

Deepen and broaden supports, so participants have equitable access to consistently high-quality programs.

Initiative 2: Policy and Grant Administration

Develop and clarify policy, guidance, and requirements to increase program sustainability and quality.

Initiative 3: Collaborative Partnerships

Promote collaborative partnerships to support the development and sustainability of high quality programs that are an integral part of the education system.

Initiative 4: Workforce

Develop a diverse Expanded Learning workforce that is prepared to support the growth of children and youth, and deliver high quality programming.



EAT Convening 1 Data: Themes

Cross-cutting themes:

- Youth voice & agency
- Equity over Equality
- Family & Whole-Child Supports
- Community Representation
- Shared Power

Youth, Family and Community Voice + Power

Thriving Workforce and Conditions for Care

Collaborative Partnerships + Community Systems

Healing-Centered, Culturally Rooted Quality Programs

Policy, Funding, and Systems Alignment



EAT Convening 1 Data: Breakout Themes

Youth voice is a priority across every section.

This is the most consistent theme: "Youth Voice = Youth Choice," student-centered design, and students in policy conversations

Power dynamics are explicitly named as a problem.

Addressing "us vs. them mentality," power imbalances, and the need for "shared power leading to mutual accountability."

Equity over equality is the framing.

Plainly stated: "Equity vs. Equality."

Often left-out voices are specifically identified.

Site coordinators, special education departments, school nutrition staff, mental health providers, LGBTQIA+ advocates, housing advocates, students in and *out* of programs.

The "village" model of community.

Community schools, school-site-as-neighborhood-hub — food pantries, family resource hubs, year-round programming, community buy-in. Shifting from program delivery toward place-based strategy.

Cross-sector partnerships have clear success criteria.

"Good Partnerships" look like: accountability, representation, shared values, no barriers, and supporting the whole family — not just the student.

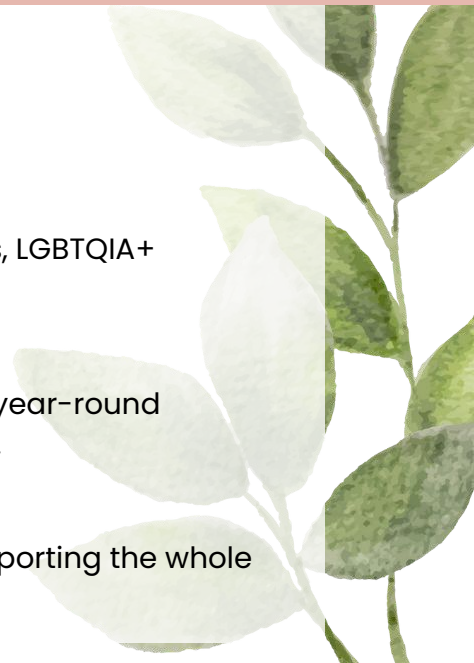
Youth, Family and Community Voice + Power

Thriving Workforce and Conditions for Care

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Policy, Funding, and Systems Alignment



Designing for Emergence

Systemic change won't come about through a master plan

The traditional strategic plan, with its rigid, multi-year objectives, is a tool for a static world.

The dominant culture loves

- "Good" plans
- Rigid roadmaps
- Strategic vision with 3-year timelines

It feels safe.

But, trying to control a network's direction is like trying to hold water in your hands.

It will inevitably find a new path.

Complex systems are in constant flux.

The goal is not to eliminate change, but to play with it.

When you let go of rigid plans, you make room for emergence. You allow the network to find its own way forward.

So, work in short cycles & experiments. At the end, ask: "What did we learn?" Then, decide on your next small move.



bit.ly/40EsRP



Innovation Network (Our Evaluation Partner)



January: Ecosystem Advisory Team Meeting– Decolonizing Data Workshop

February: Design of Listening Strategy Toolkit with Core Team

March: Design of data analysis, sensemaking, and feedback loops for the listening strategy experiments with the Design Team

April- July: TBD–*Coaching, Data Sensing and Interpretation*



Dream a Vision for the Future: Statewide Listening Strategy

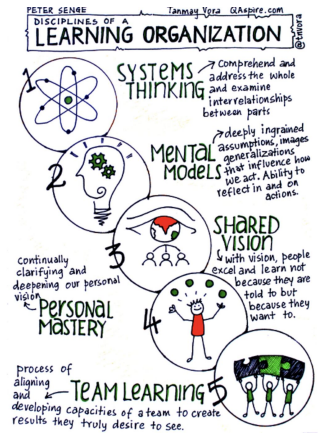
Small is good, Small is all. We invite many small, locally rooted listening practices to unfold.....



We are trying to embody characteristics of a “learning organization” and to do that, we need to listen more. We need to repair past ways of showing up “power over” and truly listen to our communities and co-create with them “power-with”.

Today is about giving our system more tools to help the system deeply listen to the dreams, desires and needs of youth, families, the workforce and design the Ecosystem Plan with these conditions for thriving at the center.

Specific ways you can continue to lend your expertise...



The Ecosystem Plan's Sense-making and Strategy Roles

Translating Insights from Listening Sessions into Strategic Design Priorities



The Ecosystem Plan relies on multiple roles working together to review, interpret, and make meaning of the information emerging from listening sessions across the field. The goal of this work is to translate what we are hearing about the youth-serving ecosystem into clear, generative strategic priorities for the Ecosystem plan.

The Sense-making and Strategy Roles outlined below provide different pathways for contributing to this process. Each role supports the collective effort to analyze insights, identify patterns, and elevate the experiences and needs of those most impacted by statewide decisions.

Participation in any one pathway is enough, and contributions made outside of meetings are equally valued. *Thank you for the many ways you support this collective design process.*

Role: Listening Strategy Implementer

What this role **does**:

Implements a Listening Strategy from the toolkit with youth, families, workforce or community based organizations and/or cross sector partnerships.

Listening Strategy Toolkit will be released at the Ecosystem Advisory Convening on March 18, 2026.

Time and energy range:

- **March:** preparing for the listening strategy using the toolkit and intentional action planning.
- **April-July 2026:** Facilitate/co-facilitate your self-selected listening strategy with your sphere of influence.
- Submit reflections, notes, or artifacts from each listening strategy session using the Toolkit's identified Feedback Loop process (Google Form).

How it shapes the Ecosystem Plan:

Ensures the plan is informed by healing centered engagement in real contexts, not only centralized processes. The data from listening sessions will be translated into statewide strategic direction intentions and priorities in the Ecosystem Plan.

This role does **not**:

Require you to be an expert in data collection methods. Watch *Decolonizing Data Workshop* recording for more information, learning and affirmation.

Role: Listening Strategy Sense-maker

What this role **does**:

Reviews quotes, themes, and visuals from listening sessions and shares reflections on what feels most urgent, including repeating themes, quotes, or stories.

Helps decode the following questions:

- What's showing up across places or groups?
- What feels urgent right now?
- What the system needs? (skills, conditions or supports, powershifts being asked for, tensions or contradictions to hold)

Time and energy range:

- Light, flexible engagement.
- 30-60 minutes at a time.
- Regular scheduled meetings, asynchronous assignments.

How it shapes the Ecosystem Plan:

Helps interpret patterns and meaning emerging from statewide listening efforts and grounds goals and strategic priorities in lived experiences and regional contexts. This includes centering the perspectives of:

- those most impacted by statewide decisions,
- those responsible for translating statewide priorities into place-based practices,
- and those who are most often left out of decision-making and planning spaces.



Listening Strategy Implementer



Listening Strategy Sensemaker



Strategic Priority Steward



Ecosystem Plan Review Partner



Scan

The Ecosystem Plan—*Alive, Relational, Useful*



If this strategic direction plan were truly an “ecosystem” document...alive, relational and useful— what would be true about how it was written?

If this plan were truly useful to you in your day to day work, what would it help you do better?

What would this plan include about what is already working?



What are your underlying needs?

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PHYSICAL WELL-BEING

- air
- water
- food
- shelter
- safety
- rest/sleep
- touch
- comfort
- warmth
- movement

CARE + LOVE

- friendliness
- compassion
- attention
- acceptance
- kindness
- appreciation
- reassurance
- affection
- trust
- respect
- support
- intimacy
- tenderness
- sensitivity

BELONGING + COMMUNITY

- connection
- collaboration
- communication
- continuity
- companionship
- to give
- to receive
- to see
- to be seen
- to hear
- to be heard
- to understand
- to be understood

PEACE + HARMONY

- ease
- relaxation
- tranquility
- order
- predictability
- stability
- balance
- comfort
- completion
- to grieve
- to mourn

PLEASURE + ADVENTURE

- celebration
- humor
- creativity
- stimulation
- challenge
- flow
- joy
- play
- discovery
- passion
- spontaneity
- beauty
- exploration
- unpredictability
- curiosity

POWER + AUTONOMY

- self-esteem
- confidence
- dignity
- empowerment
- competence
- effectiveness
- to have impact
- to influence
- to inspire
- choice
- freedom
- time
- space
- independence
- honesty
- integrity
- transparency
- openness
- self-expression

PURPOSE + MEANING

- to learn
- to grow
- hope
- clarity
- awareness
- liberation
- transformation
- presence
- simplicity
- justice
- equity



Break (15 min)



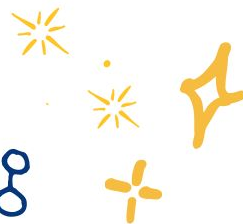
CAN
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Building Listening Capacity Toolkit Training with Innovation Network

EXL Statewide Listening Toolkit



a flexible guide for decolonized
data collection and meaning-making



Ecosystem Advisory Team Convening
March 17-18, 2026



Who we are



Linda Lu (she/her)

Co-Director

Oakland, CA



Cory Georgopoulos (she/her)

Senior Associate

Minneapolis, MN

We co-create liberatory learning systems with communities to return data and evaluation to the people.



The toolkit

Find the
toolkit here ↴

What is it?

How do you use it?

How to approach this toolkit?



Purpose of participatory research

Creates a way

to make sure **our** communities' **shared values**
shape the kind of **world we** want to **live in.**



Why decolonize data?

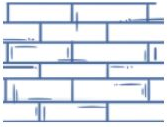
Before evaluation was a professionalized tool for compliance and accountability.....

A collective, community practice of noticing, remembering, reflecting, and adapting that was rooted in people, place, and shared values.

Decolonizing data tenets



Knowledge production matters.



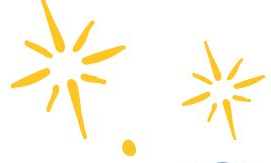
All knowledge is socially constructed.



Plural ways of knowing are valid.



Imperialism and colonialism shape knowledge systems.



Power in knowledge production must be examined.



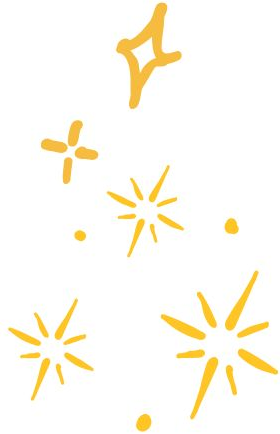
Researcher reflexivity and positionality are essential.



Lived experience is foundational to scientific inquiry.



Power is shared, not extracted.





Knowledge is community-owned and mutually beneficial.



Historical deconstruction is required.



Research and knowledge are dynamic and generative.



Expanding what counts



What has typically counted

- Surveys
- Program metrics
- Individual responses
- End-of year reports
- External evaluations

What we are expanding to include

- ★ Narratives and stories
- ★ Collective lived experience
- ★ Collective reflection
- ★ Ongoing listening
- ★ Ecosystem learning

Expanding what counts

Data for accountability

- Did we meet requirements?
- Compliance reporting
- Point-in-time studies

Data for learning

- ★ What are we noticing together?
- ★ Collective sensemaking
- ★ Continuous listening

Expanding what counts

Gatekeeping knowledge

- Researchers design questions, conduct analysis, and interpret results
- Communities provide responses
- Knowledge flows upwards

Expanding knowledge

- ★ Young people, communities, and practitioners facilitate, collect and interpret knowledge and meaning
- ★ Communities generate insights
- ★ Knowledge is generated across

Expanding what counts

Static

- One study
- Static report
- Analysis by researchers
- Findings delivered once

Living

- ★ Many listening moments
- ★ Continuous feedback loops
- ★ Shared sensemaking
- ★ Insights circulate across fields



Real world examples

Set up:

Identify Promising Practices to prevent gender-based violence for girls of color

What made it more decolonized:

- Strengths-based
- Participatory
- Multiple ways of knowing
- Power shift

What emerged:

- Critical understanding that safety is more than the absence of harm
- Clear conditions needed to create safety (not just prevent violence)
- A redefinition of who is responsible for safety—and how it's produced

The toolkit



Understand the
purpose of
participatory
learning

Choose a listening
method

Facilitate the
session

Share what you
heard

Statewide learning and planning

The toolkit

Find the
toolkit here ↴

What is it?

How do you use it?

How to approach this toolkit?



Strategy #1: Individual visual reflection

Best used: In-person

In brief: Visual reflection involves participants individually creating a visual product to answer a prompt or question, sharing the product, and then discussing their thought process and reflections in creating them. The product can be as simple as a photograph or can involve drawing, collage, or other art-making.

Relational learning: Lower

Data collection difficulty: Moderate

Suggested staffing: 2, one facilitator and one notetaker (can switch roles throughout)

Suggested participant group size: 8-10

Strategy #5: Thriving conditions gallery walk

Best used: In-person or virtual

In brief: Participants answer prompts on posters or a virtual whiteboard with sticky notes, read each other's answers, and then reflect on what they're seeing.

Relational learning: Moderate

Data collection difficulty: Low

Suggested staffing: 2, one facilitator and one notetaker (can switch roles throughout)

Suggested participant group size: 10+

Strategy # 7: Live Polling (Word Cloud)

Best used: In-person or virtual

In brief: Live polling is a visual and interactive way to gather perspectives from participants in real time using their phones or from their laptops. Facilitators use live polling to surface ideas, priorities, and opportunities from participants based on prompts and then share the results with the group live to reflect on patterns and discuss.

Relational learning: Low to moderate

Data collection difficulty: Low

Suggested staffing: 2, one facilitator and one notetaker (can switch roles throughout)

Suggested participant group size: 10+; This is one of the few listening strategies that works best with larger groups

Strategy #8: Systems Intersectionality Wheel

Best used: In-person or virtual

In brief: This activity invites participants to map the systems that support young people and families in their community. Youth and families reflect on the systems they use, while expanded learning and cross-sector partners identify the systems they interact with in their roles supporting youth, helping the group explore connections and opportunities for stronger collaboration.

Relational learning: Moderate

Data collection difficulty: Moderate

Suggested staffing: 2, one facilitator and one notetaker (can switch roles throughout)

Suggested participant group size: 6-8

Participatory learning continuum



**Individual
reflection**

quiet reflection

personal expression

private or small
group sharing

group storytelling

**Collective
learning**

shared meaning-
making

active dialogue
together





Individual reflection



Collective learning



live polling



interactive vision wall



peer interviews

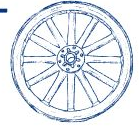


individual visual reflection



thriving conditions gallery walk

systems intersectionality wheel



found poetry



storytelling



Listening strategies

What listening strategies are you most drawn to facilitating?



Facilitator Tips N' Tricks

- Gather materials, review and practice the listening strategy ahead of time so it feels familiar
- Plan your welcome
- Arrange note-taking support
- Set group agreements
- Be flexible and adaptable based on the participants' needs and energies
- Give yourself grace
- You know your group the best. Make each strategy your own.
- The strategies are only as decolonized as you make it.



Sharing Learning

Share your listening session

California Expanded Learning Listening Session Submission

Thank you for facilitating a listening session.

This form is not a survey and is a documentation and submission tool to support shared learning for the California Afterschool Network and CDE Expanded Learning Division Participatory Strategic Planning process. It helps create a consistent, statewide repository of insights, stories, and materials gathered through participatory listening.

By capturing what was heard across communities, this shared repository supports ongoing, participatory analysis and helps inform strategies to strengthen expanded learning as a coordinated system serving youth, families, and the workforce.

Before You Begin

1. Please submit one form per listening session.
2. You can upload photos, scans, or audio from your session.
3. If files are too large or you cannot upload them, you may email them to the contacts above.

For additional support, contact:

- vhernandez@afterschoolnetwork.org
- cgeorgopoulos@innonet.org

Sharing Learning

What date did this session take place? *

Month, day, year



Number of Participants *

Short answer text

Who participated? (select all that apply) *

- Youth
- Families / caregivers
- Expanded learning staff

Sharing Learning

Collective Learning Questions

In this section you will share the insights captured at the close of each listening strategy, reflecting what participants shared in response to the collective learning questions.

Please only respond to the questions that were asked to your participant group.

⋮

Youth: What is needed so that every day after school can feel the way you want it to?

Long answer text

Youth: What is needed so you can thrive outside of school?

Long answer text

Sharing Learning

Notes, Artifacts & Creative Submissions

In this section you can upload any photos, artwork, essays, and artifacts created as a part of this listening strategy.



Upload notes you took from the session

 Add file

 [View folder](#)

Upload photos, artwork, poetry, audio, or other materials from the session

 Add file

 [View folder](#)

Sharing Learning

Session-level sensemaking

Participants reflect together during the activity.

Shared repository of insights

Session summaries and artifacts will be organized so others can explore what was heard across regions and groups.

Statewide analysis and reflection

Insights from across sessions will help identify themes, priorities, and opportunities for the future of expanded learning.



3 Takeaways



Keep it simple.

**It doesn't need to
be perfect.**



**You're part of
something bigger.**



Gratitude Blooming Collective Card

Pull

As an ecosystem, what do we need today to build momentum for collective listening and learning?





Thank you!

Questions? Comments?
Email Linda Lu
llu@innonet.org

What are your underlying needs?

www.mosaicunfolding.com

PHYSICAL WELL-BEING
 air
 water
 food
 shelter
 safety
 rest/sleep
 touch
 comfort
 warmth
 movement

CARE + LOVE
 friendliness
 compassion
 attention
 acceptance
 kindness
 appreciation
 reassurance
 affection
 trust
 respect
 support
 intimacy
 tenderness
 sensitivity

BELONGING + COMMUNITY
 connection
 collaboration
 communication
 continuity
 companionship
 to give
 to receive
 to see
 to be seen
 to hear
 to be heard
 to understand
 to be understood

PEACE + HARMONY
 ease
 relaxation
 tranquility
 order
 predictability
 stability
 balance
 comfort
 completion
 to grieve
 to mourn

PLEASURE + ADVENTURE
 celebration
 humor
 creativity
 stimulation
 challenge
 flow
 joy
 play
 discovery
 passion
 spontaneity
 beauty
 exploration
 unpredictability
 curiosity

POWER + AUTONOMY
 self-esteem
 confidence
 dignity
 empowerment
 competence
 effectiveness
 to have impact
 to influence
 to inspire
 choice
 freedom
 time
 space
 independence
 honesty
 integrity
 transparency
 openness
 self-expression

PURPOSE + MEANING
 to learn
 to grow
 hope
 clarity
 awareness
 liberation
 transformation
 presence
 simplicity
 justice
 equity



Lunch Break (60 minutes) Return at 1:50



CAN

California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

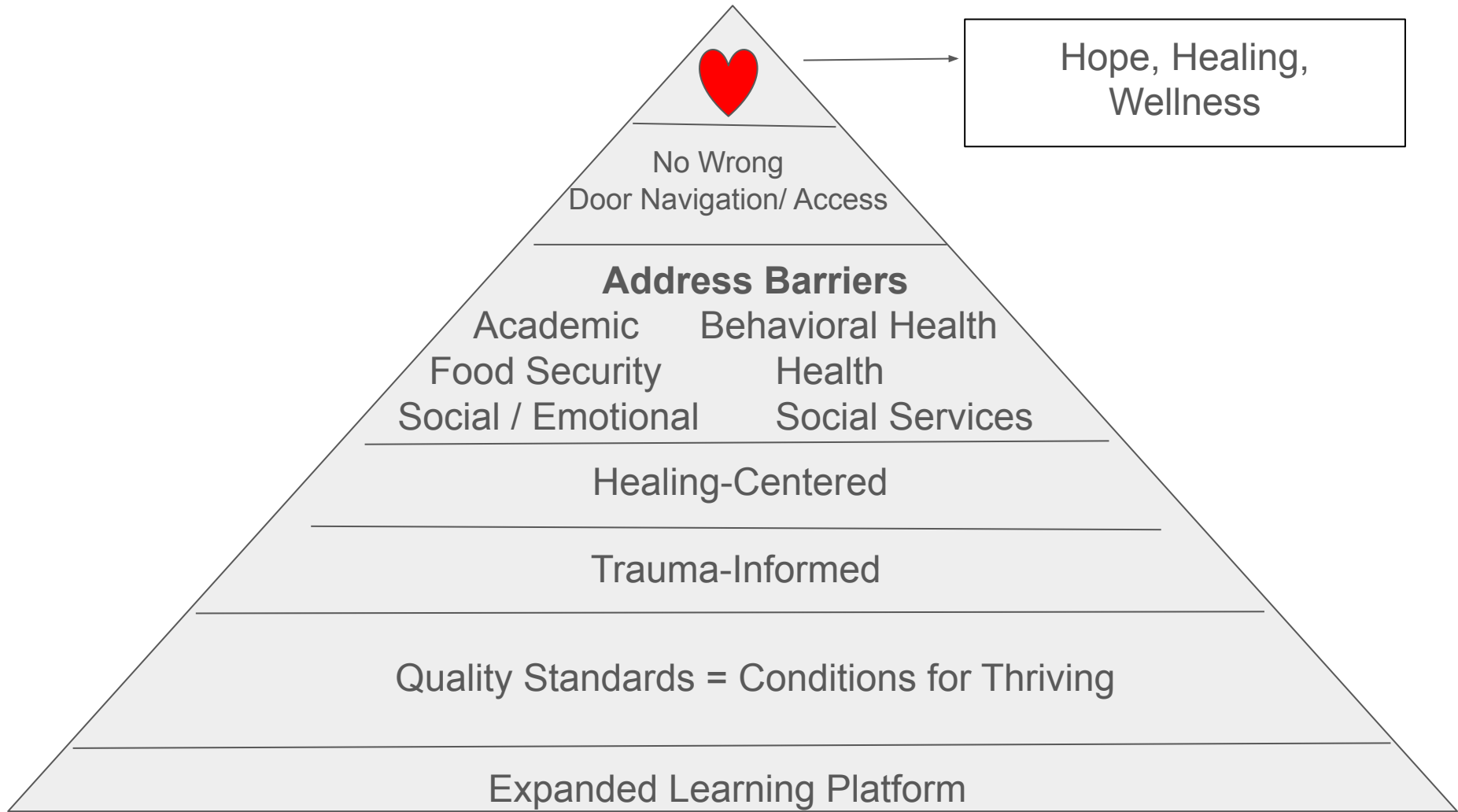
Mapping What We're Not Hearing Yet with Jeff Davis and Vanessa Hernandez, CAN

Context and Opportunity



An integrated education, health,
and human services ecosystem:

Human Ecotones



Guiding Principles

Improve the Ecosystem

- Work toward an integrated system with a shared vision for collective impact

Hold Youth at the Center

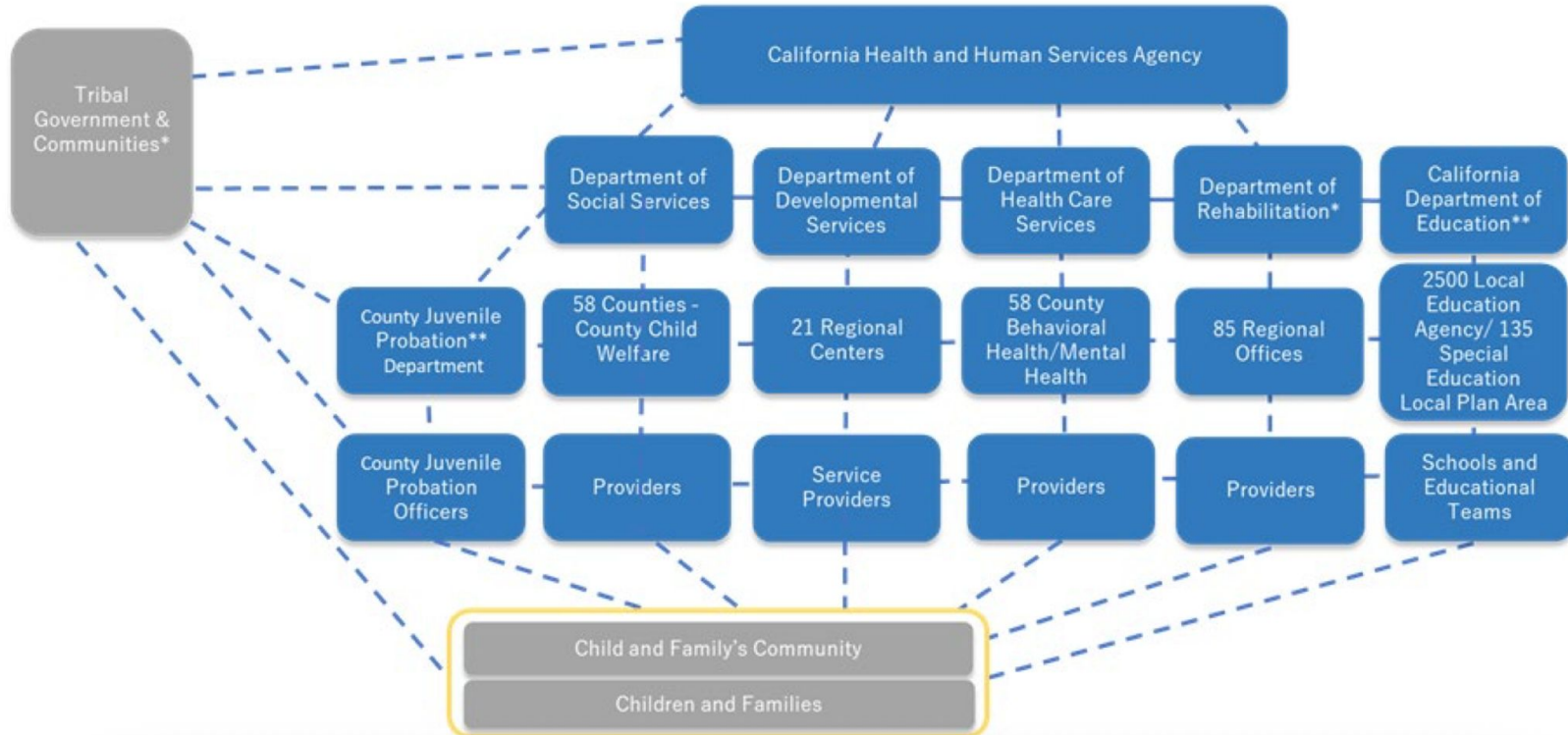
- Co-design programs, services, and campaigns for youth with youth
- Partner with existing children, youth, and family organizations

And Equity as Foundational

- Incentivize professionals to work in medically underserved areas through scholarships and loan repayment programs
- While each program has individualized equity priorities, there is a general focus on populations identified by the California Reducing Disparities Project (i.e., African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, Native Americans) and populations experiencing disparities in behavioral health needs (i.e., individuals with disabilities, families engaged with the foster care or justice system, tribal nations, families experiencing homelessness, individuals in rural regions, refugees, the socio-economically disadvantaged)

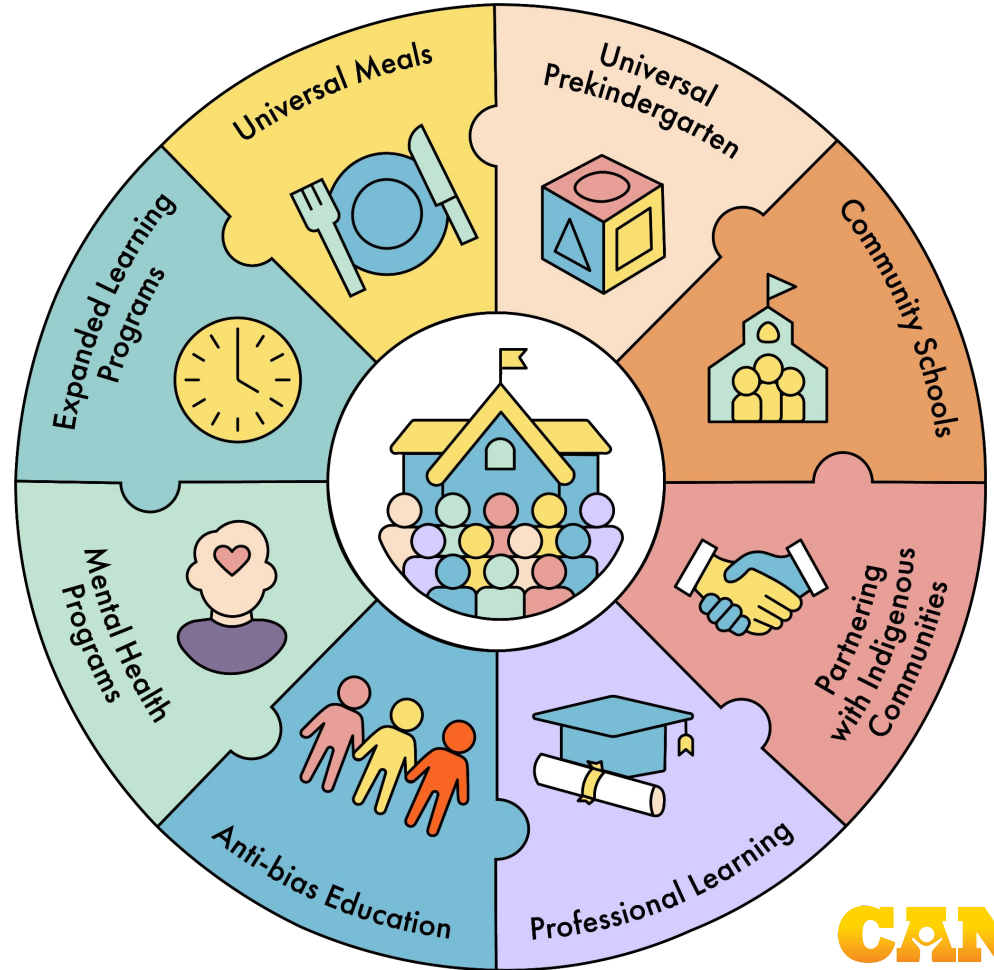
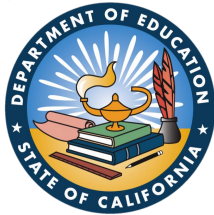
AB 2083 Systems of Care

Children and Youth System of Care Partners

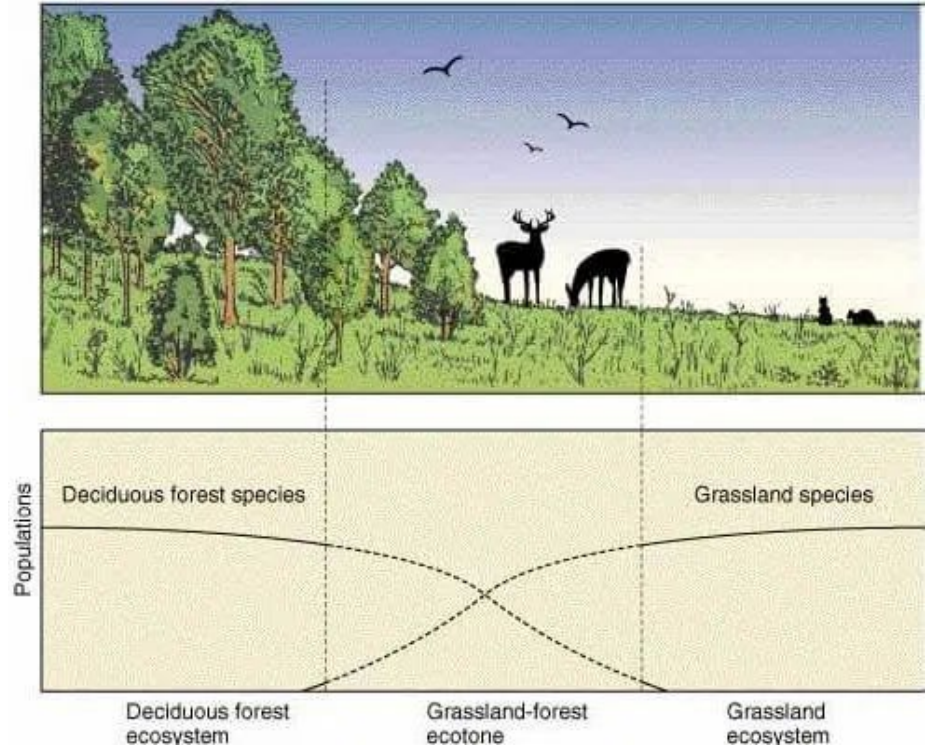
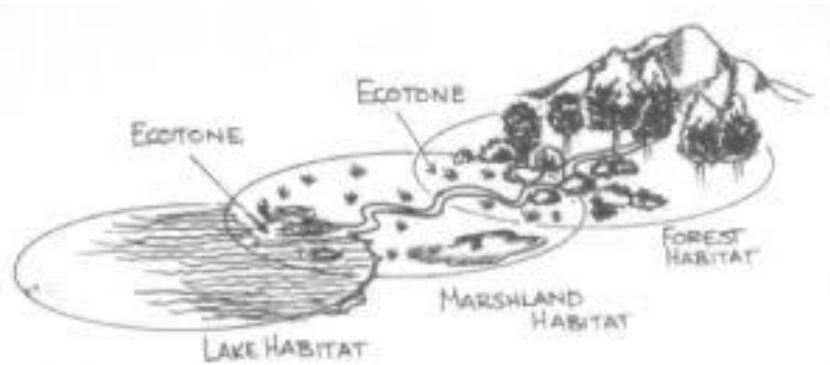


Transforming Schools Initiative

SCAN ME



Ecotone



System Integration CYBHI, MTSS, Community Schools, Expanded Learning, AND....



What if...

... **Expanded Learning** was a time and place to provide **school-based health and mental health?**

Expanded Learning funding was braided with school-based mental health funding as a **concrete Community Schools and MTSS sustainability strategy?**

Did you know?

[The Quality Standards for Expanded Learning in California](#) reflect the research-based conditions that support children and youth to thrive.

Stay in the know!

[Sign up](#) for the California AfterSchool Network newsletter to stay updated on all things Expanded Learning.

Did you know Expanded Learning programs can be leveraged to provide/support reimbursable services (including, but not limited, to the Fee Schedule)!



Create the conditions that support thriving by reinforcing and expanding positive school climate and culture.



Tier 2 supports such as restorative circles and counseling supports.



Intake and screening of students.



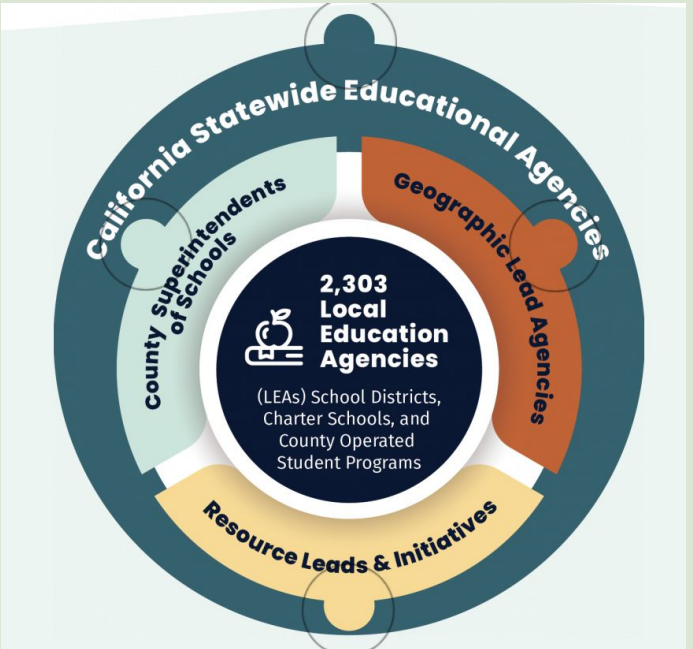
Tier 3 interventions such as site-based 1:1 clinical services outside of the core instructional day, without reducing instructional minutes.



Alignment of Tier 1 supports for Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS).

Integrate County-based TA structures (and pair with integrated LEA implementation teams)

- **Expanded Learning:** System of Support for Expanded Learning.
- **Community Schools:**
 - RTAC (Regional Technical Assistance Center)
 - STAC (Statewide Transformational Assistance Center)
- **Capacity Grants:** Statewide Multi-Payer Fee Schedule (school-based mental health)
- **MTSS:** Multi-Tiered System of Support
- **California System of Support:** County-based TA for a host of topics (special needs, literacy, community engagement, and so much more)
- **AB 2083 Systems of Care County Collaboratives**



Give Your Input Now- ExL Ecotones



Share 1- 3 groups of youth or communities that we need to center. Be specific. Use short phrases.

Examples:

“foster youth navigating transitions,”
“youth caring for siblings,” “English language learners,” “LGBTQ+ youth,”
“youth experiencing housing instability,”
“community partners”, “expanded learning cross sector allies.”



The Ecosystem Plan's Sense-making and Strategy Roles

Translating Insights from Listening Sessions into Strategic Design Priorities



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The Sense-making and Strategy Roles outlined below provide different pathways for contributing to this process. Each role supports the collective effort to analyze insights, identify patterns, and elevate the experiences and needs of those most impacted by statewide decisions.

Participation in any one pathway is enough, and contributions made outside of meetings are equally valued. *Thank you for the many ways you support this collective design process.*

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Ensures the plan is informed by healing centered engagement in real contexts, not only centralized processes. The data from listening sessions will be translated into statewide strategic direction intentions and priorities in the Ecosystem Plan.

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Listening Strategy Implementer



Listening Strategy Sensemaker



Strategic Priority Steward



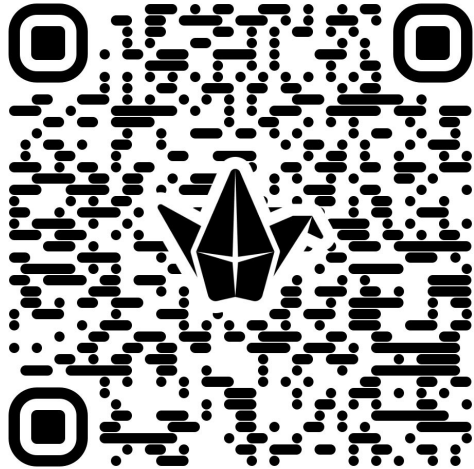
Ecosystem Plan Review Partner



Scan

Thriving Conditions Gallery- Focusing On What Is Emerging about the Statewide Listening Strategy

Using the Padlet or Chart
Papers around the space-
add your input!



ORID Questions:

- What are the key words or phrases we heard today about current listening strategies or needs?
- Thinking about a listening strategy, which approach makes you feel most energized or hopeful?
- What is the biggest fear or hesitation you have about trying to implement a listening strategy in your context?
- Considering your context and sphere of influence, which listening strategy option will help you gather insights on what youth need to thrive?
- What type of support (e.g., training, coaching, templates) do we need to secure or create to ensure Listening Strategy Implementers feel confident using the toolkit?

Action Labs: Intentional Implementation Plans

Break Out Room Guides

(E5–Liv/Heather/Lindsey) (E9–Frances/Dr. Melea/Michael) (E10–Bill/Tiffany)



What We Are Doing:

- ❑ Select a Listening Strategy from the Toolkit
- ❑ Slow down and apply what you learned from the toolkit training to your local context. Resources provided!
- ❑ An Intentional Implementation Action Plan template will help you identify relationships, resources, and supports needed for implementation of your self selected strategy.
- ❑ Make notes of feedback/intentional adaptations to facilitation instructions.

Action Lab Intention: “Building Relational Energy”

- Coworking and body doubling in creativity refer to the practice of working on independent creative projects while in the presence of another person (or group) to boost focus, motivation, and task completion.

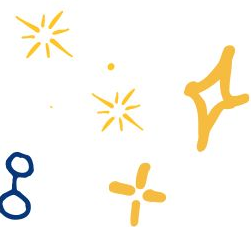


EXL Statewide Listening Toolkit

a flexible guide for decolonized
data collection and meaning-making

DRAFT

Ecosystem Advisory Team Convening
March 17-18, 2026





CAN
California AfterSchool Network
CONNECT. CONVERGE. INSPIRE.

Listening Lounge: Strategy Sampler Edition Appetizers, Bloom Beverage & Listening Strategies Stations

Station 1: “Listening Strategy QUESTION Adaptations”

Listening Strategy: Thriving Conditions Gallery Walk



PROMPTS: (write 3–5 phrases/1 response per post-it)

Directions:

1. Grab a post-it.
2. Label it “Youth,” “Caregiver/Parent,” or “ExL Partner”
3. Write the response to the matching prompt clearly and legibly (one response per post-it)
4. Place your post-it on the designated wall.

- **Parent/Caregiver:** Based on what you heard, and your own experience what is needed so that young people can thrive outside of school? What makes it challenging to get what young people and families need?
- **Youth:** What is needed so that everyday can feel the way you want it to? What is needed so you can thrive outside of school? Do you already have spaces like this in your life or know where you can find them?
- **ExL Partners:** How are some of the themes, you described already happening? What do you need in order to create safe and thriving spaces for young people? What helps you feel supported and able to show up fully in your work with young people?

Station 2: “A Thriving Expanded Learning Workforce Ecosystem Looks like, Sounds like, Feels like..” Listening Strategy Interactive Vision Wall



PROMPTS: (write 3–5 phrases/1 response per post-it)

Directions:

- Contribute to the “vision table” however you want.
- You can write, draw, add stickers, post-its doodles, etc.
- You can also interact with and build off of each other’s responses.
- You can answer one or all prompts.

For Expanded Learning System Workforce:

- A thriving expanded learning ecosystem workforce looks and feels like...
 - What helps you feel powerful and supported?
 - What do you wish existed in the expanded learning ecosystem to help you feel seen, heard and celebrated?
 - What does belonging feel like to you?

For Cross-Sector Partners:

- Thriving, reciprocal and accountable cross-sector partnerships look and feel like...
 - What makes effective cross-sector partnerships?
 - What do you know about the expanded learning ecosystem?
 - Where do you see opportunities for connections with the expanded learning ecosystem?

Station 3: "Thriving Conditions Are Here" Postcards

Listening Strategy: Individual Visual Reflection



Directions:

1. Grab a postcard
2. FRONT: Draw a symbol, make a collage, draw a picture that represents the story you are sharing.
3. BACK:
 - Write the strategic priority that your story best represents.
 - Write a short paragraph that describes:
 - What happened? (3-7 words)
 - Why did it matter? (3-7 words)
4. Address it: contact person (name, program, email) and put it in an envelope on the designated wall.

PROMPT:

Share a moment where you saw an emerging strategic priority come to life in a way that benefited youth, families, or the workforce in your community.

(don't forget to include contact information for follow up and possible feature in the "Strategic Priorities in Action" section of the Ecosystem Plan)

Station 4: "Portraits from the ExL Field" with Mike Taylor Listening Strategy: Peer Interviews/Photovoice Project (Room E9)



Stories from the Field

Created to uplift and showcase the individuals, pathways, and passion behind expanded learning.

Through portraits and stories, folks have the chance to share their experiences while inspiring future professionals to join the field.



Stop by for a 10m chat! Where might the conversation go?

- How did you get into the field?
- Why do you stay?
- What are we missing in Expanded Learning?
- What would you tell your younger self about this work?
- Any tips for folks new to the field?
- What part of your work brings you joy?

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Listening Strategy Implementer



Listening Strategy Sensemaker



Strategic Priority Steward



Ecosystem Plan Review Partner



Scan



Closing Circle w/Michael Funk

**As we close today's space—
what's one word or phrase that captures
how you're leaving—what you're
releasing, carrying forward, or the action
you feel ready to take?**



Picture Credit: Earthly Education



CAN
California AfterSchool Network
CONNECT. CONVENE. INSPIRE.

**Thank you for
making your
mark on the
Ecosystem Plan!**