

Single, Comprehensive Expanded Learning Program

LEA/Grantee Leadership <i>Create Alignment and Conditions</i>	Site-Level Leadership <i>Operationalize Access for Students</i>
Anchored in program compliance and Legislative intent	Anchored in student experience
Set the Conditions (e.g., Mission, Vision and Focus)	Bring the vision to life through aligned program offerings
Align the systems to function as one coordinated system	Coordinate the use of the aligned systems in the daily practice to expand access for students
Considerations and (re)framing of budget(s) and partnership(s)	(Re)framing of the organization and delivery of Site-Level operations
Focus on measurement outcomes	Focus on student access and program quality



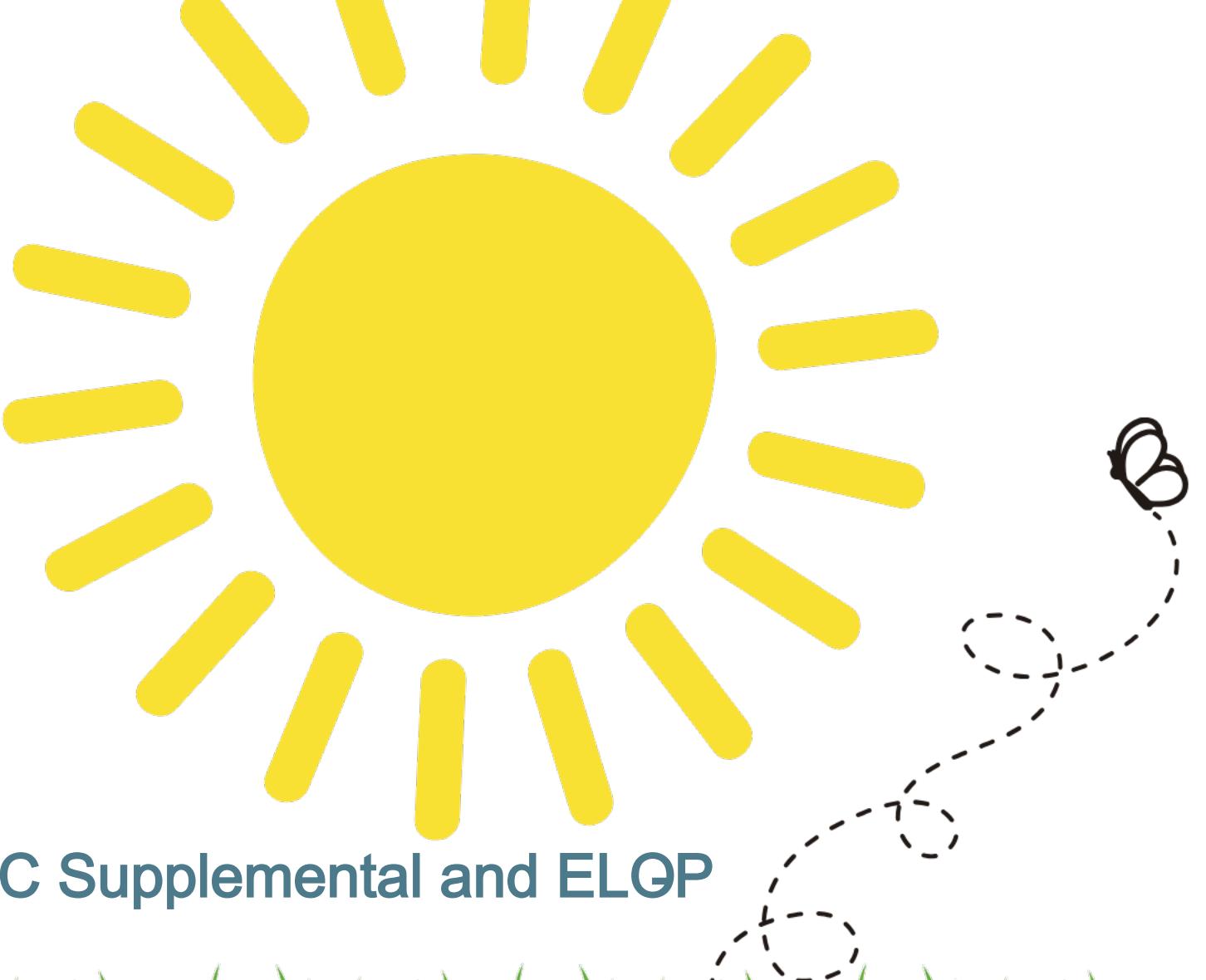
Single, Comprehensive Expanded Learning Program is a mindset and systems approach



Expanded Learning

Non-School Days
including Summer,
Intersession and/or
Weekends

ASES Supplemental, 21st CCLC Supplemental and ELGP



A Leadership Lens for Non-School Days including Summer, Intersession and/or Weekends in Expanded Learning



If you have not been planning for the NonSchool Days, including Summer, Intersession and/or Weekends, this is the moment to engage.

Non-School Days, including Summer, Intersession and/or Weekends are not operational afterthoughts.

They are:

- high-visibility
- high-risk
- high-opportunity periods

within Expanded Learning systems.



Non-School Days, including Summer, Intersession and/or Weekends, are **reflections** of the systems set in Expanded Learning programs.



A Leadership Lens for Non-School Days including Summer, Intersession and/or Weekends in Expanded Learning

What are we trying to accomplish **because** this is a non-school day?

Culture

- How we hold accountability, clarity and responsibility

Coherence

- How systems, messaging and experience align

Calibration

- How quality and expectations are shared consistently



How these parts of programming are designed, messaged and led reveals:

- What guides student experience
- How aligned the systems truly are
- How accountability and intentionality are structured



Culture is the Decision-Making Environment

CULTURE is the environment in which decisions are made, especially when conditions change.

In 30 Non-School Days, including Summer, Intersession and/or Weekends, culture can show up in:

- How clearly expectations are communicated
- How accountability is understood and supported
- How staff interpret flexibility versus responsibility
- How students experience intentionality versus consistency

When culture is strong:

- Compliance is not a separate conversation, it is embedded in professional norms
- Clarity is experienced as support, not surveillance
- Staff understand the why behind the requirements, not just the what

This is where leadership matters most. Culture reflects how we see compliance:

- A safeguard for students and programs
- A shared responsibility across systems
- A reflection of commitment to sustainability and equity

Culture determines whether compliance is proactive or reactive.

Reflection Question: How is compliance part of your culture?



Culture as the Container for Compliance

CULTURE is the environment in which decisions are made, especially when conditions change.

Culture answers:

- How we treat requirements?
- How we talk about accountability?
- What happens when something is unclear or off-track?

In a healthy Expanded Learning culture:

- Compliance is understood as protecting and advocating for students, staff and funding
- Clarity is seen as kindness
- Leaders create conditions for people to succeed within boundaries

Compliance is not “enforced.” It is supported and reflected in decision-making.

Consider how culture, coherence and calibration are reflected in the Non-Schools Days, including Summer, Intersession and/or Weekends:

Culture

- How we hold accountability, clarity and responsibility

Coherence

- How systems, messaging and experience align

Calibration

- How quality and expectations are shared consistently



Reflection Question: If a student were to describe your Summer program, would they describe their experience or your schedule?



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Student Experience Across the Year

A Student's experience may include:

- Instructional Day
- Expanded Learning during the school year (180 regular school-day program)
- Expanded Learning during the Non-School Days, including Summer, Intersession and/or Weekends

Reflection Question: How do we ensure continuity across programming and messaging throughout the year, while allowing difference in design and experience?

Continuity Includes	Difference Includes
Clear purpose and expectations	Broadening horizons and enrichment
Instructional alignment at a high level	Project-based learning, experiential learning, thematic enrichment
Consistent adult relationships	Community partnerships
Safe, inclusive environments	Youth voice and choice-centered



Coherence: A Systems-Based Approach

COHERENCE How systems, messaging and experience align

Planning and logistics are complex for the Non-School Days, including Summer, Intersession and/or Weekends.

PROGRAMMING considerations that warrant a systems-based approach:

- Visibility
- Coordination
- Collaborative Partnerships
- The Student Experience

This is inclusive of your systems approach for the whole year

FUNDING considerations that warrant a systems-based approach:

- Program calendaring
- Daily Hours of Operation
- Program Elements
- Snacks and Meals
- Transportation coordination
- Program Offer and Access



Non-Coherence: Program Patterns to Avoid

Non-School Days:

- Are treated as separate programs
- Are planned late or rushed to meet calendar deadlines
- Have messaging that feels jagged or unconnected

- Academic and Enrichment activities are a repeat of the school year activities
- Staffing models are stretched or improvised
- Program logistics/facilities are not thought out far enough in advance



“Never Have I Ever”: Summer Operations Edition

Friday, January 23, 2026

A Student’s experience may include:

- Instructional Day
- Expanded Learning during the school year (180 regular school-day program)
- Expanded Learning during the Non-School Days, including Summer, Intersession and/or Weekends

Reflection Question: In your role, how did you lead with intention, through these moments, across the year?



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A Leadership Lens for Non-School Days

(Including Summer, Intersession and/or Weekends)

“Never Have I Ever”: Expanded Learning Summer Operations Edition

This activity invites Expanded Learning leaders to reflect, connect and learn from one another by examining real-world scenarios through the lenses of culture, coherence and calibration. The goal is not to problem-solve in isolation, but to surface patterns, systems and leadership insights that strengthen Non-School Day, including Summer, Intersession and/or Weekend, programming.

- **Culture**
 - How we hold accountability, clarity and responsibility
- **Coherence**
 - How systems, messaging and experience align
- **Calibration**
 - How quality and expectations are shared consistently

How It Works:

1. Read each “Never Have I Ever” statement aloud with someone at your table.
2. If it *has* ever happened in your system, briefly share how you responded.
3. Discuss what the situation revealed about your systems.
4. Capture one insight your table wants to carry forward.

These scenarios are common. The value is not whether they happened, but in what we learned from them.

Never Have I Ever...	Has This Ever Happened To You?	If YES, how did you deal with it, what was the solution?	What did this reveal about your system?
Had staffing shortages on the first day of programming	<input type="checkbox"/> Never <input type="checkbox"/> Yes, once <input type="checkbox"/> Yes, more than once	How was the issue identified? Who stepped in? Was there a backup plan?	Culture: Were expectations clear and shared? Coherence: Did planning align with reality? Calibration: Were staffing expectations consistent across sites?

Calibration: Shared Understanding Without Uniformity

CALIBRATION How quality and expectations are shared consistently.

The Non-School Days, whether Summer, Intersession and/or Weekends represent a distinct leadership opportunity to elevate what matters most.

How does the Non-School Day Expanded Learning program experience feel different from the Expanded Learning regular school day program to students and why?

What message is being sent about learning through priorities, resource allocation and the student experiences you choose to champion during the Non-School Days?

Across a county or district, the Non-School Days including Summer, Intersession and/or Weekends look different:

- Community assets
- Different enrichment opportunities
- Considerations to meet student needs



Calibration: Shared Understanding Without Uniformity

CALIBRATION How quality and expectations are shared consistently.

Calibration ensures that despite differences:

- Quality is recognizable
- Expectations are consistent
- Flexibility is intentional, not accidental

When calibration is strong:

- Leaders and staff share language around quality and accountability
- Non-negotiables are clear
- Innovation naturally occurs

What shared understanding of "quality" guides the decisions made across your system for the Non-School Days, including Summer, Intersession and/or Weekends?



Calibration: Shared Understanding Without Uniformity

CALIBRATION How quality and expectations are shared consistently.

Calibration is how systems maintain quality while honoring local context.

The Expanded Learning program experience during the Non-School Days, including Summer, Intersession and/or Weekends should be **calibrated across** systems, staffing, program design and program activities.

REQUIREMENT	ELOP	ASES and/or 21 ST CCLC AFTERSCHOOL SUPPLEMENTAL
Minimum Number of Days	30	There is no minimum
Minimum Number of Hours Per Day	9	3 or 6 (6 hours with CDE approval)
Program Requirements to be met (e.g., Snack/Meal, Educational and Enrichment Elements, Physical Activity, etc.)	All	All



THE STUDENT EXPERIENCE

What aspects of the student experience during the Expanded Learning Non-School Days program, including Summer, Intersession and/or Weekends are unique and differ from what students experience during the regular school day program? (i.e., thematic enrichment opportunities, project-based learning, field-trips, outdoor education, etc.)

VISIBILITY

How is the year-round program being actively presenced and presented (communicated, positioned, made visible) to students and their families so that its purpose, value and opportunities are clearly understood?

How are you distinguishing and elevating the Expanded Learning Non-School Days program, compared to the 180 regular school-day program, in a way that is visible to site administrators and district leadership, so they understand its value and are equipped to champion it?

COORDINATION

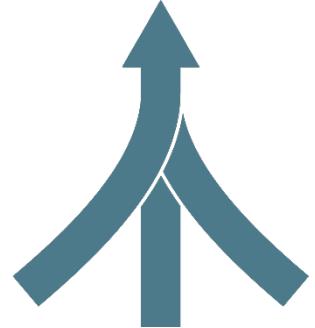
How are you calibrating the interconnected systems across the entire Expanded Learning program continuum (i.e., policies/practices, staffing/scheduling, internal/external communications, enrollment/registration, attendance tracking/reporting, facilities needs/use and program design) so that they function cohesively and reinforce each other rather than operating in silos?

COLLABORATIVE PARTNERSHIPS

How is the Expanded Learning program intentionally engaging key partners and stakeholders for the 30 Non-School Days, including Summer, Intersession and/or Weekends, such as families, school and LEA leadership, third-party organizations or vendors?



Increased Focus: Bringing the Lenses Together



Non-School Days, including Summer, Intersession and/or Weekends are moments of truth.

They reveal:

- The **strength** of our program **culture**
- The **coherence** of our program **systems**
- The **calibration** of our program **quality**

As Expanded Learning leaders, you don't just oversee Non-School Days, including Summer, Intersession and/or Weekends, you are setting the conditions for how they are experienced by students, staff and families.

What you champion, clarify and advocate will determine whether these days feel fragmented, or fully aligned with your Expanded Learning aspiration for a quality student experience.



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Translating Your Intention into Action

What you choose to champion during the Non-School Days, including Summer, Intersession and/or Weekends, does not only shape programming, it signals what matters, advocates for sustainability and defines the student experience.

This is not about doing more; it is about leading with intention. With this in mind, determine clearly:

What is your next action?



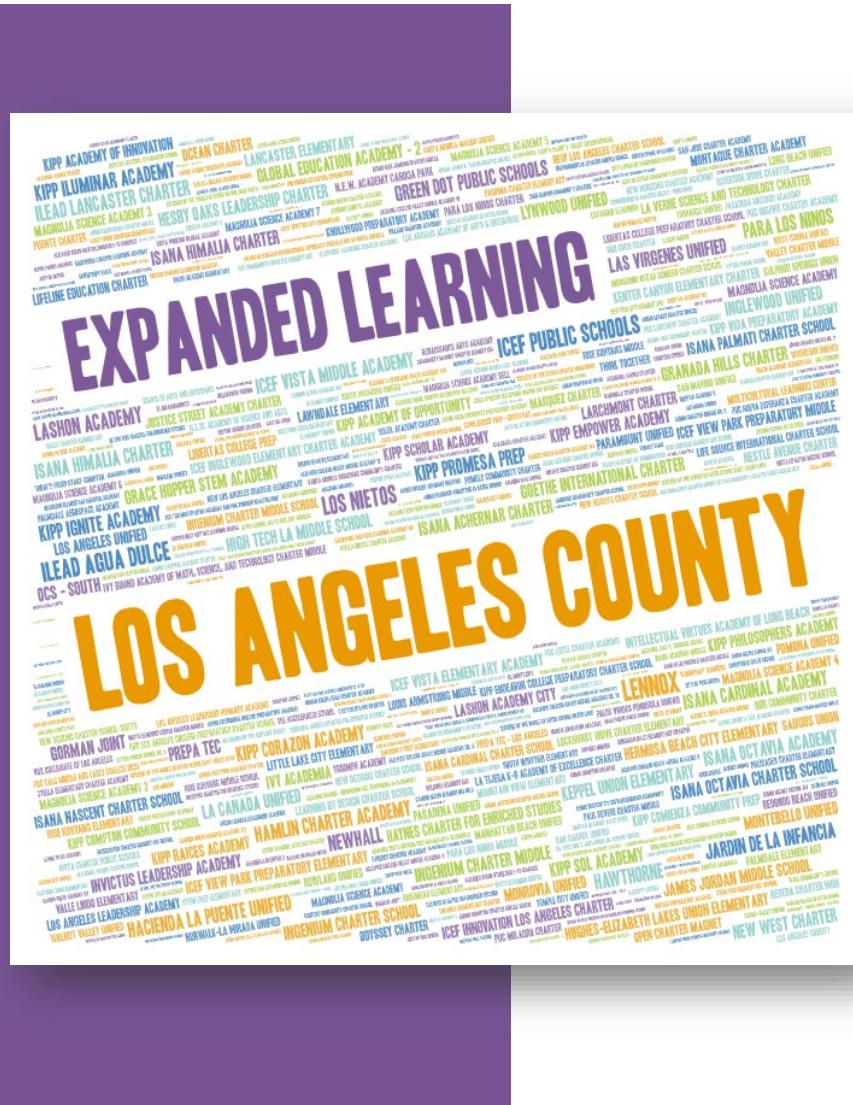
Break

Please return in 8 minutes



- Restrooms are located outside either of the side doors
- Grab a snack and chat with a colleague





LACOE- ELTAU

Region 11 - Expanded Learning

Technical Assistance Unit

- Current Realities
- BOOST Update and Student Artwork
- Region 11 Upcoming Events and Professional Development
- ELTAU Publications and New Asynchronous Learning Tool



Current Realities

- What Expanded Learning-wide systems, structures, policies or practices are **supporting** your program's success?
- What Expanded Learning-wide systems, structures, policies or practices are **getting in the way** of your program's success?
- From your perspective today, what **challenges** do you see ahead for the field of Expanded Learning?



Snapshot-in-Time and Meeting Feedback



2026 BOOST Conference

Palm Springs, CA
April 28-May 1, 2026

YOU BELONG HERE!

Connect with 3,500+ Global Educators

April 28-May 1, 2026, Palm Springs, CA

In addition to over 200 workshops, you will also have access to:

- BOOST Live Podcast Lounge
- BOOST Nation: Town Hall meetings
- Inspiration Station Workshops
- Camp Inspire Workshops
- Panel Sessions
- Master Classes
- Meet the Authors Book Events
- BOOST Film Festival
- Networking Events & Off-Site Field Trips
- Exhibit Hall (largest in the industry!)
- Healthy Meals & Plenty of Sunshine

www.boostconference.org



Keynote Speaker: Baratunde Thurston

Student Artwork

THANK YOU TO LACOE &
STAR Education for your leadership!

Highlight your program at BOOST!

Digital artwork

Physical artwork

www.boostconference.org/student-artwork



www.boostconference.org



ELTAU Events and Professional Development



JANUARY

LACOE Expanded Learning Advisory Meeting

STEAM Learning Series

Summer Fun! - Disguised Learning

January 23 (A) (PD)
January 27 (PD) (SC) (FS)
January 29 (PD) (SC) (FS)

FEBRUARY

SC Series: Student Engagement- Podcasting for Students

Social Emotional Learning Series: Student Wellness

Foundations for Positive Relationships and Emotional Growth Series

TK/K Exploration Session #2 - Learning Through Play in TK/K

STEAM Learning Series

SC Series: Student Engagement - Career Exploration for Youth

Social Emotional Learning Series: Staff Wellness

February 4 (PD) (SC) (FS)
February 10 (PD) (SC) (FS)
February 12 (PD) (SC) (FS)
February 13 (PD) (SC) (FS)
February 24 (PD) (SC) (FS)
February 25 (PD) (SC) (FS)
February 27 (PD) (SC) (FS)



ELTAU Events and Professional Development



MARCH

TK/K Exploration Session #3 - Intentional Program Design	March 4	(PD)	(SC)	(FS)
LACOE Expanded Learning Advisory Meeting	March 13	(A)	(PD)	
TK/K Learning Series #4 - Trauma-Informed Practices for TK/K	March 18		(PD)	(SC)
Deeper Dive - Attendance Reporting: ASES, 21 ST CCLC, ELO-P	March 19	(A)	(PD)	(SC)

APRIL

STEAM Learning Series	April 14	(PD)	(SC)	(FS)
TK/K Learning Series #5 - Supporting School Readiness	April 15	(PD)	(SC)	(FS)
TK/K Exploration Session #4 - Designing Resilient Spaces	April 17	(PD)	(SC)	(FS)

