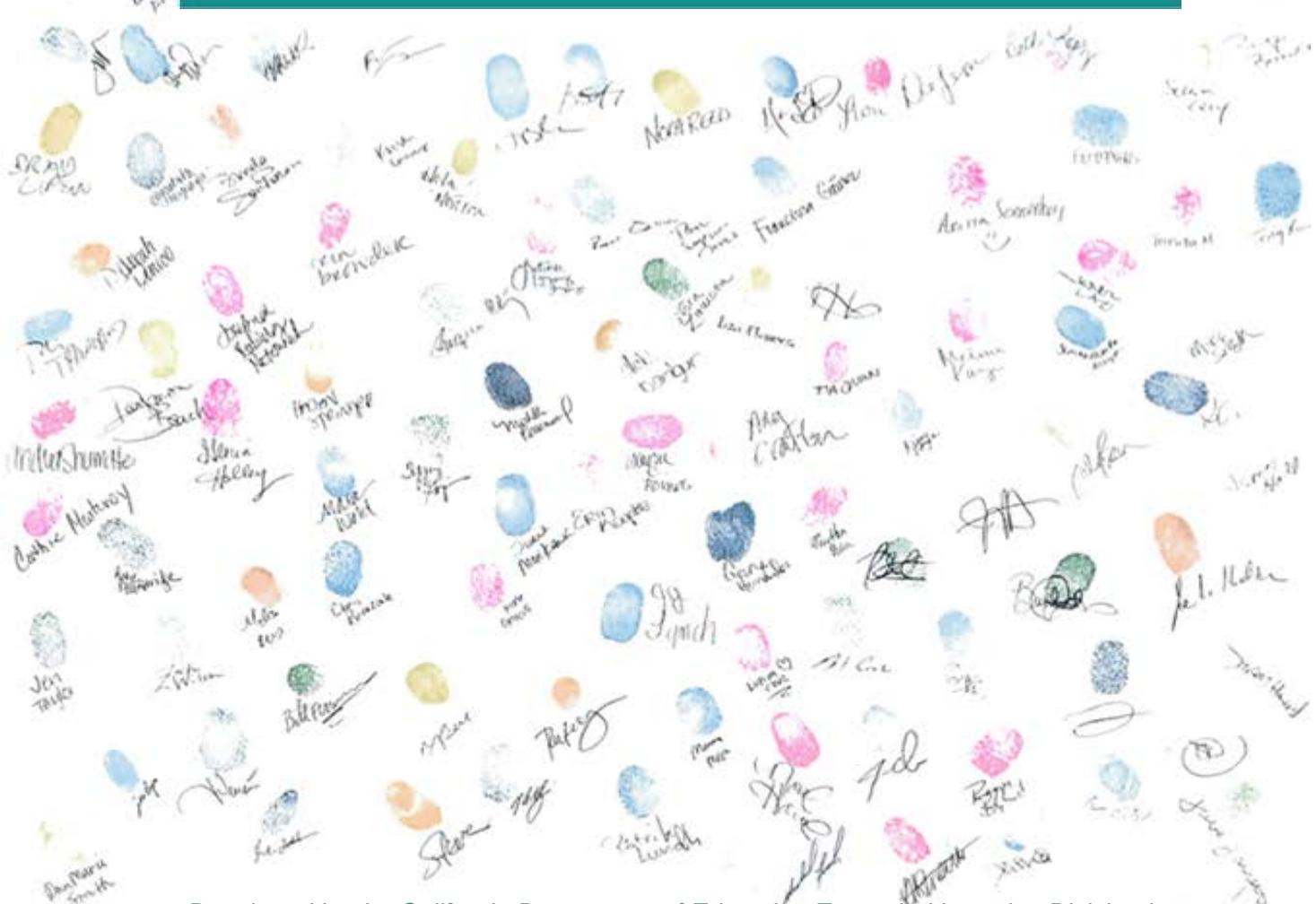# A VISION FOR EXPANDED LEARNING IN CALIFORNIA
Strategic Plan 2.0

2019–2023

Developed by the California Department of Education Expanded Learning Division in collaboration with K–12 educators, program practitioners, and support providers.

November 2018

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On the Cover: *The cover of this strategic plan includes the fingerprints and signatures of many of the participants as a symbol of their impact in creating this document.*

Acknowledgments

This document represents the culmination of the time, dedication, hard work, and resources of many individuals and organizations. The Expanded Learning Division (EXLD) of the California Department of Education (CDE) would like to acknowledge their contributions and express our deepest gratitude to all those involved in the process.

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Letter from the Director

To the California Expanded Learning Community,

I am pleased and proud to present *A Vision for Expanded Learning in California, Strategic Plan 2.0, 2019–2023* developed in collaboration between the Expanded Learning Division and the Expanded Learning field. I believe the vision laid out in this document will serve as a strong roadmap to continue to guide the work of both the Expanded Learning Division and our colleagues throughout the state. In the coming years more and more of our students will enjoy and benefit from participating in high-quality Expanded Learning programs.

This document is the culmination of a truly innovative and collaborative planning process between Expanded Learning Division staff and a highly diverse group of field representatives. I extend my gratitude to all the participants! Your commitment to this process and to the young people of California is essential and it is my hope that as you look through the document you see the impact of your contributions. Equally important to the document, another key result of this process, is our continued building of the relationship between CDE and the field. These collaborative relationships will strengthen the work and benefit all levels of the Expanded Learning system.

I am excited for what the future holds and I look forward to collaborating with all of you as we continue to work towards our vision for California's Expanded Learning Programs. We will only succeed in meeting this vision with your help and support.

Sincerely,

Michael Funk
Director, Expanded Learning Division
California Department of Education

Introduction and Background

With the implementation of Proposition 49 in 2007, California became the largest provider of Expanded Learning[1] programs in the country. Currently the state manages $739 million in funding including a state investment of $600 million—which is larger than all other states in the country combined—plus more than $139 million[2] in federal funding. Targeting schools with high percentages of students eligible for free and reduced price meals, this funding supports programming in 4,500 school sites, serving over 800,000 K–12 students per year, in under-resourced communities across the state.[3]

A vast body of research documents the contribution of Expanded Learning programs to a variety of positive student outcomes, including academic achievement, school day attendance, engagement in learning, and social emotional skills. A national study from the University of Illinois and Loyola University published this finding:

> "A meta-analysis of after-school programs that seek to enhance the personal and social skills of children and adolescents indicated that, compared to controls, participants demonstrated significant increases in their self-perceptions and bonding to school, positive social behaviors, school grades and levels of academic achievement, and significant reductions in problem behaviors."[4]

Similarly, a study from the University of California Los Angeles, found that:

> "... consistent participation in afterschool programs led to greater gains in math achievement and academic achievement, as well as improved behaviors and school day attendance. The higher the levels of participation in afterschool among low-income students, the smaller the gap in math achievement between them and their high-income peers."[5]

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[1] Expanded Learning refers to before and after school, summer, and intersession learning experiences that develop the academic, social, emotional, and physical needs and interests of students. Expanded Learning opportunities should be hands-on, engaging, student-centered, results-driven, involve community partners, and complement learning activities in the regular school day/year.

[2] Based on Fiscal Year 2018–2019 allocation.

[3] Hay, J, State of the State of Expanded Learning in California 2017–18, CAN, p. 3.

[4] Durlak, J.A., Weissberg, R., Pachan S., A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents, Society for Community Research and Action, 2010, p. 1.

[5] Evaluations Backgrounder: A Summary of Formal Evaluations of Afterschool programs' Impact on Academics, Behavior, Safety and Family Life, Afterschool Alliance, 2015, p. 16.

Studies based in California reinforce these national findings:

- After school program sites in the Oakland USD increased their school day attendance by 33,343 days and earned the district close to $1 million in additional revenue in 2011.[6]

- In the San Diego USD, the number of high school after school program participants reclassified as Fluent English Proficient was 9.9 percent higher than non-participants.[7]

- Eighty two percent of participants in the Children's Defense Fund Freedom Schools summer program in Sacramento experienced no summer reading loss.[8]

- Participants in LAUSD's Beyond the Bell program had a mean California Standards Test English Language Arts (ELA) score 6 points higher than non-participants and the mean CST math score was three points higher. Seventy nine percent of Beyond the Bell students passed the California High School Exit Exam in ELA compared to 73 percent of their non-participating peers, and 81 percent of participants passed the math CAHSEE compared to 73 percent of students not in the program.[9]

With their focus on schools with high Free or Reduced Price Meals rates, Expanded Learning programs are key players in bridging the opportunity and achievement gaps. Their impacts—around student achievement, student and family engagement, culture and climate, and state standards implementation—are fully aligned with the priorities of California's Local Control Funding Formula (LCFF), making Expanded Learning programs a valuable partner for districts wanting to meet their Local Control Accountability Plan (LCAP) goals, and improve their School Dashboard scores, particularly for priority student subgroups like socio-economically disadvantaged, homeless, and foster youth, English language learners and racial/ethnic groups.

Since 2007, the CDE has built an effective infrastructure to support its Expanded Learning grantees and has established a strong culture of collaboration between CDE and the Expanded Learning field. The infrastructure includes designated leads in 16 COEs who work in teams with staff from CDE's EXLD, and in collaboration with EXLD-funded non-profit

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[6] Public Profit. (2011). Oakland Out-of-School Time Program Evaluation Executive Summary.

[7] Price, S., Escalera, J., ERC. San Diego Unified IMIN After School Program Report Card for 2015–2016 (December 2016) Received April 2017 www.ercdata.com

[8] 1 Summer Matters. Summer Program Helps Narrow the Gap for Sacramento Kids. Retrieved April 2018 from http://www.summermatters.net/summer-program-helps-narrow-gap-sacramento-kids

[9] Evaluations Backgrounder, p. 5.

intermediaries, to provide coordinated and consistent support in all parts of the state. (This collaborative structure is known as the System of Support for Expanded Learning [SSEL] and is frequently referenced in this plan.) Grantees are guided by a clearly defined set of Quality Standards for Expanded Learning and supported in their use of a continuous quality improvement (CQI) process. The system is led by EXLD Director, Michael Funk, an accomplished Expanded Learning practitioner with long-term leadership experience.

California's exemplary system has gained national recognition. In 2015, the Afterschool Alliance named California number one in the country for after school programs. Within the state, the architects of California's emerging System of Support for the school day have looked to the EXLD for best practices and expertise in implementing statewide CQI. The strength of the Expanded Learning system in California is based on intentional and collaborative strategic planning.

Strategic Plan 1.0

The first strategic planning process, or Strategic Plan 1.0 (SP1.0), was launched in early 2012 with a Discovery Phase consisting of research and field engagement that rapidly gathered core information about the current Expanded Learning landscape in California. The EXLD then formed a 16-member Design Team to analyze this data and recommend the Division's vision, purpose, core values, strategic initiatives, and goals. The results of the Design Team's work are reflected in the team's final product, the Statement of Strategic Direction (SSD). Please see the final product of the SSD at [https://www.caexpandedlearning.com/uploads/2/7/3/3/27335217/asd_statement_of_strategic _direction_-_updated_-_april_2013.pdf](https://www.caexpandedlearning.com/uploads/2/7/3/3/27335217/asd_statement_of_strategic_direction_-_updated_-_april_2013.pdf) (787KB). Using the SSD as a foundation, the EXLD then formed an 80-member Strategic Implementation Team (SIT) to engage in detailed planning work. The SIT was subdivided into four smaller Initiative Teams, each primarily focused on planning for one of the initiatives identified by the SSD. Over the course of a year and 12 in person meetings, each Initiative Team crafted objectives, activities, and indicators of success.

Their work—both the high-level strategic road map they charted, as well as the specific implementation pathways they developed—is summarized in: A Vision for Expanded Learning in California, Strategic Plan: 2014–2016, released in January 2014. A Vision for Expanded Learning in California, Strategic Plan: 2014–2016 is located at [https://www.caexpandedlearning.com/uploads/2/7/3/3/27335217/a_vision_for_expanded_lear ning_in_california_-_strategic_plan_-_2014-2016.pdf](https://www.caexpandedlearning.com/uploads/2/7/3/3/27335217/a_vision_for_expanded_learning_in_california_-_strategic_plan_-_2014-2016.pdf) (685KB). This guiding document launched a series of work groups charged with developing concrete action steps to address specific objectives in the strategic plan. Work groups included, for example, the Quality Standards Work Group to develop the Quality Standards for Expanded Learning and the

Defining Equity Work Group to make recommendations to address equity in funding allocation. In keeping with the collaborative spirit of the planning process, the work groups included a mix of EXLD staff and field stakeholders. Results from the work groups are summarized below. Some of the work defined by the strategic plan was largely internal, designed to improve collaboration and communication within the EXLD and across the SSEL.

At the end of 2017, the EXLD conducted a thorough review of SP1.0 and implementation efforts to date, identifying work completed, in progress, or not yet addressed and opportunities to apply a CQI lens to some of the work that has already been completed.

An aggressive work plan for 2018 was developed to address outstanding work. In addition, recognizing that much of the work set out in the original strategic plan had already been completed or is nearing completion, the EXLD launched a new strategic planning process with field stakeholders, culminating in the release of the Strategic Plan 2.0 (SP2.0). This plan builds upon the last four years of work and sets the direction for the next five.

Celebrating Successes

Many goals and objectives in SP1.0 have been completed. Below is a high level recap of some of the major successes of each of the four initiative areas. Some recommendations of the work groups that have not yet been implemented are included in SP2.0.

System of Support

Purpose: *Provide a comprehensive and coordinated system of support and accountability to maintain and improve program quality while encouraging creativity and innovation in the field.*
Successes:
- The *Quality Standards Work Group* developed the 12 California Quality Standards for Expanded Learning that were adopted by CDE and are the foundation for technical assistance (TA) and funding decisions to EXLD grantees.

- Senate Bill (SB) 1221 was signed into law in 2014 requiring all EXLD grantees to engage in an annual data-driven program *CQI* process based on the Quality Standards.

- *Reorganization of the SSEL* involved redefining the division of work within the EXLD and creating more closely aligned teams across the County Office leads and EXLD staff. These shifts improved workflow and collaboration within the EXLD and across the SSEL.

- Work with the *Center for Systems Awareness*[10]*/Peter Senge* further strengthened relationships and work culture across the SSEL. This work is on-going with the goal of building the capacity of the state-wide SSEL to provide high quality TA to EXLD grantees.

- The *Summer Learning Implementation Committee* made recommendations for improved support for summer learning through the SSEL. The committee identified four priorities—including policy/communications, guidelines, toolkits, and system supports—and is currently in the process of compiling final tools, resources, and recommendations.

- The *System of Support Quality Design Team* made recommendations to enhance the baseline skills, mindsets, and tool kits of expanded learning site coordinators. The committee identified three main areas of focus: deeper identification of needs and supports for Site Coordinators and other Expanded Learning staff, development of promising practices, tools, and models, and strategic delivery and tracking of TA provided by the SSEL.

Policy and Grant Administration

Purpose: *Develop and maintain clearly defined guidelines, program requirements, and processes supporting efficient program administration.*
Successes:
- The passage of SB 1221 prioritized year-round learning in allocations of federal 21st Century Community Learning Center (CCLC) grants, thus increasing *summer learning* opportunities across the state. The law also changed accountability requirements and established a requirement for the EXLD to submit a *biennial report* to the legislature.

- The California State Budget for Fiscal Year 2017–18, included an additional $50 million in ongoing funding for the After School Education and Safety (ASES) program. This *increased ASES funding* from $550 million to $600 million annually.

- The *Defining Equity Committee* was formed in November 2014 and their recommendations were released in November 2015. Since that time many of the recommendations were adopted (adding Federal Program Monitoring and Audit Findings to Good Standing Indicators, funding by Geographic Distribution, adjusting priority points) and included in SB 2615 which passed in 2016. The EXLD is currently evaluating implementation of any outstanding recommendations.

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[10] Formerly known as the Society for Organizational Learning (SoL). More information is located at https://www.systemsawareness.org/.

- The *Policy Committee* began meeting in September 2014 and was established as a permanent structure within EXLD to support an ongoing collaborative process. The Policy Committee regularly reviews and revises policy information via Frequently Asked Questions, Policy Guidance, and E-Blasts all housed on the CDE website.

Communications and Information Systems

Purpose: *Communicate with the field in a clear, timely, and transparent manner.*
Successes:

- *Collaborative Planning Processes* including the development and implementation of the SP1.0 directly played a role in increasing communication between the EXLD and the field and provided numerous opportunities for the field to provide feedback to the EXLD.

- *Social Media* accounts and the California Expanded Learning web site, located at www.caexpandedlearning, were created and are utilized to increase communication pathways between the EXLD and the field.

- Recently the *Communications Squad,* an internal EXLD staff team, has developed a communication plan and monthly newsletters to better communicate with the field in a clear and timely manner.

- Several staff are currently engaged in redesigning the *EXLD webpages* on the CDE website to ensure content is up to date and organized in a more accessible layout.

- A newly formed *Communications Strategy Work Group* will expand beyond EXLD communications to focus on developing communication systems within the entire Expanded Learning field within California. The work group will establish a more comprehensive and coordinated system of communications that will result in responsive and relevant communication strategies ultimately resulting in better supports for developing and maintaining high quality programs.

Expanded Learning/K–12 Integration

Purpose: *Champion Expanded Learning as a vital and integral part of the education system.*
Successes:

- The EXLD has supported the *promotion of Expanded Learning in California* through documentation and sharing of the benefits of Expanded Learning in various formats including the Quality Standard videos and through social media. The EXLD engages in K–12 conferences, COE meetings, and collaborative work groups covering topics such as Whole Child education, School Climate, LCFF, and summer learning.

- *CDE Support of Expanded Learning* has been fostered through increased partnerships between the EXLD and other Divisions and EXLD participation in CDE-wide Action Teams. To date this has provided the best opportunity to develop support for Expanded Learning among other CDE staff.

- The *Expanding Student Success* campaign helped develop outreach resources to champion Expanded Learning as a vital and integral part of the education system with K–12 educational partners.

- The *Social Emotional Learning (SEL) Planning Team* developed recommendations for embedding SEL into the Expanded Learning system in order to help programs translate their youth development practices to SEL and better communicate and coordinate with school day strategies. A key recommendation is to explicitly highlight SEL practices in the Quality Standards for Expanded Learning, which in turn impact continuous improvement and funding requirements for EXLD grantees.

Key Definitions

- The **System of Support for Expanded Learning (SSEL)** is the regional and statewide structure designed to build the capacity of Expanded Learning programs to meet all grant requirements defined in California statute and to promote high quality programs and services. The SSEL consists of EXLD staff, designated county leads/staff and contracted Technical Assistance (TA) providers.

- **Technical Assistance (TA)** is defined as ongoing, needs driven support services to create effective and quality Expanded Learning programs. TA includes coaching, training, resource brokering, mentoring, consultation, and facilitation.

Making It Happen—Strategic Plan 2.0

The EXLD SP2.0 process again brought together Expanded Learning practitioners, K–12 education representatives, TA providers, intermediary and nonprofit organizations, and EXLD staff to craft a plan that is both rooted in field experience and knowledge and vetted by the EXLD for feasibility and alignment with state-level priorities. This process was broken down into several different phases as outlined below.

Initial Feedback & Development

Given the success and momentum of SP1.0, the EXLD decided to stay the course with the existing EXLD Vision and to update the four Strategic Initiative areas to reflect the current context. The EXLD utilized three different feedback opportunities to inform the evolution of the initiative areas including the Annual EXLD Town Hall at the BOOST Conference in May 2018, a SSEL meeting in June 2018, and a Field Survey open from July to September 2018. Within these opportunities we shared updates on the status of SP1.0, and gathered stakeholders' visions and priorities for the Expanded Learning field moving forward. This feedback informed modifications to the original initiative areas, including expanding or collapsing certain areas of focus, and explicitly adding workforce development as a new initiative.

Strategic Plan 2.0 Convening

Building on the process and relationships from the development and implementation of SP1.0, the EXLD pulled stakeholders from across the field together to celebrate the success of SP1.0 and develop goals and objectives for SP2.0. The meeting included 120 highly dedicated Expanded Learning practitioners, advocates, TA providers, researchers, and funders, all of whom had been involved in the development of SP1.0 or the implementation teams that moved the objectives to action. As celebration and to lay the foundation for the strategic planning, participants reflected on the progress in the field over the previous four years through video, a group-generated timeline, and discussion. Building on this reflection, participants divided into four self-selected Initiative areas for intensive and fast-paced drafting of goals and objectives. Each of the four Initiative planning groups was co-facilitated by an EXLD staff member and a field leader. This collaborative approach ensured equal voice and shared ownership of the resulting plan. The convening resulted in strong draft goals and objectives generated by, and representative of, the strong partnership, commitment, and expertise of the Expanded Learning field.

Expanded Learning Division Review

On receiving the draft recommendations from the four initiative planning groups from the SP2.0 convening, the EXLD initiated an internal review process to consolidate, refine, and finalize the goals and objectives. As changes were made, the co-facilitators were asked to review and provide input to the edited drafts. This process ensured that this resulting final plan reflects the conversations and intentions of participants in the SP2.0 convening, if not the exact words. The EXLD leadership was committed to honoring the work of the SP2.0

convening members while balancing the plan's contents with available resources, existing priorities, and feasibility.

Next Steps

This strategic plan will guide the work of the EXLD and its partners over the next five years. Starting in January, 2019, EXLD staff will translate the goals and objectives into annual action plans to be implemented side-by-side with its statewide partners and grantees. The EXLD will begin to develop measures and tools to gauge progress towards SP2.0 goals and objectives. This data will inform the EXLD's continuous improvement process as it learns from its previous work, and plans ahead annually. As a result of this intentional process, California's young people will experience Expanded Learning programs that support their academic, social, and emotional progress and prepare them to reach their full potential in college, career, and life.

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.

Strategic Initiative 1: Quality Programs

Purpose:

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

Goals:

Goal 1.1: Develop strategies to promote equity throughout the Expanded Learning system to ensure that every student thrives in high-quality Expanded Learning programs.

Goal 1.2: Strengthen social and emotional supports within Expanded Learning programs in order to foster whole child development.

Goal 1.3: Support the System of Support for Expanded Learning in continuously improving Technical Assistance for grantees.

Goal 1.4: Expand and strengthen grantee engagement in the Continuous Quality Improvement process and use the Quality Standards to increase quality youth development opportunities.

Strategic Initiative 2: Policy and Grants Administration

Purpose:

Create or change policy guidelines, program requirements, and system elements to increase program sustainability and quality.

Goals:

Goal 2.1: Monitor grant funds to ensure appropriate funding levels in response to changes in local conditions.

Goal 2.2: Promote diverse funding streams to build program sustainability.

Goal 2.3: Develop and maintain clear, relevant policies that support quality programs.

Goal 2.4: Use quantitative and qualitative data to showcase the impact of Expanded Learning programs and strengthen political will to maintain and improve programs.

Strategic Initiative 3: Collaborative Partnerships

Purpose:

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

Goals:

Goal 3.1: Establish Expanded Learning, in partnership with the school day, as an integral component of the college and career education continuum.

Goal 3.2: Support and promote the role of Expanded Learning as critical partners in family engagement.

Goal 3.3: Guide districts and community organizations towards more sustainable and authentic partnerships.

Goal 3.4: Improve communication systems to ensure a well-informed field and increase awareness and engagement.

Strategic Initiative 4: Workforce

Purpose:

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

Goals:

Goal 4.1: Incentivize and attract a diverse Expanded Learning workforce through a flexible and accessible college-credit system.

Goal 4.2: Strengthen career pathways and professional development for Expanded Learning workforce.

Goal 4.3: Build the capacity of Site Coordinators through professional development and peer support.

Goal 4.4: Develop a data collection system that informs initial and ongoing work related to workforce development.

Strategic Plan 2.0—Detailed Plan

Strategic Initiative 1: Quality Programs

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

Initiative Context:
Over the past five years, CDE and the field have worked together to make significant improvements in the tools and structures to support program quality, including the development and adoption of California Quality Standards for Expanded Learning programs, a legislated requirement for grantees to engage in CQI processes, improved collaborative structures and strategies in the SSEL, and implementation of TA regionally and statewide targeted to quality improvement. The goals and objectives below build on past progress, including where noted, continued implementation of recommendations from past Implementation Teams.

Goal 1.1: Develop strategies to promote equity throughout the Expanded Learning system to ensure that every student thrives in high-quality Expanded Learning programs.

This goal makes explicit the Expanded Learning field's understanding of, and commitment to, equity, and supports programs in improving supports and opportunities for all participants.

Objective 1.1a: Define equity in Expanded Learning and develop common language for use by stakeholders.

Objective 1.1b: Engage the Expanded Learning field and its partners in understanding and using a shared definition and language for equity.

Objective 1.1c: Review and revise the vision, Expanded Learning Quality Standards, and other guiding documents to ensure equity definition and language are explicit and consistent.

Objective 1.1d: Support grantees in implementing the CQI process with an equity lens, resulting in authentic, intentional strategies to improve programming for all participants.

Goal 1.2: Strengthen social and emotional supports within Expanded Learning programs in order to foster whole child development.

This goal supports the Expanded Learning field in making intentional connections between youth development practice, the Quality Standards, and social emotional learning (SEL)[11], and in improving SEL practices that address multiple dimensions of participants' learning and growth.

Note: Objectives 1.2b and 1.2c are adapted from 2018 SEL Planning Team Recommendations. Please see the Recommendations at https://www.caexpandedlearning.com/uploads/2/7/3/3/27335217/exld-sel_planning_team_recommendations.pdf (540KB).

Objective 1.2a: Provide training for Expanded Learning staff and TA providers on the use of the revised Quality Self-Assessment Tool (QSAT)[12] that includes self-assessment of social and emotional practices.

Objective 1.2b: Strengthen the SSEL capacity and requirement to support social emotional learning among grantees.

Objective 1.2c: Support statewide and regional intermediaries to increase the scope and quality of statewide TA around SEL in Expanded Learning.

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[11] The EXLD has not adopted a definition of SEL, but rather holds a common understanding of SEL as described by Center for Academic and Social Emotional Learning (CASEL). CASEL's web page is located at https://casel.org/. *SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.*

[12] The second version of the California Afterschool Program QSAT, released in 2009, was conceived to be used as a tool to Expanded Learning programs to self-assess their program and plans for program improvement. You can find information about the QSAT on the CAN web page at http://www.afterschoolnetwork.org/sites/main/files/file-attachments/qsatool_0.pdf (1.09MB). The CAN is currently in the process of revising the tool to create a QSAT 2.0 that will be more inclusive to the work that is currently happening in the field. The QSAT is specifically referenced in this objective because it is the only tool aligned with the California Quality Standards for Expanded Learning. EXLD grantees are not required to use the QSAT.

Goal 1.3: Support the System of Support for Expanded Learning in continuously improving Technical Assistance for grantees.

This goal builds on the past four years intentional work to improve the operation of, and services provided by, the SSEL, including a focus on EXLD grantees with the greatest need for support and a continuation of the organizational effectiveness work sparked by the Center for Systems Awareness/Peter Senge.

Note: Objective 1.3a is adopted from Quality Design Team Recommendations. Please see the Recommendations at https://www.cde.ca.gov/ls/ba/cp/documents/qdtreport.docx (89.9KB).

Objective 1.3a: Support the SSEL in developing and implementing a data-driven TA plan that prioritizes critical TA to grantees/sites needing extra support to meet attendance targets and improve program quality.

Objective 1.3b: Continue to strengthen the CQI of the SSEL through an ongoing community of practice.

Goal 1.4: Expand and strengthen grantee engagement in the Continuous Quality Improvement process and use the Quality Standards to increase quality youth development opportunities.

This goal deepens the quality improvement work started under SP1.0 by putting in place sustainable strategies to increase field information and training on the Quality Standards and CQI. It also improves information and data sharing about grantees' improvement plans.

Objective 1.4a: Define innovative modalities that are effective for training Expanded Learning staff, possibly including online training platform, about the Quality Standards and CQI process.

Objective 1.4b: Create and disseminate onboarding toolkit for new Expanded Learning staff that includes the Quality Standards and CQI process.

Objective 1.4c: Develop and disseminate ongoing multi-tiered training modules about the Quality Standards and CQI process.

Objective 1.4d: Explore strategies to incentivize grantees to attend Quality Standards and CQI training.

Objective 1.4e: Integrate the Program Plan and the Quality Improvement plan into one document.

Objective 1.4f: Improve the collection of CQI Data in the Annual Outcome Based Data Reporting process to be more specific and reliable, and allow for constructive feedback between the SSEL and grantees.

Strategic Initiative 2: Policy and Grants Administration

Initiative Purpose:
Create or change policy guidelines, program requirements, and system elements to increase program sustainability and quality.

Initiative Context:
In SP1.0, changes in EXLD guidelines and *Education Code* gave the field greater clarity and support about expectations, requirements, and opportunities. This initiative continues that work by addressing unintended or inequitable funding levels, supporting ASES and 21st CCLC grantees in accessing diverse funding sources, and sharing outcome data to promote the value of Expanded Learning programs.

Goal 2.1: Monitor grant funds to ensure appropriate funding levels in response to changes in local conditions.

This goal addresses the reality that communities, districts, and programs change over time, and that the EXLD's funding strategies need to adapt to these changes so that ASES and 21st CCLC grants are effectively allocated to reach the students most in need of support.

> *Objective 2.1a:* Research emerging funding concerns such as unspent grant funds, persistent grant reductions, and grant amounts beyond the maximum funding allowed in *Education Code*.
>
> *Objective 2.1b*: Develop solutions, with field input, to identified concerns around appropriate funding levels.
>
> *Objective 2.1c*: As needed, implement solutions through SSEL TA, EXLD guidance, and/or changes in *Education Code*.

Goal 2.2: Promote diverse funding streams to build program sustainability.

This goal addresses the budget challenges that EXLD grantees are facing based on the reality that expenses have increased significantly since 2007 with only a minor increase in ASES funding levels. This goal gathers and shares information about successful revenue generating strategies, and calls for increases in state and federal funding levels.

> *Objective 2.2a:* Identify statewide promising practices and create grantee guidance materials that describe a variety of sustainability strategies.
>
> *Objective 2.2b:* Share information about sustainability strategies through communications channels and TA systems.
>
> *Objective 2.2c*: Increase ASES/21st CCLC daily rates aligned with minimum wage movement and clarify how additional funds may be utilized.

Goal 2.3: Develop and maintain clear, relevant policies that support quality programs.

This goal improves information flow to the field about EXLD policies to ensure that people implementing programs for the first time understand expectations and requirements. It also calls for improved communication to the field about EXLD decisions and actions in response to workgroup/implementation team recommendations.

Objective 2.3a: Provide clear, consistent guidance about requirements and program quality to on-board new grantees and existing grantees with new sites.

Objective 2.3b: Create a feedback loop from the EXLD to the field about next steps for workgroup/implementation team recommendations, including explanations for adaptation or rejection of recommendations.

Goal 2.4: Use quantitative and qualitative data to showcase the impact of Expanded Learning programs and strengthen political will to maintain and improve programs.

This goal calls for better data collection and sharing in order to showcase the value and contribution of Expanded Learning programs and to inform future planning processes.

Objective 2.4a: Reconvene Research and Evaluation Strategy Committee to develop data collection plan, including measurement of progress toward SP2.0 objectives and participant impact through existing student-level data in California Longitudinal Pupil Achievement Data System (CALPADS)[13].

Objective 2.4b: Make Expanded Learning data accessible to the public for multiple uses.

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[13] CALPADS is a CDE longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. You can find information about CALPADS on the CDE web page at https://www.cde.ca.gov/ds/sp/cl/.

Strategic Initiative 3: Collaborative Partnerships

Initiative Purpose:
Promote collaborative partnerships to support the development and sustainability of programs as an integral part of the education system.

Initiative Context:
In SP1.0, the EXLD and its partners within the K–12 and Expanded Learning systems worked together to build statewide awareness about the value of Expanded Learning programs (via the Expanding Student Success campaign and other efforts), and to strengthen local partnerships between Expanded Learning providers and school districts. The work included improving communication with existing and potential partners. This initiative expands on SP1.0 strategies by broadening and deepening the set of stakeholders and partnerships involved, and updating communications efforts to match the current context.

Goal 3.1: Establish Expanded Learning, in partnership with the school day, as an integral component of the college and career education continuum.

This goal addresses the need for improved collaboration between Expanded Learning programs, colleges/universities and the business/industry sector in order to support young people in finding the path to college and/or careers.

Objective 3.1a: Identify and showcase examples and best practices in TK–16 partnerships, including, for example, pathways, internships, and work-study partnerships.

Objective 3.1b: Identify and showcase successful business/industry engagement with Expanded Learning programs.

Goal 3.2: Support and promote the role of Expanded Learning as critical partners in family engagement.

This goal highlights the role that Expanded Learning programs can and do play in building relationships with parents and engaging them authentically as partners in their children's development and education. Leveraged appropriately, these partnerships could be a valuable resource for schools and districts seeking to gather parent input and engage them in decision-making.

Objective 3.2a: Document and share strategies that Expanded Learning programs implement to partner authentically with families.

Objective 3.2b: Highlight the role that Expanded Learning programs could play in supporting districts' community input process for LCAPs.

Objective 3.2c: Partner with family engagement advocates[14] and California System of Support TA providers to share these strategies.

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[14] For example: California Parent Teachers Association, Families In Schools, COEs, California Collaborative for Educational Excellence

Goal 3.3: Guide districts and community organizations towards more sustainable and authentic partnerships.

Most EXLD funded programs are delivered through partnerships between school districts and community-based youth service organizations. This goal supports the development of strong partnerships by sharing best practices and tools, and encouraging partners to showcase their role in supporting district goals and priorities.

Objective 3.3a: Review and compile existing guides and toolkits for district/community partnerships, and adapt as needed for the California context.

Objective 3.3b: Identify and implement strategies to incentivize community partnerships.

Objective 3.3c: Document and promote the role that Expanded Learning partners play in advancing district LCAP goals around student engagement, student achievement, and school climate and culture.

Objective 3.3d: Leverage existing communication platforms for sharing best practices and examples of community partnerships.

Goal 3.4: Improve communication systems to ensure a well-informed field and increase awareness and engagement.

Given the breadth of the Expanded Learning field, communication from the EXLD to all its grantees, their partners and other stakeholders has been an on-going challenge. This goal proposes a comprehensive assessment of the current system, and a plan for future improvement.

Objective 3.4a: Evaluate communication systems, and refine them to be more effective.

Objective 3.4b: Establish a dedicated communication team to support internal and external communication systems within the Expanded Learning ecosystem.

Objective 3.4c: Develop a communication strategy plan to include information sharing across all platforms in a timely, consistent manner.

Objective 3.4d: Disseminate best practices, case studies, and resources through the EXLD, and make them available to all stakeholders at least quarterly.

Strategic Initiative 4: Workforce

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

Initiative Context: The Expanded Learning workforce includes a diverse group of college students, paraprofessionals, and other community members who have varying levels of experience and natural affinity for working with youth. With low wages and part-time hours, Expanded Learning programs struggle to find and keep qualified staff. At the same time, staff who do stay in Expanded Learning are often highly creative and engaging, and through their Expanded Learning work, gain valuable experience as teachers and youth developers. This initiative—which was not part of SP1.0—seeks to leverage opportunities with and for the Expanded Learning workforce. On one hand, it identifies innovative incentives and strategies to recruit, retain and promote qualified staff. On the other hand, it seeks to build career pathways for Expanded Learning staff into teaching and other youth serving careers. Reaching these goals would enrich the Expanded Learning field overall by strengthening the pool of workers while also offering them options for viable careers within and beyond Expanded Learning.

Note: This initiative does not include professional development for the field overall, which is addressed under Initiative 1: Program Quality.

Goal 4.1: Incentivize and attract a diverse Expanded Learning workforce through a flexible and accessible college-credit system.

This goal explores how college/university partnerships and credits could provide relevant and meaningful benefits to current or potential Expanded Learning staff.

Objective 4.1a: Identify Expanded Learning program and university/college partnerships that provide college credit for work completed in Expanded Learning programs, and disseminate best practices.

Objective 4.1b: Research requirements for Expanded Learning trainings to qualify for university/community college credits.

Objective 4.1c: Develop and disseminate a "How to Partner" guide for Expanded Learning programs and universities/community colleges to partner around college credits.

Goal 4.2: Strengthen career pathways and professional development for Expanded Learning workforce.

This goal researches the possible use of teacher development funds to pay for Expanded Learning staff and their training. It both provides much needed funding, and by supporting teaching skills, strengthens a possible career pathway into teaching.

Objective 4.2a: Explore the feasibility of tapping into teacher development funding streams (i.e.: Title 2, Employment Development Department, COE, private funding) to support Expanded Learning staffing and training.

Objective 4.2b: Develop and disseminate guidance and training for districts about use of teacher development funding streams.

Objective 4.2c: Develop strategic partnerships with universities, community colleges, and other training institutions to strengthen career pathways for Expanded Learning staff in the Expanded Learning field, education careers, and other youth serving occupations (i.e.: social work, juvenile justice, etc.).

Goal 4.3: Build the capacity of Site Coordinators through professional development and peer support.

This goal promotes the critical role of Site Coordinator, ensuring that they have adequate recognition, peer support, and leadership training.

Note: This goal is adapted from Quality Design Team recommendations.

Objective 4.3a: Identify opportunities and strategies for recognition of Site Coordinators.

Objective 4.3b: Support Site Coordinator leadership by creating comprehensive professional development and career advancement.

Objective 4.3c: Create a Site Coordinator association to build a statewide Site Coordinator community and provide opportunities for peer coaching and mentoring.

Goal 4.4: Develop a data collection system that informs initial and ongoing work related to workforce development.

This goal supports a better understanding of the Expanded Learning workforce, including their composition and career trajectories, in order to surface opportunities for attracting and retaining staff as well as supporting their longer-term options.

Objective 4.4a: Reconvene Workforce Strategy Committee to identify data collection needs, strategies, and target audiences.

Objective 4.4b: Research composition and career trajectory of current and alumni workforce to inform possible partnership opportunities and needed supports.

Glossary of Acronyms

21st CCLC: 21st Century Community Learning Centers

ASES: After School Education & Safety Program

CALPADS: California Longitudinal Pupil Achievement Data System

CalSAC: California School-Age Consortium

CAN: California Afterschool Network

CDE: California Department of Education

COE: County Office of Education

CQI: Continuous Quality Improvement

EXLD: Expanded Learning Division

LCFF: Local Control Funding Formula

LCAP: Local Control Accountability Plan

QSAT: Quality Self-Assessment Tool

SB: Senate Bill

SEL: Social Emotional Learning

SIT: Strategic Implementation Team

SP1.0: Strategic Plan 1.0

SP2.0: Strategic Plan 2.0

SSD: Statement of Strategic Direction

SSEL: System of Support for Expanded Learning

TA: Technical Assistance

USD: Unified School District