A Vision for Expanded Learning in California

Strategic Plan: 2014 – 2016

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.

April 2015 Update

Acknowledgements

The ongoing collaboration between the California Department of Education After School Division (ASD), program practitioners, support providers, and K-12 educators has been vital throughout the strategic planning process, including current plan implementation. We would like to thank everyone involved for their ongoing support and commitment to this process. These efforts will help more and more of our students enjoy and benefit from participating in high quality Expanded Learning opportunities in the coming years.

This work has been supported by ongoing generous Funding Support from:
David and Lucile Packard Foundation
S.D. Bechtel, Jr. Foundation

Strategic Plan Implementation

In January 2014, the release of the strategic plan, *A Vision for Expanded Learning*[1] *in California,* formally kicked off plan implementation. High priority objectives were identified for each of the initiatives and a collaborative process was defined to meet these objectives. In most instances collaborative groups made up of California Department of Education, After School Division (ASD) staff and field members were formed to tackle one, two, or three key objectives. Most of these groups began their work in late summer to early fall of 2014. Detailed information regarding implementation activity is broken out in this update by initiative and group.

In other instances, key objectives were identified early on in the planning process. Work on these objectives began during the planning process instead of after the final release of the strategic plan. This work helped lay the foundation for the implementation work of other objectives after January 2014. A more detailed list of this activity is highlighted in each initiative section.

Implementation of this plan is expected to take place over the course of three years (2014-2016). As such, it should be noted that some goals and objectives have not been addressed yet or only minimal work has taken place so far. The plan is reviewed on a continual basis to inform the on-going implementation work. It is anticipated that an in depth review of the plan and implementation work will occur in early 2017 to determine additional next steps including the possibility of a revised or new strategic process/plan.

A Brief Timeline of Implementation Activities

January 2014: Release of the Strategic Plan: *A Vision for Expanded Learning in California*.

Winter – Spring 2014: Strategic plan shared broadly with the field. *Includes presentations to the Before and After School Advisory Committee (April 10) and at BOOST 2014 (April 29-May 2)*.

Spring – Summer 2014: High priority objectives identified for each initiative. Leads from ASD and the field identified to oversee the work of these high priority initiatives.

Summer – Winter 2014: Recruitment and formation of teams/workgroups.

Fall 2014 – Present: Initial and ongoing team/workgroup meetings *(in person and conference calls)*.

[1] The term 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, include community partners, and complement learning activities in the school day/year.

SB 1221 Impact

On September 16, 2014, Governor Brown signed Senate Bill 1221 (Hancock) into law. This new law amends sections of the California Education Code (EC) related to Expanded Learning programs. Major components of SB 1221 include:

- Supporting high quality ***year-round*** expanded learning programs;
- Updated reporting requirements and improved use of data to impact program quality;
- Providing new minimum funding for ASES programs; and
- Providing additional transportation funding for ASES programs located in extreme rural areas.

The ASD is responsible for implementing this new law, this includes providing guidance and support to the field to meet the requirements. Much of this implementation overlaps and supports the strategic plan. More detailed information for SB 1221 implementation is included in the *System of Support* and *Grant Administration and Policy* initiative sections.

Reference Materials & More Information

For reference, several documents have been included in this update:

- Strategic Plan at a Glance
- Strategic Planning & Implementation Timeline
- Strategic Plan Goals & Objectives

For more information about the strategic plan and implementation activities, including a complete copy of *A Vision for Expanded Learning in California; Strategic Plan 2014-2016,* visit: http://caexpandedlearning.weebly.com/

Initiative 1: System of Support

ASD will work with the field to provide Technical Assistance (TA) that supports Expanded Learning programs in implementing the Quality Standards for Expanded Learning Programs (Quality Standards). ASD will also work with the field to improve the TA allocation process and clarify the strategies and expected outcomes that both Expanded Learning programs and TA providers use to improve program quality.

Initial Implementation Activity

- Defining Quality Standards is the first objective under System of Support *(Objective 1.1.1)*. A subcommittee of the California Afterschool Network undertook this work beginning in fall 2012. 12 Quality Standards as well as Standards in Action descriptors for each standard were finalized and released in September 2014. A crosswalk between some of the current quality assessment tools and the newly adopted standards has also been developed to help support Expanded Learning programs in conducting quality continuous improvement processes using the quality standards. This document was also released in September 2014.[2]
- The TRIADS/TAPP (Technical Assistance Priority Plan) system was established and continues to evolve as ASD staff work with the Regional Leads to provide targeted TA to those sites that are most at risk of losing funding due to low attendance or audit findings. *(Objective 1.1.4)*

SB 1221 Impact

With the passage of SB 1221, *Education Code section 8484 (a)(2)* now reads:

Programs shall submit evidence of a data-driven program quality improvement process that is based on the department's guidance on program quality standards developed pursuant to paragraph 3.

Implementation of this component of SB 1221 overlaps with the *System of Support* initiative. ASD is currently preparing guidance, forms and other resources to support the field in completing this process. This information will be presented publicly for the first time at the BOOST conference.[3] In early May 2015 ASD will release materials for the quality improvement process including a guidance document, an instructional webinar

[2] The Quality Standards and Crosswalk documents can be found at: http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california

[3] This information will be presented during the *(CQI)² – Where Compliance Meets Quality; (CQI)² = (Continuous Quality Improvement) x (Compliance, Quality, and Innovation)* workshop. The workshop will be held Wednesday, April 29 from 1:15 – 2:30 pm in the Catalina conference room and will be hosted by: Anissa Sonnenburg, Joshua Brady, and Mignonne Pollard; Education Programs Consultants, After School Division, California Department of Education.

and template forms grantees will fill out detailing their quality improvement plan. These plans will be due to ASD in late summer/early fall of 2015. In fall 2015 programs are expected to begin the quality improvement process. Technical Assistance (including regional workshops) will be available for grantees. By fall of 2016 quality improvement plans will be added to the Federal Program Monitoring (FPM) instrument and process.

System of Support Work Group (Co-Led)

Objectives 1.1.2, 1.1.3, & 1.2.1

This group is charged to establish a comprehensive and coordinated statewide Technical Assistance (TA) structure to raise the quality of Expanded Learning opportunities in California. This group will build on the work of System of Support Strategic Implementation Team (SIT) and their vision for an effective statewide TA network with targeted and equitable funding to meet the critical needs of grantees. In addition, the work will build on current and recently enacted legislation.

The SIT recommended a two-tiered system of support. This group's work will support development of Tier Two. Tier Two focuses on statewide infrastructure for the delivery of TA to promote high quality Expanded Learning opportunities.

The work group held their first meeting in August 2014. The work group began discussions on the potential re-design of the System of Support. The group will reconvene in the coming fiscal year with a renewed focus for the group to design the System of Support informed by the passage of SB 1221 and new data including the TA Landscape Analysis (more details on the TA Landscape Analysis are provided below).

Co-Chairs
Mignonne Pollard – ASD
Ron Quini - Boys and Girls Clubs of Greater San Diego

Team Members
Michelle Bell – Stanislaus Union School District
Katie Brackenridge – Partnership for Children and Youth
Ana Campos – After-School All-Stars
Karen Cantrell – Consultant
Jasmine Escalante – Lindsay Unified
Veronica Escobar – Abrazar Inc.
Cathye Estes – BEAT
Yvonne Evans – ASD
Corlene Goi – ASD
Melena Kaye – Ukiah Unified School District
Keenon Krick – Riverbank Unified
Karissa Lujan – ASD
Debra Mason – Cooperative Extension
Tritia Moneypenny – Graduate Student

TA Landscape Advisory Group (Co-Led)

Objective1.1.2

This group serves as an ad hoc advisory group to Public Profit[4]. Public Profit, led by Corey Newhouse, was contracted by the After School Division through funding support from David and Lucile Packard Foundation. They were tasked to develop a Technical Assistance (TA) Landscape Analysis of the TA that is provided to California Expanded Learning programs. This serves as crucial preparatory work to support the work of Objective 1.1.2.

This group began meeting in late October 2014 to assist Public Profit in developing the format of the TA Landscape Analysis, the Data Collection Tools/Plan and a Communications Plan. From January-March 2015 Public Profit conducted 2 rounds of data collection via surveys, asking TA Providers working with Expanded Learning programs in California to report on organization and service level details.

110 respondents completed the survey and the results are currently being compiled into a report that includes overall summary findings as well as regional profiles for each of the eleven regions. Findings will be shared publicly for the first time at the BOOST Conference during the *ELO on Route 101: Mapping the Landscape of Technical Assistance for California Expanded Learning Opportunities* workshop.[5] The final report will be published and shared broadly with the field in May 2015.

Facilitators
Corey Newhouse – Public Profit
Linda Lu – Public Profit
Stephanie Kong – Public Profit

Members
Diego Arancibia – ASAPconnect
Kim Boyer – Central Valley Afterschool Foundation
Jeff Davis – California Afterschool Network
Mary Jo Ginty – Los Angeles County Office of Education
Monroe Howard – Sacramento City Unified School District
Sandy McBrayer – The Children's Initiative
Cathie Mostovoy – Mostovoy Strategies
Ruth Obel-Jorgensen - CalSAC
Tavi Popp – ASD
Jason Riggs – Regional Lead

[4] Learn more about Public Profit: http://publicprofit.net/
[5] This workshop will be held Friday, May 1 from 9:15-11:15 am in the Sierra conference room and will be hosted by: Corey Newhouse, Founder and Principal; Public Profit; and Tavi Popp, Education Programs Consultant, After School Division, California Department of Education.

TAPP Work Group (Co-Led)

Objective 1.1.4

This work group will revise the **Technical Assistance Priority Plan (TAPP)** and develop a system whereby this work is in compliance with Education Code section 8483.7 (a)(I)(i), and provides quality TA to the field by Regional Triads. Regional Triads consist of the Regional Lead and ASD staff (Education Programs Consultant and Analyst) assigned to work as a team to support and monitor Expanded Learning programs in their specific region.

The TAPP Work Group began meeting in August 2014. The group has been brainstorming the use of the TAPP Form. Currently some of the regions are piloting the TAPP Form via Adobe online and providing feedback to make the form user friendly for the Triads. This is currently a work in progress.

In addition, the work group has created a draft "Program Improvement Plan" to be in compliance with Education Code sections 8483.7 (a)(I)(i) that states the department shall provide technical support for development of a program improvement plan for grantees under the following conditions: *If actual pupil attendance falls below 75 percent of the target attendance level in any year of the grant.* The group is currently discussing if the "Program Improvement Plan" is needed now that SB 1221 passed and all grantees are required to go through a Quality Improvement Process.

Co-Chairs
Josh Brady - ASD
Diego Arancibia – ASAPconnect

Members
Yvonne Evans – ASD
Monica Gonzales-Williams – Regional Lead
Melissa Rice – ASD
Nora Reed - ASD
Julie Sesser – Regional Lead

Initiative 2: Grant Administration and Policy

ASD will work with the field to clarify or develop policies and guidelines for Expanded Learning programs. ASD will review and revise its grant funding processes to ensure equity in grant award distribution. ASD will engage the field in ongoing review and improvement of the After School Education & Safety Program (ASES) and 21st Century Community Learning Centers (CCLC)[6] grant award processes to improve efficiency and impact. ASD will also consult with the field to improve grant data systems, program evaluations, and grant making procedures.

Initial Implementation Activity

- ASD implemented policy changes for the last several rounds of 21st CCLC grant funding and made improvements to the internal processes supporting the grant funding cycles. *(Objective 2.3.3)*

SB 1221 Impact

Several implementation activities of SB 1221 overlap with the *Grant Administration and Policy* initiative including:

- In April 2015, ASD notified all ASES grantees that are currently funded below the new minimum that they will be receiving additional ASES funds to bring them up to $27,000 per site. These new funds will be reflected in grant awards issued in July 2015 onward. In addition, all new ASES grant awards funded from July 2015 onward will be in amounts of no less than $27,000.
- In fall 2015 ASD will release an ASES RFA that will allow new and continuing ASES grantees with sites located in extreme rural areas to apply for transportation funds up to $15,000 per site. Funding for these grants will begin in July of 2016.
- In fall 2016 ASD will release a 21st CCLC RFA that will include new priorities for funding summer after school programs. Applicants will receive priority funding if they provide year-round expanded learning programming, including programs that complement existing funded programs. The applicant will not be required to be the same entity that operates the existing program.

[6] Throughout this document, 21st Century Community Learning Centers typically refers to both the elementary and middle school funding program (Community Learning Centers) and the high school After School Safety and Enrichment for Teens (ASSETs) program.

Policy Guide Committee (Co-Led)

Objectives 2.1.1 & 2.1.2

This committee will develop and disseminate clear policy guidance that support quality programs. Guidance will identify regulatory sources and corresponding levels of program accountability. The committee will develop and implement a timely and collaborative process for reviewing, revising, and notifying the field of new and existing policy guidance.

The committee began meeting in September 2014, where they reviewed statutory requirements of policy making related to their work, discussed a process for reviewing policy and began analyzing the impact of SB1221 on the work of the committee. Additionally, the committee has begun to discuss policy issues related to Fiscal Agent Change, Early Release Policy and Use of Fiscal Year or Calendar Year for grant reductions.

Co-Chairs
Iqbal Badwalz (formerly Marlena Uhrik) – ASD
Nora Zamora – CASRC
Tavi Popp (formerly Lisa McClung) – ASD Backup

Members
Daymon Beach – San Diego County Office of Education
Barbara Bell – ASD
Tim Bower – Los Angeles Unified School District
Briana Downey – Napa County Office of Education
Martha Hall – Regional Lead
Janet Henner - ASD
Danielle Jones – Stanislaus County Office of Education
Mele Lau-Smith – San Francisco Unified School District
Michelle Perrenoud – Los Angeles County Office of Education
Tina Rosselle – Boys and Girls Club of San Leandro
Katherine Sullivan – After School Programs, West Contra Costa

Defining Equity Work Group (Co-Led)

Objectives 2.3.1 & 2.3.2

This work group focuses on defining equity in grant eligibility and award distribution for state ASES and federal 21st CCLC programs. The group's work will build on current and recently enacted legislation. If necessary the group will make recommendations for further legislative changes.

This work group began meeting in November 2014. Members of the group were asked to brainstorm with their local stakeholders to help develop a list of indicators to define equity. The committee has developed a review process to vet each equity indicator in order to make final recommendations to the After School Division, including potential legislative changes, by September 2015. The committee plans to develop a webinar and survey, released in late summer 2015, that would cover potential recommendations and seek feedback on these recommendations from the field.

Co-Chairs
Susie Morikawa – ASD
Allyson Harris – Shasta County Office of Education
Lisa McClung (Formerly Anissa Sonnenburg) – ASD Backup

Members
Julie Boesch – Maple Elementary SD
Joshua Brady – ASD
Lisa Dornback – Elk Grove USD
Lincoln Ellis – Boys & Girls Club of Stanislaus
Donna Frey – Anaheim Achieves
Julie Jarrett – Butte County Office of Education
James Hall – Lassen County Office of Education
Jennifer Lynch – City of San Rafael
Michael Nicholson – Stanislaus County Office of Education
Fred Sharp – ASD
Harry Talbot – Beyond the Bell
Johannes Troost - ASD

Grant Award Processes Focus Groups (ASD-Led)

Objective 2.3.3

The focus groups were comprised of representatives from the Expanded Learning community: LEAs, CBOs, and Regional Leads from Northern, Central and Southern California including urban and rural locations. The focus groups provided input on their experiences with the grant award process for Expanded Learning programs. Topics for their discussions included information disseminated by ASD regarding available funding, the application process, award notification, and improvement of the grant process.

Three different focus groups were held over the course of two days (Sept 29 – 30, 2014). ASD compiled the feedback from these focus groups, as well as the federal 21st CCLC Cohort 9 debrief and Readers' Conference evaluations, to inform changes to ASES and 21st CCLC grant processes. Potential changes include improved notification of RFA releases to charter schools, submission of program plans for ASES grants, and

improvement of the grant award notifications (posting more information concerning cutoff percentages and score breakdowns).

Along with the focus groups, a survey was sent out to all grantees regarding the use of currently available Free and Reduced Price Meals (FRPM) data for ASES Universal grant determination. Based on those results, the current ASES Universal RFA will be using currently available FRPM data and not waiting for the 2014-15 data to be released in the spring.

It is expected that additional focus groups and/or surveys will occur regularly to provide feedback on both the ASES and 21st CCLC grant processes.

Chairs
Anissa Sonnenburg – ASD
Iqbal Badwalz – ASD Backup

Members
Andrea Shumate – ASD
Paul Simpson-Jones – ASD

Approximately 25 individuals from the field participated in 3 different focus groups.

Initiatives 3 & 4: Communication/Information Systems & Expanded Learning/K-12 Integration

Communication / Information Systems

ASD will improve communication with stakeholders via the ASD website, listserv, social media, and other communication channels. ASD will create a communication plan for reaching intended audiences with the desired messages and disseminate information in a timely manner. This initiative will also improve ASD's process for fielding and responding to questions from the field by prioritizing inquiries and putting in place systems to increase consistency in ASD responses. Lastly, ASD will enhance its efforts to strengthen field involvement by offering more engagement opportunities and effectively notifying the field of those opportunities.

Expanded Learning / K-12 Integration

This initiative will promote cohesion between the K-12 school day and Expanded Learning by building stakeholder understanding and intentional integration. The development of an Expanded Learning definition represents an essential first step towards this end. ASD will work with field representatives to articulate the benefits of integration and to promote effective integration both statewide and at the national level. Desired outcomes of this work include a shared commitment to student-centered learning, professional development, decision-making, and funding between K-12 school day and Expanded Learning programs at the site/school, district, regional, and state levels.

Initial Implementation Activity

Initiative 3: Communications/Information Systems -

- ASD created Facebook and Twitter accounts to increase accessibility and opportunities to communicate with the field. *(Goal 3.1)*
- The strategic planning process itself directly played a role in increasing communication between ASD and the field and supplying numerous opportunities for the field to provide feedback to the ASD. *(Objective 3.3.2)*

Initiative 4: Expanded Learning/K-12 Integration -

- ASD has increasingly engaged with and presented to various K-12 entities, both within the California Department of Education as well as within the larger education community, to promote the importance of Expanded Learning and discuss the integral role of Expanded Learning opporunitiies in a child's education. *(Objective 4.1.2)*

Particular objectives *(3.1.1 & 4.3.3)* within the Communications and Expanded Learning/K-12 Integration Initiatives have been combined to focus on message development for the California Expanded Learning community, targeting various K-12 stakeholders to promote Expanded Learning opportunities as an integral part of a child's education. The ASD, with funding support from S.D. Bechtel, Jr. Foundation, has contracted with Communication Resources for Schools[7] (CRS) to refine our communication skills and assist with message branding. CRS has a national reputation as one of the premier school public relations professionals in the country.

A number of other objectives remain to be addressed for both initiatives. These will be addressed in separate groups to be developed later this year or in 2016.

Communications and K-12 Integration Leadership Team (ASD-Led)

Objectives 3.1.1 and 4.3.3

This team provides leadership for a process to bring together individuals from the various K-12 stakeholder groups to create targeted messages for each of the different stakeholders in the K-12 system. These targeted messages will help to create understanding of the current state and future direction of Expanded Learning, as well as develop K-12 stakeholders as Expanded Learning advocates who view Expanded Learning as an integral part of youth education.

This team began meeting in August 2014. The team helped develop an overarching strategy for the overlap of the two initiatives. They have identified the roles and work of the leadership team, including a project timeline, the makeup of the work group, and initial brainstorms on branding.

Facilitators:
Michael Funk – ASD
Heather Williams – ASD

Members:
Roger Bylund – Paradise Unified School District
Melissa Griffith – South Union Bay School District
Monroe Howard – Sacramento City Unified School District
Chris Johnson – Woodcraft Rangers
Aleah Rosario – CalSAC
Mara Wold – Regional Lead

[7] Learn more about Communication Resources for Schools: http://www.tomdelapp.com/

Communications and K-12 Integration Work Group (ASD-Led)

Objectives 3.1.1 and 4.3.3

This group, with the direction and support of the *Communications and K-12 Integration Leadership Team*, will engage in a process that will bring together individuals from the various K-12 stakeholder groups to provide feedback on targeted messages for each of the different stakeholders in the K-12 system. These targeted messages will help to create understanding of the current state and future direction of Expanded Learning, as well as develop K-12 stakeholders as Expanded Learning advocates who view Expanded Learning as an integral part of youth education.

The first work group meeting was hosted in February 2015. This meeting focused on building the capacity of the group to develop and deploy messaging as a strategy to build support for a cause and to obtain initial feedback from the group on draft messages developed by Communications Resources for Schools.

Facilitators:
Michael Funk – Director, ASD
Heather Williams – Strategic Initiatives Coordinator, ASD
Tom DeLapp – President, Communication Resources for Schools
Stephen Nichols – Associate, Communication Resources for Schools

Participants:
Barbara Bell – Analyst, ASD
Chris Adams – Assistant Executive Director, Association of California School Administrators
Roger Bylund – Superintendent, Paradise Unified School District
Melissa Griffith – Principal and After School Lead, South Union Bay School District
Monroe Howard – Specialist II, Youth Development, Sacramento City Unified School District
Chris Johnson – CEO, Woodcraft Rangers
Colin Miller – Vice President Policy, California Charter Schools Association
Susie Morikawa – Consultant, ASD
Nora Reed – Analyst, ASD
Aleah Rosario – Program Manager, CalSAC
Mike Snell – Executive Director, The California Teaching Fellows Foundation
Tim Taylor – Superintendent, Butte County Office of Education
Mara Wold – Regional Lead, Region 5
Peter Wright – Policy & Programs Officer, California School Board Association

Reference: Strategic Plan at a Glance

Background and Process

The California Department of Education, After School Division (ASD) was formed in late 2011, implementing a recommendation from Superintendent of Public Instruction Tom Torlakson's Transition Advisory Team's final report, *A Blueprint for Great Schools*.[8] The ASD immediately launched a strategic planning process to work closely with representatives from the Expanded Learning[9] field to identify the best ways to work together to improve the lives of California's children and youth. This work included a Discovery phase to gather and analyze input from a broad base of stakeholders and to review relevant research. A 16-member Design Team, comprised of ASD and field representatives, analyzed the results of this Discovery work and recommended ASD's vision, purpose, core values, strategic initiatives, and goals. Building on this work, an 80-member Strategic Implementation Team, also comprised of ASD and field representatives, engaged in a systematic and highly participatory planning process to recommend specific objectives, activities, and indicators of success.

ASD 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.

ASD Purpose

Working in collaboration with stakeholders, the After School Division supports the development and sustainability of high-quality Expanded Learning programs throughout California by:

- *Providing a comprehensive and coordinated system of support and accountability to maintain and improve program quality while encouraging creativity and innovation in the field;*
- *Developing and maintaining clearly defined guidelines, program requirements, and processes supporting efficient program administration;*
- *Communicating with the field in a clear, timely, and transparent manner; and*
- *Championing Expanded Learning as a vital and integral part of the education system.*

Core Values

- Accountability
- Service
- Courage
- Integrity
- Respect

Four Strategic Initiatives

1. System of Support
2. Grant Administration and Policy
3. Communication/Information Systems
4. Expanded Learning/K-12 Integration

[8] *Blueprint for Great Schools*: http://www.cde.ca.gov/eo/in/bp/

Reference: Strategic Plan at a Glance

Initiative: System of Support

ASD will work with the field to provide Technical Assistance (TA) that supports Expanded Learning programs in implementing the Quality Standards for Expanded Learning Programs (*Quality Standards)*. ASD will also work with the field to improve the TA allocation process and clarify the strategies and expected outcomes that both Expanded Learning programs and TA providers use to improve program quality.

Initiative: Grant Administration and Policy

ASD will work with the field to clarify or develop policies and guidelines for Expanded Learning programs. ASD will review and revise its grant funding processes to ensure equity in grant award distribution. ASD will engage the field in ongoing review and improvement of the After School Education & Safety Program (ASES) and 21st Century Community Learning Centers (CCLC) grant award processes to improve efficiency and impact. ASD will also consult with the field to improve grant data systems, program evaluations, and grant making procedures.

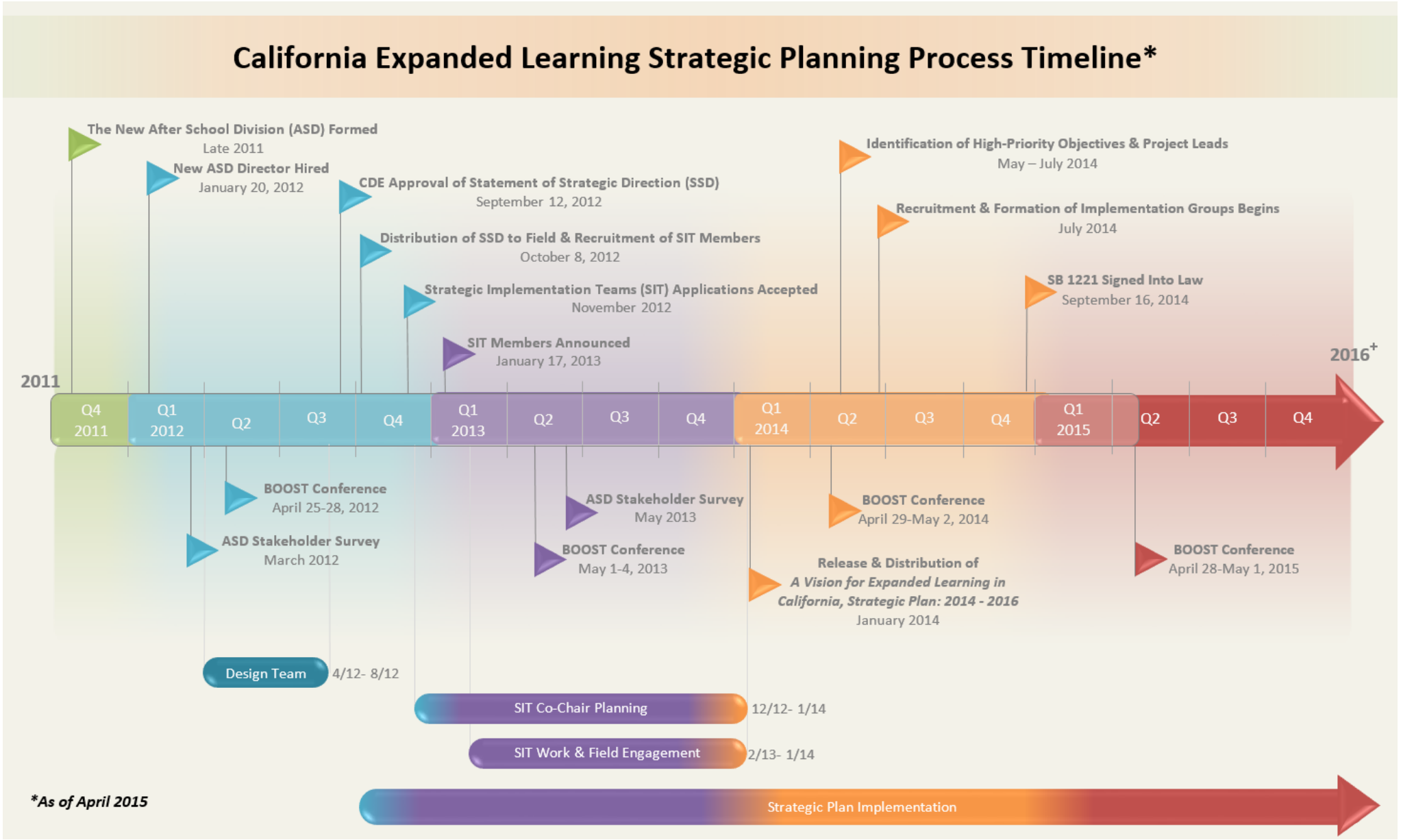
Initiative: Communication / Information Systems

ASD will improve communication with stakeholders via the ASD website, listserv, social media, and other communication channels. ASD will create a communication plan for reaching the intended audiences with the desired messages and disseminate information in a timely manner. This initiative will also improve ASD's process for fielding and responding to questions from the field by prioritizing inquiries and putting in place systems to increase consistency in ASD responses. Lastly, ASD will enhance its efforts to strengthen field involvement by offering more engagement opportunities and effectively notifying the field of them.

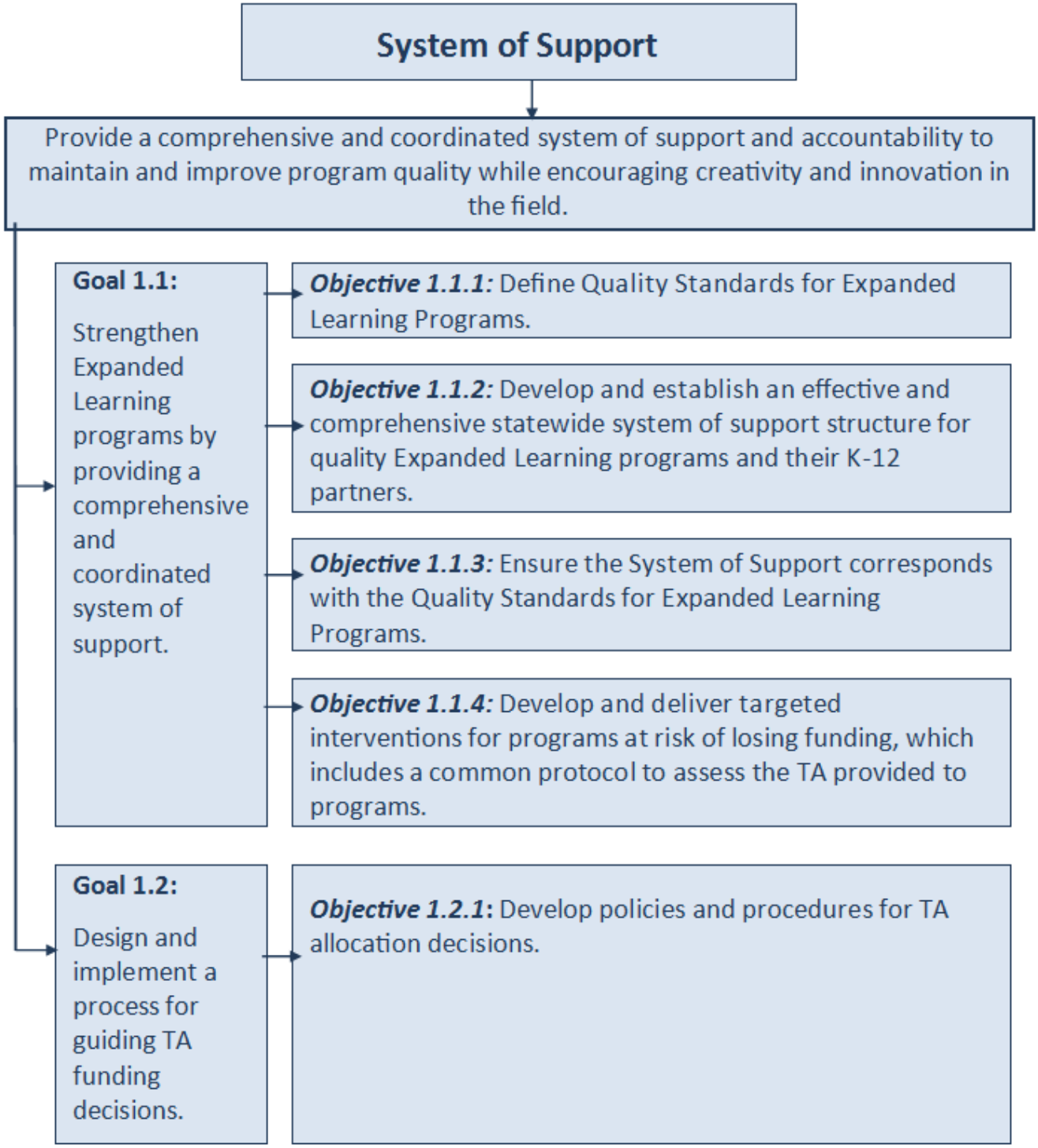
Initiative: Expanded Learning / K-12 Integration

This initiative will promote cohesion between the K-12 school day and Expanded Learning by building stakeholder understanding and intentional integration. The development of an Expanded Learning definition represents an essential first step towards this end. ASD will work with field representatives to articulate the benefits of integration and to promote effective integration both statewide and at the national level. Desired outcomes of this work include a shared commitment to student-centered learning, professional development, decision-making, and funding between K-12 school day and Expanded Learning programs at the site/school, district, regional, and state levels.

Reference: Strategic Planning & Implementation Timeline



Reference: Strategic Plan Goals & Objectives



Reference: Strategic Plan Goals & Objectives

Grant Administration and Policy

Develop and maintain clearly defined guidelines, program requirements, and processes supporting efficient program administration.

Goal 2.1:

ASD develops, implements, and maintains clear policies that support quality programs.

- ***Objective 2.1.1:*** Develop, disseminate, and maintain a Policy Guide of current state ASES and federal 21st CCLC Expanded Learning program policies that includes the regulatory source and corresponding levels of program accountability.
- ***Objective 2.1.2:*** Develop and implement a timely and collaborative process for reviewing, revising, and notifying the field of new and existing policies.

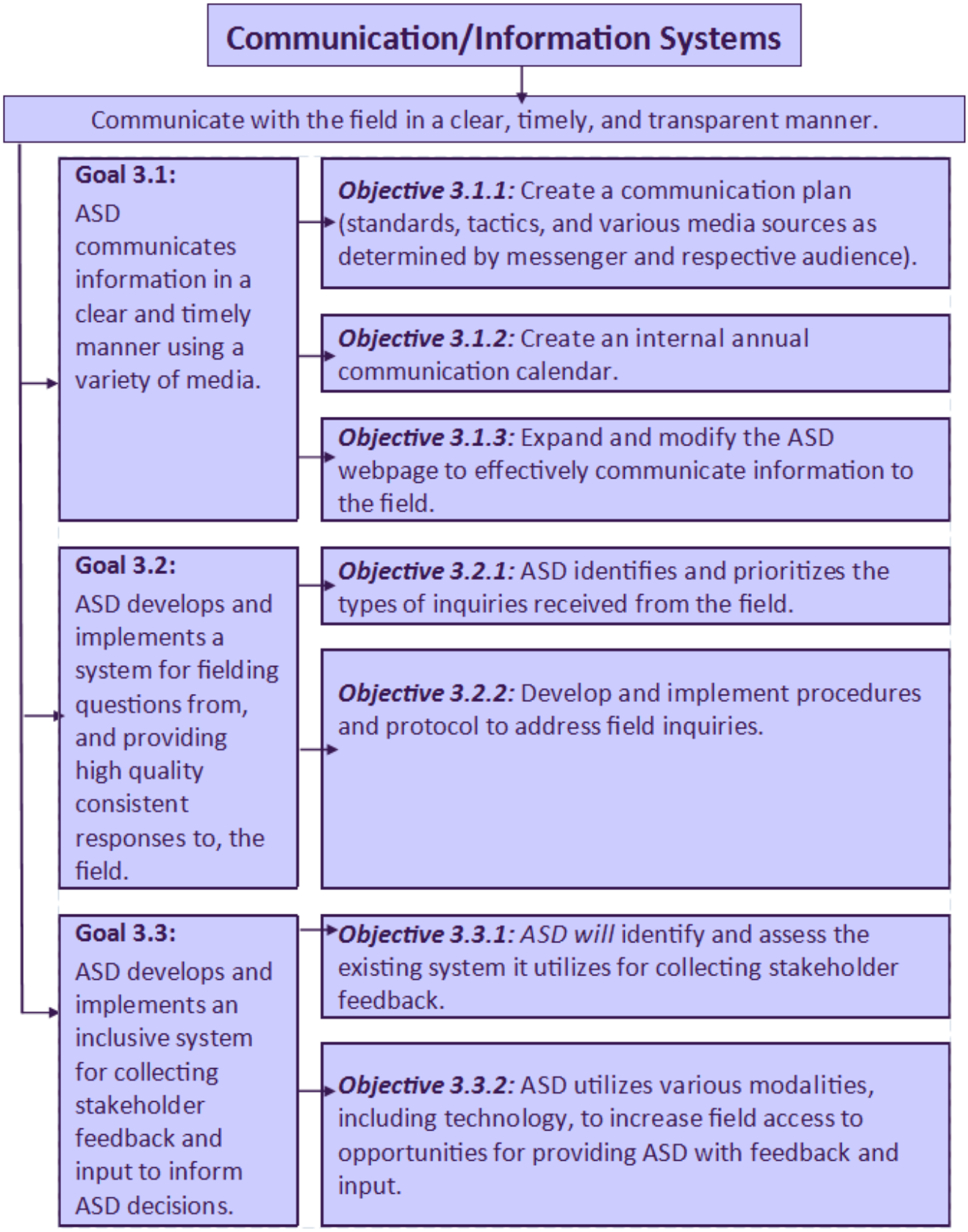
Goal 2.2: ASD develops, implements, and maintains clear and consistent internal operational procedures.

Goal 2.3:

ASD ensures timely, efficient, and equitable grant award processes that support quality programs.

- ***Objective 2.3.1:*** Define **equity** in grant eligibility and award distribution for state ASES and federal 21st CCLC programs.
- ***Objective 2.3.2:*** Develop and implement a collaborative process for review and gather feedback on state (ASES) and federal (21st CCLC) **equitable funding** distribution processes.
- ***Objective 2.3.3:*** Ensure timely and efficient state (ASES) and federal (21st CCLC) grant award processes.

Reference: Strategic Plan Goals & Objectives



Reference: Strategic Plan Goals & Objectives

Expanded Learning/K-12 Integration

Champion Expanded Learning as a vital and integral part of the education system.

Goal 4.1: California Education Leaders promote 'Expanded Learning.'

- ***Objective 4.1.1:*** Document the case for Expanded Learning /K-12 integration.
- ***Objective 4.1.2:*** Seek and demonstrate education leadership buy-in for the definition of Expanded Learning and the case for Expanded Learning / K-12 integration.

Goal 4.2: CDE divisions support Expanded Learning / K-12 integration.

Goal 4.3: K-12 stakeholders support Expanded Learning and Expanded Learning / K-12 integration.

- ***Objective 4.3.1:*** CDE supports K-12 and Expanded Learning stakeholders in developing, building, and evaluating integrated systems at various levels.
- ***Objective 4.3.2:*** K-12 and Expanded Learning stakeholders leverage financial resources to support Expanded Learning programs to ensure continuity and sustainability.
- ***Objective 4.3.3:*** K-12 and Expanded Learning stakeholders advocate for Expanded Learning programs that complement and enhance the impact of K-12 systems.

Goal 4.4: The CDE and California Expanded Learning advocates champion Expanded Learning at the national level.

- ***Objective 4.4.1:*** The CDE and advocates build national awareness and understanding of Expanded Learning through existing national forums and networks.

Goal 4.5: K-12 and Expanded Learning work together to implement strategies that lead to growth (social, emotional, behavioral) and learning (cognitive) for children and youth.

- ***Objective 4.5.1:*** Expanded Learning and K-12 develop and demonstrate a shared commitment to improved student outcomes across academic, social, emotional, and physical domains.