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.

Developed by the California Department of Education After School Division in collaboration with K-12 educators, program practitioners, and support providers.

January 2014

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1 Letter from the Director

To the California Expanded Learning Community,

I am pleased and proud to present *A Vision for Expanded Learning in California,* the 2014-2016 Strategic Plan developed by the After School Division in collaboration with the field. I believe the vision laid out in this document will serve as a strong roadmap to guide the work of both the After School 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 After School Division staff and a highly diverse group of field representatives. I extend my gratitude to all the participants from both ASD and the field. Your commitment to this process and to the young people of California was 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 the new working relationship between CDE and the field. These new collaborative relationships will strengthen future 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 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, After School Division
California Department of Education

2   Acknowledgements

This document represents the culmination of the time, dedication, hard work, and resources of many individuals and organizations. The After School Division (ASD) would like to acknowledge their contributions and express our deepest gratitude to all of those involved in this process.

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Funding Support
David and Lucile Packard Foundation
James Irvine Foundation
S.D. Bechtel, Jr. Foundation

Other Partners
California Comprehensive Center
Glen Price Group
Partnership for Children and Youth

Leadership and Support
Tom Torlakson, State Superintendent of Public Instruction
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* Members designated with an asterisk only served a partial year.

3   ASD Strategic Plan At A Glance

Background and Process

The CDE 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*.[1] The ASD immediately launched a strategic planning process to work closely with representatives from the Expanded Learning[2] 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, which are summarized below.

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

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

[2] The term Expanded Learning refers to before and after school, summer, intersession learning programs, that focus on developing the academic, social, emotional and physical needs and interests of students through hands-on, engaging learning experiences. Expanded Learning programs should be student-centered, results-driven, include community partners, and complement but not replicate learning activities in the regular school day/year.

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*).[3] 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.[4] 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 regular 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 regular day and Expanded Learning programs at the site/school, district, regional, and state levels.

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[3] *Quality Standards for Expanded Learning Programs*. Available at
http://glenpricegroup.com/asd/planattachments.html.

[4] Throughout this document, 21st Century Community Learning Centers 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.

4   Introduction and Background

Immediately following his election in 2010, State Superintendent of Public Instruction Tom Torlakson convened a Transition Advisory Team charged with making key strategic recommendations for a new mission and planning framework for the California Department of Education (CDE).

The Team's final report, summarized in *A Blueprint for Great Schools,* included an important emphasis on Expanded Learning; it recommended the establishment of a new After School Division (ASD) within CDE to highlight the significance of this work, building on the foundation established by the previous After School Program Office.[5] , The Transition Advisory Team made this recommendation based on the substantial benefits Expanded Learning time provides for students:

> *"It is widely agreed that many students need more time for learning, and that additional time for learning needs to happen in engaging and relevant ways. High-quality after school and summer programs can be particularly effective in engaging students who have not succeeded in school, because these programs offer them a different learning environment that caters to their interests, are staffed by people who can pay close attention to relationships, can focus on project-based activities, and can often work more closely with families. Expanded learning opportunities play an important and unique role by providing learning opportunities that are active, collaborative and meaningful, that support mastery, and that expand young people's horizons. Research from California after school programs has shown positive impacts on school day attendance, reduced high-school dropout rates, reduced juvenile crime, and increased academic success.*

> *California has led the nation in its investment in after school programs due to Proposition 49, which guarantees $550 million annually. This is more than all other states combined. California also administers $120 million in federal after school program dollars. However, California could get much more impact from these resources if programs were of more uniformly high quality."[6]*

In late 2011, CDE implemented this recommendation through the formation of the ASD and by appointing Michael Funk, an accomplished Expanded Learning practitioner with long-term leadership experience, to head the new division. ASD and its new leadership were charged with the development, and subsequent implementation of a strategic plan that would build on California's important investment in Expanded Learning to create the systems and programs that will maximize outcomes for children, youth, families, schools, and communities.

Shortly after its formation, the ASD launched its strategic planning process, drawing heavily on the knowledge of practitioners and other stakeholders in California's Expanded Learning field. A central element of this process was the formation of integrated teams of state department of

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[5] Torlakson. (2011). *A Blueprint for Great Schools: Transition Advisory Team Report.*
http://www.cde.ca.gov/eo/in/bp/documents/yr11bp0709.pdf

[6] Ibid. pages 19-20.

education and field representatives working collaboratively to determine the best ways for improving the lives of California's children and youth through a strong Expanded Learning system.

This document summarizes their work – both the high-level strategic roadmap they charted, as well as the specific implementation pathways they developed together. The following sections detail the innovative planning process utilized, and subsequently, outline the plan itself, including the ASD's vision, purpose, core values, strategic initiatives, goals, and objectives.

As implementation of this plan builds momentum ASD will continue to integrally involve the field. This will not only ensure that ASD's work is aligned with field needs, assets, and opportunities – it will be essential to achieve the ambitious work outlined in this plan and ultimately to realize the vast potential of our state's investment in Expanded Learning.

5   Making it Happen: The ASD Strategic Planning Process

The ASD strategic planning process brought together Expanded Learning practitioners, K-12 education representatives, after school technical assistance providers, regional technical assistance leads ("Regional Leads"), intermediary and nonprofit organizations, and ASD staff to craft a plan that is both rooted in field experience and knowledge and vetted by the ASD for feasibility and alignment with state-level priorities. This core approach, emphasizing strong field engagement, resulted in an innovative planning process that provided a forum for deep discussion and understanding of the ASD's challenges, opportunities, and roles as well as the best ways for ASD and the field to support each other.

To launch the strategic planning process, ASD conducted a Discovery Phase consisting of research and field engagement that rapidly gathered core information about the current Expanded Learning landscape in California. The ASD then formed a 16-member Design Team to analyze these data and recommend the ASD'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 ASD *Statement of Strategic Direction* (SSD).[7] Using the SSD as a foundation, ASD 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. Each Initiative Team crafted objectives, activities, and indicators of success which informed the content in Section 7 of this document.

5.1   Discovery: March 2012 – May 2012

The strategic planning process began in March 2012 with a "Discovery" phase that included substantial internal and external engagement opportunities, including interviews with over 40 internal and external key informants; an online survey for internal and external stakeholders, resulting in quantitative and qualitative input from over 700 individuals; and statewide presentation and review of interview and survey results.[8] [9]

5.2   Design Team: April 2012 – August 2012

In order to guide the initial phase of the planning process, the ASD Strategic Planning Design Team was created in April 2012, consisting of both ASD staff and field representatives.[10] This team began by analyzing the results of the surveys, interviews, and other stakeholder input. These data provided the basis for framing the key plan elements, including the ASD vision, purpose, and core values. The Design Team identified four strategic initiatives, each with a set of goals, to frame the overarching work of the ASD:

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

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[7] CDE After School Division, *Statement of Strategic Direction*, April 2013. Available at http://glenpricegroup.com/asd/planattachments.html.

[8] A summary of the interview and survey results is available at http://glenpricegroup.com/asd/planattachments.html. [9] Results were shared via an online webinar and at the 2012 BOOST conference.

[10] See Acknowledgements on Page 2 for a List of Design Team Members.

This work formed the basis for the ASD Statement of Strategic Direction (SSD), which contains the ASD vision, purpose, core values, strategic initiatives, and goals.

The design team also analyzed each goal in relation to the kinds of teams that would be best suited to carry out the next phases of planning work. As a result, each goal was designated as **Co-led** – ASD and the field jointly leading the process, **ASD-led with Field Input**, or **ASD Only** – work that is carried out by ASD or internally within CDE. These designations informed the structure of the Strategic Implementation Team (SIT), which completed the next planning phase.

Plan components based on recommendations from the Design Team are included in Section 6 of this document and provided the foundation for the deeper planning work that followed.

5.3   Strategic Implementation Team (SIT): January 2013 – January 2014

Following the completion of the Statement of Strategic Direction (SSD), ASD set out to deepen field involvement by forming an advisory team to assist with planning for the needed implementation work. This was accomplished through an open process to recruit a Strategic Implementation Team (SIT) with the role of recommending objectives, activities, and indicators of success to further define and specify clear pathways for implementing the SSD's strategic initiatives.[11]

Strategic Implementation Team membership included both ASD and a highly diverse group of field representatives.[12] The 80 SIT members formed four smaller teams ("Initiative Teams"), each focused on planning for one Strategic Initiative. Two co-chairs, including an ASD and a field representative, led each team.[13]

As its overarching role, the Initiative Teams developed recommendations for achieving the goals identified by the Design Team. To accomplish this, each Initiative Team developed objectives; activities, including timeframes and responsible parties; and indicators of success and targets to monitor plan implementation progress and impact. Over the course of ten in-person meetings, the Implementation Teams completed this work and submitted their final recommendations to the ASD. The SIT recommendations informed the content of this document as well as ASD's Implementation Plan, a separate "living" document that ASD will use to guide and monitor the implementation of the Strategic Plan. Another important result of the SIT process has been the development of strong working relationships among SIT members. Regular in-person meetings of field and ASD representatives provided an open forum to learn from one another and gain understanding of each other's perspectives. These new collaborative relationships will strengthen future work and benefit all levels of the Expanded Learning system.

5.4   ASD Review

On receiving the Initiative Teams' final recommendations, the ASD initiated a review process to consolidate, refine, and adjust plan content as needed. In formulating the final plan, ASD

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[11] SIT Member Qualities and Responsibilities are available at http://glenpricegroup.com/asd/planattachments.html.   [12] See Acknowledgements on Page 2 for a List of Strategic Implementation Team Members.
[13] Co-Chair Qualities and Responsibilities are available at http://glenpricegroup.com/asd/planattachments.html.

leadership remained committed to respecting the input of the SIT while balancing the plan's contents with available resources, existing priorities, and feasibility.

5.5   ASD Realignment

The CA Comprehensive Center (CA CC) works with the California Department of Education to provide support in a number of areas. Part of their role includes working with CDE to identify opportunities to improve the Department's productivity, efficiency, and effectiveness through retooling processes, leveraging technology, increasing knowledge through professional development, and improving use of available data. The CA CC has been working with the ASD since May 2013 in this capacity. This work has focused on alignment of ASD structures and resources to support this strategic planning process and implementation of the plan.

6   Vision, Purpose, and Core Values

The vision, purpose, and core values below provide overarching guidance for the work of the ASD and its collaborative partners in the Expanded Learning field. These high-level components of the plan serve as a framework for the more detailed strategic initiatives, goals, objectives, activities, and indicators of success outlined in the Implementation Plan.[14]

6.1   Vision

The ASD has adopted the following vision statement as the desired future state toward which it will direct all work.

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.

6.2   Purpose

Realizing ASD's vision will require the combined efforts of all stakeholders in the Expanded Learning field. The purpose statement below defines ASD's specific roles and responsibilities for progressing toward this vision.

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.*

6.3   Core Values

ASD's core values represent the division's essential and enduring tenets that it will uphold and maintain in all aspects of its work. The following values will frame *how* ASD implements this strategic plan and other future work:

- ◉ *Accountability*
- ◉ *Service*
- ◉ *Courage*
- ◉ *Integrity*
- ◉ *Respect*

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[14] The Implementation Plan is a "living" document that ASD will use to guide and monitor the implementation of the Strategic Plan.

7 Four Strategic Initiatives

To fulfill its purpose, the ASD will implement four interrelated strategic initiatives, each corresponding to one component of the purpose statement.

1. **System of Support**: provide a comprehensive and coordinated system of support and accountability to maintain and improve program quality while encouraging creativity and innovation in the field.
2. **Grant Administration and Policy**: develop and maintain clearly defined guidelines, program requirements, and processes supporting efficient program administration.
3. **Communication/Information Systems**: communicate with the field in a clear, timely, and transparent manner.
4. **Expanded Learning/K-12 Integration**: champion Expanded Learning as a vital and integral part of the education system.

For each of these initiatives, ASD and its planning partners have developed the following components:

◉**Purpose**: the portion of the ASD purpose statement that the initiative addresses;

◉**Goals**: desired outcomes and impacts that will be achieved through the initiative;

◉**Objectives**: major steps toward achieving a goal;

◉**Actions**: a summary of key activities that represent the actual work toward realizing an objective;

◉**Indicators of Success**: intended results that demonstrate progress toward realizing an objective. Indicators of success clarify and further define objectives by detailing the desired measurable positive effects of the work.

The following sections detail each initiative's purpose, goals, and objectives. Actions and indicators of success based on recommendations from the SIT are not contained in this document; however, they are included in the ASD Implementation Plan. Additionally, a Glossary of Terms was created to clarify how various terms are used in the strategic planning process documents including this Strategic Plan and the Implementation Plan. [15]

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[15] The Glossary of Terms is available at http://glenpricegroup.com/asd/planattachments.html.

Initiative: System of Support

7.1   System of Support

ASD will work with the field[16] to provide Technical Assistance (TA)[17] that supports Expanded Learning programs in implementing the Quality Standards for Expanded Learning Programs (*Quality Standards).*[18] 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 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.

Goal 1.1: Strengthen Expanded Learning programs by providing a comprehensive and coordinated system of support. (Co-Led)

ASD will design and build a System of Support to address the specific needs of Expanded Learning programs. A statewide needs assessment of Expanding Learning programs, as well as the *Quality* Standards, will serve as guides for the development of this system. In conjunction with other tools and resources, TA services will align to the identified needs of Expanded Learning programs in the 12 areas of quality outlined in the *Quality Standards.* Providers will receive a strong network of available support and resources to assist them in running quality programs.

One priority of the System of Support will be to identify and support programs that are at risk of losing grant funding. Identification of at-risk programs will incorporate multiple factors such as outcome and fiscal data; and at-risk programs will work with TA providers to identify underlying issues and create a detailed improvement plan with specific goals and strategies.

Objective 1.1.1: Define Quality Standards for Expanded Learning Programs.

Objective 1.1.2: Develop and establish an effective and comprehensive statewide system of support structure for quality Expanded Learning programs and their K-12 partners.

Objective 1.1.3: Ensure the System of Support bolsters the Quality Standards for Expanded Learning Programs.

Objective 1.1.4: Develop and deliver targeted interventions for programs at risk of losing funding, which includes a common protocol to assess the TA provided to programs.

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[16] The term "field" in this document refers to those individuals and entities that have a role in the operation or support of CDE funded afterschool/expanded learning programs. This may include, but is not limited to, grantees, technical assistance providers, site and district level personnel, intermediaries, CBO's, etc.

[17] Technical Assistance (TA) is defined as ongoing and customized services, based on individual needs, to support effective and high quality Expanded Learning programs. For more details regarding the current TA system in place in California see the Glossary of Terms, available at http://glenpricegroup.com/asd/planattachments.html

[18] *Quality Standards for Expanded Learning Programs* are available at http://glenpricegroup.com/asd/planattachments.html.

Goal 1.2: Design and implement a process for guiding TA funding decisions. (Co-Led)

With the critical role played by TA providers in the System of Support, ASD will refine its process for selecting and funding[19] TA providers. The resulting process will provide transparency to the Expanded Learning field and ensure that ASD funds TA providers who collectively can provide comprehensive support for program quality improvement.

ASD will require TA providers seeking ASD funding to articulate their proposed strategies, identify how these strategies will support TA recipients to improve program quality, and document their history of success using the proposed strategies. ASD will also require TA providers to submit regular reports documenting the progress of their TA recipient programs toward meeting their improvement goals. Lastly, ASD will distribute information to the field that clarifies the TA provider selection process and specifies the current TA available. This information will include the TA provider selection criteria as well as a list of TA providers along with their proposed strategies and relevant expertise, including expertise related to the *Quality Standards*.

***Objective 1.2.1*:** Develop policies and procedures for TA allocation decisions.

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[19] The TA funding allocation process must comply with California regulations that provide oversight of these funds.

7.2   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) grant award processes to improve efficiency and impact.[20] ASD will also consult with the field to improve grant data systems, program evaluations, and grant making procedures.

Initiative Purpose: 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. (Co- Led)

As a central component of the Grant Administration and Policy initiative, ASD will collaborate with field representatives, regional leads, and federal contacts to develop a comprehensive Policy Guide. ASD will publish and maintain this guide to provide the field with up-to-date information on policies and guidelines that are relevant to their work.

The process of compiling the first edition of the Policy Guide will provide an opportunity to identify policies that are unclear, outdated, or otherwise in need of revision. Using these policies as a starting point, ASD will initiate an ongoing process of policy revision and improvement, working closely with the field by gathering field input, collaborating with field representatives to revise and create new policies, and actively communicating policy changes to the field.

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. (ASD Led with Field Input)

ASD is currently working on this goal, outside of, but complementary to the Strategic Implementation Team planning process. ASD will review and improve internal grant making procedures, grant data collection processes, data systems, and program evaluation capacity in consultation with the field.

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[20] Throughout this document, 21st Century Community Learning Centers 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.

Initiative: Grant Administration and Policy

Goal 2.3: ASD ensures timely, efficient, and equitable grant award processes that support quality programs. (ASD Led with Field Input)

As core responsibilities, the ASD manages the grant processes for both California's ASES and the federally funded 21st CCLC grant programs. ASD will continually assess and refine these grant processes. In particular, process improvements will focus on equity and efficiency.

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.

7.3   Communication and Information Systems

ASD will improve communication with stakeholders[21] 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 receiving 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 Purpose: Communicate with the field in a clear, timely, and transparent manner.

Goal 3.1: ASD communicates information in a clear and timely manner using a variety of media. (ASD Led with Field Input)

To initiate work toward this goal, ASD will create a communication plan that specifies the desired audiences and communication systems and strategies (for example, website, email, newsletter, etc.) for reaching each audience. Based on this plan, ASD will build and put into action a communication calendar that will serve as a valuable tool to plan and circulate clear and timely messages to the field.

As the communication framework and calendar take shape, it will be important for ASD to develop strong capacities in the specified communication systems. The ASD website will function as a key communication channel, and in working to achieve this goal ASD will lead a process to enhance its website to best serve the field.

To customize information sent to individuals, ASD will build and launch a listserv and corresponding subscription tool that enables subscribers to select the types of information they would like to receive.

> *Objective 3.1.1:* Create a communication plan (standards, tactics, and various media sources as determined by messenger and respective audience).
>
> *Objective 3.1.2:* Create an internal annual communication calendar.
>
> *Objective 3.1.3:* Expand and modify the ASD webpage to effectively communicate information to the field.

Goal 3.2: ASD develops and implements a system for fielding questions from, and providing high quality consistent responses to, the field. (ASD Led with Field Input)

ASD will work closely with the field to develop a system for prioritizing field inquiries and corresponding response times. Field input will help identify reasonable turnaround times for issuing responses. This work will improve consistency in ASD responses by establishing a process for vetting responses before communicating them to the field.

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[21] The term "stakeholder" in this document refers to an individual or entity that is directly or indirectly impacted by an after school program, and therefore has an interest in the program and its results. Stakeholders include the field[16] and additionally students, parents/families, funding partners, foundations, community leaders, elected officials, corporate leaders, higher education, researchers, evaluators, etc.

Initiative: Communication and Information Systems

> *Objective 3.2.1:* ASD identifies and prioritizes the types of inquiries received from the field.
>
> *Objective 3.2.2:* Develop and implement procedures and protocol to address field inquiries.

Goal 3.3: ASD develops and implements an inclusive system for collecting stakeholder feedback and input to inform ASD decisions. (Co-Led)

To best serve the field, ASD will need a clear understanding of field assets, desires, and needs. While goals 3.1 and 3.2 focus on ASD's communication *to* the field, this goal calls for proactive collection of input and guidance *from* the field. Working with field representatives, ASD will assess its current activities for gathering field input to inform the development and implementation of an enhanced system that provides the field with additional input opportunities. As part of designing this system, ASD and field collaborators will specify processes to ensure field input is compiled, analyzed, and circulated within ASD to inform internal decisions.

> *Objective 3.3.1: ASD will* identify and assess the existing system it utilizes for collecting stakeholder feedback.
>
> *Objective 3.3.2:* ASD utilizes various modalities, including technology, to increase field access to opportunities for providing ASD with feedback and input.

7.4 Expanded Learning / K-12 Integration

This initiative will promote cohesion between the K-12 regular day and Expanded Learning through 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 promote effective integration both statewide and at the national level. Desired outcomes of this work include shared commitment to student-centered learning, parent engagement, professional development, decision-making, and funding between K-12 regular day and Expanded Learning programs at the site/school, district, regional, and state levels.

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

Goal 4.1: California Education Leaders promote 'Expanded Learning.' (Co-Led)

Shared language and vision around Expanded Learning and K-12 integration among California's education stakeholders represents a key step toward increased integration. ASD and stakeholders will collaborate to create a description of the rationale for, and benefits of, Expanded Learning programs and K-12 regular day integration. This description will function as a cornerstone for building statewide support as ASD and field collaborators reach out to key statewide K-12 leadership and stakeholders. A key milestone for this goal will be the adoption of an Expanded Learning definition by California education leadership.

> *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. (ASD Only - CDE Internal Process)

ASD is collaborating with many of the other divisions at CDE to explore how California's Expanded Learning programs can leverage, and be leveraged by, the rest of the K-12 system. CDE has established several Integrated Action Teams on a variety of initiatives such as Common Core State Standards and The Whole Child. ASD participates on these teams to explore and promote opportunities to collaborate with other CDE divisions. Additionally, ASD staff meets with staff from other divisions on a continual basis to share ideas and explore possible points of intersecting work.

Goal 4.3: K-12 stakeholders support Expanded Learning and Expanded Learning / K-12 integration. (Co-Led)

ASD and the field will collaborate with all levels of California's K-12 education system to ensure that Expanded Learning is an integral part of young people's educations. This work will encourage and support K-12 and Expanded Learning programs to share communication pathways, physical and financial resources, and support for further integration.

Initiative: 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. (Co-Led)

CDE and Expanded Learning advocates will influence national policy and priorities in support of Expanded Learning and Expanded Learning / K-12 integration. This will be accomplished through presentations about California's systems and successes at national conferences and distribution of information via national networks.

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. (Co-Led)

To support further integration of Expanded Learning and K-12, ASD and the field will actively provide encouragement and resources to assist regions, counties, districts, and sites to implement integration strategies. Strategies may include shared commitment to social-emotional and cognitive learning, shared professional development, shared decision-making, and shared responsibilities for implementation of system-wide changes (for example, the Common Core State Standards).

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.