TIME WELL SPENT

School district strategies that help students get the most from expanded learning time

PARTNERSHIP FOR CHILDREN & YOUTH
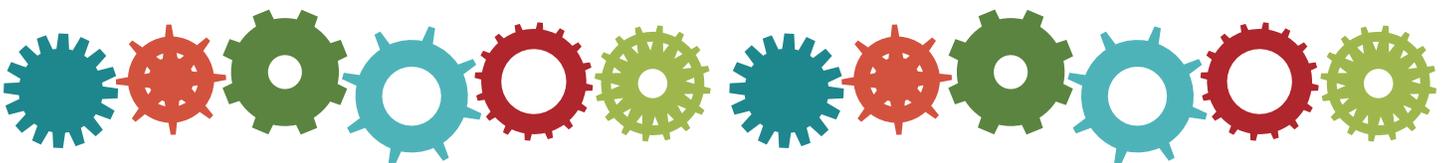
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ACKNOWLEDGEMENTS

REPORT METHODOLOGY

This report is based on research conducted in 2013 and the first half of 2014. The Partnership for Children & Youth completed an extensive literature review regarding the system level policies, practices, and conditions that support well-coordinated site-level expanded learning partnerships. The Partnership then interviewed a dozen experts to get their perspectives and to solicit recommendations for school districts and regions in California that are developing coherent system wide approaches to ELT and creating strong partnerships. Based on those recommendations we made site visits to several programs and interviewed 35 district leaders, school principals, program directors, site leads, and line staff across eight diverse LEAs that ranged from a one school district of 300 students to a large urban district serving 46,000 students (see Appendix). As defined by this paper, expanded learning time includes both summer and after school. This research focused on coordination during the school year but its insights and practices are largely transferable to summer as well.

ABOUT PARTNERSHIP FOR CHILDREN & YOUTH

Partnership for Children & Youth is a California-based non-profit organization that finds funding, partners and solutions to help schools better serve students, and informs state and national public policy on education issues. Our mission is to ignite systems of continuous learning, foster collaboration and build leadership among school districts, government agencies, and community-based organizations serving low income children and youth.

For more information, please visit our website: **www.partnerforchildren.org**.

Executive Summary

With the implementation of the Common Core State Standards, an increasing number of schools and districts in California are looking beyond the resource and time constraints of the traditional school day to help all students attain the state's new goals for college and career readiness.

A rich body of research about expanded learning time and its impact on students makes it clear that high-quality expanded learning programs can help support this work, reducing the achievement gap and positively affecting a wide range of student outcomes. This is particularly true when schools and community partners are working in true collaboration to maximize the value of the additional learning time offered in both after-school and summer programs by coordinating with the school-day.

For more than a decade, California has invested in expanded learning programs at a level no other state can match. Yet in many school districts throughout California that are striving to improve student outcomes, these programs are either overlooked or under-utilized.

That is an opportunity missed.

Today, school district leaders in California have a critical and unique opportunity to maximize their existing investment in expanded learning time to better support local goals for student success. However, this opportunity won't be realized if these programs and partnerships continue to work only school by school. School districts need to take action, drawing on the wealth of experiences described in this report and elsewhere, to bring the best site-level practices to scale.

The available research and the experiences of communities throughout California suggest a set of strategic elements that school districts can use to leverage expanded learning time programs and resources in support of student learning. These strategies are like gears in a clock. You can arrange them in different ways to fit within an existing structure, but they must all be aligned in order for an expanded learning partnership to run like clockwork.

STRATEGIC ELEMENT

Build on existing assets as you create a broad-based expanded learning system and infrastructure.

The most coherent expanded learning programs take advantage of the partnerships, strengths, and opportunities already present in a given community. District leaders need to look at their local context carefully to find programs that are already working and assets they can build on. Most important, however, is to acknowledge that the district has a vital role to play if expanded learning is to become an integral part of a system-wide improvement effort.

STRATEGIC ELEMENT

Set the vision that expanded learning is part of the core work of your district's schools.

Through word, deed, and funding, top district leaders need to communicate their commitment to building strong partnerships in support of expanded learning. One important opportunity for doing so is to include expanded learning as a component in the district's larger goal setting activity related to local accountability and to the expenditure of newly-flexible state funding. It's a natural step to take when the vision of success for all students requires them to master both the academic and social emotional skills implicit in the Common Core State Standards.

STRATEGIC ELEMENT

Create and sustain authentic partnerships through shared planning and management.

True partnerships—in which each participant shares in the risk, responsibilities, and rewards—take time and commitment. To create these deep collaborations in support of expanded learning, a district first needs to take a critical look at its contracts, policies, and procedures to make sure they encourage rather than obstruct partner relationships. The district also needs to identify the right person to coordinate these often complicated partnerships, champion expanded learning, and represent the district's point of view; and give that person sufficient time and resources to do the work. Then it is time to gather the available partners around the table, establish norms, and set shared goals.

Expanded Learning Time (ELT) is defined as: Before and after school, summer, and 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.

The After School Division, California Department of Education, working definition July 2014

STRATEGIC ELEMENT

Be clear about the critical role school level leadership plays in creating and sustaining effective programs.

Ultimately, it is at the school site level where effective, well-coordinated expanded learning programs take place. Districts that expect to see those programs in action need to give their principals responsibility and support to make it happen. In the most coherent expanded learning programs, the lines between school day and after-school staff are purposefully blurred. Officials can help create this possibility by working to make sure their personnel policies and union contracts support collaborative staffing.

STRATEGIC ELEMENT

Support the system's capacity for continuous improvement.

Districts need to be as serious about capacity building and continuous improvement in expanded learning time programs as they are in the regular school day. Step number one is to work with expanded learning partners to put robust professional learning and data-sharing systems in place, in part by taking advantage of the strong state infrastructure that already exists.

Expanded learning partnerships can powerfully contribute to district goals for student learning and engagement, but only if district leaders provide the necessary supports and investments to make them function well. By doing so, school districts can replicate powerful expanded learning partnerships across all of their schools, put more hours in the learning day and year, and make sure those hours are time well spent for their students, especially those students with the greatest needs.

Introduction: About this report

Schools and districts in California, and nationally, face the uphill challenge of helping all students to master the Common Core State Standards, including academic knowledge plus the critical thinking, problem solving, and communication skills they will need for adult success.

This is compounded by persistent achievement and opportunity gaps that continue to grow.[1] For students who struggle to achieve these goals, there are not enough hours in the day, at least not in the traditional six-hour school day. And the K-12 educators in the schools that serve them do not necessarily have new resources or extensive experience developing the 21st Century Skills emphasized by the Common Core.

An increasing number of schools and districts in California are looking beyond the resources and time constraints of the traditional school-day to provide those opportunities. They are coordinating with community partners to take advantage of expanded learning time, commonly referred to as after-school and summer programs. A growing body of evidence reinforces what educators are seeing firsthand - when schools and partners are working in true collaboration to maximize the value of additional learning time, the result is better outcomes for kids.[2]

School partnerships and after school programs are not new ideas, but there is a significant increase in the investment and growing attention to building systems that more fully support student success.[3] Up until now, and more often than not, coherent and coordinated expanded learning partnerships were the success story of a school here or there rather than the norm across a system of schools. K-12 district leaders and their partners can change that.

This report examines the partnership models in a widely varied set of California communities. It documents successful strategies districts are employing to coordinate the goals and operations of their school-day and expanded learning programs. By using real-world examples, the report highlights common successes and challenges across districts, tips for effective practice, and variations based on local context.

> " You almost can't see the line between the school district and after school because one can't succeed without the other. "
>
> *Ernesto Villanueva, Principal,*
> *Rice Elementary School*

Context-Setting: Expanded Learning Time Today

A rich body of research describes expanded learning time (ELT), its impact on students, and how effective partnerships can maximize that impact.[4] This section describes some of that work and places it in the context of recent shifts in the educational landscape nationally and in California. The remainder of the report focuses on district-level strategies consistent with this body of research, strategies that are creating corresponding opportunities in California.

WHAT WE KNOW

High-quality expanded learning programs reduce the achievement gap and positively affect multiple student outcomes.

Research on the effectiveness of expanded learning programs provides substantial evidence of the positive impact that high quality programs have on student engagement and achievement. There is also a growing consensus that expanded learning programs support the needs of the whole child in ways that are consistent with the academic and social-emotional learning objectives at the heart of the Common Core State Standards (CCSS).[5] Recent research shows that higher income youth are twice as likely to access enrichment and after school skill-building activities such as sports, music, and art.[6] This difference in access to learning time contributes to the achievement and opportunity gap. Unequal summer learning opportunities, for example, are responsible for about two-thirds of the ninth-grade achievement gap between lower- and higher-income youth.[7]

Opportunity:
With the new instructional strategies being implemented based on the CCSS and changes in the state's accountability system, districts are able to consider student achievement more broadly. Many leaders are rethinking the types of learning environments needed to meet these new goals. ELT partners can point to specific practices and approaches that support these district priorities. Additionally, with the passage of the Local Control Funding Formula (LCFF), California districts are required to focus on underserved student populations and investing in proven strategies, such as expanded learning time, can help close the achievement and opportunity gap.[8] They are also required to address eight state priorities, at least six of which are directly impacted by ELT programs (student achievement, CCSS implementation, student engagement, parent engagement, school climate, and broad course of study).

WHAT WE KNOW

California has a robust expanded learning program infrastructure already in place and dedicated to underserved students.

For more than a decade, California has invested in expanded learning programs at a level no other state can match. Through California's After School Education and Safety (ASES) grant program, established by the passage of Proposition 49, and federal grants from the 21st Century Community Learning Center (21st CCLC) program, California schools receive almost $700 million annually to support after school and summer programs. There are nearly 4,500 publicly funded programs serving over 820,000 individual students across the state. These programs are located in schools that serve nearly double the average number of students eligible for the Free and Reduced-Priced Meal Program and more than double the average number of English learners. (See California's After-school Infrastructure.)

Opportunity:
Since the passage of Proposition 49, there has been significant growth in research and resources to support ELT quality improvement. ELT assessments and continuous improvement processes closely match the theory and practice found in the K-12 system. The recently-approved CDE Quality Standards for Expanded Learning Programs describe the level of quality that ELT programs can and should strive to achieve.[9] School districts now have a set of standards – linked to assessment tools – to spark a shared understanding with ELT partners about what the programming should look like.

CALIFORNIA'S AFTER-SCHOOL INFRASTRUCTURE[10]

- The California Department of Education's After School Division administers the state and federal grants and supports the grantees.

- The primary grantees are school districts, though some county offices of education and cities hold grants (as well as some community-based organizations in the case of 21st CCLC funding). The majority of programs are operated by community-based organizations under contract with a school district.

- This funding supports after school, summer, and intersession programming, with the majority of funds serving K-8 students, and a smaller portion supporting high school students.

- The Regional After School Technical Assistance System (funded by the CDE) supports 11 county offices of education (COEs) that serve as regional leads, supporting the quality and effectiveness of programs operated by ASES and 21st Century grantees in the state's 58 counties. Each Regional Lead COE works with local grantees to plan needs-driven technical assistance to grantees, their sites, and community partners, and to increase communication and networking across grantees and among program sites.

- A variety of statewide organizations provide services to expanded learning programs and systems through research, technical assistance, resources, and capacity building, among them the California AfterSchool Network (www.afterschoolnetwork.org), ASAPconnect (www.asapconnect.org), California School Age Consortium (https://calsac.org/), and the California After School Resource Center (www.californiaafterschool.org).[11]

WHAT WE KNOW

There is a rich body of knowledge on how to integrate school day and expanded learning programs at the school level.

For the most part, well-coordinated and cohesive school-day and after-school programs at individual schools look similar in many ways and share certain characteristics. (For one example, see Box 2.) The key components of an effective expanded learning partnership at the site level, as identified by the literature, include: a shared vision of student success, shared leadership and governance, shared access to data and continuous learning, direct and ongoing communications, and collaborative staffing.[12] Perhaps the most telling is the school principal's commitment to an expanded day and coordinated program. The site leader states clearly, through word and deed, that the after-school program is a valued partner and is integral to student success.

Opportunity:

Under new funding flexibility in California, districts can tailor and support site level partnerships based on unique community assets and student needs. There is no need to reinvent the wheel as districts can build off existing strong site level partnerships and access a diverse body of national research and models focused on broadening learning time. Those resources include, but are not limited to:

- the Community Schools movement,

- School Improvement Grants that required more learning time,

- Linked Learning high schools,

- ExpandEd schools, and

- extended and redesigned school day models.

LIFE ACADEMY,
OAKLAND UNIFIED SCHOOL DISTRICT

Life Academy is a Linked Learning site focused on health and bioscience. The school expanded to include middle school students in 2012-13. Students, parents, and the school staff all take for granted that the school day continues until about 6:00 p.m. most days.

- Serving 419 students in 6-12th grade, 94% low income and 30% English learners.*

- 99% of students in grades 6-10 attend the expanded day program. All juniors and seniors participate in required internships as part of their expanded learning time.

- For nearly 10 years, the school has worked in partnership with Alternatives in Action (AIA) to create a seamless learning experience for students. School day teachers and AIA staff co-lead advisory period, and students receive a grade for their participation and performance in the ELT program. The AIA site director is part of the school's governance team. AIA staff participate in schoolwide trainings and staff retreats.

- Life Academy has an 82% graduation rate* (compared to 63% in Oakland USD as a whole) and the highest UC and CSU acceptance rate of any high school in Oakland.

It's lunch time at Life Academy and proud 9th and 10th graders are showing off their culminating art projects: the theme "Combatting Violence in Our Community." Student teams each explain the rationale behind their particular public awareness campaigns, all of which have been created using the survey information and community research the students have conducted over the last semester. The room is buzzing with conversation as students, teachers, and staff cast votes for the best campaign.

When lunch ends, the juniors and seniors leave to go to their respective internships—most of which are off-campus at local hospitals, health, and science facilities. The middle school students begin their afternoon activities with an advisory period co-led by a teacher and an AIA staff member and then divide into "tribes" to rotate through various activities. Today, those include a STEM club, academic support, and a heated soccer match against a neighboring school.

Throughout the year, the afternoon schedule includes various focus areas agreed upon and planned together by the Life Academy faculty and AIA staff, with substantial student participation. Learning goals vary by age but all focus on some aspect of personal growth and civic awareness. For the school's 6th graders the goal is feeling comfortable and part of the school community; for 7th and 8th graders it's about self-discovery; in 9th and 10th grades, students focus on community impact projects and professional skill-building to prepare for their internships ; and in 11th and 12th the students apply what they're learning through their community internships.

* 2012-13 grad rate data. 2013-14 student demographics. California Department of Education. Retrieved 8-14-2014.

Key Strategies in School Districts

While conditions vary across the state, school districts have put in place some common strategies that are essential for supporting strong expanded learning programs and the partnerships that make them work. These strategies are broadly described here along with examples of how they play out in different ways based on the operational decisions and actions in local partnerships. The "Tips for Operations" boxes throughout this section provide additional details.

STRATEGIC ELEMENT

Build on existing assets as you create a broad-based expanded learning system and infrastructure.

System-level strategies that best support expanded learning programs and partnerships are not as consistent as practices at the site level and are more difficult to describe.[13] That reflects the sheer variability of school systems, communities, and ELT programs, particularly in California (see Appendix).

District leaders who all share an interest in strengthening coordination between the school day and ELT programs can make very different decisions, and wisely so. Those who begin by looking at their local context invariably find assets they can build on that are specific to their community. They may decide to leverage a school-level model that's working or choose a set of partners based in part on existing school-community relationships. They may also avoid some system changes because they know they would encounter particular resistance.

The net result is that effective systems of expanded learning can operate quite differently. For example:

- In some communities school districts take a lead role, coordinating their after-school programs from the district level, hiring the staff, and then contracting with community based organizations (CBOs) or other specialists to enhance the program.

- In other places, a county office or other local intermediary serves as the lead agency and coordinates resources and partnerships on a regional level.

- Some school districts work with a single CBO partner that employs the ELT program staff and develops all the program activities.

- Other districts have a list of "approved community partners" from which school principals select the partner for their school.

Regardless of how the responsibilities for ELT program operations are divided, school districts have an inescapable responsibility for the success of these learning partnerships.

District policies, infrastructure and culture have a direct impact on expanded learning partnerships' quality and sustainability. While one committed school principal can create a highly coordinated site-level program, the chances of that program being sustained—or being replicated in other schools—is increased through proactive support from the district. By the same token, the chances decrease when district policies and operations discourage such partnerships or make them difficult to implement.

One critical part of a school district's support for expanded learning partnerships is to make sure that five specific areas of operation (see list below) receive particular attention and to be clear about how the responsibility for each will be shared. As the table here illustrates, it is not a question of "one right way" to assign these roles but rather about crafting the combination that suits each district best. Ideally, this is done with all parties at the table and based on a written Memo of Understanding (MOU) that clearly describes the roles and responsibilities of each organization and is consistent with their respective resources, level of authority, and area of expertise.

DISTRIBUTION OF OPERATIONAL ROLES AND RESPONSIBILITIES IN EIGHT DISTRICTS

As this table illustrates, the eight successful systems of expanded learning included in this report provide different models for distributing roles and responsibilities across partnerships of school districts, CBO partners, and intermediaries such as county offices of education and regional technical assistance providers that coordinate stakeholders and maximize resources. (The partners listed have primary but not necessarily exclusive responsibility in a given operational area.)

	Hiring & Staffing	Program Design & Activities	Professional Development	Funding Stability	Grant Management & Reporting
Banta	CBO	CBO	COE	CBO/COE	COE
Bellflower	CBO/District	District	District/CBO/COE	District/CBO	District
Chula Vista	CBO	CBO	District/CBO/COE	CBO/COE	COE
Lennox	District	District	District/COE	District	District
Oakland	CBO	CBO	District/CBO	District/CBO	District
South Bay	CBO	District	District/COE	District	District/COE
Tracy	CBO	CBO	COE	CBO/COE	COE
Whittier City	District	District	District/CBO/COE	District/CBO	District

Legend: ■ District (teal) ■ County Office of Education (green) ■ Community-Based Organization (red)

Note: Please see Appendix for more detail on each of these districts.

TIPS FOR OPERATIONS

Grant management and reporting
The resources provided by state and federal expanded learning grants come with a substantial set of administrative tasks.

Those include the application process, monitoring programs to assure compliance with grant requirements, and reporting the required data.

These tasks can be accomplished several ways:

• The local school district can secure grants for its schools and take responsibility for all the administrative tasks.

• The CBO can be responsible for all of the reporting, grant-writing, and compliance requirements. This requires an MOU with strong data-sharing between the district and their CBO partner (a strategy that research has identified as necessary for effective systems-building).

• A county office of education can act as the LEA of record for the grant in order to relieve a local district of the administrative work, and then coordinate local agreements with the district, its CBO partners, and sometimes its school principals regarding how the program will operate. For example, the San Diego County Office of Education oversees a regional consortium of districts, called the San Diego After School Consortium, and manages the application and reporting processes as part of its oversight role.

STRATEGIC ELEMENT

Set the vision that expanded learning is part of the core work of your district's schools.

School districts that effectively support expanded learning make it clear that they expect to see linkages and coherence between what happens during the school day and in expanded learning programs. The commitment to this coherence often intensifies when top district leadership, including the elected board, adopts a vision for student success that encompasses both academic expectations and social-emotional learning, and that also puts a high priority on improving outcomes for underserved students. A shared vision of student success is a must so that everyone who works with students is on the same page. With that vision in mind, it often becomes obvious that the district can and should make better use of its ELT program investment and other community partnerships in order to meet its goals.

Operational change begins when top district leaders communicate—through word, deed, and funding—their commitment to building strong partnerships that will support expanded learning. In Oakland, for example, the district's strong public commitment to the creation of Community Schools includes its expanded learning programs as core assets for improving student outcomes.

Chula Vista Superintendent Francisco Escobeda communicates that community partnerships are a priority by requiring every one of the district's cabinet level leaders to be active in civic life and join one or more community organizations. The district pays any membership fees. "Visibility and relationships come from that," said Escobeda, who himself sits on the local YMCA board, which operates the local after-school programming.

Cultivating strong partnerships can be crucial to a district's ability to secure adequate resources for a quality expanded learning program. The public funding available statewide—though generous by national standards—still falls short of what research has shown it costs to run high quality programs that are well managed and well integrated with the school day.[14] Studies also document a large unfilled demand in many

communities. Many districts also contribute financially in various ways, for example using part of their regular state or federal funding to support a district-level manager for the partnership. Local educators and program staff underscore the importance of stable funding for strong partnerships to develop and for programs to realize their potential.

Even when district leaders go on record and provide support for expanded learning partnerships, district rules and operations can send a different message. Fred Medina, principal at North Elementary in Tracy, recounts a recurring challenge in making sure the after-school staff was on the school's internal email list from one year to the next. "Having the site leads get the district emails is a very important strategy for coordinating with the school day. In the past, the technology staff made changes that knocked our partners' staff off the email network. Then, we had to work to reinstitute and protect their access. At one point the executive director of the Boys and Girls Club brought it up with the district superintendent. The superintendent then brought all the players together to explain the reasons it was important, work through the issues, and get it solved."

> **"** Board visioning work two years ago established our direction, including a shift to a more academic focus in our after-school program. But the district also committed to building well-rounded children, giving them opportunities for the arts, physical fitness, etc. As our after-school providers, the Boys and Girls Club brings youth development expertise to the table that is really valued. **"**
>
> *Melissa Griffith, Director of After-school Programs. South Bay Union School District*

TIPS FOR OPERATIONS

Funding Stability

In about 4,500 California schools, grants from California's After School Education and Safety (ASES) and the federal 21st Century Community Learning Center (21st CCLC) programs provide public funds for expanded learning programs. ASES requires grant recipients to provide at least a one-third local match but additional resources above these minimum levels are often needed to support program quality and meet demand.

Local strategies reflect capacity and available resources:

• Community Based Organizations can leverage their fundraising capability and broad network of community connections. Every CBO interviewed for this report said they had brought additional funds into the district and provided other resources such as volunteers.

• Some districts can use their own community connections such as city agencies including parks and recreation and youth services to bring in extra resources.

• In regions such as the San Joaquin Valley, with many small school districts, regional partners such as county offices of education can help identify and deploy resources that benefit multiple districts.

• Districts that identify expanded learning as a strategy in their LCAP can allocate a portion of their LCFF funds to support both after-school and summer programs. Bellflower Unified used LCFF funds to strengthen program quality by deepening their curriculum and providing professional development for their after-school staff.

• Expanded learning programs can be an appropriate use of federal Title I funds. Oakland Unified funds its summer learning program with a combination of Title 1 and after-school supplemental funding through a 21st CCLC grant.

Create and sustain authentic partnerships through shared planning and management.

When true partners share in the risks, responsibilities, and rewards of successful programs, the whole is often greater than the sum of its parts. Districts take a major step toward creating that level of shared engagement by including their community partners in program planning and decision making.

In complex multi-level organizations such as school districts, and many CBOs as well, research shows that successful partnerships involve collaborative relationships among staff at every level, including the district office, school, and classroom. This type of multi-level, robust partnership takes time and mutual commitment.[15] It also requires active management from a program coordinator who understands the priorities and operation of the district, has influence across multiple levels of the district, believes in the value of expanded learning, and is effective at building and supporting partner relationships.

Ensure and promote the culture of partnership rather than a vendor relationship.

Much of the research on how to build a system of expanded learning programs focuses on the necessary infrastructure and operations such as funding and data-systems.[16] However, research on school reform more broadly finds that getting to scale "must include attention to the nature of change….spread of norms, principles and beliefs; and a shift in ownership such that reform can be self-generative."[17] The anecdotal evidence collected for this report supports that view. Interviewees consistently pointed to a partnership culture as the foundational element of sustained and effective coordination. Such a culture included:

- *Trust* developed in these relationships over time and based on mutual respect and recognition that each partner is adding value to student development and learning;

- *Norms* for communication, shared language, and problem solving; and

- *Values* rooted in a devotion to the welfare of students plus a commitment to continuous improvement.

Some districts treat after-school program providers as "outside vendors" that provide a discrete service to school sites. The evidence shows that this kind of strictly contractual relationship generally fails to lead to the kind of sustained partnership and relationship-building needed to align after-school and summer programs with a district's larger learning goals for students.

Even worse, this separation can lead to a lack of respect between school-day and after-school personnel. In the communities visited for this report, the quality of the partner relationships was a critical asset and one that was deeply valued by school and district officials.

"We have to ask what's right for kids and for our mission," says Ernesto Villanueva, principal at Rice Elementary in Chula Vista. "If a person is out of shape they need to extend their workouts or increase intensity consistently. The same is true with kids and school. I need to extend their learning day. If I have a partner helping me do that I should take advantage of it. That partner might not have all the skills of a credentialed educator, but they are there and they can give the kids more reading time, for example. What we are trying to do is accelerate their learning and partnerships are the way to do it – one plus one equals three. Kids are able to get what they need."

Building Mutual Respect Between School-Day and After-School Staff
School-day and after-school educators can have very different points of view about what children need most in order to thrive and learn.

School-day educators are often enthusiastic about expanded learning programs' potential to engage students and extend learning. At the same time, they don't always see their own standards for program operation, student-adult interactions, and coherence around learning goals being met in the after-school environment. They may also be critical of the staff's skill and knowledge.

By the same token, many after-school providers have a program design and curriculum that they believe in strongly. They are sometimes openly critical of school day environments they see as too rigid and prescriptive, or so narrowly focused on academic goals that students' social and emotional needs are ignored.

As a participant in the state's after-school task force, Paradise Unified School District Superintendent Roger Bylund said he was "taken aback by the negativity" about school-day practices that he heard from some community partners. "The challenge is to get past this. How can we get these two cultures to recognize the value of each one's contribution?"

Interviewees for this report provided the answer succinctly—it's about building personal and professional relationships focused on what is best for kids in order to appreciate the differences and respect the value of both approaches.

Support the work by actively managing the partnership through contracts, policies and procedures that honor the partnership culture.

In districts where coordinated expanded learning systems are a reality, much of the success hinges on the efficacy of a district- or program-wide after-school manager or coordinating organization whose charge is to bring all the partners together to work collaboratively. National research points to this intermediary role as central to building systems-level capacity to support expanded learning, sustain high quality programs, and assure effective coordination with school day learning objectives.[18]

This management and coordinating function can be handled by different agencies, not just the school district. For example, in counties like San Joaquin with many smaller districts, the county office often plays a central role in program management. But in all districts, regardless of size, there needs to be a point of contact with the expanded learning program. The majority of experts interviewed for this report agreed that the after-school manager or coordinator has to have decision-making power, significant connection to the district leadership, and semi-regular communication with principals in order to effectively coordinate systems and to triage the challenges that will naturally arise in any partnership.

> " Our goal is to have our work be viewed, not just as an after-school service provider, but as a partner, aligning shared learning goals and best practices, around both academic and social-emotional skill development with the district. "
>
> *Tia Dwyer, Chief of Field Operations, THINK Together*

Mid- and large-size school districts often place coordinating responsibilities with a district-office administrator. In Oakland, the After School Programs Office acts as a unifying force to align the district's objectives with after-school programs offered by 14 different providers at 75 schools. School site principals choose their program provider with guidance from the After School Programs Office including criteria for who can serve as a lead agency partner, a role description for the lead agency, and completion of the partnership agreements. The provider contract requires every agency director to attend specified district meetings and assess the quality of their program based on a district rubric.

At South Bay Union, budget cuts forced a decision about management of the after-school program that has proved serendipitous, according to Shelley Burgess, assistant superintendent for education services. The district reduced the full-time position of its director of after-school programs to a half-time position, which they assigned to Melissa Griffith, who also serves half time as principal of a new, very small charter school.

With an improved budget, the district would like to put more resources into its ELT program management, but having Griffith play this dual role provided some important insights. "That has been a very powerful strategy because she has a foot in both after-school and site-level management," said Burgess. She credits Griffith with raising the visibility of expanded learning with the district's other principals, whom she meets with regularly, and helping them collectively leverage their after-school programs to make progress toward the district goals for improved student achievement.

In the San Joaquin County Office of Education, which functions as the grant manager, and in Bellflower Unified the program coordinators regularly help principals review data and problem-solve "housekeeping issues" such as sharing space and access to technology. Though districts varied in their practice, all invested in regular communication structures and mechanisms to assure smooth-running partnerships.

STRATEGIC ELEMENT

Be clear about the critical role school level leadership plays in creating and sustaining effective programs.

The school districts that are successful in creating systems of expanded learning find the right balance between site autonomy and program consistency. They set clear expectations and provide guidance at the district level, give school site leaders the support and resources they need, and allow enough flexibility to enable school-level relationships to flourish.

The district can set a tone regarding the willingness to contribute and even encourage the use of district resources – funds, supplies, space, other assets – in support of ELT at the site level. Tackling these issues as part of contracts or MOUs that are negotiated and updated annually is one important strategy. The majority of the districts visited for this report provided school sites with a basic MOU the site then customized. These MOUs address such "housekeeping" issues as space usage, technology access, and custodial services in order to create a level of consistency across the district and to underscore the LEA's commitment to these programs. In addition, when both district and site level leaders have the flexibility to share resources such as supplies, meeting facilities, and custodial time on a more informal basis they are more likely to build positive attitudes and relationships.

Emphasize expectations and provide support for site administrators in regard to their responsibilities for integrating the school day and ELT programs.

Districts that want strong expanded learning partnerships as the norm can take steps to hold principals accountable for coherence between their school-day and after-school programs, and for the quality of expanded learning on their sites.

Fred Medina, principal of North Elementary in Tracy, talks about the power he has to create a strong after-school program when the existence of the program itself is non-negotiable. When problems or issues arise with the school day staff, he acknowledges them but says "This program is going to happen, so how are we going to make it work?"

The Chula Vista Elementary School District uses a decentralized site-based management approach, but in its formal "Principal Performance Standards" the superintendent holds the principals accountable for their success in developing community partnerships and supporting their entire staff in collaborations that serve student needs.

"The expectation for a principal in this district is very high," said Rice Elementary principal Villanueva. "You have to look at every option. I have to capitalize on the partnerships. I really need these people. It's also clear that the YMCA is a very important partnership for the district. We know that and we follow that lead."

Many districts require their school principals to meet together to discuss their after-school programs. This requirement can be a compliance exercise or it can create synergy among site-level leaders. The difference often depends on having a school principal who becomes a vocal, effective champion for expanded learning. The presence of district-level ELT staff and partner agencies at these meetings can also make a difference, including supporting principals knowledge about how to create program coherence and address challenges.

Support the professional role of ELT program site leads.

The on-site ELT program manager plays a pivotal role in the success of the overall partnership. On a day-to-day basis, this person is often the common point of contact for all levels of the partnership, from the CBO and district to individual students and parents. Typically, the role includes overseeing the program's operation and the work of the part-time program staff, often including training related to specific program activities. Of particular importance is the site lead's ability to work well with the school principal or his/her designee.

Edgar Tapia, the ASES Director for the South County YMCA in Chula Vista, was one of several interviewees who emphasized specific support for ELT program site leads around their relationship with the principal and other school-day staff.

"Our site supervisors need to feel comfortable approaching the principal. We help them develop their own professionalism, even in things like how they dress. We're teaching our staff how to handle things appropriately and we have performance standards around that."

> " Other principals started asking about the program and the results we were getting. I'd ask them, 'Aren't you involved with your program? It's mine on my campus. "
>
> *Fred Medina, Principal, North Elementary School*

Each site director is also required to go through the Chula Vista District's introductory training with school and district staff to acclimate and integrate them into district policies and culture.

In Central Unified School District, the superintendent and district leadership have not only invested in expanded learning programs above and beyond their ASES grant funding, they have also publicly recognized the invaluable work of site leads. In 2014, the district honored a site coordinator as one of three "employees of the year" (the district has approximately 1,500 staff).

Districts can help create the conditions that support site leads in this work through various policies, including:

- Setting the expectation that principals attend to this working relationship, including regular communications, trouble-shooting problems that involve the school-day staff, and including the after-school program lead in site level planning groups such as the school site council.

- Ensuring that resources for the program are adequate to make the site lead position a full-time job.

- Supporting the CBO and/or district after-school program office so it can provide professional development to build the capacity of site leads to interact effectively with school-day educators and to better understand school-day learning goals.

Create opportunities for collaborative staffing that promote integration between the school day and after school.

At its most fundamental level, school-day and after-school coordination requires teachers and staff members to communicate about the needs of individual students and share responsibility for connecting with families. However, creating opportunities for more systematic and robust staff interactions helps build the school and classroom level partnerships so integral to coherent expanded learning programs.

One consistent finding from research is the importance of staffing structures that intentionally blend roles across school-day and after-school time, resulting in staff who work in both settings.[19] School district leaders can encourage and facilitate this kind of collaborative staffing through their personnel policies, union contract provisions, and compensation structures.

At South Bay Union, the district has increasingly looked to its cadre of after-school staff members to fill part-time classified positions such as classroom aides, playground supervisors, and library clerks. It also encourages the Boys and Girls Club to consider hiring from the classified workforce for its before- and after-school staff. This dual staffing has helped the district retain staff members who might otherwise have had to look for a single full-time position. Assistant Superintendent Burgess notes that the district's classified union supports the opportunity for part time district employees to have an additional source of income. Similarly, at North Elementary in Tracy Unified School District, many of the Boys and Girls Club staff members also serve as yard monitors and take on other school day duties given their close relationships with school staff, students, and families.

In some districts, union contracts can constrain the use of collaborative staffing. For example, job descriptions, seniority rules, and compensation structures may not have been designed to accommodate these dual roles. Many districts have successfully brokered new contract language to allow for shared staffing.

TIPS FOR OPERATIONS

Program Design and Activities
Assuring that the overall program design and the daily activities in an expanded learning program are well-coordinated with the school day requires active engagement from regular school-day personnel, but that can take many forms.

District office and/or school site staff can:

- Play a strong role in identifying the program objectives and developing an overall program design, then have site-level ELT staff plan and implement activities under the CBO's supervision.

- Work with a program provider to identify learning goals more generally and then leave the program design and activity planning in the hands of the partner agency and its staff. For example, Alternatives in Action (AIA), a Bay Area organization that provides programs at three school sites in Oakland Unified School District, come to their expanded learning work with a clear set of principles and a specific vision for what kids need. They work with school leadership to understand how that fits with the school's principles and vision.

- Design most or all of the ELT program activities (which may include the purchase of some "packaged curriculum" or lesson plans prepared by county offices and other organizations) and then work with after-school staff to assure high-quality implementation.

DIFFICULT CONVERSATIONS

Teachers don't have additional time

A significant barrier to developing more coherence between the school day and after-school programs is making the time for planning and communication between the program staff and teachers.

In North Elementary in Tracy, teachers stay an extra 45 minutes after school for academic tutoring and homework help on a rotating schedule. This was made possible by maximizing teacher contracts that requires adjunct duty. Additionally, since the site coordinator arrives at noon everyday there is shared time to discuss individual student needs as well as program and activity planning. In turn, the Boys & Girls Club staff often will be on hand for night activities that would otherwise have been supervised by teachers.

The district has a role both to support additional planning time for teachers and to provide the flexibility for principals to work within teacher contract agreements to design what works best at a site level.

Districts also make sure they have policies in place that support the engagement of their teaching staff in the after-school program. Oakland and Bellflower schools have a teacher act as the academic liaison to the after-school program. The trick is to define specific roles and deliverables across the district for these positions, and provide training so teachers in this position are well-prepared to be supportive. In Oakland, for example, the district has job descriptions, orientations and trainings for their academic liaisons, and also includes academic liaisons in some site coordinator trainings. Expanded learning grant funds from each school site are set aside to fund this position.

At Lennox School District, two academic enrichment teachers oversee the instructional program. In addition, the district has put in place a "LEAP Day" for all site level administrators and counselors. After-school Program Director Eddie Garcia explains that there is a specific

day assigned to each administrator when they stay until 6:00PM and "have to take the responsibility to provide support for after school." This is a long standing tradition in Lennox and administrators make themselves accessible to coordinators, staff, students, and parents of the after-school program.

STRATEGIC ELEMENT

Support the system's capacity for continuous improvement.

To assure that teachers in the classroom can do their work and meet the needs of all their students, districts invest what they can in continuous learning, which includes assessing the quality of instruction and providing professional development to support improved practice.

Districts and their expanded learning partners have to be just as serious about assessing and continuously building the skills of staff who work with students beyond the traditional school day and year. They also need to provide the space for after school staff, teachers, and principals to develop cohesion across the school and expanded learning programs.

Expanded learning programs draw from multiple sources for professional learning opportunities.

It makes sense that the development and operation of a comprehensive program of professional learning for after-school and summer staff can take advantage of economies of scale. In many areas of California, professional development for ELT staff largely occurs on a regional level, often with the active support of the county office of education and other regional partners. The state provides some funding for this purpose.

In Los Angeles County, for example, the county office is the regional lead and works with 180 grantees, including CBO partners, school districts, and 65 independent charter schools. LACOE uses multiple strategies to provide a wealth of professional learning programs, ranging from on-site coaching to mentoring for new program leaders/managers, and topic-specific learning opportunities for program staff at all levels.

Most CBOs also provide a variety of training and learning opportunities that build staff capacity and orient employees to the specific program's standards and operations. In San Joaquin County, the after-school staffs from all 14 programs run by Give Every Child a Chance (GECAC) participate together in a week-long training program. GECAC also actively encourages its staff to attend other professional learning events, coordinating with the San Joaquin County Office of Education—and with school and district leaders—to identify staff needs and site priorities.

In Chula Vista, the district has a renewed focus on STEM and went to the YMCA with this district priority, giving the YMCA the autonomy to design the program to best meet its operational and staffing needs. Program staff received intensive STEM training from the San Diego County Office of Education and continuous quality improvement internally from the YMCA. In interviews and observations for this report, school day teachers affirmed that students brought their enthusiasm for STEM into the classroom and referred to the programming in after school.

In Oakland, the district's After School Programs Office puts together its own comprehensive schedule for professional development that includes quality assessment linked to training and coaching. During the course of a year, the district offers a variety of after school learning communities for staff cohorts with focuses such as restorative justice, literacy for English Learners, STEM and others. "Increasingly, we have shifted away from one-day trainings to a professional-learning-community model," said Julia Ma, the district's coordinator of after-school programs. The district works with a cohort of after-school staff and site coordinators over the course of a year around a specific area of content, such as science, giving them lessons and facilitation strategies to implement with time to practice and compare their experiences.

Although each agency in the learning partnership usually contributes to staff training based on their skills and resources, an extra burden falls on the hiring agency—be it an education agency or a CBO—to provide staff with an effective induction to the program. The high turnover rates that are typical with the part-time positions of many ELT staff make this particularly challenging.

TIPS FOR OPERATIONS

Professional Development
A wealth of resources are available in California to support both initial training and professional development for after-school staff.

When a partnership is well managed, community organizations, school districts, regional partners and technical assistance providers share this critical area of work. Approaches include:

- Assessing staff training needs based on their experience and existing skills, plus the learning goals of the school and its partners, and then matching those needs with existing or newly-developed training opportunities. The San Joaquin COE surveys all its program sites as part of its needs assessment.

- Adapting models of professional learning being used with the school-day staff.

- Inviting after-school and summer staff to attend the district's regular professional development offerings.

- Allocating the funds necessary to pay ELT program staff to attend trainings.

- Providing professional development and mentoring for principals around the opportunities and challenges of coordinating school day and ELT programs.

Data-sharing supports effective program evaluation and planning.

As in any sector, developing programming based on evaluation data is best practice and expanded learning is no different. Research shows that data-sharing is vital to effective expanded learning partnerships.[20] The obstacles to sound practice around data can be a question of capacity or policy interpretation.

One hurdle certainly relates to the practical challenges of creating cross-sector data systems. This is true despite the fact that the state and federal grant programs

require reports on student attendance, behavior, and academic outcomes.

In California, regional partners have often taken on this reporting function and some have expanded their data systems to also serve expanded learning partnerships in more robust ways. The San Diego After School Consortium, for example, manages the data system and evaluation for more than 300 county programs in 27 school districts. Local programs all use a web-based system from Cityspan to track their attendance and student performance data. The county office assures that the system complies with state grant requirements and also works with a local consultant to create annual evaluations for individual districts.

THINK Together, a provider which serves over 100,000 students across 6 counties and dozens of school districts, has prioritized securing strong data-sharing agreements and to date has agreements in over two-thirds of the districts it partners with. Though no easy task (i.e. in one district it took 3 years to get data-sharing started after an initial district meeting), one of THINK's biggest selling points is how data-sharing can save time and resources on both sides and provide more advanced program evaluation. With shared data on student outcomes and needs, THINK is better equipped to align the program to complement school and district goals for improving student outcomes. Another common district concern is compliance with federal regulations regarding student privacy. Recent policy changes clarifying how student data can best be shared with ELT partners reflect the growing recognition of the educational role these programs play, yet some districts remain cautious.

DIFFICULT CONVERSATIONS

Shared data access day to day.
Data-sharing is important on the system-level to evaluate program impact and engage in continuous improvement. Equally important is shared data at the site-level.

School day and ELT program staff are both better informed about the needs of individual students when they have shared access to data about students' attendance, academic performance, and behavior.

- Some districts share student data with the site lead only, although line staff may have limited access.

- Some districts provide ELT staff with full data access and also have them input data into a shared system such as Cityspan.

- A common practice is for the CBO to ask parents to provide permission for data access as part of registering their child in the after-school or summer program.

- In some districts, the ELT program lead is treated as part of the professional staff, including being invited to participate on Student Study Teams (SSTs).

An Opportune Time for Building a System of Expanded Learning Partnerships

California's Local Control Funding Formula includes a mandate to better serve students from low-income families, English learners, and foster youth. It also ushered in new spending flexibility for schools and school districts and in most cases additional resources where expanded learning grants exist (ASES and 21st CCLC funding goes to schools with over 50 percent free and reduced lunch).

Armed with greater spending flexibility and increased resources for traditionally underserved students, districts are expected to implement strategies that make better use of their available resources and ultimately improve student outcomes. As evidenced by the research on expanded learning programs and the existing blueprint offered by many districts, improving the coordination and coherence between school-day and ELT programs should be a central strategy in doing so.

California's decade-long investment in expanded learning programs gives school district leaders an extra advantage as they consider this strategy. The state has invested in a vigorous and dynamic infrastructure dedicated to creating quality ELT programs that are well integrated with the regular school day. That includes:

- A regionally-based system of technical assistance and support for professional learning in the ELT space;

- The newly approved Quality Standards for Expanded Learning Programs, with an implementation plan supported by the California Department of Education's After School Division and a statewide task force; and

- A cadre of skilled ELT professionals who have broad experience and are eager to build strong partnerships at the school, district, community, and regional levels.

As described in this report, creating coherence between the school day and after school worlds can be challenging, particularly when the goal is to do so at a system level rather than at a single school. Partners have to work through difficult conversations and find the best way to use their local assets to develop and sustain quality programs. That said, these collaborations hold tremendous potential for improving the learning outcomes of traditionally underserved students. It is happening in school districts and communities throughout California; and it can happen in yours.

You can begin by considering the strategies identified in this report and starting the necessary conversations. It will be **time well spent**.

STRATEGIES FOR SUPPORTING EXPANDED LEARNING IN YOUR DISTRICT

Build on existing assets as you create a broad-based expanded learning system and infrastructure.

Set the vision that expanded learning is part of the core work of your district's schools.

Create and sustain authentic partnerships through shared planning and management.

Be clear about the critical role school level leadership plays in creating and sustaining effective programs.

Support the system's capacity for continuous improvement.

Appendix: The Expanded Learning Systems Featured In This Report

SAN DIEGO COUNTY

These school districts are part of a consortium managed by the San Diego County Office of Education. The COE acts as the grantee for more than 300 expanded learning programs in the county, managing their grant applications and program evaluations, including a comprehensive data system through Cityspan. Along with the Children's Initiative, a local non-profit, it also provides extensive professional development for local after-school staffs.

Chula Vista Elementary School District, Chula Vista, CA

- The state's largest elementary district, serving almost 29,000 students primarily in grades K-6, 42% low income

- 1,700 students participate in publicly funded after-school programs at 19 schools. Over 1,000 students participated in summer programs in 2014.

- District office contracts with the South Bay Family YMCA to operate almost all of the programs, plus fee-based programs at 26 non-Title I schools. The YMCA implements its after-school program based on its own structure, but works with the district and individual school principals to align with site- and district-level academic and social-emotional learning goals.

South Bay Union School District, Imperial Beach, CA

- Serving almost 8,000 students primarily in grades K-6, 78% low income.

- 2,000 students participate in publicly funded before- and after-school programs at 11 schools. Summer programs served 500 students, at four sites, in 2014.

- District office contracts with the Boys and Girls Club of South County to hire staff and operate the programs, but takes the lead in developing the after-school curriculum and plays a strong role in assessing and addressing the staff's professional development needs.

SAN JOAQUIN COUNTY

The San Joaquin County Office of Education (SJCOE) serves as the LEA for 20 ASES/21stCCLC program sites located in six of the county's 14 school districts. Those districts include Banta Elementary and Tracy Unified. SJCOE writes the grants and then develops an MOU with each district and with the CBOs that run the programs. SJCOE also actively engages with a variety of special program providers and funders—such as the Maker movement and the DaVinci Center. Many of the program providers work with multiple school districts in the larger region.

Banta Elementary School District, Tracy, CA

- Serving about 300 students in grades K-8, 65% low income.

- 80 students participate in the publicly funded after-school program at Banta Elementary School. Another 50 attended a summer program in 2014.

- On behalf of this tiny district, the San Joaquin COE contracts with Give Every Child a Chance (GECAC), a regional non-profit that provides programs to several school districts. GECAC plans the program consistent with school and district goals, hires the staff, and arranges their professional development, some of it through SJCOE. GECAC also conducts a tutoring program and other enrichment activities that it offers free to the 14 Central Valley school sites where it runs programs.

Tracy Unified School District, Tracy, CA

- Serving about 17,000 students in grades K-12, 45% low income.

- 700 students participate in publicly funded after-school programs at six schools. Another 300 attended a summer program in 2014.

- The Tracy Boys and Girls Club manages the district's after-school programs. The Club hires the site leads and line staff, and adapts its organizational curriculum to meet ASES requirements and local priorities. The district invites after-school staff to its "back to school" trainings and events.

LOS ANGELES COUNTY

Excluding Los Angeles Unified School District, with its 650,000 students, there are 79 school districts that serve 845,000 students in the state's most populous county. The Los Angeles County Office of Education (LACOE) serves as the regional lead, providing technical assistance and professional development to a varied group of school districts. Many of these districts, including those listed below, have strong affiliations with a specific community or small city in the region.

Lennox School District, Lennox, CA
- Serving about 7,000 students in grades K-12, 85% low income.

- About 1,700 students participate in publicly funded after-school programs at six schools. During the summer of 2014, 700 students participated in summer programs at five district schools.

- District-operated program, with some enrichment programs provided by community partners. Decisions about program activities and curriculum are made at the site level and the program is overseen by the Academic Enrichment Teacher at each school. The district provides professional development in addition to sending after-school staff to trainings offered by LACOE and other providers.

Bellflower Unified School District, Bellflower CA
- Serving about 13,700 students in grades K-12, 67% low income.

- 700 students participate in state-funded programs at seven school sites

- The district runs the Project Apple after-school program, including the hiring of staff. Bellflower contracts with the California Educational Center (CEC) for specific educational and enrichment activities and CEC provides paraprofessional staff to run those. The overall program is developed

collaboratively by district office staff, the school sites, and CEC. Professional development is provided by a variety of agencies, including Consult 4 Kids.

Whittier City Elementary School District, Whittier, CA
- Serving about 6,300 students in grades K-8, 68% low income.

- 1,100 students participate in publicly funded programs at nine elementary schools and two middle schools. During the summer of 2014, summer programs at four sites served about 700 students from throughout the district.

- District operates elementary programs and contracts with the Boys & Girls Club for the middle school programs. At the elementary level, district office staff does hiring and makes all curriculum/program decisions with input from advisory groups. Some professional development is done in house and some is contracted out to after-school organizations, consultants, and LACOE.

ALAMEDA COUNTY

As a district with more than 46,000 students, the Oakland USD operates most aspects of its after-school programs independently. The Alameda County Office of Education, acting as Region 4 lead, provides technical assistance and professional development to many other programs in its 7-county area, including some charter schools within the Oakland district.

Oakland Unified School District, Oakland, CA
- Serving about 46,000 students in grades K-12, 77% low income.

- 16,000 students participate in publicly funded programs at 43 elementary, 18 middle, and 14 high schools.

- School sites in Oakland choose their Expanded Learning Time partners with the support and advice of the district's After School Programs (ASP) Office. The district is committed to a community schools model and has a long history of school-CBO partnerships. The program providers hire their own staff but site leads are required to meet regularly with the ASP staff and principals to collaborate and align after school with the school-day program. The CBOs also have expectations related to program implementation, professional development, and evaluation.

Endnotes: To Learn More

1 Professor Sean Reardon (Stanford) released a study that showed how – based on the difference in test scores - the achievement gap between low-income and more affluent students has grown by up to 40% over the last 50 years. Since test scores are only one metric of student success, a growing body of research is focused on the wide array of inequities between low-income and more affluent youth including the research article "Growing Class Gaps in American Youth."

2 Educator perceptions and anecdotal evidence regarding the link between expanded learning and school day coherence and better student outcomes is abundant. Academic researchers have begun taking on the question in a more systematic way and their initial results largely confirm the impressions of practitioners on the ground. A summary of one such study in California, _Examining Alignment Afterschool and the Impact on Academic Achievement_ was developed by THINK Together. Priscilla Little one of the leading experts on school and expanded learning partnerships to improve student outcomes, provides additional evidence in _Partnerships for Learning: Promising Practices in Integrating School and Out-of-School Time Program Supports_, Harvard Family Research Project, 2010.

3 Boyle, Patrick. "Increased OST Connections Provide Continued Benefits." Youth Today. Resources referenced include The Wallace Center Knowledge Center – After school and _Hours of Opportunity_, by the RAND Corporation.

4 For a comprehensive overview of research on expanded learning see, _Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success_, edited by Terry K. Peterson and the Mott Foundation. This compendium was released in 2013 and includes studies, reports and commentaries by more than 100 thought leaders including community leaders, elected officials, educators, researchers, and advocates.

5 For an overview of the research and suggestions for incorporating expanded learning into a district's thinking about the Common Core, see "Linking Common Core and Expanded Learning," Gonzales, L., Gunderson, J., and Wold, M. Leadership Magazine. Association of California School Administrators (January 2013). A national resource by the Annenberg Institute for School Reform, _Leveraging Time for School Equity: Indicators to Measure More and Better Learning_, provides a framework and research base for why and how expanded learning strategies can support and overcome educational inequities.

6 Putnam, R.D., C.B Fredrick, and K Snellman. 2021. _Growing Class Gaps in Social Connectedness among American Youth_. The Saguaro Seminar: Civic Engagement in America. Harvard Kennedy School of Government.

7 Alexander, Karl L., Doris R. Entwisle, and Linda Steffel Olson, Lasting Consequences of the Summer Learning Gap, American Sociological Review 72(2):167-180, 2007

8 The Local Control Funding Formula is a new and significant shift in how schools are financed and held accountable that went into effect in January 2014 in California. For additional information on LCFF see the Legislative Analyst Office overview at http://www.lao.ca.gov/reports/2013/edu/lcff/lcff-072913.aspx. The Partnership for Children & Youth created a guide (January 2014), _Leveraging Summer for Student Success_, for school officials on how and why summer learning can support the implementation of LCFF.

9 School districts can use the California Department of Education's _Quality Standards for Expanded Learning Programs_ as a guide for evaluating the quality of local programs.

10 A report from the California AfterSchool Network—_State of the State of Expanded Learning in California 2013-14_— provides an overview of the state's expanded learning system.

11Various statewide organizations are funded by CDE to support ELT programs. The California Afterschool Network (www.afterschoolnetwork.org) convenes local and state ELT practitioners and advocates, and provides resources in support of ELT program quality. ASAPconnect (www.asapconnect.org) works with providers and Regional Leads

to build their capacity and offers a statewide directory of technical assistance providers. The California School-Age Consortium (https://calsac.org) provides trainings across the state and oversees local networks of childcare and after school providers. The California After School Resource Center or CASRC (www.californiaafterschool.org) is a CDE sponsored online resource library of reviewed curricula and other materials, online trainings and technical assistance for school districts and ELT programs.

12 There are an array of resources on school and after school partnerships. Those that supported this paper (referenced above) included: Harvard Family Research Project's Partnerships for Learning series, Mott Foundation Expanding Minds and Learning Project, and The Wallace Foundation Knowledge Center -After school.

13 The work from various organizations, including the Harvard Family Research Project, Every Hour Counts, and the Rand Corporation deal with system level strategies in a variety of different ways.

14 Public Private Ventures and The Finance Project released a report, The Cost of Quality Out-of-School-Time Programs (2009), which determined the range of costs of high-quality programs by conducting a cost analysis based on data collected in 111 programs in six cities. Though this report outlined a nuanced process for determining costs across a range of program decisions, age groups, and seasons, it found that on average it costs $24 a day per student to operate programs during the year. In California, programs are funded at a $7.50 per student daily rate.

15 Partnerships for Learning: Promising Practices in Integrating School and Out-of-School Time Program Supports. Harvard Family Research Project (2010).

16 See Hours of Opportunity series of reports by the RAND Corporation referenced above.

17 Colburn, Cynthia. Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change Educational Researcher, Vol. 32, No. 6, pp. 3–12, quote p.3. This article reviews research on getting to scale with school reform implementation and develops a framework of four dimensions including depth, sustainability, spread, and shift in reform ownership.

18 Every Hour Counts, a national organization dedicated to system-level support for Expanded Learning Time programs, has published several resources to help school districts and CBOs develop coherence between their school day and ELT programs. Their website is http://www.everyhourcounts.org.

19 Partnerships for Learning: Promising Practices in Integrating School and Out-of-School Time Program Supports. Harvard Family Research Project (2010).

20 Data-Sharing: Federal Rules and Best Practices to Improve Out-of-School Time Programs and Student Outcomes provides an overview of this research along with an analysis of federal and state policies related to student privacy issues. Also, a study of OST programs by the RAND Corporation found that data systems are essential to increasing access to programs, improving the quality of services, and developing program sustainability.