

COVID QUICK GUIDE:

EXPANDED LEARNING SUPPORTS

Reopening schools—virtually or in person—in this chaotic environment requires an all-hands-on-deck approach, especially for vulnerable students. Districts and schools should integrate, coordinate, and plan with their expanded learning partners who have the experience and relationships to provide academic support and care for students who are socio-economically disadvantaged, experiencing homelessness, foster youth, English learners, and children of color.

State and federal agencies have granted schools and expanded learning providers significant flexibility to meet the local needs of students, families, and staff, allowing them to blend staffing, funding, and activity spaces. Expanded learning staff and strategies should be included in the development of Learning Continuity and Attendance Plans to meet school goals, including attendance, meal and technology distribution, social-emotional learning, and academic achievement.

California has two publicly funded sources for expanded learning programs:

- the federal 21st Century Community Learning Centers (21st CCLC) program
- the state After School Education and Safety (ASES) program

These programs provide over \$780 million annually to local education agencies (LEAs) for before and after school, summer, and intersession programs across 4,500 sites. Though not all schools have publicly funded programs, *all schools receive funding that can be used to operate these programs (see page 3), and communities can partner with municipal or community organizations to provide enrichment and other supports for students in non-school hours (see page 2).*

Learning Continuity & Attendance Plan Priority Areas	Expanded learning partners can lead or support the following activities for in-person, virtual, or hybrid learning environments	
Pupil Learning Loss	<ul style="list-style-type: none"> • Small group lessons • Tutoring and homework help • Study skills and school readiness 	<ul style="list-style-type: none"> • STEM activities, literacy, and art • Support independent study and/or extra credit opportunities • Project-based learning that is active, collaborative, meaningful, supports mastery, and expands horizons
Mental Health & Social-Emotional Well-Being	<ul style="list-style-type: none"> • Trauma-informed care • Individual wellness checks • Restorative and resiliency circles • Mentorship • Clubs and collaboration-building activities 	<ul style="list-style-type: none"> • Community and service projects • Play - games and fun • Youth employment and internships • Behavior management support
Pupil Engagement & Outreach	<ul style="list-style-type: none"> • Support attendance check-ins and outreach • Technology training and bridging • Parent education and advocacy • Family and community liaisons 	<ul style="list-style-type: none"> • Translation and bilingual communication • Complementary communication channel for updates and engagement • Community resource broker • Host outreach and community events
Nutrition, Connectivity, Safety, Health, & Wellness	<ul style="list-style-type: none"> • Supervision • Provide internet connectivity and troubleshooting • Safety protocol education, training, and oversight 	<ul style="list-style-type: none"> • Meal and resource delivery • Physical education • Healthy habits and learning

NEW FLEXIBILITY FOR PUBLICLY FUNDED EXPANDED LEARNING SUPPORT AND SUPERVISION

LOCATION: LEAs and/or community based organizations (CBOs) can provide in-person programming at LEA sites, even if the campus is closed for in-person instruction. Location of in-person programming must be approved by the LEA in consultation with public health officials. LEAs and/or CBOs also have the flexibility to operate at non-school sites with this [form](#).

HOURS: In-person support and supervision by LEAs and/or CBOs is not limited to certain hours or days, and can support students while they participate in distance learning or other enrichment activities. Waivers are not needed for ASES and 21st CCLC programs unless they operate more than 60 hours per week or 30 hours per child, not including time counted toward instructional minutes.

STUDENTS SERVED: LEAs and/or CBOs can supervise and provide in-person support to school-age children of critical infrastructure workers in and around the LEA. Students in foster care or experiencing homelessness must be given priority access. As space allows, programs need to also serve other eligible students prioritized by the LEA, such as students with disabilities, English learners, students at risk of abuse or neglect, and students at higher risk of further learning loss or not participating in distance learning.

FUNDING: State and federal funding (ASES & 21st CCLC) may be used for in-person support and supervision. Other available funding sources are listed on page 3.

EXPANDED LEARNING PARTNERS AND STRUCTURES

Expanded learning programs play an essential role in community connected schools. In addition to providing safe learning environments for students, they are seen as trusted partners for families, and can connect families to other supports and services in the community. They are flexible programs that can involve a variety of partners who can operate with diverse staffing structures, roles, and locations.

Expanded Learning Partners	Staffing Structures	Roles of Expanded Learning Staff	Locations for Activities
LEA-run programs	In collaboration with teacher	Supervision	Classroom
Youth-serving nonprofits	In collaboration with other paraprofessionals	In-person academic aides	Community site
Parks and recreation (city, county, state, district)	Individual support for students	In-person individual and group education, SEL, and wellness leaders and facilitators	Outdoors
Recreation clubs (YMCA's, Boys & Girls Clubs)	Directly lead groups of students	Real-time virtual learning	Virtual
Libraries	Can support reduced staff ratios	Asynchronous learning	Home visits
Museums		Bridge programs	
Childcare agencies		Hybrid - supervision during student rotations same day or alternative days	
Summer and day camps		Community and family liaisons	

FUNDING SOURCES THAT CAN BE USED FOR EXPANDED LEARNING PROGRAMS

- ▶ After School Education and Safety (ASES) (State)
- ▶ 21st Century Community Learning Centers (21st CCLC) (Federal)
- ▶ [Title 1](#) (Federal)
- ▶ [CARES Act](#) (Federal Stimulus):
 - Learning Loss Mitigation Funds
 - Elementary and Secondary School Emergency Relief Fund (ESSERF)
- ▶ Local control supplemental and concentration funds (State)
- ▶ School-age childcare and early learning funding (State and Federal)
- ▶ City and county youth funds



ADDITIONAL RESOURCES

- ▶ [Examples of expanded learning partnerships during COVID-19](#)
- ▶ Key guidance to review for expanded learning partnerships:
 - Industry guidance for [Schools and School-Based Programs](#) and [Child Care](#)
 - [CDE Expanded Learning Division Guidance, FAQs](#)
 - [CDSS PIN 20-22-CCP—Guidance and FAQs](#)
 - [CDPH Cohorting Guidance, FAQs](#)
- ▶ Please also check the [Governor's Office COVID-19 Updates](#) and your [local county public health department](#) for the most current updates and requirements.
- ▶ [No Longer Optional: Expanded Learning in School Reopening](#), Opportunity Institute and Partnership for Children & Youth
- ▶ [Recognizing the Role of Afterschool and Summer Programs and Systems in Reopening and Rebuilding](#), American Institutes for Research



Natomas Unified School District in Sacramento partnered with Sacramento Chinese Community Service Center to support small groups of students.

Questions? Contact us: support@partnerforchildren.org