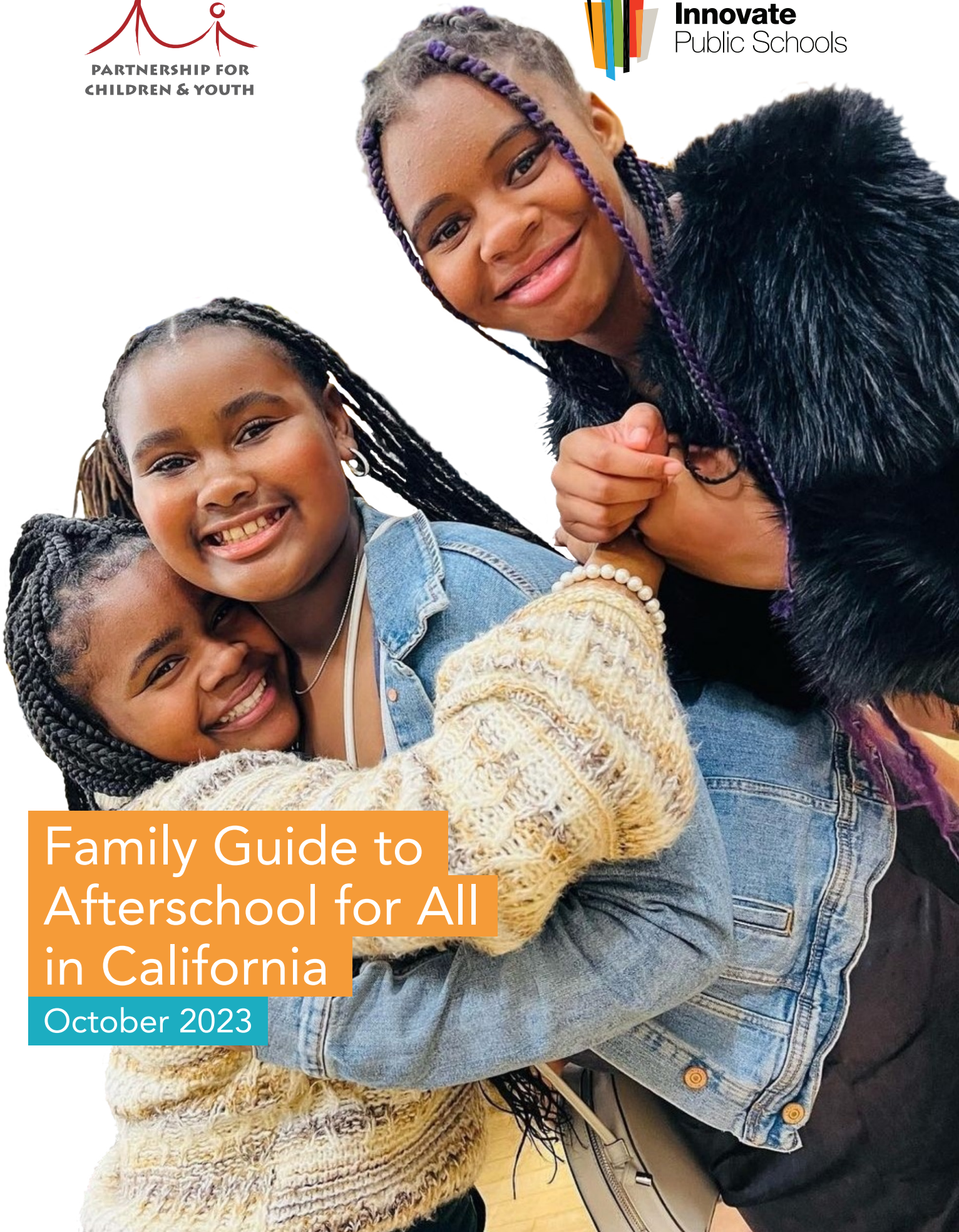




Innovate
Public Schools



Family Guide to Afterschool for All in California

October 2023

Family Guide to Afterschool for All in California

California is investing \$4 billion every year in afterschool and summer learning programs. Beginning in the 2023-2024 school year, nearly all students should have access to these programs. This is a tool for families to understand what the Expanded Learning Opportunities Program (ELO-P) is and how to advocate for programs that will best support their children’s and community’s learning and well-being.

How can I use this tool?

- 1 Build awareness:** Make sure all families are aware of this new funding and what services and supports should be offered in their schools. For example, ask your principal what new programs are available, how this funding is being spent, and how are programs are being measured to show impact.
- 2 Increase parent power:** Feel equipped to engage in conversations with your school and district leaders to ensure ELO-P is effective, accessible to all families that want it, and responsive to student, family, and community needs.

Table of Contents

What is ELO-P?	1	What to ask	6
What is Expanded Learning?	2	Examples of success	8
What can ELO-P funds be used for?	3	What to know about ELO-P funding	9
What to look for	4		

What is ELO-P?

California is investing \$4 billion annually in the [Expanded Learning Opportunities Program \(ELO-P\)](#) (see Figure 1). This funding is for schools to provide more learning opportunities outside of the regular school day (e.g., before and after school, Saturdays, or during school breaks). Not only do these programs provide safe places for kids and essential care to working families, but quality programs can increase school attendance and improve academic outcomes and graduation rates. Just as important, these programs give kids time to explore their passions, have fun, and build community.

Afterschool and summer learning opportunities are more important than ever as schools combat the negative impacts of the pandemic on students’ academic progress and wellness, in addition to the barriers that students of color and students from low-income households faced even before the pandemic. This is why California has made historic public investments—more than four times the previous amount—to ensure that schools and community partners are providing before- and afterschool and summer programs year-round to all families that need it.

As of July 2023, California has already invested \$9.5 billion in ELO-P.

Starting in the 2023-24 school year, many school districts across California are expected to offer access to free or low-cost afterschool and summer programs to all students in Transitional Kindergarten (TK) through 6th grade.¹ **Use this guide to**

learn what is happening in your school and district as a result of this historic funding.

Many parents are unaware of this new funding and the learning and enrichment opportunities that should be available to their children NOW. As parents and guardians, you know best what your children need and deserve, both during and outside the school day, and you deserve to be informed so you can help make decisions about what programs are available and how funding gets used. Families play a critical role in making sure the promise of afterschool for all is realized through ELO-P.

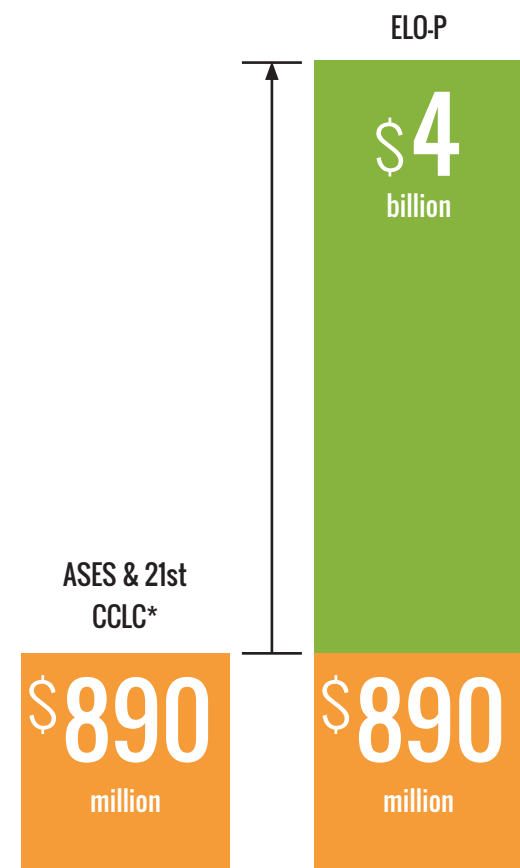
“That \$4B commitment, unprecedented - to fully fund before and afterschool, and reimagining the school year and school day - that full commitment continues,” - Governor Newsom, July 2021

1. California Department of Education, [Expanded Learning Opportunities Program FAQs](#)

What is Expanded Learning?

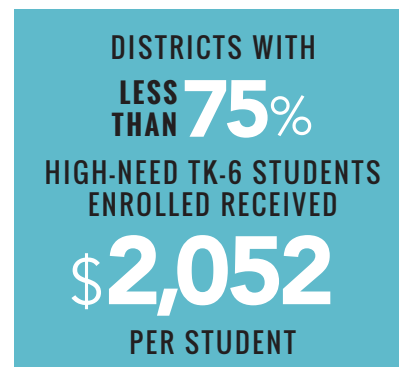
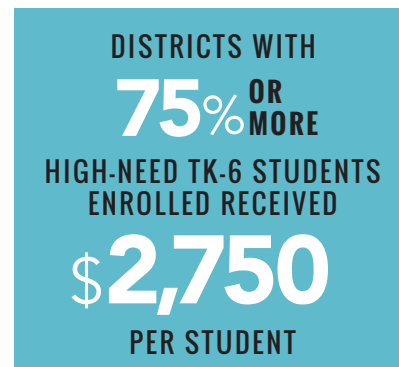
State law defines expanded learning as **“before-school, afterschool, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils** through hands-on, engaging learning experiences.” Programs should be “pupil-centered [and] results driven.” State law adds that expanded learning “does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities.”²

Fig. 1. CA now has 4x more funding for expanded learning



Note: This represents ongoing funding since 2021. California has allocated \$1.7 billion in 2021-22, \$4 billion in 2022-23, and \$4 billion in 2023-24 for ELO-P (this does not include ASES/21st CCLC).
*ASES (After School Education and Safety) and 21st CCLC (21st Century Community Learning Centers are after-school funding sources that existed before ELO-P.

Fig. 2. How much additional funding did districts receive through ELO-P in 2022-23?



Note: Some small school districts and those that do not serve a large percentage of unduplicated students only receive \$50,000.
*The funding amount is based on unduplicated - English learners, low-income students, and foster youth - student enrollment.

Find out how much your school district is receiving in ELO-P funds:

<https://www.cde.ca.gov/fg/aa/pa/elop2223.asp>

What can ELO-P funds be used for?

This funding is very flexible, but it must be used for programs that happen when school is out. Some examples include:

- Music and art programs
- Academic support (e.g., individualized student support or high-quality tutoring- see Innovate’s [10 Elements of High-Quality Tutoring](#) for more information)
- Sports clubs or leagues
- Clubs and extracurriculars
- Field trips
- Counselors and mentors
- Hiring a parent liaison (for parents/guardians who speak multiple languages)

2. For more information on funding statistics and program models see Partnership for Children and Youth, [Summer 2022: How California schools are making the most of new increased state investments.](#)

What to look for

Here is what you, as families, should see happening in your district as a result of ELO-P funding:

- ❑ Districts are **notifying and reaching out to all families** in their home language about what expanded learning programs are being offered.
 - > **For example:** schools may update/advertise via a website, send emails to families, provide handouts, make announcements, etc.

- ❑ Districts that serve greater numbers of families with low incomes are **required to provide program access** to any child that is in grades TK/K-6 upon parent or guardian request. A student is considered enrolled once a parent turns in a signed enrollment form.
 - > **For example:** if your child is denied access and/or placed on a waitlist, you should first go to your principal to find about their plans for increasing access in a timely manner; if that doesn't work, bring the access concern to a district administrator or your local school board.

- ❑ Students who are in foster care, are experiencing homelessness, and/or qualify for free or reduced meals **cannot be charged fees to attend** the program.

- ❑ During the regular school year, **schools must provide at least 9 hours of programming per day**, including the regular school day.
 - > **For example:** if the regular school day is 6 hours, schools may offer one hour and 30 minutes both before and after school, or they may offer 3 hours after school.

- ❑ When school is out, schools must offer at least **9 hours of programming per day for at least 30 non-school days**.
 - > **For example:** during the summer and/or other school breaks, programming could be offered from 8:00am to 5:00pm.

- ❑ ELO-P **allows parents and guardians to have flexibility**. Children can attend the program when they want to or need to and are not penalized.
 - > **For example:** students cannot be removed from the program for not attending the program daily or staying until the program closes.

- ❑ **Programs should be high-quality** as defined by California's [Quality Standards for Expanded Learning](#). (see chart on page 5)

- ❑ The district needs to develop and approve (in a public meeting) an [ELO-P plan](#), which should be posted on the school or district's website and is intended to be a **living document that reflects the needs of the community**.



What to ask

Here are examples of questions parents and guardians can ask school and district leaders about the Expanded Learning Opportunities Program (ELO-P):

? Questions to ask school leaders

- ❑ What programs and activities are offered through ELO-P in my district? Is there a fee or cost for my child to participate in the afterschool programs in my child's district?
- ❑ What summer learning opportunities are available for my child? How can I ensure my child gets enrolled in summer learning?
- ❑ What opportunities are there for parents to provide input on what afterschool programs are offered at our school?
- ❑ How are expanded learning programs built on learning during the school day?
- ❑ How are you designing afterschool and summer programming to meet students' academic and social-emotional needs? How do you know if your programming is successful?



? Questions to ask district leaders

- ❑ How much funding is my district receiving through ELO-P?
- ❑ How does the district plan to use ELO-P funding for summer and afterschool programs?
- ❑ How is the district working with school leaders to ensure the highest needs students have access to and are enrolling in afterschool and summer programs?
- ❑ How are expanded learning programs meeting the specific needs of students and communities? How are specialists and/or community partners being included to expand student offerings?
- ❑ How is the district measuring success/impact on students? How does the district plan to measure and evaluate progress and implementation of ELO-P?
- ❑ What are the demographics of staff of programs funded by ELO-P? Are staff's identities reflective of the diverse students who participate in programming?

Examples of Success



Salinas City Elementary School District's summer enrollment expanded by over 900 students from 2021 to 2022, and by over 1,300 students compared to 2019, due to ELO-P funds. ELO-P enabled the district and their community-based partners to switch from being mostly fee-based to 70% of its programs being publicly funded and free. They were able to offer TK/K summer programming and social-emotional learning for each of the grades (TK-6). Families requested tech and theater enrichment, so the district worked with five partners to provide theater games, outdoor activities, tutoring, and then two periods with teachers who did a space/NASA curriculum and robotics.



National School District's REACH for Joy 2022 summer program doubled in size, increasing by about 300 students compared to 2021. (The program did not exist in 2019.)³



Washington Unified School District, located in West Sacramento, is serving all TK-8th grade students at seven school sites. They are running summer programs, with one site enrolled at 400 students, and using community-based organizations to facilitate programming from 7:00am-5:30pm.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-7:45 DROP OFF 7:45-8:30 BREAKFAST 8:30-9:00 OUTSIDE PLAY 9:00-12:00 TENNIS & GOLF ALL GRADES 9:00-12:00 QUEST GAME (4TH-8TH GRADES) 12:00-1:00 LUNCH 1:00-3:00 Young Rembrandts Art (TK-3RD GRADES) 1:00-4:00 THEATRE (4TH-8TH GRADES) 4:00-5:30 STAFF PLANNED ACTIVITIES 5:30-6:00 PICKUP	7:00-7:45 DROP OFF 7:45-8:30 BREAKFAST 8:30-9:00 OUTSIDE PLAY 9:00-12:00 TENNIS & GOLF ALL GRADES 9:00-12:00 STORM 12:00-1:00 LUNCH 1:00-4:00 THEATRE (6TH-8TH GRADES) 1:00-4:00 STORM 4:00-5:30 STAFF PLANNED ACTIVITIES 5:30-6:00 PICKUP	7:00-7:45 DROP OFF 7:45-8:30 BREAKFAST 8:30-9:00 OUTSIDE PLAY 9:00-12:00 TENNIS & GOLF ALL GRADES 9:00-12:00 QUEST GAME (4TH-8TH GRADES) 12:00-1:00 LUNCH 12:30-2:30 MARTIAL ARTS (TK-3RD) 1:00-4:00 MUSIC (TK-3RD) 1:00-4:00 THEATRE (4TH-8TH GRADES) 1:00-4:00 2nd Step 4:00-5:30 STAFF PLANNED ACTIVITIES 5:30-6:00 PICKUP	7:00-7:45 DROP OFF 7:45-8:30 BREAKFAST 8:30-9:00 OUTSIDE PLAY 9:00-12:00 TENNIS & GOLF ALL GRADES 12:00-1:00 LUNCH 1:00-2:30 916INK (4TH-8TH GRADES) 1:30-4:00 Physique Dance (TK-3RD) 1:00-4:00 THEATRE (4TH-8TH GRADES) 4:00-5:30 STAFF PLANNED ACTIVITIES 5:30-6:00 PICKUP	7:00-7:45 DROP OFF 7:45-8:30 BREAKFAST 8:30-9:00 OUTSIDE PLAY 9:00-12:00 TENNIS & GOLF ALL GRADES 9:00-12:00 QUEST GAME (4TH-8TH GRADES) 12:00-1:00 LUNCH 1:00-4:00 2nd Step 4:00-5:30 STAFF PLANNED ACTIVITIES 5:30-6:00 PICKUP

**THE ENRICHMENT SCHEDULE IS SUBJECT TO CHANGE

What to know about ELO-P funding

ELO-P funds are allocated annually to local education agencies (LEAs), which include districts, charter schools, and county offices of education (rather than the individual school site level). The funding amount is based on unduplicated student enrollment (English learners, low-income students, and foster youth) in grades TK-6.

- Districts with high concentrations of unduplicated students (greater than or equal to 75% of students) receive \$2,750 per unduplicated student for expanded learning programs (see Figure 2).
- Districts with less than 75% receive \$2,052 per unduplicated student.
- Overall, 40% of districts and charter schools in California have high concentrations of unduplicated students and receive the higher amount.⁴
- Some small school districts and those that do not serve a large percentage of unduplicated students only receive \$50,000.



For more information about the Expanded Learning Opportunities Program (ELO-P): California Department of Education, Expanded Learning Division | ExpandedLearning@cde.ca.gov | 916-319-0923



Thank you to the Kaiser Permanente Northern California Community Benefit Program, the Sobrato Family Foundation, and the Heising-Simons Foundation, whose support helped make this guide possible.

3. Partnership for Children and Youth, [Summer 2022: How California schools are making the most of new increased state investments.](#)

About Innovate Public Schools

Innovate Public Schools is a nonprofit organization that builds the power and capacity of parents and families to organize, advocate, and demand high quality schools for their children. We believe the education system was not designed to serve all children, and that the biggest barrier to all children having access to an excellent school is a lack of political will to improve the system. We believe the voices and experiences of parents, families, and students should be elevated and centered in decisions about education. To learn more about how Innovate Public Schools organizes families locally and across the state visit www.innovateschools.org.

About Partnership for Children & Youth

Partnership for Children & Youth (PCY) believes all children need opportunities to learn beyond the school day and year to build skills and relationships, expand their horizons, access social capital, and discover their passions. PCY improves learning opportunities and conditions for youth by increasing access and quality of expanded learning programs in California: from the implementation of the 2006 landmark afterschool measure Prop. 49, to the unprecedented \$4 billion investment in expanded learning in 2022. Our policy and practice experts work both in the field and in the state capitol to incubate new ideas, build capacity and coalitions, and change systems. For additional information or support on this program please contact:

Monik Vega, Sr. Program Manager, at Monik@partnerforchildren.org.



www.partnerforchildren.org



www.innovateschools.org