

Family Guide to Afterschool for All in California

October 2023



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.

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 is investing \$4 billion every year in afterschool and summer learning programs.

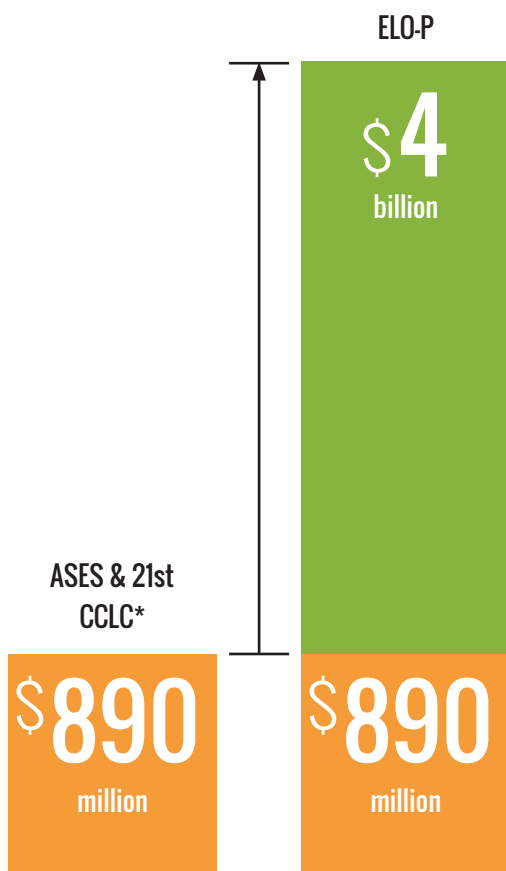
As of July 2023, California has already invested \$9.5 billion in ELO-P.

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.

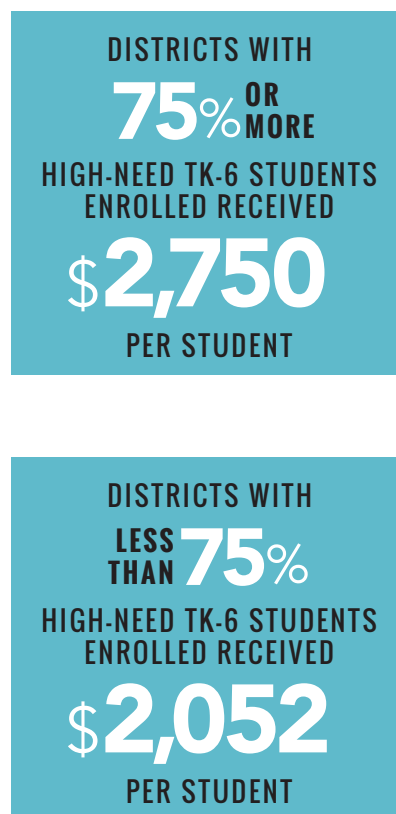
What is Expanded Learning?

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 afterschool 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:



Academic support (e.g., individualized student support or high-quality tutoring- see Innovate's [10 Elements of High-Quality Tutoring](#) for more information)



Music and art programs



Sports clubs or leagues



Clubs and extracurriculars



Counselors and mentors



Field trips



Hiring a parent liaison (for parents/guardians who speak multiple languages)

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.

Districts that serve greater numbers of families with low income **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.

During the regular school year, **schools must provide at least 9 hours of programming per day**, including the regular school day.

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 (potentially removed from 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 and Continuous Quality Improvement](#).

The district needs to develop and approve (in a public meeting) an [ELO-P plan](#), which should be posted on the 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 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?
- ❑ 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 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 built on learning during the school day?



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