

## WEBINAR

# California's Expanded Learning Infrastructure: Partners in Health, Mental Health, and Substance Use Prevention, Intervention, and Treatment

**March 27, 2024**

**10:30 AM - 12:00 PM**



# Mindful Moment

A full-page background image of a beach at sunset. The sun is low on the horizon, creating a bright orange glow that reflects on the wet sand and the surface of the ocean. Large, dark rocks are scattered in the foreground and middle ground. In the distance, a line of buildings is visible along the coast under a sky filled with dramatic, dark clouds.

- present-focused awareness
- an accepting or open attitude,
- a non-judging approach,
- compassion for self and others, and
- the energy of mindfulness

**We will begin recording now.**



# Today's Agenda

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**10:30 AM: Welcome & Opening Remarks**

**10:45 AM: Partner Presentations**

- State Leadership (CIBHS/AHP, CDE, CAN)
- Panel of County Leadership
- Local Program Highlights

**11:45 AM: Reflection & Closing**

**12:00 PM: Webinar Concludes**

**12:00 PM: *Optional Informal Networking Time (30 Min)***







# Webinar Objectives

- **Provide an overview of the sector's challenges** in partnership with schools and reaching youth.
- **Provide an overview of the goals and the scale of California's world-class Expanded Learning system** and the opportunities for partnering with Expanded Learning programs as a viable strategy for reaching youth and engaging their families.
- **Promote County and Regional partnerships** with County agencies and the System of Support for Expanded Learning.
- **Provide Local examples of how Expanded Learning programs** have been leveraged to provide pathways to treatment.





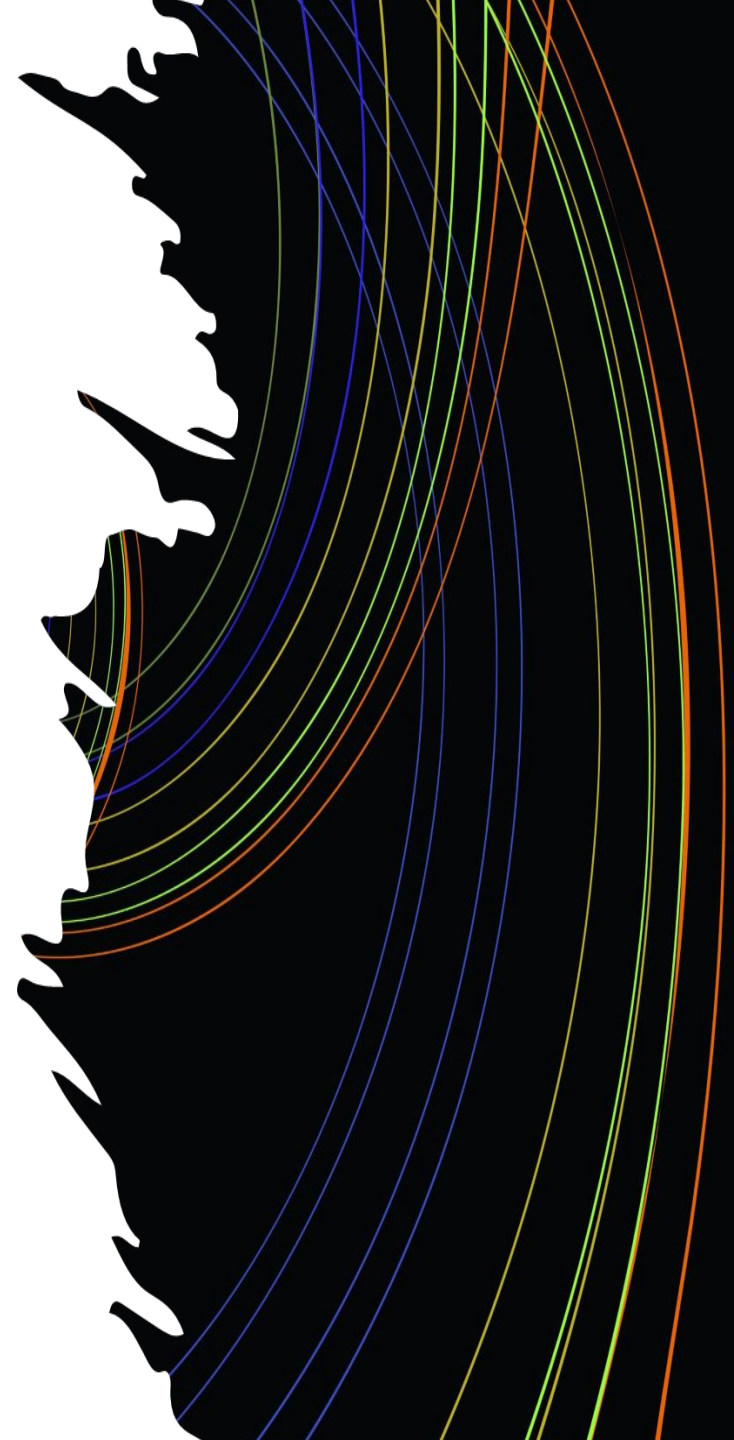
**Elizabeth Salazar**  
Consultant



**Louise Nieto, M.A., LMFT**  
Program Director



**THE OVERDOSE  
CRISIS IS  
NATIONAL,  
BUT THE IMPACT  
IS PERSONAL**



# CDC REPORTS OPIOID RELATED OVERDOSE DEATHS HAVE INCREASED



- Monthly overdose deaths for persons aged 10 to 19 years of age increased 109% (from July–December 2019 to July–December 2021)
- Deaths involving illicitly manufactured fentanyl (IMFs) increased 182%
- 90% of overdose deaths involved opioids and 84% involved IMFs
- Only 35% of decedents had documented opioid use history
- Counterfeit pill evidence was present in 24.5% of overdose deaths
- Two thirds of the decedents had one or more potential bystanders present, but most provided no overdose response
- 60.4% of the overdose deaths occurred at the decedent's home
- 59.4% decedents had no pulse when first responders arrived
- 41% of decedents had evidence of mental health conditions and treatment.



# FACTORS CONTRIBUTING TO THESE ALARMING NUMBERS

- Availability of highly potent drugs like fentanyl.
- Information and marketing is widely available via social media.
- Manufacture and availability of counterfeit pills with IMF.
- A mental health crisis among adolescents.
- Fragmented, siloed and confusing responsibilities and pathways (systems).
- Denial, stigma and discrimination.



# Schools and After School Programs in the Age of the Overdose Crisis - Urgent Efforts are Needed

**Today, students caught with illegal drugs at school often face all kinds of consequences – including expulsion, suspension and possibly a criminal charge.**



## **Changes in policy and practice is needed**

- Collaboration between partners with defined common goals and objectives to prevent overdose
- An integrated approach to behavioral health
- Expanding efforts focused on resilience and connectedness of adolescents to prevent substance misuse and related harms
- Student driven peer support activities
- Increasing education and open discussion regarding imfs and counterfeit pills for administrators, teachers, counselors, students and parents.
- Stock naloxone and expand naloxone training and access
- Ensuring connection to treatment for substance use and mental health disorders when present

# Resources for Parents

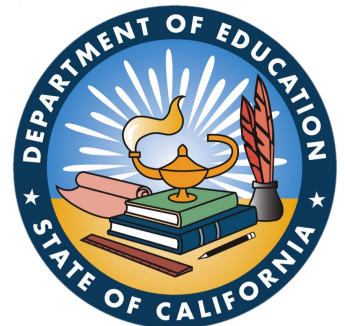


The New Drug Talk provides a comprehensive resource hub that curates critical information and communication tools that empower families to keep their loved ones safe. Their mission is to support parents and caregivers as they talk with their children and young people about fentanyl, the dangers of counterfeit pills, and the new chemical drug landscape.

[The New Drug Talk | Song for Charlie](#)

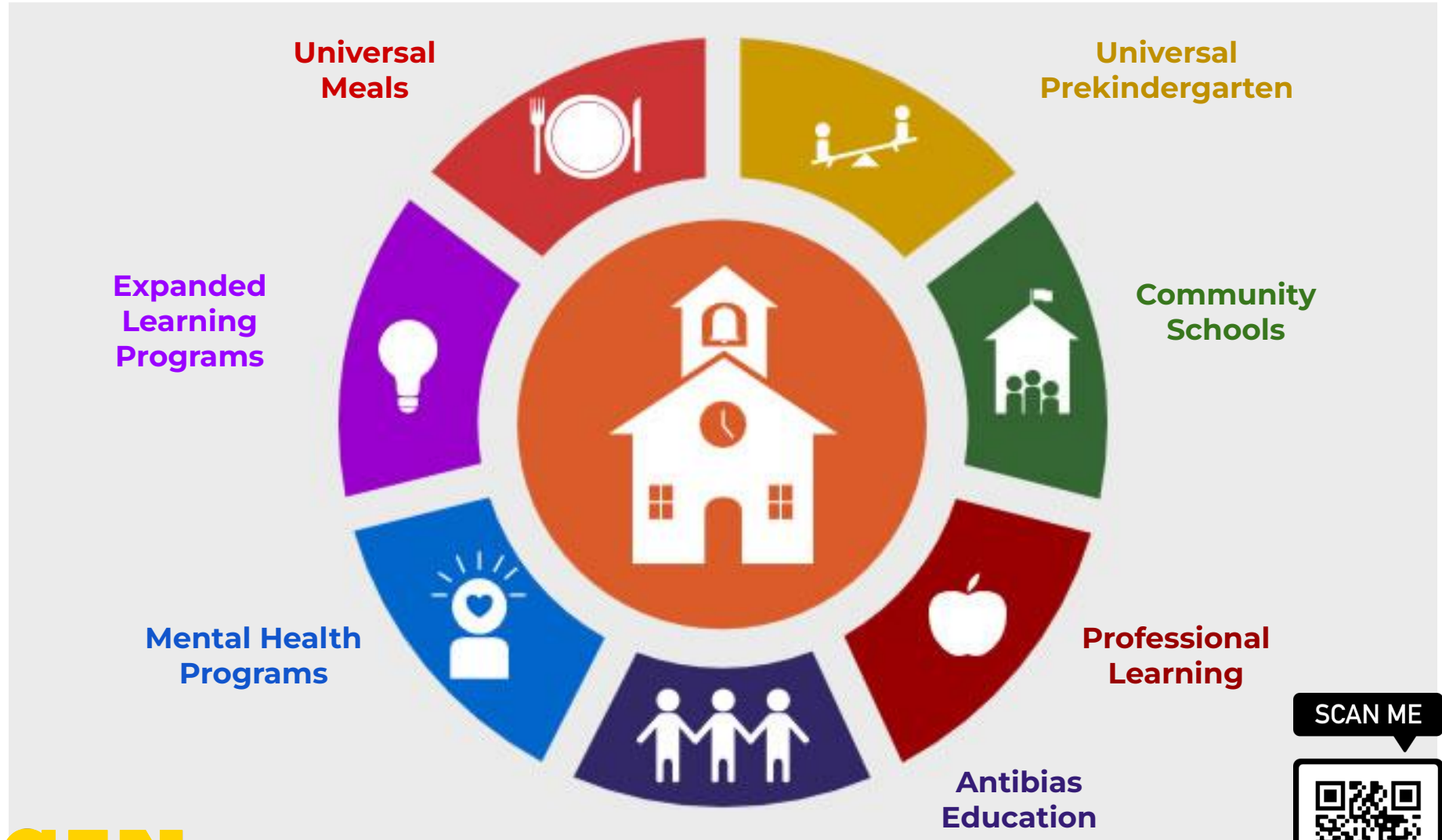
# *Sarah Neville Morgan*

**Deputy Superintendent of Public Instruction,  
Opportunities for All Branch,  
California Department of Education**





# Transforming Schools Initiative



SCAN ME





# Jeff Davis

## Executive Director



California AfterSchool Network

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CONNECT. CONVENE. INSPIRE.

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# What is Expanded Learning?

Ed Code:

8482.1. For purposes of this article, Article 19 (commencing with Section 8420), and Article 22.6 (commencing with Section 8484.7), the following definitions shall apply:

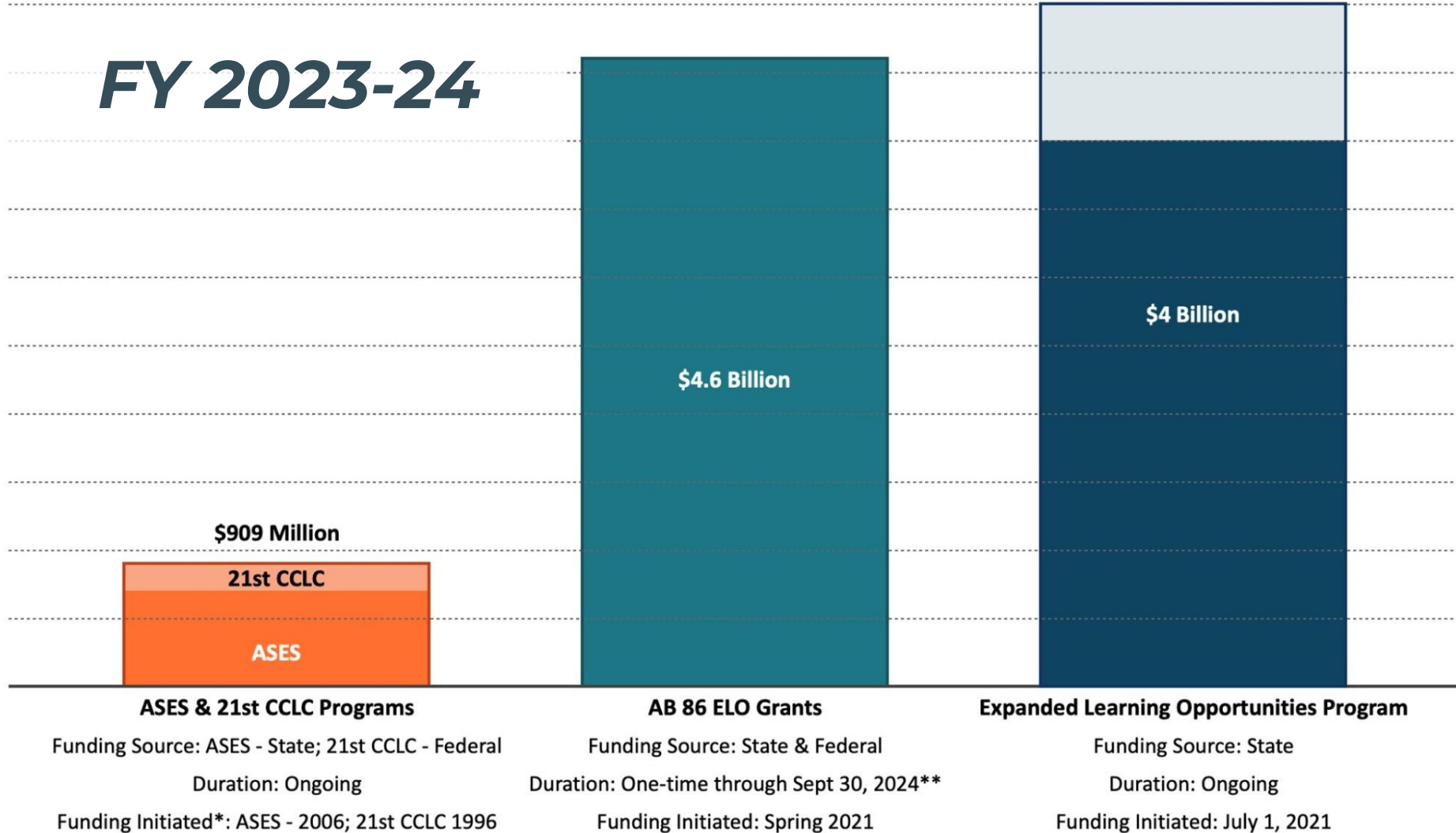
**(a) “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular schoolday and school year.**



California AfterSchool Network

# Expanded Learning Funding

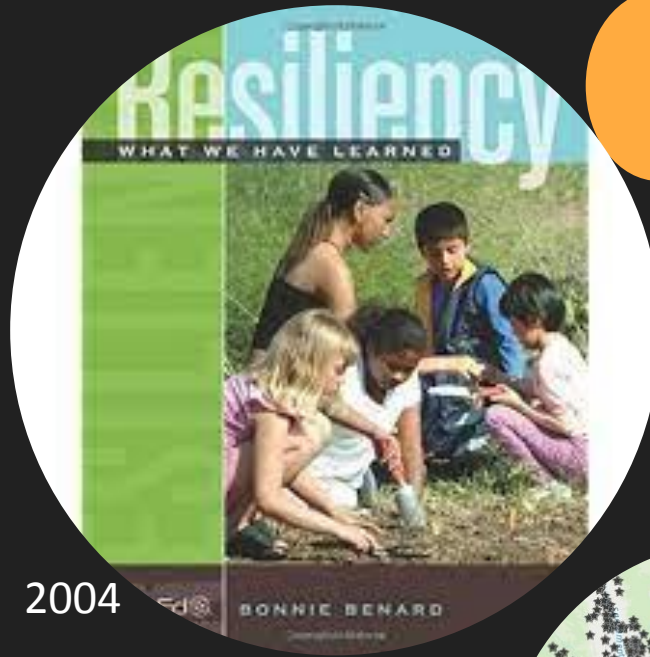
**FY 2023-24**



*\*Initiated refers to the first year that funding was released. Programs were created in earlier legislation and ASES evolved out of an earlier state-funded after school program established in 1998.*

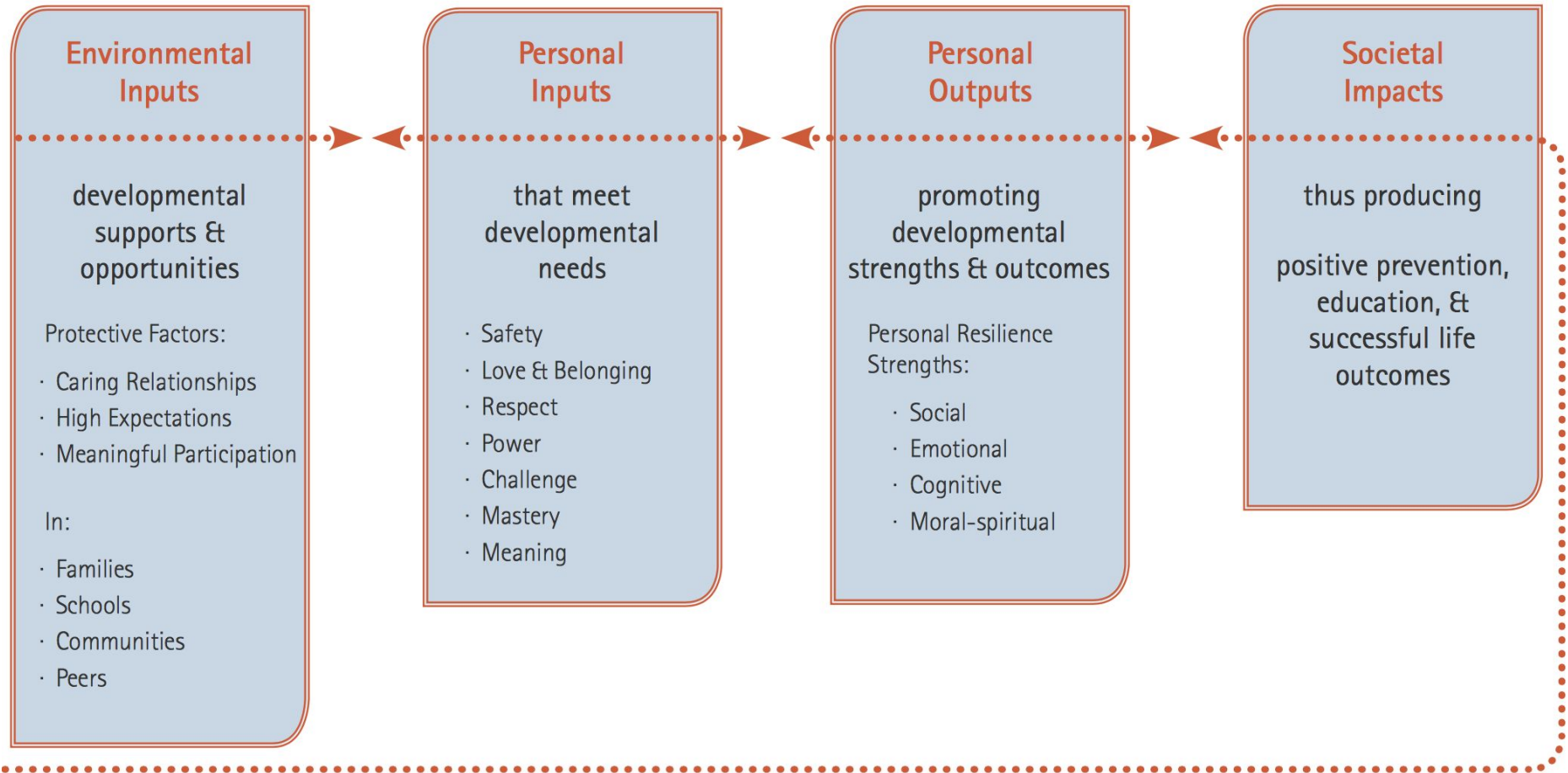
*\*\*Funded through 2 state resource codes and 4 federal resource codes with different expenditure dates and reporting requirements. Can be utilized Expanded Learning supports as well as other learning recovery strategies.*

Expanded Learning's  
roots in resiliency and  
positive youth  
development



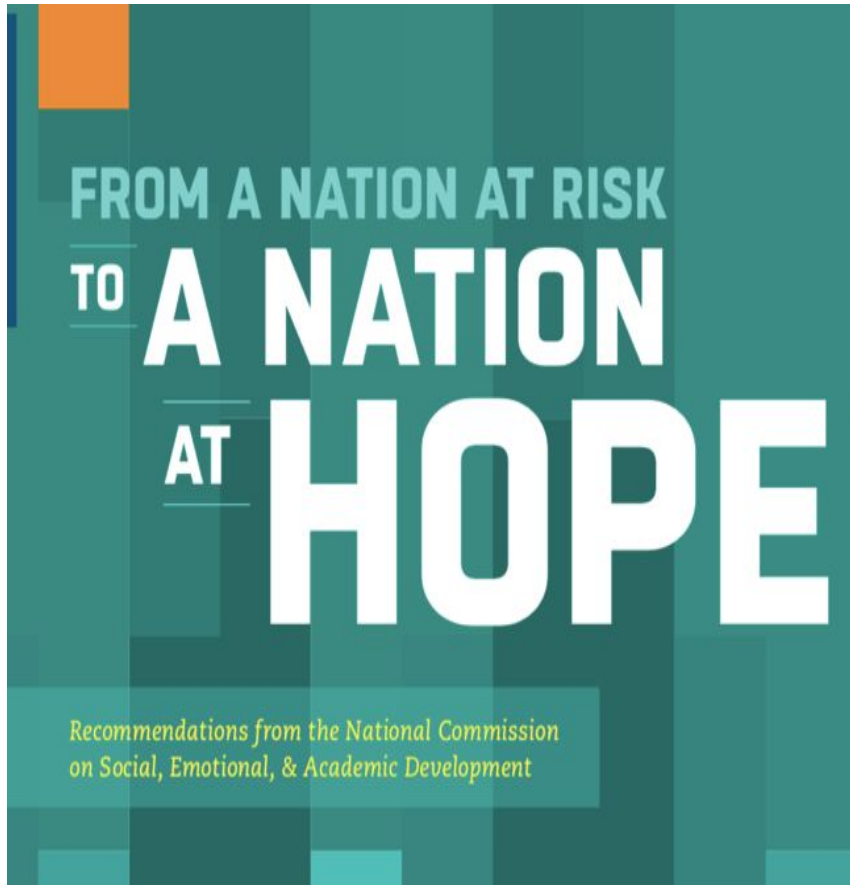
2006

# YOUTH DEVELOPMENT PROCESS: RESILIENCE IN ACTION





# ASPEN National Commission on Social Emotional and Academic Learning [nationathope.org](http://nationathope.org)



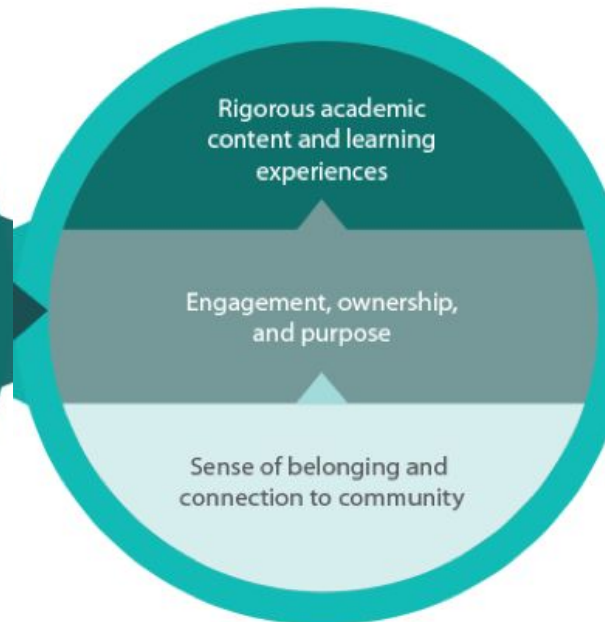
## LEARNING SETTINGS

Learning and development are influenced by the familial, community, and societal contexts in which students grow. Learning settings that support young people's comprehensive growth often focus on 3 essential elements:



## STUDENT EXPERIENCES

These settings can lead to learning experiences where young people are more likely to be engaged and grasp complex academic content:



## STUDENT OUTCOMES

The evidence shows that students who experience these learning settings are more likely to achieve success both now and in the future:



# High Quality Expanded Learning Programs Create Conditions for Thriving

## Point-of-Service Quality Standards

- 1 Safe and supportive environment**

The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students. [Page 7](#)
- 2 Active and engaged learning**

Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons. [Page 8](#)
- 3 Skill building**

The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery. [Page 9](#)
- 4 Youth voice and leadership**

The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. [Page 10](#)
- 5 Healthy choices and behaviors**

The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style. [Page 11](#)
- 6 Diversity, access and equity**

The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. [Page 12](#)

## Programmatic Quality Standards

- 7 Quality staff**

The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. [Page 13](#)
- 8 Clear vision, mission and purpose**

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement. [Page 14](#)
- 9 Collaborative partnerships**

The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals. [Page 15](#)
- 10 Continuous quality improvement**

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. [Page 16](#)
- 11 Program management**

The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements. [Page 17](#)
- 12 Sustainability**

The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions. [Page 18](#)

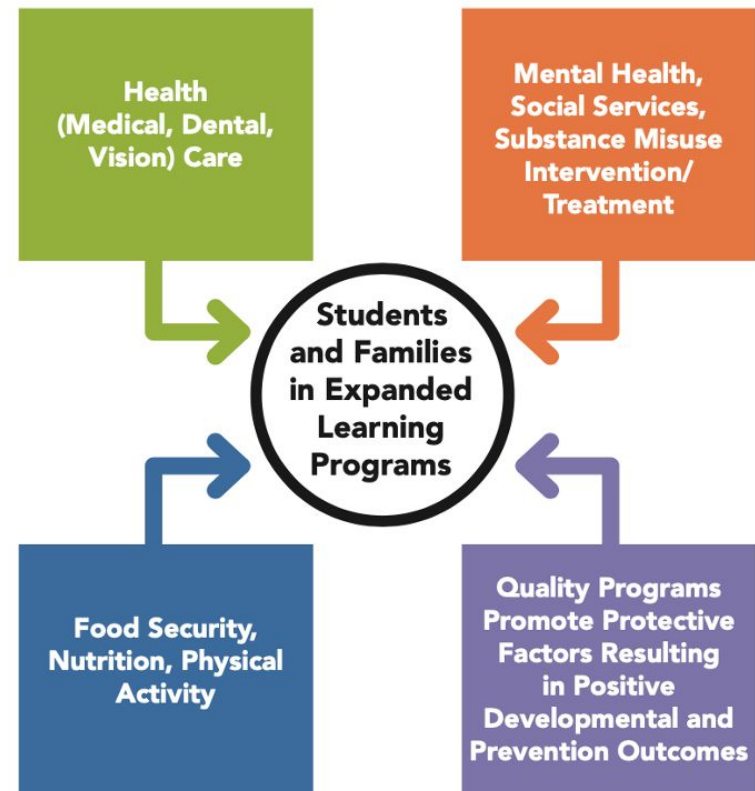
**Love is a  
research-based  
approach**





# THE OPPORTUNITY

In California, we have the golden opportunity to rapidly accelerate and maximize this new vision by building upon our network of 4,500 Expanded Learning Programs, that reach over 980,000 children and youth supported by \$800 million in public investment. While it has yet to be substantially achieved, aligning community resources to support whole children, families, and communities is not a new idea. But at this moment, we can make rapid progress by building on our own experience and a growing research base.





# A Statement of Strategic Direction



## Towards Equity-Driven Whole Child Health and Wellness

Developed by the **Whole Child Health and Wellness Collaborative**

### OUR VISION

We see equitable, just, and compassionate California communities and networks where each and every child is well known, well cared for, and well prepared to thrive.

### OUR MISSION

Build the foundation for, catalyze, and support multi-sector coalitions, including California's Expanded Learning programs, to realize positive and equitable health and wellness outcomes for whole children, whole families, and whole communities.



Statement of Strategic Direction | MARCH 2021

## Towards Equity-Driven Whole Child Health and Wellness

Developed by the **Whole Child Health and Wellness Collaborative**

This work has been convened and hosted by the California AfterSchool Network (CAN) and is funded in part by a grant from the California Youth Opioid Response (YOR California).

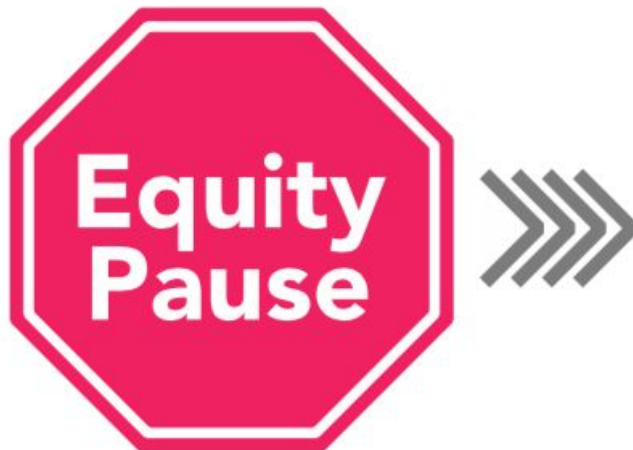


We urgently call for  
California to seize  
this opportunity and  
realize the vision  
of a state where:

**Every child is  
well known,  
well cared  
for, and  
well prepared  
to thrive.**



## CONDITIONS FOR THRIVING



### Recommended Shared Equity Strategies



**Focus on Youth  
and Family**



**Support and Nurture  
Adult Workforce**



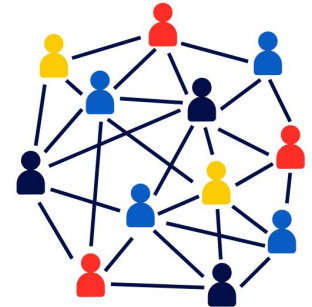
**Leverage New and  
Existing Resources**



**Collaborate  
Across Systems**

## Recommendation:

Network the **System of Support for Expanded Learning** (SSEL, a County Offices of Education, intermediaries, CDE staff supporting LEAs and their community partners) and the **California System of Support** (COE's, LEAs, and state intermediaries focused on addressing inequity, and continuous improvement of teaching and learning) with other **County agencies as a nexus of collaboration.**



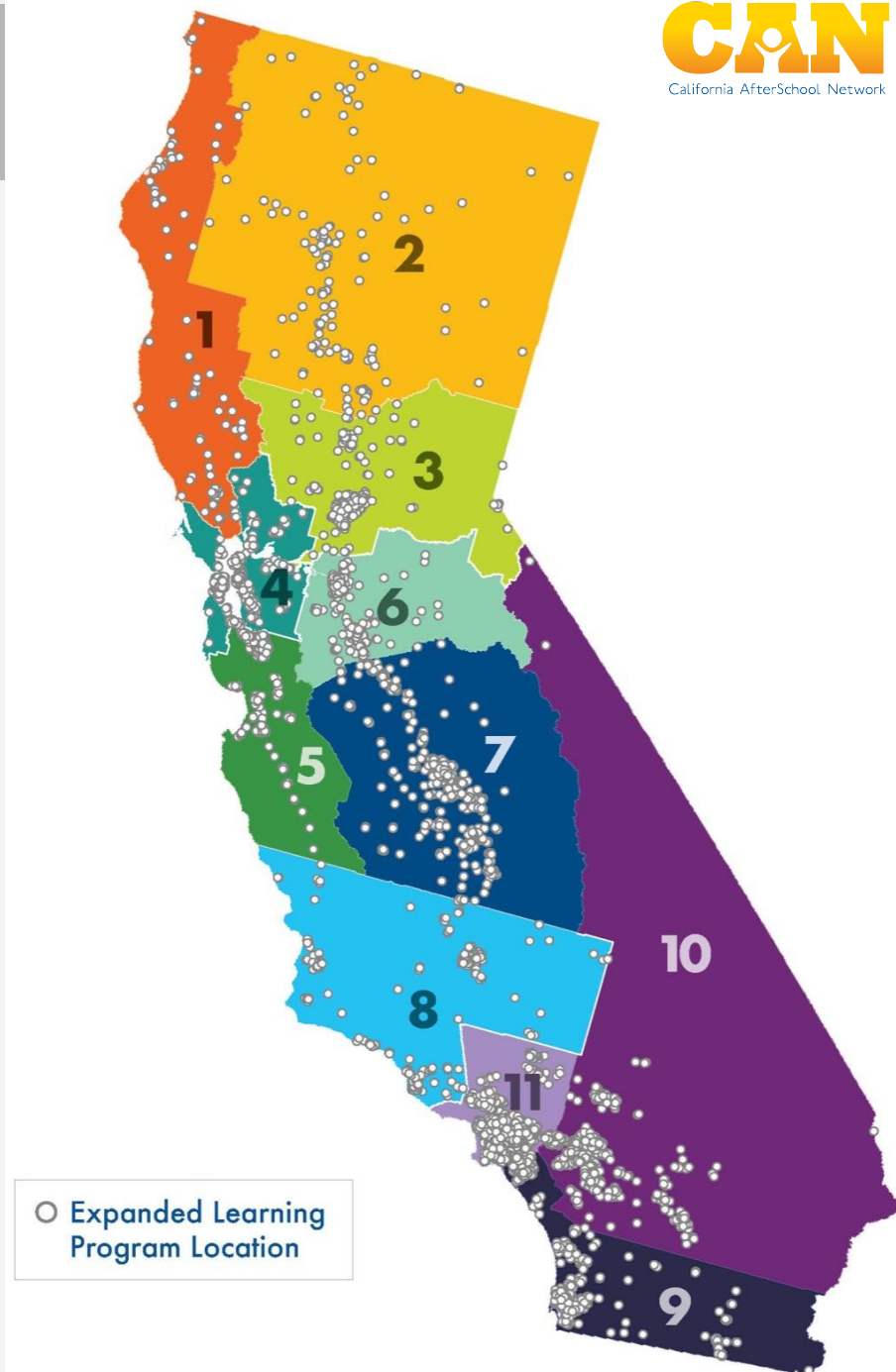
# California's Programs

## VISION:

*Expanded Learning Programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, career, and life.*

Pre-Pandemic the state-funded After School Education and Safety (ASES) program and federally-funded 21st Community Learning Center (21st CCLC) program operated at over **4,500 sites** with over **980,000 students** enrolled.

The vast majority (85%) funded exclusively by the state.





# *Nora Hana*

Director II, Comprehensive Health



**SAN JOAQUIN COUNTY  
OFFICE OF EDUCATION**





# Understanding your County Office of Education

- COEs are technical assistance and service oriented
  - San Joaquin COE-Building to Serve
- Ability to leverage different resources for districts
- Ability to apply for funding for districts
- Provide trainings and other opportunities for districts and community-based organizations
- Naloxone and Fentanyl Town Hall partnership with Public Health and Behavioral Health example



# Current Levels of Partnership

- County Opioid Task Force Member
- County Behavioral Health Partnership - Friday Night Live and Substance Use Disorder
- County Public Health Partnership - Suicide Prevention (FOCUS on Families in Crisis)
- State California Healthy Kids Resource Center
- Family Justice Center



# Where to Start

- Know the departments of your COE
- Where is prevention?
- What services do they currently offer?
- Do they have a person that is dedicated to district support.
- Examples: Continuous Improvement Support, Mental health, nursing services, Positive Behavior support.



# Effective Partnerships

## **Benefits of Partnerships:**

- Additional support for students
- Whole child needs
- Continuous improvement and support
- Leverage of additional funding

## **Partners to include:**

- County Public Health
- County Behavioral Health
- Community Based Organizations
- Workforce partners
- Elected Officials
- District Attorney's office (Family Justice Center)
- Hospitals

# Have Questions or Need Additional Information?



**Nora Hana, M.A. Ed. PPSC**

Director II, Prevention and Mental Health Services

San Joaquin County Office of Education

[California Healthy Kids Resource Center](#)

[nhana@sjcoe.net](mailto:nhana@sjcoe.net)



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# WHO & WHY: The System of Support for Expanded Learning



## Who Makes Up the SSEL?

- CDE Expanded Learning Division
- 16 Regional/County Teams
- 2 Statewide Technical Assistance Providers (CAN and ASAPConnect)

## Why Do They Exist?

- Provide technical assistance to LEAs receiving state or federal dollars to provide expanded learning experiences for youth.

Coaching | Training | Consulting | Facilitating | Mentoring | Brokering Resources

# Panel of System of Support for Expanded Learning County Leadership



**Mark Drewes**

Sacramento County  
Office of Education  
*Region 3*



**Shamia Sandles**

Alameda County  
Office of Education  
*Region 4*



**Joshua Blecha**

Fresno County  
Office of Education  
*Region 7*



**Ernesto Durán**

Ventura County  
Office of Education  
*Region 8*

**The System of Support for Expanded Learning programs in California consist of California Department of Education staff, designated County Leads/Staff and contracted Technical Assistance Providers.**

# *Hannah Cohen, ASW*

**Director, Truancy Reduction Program**



**BOYS & GIRLS CLUBS**  
OF GARDEN GROVE





**BOYS & GIRLS CLUBS**  
**OF GARDEN GROVE**

- BGCCGG serves over 6,000 youth daily in Expanded Learning programs at over 60 sites in Central Orange County.
- BGCCGG is committed to the whole child and building strong family foundations thru Early Childhood Programs and Community Health Services.



# Youth Opioid Response - Community of Practice

- Identify partners and pathways for treatment
- Map our community - who does what?
- How do we participate?
- Mutual Learning



## Where do we Fit In?

- Prevention
- Education
- Family Support
- Re-entry Support
- Navigation if needed





# Fast Forward - Current Impact

- Staff Training on Opioids and Fentanyl
- All staff trained in Narcan Administration via CPR/First Aid training
- Board members participating
- Countywide BGC Professional Association Training
- All staff are able to receive two doses of Narcan - FREE
- Continued partnerships and leveraging resources



# Naloxone Distribution Project (NDP)

- **FREE**, all-in-one fentanyl test strip (FTS) kits!
  - For a limited time, organizations are eligible to receive the kits through the **Naloxone Distribution Project (NDP)**
    - Please note that there are additional documents that must be included with the application form.
- **Apply Here:** [Naloxone Distribution Project: Application for Naloxone and Fentanyl Test Strips](#)
- Questions or need support? Please visit the [NDP FAQ page](#) and/or email [naloxone@dhcs.ca.gov](mailto:naloxone@dhcs.ca.gov).

**Don't miss this opportunity!**



# Connect with us!



/CaliforniaAfterSchool



@ca\_afterschool



@caafterschoolnetwork



/ca-afterschool-network



/CaliforniaAfterSchoolNetwork

**Get our latest  
info in one place!**





## Prevention and Intervention

### Schools are Eligible to Receive FREE Naloxone

The Department of Health Care Services (DHCS) created the Naloxone Distribution Project (NDP) to combat opioid overdose-related deaths throughout California. The NDP aims to address the opioid crisis by reducing opioid overdose deaths through the provision of free naloxone.

Schools are eligible to receive FREE Naloxone. Apply today!



Photo by NEXT Distro on Unsplash

## Mental Wellness

## Nutrition

## Upcoming Events and Opportunities

## Additional Resources



**Join our  
listserv!**  
[bit.ly/  
CANlistserv](https://bit.ly/CANlistserv)



*Scan me*

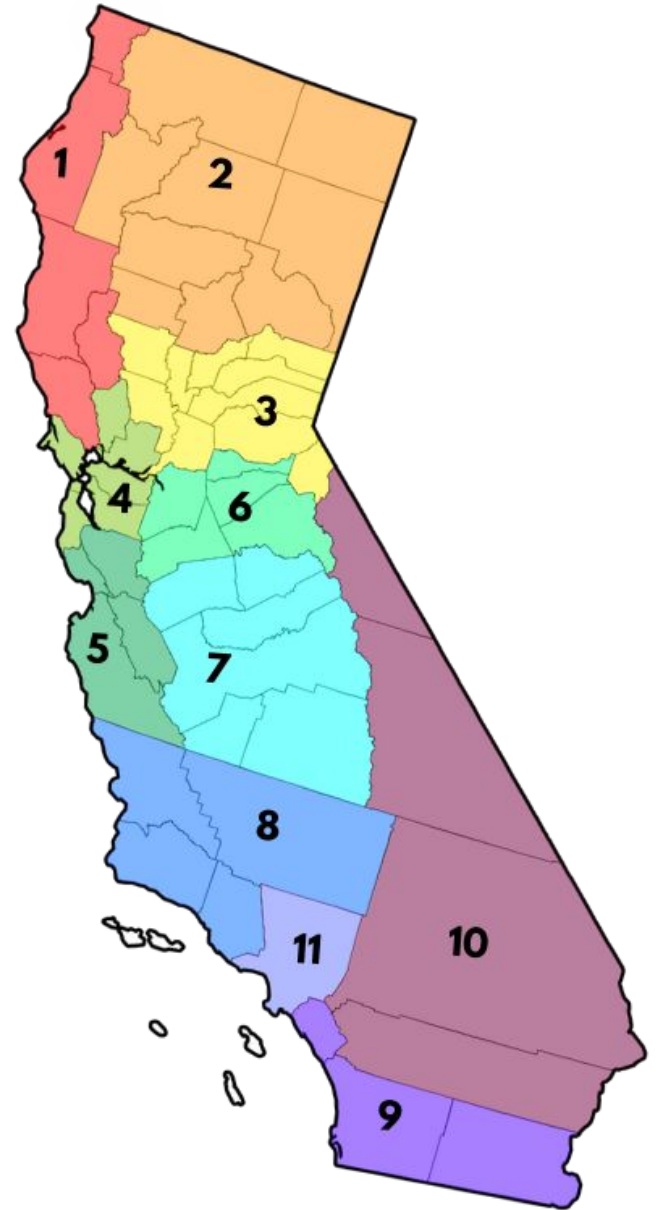
# We're here to support **YOU!**

Contact the System of  
Support for Expanded  
Learning:

[bit.ly/SSELcontact](https://bit.ly/SSELcontact)



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*Register Today!*



## **Spring 2024 Expanded Learning Opportunities Program (ELO-P) Convening**

*A 4-day virtual convening of workshops to support CA Expanded Learning Opportunities Programs*

**10:00 AM – 12:00 PM**  
**April 3, 4, 16 and 18, 2024**

### **Workshop Topics:**

- ELO-P Nuts & Bolts, Volume III
- Running A Single-Comprehensive Expanded Learning Program
- Understanding ELO-P Reporting & Compliance Monitoring
- CBO & LEA Partnerships to Support High-Quality ELO Programs






[Details & Registration](#)

[bit.ly/49s80BQ](https://bit.ly/49s80BQ)



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# Your Feedback is Important to Us!



**WEBINAR**  
**California's Expanded Learning Infrastructure**  
Partners in Health, Mental Health, and Substance Use Prevention, Intervention, and Treatment  
**March 27, 2024**

## Feedback Form

Thank you for participating in the CA's Expanded Learning Infrastructure: Partners in Health, Mental Health, Substance Use, Prevention, Intervention, and Treatment webinar. Please provide us with your feedback. Thank you!

[mperez@afterschoolnetwork.org](mailto:mperez@afterschoolnetwork.org) [Switch account](#)

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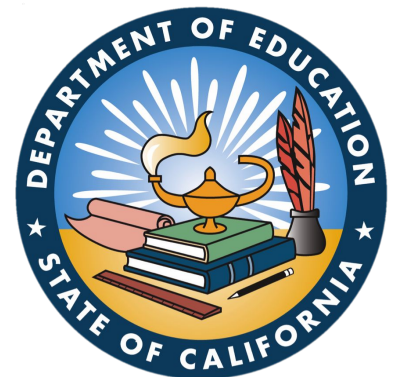
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**SCAN ME**

# *Michael Funk*

**Director, Expanded Learning Division  
California Department of Education**



# Your Feedback is Important to Us!



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