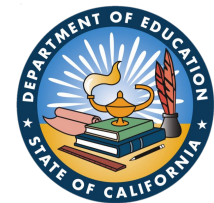


Welcome to the

**2023 Fall
ELO-P Academy**

**Day 3: Supporting Early Learners in
Expanded Learning**

**Tuesday, September 26, 2023
10:00 AM - 12:00 PM**



A scenic landscape featuring a river flowing through a valley. The river is in the foreground, with rocks and green grasses. The middle ground is filled with a dense forest of evergreen trees. In the background, there are large, rugged mountains under a sky with a warm, orange and pink sunset glow. The overall scene is peaceful and natural.

Mindful Moment

We will begin recording now.



Today's Agenda

10:00 AM - Welcome!

10:15 AM - Workshop Session:

**Supporting Early Learners in
Expanded Learning**

11:10 AM - Transition/Break

11:15 AM - Regional Breakout Spaces

12:00 PM - Zoom Ends



Get connected!

Post on social media and use the hashtag:

#CaELOProgram

2023 Fall ELO-P Office Hours

YOU ARE INVITED TO...

ELO-P Office Hours

**SELECT FRIDAYS, 12:00 - 1:30 PM
OCTOBER - DECEMBER 2023**

Office Hours include the latest ELO-P developments as well as time for Q&A, Discussion, and sharing of promising practices.

Register in advance for each meeting!

Office Hours require advance registration (with a meeting cap to keep the space small enough for discussion).

**Co-Hosted by members of the
System of Support for Expanded Learning (SSEL)**



SCAN ME



tinyurl.com/23FallELOPOfficeHrs

Connect with us!

**Join our
listserv!**

**bit.ly/
CANlistserv**

Meet the CAN team:

<https://bit.ly/CANteam>

Explore our latest resources:

[https://linktr.ee/CaliforniaAfterschool
Network](https://linktr.ee/CaliforniaAfterschoolNetwork)

Contact the System of Support for
Expanded Learning:

<https://bit.ly/SSELcontact>



Sarah Neville-Morgan

**Deputy Superintendent,
California Department of Education**



Day 3: Supporting Early Learners in Expanded Learning



Kelly Smith

Director, Expanded Learning,
Siskiyou County Office of Education



Cindy Young

Senior Director, Early Childhood
Education and Expanded Learning,
Long Beach Unified School District



Sterling Williams

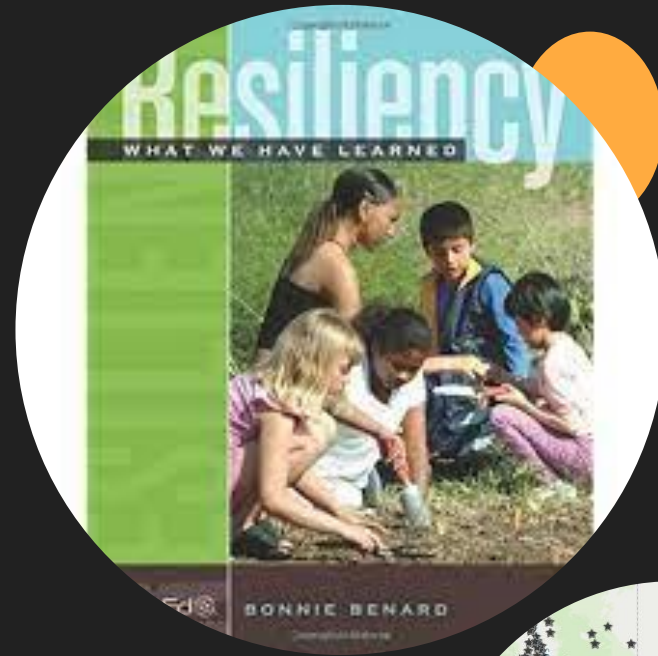
Consultant,
Expanded Learning
Division,
California Department of
Education



Jeff Davis

Executive Director,
California AfterSchool
Network

A little history:
Expanded Learning's
roots in resiliency and
positive youth
development

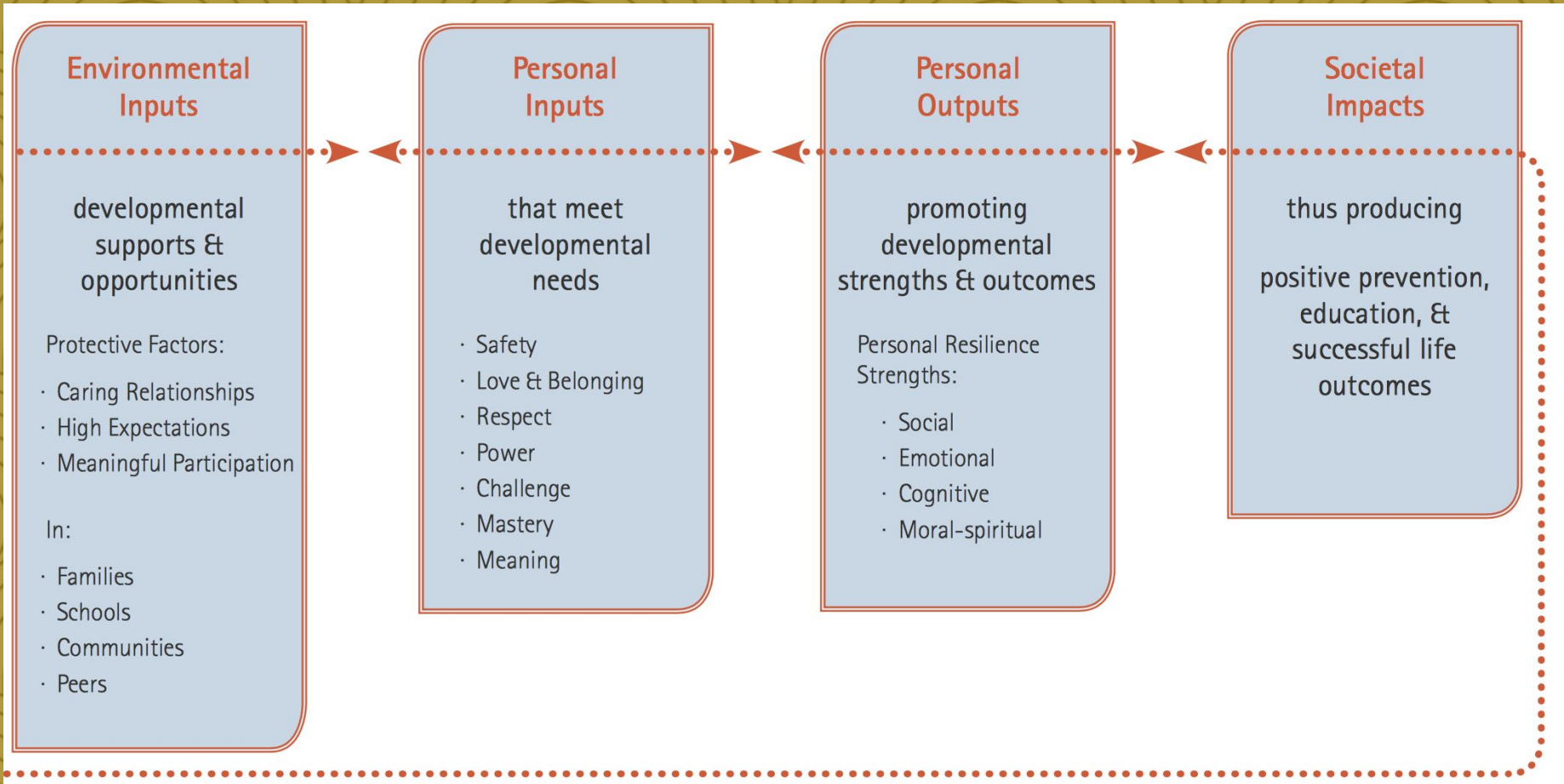


2004



2006

YOUTH DEVELOPMENT PROCESS: RESILIENCE IN ACTION

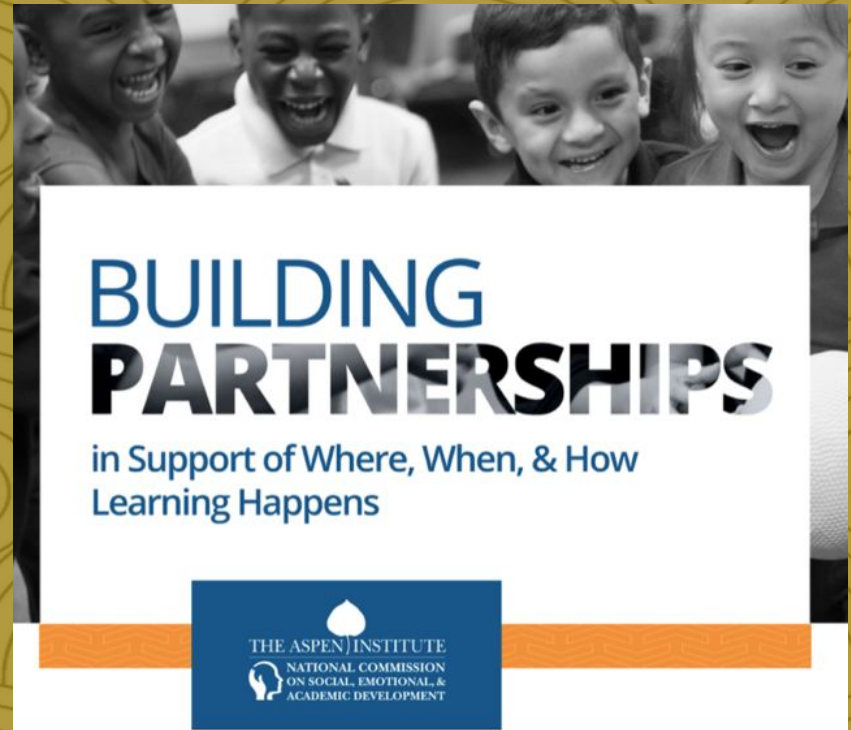


ASPEN National Commission on Social Emotional and Academic Development

nationathope.org

FROM A NATION AT RISK TO **A NATION AT HOPE**

*Recommendations from the National Commission
on Social, Emotional, & Academic Development*

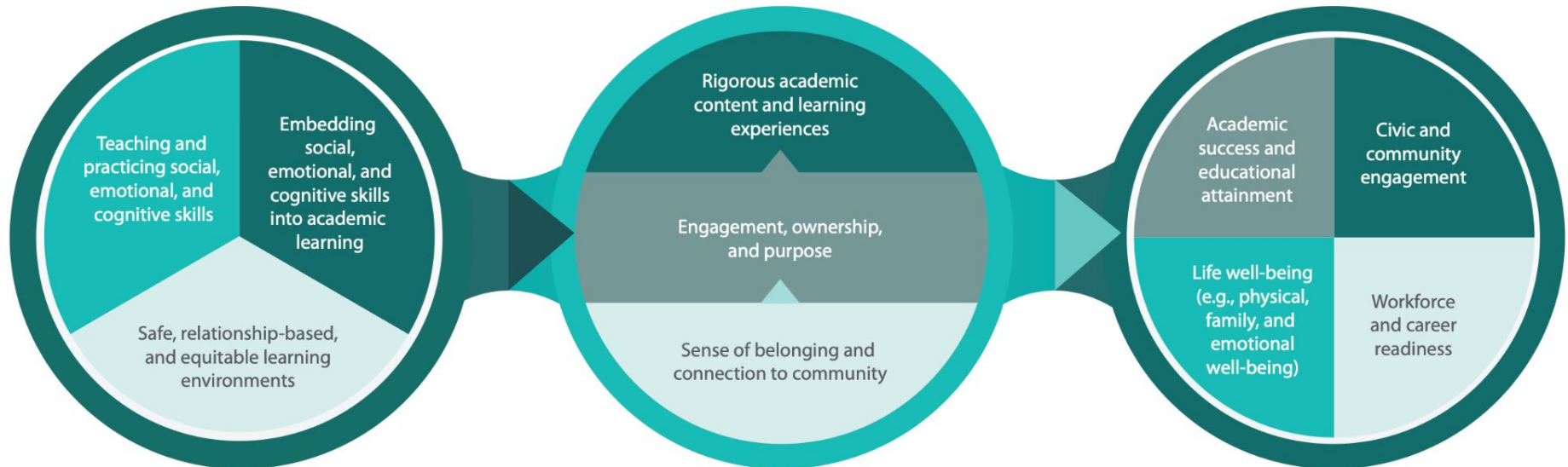


ASPEN National Commission on Social Emotional and Academic Development

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:

The Quality Standards for Expanded Learning in California

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](#)

Quality Standards for Expanded Learning in California:

Creating and Implementing a Shared Vision of Quality

INTRODUCTION / BACKGROUND	3
DESCRIPTION OF STANDARDS AND CROSSWALK	4
RECOMMENDED USES	5
QUALITY STANDARDS IN ACTION	6
SUMMARY OF WORK GROUP PROCESS	19
WORK GROUP PARTICIPANTS	20
GLOSSARY OF TERMS	21
REFERENCES	22



CAN
California AfterSchool Network

CORRECT. CONVERSE. INSPIRE.



"This bold initiative provides a road map for improving expanded learning throughout California."

- Tom Torlakson

Superintendent of Public Instruction

FINAL RELEASE: SEPTEMBER 2014

Informed by Expanded Learning stakeholders and practitioners, and produced in collaboration between the California Department of Education, After School Division, and the California After School Network.

High quality programs create conditions that support positive developmental outcomes consistent with the Science of Learning and Development.

WHEN I GROW UP, I WANT TO BE...

- A. A doctor
- B. A good friend
- C. A basketball player
- D. All of the above

Think about the skills that help you learn and grow as an adult everyday - the ones that help you think, relate and act responsibly.

Let's make sure we teach these skills to our children!

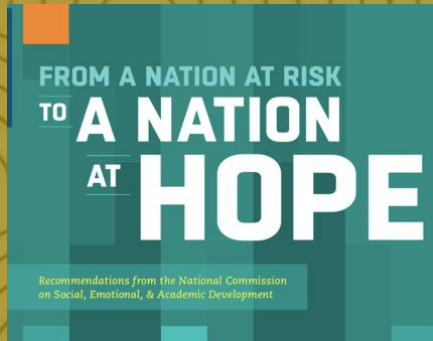
WHEN MY CHILD COMES HOME AT THE END OF THE DAY, I WANT TO HEAR ABOUT...

- A. How he did on his math test
- B. How he behaved in class
- C. How he made up with his best friend
- D. All of the above

Think about the skills that help you learn and grow as an adult everyday - the ones that help you think, relate and act responsibly.

Let's make sure we teach these skills to our children!

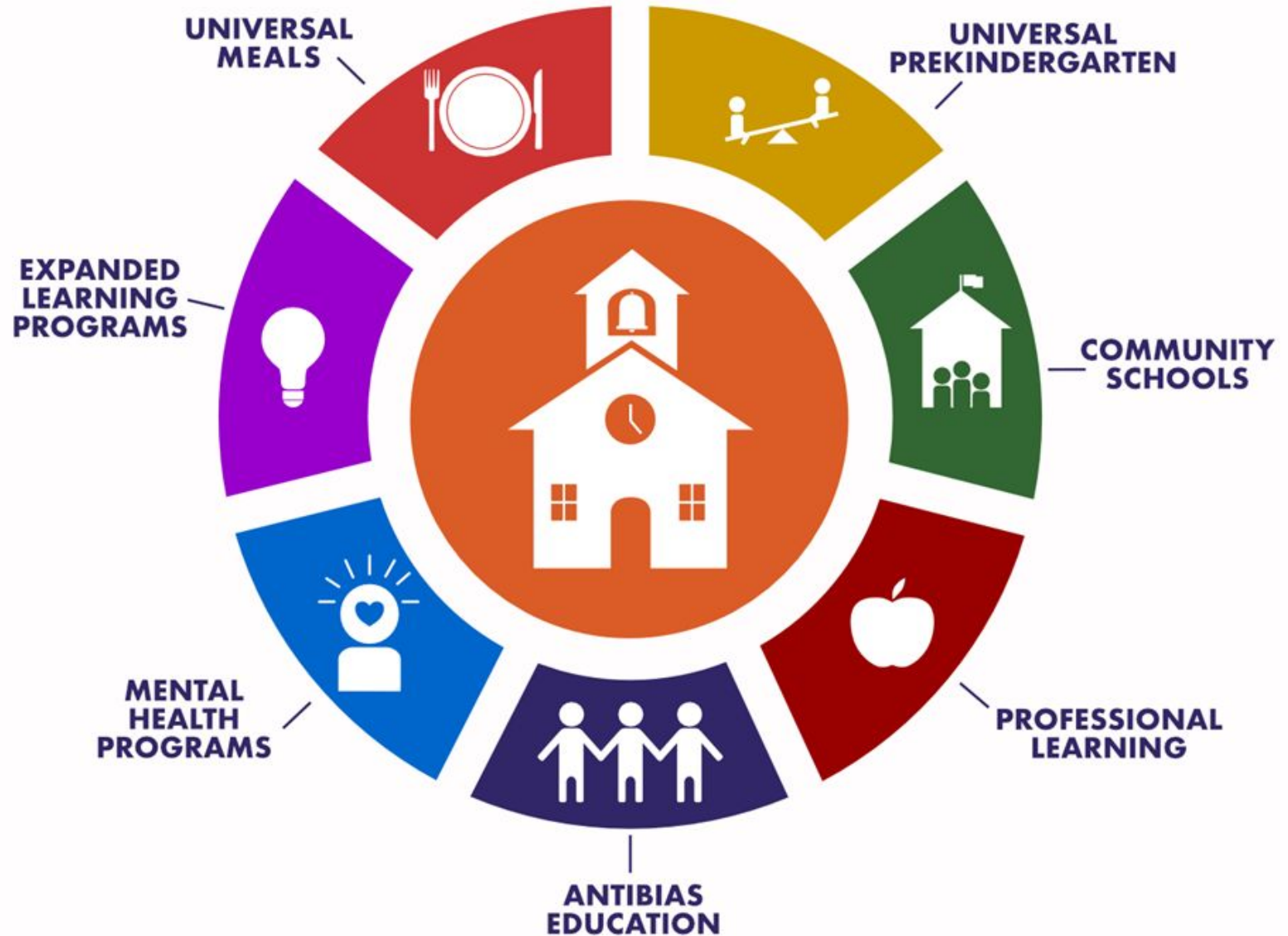
Recommendations for Action



1. **Set** a clear vision that broadens the definition of student success to prioritize the whole child
2. **Transform** learning settings so they are safe and supportive for all young people
3. **Change** instruction to teach students social, emotional, and cognitive skills; embed these skills in academics and in schoolwide practices
4. **Build** adult expertise in child development
5. **Align** resources and leverage partners in the community to address the whole child
6. **Forge** closer connections between research and practice by shifting the paradigm for how research gets done



TRANSFORMING CALIFORNIA SCHOOLS



Education Code - At a Glance

8483.4(b)-(d)

Third party entities that contract with Local Educational Agencies (LEAs):

Must notify the LEA when there are specific types of health and safety related issues. (The timeline and manner of notification is listed in EdCode)



Request pupil health information from parents/guardians before enrollment. (Providing this information is optional and at the discretion of the parents/guardians)

Education Code - At a Glance

46120(b)(9)(B)-(D)

An expanded learning opportunity program operating may operate without obtaining a child daycare facility license or special permit.

An expanded learning opportunity program operating with a daycare facility license or special permit as of **June 1, 2023**, must maintain that license or permit until **June 30, 2024**.

Programs that operate an expanded learning program that serve students who **do not** participate in Expanded Learning Opportunities Program (ELO-P)/After School Education and Safety (ASES)/21st Century Community Learning Centers (CCLC) are not automatically exempt from licensing requirements.

If multiple funding sources are used to serve pupils in an expanded learning opportunity program, a conflict in **program requirements** shall be resolved in favor of the funding source with the **stricter** requirements.

Education Code - At a Glance

46120(e)

Third party entities that contract with LEAs and operate program outside of the LEAs school campus, must annually submit program access information to CDE. This information will be compiled and sent to the Department of Social Services (DSS). (Details of the data to be collected can be found in EdCode)

Education Code - At a Glance

46120(f)

CDE and DSS will submit a report to the Legislature that will include program data.

Early Learning Frameworks

California Preschool Learning

Foundations and Curriculum Framework



Framework Development and Learning Domains

Volume 1

- Social-emotional
- Language and literacy
- English-language development
- Mathematics

Volume 2

- Visual and performing arts
- Physical development
- Health

Volume 3

- History-Social Science
- Science

Expanded Learning Quality Standards



Quality Standards for Expanded Learning Programs

The standards should be considered in the context of the five [Learning in After School and Summer Principles](#)³ which clearly communicate how expanded learning programs contribute to children's learning.

Point-of-Service Quality Standards

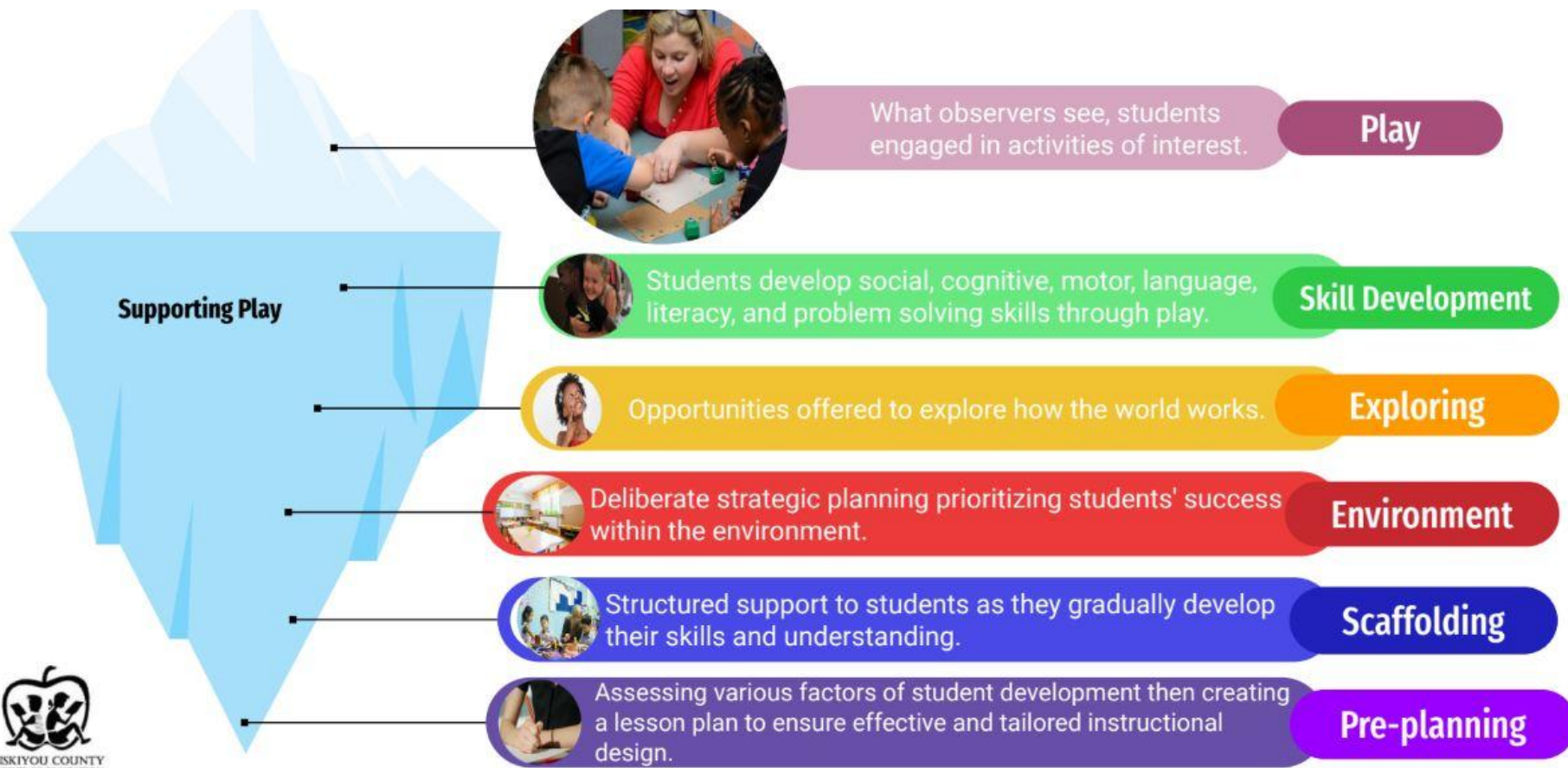
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Programmatic Quality Standards

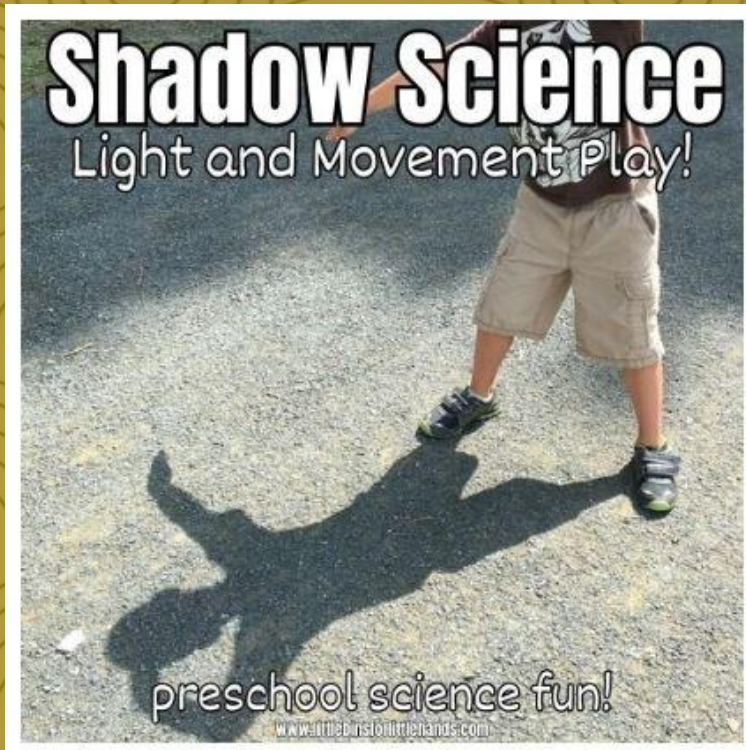
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The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions. [Page 18](#)

Early Learning in Expanded Learning Spaces

Slide Graphic by [Slidesgo](#) and [Freepik](#)



Quality Standards and Framework Intersection

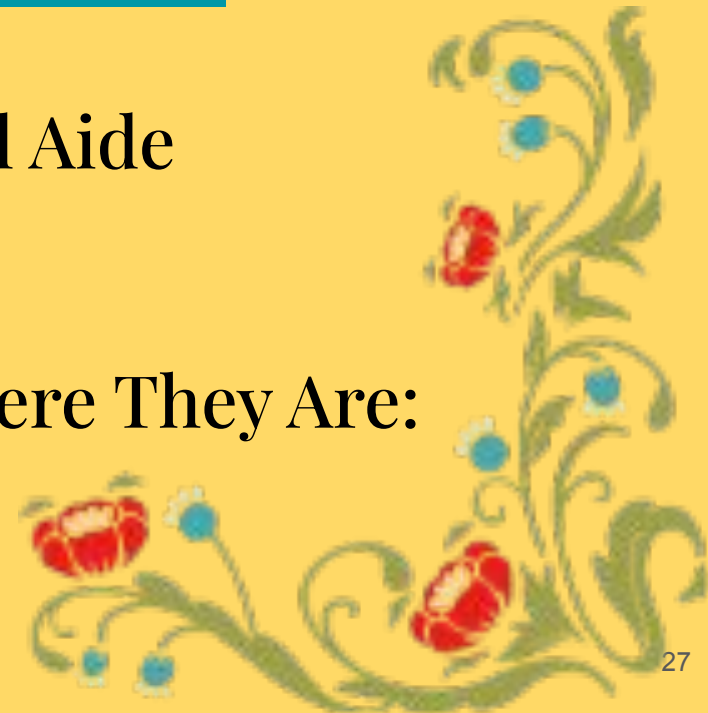


- ★ Safe and Secure Environment
 - Physical Development
 - Health
- ★ Active and Engaged Learning
 - Visual and performing arts
- ★ Skill Building
 - Language and Literacy
 - Mathematics
 - Science
- ★ Youth Voice and Leadership
 - History - social science
 - Social emotional development
- ★ Healthy Choices and Behaviors
 - Physical development
 - Health
- ★ Diversity, equity, and inclusion
 - English-language development



Beyond the Framework

- Developmentally Appropriate Environments (DAP): [ECERS](#)
- Staffing: Instructional Aide Expanded Learning
- Meeting Children Where They Are: Toileting Tool Kit



NAEYC Statement on Developmentally Appropriate Practice

[Developmentally Appropriate Practice Book](#)

*“Each and every child, birth through age 8, has the right to equitable learning opportunities—in centers, family child care homes, or schools—that fully **support their optimal development and learning across all domains and content areas.** Children are born eager to learn; they take **delight exploring** their world and making connections. The degree to which early learning programs support children’s delight and wonder in learning reflects the **quality of that setting.** Educators who engage in developmentally appropriate practice foster young children’s joyful learning and maximize the opportunities for each and every child to achieve their full potential.”*

– NAEYC *Developmentally Appropriate Practice in Early Childhood Programs, Fourth Edition*





Developmentally Appropriate TK ELO-P Environments



Accessible Drinking Water

WHAT MAKES A HIGH QUALITY ELOP ENVIRONMENT?

The California Department of Education recommends the following Point-of-Service Quality Standards for expanded learning programs

Safe & Supportive Environment

A safe and nurturing environment that supports the developmental, social-emotional, and physical needs of all students.

Active & Engaged Environment

Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.

Skill Building

The program intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.



Youth Voice & 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.

Healthy Choices & Behaviors

The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices.

Diversity, Access, & 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.

[LBUSD/Lakeshore
Developmentally Appropriate
Environments](#)



ELO-P Staffing and Job Descriptions

Instructional Aide Expanded Learning

Determined Job Specifications

Distinguishing Characteristics

Employment Standards

Knowledge Of

Education and Training

Experience

Special Requirements

Working Conditions

Physical Demands

JOB SUMMARY

Under general supervision, assist in the planning and implementation of Expanded Learning Opportunities Programs (ELO-P) which meet the needs of individual students; participate in and monitor students in program activities; perform related duties as assigned.

Administer first aid or necessary physical assistance to ill or distressed students; may assist students with toileting and diapering as necessary; may administer prescribed medication in accordance with established District procedure.

Six months of experience working with students in an instructional, extended day care or similar recreation program.

Any other combination of education, training and experience, which demonstrates that the applicant is likely to possess the required skills, knowledge or abilities may be considered.





Meeting Children Where They Are

Toileting Tool Kit

[LBUSD Toileting Memo and Resources](#)





Thank You!

Jeffrey Davis: jdavis@afterschoolnetwork.org

Sterling Williams: SWilliams@cde.ca.gov

Kelly Smith: kelly.smith@siskiyoucoe.net

Cindy Young cyoung@lbschools.net



Thank You!

Workshop Facilitators, Presenters & Panelists

Educators & Education Partners

Planning Team

**And most importantly our students, families, and
community members!**



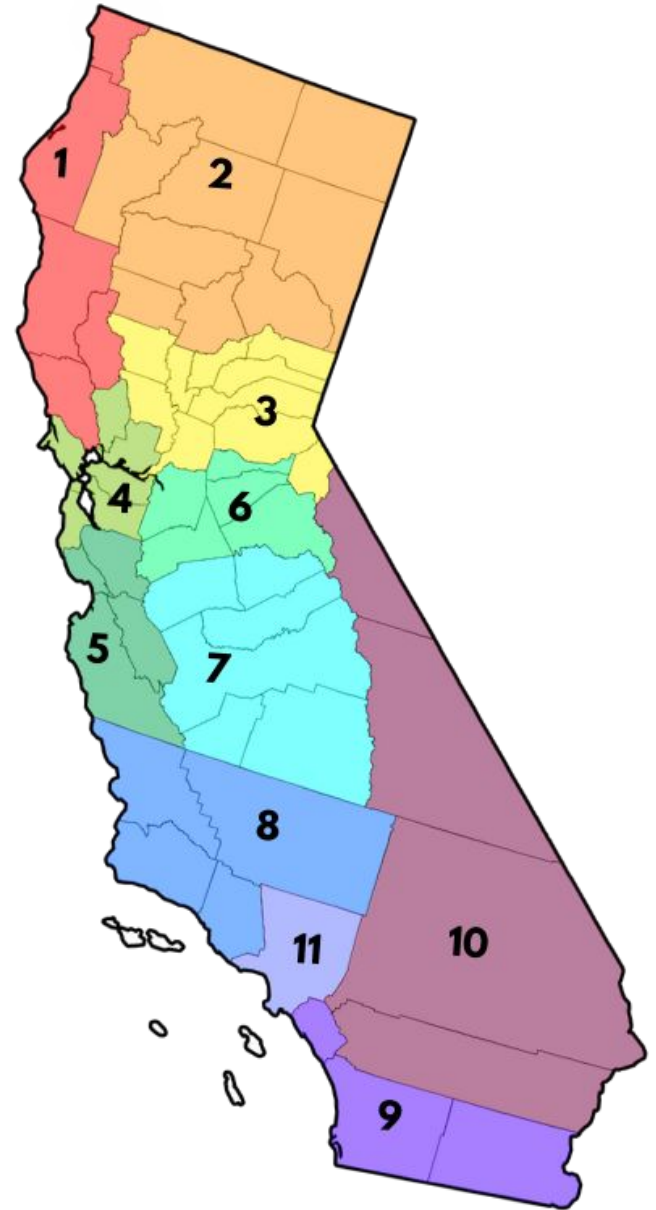
We're here to support YOU!

Contact the System of Support for Expanded Learning:

bit.ly/SSELcontact



SCAN ME



*Your Feedback is
Important to Us!*

tinyurl.com/jk5pjpfs

SCAN ME



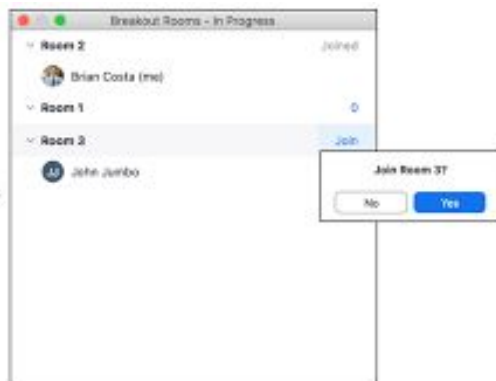
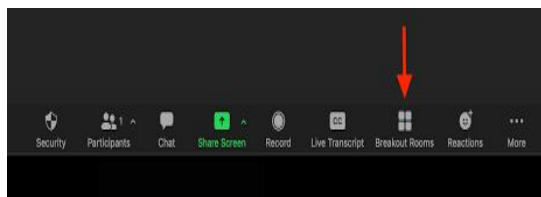
Transition to Regional Breakouts

- **Room 1: Regions 1 & 2 -**
 - **Region 1:** Del Norte, Humboldt, Lake, Mendocino, and Sonoma
 - **Region 2:** Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama & Trinity
- **Room 2:** *Extra Room*
- **Room 3: Regions 3 & 6**
 - **Region 3:** Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba
 - **Region 6:** Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne
- **Room 4: Region 4:** Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano
- **Room 5: Region 5:** Monterey, San Benito, Santa Clara, and Santa Cruz
- **Room 6:** *Extra Room*
- **Room 7: Region 7:** Fresno, Kings, Madera, Mariposa, Merced, and Tulare
- **Room 8: Region 8:** Kern, San Luis Obispo, Santa Barbara, and Ventura
- **Room 9: Region 9:** Imperial, Orange & San Diego
- **Room 10: Region 10:** Inyo, Mono, Riverside, and San Bernardino
- **Room 11: Region 11:** Los Angeles

Ways to Join the Breakout Rooms

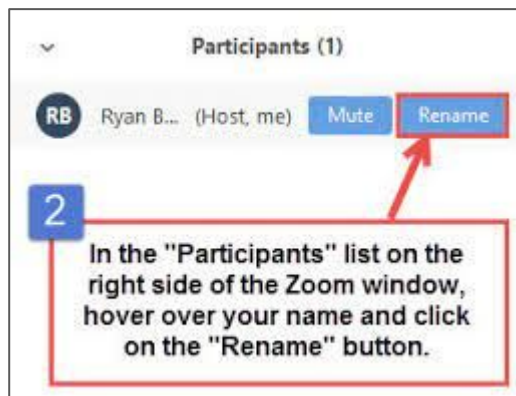
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1. Using the Zoom Control Bar, at the bottom of your window, click on **Breakout Rooms**. This will display the list of breakout rooms.
2. Then, select the breakout room you would like to join.



2

1. Rename yourself with the room you want to go to, and we will assign you to the breakout room.
2. In the **"Participants"** list on the right side of the Zoom window, hover over your name and click on the **"Rename"** button



3

If you can't do either steps 1 or 2, we can support you.

We will help you get to a breakout room asap!