



Hosted by **elevo**[®]

October 2, 2025
Irvine, CA

AGENDA

Time	Topic
9:15 – 9:30 am	Welcome and Attendee Intros
9:30 – 9:45 am	Morning Stretch
9:45 – 10:30 am	Budget and Funding Updates (Capitol Advisors: Kevin Gordon)
10:30 – 10:50 am	Policy Updates (PCY: Anthony Chavez)
10:50 – 11:00 am	Break
11:00– 11:20 am	Glows & Grows: Sharing Wins, Resources, Learnings (Group Share)
11:20 – 12:10 pm	Focus Promising Partner Practice: Inclusion of Students with Disabilities (Kristen Henry & Esther Garcia – Rowland)
12:10 – 12:20 pm	RESC Committee Work Overview (Kristen Henry & Ben Pla – San Jacinto)
12:20 – 1:10 pm	Lunch (served on Commons patio)
1:15 – 2:15 pm	Presentation & Q&A: Building a Single Comprehensive Program (Dr. Michelle Perrenoud and team - LACOE)
2:15 – 2:30 pm	Connection Activity
2:30 – 2:45 pm	Break
2:45 – 3:30 pm	Fishbowl & Discussion: CALPADS (Manuel Avina, Kristen Henry & Mario Jacquez - Upland)
3:30 – 4:15 pm	Fishbowl & Discussion: Determined by attendees (Manuel Avina & Kristen Henry)
4:15 – 4:25 pm	Final Brain Break
4:25 – 4:30 pm	Closing Reflections & Survey
5:00 – 7:00 pm	Dinner (Offsite, Location: Brio Italian Grille)



Hosted by **elevo**



Welcome & Introductions



Nick Telford

Co-Founder/CEO

Elevo

Morning Stretch

Chair Yoga led by Manny Avina



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Budget & Funding Updates



Kevin Gordon
President and Partner
Capitol Advisors Group

Policy Updates



Anthony Chavez

Partnership for Children & Youth
Policy Manager



About Partnership for Children & Youth

Our Mission

Partnership for Children & Youth (PCY) believes all children need opportunities to learn beyond the school day. We build skills and relationships through expanded learning programs.

Our Impact

PCY improves learning opportunities by increasing access to quality afterschool and summer programs. Our policy experts work in communities and state capitol.

Our Approach

We incubate new ideas, build capacity and coalitions to change systems and showcase trends and best practices transforming ELO-P implementation.



About The California Afterschool Advocacy Alliance (CA3)

CA3 is the statewide voice for expanded learning programs in California. Our coalition brings together community-based organizations, youth advocates, and education leaders ensuring every child—especially those furthest from opportunity—has access to safe, high-quality afterschool and summer learning experiences.



Policy Advocacy

Fighting for bold public investments in before-school, afterschool, and summer learning at state and federal levels.



Budget Leadership

Led the charge in securing California's \$4 billion investment in the Expanded Learning Opportunities Program.



Storytelling & Visibility

Lifting up voices of students, families, and frontline providers to shape policy and public opinion.



Field Support

Equipping providers, educators, and community leaders with advocacy tools to engage lawmakers effectively.

Expanded Learning: from the 70's - mid-2000's

1970s & 80s



Community-driven afterschool programs operated without stable government funding.

A Nation at Risk report (1983) called for broad education reforms.

2001-2002



21st CCLC expanded nationally to \$845M (2001).

Proposition 49 established ASES Program with \$550M for before/after school programs.

AB 1984 created ASSETs for high school afterschool programming.

mid-1990s



21st CCLC established with initial \$750K federal funding for afterschool.

After School Learning Safe Neighborhoods Partnership created first state investment (\$50M).

ASLSNPP expanded to before-school programming with 500% funding increase (\$120M).

2006-2007



Proposition 49 triggered, increasing daily per-pupil rates from \$5 to \$7.50.

ASES funding began flowing to schools with reduced matching grant requirements.

Expanded Learning: from 2010 to Now

2010



California Afterschool Advocacy Alliance (CA3) officially formed.

Senate Bill 798 prioritized 21st CCLC funding, up to 50% for ASSETs programs.

2014



Senate Bill 1221 passes: prioritizing summer funding, developing statewide student-level data reporting, and codifying quality standards.

2017-2019



Secured \$100M in CA state budget to increase ASES rate per student, raising total ASES funding to \$650M.

2021-2022



\$1.8B in 2021 State Budget followed by \$4B in 2022 created the Expanded Learning Opportunities Program.

\$4.6B for ELO grants to help schools reopen with learning recovery programs.

2025



\$525M+ increase for ELO-P, expanding universal access by lowering Tier 1 funding threshold from 75% to 55% UPP along with doubling grant minimums to \$100K.

Secured additional \$95M to increase ASES and 21st CCLC rates to \$10.18 per student.

Total funding for afterschool and expanded learning approaching ~\$5.5B annually.



Our Vision for ELO-P Success

Build Powerful Partnerships

Connect school district
leaders with community-
based organizations for
stronger collaboration

Focus and Implementation on Equity and Quality

Advance equitable ELO-P
implementation through
shared understanding and
collective action

Innovative Solutions

Develop creative approaches to maximize program impact and
student engagement

State Policy Landscape

California's evolving educational priorities



ELO-P Funding

While written into law as ongoing funding we know from history that doesn't mean immunity from cuts



Governor Newsom's Final Year

Creates pivotal moment for ELO-P program sustainability and quality/implementation enhancements



Student Equity Stakes

Proper implementation directly impacts educational opportunities for underserved student populations



Integrated Approach

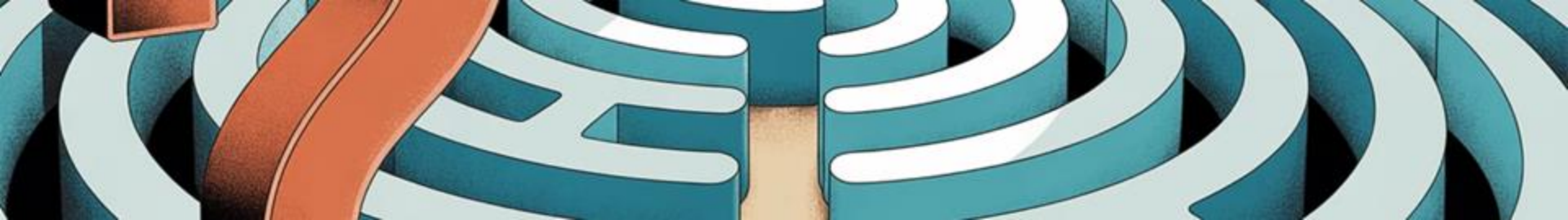
ELO-P embedded within transformative efforts to boost student connectedness and wellness, equity-centered approaches, academic enrichment, workforce development, and family engagement



Transforming Schools Initiative

Gov. Newsom called this "California for All Kids", beginning in 2021

- 1** Universal Pre-K
\$2.1B investment to provide early learning access for all children and build strong educational foundations.
- 2** Universal School Meals
\$90M funding to ensure nutritional support throughout the school day, so all students have access to healthy food.
- 3** Community Schools & Expanded Learning
\$4.6B to integrate ELO-P with comprehensive services, creating seamless educational hubs for families.
- 4** Children & Youth Behavioral Health Initiative
\$4.7B holistic approach to support student mental health and well-being, impacting their success in school and life.
- 5** Teacher Pathways
\$1.6B since 2021, funding for teacher and staff training programs, as well as more mental health professionals on campus.



Looking Ahead

- Upcoming election year for key positions (Governor & State Superintendent)
- Federal advocacy and threats are taking up more attention, but has also elevated after school's profile and energized the sector
 - Broader concerns about Immigration raids, Medicaid cuts, SNAP/Nutrition access, AmeriCorps
- Importance of dedicated funding for older youth (MS/HS)
- ELOP will get more attention due to Attendance Recovery
- Ongoing lack of awareness among families about ELO-P
- CA is meeting revenue goals, yet national economic and labor data is concerning

Break

(10 mins)



Grows & Glows for Expanded Learning Leaders

Group Share



**What have been your
greatest challenges and
struggles this year?**



**What successes do you
have to celebrate so far?**





District Focus: Promising Practices

Expanded Learning X Students with Disabilities



Dr. Kristen Henry
SVP of Curriculum & Training
Elevo



Esther Garcia
Special Projects Coordinator
Rowland Unified School District

Learning Objectives



1

Overview of the legal obligations of Expanded Learning programs in providing access and support to students with disabilities.

2

Admire the problems that this has created then share possible solutions and emerging practices from the field.

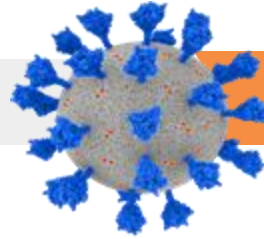
The Context: ELOP & SWD



BEFORE



Families have to
qualify
Time requirements
(until 6pm)
Attendance percentages
Staff qualifications



AFTER



Mandatory & Priority
Access
Time requirements
(9 hour days)
Staff ratios & Qualifications
12 Quality Standards
Priority access



The RUSD Timeline

Families that qualified for extended care programs received the resource. This was historically seen as "daycare."

Schools who did not qualify for ASES had the opportunity to host ELOP. This was still somewhat viewed as daycare.

All sites must offer and provide access ASES until 6 p.m. & ELOP until 5:30 p.m.

Academic +
Enrichment
NOT Daycare
& NOT Instruction

One comprehensive after school Provider (blending & braiding)

ASES
(pre-COVID)

ASES + ELOP
(2021-ish)

After School
Programs
(2022-2025)

Single
Comprehensive
Program
(2025-2026)

Students with Disabilities in Schools: Change Over Time



3.6 mil

Students With Disabilities

1975/ 76 SCHOOL YEAR



7.5 mil

Students With Disabilities

2022/ 23 SCHOOL YEAR

Source: National Education Statistics

15% of all students in Public Schools have been assessed and found eligible for Special Education Services due to one (or more) of **13** recognized disabilities.

Source: National Education Statistics



There will be Students with Disabilities in Our Expanded Learning Programs

There are students who have **IEPs (Individual Education Programs)** and those who don't. We may not have this information and even if we did, it may not be helpful for our purposes.

There are students who have **experienced trauma** that present like they have disabilities.

There are students who are **neurotypical and present like they have disabilities.**

Students with Disabilities in Expanded Learning

For all students to be successful in our programs, we may need to unlearn what we think we know and redefine what success and learning mean for EACH student.

We have the unique opportunity in expanded learning to be flexible about how we define and create success and learning for each child.

There are other students who benefit from the things that we do to support students with disabilities including but not limited to:

- English Language Learners
- Students experiencing trauma
- Students that are homeless
- Students below benchmark on their reading scores
- Students whose parents are fighting
- Students who are having a bad day

The Law: ELOP & SWD

Disclaimer

We are **not** lawyers.

I do have a lot experience with the law and special education.

And, I attended this session at a conference by [Lozano Smith](#).



Disclaimer continued

This is **revolutionary!**

This is **hard.**

This **won't happen overnight.**



“It is the intent of the legislature...”

“The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade...[A]ll local educational agencies offer all unduplicated pupils in classroom-based instructional programs access to comprehensive after school and intersessional expanded learning opportunities...[F]ocus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. ...[Expanded Learning] complement[s], but do not replicate, learning activities in the regular school day and school year. [ELO-P] does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities.”



The law tells us:

There is no such thing as **Special Education Students**.

All students are **General Education Students** and some receive **Special Education Services**.



What Laws Are We Talking About?

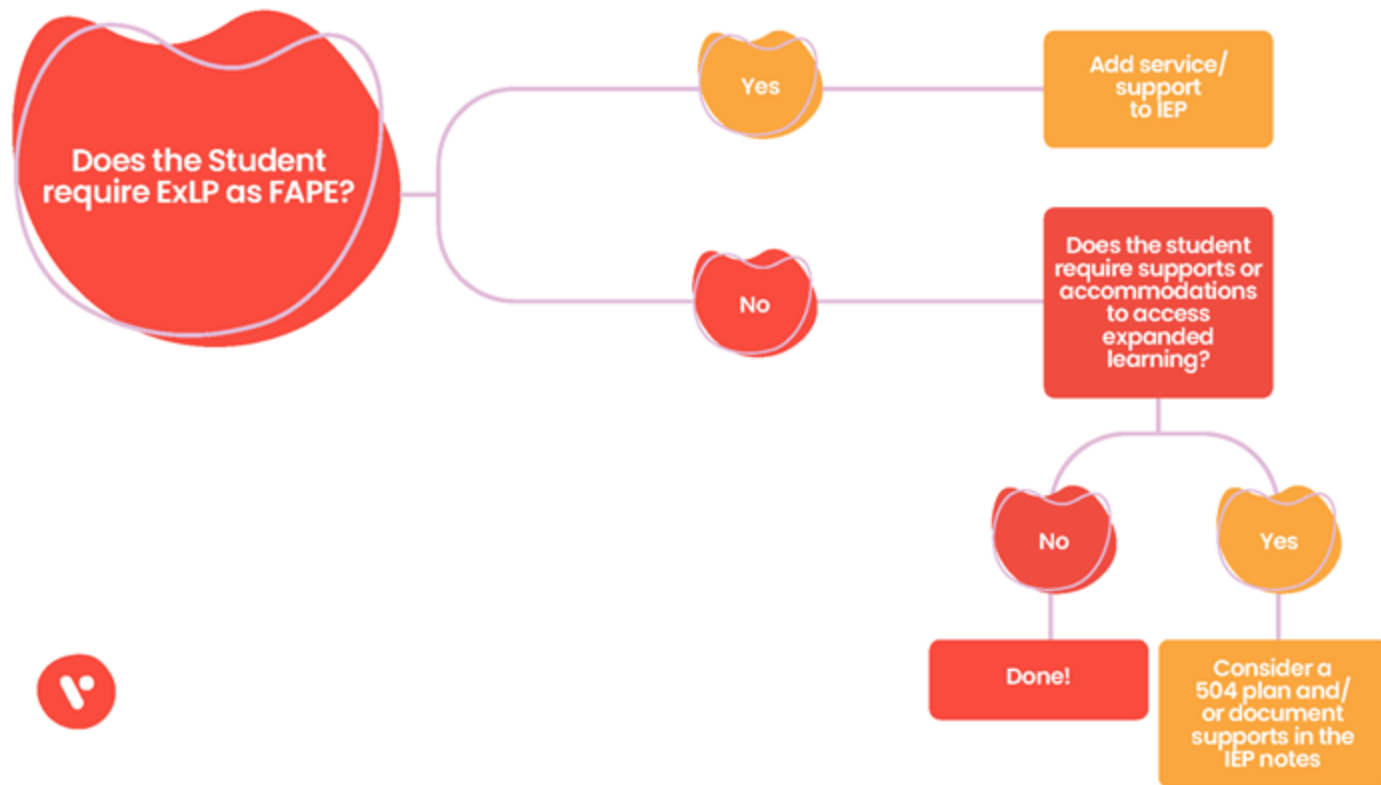
- Americans with Disabilities Act (ADA)
- Individuals with Disabilities Education Act (IDEA)
- Section 504



Legal Considerations: FAPE vs. Access (IDEA vs. ADA/504)

- Does the student require expanded learning as a service to receive FAPE?
- Does the student require supports or accommodations to access the Expanded Learning Program?

Expanded Learning IEP/504 Discussion Guide



Let's Admire the Problem

In the ELO–P Era, what are the struggles with building inclusive programs that provide meaningful access for all students, including students with disabilities?

RUSD's Current Challenges

- Increase in the number of students with disabilities
- Supporting students with a wide range of disabilities
- Lack of information about students with disabilities
- Developing cross-departmental connections between Special Education and Expanded Learning
- CYBHI - Ecosystem
- Staffing and training challenges
- Growing responsibilities that come from a growing team (evals, training, etc.)



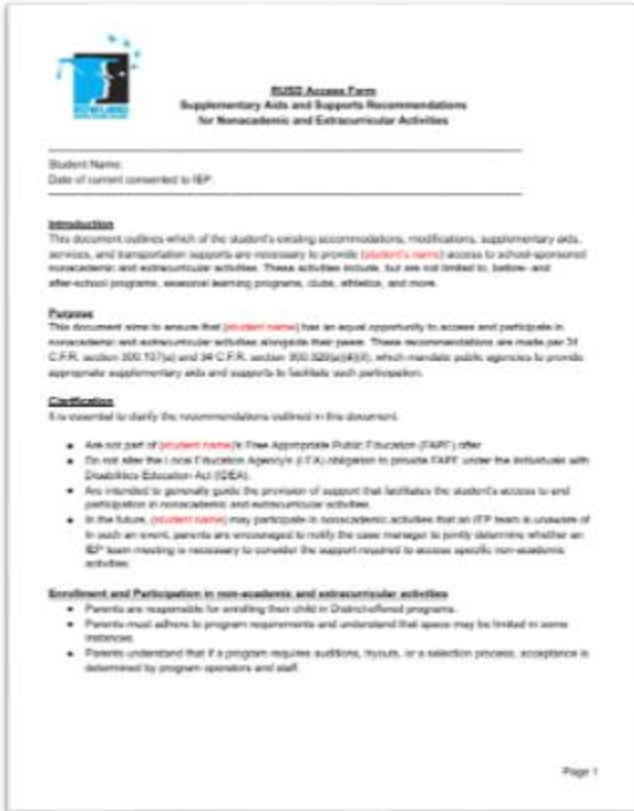
What are Your Current Challenges?

What are Districts and CBOs doing to address this problem?

RUSD's Inclusive Solutions



RUSD's Inclusive Solutions



RUSD Access Form
Supplementary Aids and Supports Recommendations
for Nonacademic and Extracurricular Activities

Student Name: _____
Date of consent given to IEP: _____

Introduction
This document outlines which of the student's existing accommodations, modifications, supplementary aids, services, and transportation supports are necessary to provide **(student's name)** access to school-sponsored nonacademic and extracurricular activities. These activities include, but are not limited to, before- and after-school programs, essential learning programs, clubs, athletics, and more.

Purpose
This document aims to ensure that **(student's name)** has an equal opportunity to access and participate in nonacademic and extracurricular activities alongside their peers. These recommendations are made per 34 C.F.R. section 300.107(a) and 34 C.F.R. section 300.320(a)(4)(i), which mandate public agencies to provide appropriate supplementary aids and supports to facilitate such participation.

Clarification
It is essential to clarify the recommendations outlined in this document:

- Are not part of **(student's name)**'s Free Appropriate Public Education (FAP) offer
- Do not alter the Local Education Agency's (LEA) obligation to provide FAPT under the Individuals with Disabilities Education Act (IDEA).
- Are intended to generally guide the provision of support that facilitates the student's access to and participation in nonacademic and extracurricular activities.
- In the future, **(student's name)** may participate in nonacademic activities that an IEP team is unaware of; in such an event, parents are encouraged to notify the case manager to jointly determine whether an IEP team meeting is necessary to consider the support required to access specific non-academic activities.

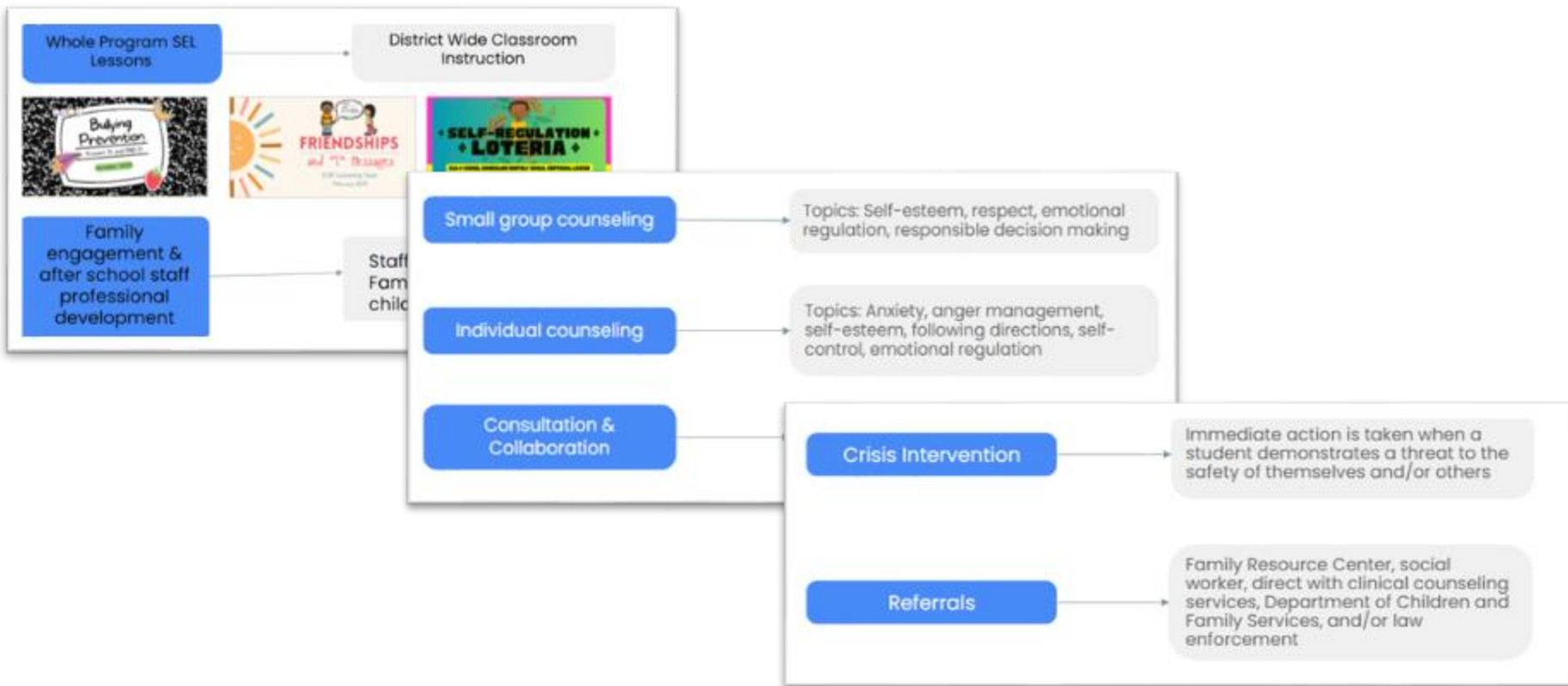
Enrollment and Participation in non-academic and extracurricular activities

- Parents are responsible for enrolling their child in District-offered programs.
- Parents must adhere to program requirements and understand that space may be limited in some instances.
- Parents understand that if a program requires auditions, tryouts, or a selection process, acceptance is determined by program operators and staff.

Page 1

- Students with IEPs who require supports to access the afterschool program have an RUSD Access Form on file.
- Similar to 504 Plan
- Identifies accommodations
- Is separate from the IEP process, but that document may serve as a reference.

RUSD's Inclusive Solutions: MTSS



Elevo's Inclusive Solutions: Coach Onboarding Training

Day
1

Elevo 101 &
Universal Supports

Day
2

Program
Dependent

ExL: Enrichment
Engaging Practices
or VAPA

Day
3

Students with
Disabilities

Targeted &
Intensive Supports

Day
4

Field Training:
ElevoEQ &
A Day in the Life

Day
5

Orientation

Program
Dependent
Sport Training
(If needed)

Elevo's Multi-Tiered Systems of Support

Tier 1

Universal Supports (all students)

Warm Welcome

Team Agreement

Supported Transitions

Optimistic Closure

Community Circle

Brain Breaks

Elevo Coach Presence

Visual Support

Universal Design for Learning

Differentiation

Consistent Routines

Tier 2

Targeted Supports (some students)

The 3 R's

Problem Solving Map

The Special Assignment

Plot Twist

Individualized Visual Supports

Shout Out

2x10

Something Happened

First Yes, Then Yay!

The Habit Tracker

Two Positive Choices

Tier 3

Intensive individualized Supports (few students)

Co-Regulation in Crisis

Elevo Emergency Procedure

Follow Your Coach Crisis Plan

Do No Harm

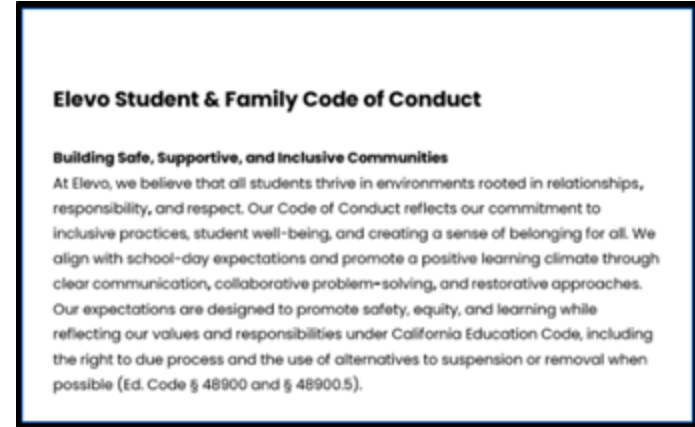
5

CORE
PRACTICES

Elevo's Inclusive Solutions



Old: Student & Family Code of Conduct modeled after ASES Program expectations.



New: Updated Student & Family Code of Conduct aligned with ed code and inclusive practices.

What are Your Solutions?

This will take time.

Even in the best-case scenarios, there will be difficulties with behavior, supports, and programs.

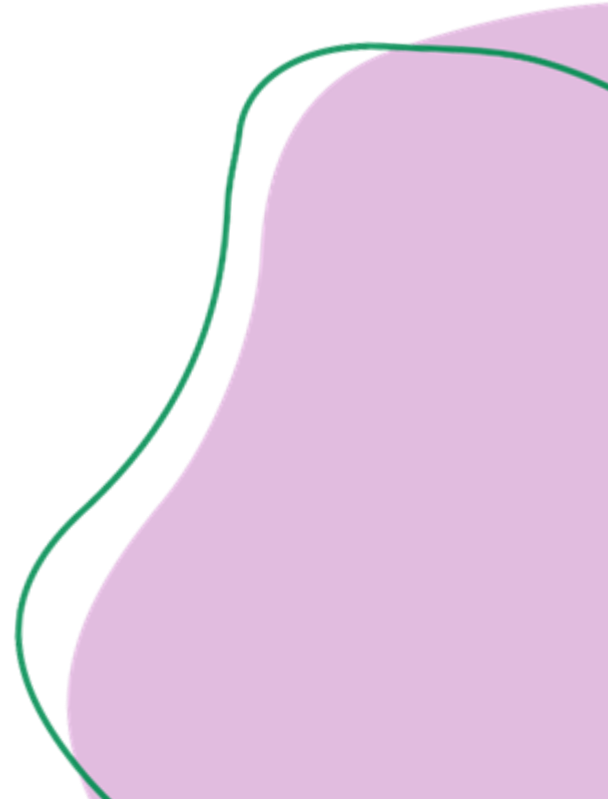
Student success is contingent upon our collaboration, relationships, ongoing communication, and our willingness to problem-solve together.

Over, and over, and over again.

Optimistic Closure

Closing Reflection

What's one new practice or idea that you have to create inclusive, supportive environments in your Expanded Learning Program?



**By creating small changes
within collaborative
relationships, we will build
spaces of belonging and
Expanded Learning will be a
movement that benefits
ALL Students.**

CAN & CDE's Research & Evaluation Sub Committee (RESC) Update



Dr. Kristen Henry

VP, Curriculum, Innovation & Training
Elevo



Ben Plá

Expanded Learning Program Specialist
San Jacinto USD/RESA Committee Member

What is the EXLD Research & Evaluation Strategy Committee (RESC)?

RESC is a group of diverse interest holders and ExL leaders that collaborate to identify evaluation and research strategies and recommendations for the CDE EXLD to implement in partnership with the broader field that leverages data to **demonstrate the scope and impact of California's Expanded Learning Opportunities.**



What does the work of RESC matter to you?

This work is what has been identified as the state's priorities.

It answers the question: "What is the essential work that needs to be done for the long term sustainability for Expanded Learning?"



2024/2025 Priorities

Workgroup One: AB 1113 design and adoption – how will we collect ExL data?

Workgroup Two: While we wait for the systems to be selected, agreed upon, and implemented, how do we tell the story of our success and impact?



2024/2025 Outcomes: Workgroup One



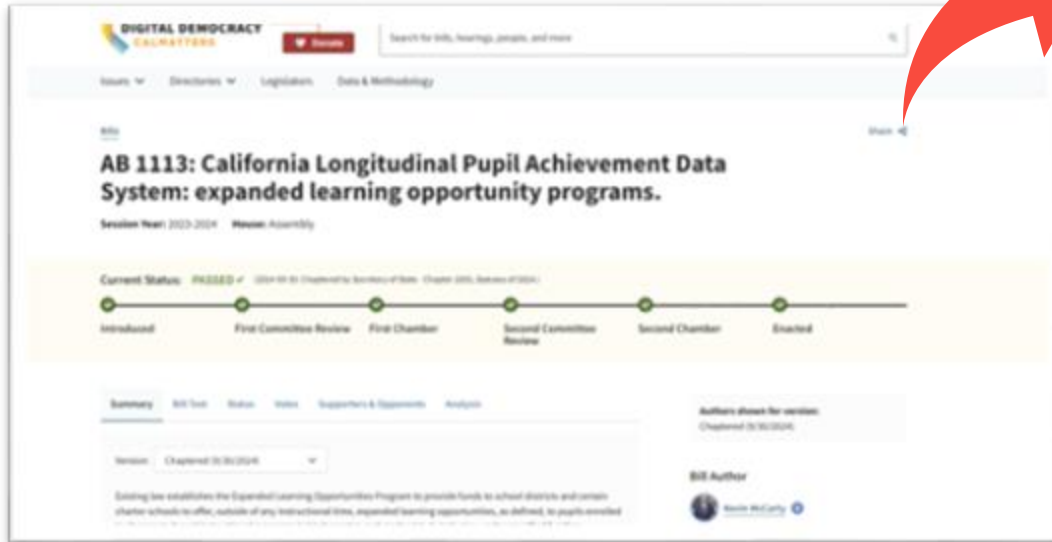
Collected at the end of
25/26 School Year

- Enrollment
- Participation
(Attendance)

Disaggregate by subgroups

Capacity for Dose/Response
Relationship

**Will be a hot mess for a
minute



2024/2025 Outcomes: Workgroup Two

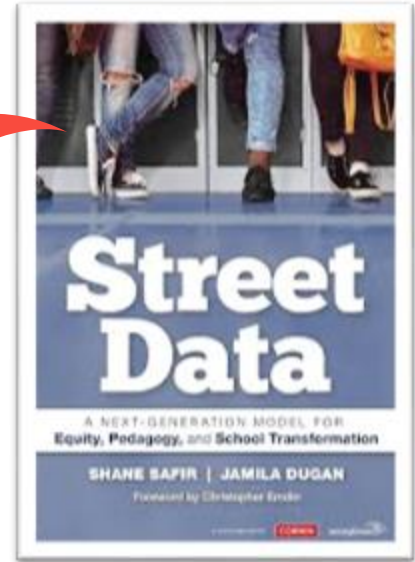
ELO-P DATA SNACKS

"Bite-sized" data showcasing ELO-P's impact across California.



ELO-P IS A GATEWAY TO INCREASED ACCESS & QUALITY

2022-2023 enrollment data from EdData.org shows that 3.3 million students in California are funded as "unduplicated pupils." An unduplicated pupil is defined as a student enrolled in a school district or charter school who is classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth. A school's unduplicated pupil percentage affects how much funding they receive for ELO-P and other funding streams designed to promote equity and access to high quality opportunities for youth.



2024/2025 Outcomes: Workgroup Two

The screenshot shows the CAN (California After-School Network) website. The header includes the CAN logo and navigation links: About Us, Our Work, Trainings & Events, Out of School Time in California, and Information & Resources. The main content area is titled "Data Snacks" with a sub-header "May 2025".

ELO-P DATA SNACKS
The next two paragraphs of text are partially obscured by a map of California. The text discusses the Expanded Learning Opportunity Program (ELO-P) and the Research Evaluation and Strategy Committee (RESC).

In 2021 Governor Gavin Newsom and the Legislature established the Expanded Learning Opportunity Program (ELO-P), which provides ongoing state funding of \$4 billion (or of Fiscal Year 24 20) to school districts and charter schools for Expanded Learning programs. California's students and families have benefited from the investments, however, statewide impact data is not yet available.

The Research Evaluation and Strategy Committee (RESC) convened by the California Department of Education, Expanded Learning Division (ED) in partnership with the California After-School Network (CAN), gathered a diverse group of interested leaders that came together to identify and collect existing data, and identify stories of impact. How the ELO-P Data Snacks were born.

Eight Data Snacks have been created so far utilizing data collected from the field. You can explore each Data Snack individually by clicking on the links to the right.

This is an ongoing project, keep up to date with new additions by checking this page regularly.

SHARE THIS PAGE
[Social media icons]

THIS ITEM APPEARS IN
Data Resources
Research and Evaluation Committees
Research & Data

RELATED LINKS
Data Snacks - Region 1
Data Snacks - Region 2
Data Snacks - Region 3
Data Snacks - Region 4
Data Snacks - Region 5
Data Snacks - Region 6
Data Snacks - Region 7
Data Snacks - Region 8
Data Snacks - Region 9

The screenshot shows a social media post from the user @cafterschoolnetwork. The post title is "ELO-P DATA SNACKS" with the subtitle "New ways to share meaningful data from the field".

NURTURING THE COMMUNITY, FRESH
At 11:00am, CCAE hosted a meeting where they just finished wrapping up an all-school data opportunity that only one day, leaving to the needs of the community, had never so supported learning your flexibility to families. "Agencies with government education can help working."

BRINGING THE COMMUNITY INTO CCAE
From our school district is able to bring high school students in a different way, leaving their feedback. This shifts students of great students sharing and learning to practice in a way and the most experience before school practice.

Read the full Data Snacks on our website.
[Link icon]

No comments yet.
Start the conversation.

10 likes
7 hours ago



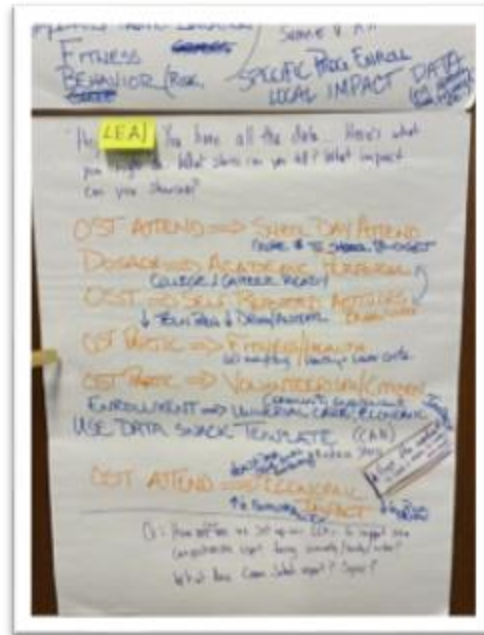
2025/2026 Priorities

Workgroup One: Post AB113- How do we leverage the newly collected CALPADS data to simplify reporting requirements, and recommend changes to the EXLD Biennial Report structure so that data collection is streamlined and the report highlights timely, relevant information?

Workgroup Two: Building on the Data Snacks Model of Street Data, how do we highlight and tell the story of challenges and successes of building “**Single Comprehensive Programs.**”



2025/2026 Outcomes (In Progress) Workgroup One



Developing a Data Story Toolkit, guidelines, and templates so that data can easily be shared with your stakeholders.

RESC Resources Available on the California Afterschool Network Website:



www.afterschoolnetwork.org



Lunch



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Workshop: Building a Single Comprehensive Program

Presenters:

Dr. Michelle Perrenoud, Expanded Learning Regional Administrator| System of Support for Expanded Learning County Lead

Emily Tay, Expanded Learning Program Consultant

Suzanne Hill, Expanded Learning Program Consultant

Los Angeles County Office of Education



Post-Workshop Connection Activity

Direction Drawing led by Manny Avina





Break

(15 mins)



Fishbowl: CALPADS Requirements

Questions, Challenges, Successes and Best Practices



Dr. Kristen Henry
VP, Curriculum, Innovation &
Training
Elevo



Mario Jacquez
Director of Support Services
Upland Unified



Manuel Avina
Lead Training Manager
Elevo



How to Fishbowl

- Identify the 🐠 and problem of inquiry.
- Select the inner circle of participants.
- The 🐠 shares their problem in detail and the Inner Circle asks clarifying questions.
- Inner Circle provides ideas and recommendations.
- The 🐠 summarizes their learnings and commits to their next steps.

Pro Tip: Keep an empty chair in the Inner Circle so that folks from the group can hop in.



Fishbowl: Attendees' Choice

Closing Reflections

Feedback

Please take a moment to provide feedback about this event.

It only takes 2 minutes

October 2025 Community of Practice (CoP) Event Survey



Dinner:

Brio Italian Grille @ Irvine
Spectrum
5-7 pm