



Expanded Learning Community of Practice

Hosted by **elevo**[®]

October 7, 2026 · Costa Mesa

Connect. Collaborate. Elevate

WELCOME

We're so glad you're here

The Expanded Learning Community of Practice brings together leaders from across California to learn from one another, share what's working, and build the relationships that make Expanded Learning stronger.

We're so grateful you're here, because the expertise, heart and experience in this room are what make this community what it is.

Everything we do today is rooted in our **students**, the young people who count on us before the first bell and long after the last one.

WHO WE ARE

What the CoP is about

Our mission: bring together leaders from across California's expanded learning field to learn from one another, solve real problems side by side, and improve out-of-school time for every young person.

Connect

Creating Space

Collaborate

Sharing Impact

Elevate

Lifting Learners

OUR JOURNEY

How far we've come

Since 2022, this community has been the foundational space for thought partnership and growth across Expanded Learning.

2022

The CoP launches

2024

30 Attendees

2025

45 Attendees

2026

Today: 50 leaders in the room

TODAY

Our day together

Time	Segment	Lead
8:30 AM	Registration + Breakfast	—
9:00 AM – 10:10 AM	Welcome + State of the Union	Nick Telford, with Manny Avina as MC; Kevin Gordon, President, Capitol Advisors Group; Laura Beebe, Policy Director, Partnership for Children & Youth (PCY)
10:15 AM – 11:15 AM	Chula Vista Elementary School District: Attendance Recovery	Omar Calleros, Director of Expanded Learning, Chula Vista Elementary School District
11:20 AM – 1:00 PM	Leadership & Expanded Learning	Bob Taylor, Superintendent, Walnut Valley Unified School District
1:00 PM – 1:45 PM	Lunch	—
1:50 PM – 2:40 PM	ExL For All: Special Education & Expanded Learning	Dr. Kristen Henry; Monik Vega, M.Ed. (PCY); Sylvia Mac, Ph.D.
2:45 PM – 3:00 PM	Wrap-Up Q&A	Manny Avina
3:00 PM – 4:15 PM	Sweet Treat + Charity Trivia	Manny Avina · Trivia Hosts
4:15 PM – 4:30 PM	Pack Up + Head Out Together	—
4:30 PM – 6:30 PM	Walk to Mastro's + Evening Reception	—

YOUR TABLE

Every table plays for a charity

Match the sticker on your badge to your table. Scan the QR code on your table tent to meet your charity.
Every charity wins.

Blue ~ Table 1

Orangewood Foundation

Green ~ Table 2

First Place for Youth

Yellow ~ Table 3

Alliance for Children's Rights

Red ~ Table 4

Covenant House California

Orange ~ Table 5

California Youth Connection

Pink ~ Table 6

Just in Time for Foster Youth

KEYNOTE · 9:00 AM – 10:10 AM

State of the Union



Kevin Gordon

President, Capitol Advisors



Laura Beebe

Policy Manager, PCY





Expanded Learning Community of Practice

October 7, 2026

Objectives

- Share about PCY & CA3's work in expanded learning practice and policy
- Highlight the current landscape for expanded learning policy in CA
- Preview CA3's emerging policy priorities for 2027

Agenda

- About PCY
- About CA3
- EXL Policy Landscape
- Emerging 2027 Priorities
- Q&A + Discussion



About PCY

Partnership for Children & Youth (PCY) believes all children need opportunities to learn beyond the school day and year to build skills and relationships, access social capital, and discover their passions.

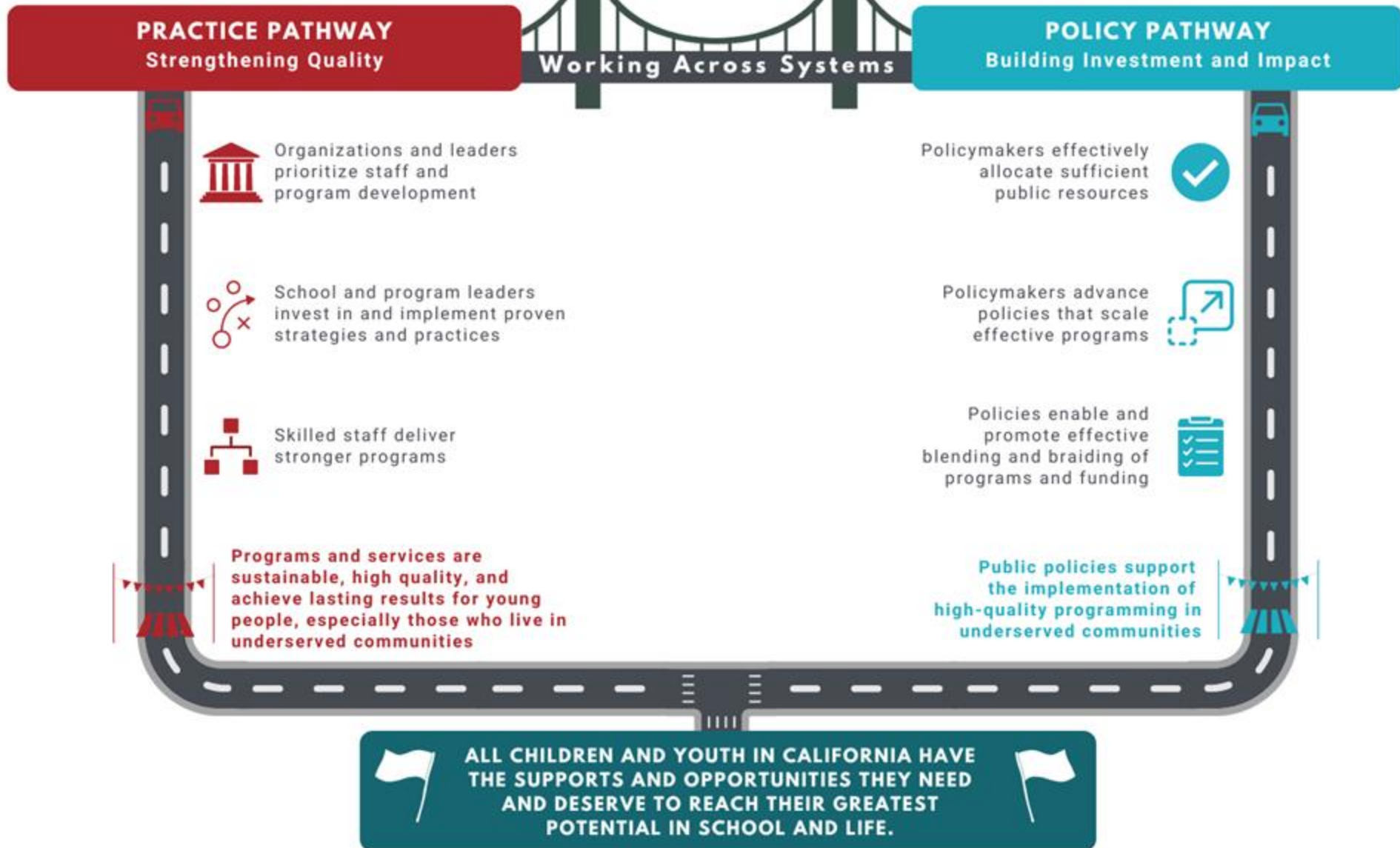
We connect practice and policy to improve learning conditions and strengthen the systems that support young people's academic, social, emotional, and physical well-being.

Our team works with community-based organizations, schools, and advocates to enhance policy, strengthen systems, build coalitions, and support districts and community partners in delivering high-quality programs.





THEORY OF CHANGE



Practice Areas of Focus

- Expanded Learning Workforce
- Attendance Recovery
- Community Schools
- Inclusion
- Early Learning
- Multilingual Learners
- and more...



California Afterschool Advocacy Alliance (CA3)

WHAT CA3 IS

The California Afterschool Advocacy Alliance (CA3) is the statewide voice for expanded learning (afterschool and summer) programs. Our coalition advocates for public policies and investments that best represent the interests of the children, youth, and their families who rely on publicly funded expanded learning programs throughout California, and support the vibrant and dynamic workforce that is essential for program quality and impact.

OUR MISSION

We pull together to increase the access to and quality of expanded learning programs for all students through education and advocacy.

OUR PURPOSE

CA3 is a coalition with a shared vision of universal student access to quality expanded learning (afterschool, before school, summer, and intersession) programming in California. We:

- Develop and advocate for policies and investments that enhance the quality, accessibility, and sustainability of publicly funded expanded learning programs in California's**
- Build public and interest-holder awareness of the essential value and role of expanded learning programs to support student success, and**
- Build relationships and educate policymakers, staffers, Governor's Administration, the California Department of Education, other advocacy groups and coalitions and families**

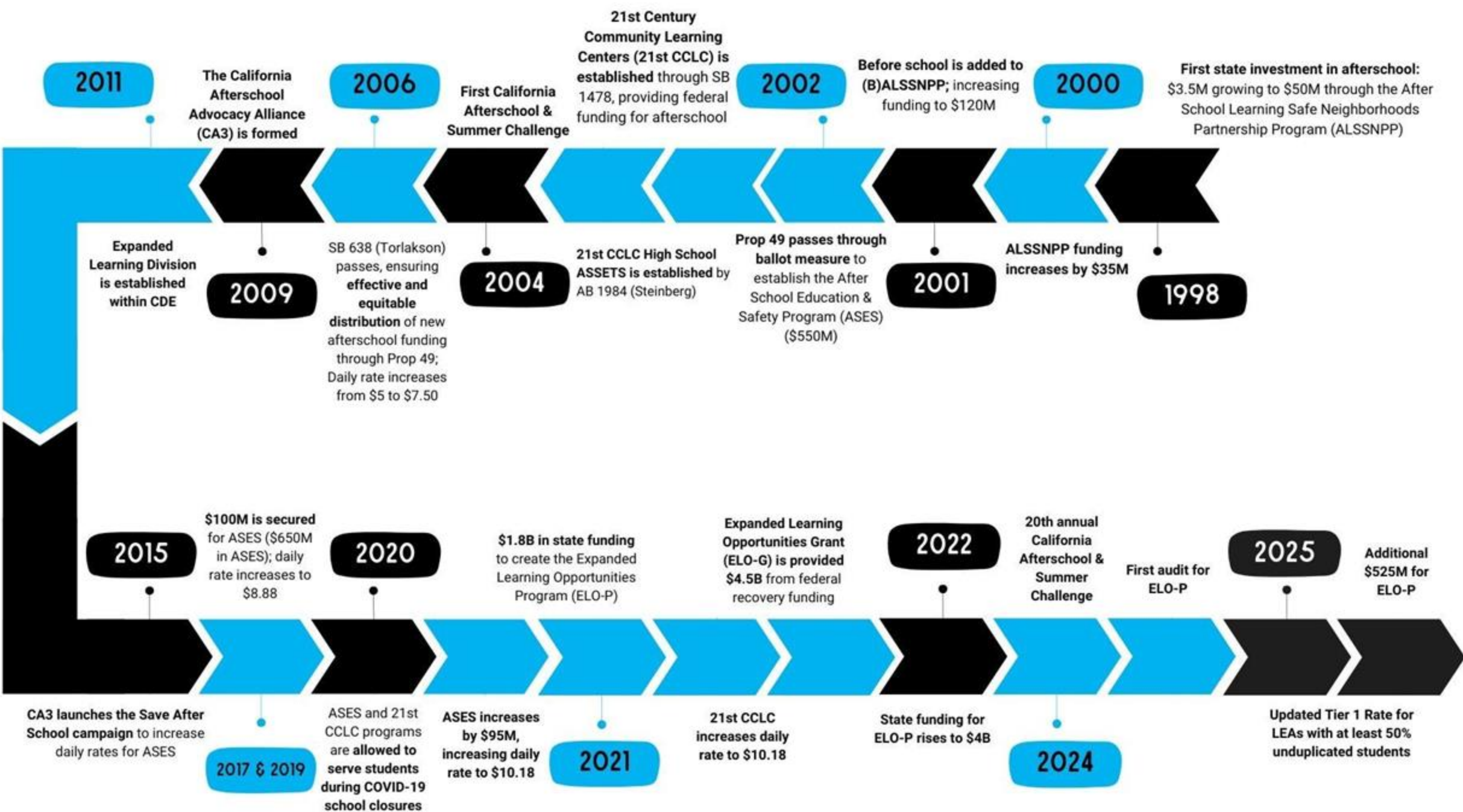
CA3 MEMBERS

Organizations: 22 Members

- A WORLD FIT FOR KIDS!
- AIM HIGH
- CA ALLIANCE OF BOYS & GIRLS CLUBS
- CA STATE ALLIANCE OF YMCAS
- CENTER FOR CREATIVE YOUTH DEVELOPMENT
- CHILDREN NOW
- CLARE ROSE FOUNDATION
- COMMUNITY YOUTH MINISTRIES
- ENVISIONEERS, INC.
- GALILEO LEARNING
- GIRL SCOUTS OF HEART OF CENTRAL CA
- HIGH PERFORMANCE ACADEMY
- INNOVATE PUBLIC SCHOOLS
- INPLAY
- IMENTOR
- KYDS INC.
- PARA LOS NINOS
- SACRAMENTO CHINESE COMMUNITY SERVICE CENTER
- STAR EDUCATION
- TEN STRANDS
- THE CHILDREN'S INITIATIVE
- YMCA OF METROPOLITAN LOS ANGELES

Steering Committee: 19 Members

- AFTER-SCHOOL ALL-STARS, LOS ANGELES
- ARC EXPERIENCE
- BACR
- CAN
- CALSAC
- CALIFORNIA TEACHING FELLOWS FOUNDATION
- EDMO
- EDUCARE
- ELEVO
- EXPANDLA
- HOLA
- LA BOYS & GIRLS CLUBS COLLECTIVE
- LA CONSERVATION CORPS
- LA'S BEST
- PCY
- THINK TOGETHER
- SAVE THE CHILDREN
- WOODCRAFT RANGERS
- YMCA SAN DIEGO



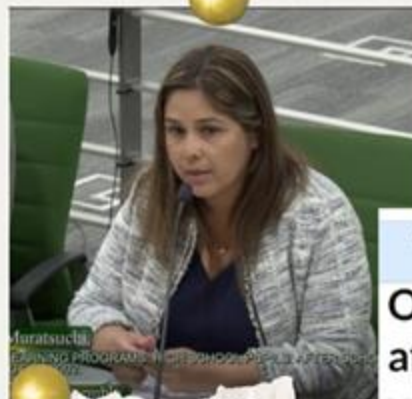
CA3 ANNUAL RECAP



Raise Awareness,
Build Champions



Field Advocacy &
Capacity Building



Policy Analysis &
Messaging



CA3 Multi-Year Campaign (2025-2027)

GOAL: Ensure sustainable funding and infrastructure for quality and equitable Expanded Learning Opportunities Programs (ELO-P) programming, and maintain impact beyond Governor Newsom's final term in office

To achieve the overall goal, we need to make progress in each of these areas

**Strengthening Funding
and Sustainability**

**Improving Data and
Accountability**

**Supporting Program
Quality**

CA3 CAMPAIGN GOAL

Protect and ensure sustainable funding and infrastructure for quality and equitable Expanded Learning Opportunities Programs (ELO-P), and maintain impact beyond Governor Newsom's final term of office.

CAMPAIGN PRIORITIES - SEPT 2026

STRENGTHENING FUNDING & SUSTAINABILITY

1. Maintain ELO-P funding
2. Reduce unspent ELO-P funds
3. Stabilize funding rates and allocations
4. Align ELO-P, ASES, 21st CCLC
5. Integrate ELO-P into state systems
6. Ensure CBOs are resourced to deliver quality services

IMPROVING DATA & ACCOUNTABILITY

1. Improve statewide ELO-P data collection
2. Report and share annual statewide data

SUPPORTING PROGRAM QUALITY

1. Improve policy for quality implementation
2. Increase support and funding for ELO-P TA

COLOR KEY

Areas of success/accomplishment

Progress made

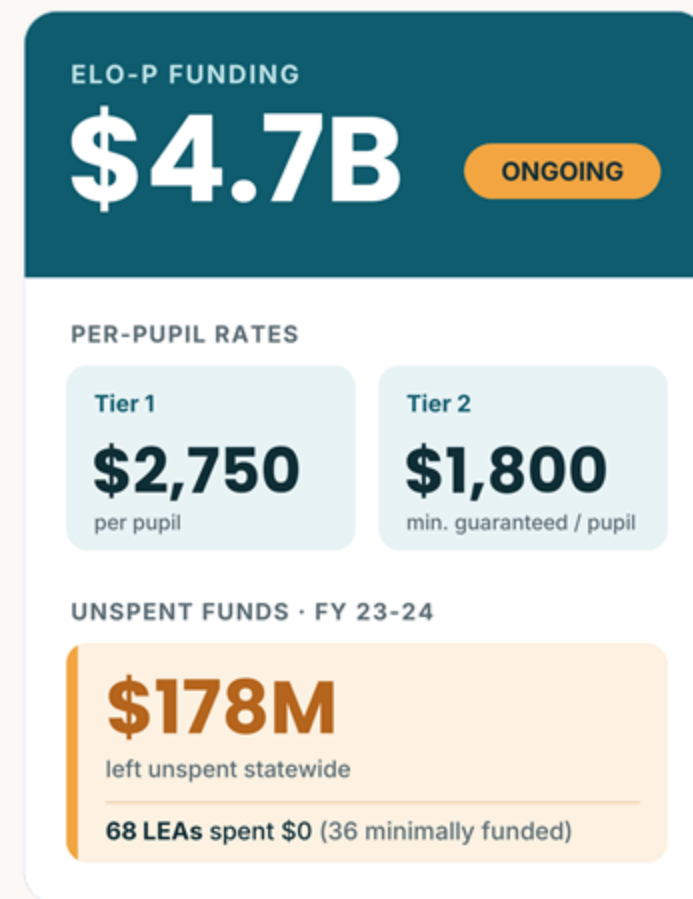
No progress

2026 Policy Landscape - Big Picture

- **Overall Education Funding:** Prop.98 reaches \$128B with 4.31% COLA, but structural issues impact LEAs
 - CTA & others suing Gov. Newsom over \$3.9B withholding
- **Changes to Education Governance:** authority shifts from SPI to Education Commissioner; overall focus on coherence
- **Community Schools:** \$1B ongoing
- **Special Education:** \$2.4B; ongoing 43% increase
- **Preschool:** **\$250M** early education planning and implementation grants; **\$800M** moving preschool programs funded through the General Fund to Prop 98
- **Childcare:** **\$228M** additional funding for childcare slots; **2.01%** COLA
- **Teacher Training:** **\$408M** Student Teacher Stipend Program; **\$250M** educator residency programs; **\$17M** Golden State Teacher Grant Program
- **ELO-P is ongoing and continues to be essential to UPK, Community Schools and other initiatives**

2026 Policy Landscape - EXL in the Budget

- **Older Youth & Community Schools Coherence** emphasize
 - ASES prioritizes sites not receiving ELO-P, community schools
 - 21CCLC prioritizes sites not receiving ELO-P and community schools and changes E/M % to 'up to' 40%
 - Clarification that ASES and 21CCLC cannot supplant ELO-P
 - + \$2.5M for EXL TA to collaborate with CS
 - EXL mentioned as part of Secondary School Redesign (\$50M)
- **EXL data collected in CALPADS** for 2025-26 school year; first dataset will be available soon
 - Questions remain on if/when/what will be released publicly
- EXL is more broadly recognized as a **teacher pathway**
 - Afterschool programs referenced in new \$10M bilingual teacher pathway program
- **Youth Sports for All** Blue Ribbon Commission fully funded at \$4M and will make recommendations in 2028



2026 Policy Landscape - Legislation

AUTHOR

WHAT IT DOES

AB 2107

Pellerin

Requires LEAs to prioritize unduplicated pupils for ELO-P access, including targeted outreach to families and enrollment help.

AB 2007

Bauer-Kahan

Bars youth programs from using participants' photos, video, audio, likeness, or quotes in marketing or public communications without written parental consent. Carries civil penalties.

SB 1083

Pérez

Requires LEA contractors to disclose staff misconduct complaints, requires LEAs to check contractor staff against a new statewide misconduct database, and requires termination clauses in contracts.

AB 1904

Gipson

Creates a framework for credentialed educator apprenticeship programs as a pathway into teaching.

AB 1969

Bonta

Allows LEAs to use Community Schools funding for Promise Neighborhood network leads.

AB 1626

Gabriel

Requires behavioral and mental health training for high school coaches.

AB 2

Lowenthal

Makes large social media platforms liable for harm to children.

Looking Ahead

- Federal unpredictability continues, but **no current/specific threat to 21CCLC**
- **Long-term structural challenges in CA budget**, especially due to federal policy (HR 1)
- **LEAs continue facing fiscal challenges** with declining enrollment & rising costs
- **New Governor** taking office with limited record on education and 20+ new legislators
- Education governance reform implementation – **authority shifts from SPI to appointed Education Commissioner**
- **Meta settlement funding** begins flowing to CA
 - \$150-\$200M annually for 10 years; other social media lawsuits pending
- Rollout of **Portrait of a Learner framework** approved by SBE; increased investment & attention into **secondary school redesign**
- **California Afterschool Network's Ecosystem Plan for Expanded Learning** coming soon

CA3 FALL 2026 PRIORITIES

- **Protect ELO-P and all EXL funding** ★
- **Decrease unspent funds & strengthen effective LEA implementation and transparency**
- **Increase older-youth funding**
- **Adequate funding, guidance, and space for CBOs**
- **Expand workforce pipelines and pathways**
- *More inclusionary practices for students with disabilities*
- *Establish consistent quality expectations*
- **Expand capacity building and technical assistance**
- **Better align ELO-P, ASES, and 21st CCLC**
- **Increase TK/K rates**
- **Stabilize LEA tiers and minimum allocations**



Sample Policy Actions to Consider

- Require a representative of Expanded Learning on the Commission for Teacher Credentialing
- Require stronger integration of Community Schools & Expanded Learning
- Mandate fiscal reporting (budgets & expenditures) for ELO-P
- Consolidate ASES, 21CCLC and/or ELO-P Plans; integrate EXL Plans into LCAP
- Allocate a portion of ELO-P (e.g. unspent \$) funding to HS EXL
- Increase percentage of 21CCLC allocated to HS EXL
- Allocate a portion of Meta settlement funding to EXL



We Want to Hear from You!

- Take our [SURVEY](#) (5 min)
- Stay in touch:
 - Laura Beebe, laura@partnerforchildren.org
- Follow us:
 - www.partnerforchildren.org
 - www.linkedin.com/company/partnership-for-children-and-youth
 - Instagram: @partner4children



SESSION 1 • 10:15 AM – 11:15 AM

Chula Vista Elementary School District: Attendance Recovery

How to optimize your attendance recovery program for maximum impact.

Omar Calleros

Director of Expanded Learning Programs, Chula Vista Elementary School District

Format: Presentation • Q&A





Hub, Clubs, Sports, Academy &
Attendance Recovery
Omar Calleros & Christy Bystrak

KEY REQUIREMENTS



Quality Standards

Pupil-centered, results-driven, and designed to support the academic, social, emotional, and physical development of students. Offer hands-on, engaging learning experiences that complement—not replicate—the regular school day. This includes before school, after school, and intersession programming.



Minimum Program Hours

ELOP – Requires at least 9 hours per day and 30 non-school days
ASES – Requires 15 hours per week, operating until at least 6pm, every school day



Equitable Access

ELOP and ASES prioritize services for low-income students, English learners, and foster youth.

ACADEMIC, ENRICHMENT & SPORTS, OH MY!



Sudent participation options:

HUB

Offered during all school days

CLUB

Enrichment & Academic activities offered to all, on a quarterly schedule

SPORTS

Sports Development & Healthy competition; equitable & accessible

ACADEMY

Intersession program offered; Fall, Spring & Summer



LEAD – HUB



Diverse Activities



Program Description

- Hub is offered at the 43 CVESD schools.
- Programs mirrors the 180-school day calendar.
- Safe supportive environment
- Combination of recreation, enrichment and homework assistance
- Hub capacity/ enrollment across 43 schools is 3,632
- When space is available, slots are immediately filled.

LEAD – CLUBS



CVESD's LEAD Clubs are offered at all district schools. LEAD Clubs offer a variety of educational and enrichment activities that vary by school site.

Examples of LEAD Clubs may include academic support, robotics, music, sports, and more.

Students participating in the LEAD Clubs learn new skills and interact with peers in a physically and emotionally safe environment.

Clubs offered in Quarter 4: 1,148
Enrollment in Quarter 4: 16,707





Quarter 1

July-September
Summer-Pre SEASON
Featured Sports:

Kickball
FOOTBALL
Volleyball
Cheerleading

A pre-season was encouraged,
but not required.

- **Increased Participation:** The pre-season encourages more students to join sports
- **Skill Development:** Activities focus on learning basic skills, team building, & conditioning exercises.
- **Early Introduction to Sports:** Participants will gain experience through skill-building sessions and practice routines.

Quarter 2

Intramural League Starts

Kickball
FOOTBALL
Volleyball
Cheerleading
Running clubs



Quarter 3

Jan-Feb
Winter-Pre SEASON
Featured Sports:

Basketball
Soccer
Cheerleading
Cross Country
Golf



Quarter 4

Intramural League Starts

Basketball
Soccer
Cheerleading
Cross Country
May 9th 1st Cross Country Meet

The season will conclude with
playoffs & championship games.
Championship and finalist teams will
get banners and trophies



LEAD – ACADEMY

Ready, Set, GROW!

The LEAD Academy Program is offered at six CVESD school sites with a total of 1,200 available slots. This Fall, Students explored wellness, creativity, teamwork, and personal growth through Puckidz football clinics, field trips to the San Diego Zoo and A Reason To Survive (ARTS), Green Explorers activities, and Meddy Teddy mindfulness practices. It's was a Fall full of laughs, learning, and unforgettable memories!



ACADEMY – READY, SET, GROW!



Week A

Green Explorers,
Roof-top garden

Swimming

San Diego Zoo



Week B

A Reason To Survive
(ARTS)

Meddy Teddy's
Learn self growth

SEL with Dr. Julian



Week C

YMCA Camp Surf (4 days)

Learn about the
Eco-System

Current water situation

Team-Building

Community Leaders



Attendance Recovery

Adventure

KEY REQUIREMENTS



Certificated Staff

Sessions must be supervised and controlled by certificated staff members qualified to provide the instruction, with no more than 20 students per teacher. LEAs must also document and show how the program met the applicable ratios.



Grade-level instruction

Instructional content must be aligned to grade-level standards (EC Section 46211(f)).



Not core times

AR time cannot count toward the instructional time used to meet minimum annual day and minute requirements or minimum school day requirements (EC Section 46211(b)(2)).

KEY REQUIREMENTS



10-day cap

In CALPADS, Attendance Recovery Days must be between 0 and 10, and cannot exceed the student's days absent at the school or in the LEA (students can build credit).



Voluntary participation

Participation in an attendance recovery program shall not be compulsory or punitive for pupils.
Fully disclosed information.



Subject to audit

Attendance documentation is addressed in EC Section 46211(e)(1). Auditors verify the requirements of (d), (e), (f) and (g) of EC Section 46211, and assess fiscal penalties for noncompliance (EC Section 46211(j)).

STEP-BY-STEP



STEP 1 CONFIRM THE LEGAL FIT

- ❑ Your LEA type is eligible: school district, COE, or classroom-based charter (not non-classroom-based or EC §47612.1 charters).
- ❑ Decide whether AR will run using ELO-P funds – if so, it must run at the same time, at the same site, and be operated directly by the LEA (not a third-party vendor).
- ❑ Decide which grade spans you'll serve. If you want ELO-P funds to cover AR for grades 7–12, you must first fully meet TK–6 ELO-P access requirements and extend ELO-P access to those older students too.



STEP-BY-STEP



STEP 2 DEFINE WHAT COUNTS AS AN 'AR ACADEMIC CLASS'

- ❑ Instructional focus: core academic content only – math, reading/literacy, language acquisition/ELD support (not tutoring, homework club, or general enrichment).
- ❑ Standards-based: aligned to CA Common Core or applicable content standards.
- ❑ Direct service: the teacher is actively instructing, not just supervising or prepping.
- ❑ Staffed by a certificated teacher – this is non-negotiable for AR apportionment.

This is the single most common compliance trap: an existing ELOP enrichment block doesn't automatically qualify as AR just because a credentialed teacher happens to be in the room.



STEP-BY-STEP



STEP 3 SET STAFFING & SCHEDULING RULES

- ❑ Certificated LEA staff only for AR; ELOP itself may use classified or certificated staff.
- ❑ In commingled classrooms, the AR (more stringent) staffing rule governs the whole room.
- ❑ Ratios: TK/K 10:1; grades 1-12, 20:1.
- ❑ Schedule and log AR in **whole-hour increments only** – minutes and partial hours don't accumulate toward a recovered day.



STEP-BY-STEP



STEP 4 NEGOTIATE COMPENSATION WITH YOUR BARGAINING UNIT

- ❑ Treat AR pay as a new duty, not an extension of an existing rate – bring it to your teachers' association and formalize it in an MOU rather than setting it unilaterally.
- ❑ Decide up front whether the negotiated hourly rate includes prep time. CVESD's MOU set a flat hourly wage with no separate prep-time pay.
- ❑ Contact your retirement system directly (e.g., CalSTRS) before finalizing the rate to confirm whether AR hours count as creditable service. CVESD confirmed AR time does not count toward creditable service and disclosed that to staff up front.
- ❑ Put the rate, prep-time policy, and creditable-service status in writing in the MOU so payroll and staff retirement records are never ambiguous.



STEP-BY-STEP



STEP 5 BUILD YOUR DOCUMENTATION PACKAGE

- ❑ Class Proposal Form – title, grade level, instructional goals, schedule.
- ❑ Class Description – names the specific standard(s) addressed, instructional approach, expected outcomes.
- ❑ Separate timecards for AR (direct instruction) vs. enrichment/other LEAD hours, so pay and audit trails don't blend.
- ❑ A Course Description Form, issued once a proposal is approved, for the record.



STEP-BY-STEP



STEP 6 ESTABLISH AN APPROVAL WORKFLOW

- ❑ Route new class proposals through your standard site-level approval process (Site Lead + Principal review) ahead of a published deadline each term.
- ❑ Require formal approval AND a cleared personnel action (e.g., PAF) before any instruction begins.
- ❑ If a teacher already holds another expanded-learning assignment, require a separate personnel action specifically for the AR class.



STEP-BY-STEP



STEP 7 TRACK HOURS & REPORT TO CALPADS

- ❑ Enroll each AR class and its roster in your enrollment/registration platform. CVESD uses Jumbula as the system of record.
- ❑ Extract two data sets from the platform: the class/session list and per-student attendance.
- ❑ Have your IT/data team merge and consolidate both extracts into total AR participation hours per student.



STEP-BY-STEP



STEP 7 TRACK HOURS & REPORT TO CALPADS

- ❑ Convert hours to days using the minimum-day threshold for each grade span. CVESD's operating shorthand is 4 hours = 1 day for grades; confirm your own thresholds by grade span before finalizing a conversion table (TK/K's threshold is lower under the EC framework).
- ❑ Send the consolidated hours/days to your attendance office, which reports the AR days to CALPADS.

CVESD runs this reconciliation once, at the end of the school year. Decide whether your reporting calendar needs interim check-ins during the year or whether an annual batch process works for you.



STEP-BY-STEP



STEP 8 COMMUNICATE & MAINTAIN THE PROGRAM

- ❑ Publish an internal guide for certificated staff – the CDE framework plus your own local forms, deadlines, MOU rate, and platform workflow.
- ❑ Review and update the guide as CDE guidance evolves; note an effective-through date so staff know when to check for revisions.



THANK YOU!



Brain Break • 11:15 AM – 11:20 AM

WITH MANNY, OUR MC

Brain break

Stand up, stretch, and say hi to someone from another table. Back in 5 minutes.



SESSION 2 • 11:20 AM – 1:00 PM

Leadership & Expanded Learning

A conversation on leadership and managing up in expanded learning.

Bob Taylor

Superintendent, Walnut Valley Unified School District

Format: Presentation • Table Scenarios • Wrap-Up Q&A



ELEVO COMMUNITY OF PRACTICE

Managing Up in Expanded Learning

Leading in four directions

Bob Taylor, Superintendent, Walnut Valley Unified School District

Up

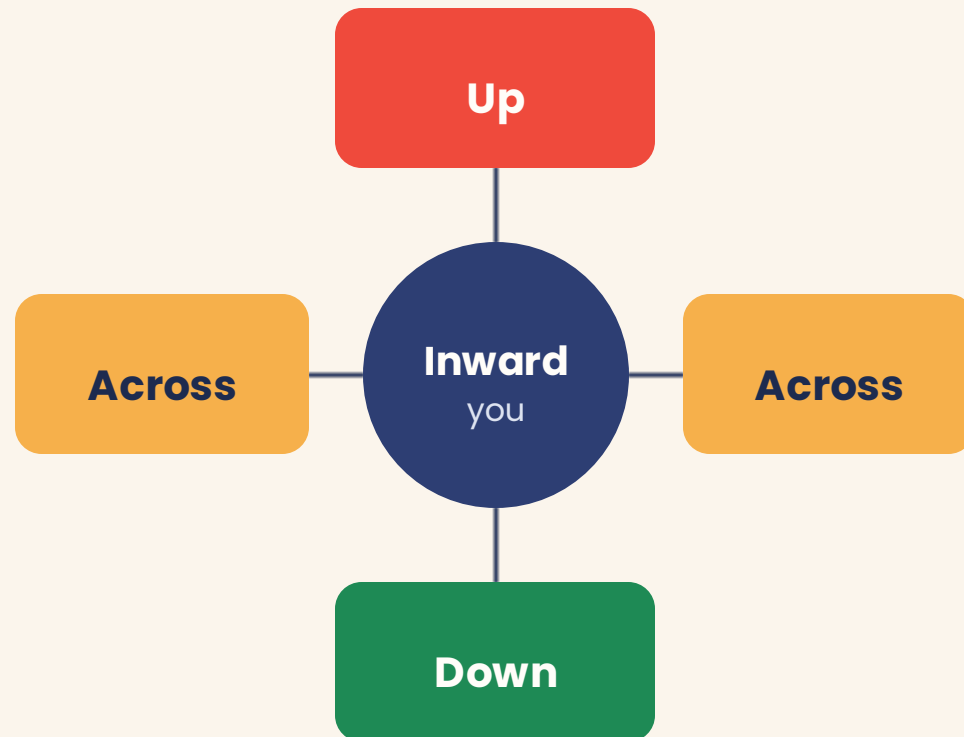
Across

Down

Inward

THE FRAMEWORK

Leadership in four directions



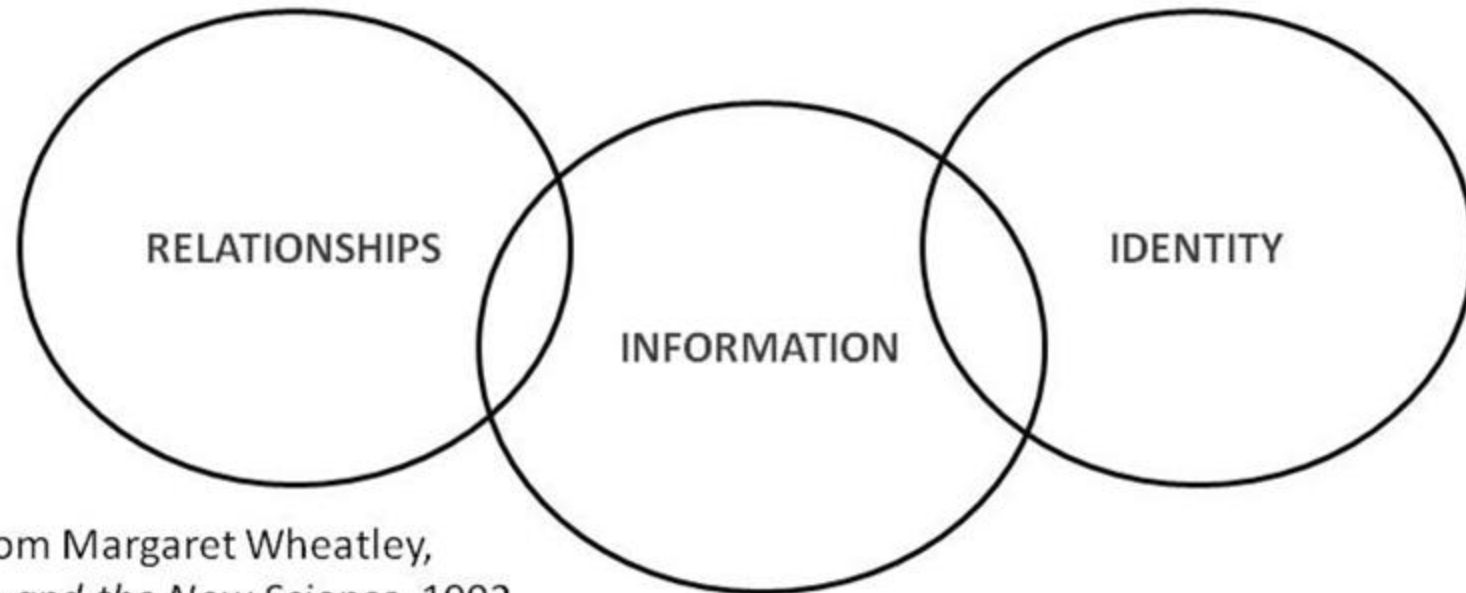
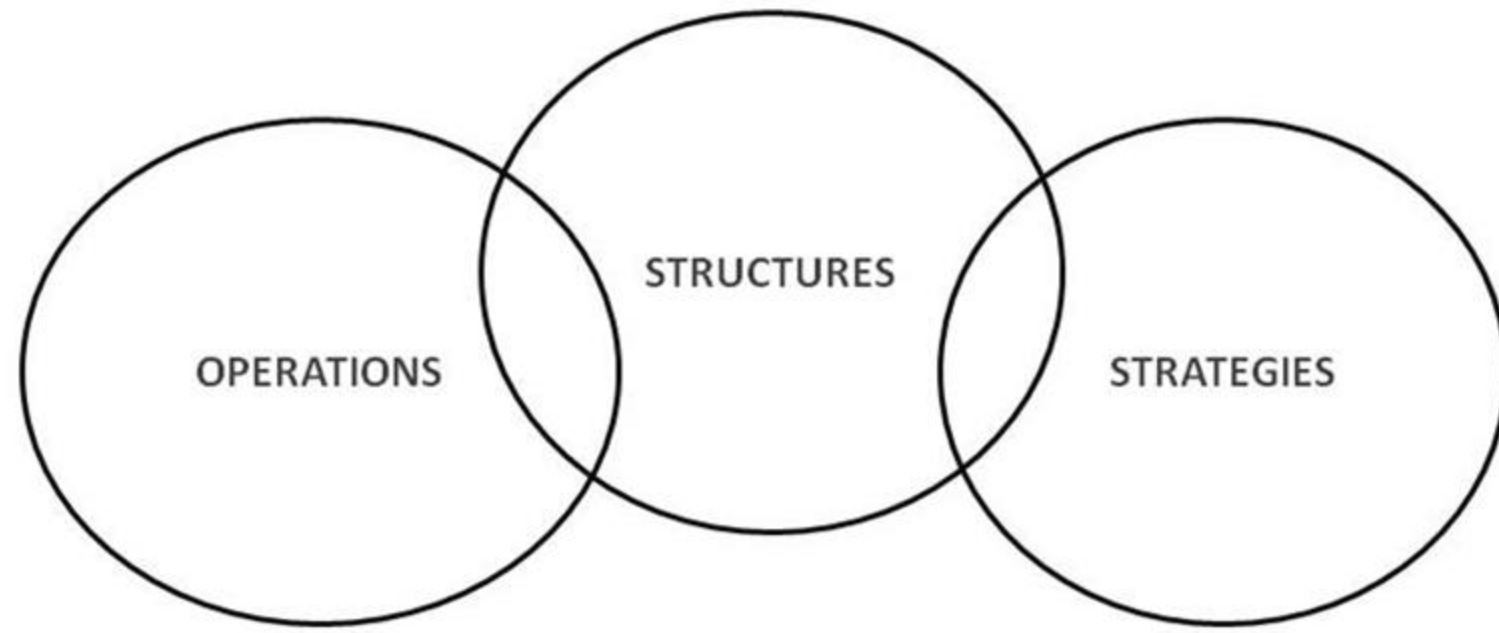
Up • superintendent, cabinet, board
Builds trust

Across • principals, teachers, peers
Builds influence without authority

Down • site leads, staff, partners
Builds engagement

Inward • yourself
Builds self-awareness

Adapted from Jon Lokhorst, Mission-Critical Leadership. Harvard's meta-leadership model adds a fifth: leading beyond, to families and partners.



Adapted from Margaret Wheatley,
Leadership and the New Science, 1992

Southwest[®]

The Magazine

Small Wonders

10 towns that prove bigger isn't always better



MAY 2019

The Magic of 'And'

One of our Employees recently asked me, "What's more important: the brain or the heart?" It's an interesting question, and I found myself thinking about it in terms of operating an airline. With more than 58,000 Employees, 750 airplanes, more than 100 destinations, and 4,000 daily flights, our business is incredibly complex. I think of our daily operation as the heart, and the commercial side of the business as the brain. They are both equally important, which is where the magic of "and" comes in.

Our No. 1 priority is to deliver you to your destination safely, ontime, and with a smile. From marshaling the aircraft into the gate and loading baggage, to fueling and provisioning the aircraft, it takes a tremendous amount of Teamwork to operate just one flight. When you also consider our airport Employees who process tickets, check luggage, facilitate boarding, and fulfill various "above the wing" duties, it becomes even more impressive. And that doesn't even begin to encompass the enormous

responsibilities of our Pilots and Flight Attendants.

What you don't see is everything that takes place behind the scenes to make the above possible—building a flight schedule, managing seat inventory, performing regular maintenance, dispatching our flights, and the many back-office functions that support these efforts.

Our Customers tell us that the two most important factors they consider when purchasing an airline ticket are the price and the schedule. The airline business is extremely competitive, and if we don't deliver on those two things, chances are another airline will. We constantly optimize our schedule to offer the most convenient flight times to the best destinations. As you can see, the commercial function of our airline is as important as the daily operation.

From our inception, Southwest® has believed that if we offer the best Customer Service at the lowest price, we will be successful. Thus, the magic of "and" is at work in just about everything we do. On behalf of all our Employees, it's an honor and a privilege to work a little Southwest magic for you today.



Gary Kelly
Chairman and CEO
Southwest Airlines



MEET TO LEARN

WHEN AND WITH WHOM MIGHT YOU USE THIS TOOL?

This is a tool for learning about the objectives, needs, and challenges of others. It is a tool for increasing your curiosity that then positions you to be more helpful to others. You can use this tool individually or with groups.

You can do a Meet to Learn with a customer to become more helpful to them, with any colleague or team to increase your understanding of their work so that you can reduce friction between groups, or with a leader to better understand their vision and objectives so that you can align your own efforts with organizational priorities.

HOW TO USE IT

Identify a person (or group) about whom you want to increase your understanding.

- 1 **Get really curious** and learn as much about the other's "outside triangles" as you can—their roles, key objectives, challenges, needs, headaches, aspirations, and so on.
- 2 **Areas where you could help.** From your learning, jot down any ideas you have for improving your helpfulness around any of this person's objectives, challenges, needs, and so on.

Further instruction: When doing this together with a group, give each person a turn to be "interviewed." It is everyone else's job to learn as much as they can about the outside triangles of the person being interviewed.

Ensure there is time for each person to take a turn to be interviewed.

Remember, you are just trying to learn as much as you can about each other. You have no other objective.

Opportunities to learn and grow
Progress in last six months

I have a best friend at work
Coworkers committed to quality
Mission/purpose of company
At work, my opinions seem to count

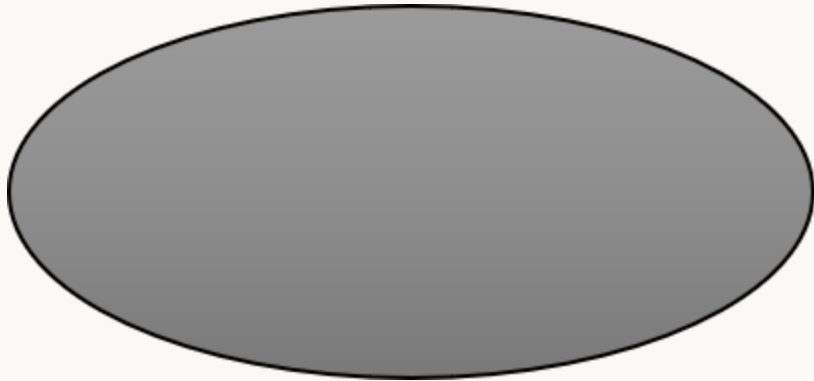
Someone encourages my development
Supervisor/someone at work cares
Recognition in the last seven days
Do what I do best every day

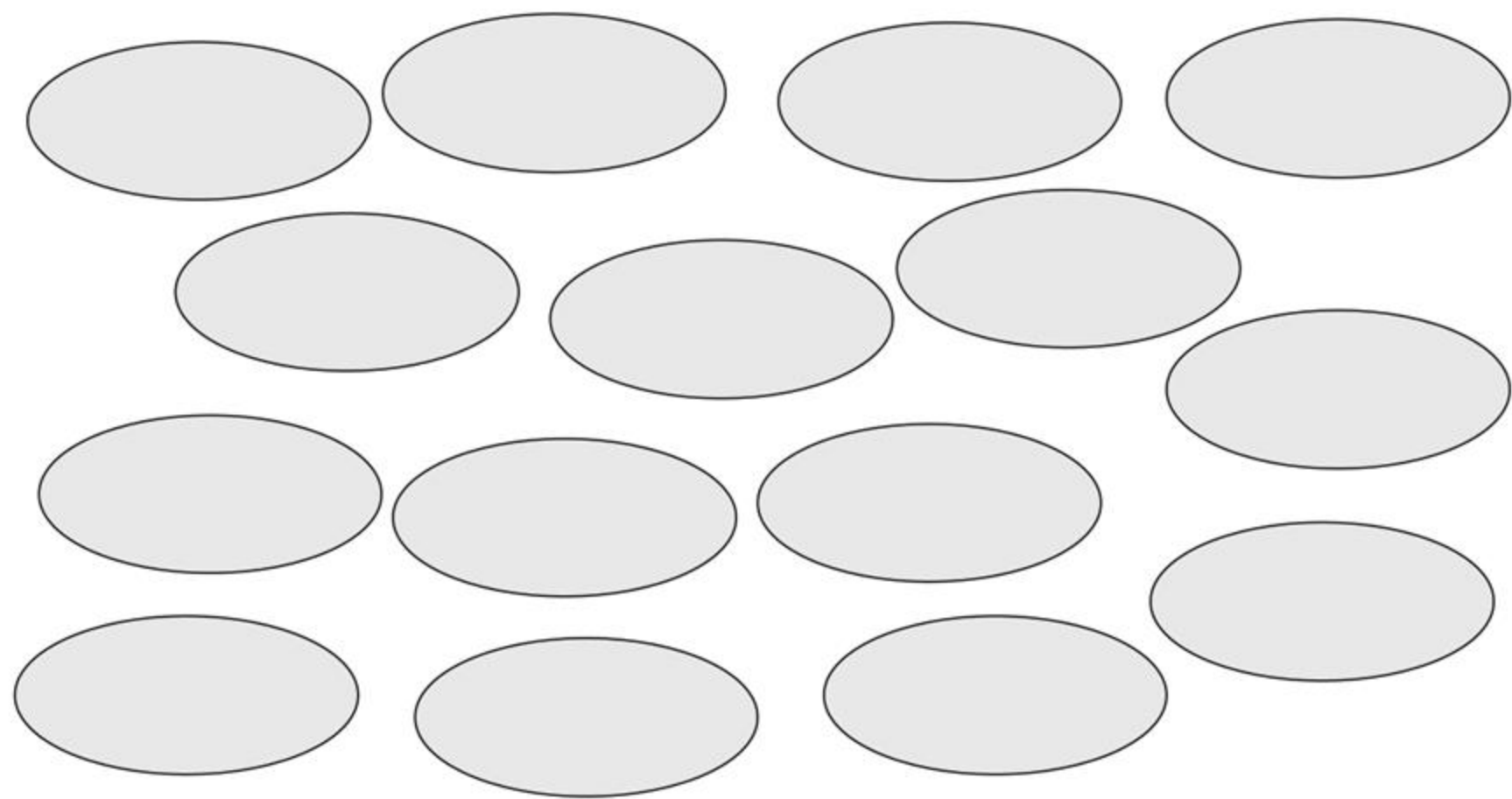
Materials and equipment to do the job
I know what is expected of me at work

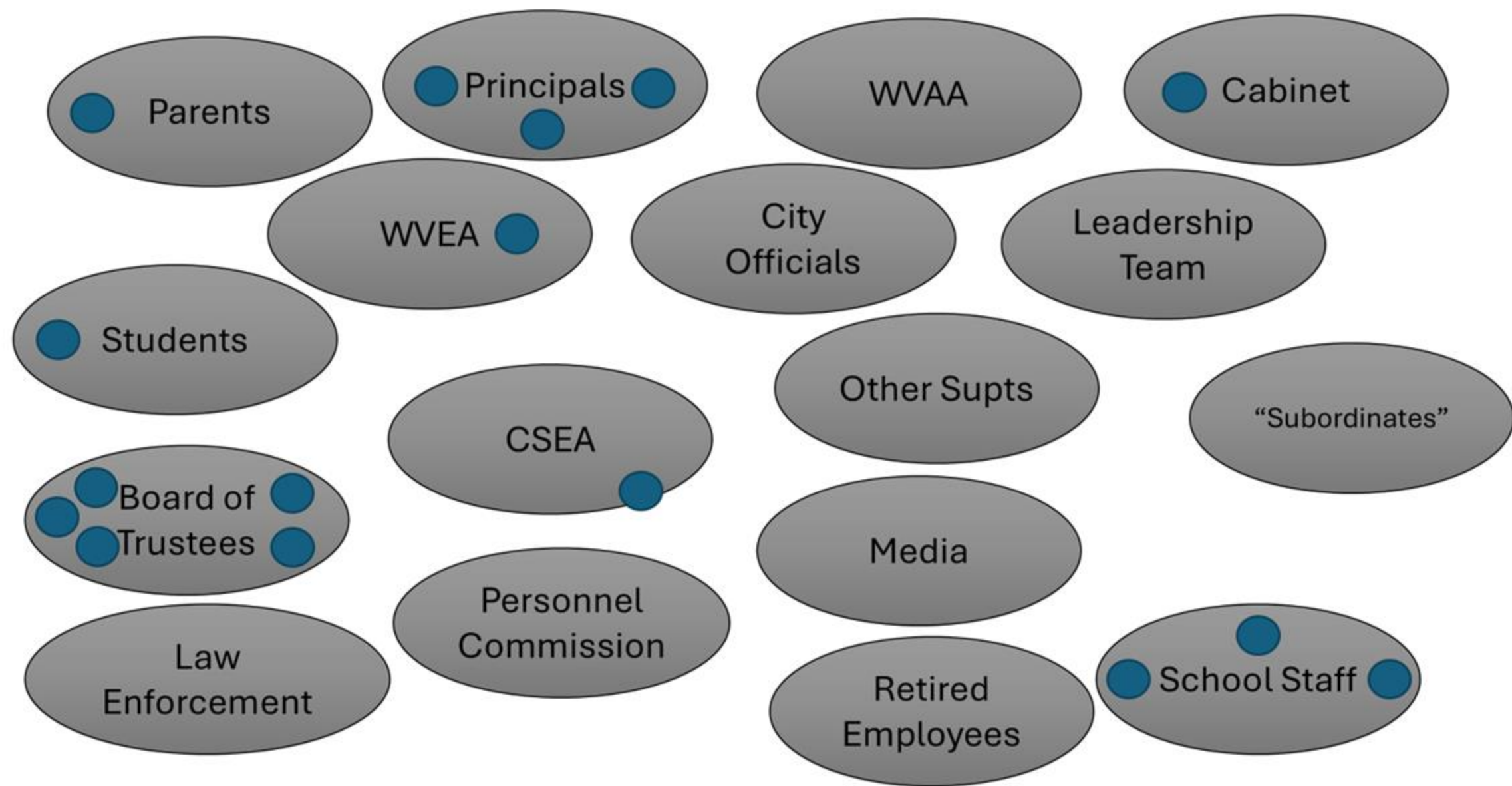


Circles of Influence

A System for Communication







- Who needs to know?
- When do they need to know?
- How to communicate the message?

Assumption:

This will end in an email...

E

E

Most Emotionally
Impacted

WHY THIS MATTERS

Common challenges

A budget cabinet overlooks

Large ELO-P budgets, but the work is still seen as "after school"

Space held by others

Classrooms depend on principal and teacher buy-in

Transportation gaps

Bus schedules built around the school day, not the program

Students who need more

Students with IEPs arrive without the aide they have all day

Wins no one sees

Results in expanded learning rarely reach the board room

Resources that lag

Staffing, materials and support arrive after the need

Leading up: earn trust, then ask

WHO
Superintendent,
cabinet, board

IT BUILDS
Trust

IN EXPANDED LEARNING

- Speak the district's language: LCAP goals, attendance, learning recovery
- Bring data and a student story, not just a list of needs
- No surprises: flag risks early with options and a recommendation
- “See it. Celebrate it. Share it.”: invite leaders to showcases and tournaments, daily activities, etc.

Try this: a one-page quarterly update to cabinet (BMO = “CODING”, “Teachers”, etc.)

DIRECTION 2 OF 4 • ACROSS

Leading across: influence without authority

WHO

**Principals, teachers,
special education,
transportation, fellow
directors**

IT BUILDS

Influence

IN EXPANDED LEARNING

- Start from their goals: attendance, climate, a calmer end to the day
- Give before you ask: leave rooms better than you found them (play based)
- Plan space and schedules with principals before the year “ends” (includes ELOP dedicated rooms – VAPA, etc.)
- Build special education and transportation relationships early
- Classroom teacher “partnerships” (eloping, etc.)
- Be Flexible

Try this: meet each principal before August and agree a shared-space plan in writing (each different)

Leading others: engage the people doing the work

WHO

**Site leads, staff,
coaches, providers**

IT BUILDS

Engagement

IN EXPANDED LEARNING

- Connect their daily work to the district's vision
- Equip staff for students with IEPs (students with “needs”): training and a clear escalation path (Empathy)
- Recognize wins publicly and often (“Be Curious”) (Paula...“I didn't realize...”; Tami classroom visit)
- “What gets recognized gets replicated.”
- Ask for feedback, and show what changed because of it

Try this: open every staff meeting with one student and/or staff win; have fun.

Leading inward: lead yourself first

WHO
You

IT BUILDS
Self-awareness

IN EXPANDED LEARNING

- Know your values and why this work matters to you
- Name your blind spots; ask a peer for honest feedback
- Protect your energy: you set the tone for every site
- Keep learning, starting in rooms like this one

Try this: **Value Cards Activity**

PUTTING IT TO WORK

Every challenge has a direction

The challenge	Lead	A first move
Cabinet undervalues the work	Up	Quarterly update tied to LCAP goals
No buy-in for classroom space	Across	Shared-space agreement per site
Transportation gaps	Across, then up	Joint plan, costed for cabinet
Students with IEPs, no extra support	Across and down	Partner with special education; train staff
Wins go unrecognized	Up and down	Invite leaders to showcases; share results
Resources lag the need	Up and inward	Present options with impact, not a wish list

What gets a superintendent's attention

What I listen for

- Impact
- Stories
- Wins
- Alignment with District Focus, Values, etc.
- Equity – who are we reaching? (EVG Kid)
- Problems – “tell me early” (“Bad news doesn’t improve with age”)

What I wish directors knew

- How much you matter
- My Circles
- Productive Paranoia
- What am I saying no to if I say yes to this?
- “Not yet” does not equal NO (HR position)

When it worked

- Leveraging a crisis or change
- Unification of Childcare and ELOP / Pandemic
- Collaboration
- Professional Development (“De-escalation”)

BREAKOUT

One scenario, four directions

1

Form a group

Four to six people, from different districts

2

Pick a scenario

One card per group, from the next slide

3

Plan four moves

One move up, across, down and inward

4

Report back

The one move you would make first, and why

[__] minutes in groups · [__] minutes to report back

SCENARIO CARDS

Choose one and plan your four moves

A • The budget review

Cabinet is looking to use ELO dollars for a construction project that will heavily impact your programming

B • The locked classroom

A Principal has pushed back on your requirement for teachers to allow their classrooms to be used for ELO

C • The early bus

You want to provide weekend experiences, tournaments and field trips but you are not getting the support needed – transportation, staffing, etc.

D • The student who needs more

You are not receiving any additional support for students with special needs and its putting a strain on your program and relationships with parents

E • The invisible win

You have grown enrollment in ELO substantially over the last 2 years and no one in cabinet has recognized this

F • Never at the table

You've never been invited to a cabinet meeting or consulted about challenges and opportunities within the Districts ELO program

BEFORE YOU LEAVE

One move in each direction, this month

Up

The update I'll send to
cabinet

Across

The principal or partner
I'll meet

Down

The win I'll recognize

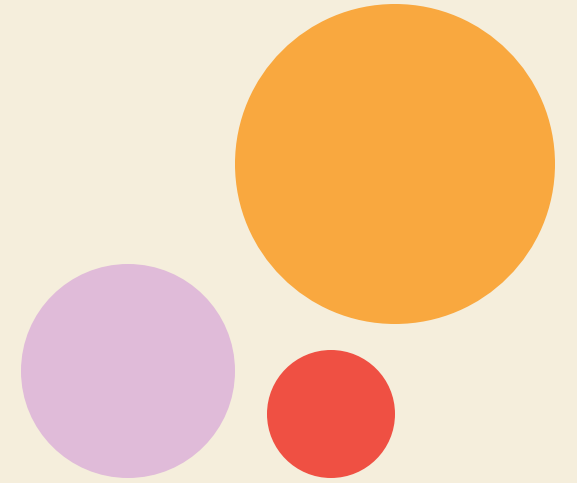
Inward

The habit I'll start

Thank you

Lunch!

We're back at 1:45pm



SESSION 3 • 1:50 PM – 2:40 PM

ExL For All: Special Education & Expanded Learning

A focused session on special education, inclusion, and expanded learning.

Dr. Kristen Henry

VP Student Wellness and Innovation Sales, Elevo

Monik Vega, M.Ed

Senior Program Manager, Partnership for Children and Youth

Sylvia Mac, Ph.D.

Associate Director, Center for Embodied Equity and Neurodiversity, University of San Diego



Expanded Learning Community of Practice • October 7, 2026

WORKSHOP · 1:15 PM–2:05 PM

Building Inclusive Expanded Learning Systems

A toolkit for district leaders to welcome students with disabilities into afterschool and expanded learning

Monik Vega, M.Ed.

Partnership for Children and Youth (PCY)

Sylvia Mac, Ph.D.

University of San Diego

Kristen Henry, Ed.D.

Elevo

AGENDA

Our 50 Minutes Together

-
- | | |
|--|---|
| ● Welcome and Introductions | Who we are and the why behind this work |
| ● Self-reflection | Rate your district's current inclusive practices |
| ● Toolkit Tour, Innovation, & Collaboration | Explore the ExL Inclusive Practices Toolkit. Share where your district is leading, and where you have work to do. |
| ● Closing | A takeaway and an innovation for your SpEd leaders |
-

WELCOME

Your Presenters

Monik Vega, M.Ed.

PARTNERSHIP FOR CHILDREN AND YOUTH (PCY)

Senior Program Manager. Over 17 years in PreK-12 education, expanded learning, state licensed child care, statewide technical assistance and professional development specialist, advocate and systems change leader.

Sylvia Mac, Ph.D.

CEEN, UNIVERSITY OF SAN DIEGO

Associate Director. Former teacher education faculty and special education teacher. Creator of the Neuroinclusive Practices Audit.

Kristen Henry, Ed.D.

ELEVO

Former school psychologist and district leader in special education, mental health, and SEL. CASEL Fellow. Elevo VP of Student Wellnsss and Innovation

THE WHY BEHIND THIS WORK

Every student, including students with disabilities, deserves adults who know their name, face, and story.

Good intentions at one site aren't enough. Inclusion lasts when the district builds the systems behind it.



With thanks to Kari Adams and TPI. This toolkit builds on the Expanded Learning Toolkit from the Thompson Policy Institute on Disability at Chapman University.

START WITH THE WHY

In the era of expanded learning, all students means all students, including students with disabilities.

FIRST ASK · AN IDEA QUESTION

Does the child require expanded learning to make progress on their IEP goals?

Almost always: no.

IDEA, 20 U.S.C. §1414(d); 34 CFR §300.320(a)(4)



THEN ASK · AN ADA QUESTION

Does the child require accommodations to access the district's afterschool program?

Sometimes.

ADA Title II, 42 U.S.C. §12132; 28 CFR §35.130(b)(7)



This toolkit was designed to support these conversations from a systems perspective.

SELF-REFLECTION · 10 MINUTES

Where Do Your Systems Stand Today?



Rate each area on what happens consistently across sites today, not what's planned.

- | | | |
|---|--------------------|---------------------------------------|
| 1 | Not yet | No process, or it rests on one person |
| 2 | Emerging | On paper or at some sites |
| 3 | Established | Reliable at most sites, every cycle |
| 4 | Sustaining | Districtwide, owned, and reviewed |

SELF-REFLECTION

Seven Areas, Rated 1 to 4

1

Planning committee

2

**Facilities,
transportation, and
staffing**

3

**Sharing student
information**

4

Training staff

5

**Planning for complex
needs**

6

**Coordination and
behavior support**

7

**Programming around
interest and need**

**These mirror the seven
sections of the
Inclusion Planning
Checklist.**

SELF-REFLECTION

What the Room Is Telling Us



**Where Are We
Strongest?**



**Where Do Our Ratings
Vary Most?**



**Whose Voice Is
Missing From Our
Decisions?**

This is the holding place for the Mentimeter Data share

HOW THE TOOLKIT WORKS

Start with the team, then work through four tools



District Reflection Tool

WHO

Your planning committee, with an expanded learning lead and a special education administrator at minimum

HOW

Rate 3 indicators per section, 1 to 4. Reflect alone first, then compare.

WHEN

Before planning, mid-program, and at year end

Section score tells you where to start

Score	Approach
3–5	Build: priority area
6–8	Strengthen: close the gaps
9–10	Refine: audit for consistency
11–12	Sustain: share as a model

How Are You Innovating Right Now? **Where Can You Grow?**

1 · Flip through Tool 1 in your toolkit · 2 min



2 · Pair & share · 3 min



One thing you're proud of

An area of the Reflection Tool where your district would score high, and how you got there.



One thing that may need to change

An area where expanded learning and special education might rate you differently, and what that says about the relationship.

Inclusion Planning Checklist

Section	What it asks for
1. Planning committee	A lead convenes the team. A special education administrator is essential. Agree on the IEP (IDEA) and access (ADA) questions.
2. Facilities and staff support model	Walk sites for access, plan transportation before students arrive.
3. Student information	A one-sheeter for each student with an IEP or 504, shared securely. Include Student whenever possible and appropriate.
4. Staff training	UDL, flexibility and choice, behavior, communication, de-escalation. Survey staff first.
5. Complex needs	A planning meeting that includes expanded learning staff. Decide on any access accommodations and document as necessary.
6. Coordination	One point of contact and a fast loop back to families and IEP teams. Always restorative, always strength based first.
7. Programming	Student and family input, with choice built into every activity.

How Are You Innovating Right Now? **Where Can You Grow?**

1 · Flip through Tool 2 in your toolkit · 2 min



2 · Pair & share · 3 min



One thing you're proud of

A checklist section your district already does well, such as a committee that meets or a site walk that happens.



One thing that may need to change

A section with no clear owner, or one that depends on a single person instead of a shared system.

Student Information One-Sheet

Leads with the child's name, face, and story

Then, completed with student input:

- Strengths and interests
- Supports that work
- Sensory needs and preferences
- Communication and AAC
- Co-regulation and repair
- Medical and safety
- Family communication plan

The system behind it

Step	Best practice
Collect	One named owner, clear deadline
Store	Secure SIS tab, not binders or email
Access	Need-to-know only (FERPA)
Share	Reviewed with staff before day one
Update	After IEP changes; date every version

How Are You Innovating Right Now? **Where Can You Grow?**

1 • Flip through Tool 3 in your toolkit • 2 min



2 • Pair & share • 3 min



One thing you're proud of

How your expanded learning staff get to know students with an IEP or 504 today.



One thing that may need to change

How student information moves (or doesn't) from special education to expanded learning before day one.

Professional Learning Planning Guide

1

Assess Staff Needs

Survey all staff, including part-time and subs

2

Choose Core Topics

Required for all vs. role-specific

3

Sequence the Plan

Foundations before students arrive

4

Teach a Feedback Loop

Strength first, school team within 48 hours

5

Plan Follow-Up

An inclusion support team coaches staff

NEW TRAINING TOPICS

Knowing the Whole Child

Sensory Needs and Behavior

Co-Regulation

Restorative Practices and CPS

Communicating with Families

How Are You Innovating Right Now? **Where Can You Grow?**

1 • Flip through Tool 4 in your toolkit • 2 min



2 • Pair & share • 3 min



One thing you're proud of

A training your expanded learning staff already get that helps them support students with disabilities.



One thing that may need to change

A training that's missing, or a place where special education staff could help train or coach.

FROM THE TOOLKIT

Sample Training Resources

Topic	Free resource
Inclusive Practices Self Assessment	
Inclusion basics	Kids Included Together: Inclusion 101
Knowing the whole child	2x10 relationship strategy (Panorama)
UDL 101	CAST UDL Guidelines 3.0
Co-regulation	ACF/OPRE Co-Regulation Practice Brief
Restorative and CPS	Lives in the Balance · IIRP
Families	Find your local Parent Center
Medical and safety	Epilepsy Foundation seizure training

BRING IT HOME

So Much of This Depends on Relationship

Inclusion in expanded learning works when expanded learning and special education plan together. The toolkit is a way to start that conversation.



One Copy to Keep

Your notes from today's pair-shares, and your starting point for planning.



One Copy to Give

For your special education director or liaison, to open the conversation about building these systems together.

SHARE IT

What I'll Bring to My SpEd Leaders

ONE TAKEAWAY

From today, I want to talk about _____.

ONE THING WE DO WELL

We're already strong at _____.

WHERE WE CAN GROW

Building on that, we could grow in _____.

NEXT STEP OR INNOVATION

One thing we could try next is _____.

THANK YOU

Take the Toolkit Home

Scan for the digital toolkit. You also have two printed copies: one for you, and one for your special education director or liaison.

Monik Vega, M.Ed.

PCY · [contact]

Sylvia Mac, Ph.D.

University of San Diego · smac@sandiego.edu

Kristen Henry, Ed.D.

Elevo · [contact]

Adapted from the Expanded Learning Toolkit, Inclusive Leadership Center, Thompson Policy Institute on Disability, Chapman University.

Q&A · 2:45 PM – 3:00 PM

Wrap-Up Q&A

Bring your questions from the day.



SWEET TREATS + TRIVIA • 3:00 PM – 4:15 PM

Charity trivia

Your table is your team. Play for your charity. Every charity walks away with a gift.



ALLIANCE
for CHILDREN'S
RIGHTS



Just in Time
FOR FOSTER YOUTH

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With our goal to continue to grow connection and collaboration, we are excited to announce a new...

Community of Practice Monthly Webinar

**1st Thursday
of every month**

**First webinar
November 5th**

Vote for our first topic!

COP Webinar Form



Scan with your phone camera

Connect. Collaborate. Elevate

Community of Practice Monthly Webinar

And the winner is.....

**1st Thursday
of every month**

**First webinar
November 5th**

Connect. Collaborate. Elevate

SAVE THE DATE

Our next Community of Practice

Wednesday

March 3, 2027

MARCH 2027

3

Survey

COP 2026 Feedback





Connect. Collaborate. Elevate

Thank you for the work you do for your students every day.

Next: Happy Hour at Mastro's • 4:30 PM – 6:30 PM

We'll pack up and walk over together at 4:15 PM