



Expanded Learning  
**Community**  
of **Practice**

Hosted by **elevo**<sup>®</sup>



March 5, 2025  
San Jose, CA

# Welcome & Introductions



elevo



**Nick Telford**  
Co-Founder/CEO  
Elevo



**Joe McCreary, Ed.D.**  
Assistant Superintendent of  
Educational Services  
Berryessa USD



Hosted by **elevo**



San José  
Unified  
School District





# Introductions

- Name
- District or organization
- Current Role
- How long have you been leading Expanded Learning in your organization/community?

# Opening Remarks: The Vision of Expanded Learning



**Michael Funk**

Director, Expanded Learning Division  
California Department of Education

# State of Expanded Learning: Advocacy & Funding



**George Hernandez**

Leadership Team  
California AfterSchool Network



**Kevin Gordon**

President, Partner  
Capitol Advisors Group

# The Glows and Grows of Expanded Learning



What are Expanded Learning successes to celebrate in your District?





What are the challenges you have experienced in your District?

# Fishbowl Activity





# 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.



**Kristen Henry**

SVP, Curriculum and Training  
Elevo



**James Jackson**

Director of District Partnership  
Elevo

# EXL Impact Measurement and Street Data Activity



**Kristen Henry**

SVP, Curriculum and Training  
Elevo



**George Hernandez**

Program Evaluator and California Afterschool  
Network Leadership Team Member



**Mike Taylor**

Expanded Learning Program  
Coordinator  
San Rafael



**Mara Wold**

Regional Lead, Region 5  
Expanded Learning  
Partnerships/CA System of  
Support/Monterey County  
Office of Education



# Overview

- CDE's Expanded Learning Research & Evaluation Sub Committee (RESC)
- Data and Expanded Learning
- Telling Your Story

# What is CDE's Research & Evaluation Sub Committee?



RESC is a workgroup designed by CDE's Office of Expanded Learning to inform statewide progress and adoption.

Members represented state agencies, school districts, county offices of education, thought leaders, and CBOs.



## **RESC Work Groups & Goals**

- 1. Statewide Recommendations on Participation/Attendance:**  
Create recommendations regarding what statewide-level data should be collected for ELO-P participation (beyond “Access”). Recommendations re: what data is collected and how it might be shared.
- 2. Local Data Analysis Meta-Analysis:**  
Conduct a meta-analysis of local data on ELO-P enrollment and attendance/participation.



# Work Group One Outcome

Supported the adoption and implementation of AB 113 and the design of CALPADS collection of attendance/participation beginning in 2025/2026 school year, to be reported in Summer of 2026.

# Work Group Two Outcomes:

- “Meta Analysis” of Programs Across the State
  - Data Snacks

# Trends from Across the State



- Multiple funding streams (ASES, 21st Century, grants, CTE & Workforce Development)
- New to funding and provision – experienced challenges developing the infrastructure, including data collection
- Data collection without intentional shift is driven by past practice & local needs
- Incorporating students with disabilities and TK/K presents new challenges

# Data Collection Themes

- **Increased Number of Sites**

- Elk Grove: From 17 to 44 sites
- Gilroy: From 7 to 11 sites
- Pajaro Valley: From 21 to 31 sites

- **Increased Number of Students Served**

- Elk Grove: From 3,300 to 12,000 students
- Salinas: From 868 to over 2,100 students
- Pajaro Valley: From 3,000 to 5,000 students
- Cuddeback: From 55 to 113 students

- **Increased Number of Children with Special/Exceptional Needs Served**

- Elk Grove: opened up access to serve students with disabilities, homework support, meals, activities, socialization, language support, and safe spaces
- Gilroy: Additional resources including behavioral support, academic tutoring, art programs, staff development in trauma informed care
- Pajaro Valley: Went from no students with IEP to fully inclusive program, making sure all children have access to enrichment activities with appropriate support

# Data Collection Themes

- **Investments in Staff**

- Salinas City: Training to create more inclusive environments for all students
- Pajaro Valley: Expanded training for staff on supporting children with special needs
- Gilroy: Increased pay for all staff to help recruit and retain quality staff

- **Community Connection**

- Salinas City: Field trips to expose students to local activities and travel opportunities
- Fresno: Intentional effort to hire from and engage with community and results were “magical” with participation growth, engaged students, families and community
- San Diego: Among many other enrichment offerings, partnered with 82 local and small businesses to offer learning opportunities for students

- **Behavioral/Mental Health and Wellness**

- Pajaro Valley: Summer program includes a mental health clinician along with rotations that include language arts support, sports, arts, yoga and local field trips
- Cuddeback: Enrichment includes community-building activities and experiences in the “amazing natural playground all around us” including connection to Tribal communities, ecosystems, wildlife, cooking, bugs and plants



Fresno USD Summer Program

# What is a Data Snack?

- Quantitative or Qualitative Data
- What's Already Collected
- Identify Common Themes
- Share Unique Stories
- Highlight Successes
- Pictures that tell a story
- Brief
- Delicious

# Data in the New Frontier of Expanded Learning



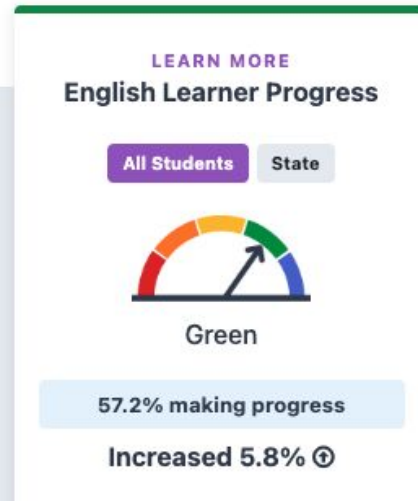
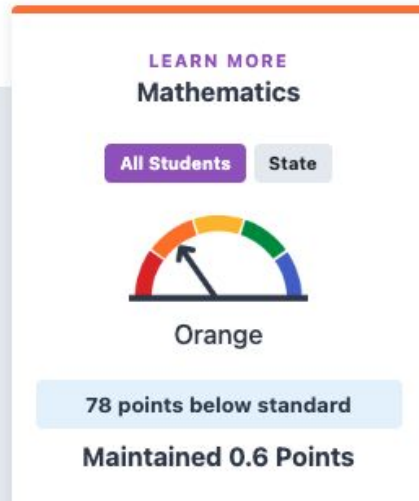
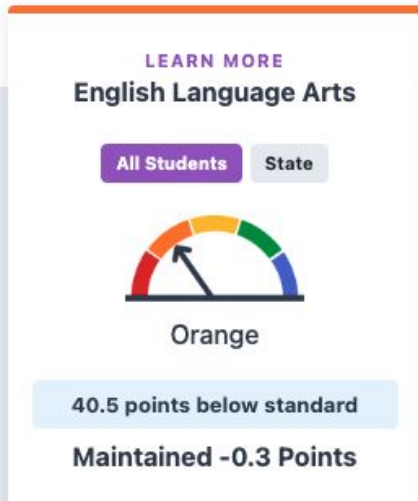
California's local control of expanded learning funding means that there are countless stories to be told.

How should do we tell the story?



**In public  
education,  
what data do  
we use to  
define  
student  
success?**

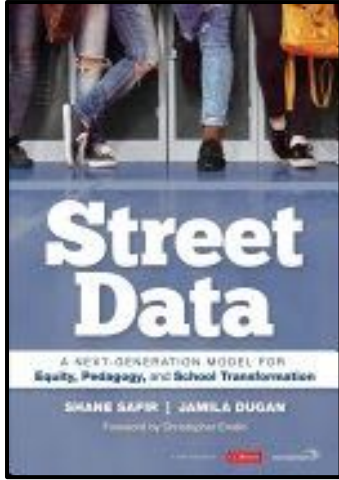
# Does this tell the story of the whole child?





***“In order for  
Expanded Learning to  
succeed, we will need  
to unlearn our rigid,  
compliance  
mindset.”***

**Michael Funk (ish)  
Director of EXLD  
CDE**



- ★ Audio feedback Interviews
- ★ Listening Campaigns
- ★ Equity Participation Tracker
- ★ Ethnographies
- ★ Fishbowls

- ★ Home visits
- ★ Shadow a student
- ★ Equity-focused classroom scan
- ★ Structured meeting observations
- ★ Student-led community walks

**“Street Data reminds us that what is measurable is not the same as what is valuable.”**

**Safir & Dugan**

# Ingredients for your Data Snack Recipes

- ★ Meals served
- ★ Student wellbeing
- ★ Safe trusted adults
- ★ Parent testimonials
- ★ Number of students served
- ★ Effect on the staff
- ★ Unique opportunities
- ★ Transportation provided
- ★ Student testimonials
- ★ Hours of service
- ★ Increase in accessibility
- ★ Statistics about UPP
- ★ Community partnerships & Relationships
- ★ Windows & Mirrors

# Shifting From Deficit to Strength

**“When we elevate stories as data, we shift the paradigm from achievement to the conditions of learning.”**

**Safir & Dugan**



**What are some  
other questions we  
can ask to help us  
tell the story of the  
impact of  
expanded  
learning?**



# How Will You Tell Your Story?

Date

## Impact Report Planning

### Impact Report Planning

#### Audience

Who is your audience? Is there a secondary audience?

- Parents
- Teachers
- Board Members
- Legislators

#### Timeline

Consider your communication cycle.

- When do you want to post?
- What do you need to post?
- How many posts?

#### Program Goals and Objectives

Take time to reflect on what you set out to do for those

- Did you want to increase access?
- Were you looking to improve quality?
- Were there specific skills you hoped to develop or

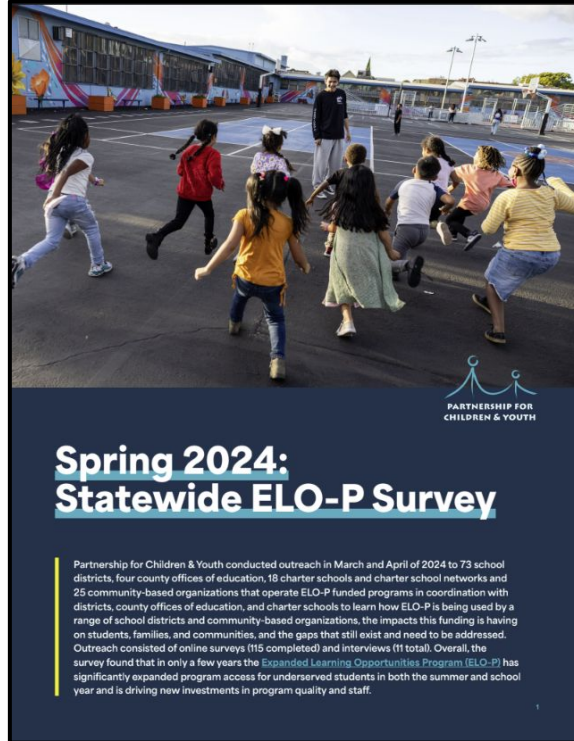
#### Priming & "Breadcrumbing" Ideas

Have conversations with stakeholders about what you i things to consider as your planning. This will also give s

Program Information and/or Outcomes to Collect	Helpful Tips and Considerations	Example Program Information and Outcomes	Program Information and Outcomes for Impact Report
This column includes program information and program outcomes to include in an Impact Report. This list is a suggestion and can be added to or edited based on program specifics.	Keep these tips and considerations in mind when collecting program information and outcomes for your Impact Report.	Use this column to see examples of program information and outcomes that could be included in an Impact Report.	In this column enter your program's final information or outcomes for the Impact Report.
Descriptive Information about Your Program			
<b>Exact Program Name</b>	How you'd like your program name written in your impact report	<i>Matthews Summer of Fun</i>	
<b>Program Goals</b>	Your program's goals are as you'd like written in your impact report.	<i>Better engage families in their child's learning and success; provide new learning opportunities to students; provide opportunities for staff development</i>	
<b>Program Themes</b>	Your program's themes are as you'd like written in your impact report.	<i>Around the World</i>	
<b>Enrichment Activities</b>	What enrichment activities did your program offer?	<i>Coding, pottery, woodworking, theater</i>	
<b>Special events (field trips, guest speakers, community engagement events)</b>	Did your program offer any special community events, take participants on any field trips, or invite guest speakers?	<i>Field trip to zoo, county museum, county rec center, arcade, and aquarium</i>	
<b>Physical Fitness Activities</b>	Did program participants engage in any physical fitness activities during the program?	<i>Kickball, swimming, dance</i>	



# Storytelling Samples





# Sharing your Story for Advocacy

**Step One:** Find your Legislator's name & address here:

<https://findyourrep.legislature.ca.gov/>

**Step Two:** Draft a letter to tell them how critical their endorsement and support for ELOP is. [Use this template!](#)

**Step Three:** Invite them to your campus for a visit.



# Fishbowl Activity





**Megan Murphy**

VP, Field Operations, NorCal  
Elevo



**Travis Berding**

Director of Operations  
Elevo



# Let's Fishbowl

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

# Building Internal Advocacy: Helping District Leaders Understand the Power of Expanded Learning



**Katie Brackenridge**

Whole-Child Consultant  
Glen Price Group

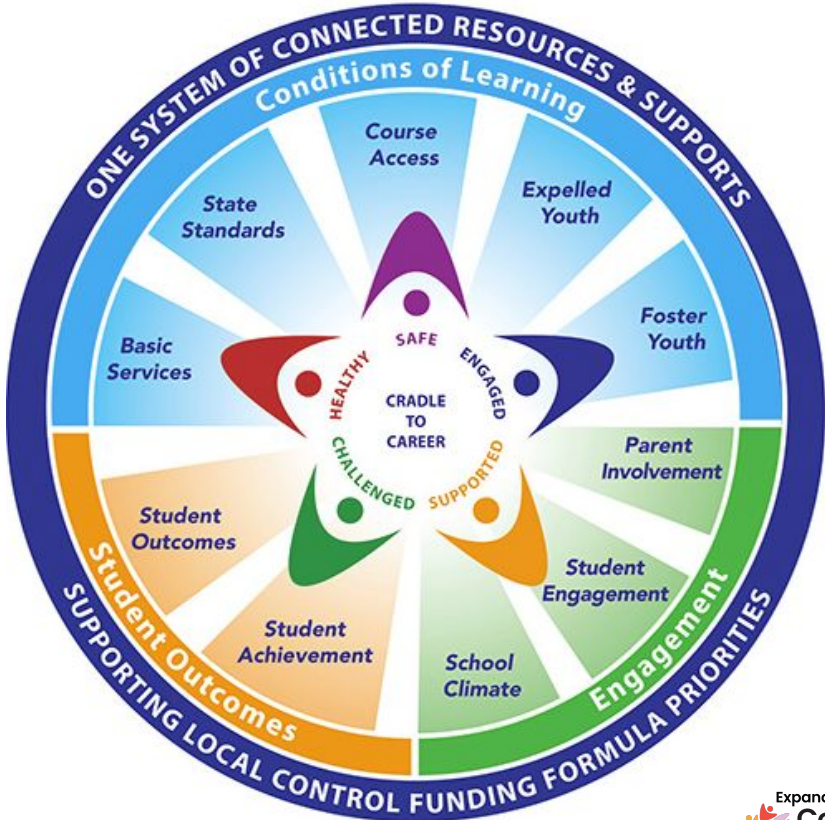


**Karin Wu**

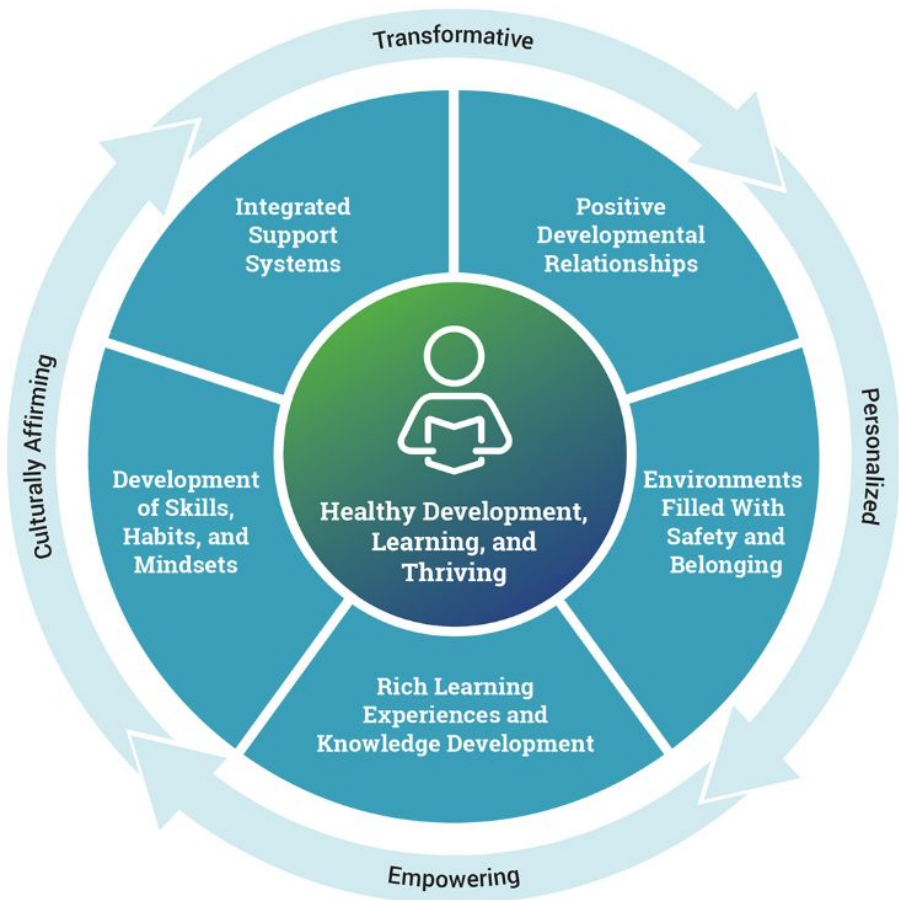
SVP, Marketing, Learning & Development,  
Employee Experience, DEIB  
Elevo

**“California:  
One System Serving the Whole Child”**

Expanded Learning  
supports  
California’s  
whole-child  
priorities.



# What is Whole-Child Design?



## California Quality Standards for Expanded Learning

Safe and Supportive Environments

Active & Engaged Learning

Skill Building

Youth Voice & Leadership

Healthy Choices & Behaviors

Diversity, Access & Equity

Reference: [CA Afterschool Network](#)

Reference: [Learning Policy Institute & the Center for Whole Child Education](#)

Most immediately,  
school  
attendance and  
chronic  
absenteeism  
impact academic  
outcomes and  
cost districts  
money

Reference: [Ed Data](#)

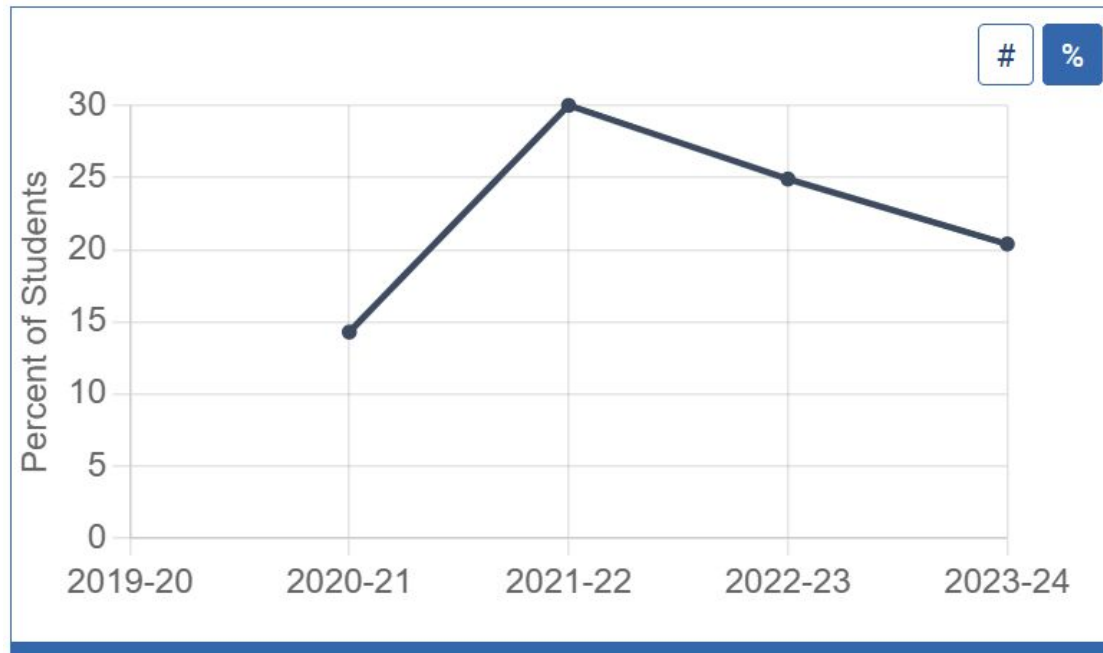
## Chronic Absenteeism Rate

California Public Schools

View by ethnicity, student group, and charter status

Second Category:

All Students



Hi - I didn't go to school today, but can I come for after school?

“Research has long shown that good afterschool programs can improve school-day attendance (Huang, Gribbons, Kim, Lee, & Baker, 2000; Welsh et al., 2002).

The sense of belonging, the connection to caring adults, and the academic enrichment that after school provides can make children more likely to go to school.”

Quote Reference: [Building a Culture of Attendance](#)

Additional Research Reference: [Attendance Works](#)



Quality  
matters.

How do we ensure district leadership knows what's happening in expanded learning?

# 1

## Partner With Your Service Providers to **Create Content:**

- ❑ Photos and blurbs of students and staff in action
- ❑ Impact stories:
  - ❑ Personal stories from Students and Family members
  - ❑ Data snacks
- ❑ Blogs
- ❑ Podcast Interviews
- ❑ Videos

## 2

### Leverage your District's and Community's **Communication Channels:**

- ❑ Submit photos/stories for District Newsletters.
- ❑ Submit slides/videos for Board presentations.
- ❑ Submit or pitch stories to local news (print and TV).
- ❑ Post stories in social media tagging the District, District leaders and Board members.





### 3

## Participate in and Build Thought-Leadership & Community:

- ❑ Join and volunteer yourself and your District leaders to speak/present in regional, State and relevant industry associations:
  - ❑ ACSA, CALSA, BOOST, CAAASA, CAPPLE, CA3, CAN
- ❑ Co-write thought-leadership pieces featuring the work your district does.
- ❑ Submit your district for regional and State awards.
- ❑ Host community events.

# Here Are Some Examples:

**Mike Taylor** • 2nd  
Community leader, educator, photographer, connecto...  
7mo • 🌐

+ Follow ...

A quick snapshot of some of the work being done in **San Rafael City Schools** with our Expanded Learning Opportunity programs. Thanks to the amazing work of our partners, families and school team we have over 800 ...more



4 comments • 1 repost

**Esther G.** reposted this

**Elevo Learning**  
10,651 followers  
2mo • Edited • 🌐

On November 20, 2024, we held our first-ever Expanded Learning Community of Practice. California educators, expanded learning leaders, and Elevo staff and advisors gathered to discuss challenges and share ...more



You and 30 others

4 reposts

Like Comment Repost Send

**Mara Wold** • 2nd  
Regional Lead, Region 5 Expanded Learning Partnerships/CA Sy...  
4mo • 🌐

+ Follow ...

Thank you to all the amazing, passionate and dedicated individuals who keep our young people safe and engaged during out-of-school time! During this week of **#LightsOnAfterschool**, we've celebrated true collaboration and witnessed pure joy on the young faces of those we serve. From urban to frontier, Region 5 Expanded Learning Programs definitely Lead with Love!

#MountPleasantElementarySchoolDistrict #EmpowerInspireUnite  
#SalinasCityElementarySchoolDistrict  
#SanBenitoCountyOfficeofEducation  
#SantaCruzCountyOfficeofEducation  
Monterey County Office of Education  
Santa Clara County Office of Education  
Michael Funk




Education Inland Empire News

**Eight San Bernardino County School Districts Receive Prestigious Golden Bell Awards**

7 min read  
3 weeks ago | Community News


Ontario-Montclair School District  
Category: Expanded Learning and Engagement  
Program: Expanded Learning Opportunity Program



San Bernardino County Superintendent of Schools (SBCSS) and the San Bernardino California School Boards Association (SBCSBA) proudly recognized the eight San Bernardino County school districts whose outstanding programs were selected to receive 2024 California School Boards Association (CSBA) Golden Bell Awards.

# Here Are Some Examples:

February



**Expanded Learning Unit 6: Artistic Expression**

Over the next few weeks students will engage in collaborative projects, nature-inspired art, cultural tradition and personal expression to explore how art communicates ideas, preserves history, and unites communities. Developing skills in storytelling, problem-solving, and innovation, they will learn how art can foster community, promote cultural appreciation, and inspire positive change in the world around them.

[Learn More](#)



## Elevating Student Well-Being Podcast

We are excited to announce the launch of our new podcast, Elevating Student Well-Being. In each episode of we will discuss challenges and innovations in K-12 education, and ways we can all support the physical, mental, and academic well-being of students inside and outside of the school day.

In our first episode, host Brita LaFandra welcomed Elvo SVP of Curriculum & Training Dr. Kristen Henry for a conversation about Expanded Learning. They discussed California's Expanded Learning Opportunities Program (ELO-P), the chance to reimagine what out-of-school time can be, and how we can create different spaces of learning, where all students find success and belonging.

[Click Here to Listen to Episode One](#)

Please feel free to forward this to anyone in your school community, from your educators and teachers to students' parents and guardians.

## Unit 6: Artistic Expression

Here's what Elvo students will be doing for the next 6 weeks of their Expanded Learning program.

### Weekly Highlights



**WEEK 1**  
**Community Creativity**  
Exploring the concept of community art by creating a mural that represents the class and program.



**WEEK 2**  
**Wonders in the Wild**  
Collecting items from nature, designing constellations, and creating art inspired by animals, clouds, and the underwater world.



**WEEK 3**  
**Everyday Masterpieces**  
Building strong structures, repurposing recyclables into art, and experimenting with music and visual still-life compositions.



**WEEK 4**  
**Art Around the World**  
Connecting with cultural traditions through cave art, drumming, the Haka, mandalas, and Wabanaki basket weaving.



**WEEK 5**  
**Art from the Heart**  
Creating poetry, hats, emotional abstract art, personal music soundtracks, and accessible toys with LEGO.



**WEEK 6**  
**Imagine That! (Showcase)**  
Planning, creating, and showcasing original art projects, celebrating creativity through a community talent show or museum walk.

### Academic Support: Math

**Math Art Activity: Array Art**  
Students design and color a 10x10 grid using patterns and creativity. Younger students count and compare the number of colored boxes, while older students use the grid to create multiplication equations, calculate fractions, or determine decimals to analyze representation. This activity combines art to reinforce problem-solving and visualiz skills: Counting, number comparison, mul fractions, decimals, patterns.

### Elvo in Practice: Student Choice

Our programs are designed to create a safe and supportive environment at school. The highlighted Elvo practice in this unit is Student Choice.

In all units, students have several chances to make choices, like deciding how to build a unique structure and what it will look like. This freedom helps the proud of their work, encourages creativity, confidence, and fosters intrinsic motivation problem-solving skills as they explore the

### Ask Your Student

- What did you add to your class mural, and did you choose that idea?
- How did you turn something recycled into what did you enjoy most about the project?
- Which cultural art activity did you like best, and what did you learn about its tradition?

elvo



**Principal Kari Burns**  
Sierra Vista Elementary  
Corona - Norco USD

The Expanded Learning Opportunity with Dr. Kristen Henry

00:00 40:49

Spreaker **Elevating Student Well-Being**



## DISCUSS:

What do we know about the quality of our after school programs?

What are we, or should we be, doing to make sure district leadership knows how after school programs support their goals and priorities?

# Closing Remarks



**Nick Telford**  
Co-Founder/CEO  
Elevo



**Joe McCreary, Ed.D.**  
Assistant Superintendent of  
Educational Services  
Berryessa USD