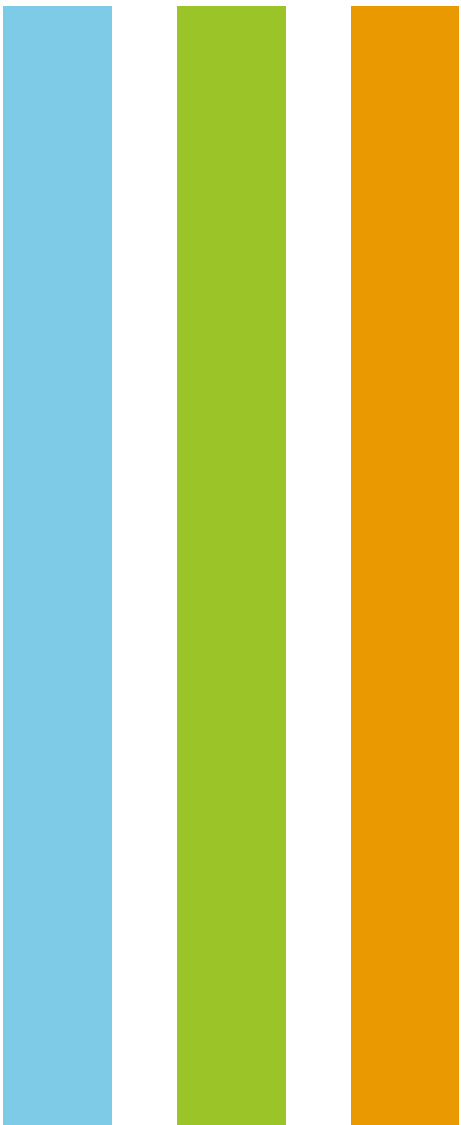




SINGLE, COMPREHENSIVE EXPANDED LEARNING PROGRAM TOOL

LOS ANGELES COUNTY OFFICE OF EDUCATION
EXPANDED LEARNING TECHNICAL ASSISTANCE UNIT



**Los Angeles County
Office of Education**



INTENT AND PURPOSE

This *Single, Comprehensive Expanded Learning Program* Tool was developed by the Expanded Learning Technical Assistance Unit (ELTAU) at the Los Angeles County Office of Education (LACOE). Tailored for Local Educational Agencies (LEAs) in L.A. County with multiple Expanded Learning funding sources, this tool aims to provide consideration points and recommendations for planning and design of a Single, Comprehensive Expanded Learning Program.

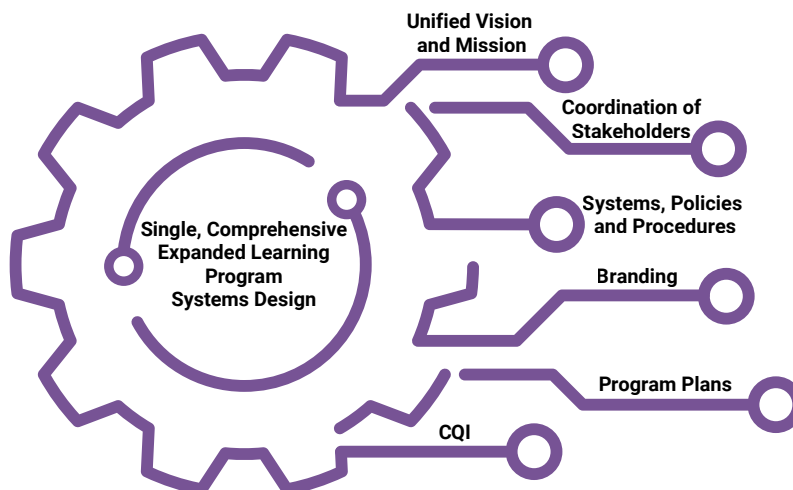


Voices from the Field

“Voices from the Field” – Woven throughout this tool are highlights of first-hand experiences from Expanded Learning leaders who are implementing a Single, Comprehensive Expanded Learning Program within their LEAs.



Creating a Single, Comprehensive Expanded Learning Program calls for systems that align departments and programs through calibration, coordination and clear communication. These system needs are explored further in the tool in [item #14](#).



The *Single, Comprehensive Expanded Learning Program* Tool was originally published in November 2024. An updated version was released in September 2025.



Use this QR Code to access the most updated version of the *Single, Comprehensive Expanded Learning Programs* Tool. Yellow highlights throughout the document indicate new additions to the tool.

Document Citation: Los Angeles County Office of Education - Expanded Learning Technical Assistance Unit (2024). *Single, Comprehensive Expanded Learning Program* Tool. [PDF] Retrieved from docsend.com/view/t6e8rtkbidu4nvmy.

ACKNOWLEDGEMENTS

ELTAU acknowledges the individuals that contributed to the development of the *Single, Comprehensive Expanded Learning Program Tool*:

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ELTAU thanks and acknowledges the following Expanded Learning leaders for their contribution to “**Voices from the Field.**” Their voices speak to of the possibilities of a Single, Comprehensive Expanded Learning Program to create opportunities for students in Expanded Learning programs across Region 11.

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Cecilia Hernandez

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Programs Director

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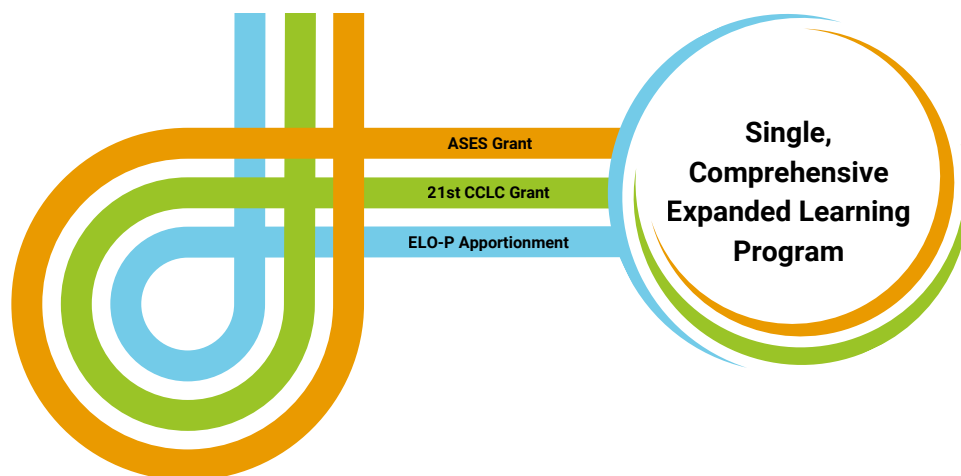
Alan Pantanini

Director of Expanded Learning

Pomona Unified School District

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1. What is the definition of “Expanded Learning”?

“Expanded Learning’ means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that Expanded Learning Programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular schoolday and school year” ([EC 8482.1](#)¹(a) – as referenced in [EC 46120](#)²(g)(1)).

“Expanded Learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities [EC 46120](#) (g)(1).

2. What is a Single, Comprehensive Expanded Learning Program?

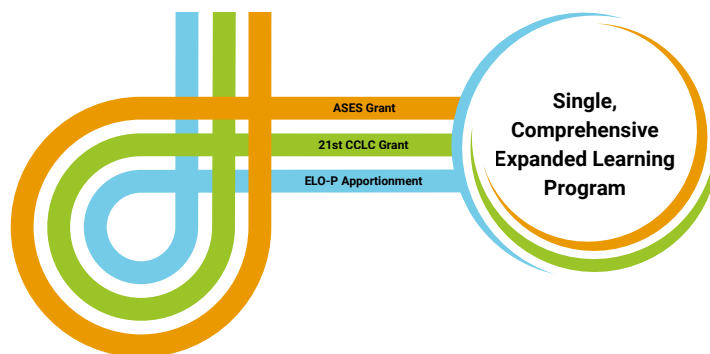
A Single, Comprehensive Expanded Learning Program is one that braids multiple funding streams to offer one, seamless Expanded Learning Program to students. A Single, Comprehensive Expanded Learning Program requires intentionally engineered systems that work together to elevate and maximize the intent of legislation. It means building shared vision and operational coherence so that every student, regardless of funding stream, has equitable access to the full range of enrichment opportunities.

3. What does it mean to “braid” funds?

“To braid funds, an organization brings funding from various sources together to support a common goal, while allowing each funding source to maintain its specific identity. Each funding source can be independently tracked throughout the entire process, from planning to service delivery, reimbursement, and reporting. Organizations typically braid funds to fill gaps in services, expand service offerings, and increase program and staff capacity;” although this definition derives from the *Center for Health Care Strategies*³ (2022), the language used aligns with the vision for braided funding in Expanded Learning.

For the purpose of this tool, braiding funds include two or more of the following Expanded Learning funding sources:

- After School Education and Safety (ASES) grant [state-funded],
- 21st Century Community Learning Centers (21st CCLC) grant [federally-funded]
- and/or Expanded Learning Opportunities Program (ELO-P) apportionment [state-funded].



Note: Braiding funds beyond the three funding sources listed requires additional research to ensure fiscal and programmatic compliance. Please contact your [CDE Expanded Learning Division Education Programs Consultant and Fiscal Analyst](#)⁴ for additional support.

4. Why should we “braid” funds?

Per EC 46120, Legislative intent and CDE-EXLD guidance, “ASES, 21st CCLC Elementary/Middle School and the ELO Program funding be considered a Single, Comprehensive [Expanded Learning] Program.”

Braiding Expanded Learning funds can lead to efficient use of resources and provide higher quality programming to students. More specifically, braiding funds encourages collaboration between stakeholders to strive towards a unified purpose; it supports operational efficiency by streamlining processes, procedures and programming (e.g., staffing, enrichment offerings and onboarding); and supports sustainability by avoiding dependence on a single source of funding.



Voices from the Field

Implementing a Single, Comprehensive Expanded Learning Program initially presented challenges, particularly with rapid growth. However, establishing a strong foundational staff allowed us to manage this expansion effectively. Running one program instead of two has been highly beneficial, reducing confusion around program specifics and ensuring all stakeholders are aligned. This streamlined approach has simplified management processes, enabling us to focus on enhancing program quality and supporting our students. Overall, the advantages of a unified program far outweigh the initial challenges.

—Laura Hurtado from Downey Foundation for Educational Opportunities



5. What does a Single, Comprehensive Expanded Learning Program look like?

From the external perspective, a Single, Comprehensive Expanded Learning Program is a program that operates as one, seamless entity to offer Expanded Learning opportunities to students. This would look like having one set of program policies, one enrollment form, one sign-in/out sheet and one staffing team that manages and operates the program.

From the program management perspective, a Single, Comprehensive Expanded Learning Program braids multiple funding sources to manage and pay for the various program costs. This looks like tracking expenditures by funding source and reporting separately to comply with each funding source’s fiscal and programmatic requirements.



Voices from the Field

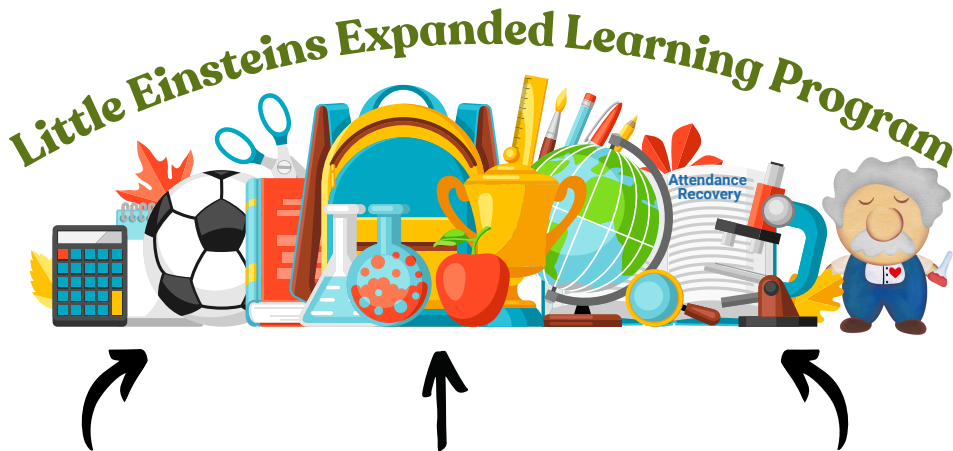
A Single, Comprehensive Expanded Learning Program means utilizing multiple funding sources to ensure as many children have after school programs as possible. This is all done without any child/family knowing the difference in their funding stream. We utilize General Child Care funding, State Preschool funding, ASES, ELO-P and our parent fee-based program. By braiding funding, we have been able to expand from serving 2,500 students pre-pandemic to serving over 5,500. Students are grouped by grade not funding. We manage this with our software program to ensure we collect the correct data for each funding stream.

—Deidre Corwin from Glendale Unified School District



An Example of a Single, Comprehensive Expanded Learning Program: The visual below depicts an example of what students and parents would see and experience at a Single, Comprehensive Expanded Learning Program and how multiple funding sources can be used to manage and pay for various operational costs.

A Single, Comprehensive Program: One Seamless Program, Utilizing Multiple Funding Sources



One Seamless Program:
What our students and families see and experience



The program's Expanded Learning funding sources and how they are being allocated to support the Single, Comprehensive Expanded Learning Program:

Multiple Funding Sources:
How the program uses multiple funding sources to manage and pay for various operational costs

ASES Grant

1. Staff Member A (PD)
2. Staff Member B (SC)
3. Staff Member C (FL)
4. Staff Member D (FL)
5. Enrichment: Coding
6. Materials and Equipment
7. Staff Professional Development
8. Facilities: Space and Custodial

21st CCLC Grant

1. Staff Member E (FL)
2. Enrichment: Cooking
3. Enrichment: Soccer
4. Staff Professional Development
5. Snack and Meal

ELO-P Apportionment

1. Staff Member F (FL)
2. Staff Member G (FL)
3. Staff Member H (FL)
4. Mental Health Specialist
5. Enrichment: Robotics
6. Materials and Equipment
7. Student Information System
8. Transportation: Buses
9. Educational Field Trips
10. Facilities: Space and Custodial
11. Attendance Recovery

PD=Program Director, SC=Site Coordinator, FL=Frontline Staff



Voices from the Field

A Single, Comprehensive Expanded Learning Program means providing a unified, consistent experience across all school sites. By integrating ELO-P funding and the ASES grant, we are able to offer one cohesive program that operates under a single name, with core components—snack, structured fitness, academic support, enrichment activities, and social-emotional learning—remaining consistent at each site. This approach streamlines operations, strengthens program quality, and ensures a stable, equitable learning environment for all students. Additionally, the program adheres to the most stringent requirements from both ELO-P and ASES funding, ensuring compliance and maintaining high standards across the board.

—Laura Hurtado from Downey Foundation for Educational Opportunities



6. What are the program requirements for each funding source?

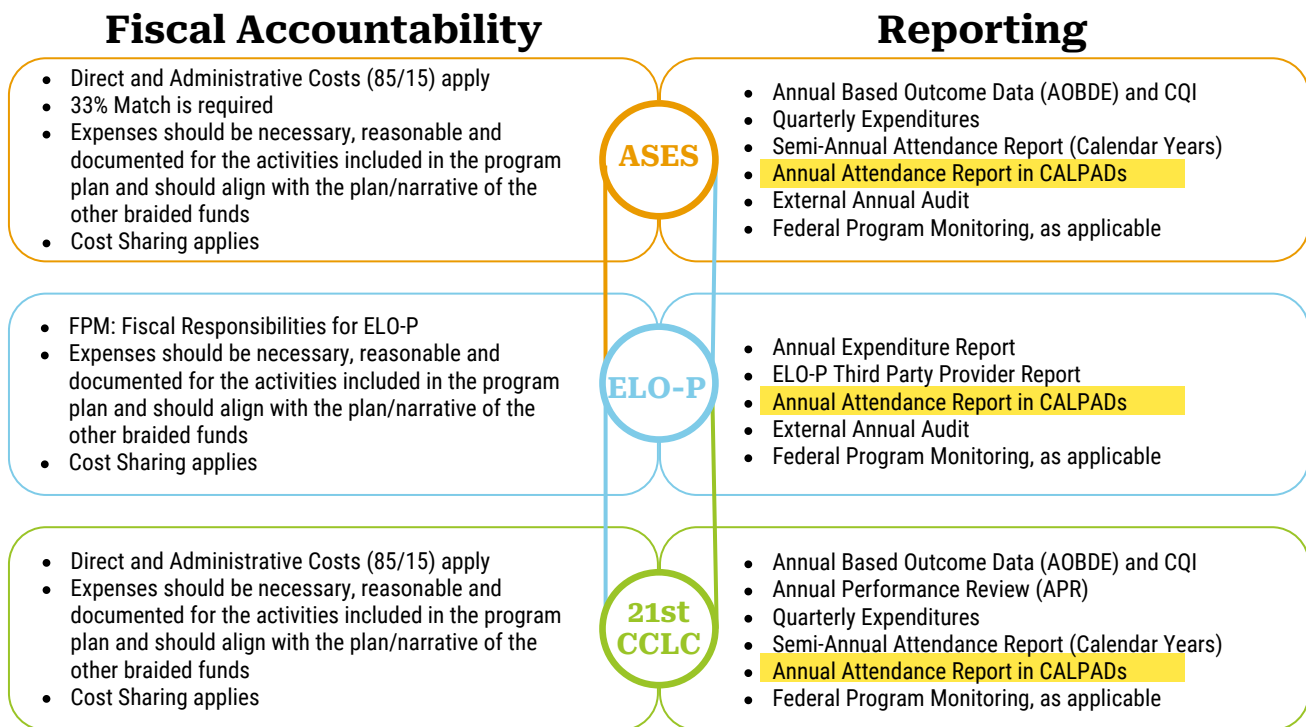


Many program requirements are similar across all three funding sources; however, there are noted differences as well.

The Education Code provides expectations for addressing conflicts in program requirements: “If multiple funding sources are used to serve pupils in an Expanded Learning Opportunity Program, a conflict in program requirements shall be resolved in favor of the funding source with the stricter requirements” (EC 46120(b)(10)(D)).

When braiding the Expanded Learning funds together, the programming aspects look the same to the students and their families. However, behind the scenes, Program Administrators keep tracking and reporting separately per funding source.

The graphic below provides examples of the various Fiscal Accountability and Reporting expectations per funding source, even when braiding funding. While some of the fiscal accountability elements are funding source specific (e.g., Direct and Administrative Cost (85/15)), others apply across the board (e.g., Cost Sharing). With reporting, each funding source has its own reports and timelines. Please note that whether an LEA decides to operate a Single, Comprehensive Expanded Learning Program or not, all these Fiscal Accountability and Reporting expectations are to be followed. All funding sources will be reviewed during a Federal Program Monitoring (FPM) review and only the ASES program and ELO Program will be reviewed during the External Annual Audit.



To further understand the program requirements of each funding source, please refer to LACOE’s “[Program Requirements Matrix - ELO-P, ASES and 21st CCLC](#).” This tool dives deep into 50+ program requirements across the three funding sources and outlines where requirements align and where they differ and supports the implementation of a Single, Comprehensive Expanded Learning Program.

7. What are the Attendance Benefits?

One of the biggest advantages of running a Single, Comprehensive Expanded Learning Program is that it allows programs to meet the program requirements of multiple funding sources with the same group of students. For example, attendance can count toward ASES and 21st CCLC goals, while also helping your LEA meet its responsibility to “Offer Access” and “Provide Access” through the ELO Program. The following illustration demonstrates how this is applied at the program level.

Separately Operated Expanded Learning Programs vs. Single, Comprehensive Expanded Learning Program

Separately Operated ASES and ELO-P Programs



Students and families choose between the ASES Program or the ELO Program

ASES Program



ELO Program



Only **SIX** students counted towards ASES Semi-Annual Attendance Report - reported in ASSIST

Only **SIX** students counted towards the ELO-P “Offer Access” and “Provide Access” Obligation

Single, Comprehensive Expanded Learning Program



Students and families have access to all opportunities offered by the program

ASES + ELO Program



All **TWELVE** students counted towards the ASES Semi-Annual Attendance Report - reported in ASSIST

AND

All **TWELVE** students counted towards ELO-P “Offer Access” and “Provide Access” Obligation

In either scenario, twelve students would be counted towards the the annual [CALPADS Expanded Learning Attendance Report](#).⁶ See the next page for more.

Expanded Learning Attendance Reporting Requirements

Expanded Learning Programs are required to track and submit pupil attendance across all funding sources. There are two specific reports that LEAs and Grantees are required to submit to CDE, the **Semi-Annual Attendance Report in ASSIST** and the **Expanded Learning Program Data (LEAP File) in CALPADS**. These reports are required whether the LEA operates a Single, Comprehensive Expanded Learning Program or not. By operating as a Single, Comprehensive Expanded Learning Program, attendance tracking processes are more streamlined for both reports, as student attendance is documented through a single system.

Reporting System	ASSIST REPORT CDE-EXLD	CALPADS REPORT CDE-CALPADS Office
Funding Source	ASES and 21 st CCLC	ASES, 21 st CCLC and ELO-P
Reporting Time Frame	Two Reports - Semi Annual January - June, due in July July - December, due in January	One Report - Annual July - June, due in July
Reporting Period	Calendar Year (CY)	Fiscal Year (FY)
Data Reported: Enrollment	N/A	Per Student with Signed Enrollment Forms on file
Data Reported: Attendance	<p>By Site: Per Grant and Sub-Program</p> <ul style="list-style-type: none"> • ASES/21st CCLC Before School Base • ASES/21st CCLC Before School Supplement • ASES/21st CCLC After School Base • ASES/21st CCLC After School Supplemental • 21st CCLC ASSETs After School Base 	<p>By LEA: Per Student</p> <ul style="list-style-type: none"> • ASES/21st CCLC Before School Base • ASES/21st CCLC Before School Supplement • ASES/21st CCLC After School Base • ASES/21st CCLC After School Supplemental • 21st CCLC ASSETs After School Base • ELO-P - School Days • ELO-P - Non School Days
Reporting Methodology	Each student is counted once per sub-program. For Before School Programs, the student must attend at least half the program to be counted as "attended". Grant based Before School Programs are required to be operated for at least 90 minutes.	Each student is counted once per day, regardless of the funding source. There is no minimum amount of time for a student to attend to be counted in the report.
	Each student can only be counted once per day, regardless of the funding source.	

Examples of Single, Comprehensive Expanded Learning Program and Attendance Reporting

ASSIST Attendance Report

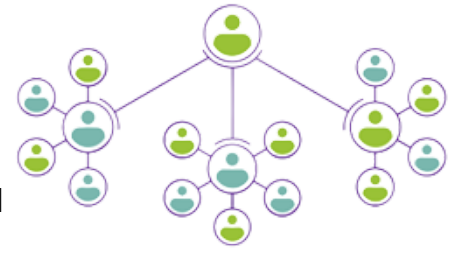
Continuing on with the scenario on [page 9](#), the program that operates separately would only be able to count attendance for the six students who are participating in the ASES After School Program. Assuming that the same six students attend 90 school days from January - June, the program can submit for 540 slots filled [6 students x 90 days] during the Semi-Annual Report. On the other hand, if the program operates as a Single, Comprehensive Expanded Learning Program, during those same 90 days, the program can submit for 1,080 slots filled [12 students x 90 days] during the Semi-Annual Report.

CALPADS Attendance Report

For the [CALPADS Expanded Learning Attendance Report](#)⁶, the LEA would enter 1,080 slots filled [12 students x 90 days], as students are counted only once per day regardless of the program operating separately or as a Single, Comprehensive Expanded Learning Program.

8. Who should be involved in the design and planning of the program?

Obtaining the backing of key stakeholders early on can lead to benefits such as: enhanced communication, collaborative problem-solving and higher quality programming for students.



The most valuable human resource can be the individual currently leading, directing, coordinating and implementing the existing Expanded Learning program. Their subject matter expertise in Expanded Learning, combined with their institutional knowledge of program implementation across the Local Educational Agency (LEA), is essential when considering the braiding of multiple funding streams in Expanded Learning.

Furthermore, involvement and support around the design and planning of the program should include individuals such as the Superintendent/Authorizing Agent, leaders from departments such as: Human Resources, Business Services, Educational Services, Community Schools, Migrant Education, Foster and Homeless Youth Services, Facilities, as well as Principals, Teachers, Expanded Learning leaders and staff, students and parents.



Voices from the Field

Champions in Leadership

The Assistant Superintendent played the most critical role in the design and planning of the Single, Comprehensive Expanded Learning Program. Their leadership was essential in bringing together key stakeholders from various departments to form a steering committee. This collaboration ensured that the program was developed with input from all necessary perspectives, aligning it with district goals and creating a unified approach across departments.

Involving a large group of stakeholders has brought significant benefits, including broader perspectives from various departments, school leaders, and educators, ensuring the program addresses diverse student needs such as safety and special education. This collaboration has created stronger alignment with district goals, increased support through greater buy-in and cooperation, and resulted in a more holistic program that meets academic, behavioral and social-emotional needs.

—Laura Hurtado from Downey Foundation for Educational Opportunities

Empowering Change: Chief Program Champion

The most critical individual to include in the design and planning process was me, the Director of Expanded Learning. Taking on this role required an innovative growth mindset. The ability to visualize the state's vision for Expanded Learning and incorporate current systems and grants with new funding. I had to seek new knowledge and skills through collaboration with stakeholders, build a team that embraced the program vision and maximize resources to provide access to quality programming across the district.

Involving a large group of stakeholders allows for more input aligning LEA vision and mission to Expanded Learning Program standards. I help to structure goals and objectives to support LEA initiatives. This also created program awareness and support among the different stakeholders, departments, certificated, classified staff and school sites.

—Alan Pantanini from Pomona Unified School District



9. What is our “Why”?

A shared vision and mission statement should be co-developed by key stakeholders to lay the groundwork for what students will experience during Expanded Learning Programs.



Most programs have existing vision and mission statements. However, when transitioning toward a Single, Comprehensive Expanded Learning Program, leaders should ask themselves:

- Does braiding multiple funding sources change our vision and mission?
- How will our program offerings transform in quality and quantity?
- Have we included the voices of key stakeholders?

It is critical to invest time and effort in co-developing the program’s vision and mission statements, as these declarations are the guiding principles of the program’s purpose.

To assist with the development of a shared vision and mission statement, please refer to this [Mission Statement Generator](#)⁷ from Whole Whale. This worksheet provides a step-by-step guide to assist programs with identifying both vision and mission statements.



Voices from the Field

Our mission for the Expanded Learning program is to provide students with a safe, supportive, and engaging environment. Our program empowers students to explore their interests, develop their potential, and become confident, well-rounded individuals who are prepared for future success in school, life, and their communities. Our vision is to create an inclusive, comprehensive Expanded Learning program that serves as a foundation for student development and community engagement. Through holistic support, innovative learning experiences, and strong community partnerships, we envision a future where every student has access to meaningful opportunities that inspire curiosity, build resilience, and promote equity.

—Cecilia Hernandez from Para Los Niños

Our Why is simple. We choose not to overstate but to be clear and concise in our purpose.

The Expanded Learning Opportunities Program (ELO-P) is committed to enriching the lives of Glendale Unified students. Our goal is to create a space that is physically and emotionally safe for students to grow.

Students can:

- Practice academic skills in a non-judgmental environment
- Establish and maintain positive relationships
- Make responsible decisions and try new skills
- Practice physical fitness
- Participate in STEAM enrichment activities
- Develop 21st Century skills

—Deidre Corwin from Glendale Unified School District



10. What is the name of our program?

The name of the Expanded Learning Program plays an important role in expressing its vision and mission. A well-chosen name can be an effective branding mechanism to attract students and families. When transitioning to a Single, Comprehensive Expanded Learning Program, one name should be chosen to represent the entire program. Leaders should assess the program's current name and determine if rebranding would better represent the newly designed comprehensive program and its purpose. Additional consideration should be made when third-party vendors are hired to operate the program.

Rebranding may include updates to show consistency within the program, such as program documents, banners, staff uniforms and program communications and ensuring old branding materials are replaced.



11. What is our plan?

Framed around the [Quality Standards for Expanded Learning in California](#)⁸, the ELO-P and ASES Program Plans and the 21st CCLC Program Narrative are mandatory planning documents that detail how the respective Expanded Learning Program will be managed and what the program will provide to students. The Expanded Learning Program is responsible for the development and implementation of one, two or all three planning documents, depending on the type of funding the program has.

When a LEA operates as a Single, Comprehensive Expanded Learning Program, there should be alignment and crossover between planning documents and the development should involve a variety of stakeholders. These plans are living documents and should be reviewed and updated annually; if not, they must be updated at least every three years.



Voices from the Field

The Program Plan is a resource and guide for the work we need to do. As it is a living document, it allows us to continue to revise our program based on program and student's needs.

—Alan Pantanini from Pomona Unified School District

The development of the Program Plan/Narrative was a collaborative effort led by a steering committee. This committee included key stakeholders from various district departments such as Safety, Special Education, and Innovative Education Programs. Additionally, principals, teachers, the Assistant Superintendent, and CBO directors were all involved to ensure the plan addressed the diverse needs of our students and aligned with district goals.

—Laura Hurtado from Downey Foundation for Educational Opportunities

The benefit of having a documented Program Plan is that it outlines the goals, objectives, activities, resources, and timelines for executing specific programs or projects. Offers direction, focus, coordination, accountability, monitoring and overall program evaluation. Having a plan supports all staff and educational partners to articulate and move forward with overall programming execution.

—Cecilia Hernandez from Para Los Niños



12. Why should we focus on Continuous Quality Improvement?

Continuous Quality Improvement (CQI) is essential for enhancing a program's efficiency and effectiveness. By continuously collecting and analyzing data, and planning and implementing changes toward improvement, program quality can ultimately be boosted.



With the addition of new funding sources like ELO-P and regular updates to legislation and the Education Code, finding success in Expanded Learning can feel like chasing a moving target. Having a mindset of continuous improvement can shift the focus towards regular, incremental improvements that ultimately lead to broad advancements.

For guidance on CQI and the Quality Standards for Expanded Learning in California, please refer to the California Department of Education (CDE) and the California AfterSchool Network's (CAN) tool: [Quality Standards for Expanded Learning in California](#)⁸ and LACOE's [Continuous Quality Improvement Toolkit](#).⁹



Voices from the Field

Our program integrated CQI by first establishing norms, expectations and a culture of improvement. We defined the metrics in order to have clear expectations of the continuous improvement; provided clear expectations of the data and analysis process; and detailed accountability and monitoring processes.

Positive Outcomes include:

- Data learning analysis, coding, and creating and implementing action plans.
- Successful changes keeps the program motivated and builds momentum for further CQI efforts.
- Celebrate success small wins builds momentum to get better.

—Cecilia Hernandez from Para Los Niños

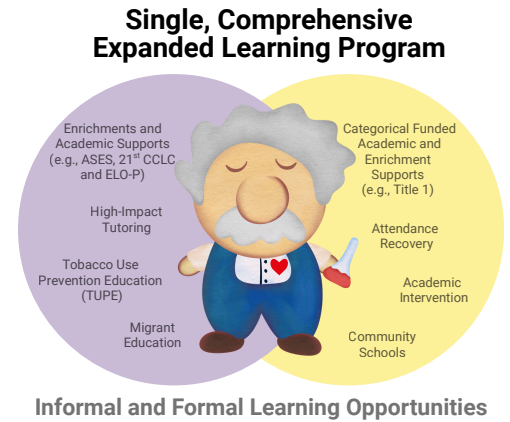
For our CQI process, we use CAN's Quality Standards for Expanded Learning as a guide in developing our comprehensive program, aligning program standards and point of services standards to select site focus areas based on program feedback from staff, students, and parents. Feedback is used to refine practices, bring in additional programming, and improve overall program effectiveness.

—Alan Pantanini from Pomona Unified School District



13. What additional partners, programs and funding sources can be leveraged?

While this tool focuses on braiding ASES, 21st CCLC and ELO-P funding, it may be utilized as a framework when considering the braiding of all programs and funding sources that support out-of-school time activities to move towards a Single, Comprehensive Expanded Learning Program. The integration and leveraging of informal and formal learning may include Enrichment and Academic Supports offered through Expanded Learning funds; High-Impact Tutoring; Tobacco Use Prevention Education (TUPE); Migrant Education; Categorical Funded Academic and Enrichment supports; Attendance Recovery; Academic Intervention; and Community Schools.



Community asset mapping can leverage additional partners, programs and funding sources to further benefit student achievement and experiences. Furthermore, operating as a Single, Comprehensive Expanded Learning Program can eliminate the challenges of multiple programs competing to recruit from the same pool of students and driving students to choose between offerings. This template, [Leveraging Additional Partners, Programs and Funding Sources](#)¹⁰, can be used for asset mapping.

Example: Continuing with the example with Little Einsteins Expanded Learning Program from [page 7](#) (which has ASES, 21st CCLC and ELO-P funding) and now incorporating Attendance Recovery, the schedule below demonstrates how multiple program requirements can be met when operating as a Single, Comprehensive Expanded Learning Program.

Time	Activity	Program Requirements Met
2:15 - 2:25	Sign into Little Einsteins	ASES, 21 st CCLC, ELO-P
2:25 - 2:45	Snack	ASES, 21 st CCLC, ELO-P
2:45 - 3:30	Homework Assistance / Academic Supports	ASES, 21 st CCLC, ELO-P
3:30 - 4:30	Enrichment 1 (Soccer, Robotics, Dance)	ASES, 21 st CCLC, ELO-P
3:30 - 4:30	Attendance Recovery	Attendance Recovery*
4:30 - 5:30	Enrichment 2 (Basketball, Cooking, Comics)	ASES, 21 st CCLC, ELO-P
5:30 - 6:00	Closing Circle and Sign Out	ASES, 21 st CCLC, ELO-P
	Student Attendance Credited**	ASES, 21 st CCLC, ELO-P, Attendance Recovery

* Attendance Recovery is not a funded program, but an allowable use of funds for Expanded Learning Opportunities Program funding when it meets certain requirements. An Attendance Recovery Program has its own Education Code and requirements, no matter what funding is being utilized to operate. The ELTAU developed an [Attendance Recovery resource](#)¹¹ to learn more about operating Attendance Recovery in conjunction with the Expanded Learning Opportunities Program.

** LEAs are encouraged to convene leaders from each component that will be included under the Single, Comprehensive Expanded Learning Program to discuss requirements and to identify where components can be leveraged and where the LEA may fall out of compliance. In this example, a student attending the Single, Comprehensive Expanded Learning Program can potentially be counted for ASES or 21st CCLC attendance, meet the Offer Access and Provide Access requirements in ELO-P and accrue hours for Attendance Recovery.

14. What are all the systems that need to be considered?

As the components of a Single, Comprehensive Expanded Learning Program begin to be developed, it is important to consider all the systems that need to be created or altered to fully implement this vision. Leaders should consider the Single, Comprehensive Expanded Learning Program holistically and identify all systems needed to implement the program and the human resources required to work within these systems.

It would be beneficial to identify and document: the departments that need to be involved, responsible individuals and communication channels. When there are transitions of individuals in and out of roles, the program can refer to these artifacts for a smoother changeover.



Below are some of the systems that leaders should consider:

- Student enrollment
 - An enrollment process that includes one enrollment form and parent handbook that describes the program as a Single, Comprehensive Expanded Learning Program (remember Little Einsteins Expanded Learning Program on [page 7](#))
 - A student recruitment process that is coordinated and intentional (e.g., all stakeholders know the program by the same name and understand its purpose; banners and flyers use the same program name; etc.)
- Student sign-in, sign-out and pick-up
 - All students sign-in/out by means of the same process
 - The sign-in/out sheet looks the same across the program
 - The number of students who attend each day is easily identifiable
 - The Early Release Policy is implemented across the program
 - All parents follow the same expectations for signing-out students
- Student behavior and safety
 - Behavior expectations for students are consistent and collaboratively reinforced
 - There is an alignment between the school day's Comprehensive School Safety Plan (CSSP) and the Expanded Learning Program's safety policies, procedures and communications
- Program management
 - There is coordination between departments involved in the overall and day-to-day management of the program (e.g., Expanded Learning, Business Office, District and Site Administration Teams, Teachers, Nutrition, Facilities, Third-Party Vendors, etc.)
 - Communication channels are established and utilized by all involved
 - Regular meetings are scheduled throughout the year to discuss program strengths, challenges and continuous quality improvement
- Reporting and audits for various funding sources
 - There is coordination between individuals responsible for reporting and audits
 - Reporting and audit requirements are understood for all funding sources (e.g., data that needs to be collected, reporting deadlines, where to submit reports, student data for the CALPADS and Attendance Recovery reporting, etc. See [page 8](#))
 - There is an understanding of how programs can be leveraged to meet reporting and audit requirements (e.g., A student attending the Single, Comprehensive Expanded Learning Program can be counted for ASES attendance as well as meet the "Offer Access" and "Provide Access" requirements in ELO-P; ELO-P funding can be used to satisfy the ASES Match requirement, etc.)

15. What are the impacts of a Single, Comprehensive Expanded Learning Program?

Impacts will differ from program to program, depending on factors such as its size, its vision and mission, support from key stakeholders and staffing make-up. Some examples of program impacts may include:

- Providing access to more students
- Providing new and diverse enrichment opportunities, including educational field trips
- Hiring specialized staff to support students, such as tutors, mental health specialists and nurses
- Providing staff with professional development in greater quantity and across broader topics
- Increasing wages, hours and/or benefits for Expanded Learning staff



Voices from the Field

The impacts of operating as a Single, Comprehensive Expanded Learning Program include:

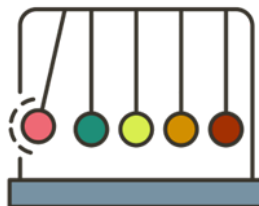
- **Students served:** Over 3000 additional students served.
- **New enrichments:** Dance, Music and STEAM.
- **New specialized staff:** We have contracted with multiple partners to provide enrichment.
- **Staff hours, wages and benefits improvements:** Increased hourly wage, increased hours of employment to provide planning time.
- **Other impacts:** More time and money to provide targeted training.

—Deidre Corwin from Glendale Unified School District

The impacts of operating as a single, comprehensive Expanded Learning Program include:

- **Students served:** Over 400 students served
- **New enrichments:** Dance, Robotics, Intersession, Field Trips, Family Events and Summer Camps.
- **New specialized staff:** Program and operations coordinators.
- **Staff hours, wages and benefits improvements:** Created full-time positions and higher hourly rate for part-time staff.
- **Other Impacts:** Awareness, value and support amongst school staff and parents. There is a high value and recognition in expanded learning and all its offerings. We have a seat in the decision table as we are seen as an essential partner.

—Cecilia Hernandez from Para Los Niños



Continued: What are the impacts of a Single, Comprehensive Expanded Learning Program?



Voices from the Field

The impacts of operating as a Single, Comprehensive Expanded Learning Program include:

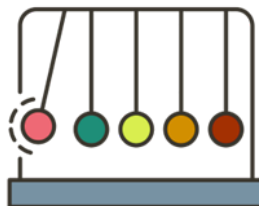
- **Students served:**
 - Approximately serving 120 students in before school care.
 - Approximately serving 2,800 students in after school care.
 - Approximately serving 1,200 students in sports and enrichment workshops.
- **New enrichments:** Culinary Arts, Cube Club (Rubik Cube), Flag Football, Creative Writing, Music Production, Mariachi and Folklorico Dance.
- **New specialized staff:**
 - Teacher Specialist ELO-P, Teacher Specialist ASES and two Teachers on Assignment Expanded Learning.
- **Staff hours, wages and benefits improvements:**
 - Providing additional hours and revising frontline staff job description and salary in-process.
- **Other impacts:** Overwhelming stakeholder and community support and recognition for the programs and services for the students.

–Alan Pantanini from Pomona Unified School District

The impacts of operating as a Single, Comprehensive Expanded Learning Program include:

- **Students served:** Since the program's implementation, we have expanded our reach and are now serving approximately 800 additional students.
- **New enrichments:** Students now have access to a broader array of focused enrichment activities, including: Music, Art, Theatre, Dance, Soccer, and Basketball classes.
- **New specialized staff:** To support our program, we have hired specialized staff, including a recruiter, grant and compliance supervisor, program supervisors, and a program manager. This has enhanced our program's effectiveness and overall quality.
- **Staff hours, wages and benefits improvements:** We are proud to report that frontline staff wages have increased by 37.5% - 45% depending on the position, reflecting our commitment to providing competitive compensation and fostering a motivated workforce.

–Laura Hurtado from Downey Foundation for Educational Opportunities



16. Words of encouragement from Expanded Learning field leaders



Voices from the Field

The smile on the kids faces when they get to be with their friends is worth it! This is Equity in action!!!

—Deidre Corwin from Glendale Unified School District

Before you can get buy-in, your district leadership need to understand the WHY of Expanded Learning. In Pomona our program's underlying purpose is to empower every student to discover their strengths, pursue their passions, and develop the essential life and leadership skills needed for future success. By providing targeted academic support alongside enriching experiences. Ultimately, Pomona Unified's expanded learning initiative reflects a deep commitment to helping students not only reach their full potential but also prepare them to make meaningful contributions to their communities and the wider world.

—Alan Pantanini from Pomona Unified School District

For those facing challenges in securing stakeholder buy-in for a Single, Comprehensive Expanded Learning Program, I recommend emphasizing the numerous benefits of consolidation. A unified program ensures a consistent experience across all school sites by students. In addition, running one program instead of two is more efficient, streamlining operations and reducing administrative burdens. This not only enhances program quality but also creates a stable, equitable learning environment for all students. Highlighting these advantages can help stakeholders recognize the value of supporting this transition.

—Laura Hurtado from Downey Foundation for Educational Opportunities

Build relationships

- Leverage relationships to support you with this work
- Invite others to planning process
- Communicate and collaborate

Create and nurture a welcoming environment

- Be flexible in the process
- Build capacity for yourself and those joining the work

Have a clear vision and purpose

- Articulate the benefits with facts and desired goals
- Address resources and concerns

Overall patience – it takes time and energy to achieve a great outcome

The work is not easy but it is so worth it. Stay committed and remember your Why.

—Cecilia Hernandez from Para Los Niños



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