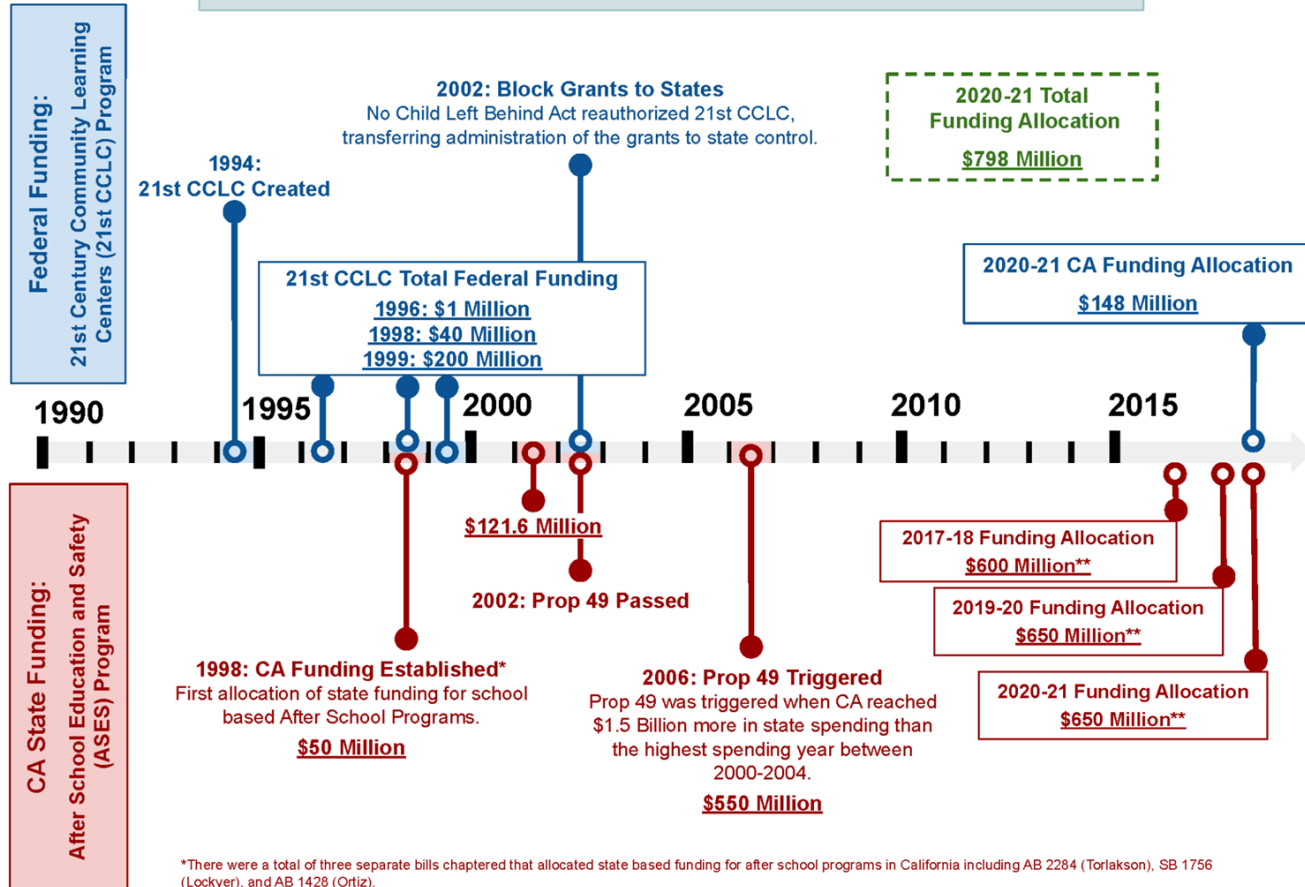# Expanded Learning In California

National Academies
October 19, 2023

California Publicly Funded After School Programs: Funding History
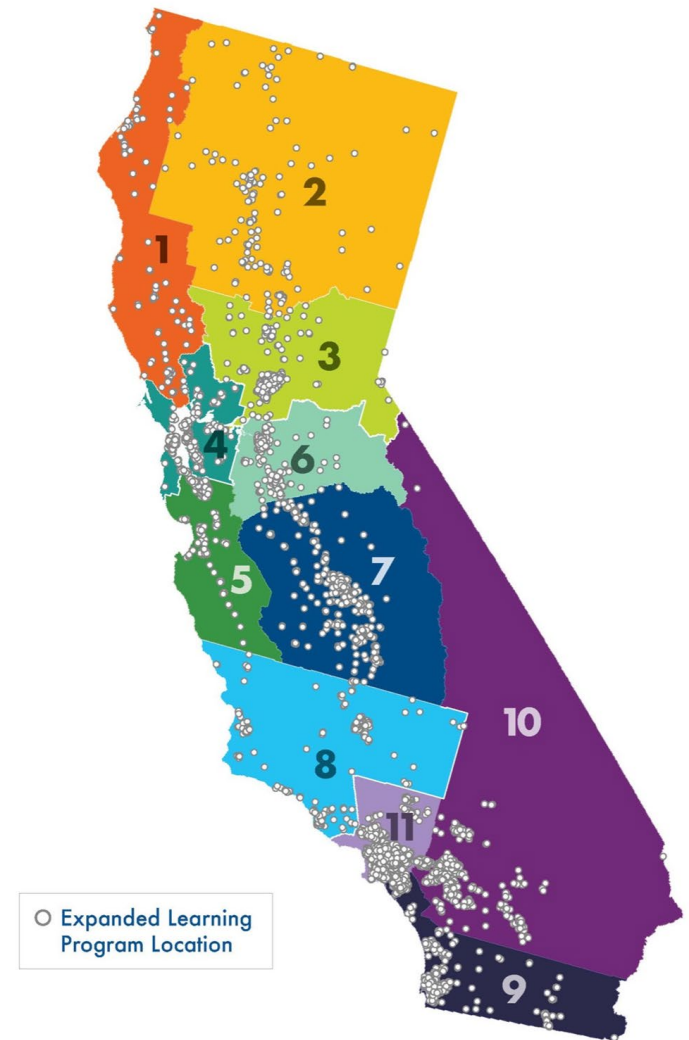
Federal Funding:
21st Century Community Learning Centers (21st CCLC) Program

1994:
21st CCLC Created

2002: Block Grants to States
No Child Left Behind Act reauthorized 21st CCLC, transferring administration of the grants to state control.

2020-21 Total Funding Allocation

$798 Million

21st CCLC Total Federal Funding
1996: $1 Million
1998: $40 Million
1999: $200 Million

2020-21 CA Funding Allocation

$148 Million

1990   1995   2000   2005   2010   2015

$121.6 Million

2002: Prop 49 Passed

2017-18 Funding Allocation
$600 Million**

2019-20 Funding Allocation
$650 Million**

2020-21 Funding Allocation
$650 Million**

CA State Funding:
After School Education and Safety (ASES) Program

1998: CA Funding Established*
First allocation of state funding for school based After School Programs.

$50 Million

2006: Prop 49 Triggered
Prop 49 was triggered when CA reached $1.5 Billion more in state spending than the highest spending year between 2000-2004.

$550 Million

*There were a total of three separate bills chaptered that allocated state based funding for after school programs in California including AB 2284 (Torlakson), SB 1756 (Lockyer), and AB 1428 (Ortiz).
**These funding increases are budget based increases (unlike the Prop 49 guaranteed funding) and can be reduced in future budget years as determined by the legislature and governor.
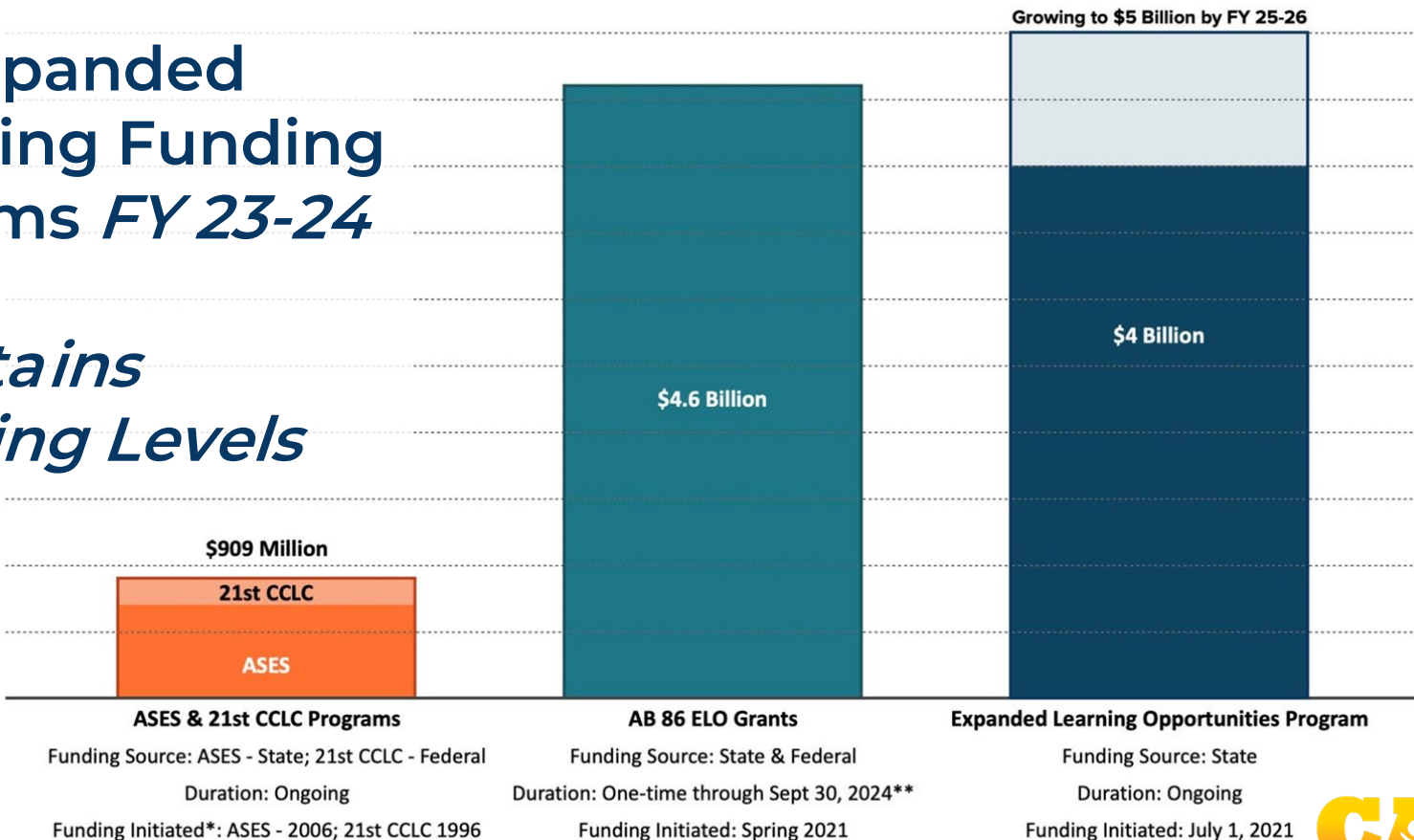
California's Programs

VISION:
Expanded Learning Programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, career, and life.

Pre-Pandemic the state-funded After School Education and Safety (ASES) program and federally-funded 21st Community Learning Center (21st CCLC) program operated at over **4,500 sites with over 980,000 students** enrolled. The vast majority (85%) funded exclusively by the state.

○ Expanded Learning Program Location

CA Expanded Learning Funding Streams *FY 23-24*

Maintains Funding Levels

Growing to $5 Billion by FY 25-26

$4.6 Billion

$4 Billion

$909 Million

21st CCLC

ASES

ASES & 21st CCLC Programs
Funding Source: ASES - State; 21st CCLC - Federal
Duration: Ongoing
Funding Initiated*: ASES - 2006; 21st CCLC 1996

AB 86 ELO Grants
Funding Source: State & Federal
Duration: One-time through Sept 30, 2024**
Funding Initiated: Spring 2021

Expanded Learning Opportunities Program
Funding Source: State
Duration: Ongoing
Funding Initiated: July 1, 2021

*Initiatied refers to the first year that funding was released. Programs were created in earlier legislation and ASES evolved out of an earlier state-funded after school program established in 1998.

**Funded through 2 state resource codes and 4 federal resource codes with different expenditure dates and reporting requirements. Can be utilized Expanded Learning supports as well as other learning recovery strategies.

CAN
California AfterSchool Network
CONNECT. CONVENE. INSPIRE.

Expanded Learning Ecosystem
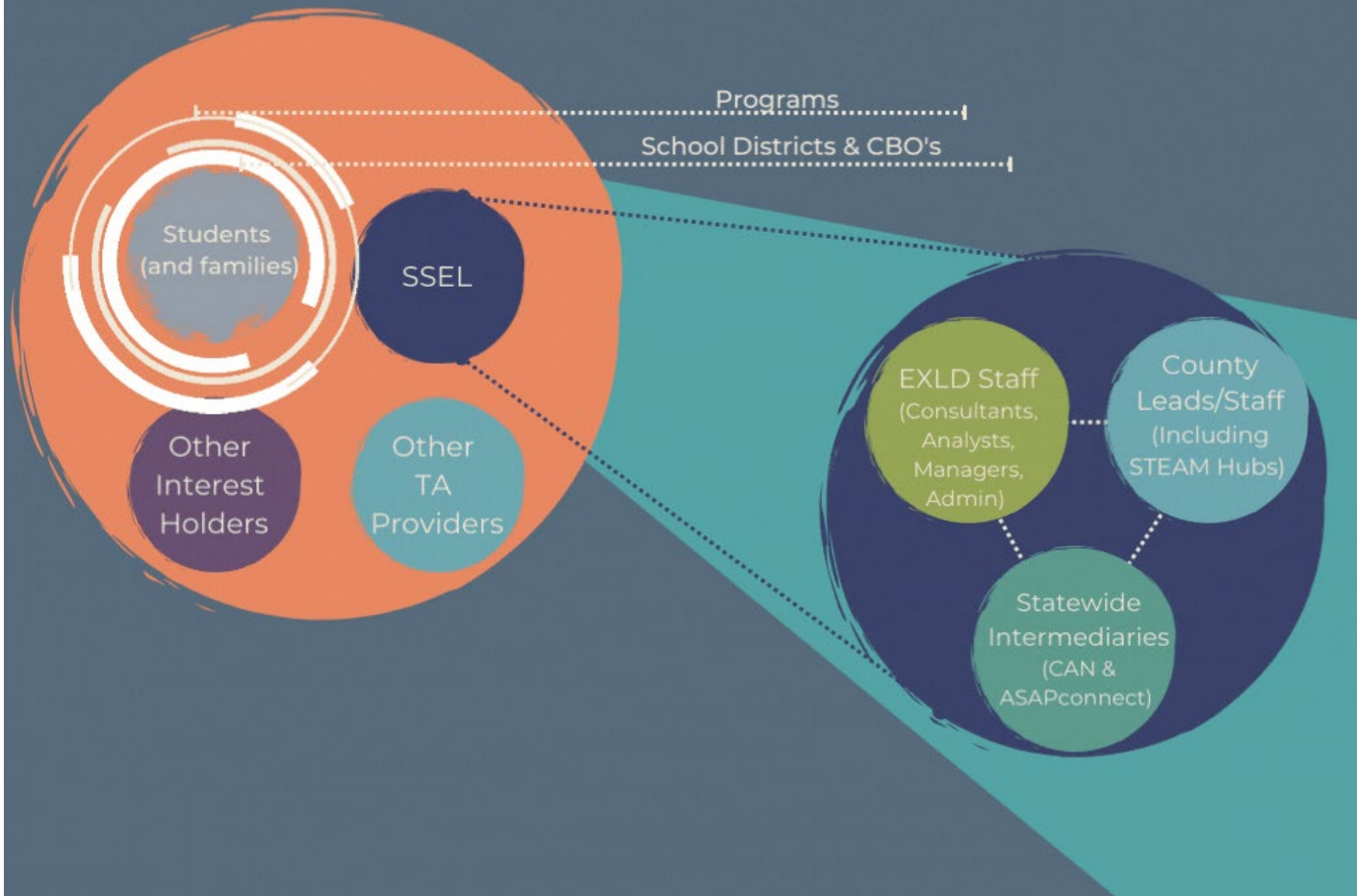
[The Quality Standards for Expanded Learning in California](#)

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

Quality Standards for Expanded Learning in California:

Creating and Implementing a Shared Vision of Quality

California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

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

– Tom Torlakson
Superintendent of Public Instruction

FINAL RELEASE: SEPTEMBER 2014

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

The Quality Standards for Expanded Learning in California

Point-of-Service Quality Standards

1 Safe and supportive environment

The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students. Page 7

2 Active and engaged learning

Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons. Page 8

3 Skill building

The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery. Page 9

4 Youth voice and leadership

The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. Page 10

5 Healthy choices and behaviors

The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style. Page 11

6 Diversity, access and equity

The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Page 12

Programmatic Quality Standards

7 Quality staff

The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. Page 13

8 Clear vision, mission and purpose

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement. Page 14

9 Collaborative partnerships

The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals. Page 15

10 Continuous quality improvement

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. Page 16

11 Program management

The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements. Page 17

12 Sustainability

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

CAN's Quality System

Resources to Support an Equitable Approach to Quality and CQI in Expanded Learning

This document provides an overview of resources and strategies to support a **comprehensive and equitable approach to Quality and Continuous Quality Improvement (CQI)** for Expanded Learning and other Out-of-School Time (OST) programs.

It provides an overview and description of how to use CAN's Quality System consisting of three resources to support the CQI process:

- A *New* Quality Assessment Tool (QAT) – Coming Soon!

- An Online Quality Assessment System – Coming Soon! *(this system is in beta testing)*

- A CQI Guidebook - Coming Soon!

tinyurl.com/CANQualSystem

Defining Equity Work Group

- Co-Led by CDE & Field
- The group met from Nov 2014 - Sept 2015.
- Focused on defining equity in grant eligibility and award distribution forstate ASES and federal 21st CCLC programs.

The groups work resulted in 6 funding buckets:
- North Rural
- North Urban
- Central Rural
- Central Urban
- South Rural
- South Urban

○ Expanded Learning Program Location