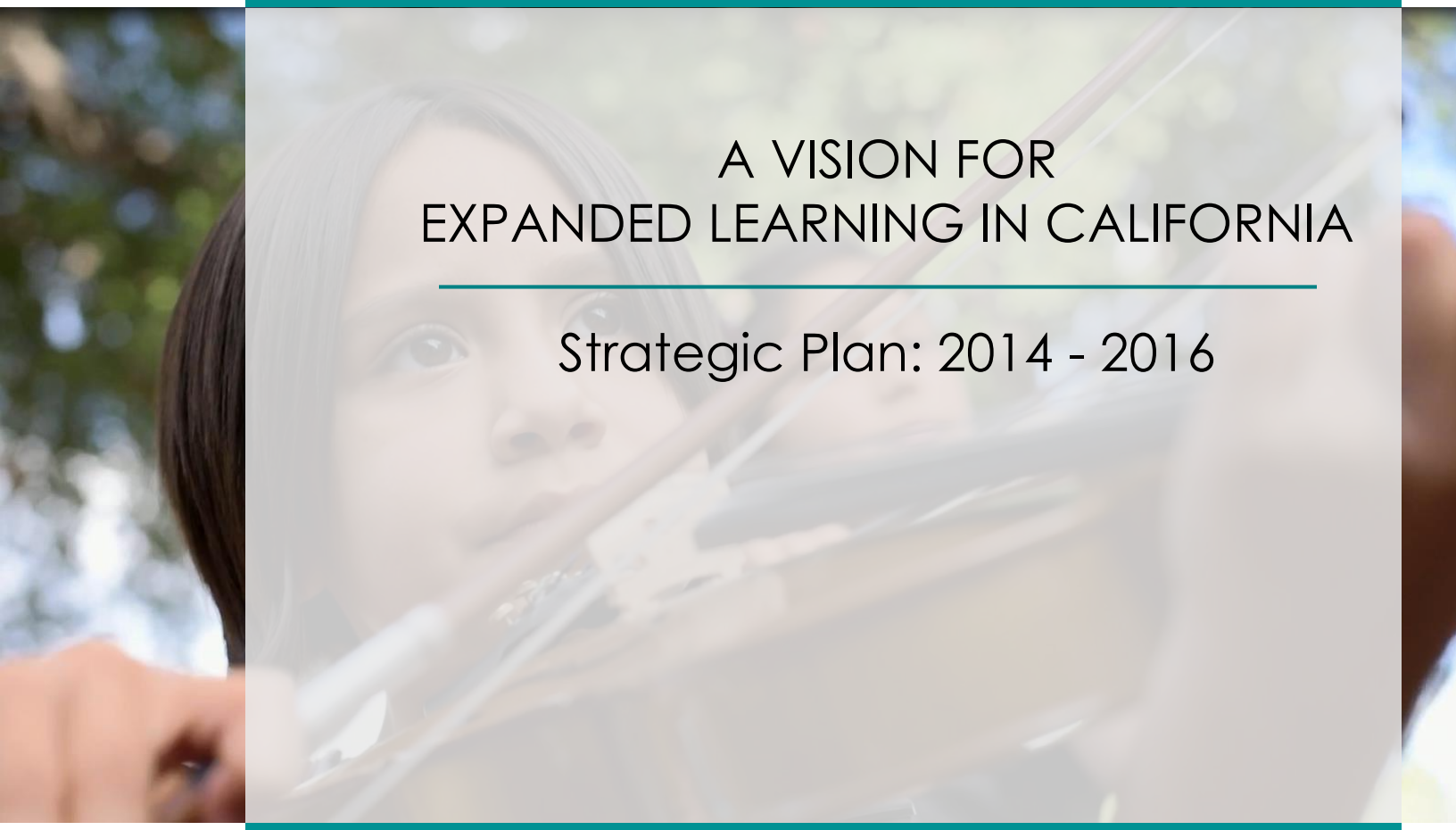

A VISION FOR EXPANDED LEARNING IN CALIFORNIA

Strategic Plan: 2014 - 2016

April 2016 Update

California's 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.

Acknowledgements

The ongoing collaboration between the California Department of Education After School Division (ASD), program practitioners, support providers, and K-12 educators has been vital throughout the strategic planning process, including current plan implementation. We would like to thank everyone involved for their ongoing support and commitment to this process. These efforts will help more and more of our students enjoy and benefit from participating in high quality Expanded Learning opportunities in the coming years.

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Strategic Plan Implementation Overview

In January 2014, the release of the strategic plan, *A Vision for Expanded Learning*[1] *in California,* formally kicked off plan implementation. High priority objectives were identified for each of the initiatives and a collaborative process was defined to meet these objectives. In most instances collaborative groups made up of California Department of Education, After School Division (ASD) staff and field members were formed to tackle one, two, or three key objectives. Most of these groups began their work in late summer to early fall of 2014. Detailed information regarding implementation activity is broken out in this update by initiative and group.

In other instances, key objectives were identified early on in the planning process. Work on these objectives began during the planning process instead of after the final release of the strategic plan. This work helped lay the foundation for the implementation work of other objectives after January 2014. A more detailed list of this activity is highlighted in each initiative section.

Implementation of this plan is expected to take place over the course of three years (Summer 2014 – Summer 2017). As such, it should be noted that some goals and objectives have not been addressed or only minimal work has taken place to date. The plan is reviewed on a continual basis to inform the on-going implementation work. It is anticipated that an in depth review of the plan and implementation work will occur in early 2017 to determine additional next steps including the possibility of a revised or new strategic process/plan.

For more information about the strategic plan and implementation activities, including a complete copy of *A Vision for Expanded Learning in California; Strategic Plan 2014-2016* and last year's strategic plan update, visit: www.caexpandedlearning.com.

[1] The term Expanded Learning refers to before and after school, summer, and intersession learning experiences that develop the academic, social, emotional, and physical needs and interests of students. Expanded Learning opportunities should be hands-on, engaging, student-centered, results-driven, include community partners, and complement learning activities in the school day/year.

A Brief Timeline of Implementation Activities

Implementation Timeline

January 2014:

Release of the Strategic Plan: *A Vision for Expanded Learning in California*.

Winter – Spring 2014:

Strategic plan shared broadly with the field. *Includes presentations to the Before and After School Advisory Committee (April 10) and at BOOST 2014 (April 29-May 2).*

Spring – Summer 2014:

High priority objectives identified for each initiative. Leads from the ASD and the field identified to oversee the work of these high priority initiatives.

Summer – Winter 2014:

Recruitment and formation of teams/workgroups.

Fall 2014 – Present:

Initial and ongoing team/workgroup meetings *(in person and conference calls)*.

2015-16 Implementation Highlights

System of Support: CQI Implementation

Defining Quality Standards is the first objective under the System of Support *(Objective 1.1.1)*. A subcommittee of the California Afterschool Network (CAN) undertook this work beginning in fall 2012. Twelve Quality Standards as well as Standards in Action descriptors for each standard were released in September 2014. With the passage of Senate Bill 1221 in September 2014, all 21st CCLC and ASES funded Expanded Learning programs in California are now required to engage in a data-driven, continuous quality improvement process (CQI) based on the California Department of Education's (CDE's) guidance on the Quality Standards.

The ASD has prepared guidance, forms, and other resources to support the field in completing the required process. This information was presented publicly at the BOOST 2015 conference as part of the ASD's Design for Quality Expanded Learning known as $(CQI)^2$, which has been implemented so far in two phases. Phase I (May-September 2015) included 1) Training in all 11 regions on the Quality Standards and CQI process; 2) A posted webinar for grantees about CQI; 3) The ASD Guidance on the CQI process; and 4) The submittal of a commitment to engage in the CQI process by all grantees.

Phase II (October 2015-Janaury 2016) included 17 trainings given by both the ASD and CAN), focused on planning and improvement. The 17 Phase II trainings have been well-received and reached all 11 regions, which included over 350 participants state-wide. As part of Phase II, the ASD provided updated guidance on the CQI process and a Quality Program Tool Template for grantees to use.

Through its contract with the CDE, CAN is also leading 4 Site Lead Communities of Practice in four regions (Regions 2, 8, 9, and 10). This pilot will provide the ASD with more understanding of the TA needs of site coordinators, as well as build the capacity for site coordinators to provide quality Expanded Learning opportunities. During three 4.5 hour meetings (to be held between March and May 2015), participants will be offered information to increase their knowledge of Quality Standards, Continuous Quality Improvement, and available resources/support. Additionally, they will share best practices with one another and provide feedback on their experience with the pilot (i.e. success, challenges and needs).

2015-16 Implementation Highlights

System of Support: Creation of the System of Support for Expanded Learning (SSEL) - *(CAN, ASAPconnect, CASRC, & SSEL)*

The After School Division has contracted with various TA providers in the past, but with a shift in focus on a coordinated and comprehensive system of support it has been more intentional with the development of contracts with TA providers.

Beginning in fiscal year 2016-17, the ASD will contract with 16 County Offices of Education to provide broad-based and foundational technical assistance. These contracts respond to the recommendations from the Strategic Plan for an enhanced comprehensive technical assistance system that is responsive to the evolving needs of Expanded Learning programs. This system is referred to as the, Systems of Support for Expanded Learning (SSEL), and will guide the development of quality Expanded Learning Programs in each of the 11 CCESSA regions. The ultimate goal of TA providers is to build the long-term capacity of Expanded Learning programs to deliver quality programs.

In addition, current contracts with the California AfterSchool Network (CAN), ASAPconnect, and the California After School Resource Center (CASRC) are being developed to work in coordination with the SSEL contracts to create a more coherent system of support for the Expanded Learning field.

2015-16 Implementation Highlights

Grant Administration & Policy: 21st CCLC RFA

Recommendations that have come out of the strategic plan are incorporated into the 21st CCLC RFA that will be released in fall 2016. The general timeline and updates are outlined below.

Estimated Timeline

- RFAs Released: Early Fall 2016
- Applications Due: approx. November-December 2016
- Readers Conference: TBD
- Funding Determinations: Early Spring 2017
- Final Awards Posted: approx. May 2017

What's New – Miscellaneous

- Grant Readers Conference will be conducted online
- Program quality assessments based on the *Quality Standards for Expanded Learning in California*

What's New – Eligibility

Programs that serve schools eligible for Title I school wide programs that:

- Are either:
  - In Program Improvement or
  - Are determined by the local educational agency to be in need of intervention and support and
- Serve the families of students at these schools

What's New – Funding Priority

21st CCLC and ASSETs Funding:

- Schools that enroll at risk students
- Jointly submitted by at least one Title I LEA and another eligible entity with exceptions for joint submission
- Propose activities that are not accessible to students who would be served or would expand accessibility to high quality services that may be available in the community
- To replace expiring grants (for current grantees)

21st CCLC Funding Only:

- Applications that will provide year-round expanded learning programming (**Note:** *ASES grantees can apply for the 21st CCLC Summer Grant*)

ASSETS Funding Only:

- Programs that previously received funding, but are not currently expiring.
- Applicants that propose expansion of existing grants up to the per site maximum (for current grantees)

2015-16 Implementation Highlights

Grant Administration & Policy: Equity Recommendations

The Defining Equity Committee was a collaborative of field representatives and the ASD staff responsible for defining equity in grant eligibility and distribution to ensure equitable funding for state and federal programs. Their recommendations were released in November 2015. Below is a summary of the recommendations and their current status.

Elimination of Dual Funded Sites

Recommendation: *Current ASES grantees are not eligible to receive 21st CCLC after school funds.*

Current Status: The state is unable to implement this recommendation due to legal limitations. Upon review of federal statute, the CDE has come to the conclusion that:

- This exclusion could result in a disparate impact on after-school services for minority students, banned under federal law.
- To exclude the eligibility of all applicants with existing state-funded programs is very much in question under the Every Student Succeeds Act (ESSA).

Additional Good Standing Indicators

Recommendation: *Add Federal Program Monitoring (FPM) and Audit findings to determine grantee's "Good Standing" status.*

Current Status: Accepted, federal regulations allow this for 21st Century, but it must be revised through legislation to implement in ASES. This recommendation is **included in AB 2615**.

Periodic Evaluation of FRPM Percentage

Recommendation: *Recalculate program funding in schools with less than 50% FRPM as their three-year funding cycle is renewed.*

Current Status: Accepted with scale modification, no grant elimination. Must be revised through legislation. This recommendation has not been included in the AB 2615 due to conflicting legislation. Will be submitted in legislation separately.

Geographic Funding Distribution

Recommendation: *Develop a process for distribution of after school program funding based on the percentage of FRPM-eligible students in specific geographic regions.*

Current Status: Accepted with ASES exclusion and geographic area modification. "Suburban", was dropped so the proposal is modified to six regions. This recommendation must be revised through legislation and has been **included in AB 2615**.

Request For Applications (RFA) Priority

Recommendation: *Funding priority will be given to 21st CCLC applicants with schools that are:*

- *In Program Improvement and are submitted jointly with a community based organization or other public or private entity*
- *Proposing to operate a summer year round program*
- *Renewing a previously funded program*
- *Expanding the program (applies to After School Safety and Enrichment for Teens (ASSETS) only).*

Applicant schools with the highest number of these categories are funded first. Ties broken first by reader score and then by FRPM.

Current Status: Accepted with ESSA updates and reverse of the tie priority. These recommendations will be **implemented in the next 21st Century RFAs**.

2015-16 Implementation Highlights

Grant Administration & Policy: AB 2615

AB 2615 is legislation sponsored by the California Department of Education to make a number of revisions to state and federally funded after school programs including administrative clean up language and certain recommendations from the Defining Equity Committee. Major revisions are outlined below; these are current as of the date of this publication. Given the evolving nature of the legislative process these may change.

Improving Equitable Distribution of Funds

The following provisions are based on Defining Equity Committee recommendations.

- ***Geographical Distribution of Funds***:
  This will apply to the federal 21st CCLC and ASSETs programs only. State and federal regulations require awarding of grant funds to programs, to the extent possible, to result in equitable distribution by geographic regions. This bill divides the state into three regions utilizing CCSESA's service regions for awarding funds. Each region will then be divided further into Urban and Rural regions. Funds will be divided according to the percentage of students eligible for free and reduced-price meals programs located in each region. Applicants will then vie for funding against other applicants in their respective regions.
- ***Good Standing:***
  This bill allows the CDE to terminate grant allocation of any site or program that is not in Good Standing, including audit resolutions, fiscal reporting, attendance reporting, or outcome reporting as required by the CDE. The bill also adds the authority for the CDE to withhold funds to programs.

School Site Substitutions, Partnership Restructuring, and Fiscal Agent Changes

The bill provides more flexibility to all grantees by allowing programs to: change school sites within a local educational agency, restructure partnerships that were awarded funds, or change fiscal agents.

- ***School Site Substitutions:***
  Current law allows a program to change site due to extreme transportation problems or if participation decreases to fewer than 20 students. This bill will allow a program to change location if a school closes or restructures.
- ***Partnership Restructuring:***
  This bill would allow grantees a change in partnership due to administrative problems, splits in the partnership, or fraudulent behavior.
- ***Fiscal Agent Changes:***
  Current Education Code is silent on fiscal agent changes. This bill would allow a fiscal agent to be changed upon approval by the CDE if the new fiscal agent is a local education agency or public agency partner.

Program Fees
The current law related to program fees is not aligned with common practice in the field. This bill makes collection of fees permissive, but requires programs to either waive or reduce fees for families with pupils eligible for free and reduced-price meals.

Attendance Credit
Currently, program sites that are affected by natural disaster, civil unrest, or are in imminent danger can receive attendance credit through approval by the State Board of Education (SBE). There is nothing controversial about this and the SBE has put this on consent. The Board Members have questioned why they are seeing this request and would rather not take the time for such a routine approval. This bill will allow the CDE to approve a request by a grantee for pupil attendance credits equal to the average annual attendance that the grantee would have received if it had been able to operate during those times of crises.

Grades Served
The CDE's interpretation of statute is that all grades must be served at the school site. Program practice has been to allow programs to target specific grades that may need strategic support. The bill would align statute with practice and authorizes the grade levels served to be determined according to local needs.

2015-16 Implementation Highlights

Expanded Learning/K-12 Integration: Expanding Student Success Campaign

Launched in January 2016, the Expanding Student Success Campaign is a statewide initiative designed to ensure that K-12 educators and leaders are exposed to the impact that Expanded Learning opportunities have on students and school communities.

This campaign specifically came from the recommendations for the Expanded Learning/K-12 Integration initiative of the strategic plan. The Communications & K-12 Integration Leadership Team as well as a work group of K-12 stakeholders have provided strategic direction and thought partnership throughout the development of this campaign.

The campaign launched at the *Advisory Committee on Before and After School Programs* on Wednesday, January 27, 2016. For more information about the campaign visit the campaign website: www.ExpandingStudentSuccess.com

EXPANDING
STUDENT SUCCESS

Implementation Committees/Work Groups

System of Support

System of Support Work Group – 2014-16 (Co-Led)

Objectives 1.1.2, 1.1.3, & 1.2.1

This group is charged to establish a comprehensive and coordinated statewide TA structure to raise the quality of Expanded Learning opportunities in California.

Co-Chairs

Mignonne Pollard – ASD
Ron Quini – Boys and Girls Clubs of Greater San Diego

Team Members

Katie Brackenridge – PCY
Ana Campos – After-School All-Stars
Karen Cantrell – Consultant
Veronica Escobar – Abrazar Inc.
Cathye Estes – BEAT
Yvonne Evans – ASD
Corlene Goi – ASD
Monica Gonzales – Sacramento COE
Allison Haynes – Riverside COE
Melena Kaye – Ukiah Unified School District
Karissa Lujan – ASD
Debra Mason – Cooperative Extension
Ruth Obel-Jorgensen – CalSAC

TA Landscape Advisory Group – 2014-15 (Co-Led)

Objective1.1.2

This group served as an ad hoc advisory group to Public Profit to develop a TA Landscape Analysis of the TA that is provided to California Expanded Learning programs. The final report was published and shared broadly with the field in May 2015.

Facilitators

Corey Newhouse – Public Profit
Linda Lu – Public Profit
Stephanie Kong – Public Profit

Members

Diego Arancibia – ASAPconnect
Kim Boyer – Central Valley Afterschool Foundation
Jeff Davis – California Afterschool Network
Mary Jo Ginty – Los Angeles COE
Monroe Howard – Sacramento City USD
Onda Johnson – ASD
Sandy McBrayer – The Children's Initiative
Cathie Mostovoy – Mostovoy Strategies
Ruth Obel-Jorgensen – CalSAC
Tavi Popp – ASD
Jason Riggs – Regional Lead

TAPP Work Group 2014-15 (Co-Led)

Objective 1.1.4

This group is revising the Technical Assistance Priority Plan (TAPP) to ensure it is in compliance with Education Code and provides quality TA to the field by Regional Triads (the Regional Lead and ASD staff assigned to support Expanded Learning programs in their specific region.

Co-Chairs

Josh Brady - ASD
Diego Arancibia – ASAPconnect

Members

Yvonne Evans – ASD
Monica Gonzales-Williams – Regional Lead
Melissa Rice – ASD
Nora Reed - ASD
Julie Sesser – Regional Lead

Implementation Committees/Work Groups

Grant Administration and Policy

Policy Guide Committee – 2014-16 (Co-Led)

Objectives 2.1.1 & 2.1.2

This committee will develop and disseminate clear policy guidance that support quality programs. The committee began meeting in September 2014.

Co-Chairs

Kelly Faustino – ASD
Iqbal Badwalz – ASD
Nora Zamora – CASRC

Members

Daymon Beach – San Diego COE
Barbara Bell – ASD
Janet Henner – ASD
George Hernandez – EduCare Foundation
Danielle Jones – Stanislaus COE
Mele Lau-Smith – San Francisco USD
Michelle Perrenoud – Los Angeles COE
Tiina Rosselle – Boys and Girls Club of San Leandro
Erin Sipes – Elk Grove USD
Katherine Sullivan – West Contra Costa
Harry Talbot – Beyond the Bell

Defining Equity Work Group – 2014-15 (Co-Led)

Objectives 2.3.1 & 2.3.2

This work group focuses on defining equity in grant eligibility and award distribution for state ASES and federal 21st CCLC programs. This work group began meeting in November 2014 and released their final recommendations to the field in November 2015.

Co-Chairs

Susie Morikawa – ASD
Allyson Harris – Shasta COE
Lisa McClung – ASD Backup

Members

Julie Boesch – Maple Elementary SD
Joshua Brady – ASD
Lisa Dornback – Elk Grove USD
Lincoln Ellis – Boys & Girls Club of Stanislaus
Donna Frey – Anaheim YMCA
Julie Jarrett – Butte COE
James Hall – Lassen COE
Jennifer Lynch – City of San Rafael
Michael Nicholson – Stanislaus COE
Fred Sharp – ASD
Harry Talbot – Beyond the Bell
Johannes Troost - ASD

Grant Award Processes Focus Groups – 2014 (ASD-Led)

Objective 2.3.3

The focus groups were comprised of representatives from the Expanded Learning community. Focus groups were held over the course of two days (Sept 29 – 30, 2014) and provided input on the grant award processes for Expanded Learning programs. This feedback has and continues to inform changes to ASES and 21st CCLC grant processes.

Chairs

Anissa Sonnenburg – ASD
Iqbal Badwalz – ASD Backup

Members

Andrea Shumate – ASD
Paul Simpson-Jones – ASD

Approximately 25 individuals from the field participated in 3 different focus groups.

Implementation Committees/Work Groups

Communication/Information Systems & Expanded Learning/K-12 Integration

Particular objectives within the Communications and Expanded Learning/K-12 Integration initiatives have been combined to focus on message development targeting K-12 stakeholders to promote Expanded Learning opportunities as an integral part of a child's education.

Communications and K-12 Integration Leadership Team – 2014-16 (ASD-Facilitated)

Objectives 3.1.1 and 4.3.3

This team began meeting in 2014 to develop an overarching strategy for the overlap of the two initiatives.

Facilitators:
Michael Funk – ASD
Heather Williams – ASD

Members:
Roger Bylund – Paradise USD
Melissa Griffith – South Union Bay School District
Monroe Howard – Sacramento City USD
Chris Johnson – Woodcraft Rangers
Aleah Rosario – CalSAC
Mara Wold – Regional Lead

Expanding Student Success Campaign Select Committee – 2016 (Co-Led)

Objectives 3.1.1 and 4.3.3

This committee is comprised of key K-12 stakeholders who serve as ambassadors to promote the Expanding Student Success Campaign.

Chair:
Roger Bylund – Paradise Unified School District

ASD Leadership & Support:
Michael Funk – ASD
Heather Williams – ASD

Members:**
Deborah Mason - Mt Diablo School Board
Dorothy Griffin – Sutter COE
Katie Brackenridge - Partnership for Children and Youth
Ken Geisick – Orland School District
Laura J. McGowan-Robinson – California Charter Schools Association
Marcus L. Strother - Sacramento City USD
Mike Berg - Central USD
Ray Trinidad – High Tech High Chula Vista/!Mpact People
Randy Mehrten - Fresno COE
Sue Solomon - Newhall School District
Tim Taylor - Butte COE
William McCoy - Red Bluff Elementary

Communications Consultants:
Tom DeLapp – Communication Resources for Schools
Stephen Nichols – Communication Resources for Schools

***List of members to date, the committee is expected to expand.*

Reference 1: Strategic Plan at a Glance

Background and Process

The California Department of Education, After School Division (ASD) was formed in late 2011, implementing a recommendation from Superintendent of Public Instruction Tom Torlakson's Transition Advisory Team's final report, *A Blueprint for Great Schools*.[2] The ASD immediately launched a strategic planning process to work closely with representatives from the Expanded Learning[3] field to identify the best ways to work together to improve the lives of California's children and youth. This work included a Discovery phase to gather and analyze input from a broad base of stakeholders and to review relevant research. A 16-member Design Team, comprised of ASD and field representatives, analyzed the results of this Discovery work and recommended ASD's vision, purpose, core values, strategic initiatives, and goals. Building on this work, an 80-member Strategic Implementation Team, also comprised of ASD and field representatives, engaged in a systematic and highly participatory planning process to recommend specific objectives, activities, and indicators of success.

ASD Vision

California's 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.

ASD Purpose

Working in collaboration with stakeholders, the After School Division supports the development and sustainability of high-quality Expanded Learning programs throughout California by:

- *Providing a comprehensive and coordinated system of support and accountability to maintain and improve program quality while encouraging creativity and innovation in the field;*
- *Developing and maintaining clearly defined guidelines, program requirements, and processes supporting efficient program administration;*
- *Communicating with the field in a clear, timely, and transparent manner; and*
- *Championing Expanded Learning as a vital and integral part of the education system.*

Core Values

- Accountability
- Service
- Courage
- Integrity
- Respect

Four Strategic Initiatives

1. System of Support
2. Grant Administration and Policy
3. Communication/Information Systems
4. Expanded Learning/K-12 Integration

[2] *Blueprint for Great Schools*: http://www.cde.ca.gov/eo/in/bp/

Reference 1: Strategic Plan at a Glance

Initiative: System of Support

ASD will work with the field to provide Technical Assistance (TA) that supports Expanded Learning programs in implementing the Quality Standards for Expanded Learning Programs (*Quality Standards)*. ASD will also work with the field to improve the TA allocation process and clarify the strategies and expected outcomes that both Expanded Learning programs and TA providers use to improve program quality.

Initiative: Grant Administration and Policy

ASD will work with the field to clarify or develop policies and guidelines for Expanded Learning programs. ASD will review and revise its grant funding processes to ensure equity in grant award distribution. ASD will engage the field in ongoing review and improvement of the After School Education & Safety Program (ASES) and 21st Century Community Learning Centers (CCLC) grant award processes to improve efficiency and impact. ASD will also consult with the field to improve grant data systems, program evaluations, and grant making procedures.

Initiative: Communication / Information Systems

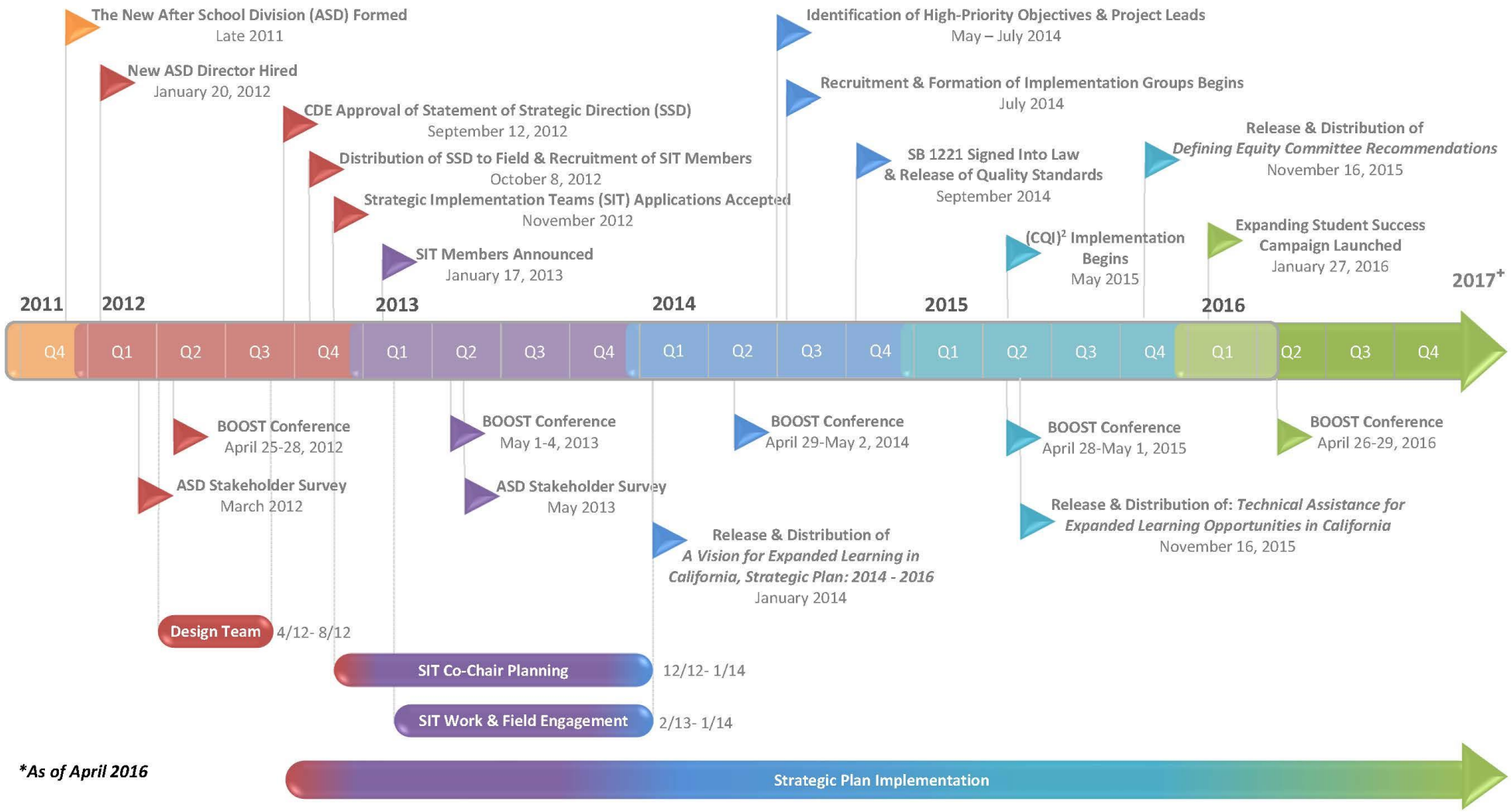
ASD will improve communication with stakeholders via the ASD website, listserv, social media, and other communication channels. ASD will create a communication plan for reaching the intended audiences with the desired messages and disseminate information in a timely manner. This initiative will also improve ASD's process for fielding and responding to questions from the field by prioritizing inquiries and putting in place systems to increase consistency in ASD responses. Lastly, ASD will enhance its efforts to strengthen field involvement by offering more engagement opportunities and effectively notifying the field of them.

Initiative: Expanded Learning / K-12 Integration

This initiative will promote cohesion between the K-12 school day and Expanded Learning by building stakeholder understanding and intentional integration. The development of an Expanded Learning definition represents an essential first step towards this end. ASD will work with field representatives to articulate the benefits of integration and to promote effective integration both statewide and at the national level. Desired outcomes of this work include a shared commitment to student-centered learning, professional development, decision-making, and funding between K-12 school day and Expanded Learning programs at the site/school, district, regional, and state levels.

Reference 2: Strategic Planning & Implementation Timeline

California Expanded Learning Strategic Planning Process Timeline*



**As of April 2016*

Reference 3: Strategic Plan Goals & Objectives

ASD Vision

California's 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.

System of Support

Provide a comprehensive and coordinated system of support and accountability to maintain and improve program quality while encouraging creativity and innovation in the field.

Goal 1.1: Strengthen Expanded Learning programs by providing a comprehensive and coordinated system of support.

- ***Objective 1.1.1:*** Define Quality Standards for Expanded Learning Programs.
- ***Objective 1.1.2:*** Develop and establish an effective and comprehensive statewide system of support structure for quality Expanded Learning programs and their K-12 partners.
- ***Objective 1.1.3:*** Ensure the System of Support corresponds with the Quality Standards for Expanded Learning Programs.
- ***Objective 1.1.4:*** Develop and deliver targeted interventions for programs at risk of losing funding, which includes a common protocol to assess the TA provided to programs.

Goal 1.2: Design and implement a process for guiding TA funding decisions.

- ***Objective 1.2.1:*** Develop policies and procedures for TA allocation decisions.

Grant Administration and Policy

Develop and maintain clearly defined guidelines, program requirements, and processes supporting efficient program administration.

Goal 2.1: ASD develops, implements, and maintains clear policies that support quality programs.

- ***Objective 2.1.1:*** Develop, disseminate, and maintain a Policy Guide of current state ASES and federal 21st CCLC Expanded Learning program policies that includes the regulatory source and corresponding levels of program accountability.
- ***Objective 2.1.2:*** Develop and implement a timely and collaborative process for reviewing, revising, and notifying the field of new and existing policies.

Goal 2.2: ASD develops, implements, and maintains clear and consistent internal operational procedures.

Goal 2.3: ASD ensures timely, efficient, and equitable grant award processes that support quality programs.

- ***Objective 2.3.1:*** Define **equity** in grant eligibility and award distribution for state ASES and federal 21st CCLC programs.
- ***Objective 2.3.2:*** Develop and implement a collaborative process for review and gather feedback on state (ASES) and federal (21st CCLC) **equitable funding** distribution processes.
- ***Objective 2.3.3:*** Ensure timely and efficient state (ASES) and federal (21st CCLC) grant award processes.

Reference 3: Strategic Plan Goals & Objectives

ASD Vision

California's 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.

Communication/Information Systems

Communicate with the field in a clear, timely, and transparent manner.

Goal 3.1: ASD communicates information in a clear and timely manner using a variety of media.

- ***Objective 3.1.1:*** Create a communication plan (standards, tactics, and various media sources as determined by messenger and respective audience).
- ***Objective 3.1.2:*** Create an internal annual communication calendar.
- ***Objective 3.1.3:*** Expand and modify the ASD webpage to effectively communicate information to the field.

Goal 3.2: ASD develops and implements a system for fielding questions from, and providing high quality consistent responses to, the field.

- ***Objective 3.2.1:*** ASD identifies and prioritizes the types of inquiries received from the field.
- ***Objective 3.2.2:*** Develop and implement procedures and protocol to address field inquiries.

Goal 3.3: ASD develops and implements an inclusive system for collecting stakeholder feedback and input to inform ASD decisions.

- ***Objective 3.3.1:*** *ASD will* identify and assess the existing system it utilizes for collecting stakeholder feedback.
- ***Objective 3.3.2:*** ASD utilizes various modalities, including technology, to increase field access to opportunities for providing ASD with feedback and input.

Expanded Learning/K-12 Integration

Champion Expanded Learning as a vital and integral part of the education system.

Goal 4.1: California Education Leaders promote 'Expanded Learning.'

- ***Objective 4.1.1:*** Document the case for Expanded Learning / K-12 integration.
- ***Objective 4.1.2:*** Seek and demonstrate education leadership buy-in for the definition of Expanded Learning and the case for Expanded Learning / K-12 integration.

Goal 4.2: CDE divisions support Expanded Learning / K-12 integration.

Goal 4.3: K-12 stakeholders support Expanded Learning and Expanded Learning / K-12 integration.

- ***Objective 4.3.1:*** CDE supports K-12 and Expanded Learning stakeholders in developing, building, and evaluating integrated systems at various levels.
- ***Objective 4.3.2:*** K-12 and Expanded Learning stakeholders leverage financial resources to support Expanded Learning programs to ensure continuity and sustainability.
- ***Objective 4.3.3:*** K-12 and Expanded Learning stakeholders advocate for Expanded Learning programs that complement and enhance the impact of K-12 systems.

Goal 4.4: The CDE and California Expanded Learning advocates champion Expanded Learning at the national level.

- ***Objective 4.4.1:*** The CDE and advocates build national awareness and understanding of Expanded Learning through existing national forums and networks.

Goal 4.5: K-12 and Expanded Learning work together to implement strategies that lead to growth (social, emotional, behavioral) and learning (cognitive) for children and youth.

- ***Objective 4.5.1:*** Expanded Learning and K-12 develop and demonstrate a shared commitment to improved student outcomes across academic, social, emotional, and physical domains.