A VISION FOR EXPANDED LEARNING IN CALIFORNIA

Quality Design Team

Recommendations to Further Advance the System of Support and Promote Quality in Expanded Learning Programs

October 2018

#

# Contents

[Acknowledgements 3](#_Toc523837136)

[Co-Chairs 3](#_Toc523837137)

[Committee Members 3](#_Toc523837138)

[Supporters 3](#_Toc523837139)

[Leadership and Support 4](#_Toc523837140)

[Background 5](#_Toc523837141)

[Strategic Planning Background 5](#_Toc523837142)

[Quality Design Team Purpose 5](#_Toc523837143)

[Quality Design Team Journey 6](#_Toc523837144)

[Understanding the System of Support for Expanded Learning 6](#_Toc523837145)

[Summary Recommendations 8](#_Toc523837146)

[Deliver Equitable and Cohesive Technical Assistance 9](#_Toc523837147)

[Empower Site Coordinators 9](#_Toc523837148)

[Provide Promising Practices 10](#_Toc523837149)

[Detailed Recommendations 12](#_Toc523837150)

[Deliver Equitable and Cohesive Technical Assistance 12](#_Toc523837151)

[**Empowering Site Coordinators 21**](#_Toc523837152)

[**Provide Promising Practices 31**](#_Toc523837153)

[Next Steps 38](#_Toc523837154)

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# Background

## Strategic Planning Background

In 2011, the CDE sought to develop a road map for the future of Expanded Learning in California. The EXLD and multiple partners in the field of Expanded Learning co-created a plan to support high quality programming across the state. In January 2014, the EXLD released the strategic plan, A Vision for Expanded Learning in California with four strategic initiatives and accompanying goals and objectives[[1]](#footnote-1). Since that time, collaborative processes were defined to meet the various objectives outlined in the strategic plan. In most instances collaborative work groups have been formed to tackle these objectives. The Quality Design Team (QDT) is one such group.

## Quality Design Team Purpose

The QDT was formed to address Objectives 1.1.2 and 1.1.3 to build on the work of the System of Support Strategic Implementation Team (SIT) Initiative[[2]](#footnote-2) of the strategic plan. The QDT was formed to provide recommendations to the EXLD outlining strategies for further expansion and coordination of the System of Support for Expanded Learning (SSEL)[[3]](#footnote-3) to meet the needs of Expanded Learning programs and improve overall quality. The regional system of support for California is called the SSEL. In addition, the recommendations would highlight the importance of enhancing the skill sets, mindsets, and tool kits of Expanded Learning Site Coordinators statewide.

**System of Support**

**Goal 1.1**

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

**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.

## Quality Design Team Journey

The QDT was formed in early 2017 with the leadership of Jen Taylor as the EXLD Co-Lead and Mark Drewes from the Sacramento County Office of Education as the Field Co-Lead. Committee members were recruited to represent a diverse group of stakeholders and the group began meeting in March 2017 with a final meeting held in April 2018 to conclude the work of the group.

Selected committee members were comprised of representatives from Expanded Learning programs throughout California including rural locations, as well as various stakeholder groups including SSEL members (EXLD staff, Regional County Leads/Staff, and contracted Technical Assistance[[4]](#footnote-4) (TA) providers), additional TA providers, and community based organizations (CBOs). Selected members were required to commit 8–10 hours of work per month for the duration of one year. Participation included attending in-person meetings, sub-committee conference call meetings, and additional time performing individual planning and preparation work between meetings.

This document represents the culmination of the committee’s work as well as their final recommendations to the EXLD.

## Understanding the System of Support for Expanded Learning

The EXLD currently provides funding to 16 County Offices of Education (COEs) throughout 11 regions designated by the California County Superintendents Educational Services Association (CCSESA)**.**

The COEs (Regional County Lead/Staff) receive funding to be part of a regional team to provide field-based TA to Expanded Learning programs that receive federal funding for 21st Century Community Learning Centers (CCLC) sites and/or state funding for After School Education and Safety (ASES) sites in their counties. This TA structure, a result of California *Education Code* (*EC*) Section 8483.55 and Title 20 United States Code Section 7172 (c)(3), was developed to support needs-driven TA and to create a regional system of support.

The purpose of the SSEL is to build the capacity of Expanded Learning programs to meet all grant requirements defined in California statute and to promote high quality programs and services. The SSEL consists of EXLD staff, designated Regional County Lead/Staff and contracted Statewide TA Providers.

**The following report contains recommendations for consideration by the Expanded Learning Division. In most instances implementation of these recommendations will provide additional opportunities for engagement with the field.**

## Summary Recommendations

Below is a summary of the recommendations. More detail for each recommendation can be found in the sections that follow. Overarching themes through these recommendations include:

1. Deeper identification of needs and supports for Site Coordinators and other Expanded Learning staff.
2. Development of promising practices, tools, and models.
3. Strategic delivery and tracking of TA provided by the SSEL.

The QDT explored these elements through a consensus workshop[[5]](#footnote-5) and other group brainstorming activities. Additional highlighted elements in the early stages of subcommittee work included identification of specific toolkits and continuous quality improvement (CQI)[[6]](#footnote-6), but the group felt that these elements could fit into the three themes above. As a result, the QDT narrowed the focus of the committee work to three primary areas:

* **Deliver Equitable and Cohesive Technical Assistance:** Define strategies for equitable and cohesive TA with limited resources to achieve desired outcomes.
* **Empower Site Coordinators:** Support the empowerment of Site Coordinators with leadership, modeling, and mentoring.
* **Provide Promising Practices:** Identify the needs and demographics of Site Coordinators to determine and provide promising practices aligned with current resources.

The recommendations represent a general consensus of the group. There were, however, varying opinions from team members on some of the more detailed aspects of the recommendations. In some instances, concerns or differing opinions are reflected in the detailed recommendations as additional items for the EXLD to consider when reviewing the recommendations. The recommendations are being made to the EXLD to support the SSEL Ecosystem, including support for Site Coordinators.

## Deliver Equitable and Cohesive Technical Assistance

***Define strategies for equitable and cohesive TA with limited resources to achieve desired outcomes.***

**Recommendation 1: Establish a Community of Practice for the System of Support for Expanded Learning**

Establish a Community of Practice (CoP) for the SSEL (to include, but not limited to the following: Regional County Lead/Staff, EXLD Consultants, Analysts, other EXLD staff, and contracted Statewide TA Providers). Provide a structured venue for peer learning, sharing of promising practices, collaboration, and supports for Expanded Learning stakeholders, including an emphasis on the important role of Site Coordinators.

**Recommendation 2: Incorporate Needs Assessments and a Shared Vision in Delivery of Technical Assistance**

The SSEL incorporate indicators and/or strategies into regional needs assessments to assure that TA assistance is co-created by the grantee and TA Provider to address local needs and a shared vision of the solution.

**Recommendation 3: Provide Web-based Technical Assistance**

TA providers (including the SSEL) with content expertise develop or expand a library for web-based TA and support for Site Coordinators and program staff.

**Recommendation 4:** **Improve Current Data Collection Methods for Reporting Technical Assistance**

The Statewide TA Tracker (STAT) [[7]](#footnote-7) reporting requirements should be simplified, streamlined, or better supported; ensuring regular use for CQI processes.

## Empower Site Coordinators

***Support the empowerment of site coordinators with leadership, modeling, and mentoring.***

**Recommendation 1: Survey Site Coordinators Needs and Demographics**

Create and distribute a survey instrument to various leadership levels within a district/agency’s Expanded Learning programs, for example: Site Coordinators, Supervisors of Site Coordinators, and/or Program Managers.

**Recommendation 2a: Identify and Define Site Coordinator Leadership Competencies**

Clearly identify a set of leadership competencies for Expanded Learning program Site Coordinators that are defined in context to that role. This should be done by a workgroup/committee that includes Site Coordinators and program managers.

**Recommendation 2b:** **Prioritize and Map the Incremental Steps for Competency Trainings and Development**

Once the Site Coordinator competencies are selected (Recommendation 2a), Site Coordinator competencies should be prioritized and then intentionally mapped into a developmental progression to attain proficiency in those competencies. This will assure that the training and development plan for a Site Coordinator is a scaffolded continuum that incorporates clear expectations and measures of performance that builds upon the individual needs of Site Coordinators.

**Recommendation 3: Provide Coaching and Mentoring to Site Coordinators**

Develop a system or delivery model for Site Coordinators, including coaching and mentoring, that will effectively and efficiently support the Regional County Leads/Staff in providing the best possible direct TA to Expanded Learning Programs.

**Recommendation 4: Continue to Address the Workforce Alignment of Site Coordinators**

The EXLD should formally address, recognize, and establish where the Site Coordinator position falls, not only in the alignment or continuum of positions within the educational field, but also where the position provides valuable professional development that supports other career pathways. This can be done by formalizing and expanding the work of the existing Workforce Development Committee. This ad hoc committee was created to address workforce due to its emergence as an area of need.

## Provide Promising Practices

***Identify Site Coordinators needs and demographics to determine and provide promising practices realistic with current resources.***

**Recommendation 1: Collect Promising Practices**

Review existing survey data and other sources of data to identify needs and demographics of Site Coordinators and other staff. Based on needs and demographics, collect promising practices to support Site Coordinators and other line staff.

**Recommendation 2: Identify, Develop, or Enhance Tools and Resources for Expanded Learning Programs Staff**

Tools and resources should be developed for program staff at all levels based on existing survey results. Existing content should be updated or enhanced as needed. Tools and materials should build on one another, be targeted to appropriate audience (including location, type of program, staff roles, staff levels of experience, program sustainability, etc.), and highlight promising practices. Ensure that content gives consideration for local context, including region and operator. For example, urban, rural, suburban, district-operated, CBO-operated, charter, etc.

**Recommendation 3: Disseminate and Centralize Tools and Other Resources**

Create a plan to widely distribute the developed or enhanced tools and materials throughout the SSEL Ecosystem. All members of the SSEL should have access to these tools/materials and be an integral part of the distribution process. The plan should also include strategies to deliver targeted information to specific audiences. House tools and resources in one central location, such as the CDE’s EXLD web page.

# Detailed Recommendations

Below please find context and more detail for each of the recommendations. While the specific recommendations represent a consensus from the QDT, additional information under each recommendation—rationale, resources, category, target audience (those that are impacted by the specific recommendation), and timeline (by quarters (Q) and fiscal years (FY)) —were provided by smaller subcommittees. These subcommittees and other individuals from the planning team also added “additional considerations” when they felt it necessary. The more detailed information was not voted on or approved by the QDT. It was intended to provide additional context to the EXLD to support implementation.

## Deliver Equitable and Cohesive Technical Assistance

*Define strategies for equitable and cohesive TA with limited resources to achieve desired outcomes.*

| **Recommendation 1: Establish a Community of Practice for the System of Support for Expanded Learning** |
| --- |
| **Recommendation** |
| Establish a CoP for the SSEL (to include, but not limited to the following: the Regional County Lead/Staff, EXLD Consultants, Analysts, other EXLD staff, and contracted Statewide TA Providers). Provide a structured venue for peer learning, sharing of promising practices, collaboration, and supports for Expanded Learning stakeholders, including an emphasis on the important role of Site Coordinators.  |
| **Rationale** |
| The SSEL consists of Regional County Lead/Staff that provide TA to Expanded Learning programs. These leaders are well-versed in the delivery of TA but may still benefit from their own learning community. This learning community would provide a venue for collaboration, allowing the Regional County Lead/Staff and EXLD staff to support each other and share ideas. Sharing information, ideas, and solutions to common challenges across SSEL service areas can be a vehicle to increase cohesiveness and quality of TA across service areas. The SSEL already have regular meetings, but these meetings might not be the right venue for collaboration, given the need to cover timely business or compliance issues.  |
| **Resources** |
| * CoP Facilitator and Organizer
* CoP Meeting Space
* Funding
* SSEL Time
 |
| **Category** |
| * TA
* Professional Development (PD)
* CQI
 |
| **Target Audience** |
| Required:* SSEL

Optional: * TA Providers
 |
| **Suggested Timeline** |
| * FY 18–19 Q1: Design, including identifying facilitator, participants, etc.
* FY 18–19 Q1–Q4: Implement annual schedule of meetings
 |
| **Additional Considerations** |
| * Technology solutions should significantly drive down the cost of convening a CoP, but at least one in-person convening is recommended for establishment of norms, technical support, and improved engagement.
* Participation in the CoP can be mandatory or optional. Mandatory participation improves the likelihood that shared practices and collaboration achieve large scale impact. Optional participation improves the likelihood that participants engage in the collaboration meaningfully and build trust. While statewide travel can be costly, most regions already collaborate with their nearest peers and would benefit most from sharing practices with those they less frequently interact with such as Regional Teams from other parts of the state.
* There are several models of learning communities. One model is the professional learning community (PLC). In PLCs, participants either collaborate around a shared issue, such as the success of specific students, or they participate in training as a cohort over time. A CoP on the other hand does not have a singular focus (as participants should focus on their own local regions, not a shared issue), and CoPs do not have training agendas. The level of expertise among the SSEL is high, making any training agenda difficult to develop. Instead participants learn by supporting each other. They might participate in peer coaching (one-to-one conversations), peer assists (one-to-four conversations), or other collaborative support strategies.
* Consider including the facilitation of the CoP in the contract of a contracted statewide TA Provider.
* Resources should be allocated to either travel costs and meeting space, or technology (Zoom, Slack, Google Drive, Lynda, etc.) that lends itself to a virtual meeting space.
* This strategy has been identified as a low effort, low cost strategy that has the possibility of medium to high impact on the cohesion and effectiveness of TA.
* This recommendation can be iterated in various degrees of formality. For example, it might be optional among the Regional County Lead/Staff until its efficacy is established, then when it is mandatory some participants will be promoters. It might also include TA providers outside the SSEL to expand the influence of the collaboration to the SSEL Ecosystem. Lastly, Regional County Lead/Staff might be encouraged to convene their own local TA provider CoP regionally.
 |

| **Recommendation 2: Incorporate Needs Assessments and a Shared Vision in Delivery of Technical Assistance** |
| --- |
| **Recommendation** |
| The SSEL incorporate indicators and/or strategies into regional needs assessments to assure that TA assistance is co-created by the grantee and TA Provider to address local needs and a shared vision of the solution. |
| **Rationale** |
| Effective TA occurs when solutions to specific challenges faced by an organization are evidenced-based and co-created. In part, the foundation for success is based on the acknowledgement on the part of the grantee to implement such solutions, the commitment to the expectations for implementation, and the enhanced fit between the recipient’s capacity and the required work. Thus, it is important that targeted and critical TA[[8]](#footnote-8) clearly address the local needs and incorporate a shared vision of the solution. Equitable TA and successful outcomes result, in part, from the TA provider recognizing the needs and capacities of the local recipient. Successful implementation of recommendations is further enhanced when the TA provider and the recipient have shared evaluative feedback leading to solutions which are clearly co-constructed and within the recipient’s capacity to implement.  |
| **Resources** |
| * Action Plan Template/Guidance
* Needs/Readiness Assessment Tools
* Training/Webinar
 |
| **Category** |
| * Collaboration
* CQI
* TA
* PD
* Grant Requirements
 |
| **Target Audience** |
| * SSEL
* TA Providers
 |
| **Suggested Timeline** |
| * To begin in Q1 FY18–19
 |
| **Additional Considerations** |
| * Create an action plan template. An action plan between SSEL and grantee clearly outlines the issue to be addressed, is based on a needs assessment, and outlines the possible ways to address the challenges.
* A readiness assessment is part of the work of the grantee outlining how they are set with resources, staffing, materials, staff development and other elements critical to successful implementation of solutions.
* TA planning needs readiness/assessment tools such as surveys, questionnaires, or interviews that will assure systematic collection of data to inform support strategies and content.
* Discussions between TA provider and the grantee should incorporate co-created solutions.
* The TA provider and recipient agency will work to deepen their relationship so that feedback can be authentic and meaningful in moving the work forward.
* Both SSELs and grantees understand the barriers and explore solutions to effective communication and using shared language.
* The EXLD supports pursuit of reasonable, locally-based solutions taking into consideration the resources available to the local Regional Team and the overall SSEL.
* Discussions between the parties should demonstrate a commitment to the appropriate fit of the solutions offered and those required by the local agency. These discussions should be documented.
 |

| **Recommendation 3: Provide Web-based Technical Assistance** |
| --- |
| **Recommendation** |
| TA providers (including the SSEL) with content expertise develop or expand a library for web-based TA and support for Site Coordinators and program staff. |
| **Rationale**  |
| Equitable TA includes easy and timely access to TA. One manner of addressing these issues is by making staff development accessible via online training. Staff can have access to specialized information at convenient hours. Given the budgetary constraints among local programs, as well as staff turnover, web-based training is a way to ensure that grantees receive basic to advanced training via a vehicle most accessible to them.Several expanded learning organizations have online trainings as part of their staff development strategies already. Additionally, the EXLD has been developing videos to showcase the Point-of-Service Quality Standards[[9]](#footnote-9) and how these look and sound like in action. Other content for the trainings can address the development of competencies critical to providing high quality programming, e.g., managing the learning environment, developing action plans, planning with youth, etc. A team made up of SSEL members and staff development professionals from grantees could be formed to review and vet content that results in an ‘officially sanctioned’ status for trainings submitted to the committee. |
| **Resources** |
| * Available data on field needs and challenges
* Online Platform Account (i.e. Zoom, Skype, Google Drive, Lynda, etc.)
* Committee of Expanded Learning program experts and others with content-specific knowledge
 |
| **Category** |
| * TA
* PD
 |
| **Target Audience** |
| * Expanded Learning Staff/Stakeholders
* Site Coordinators
* Front Line Staff
 |
| **Suggested Timeline**  |
| * FY 18–19 Q1: Establish committee to plan
* FY 19–20 Q1: Implement launch plan to create web-based TA
 |
| **Additional Considerations**  |
| * Available data on field needs and challenges can inform the development of web-based TA and supports. Needs assessment data can inform content for TA. Online platforms such as Zoom and Skype can be used for coaching.
* Providing web-based TA increases access, but it is important to ensure investment in the creation and curator of content, not the creator of a platform. Use existing platforms such as Skype, Lynda, Zoom, Safe Schools, etc.
* YouTube might be a logical place to house much of this content. Parallel to existing prospects such as “The WEL”, these trainings could be easily accessed by anyone.
* The EXLD should identify and convene a committee of expanded learning and content experts to participate in vetting the training content and delivery strategies prior to final posting for use by grantees.
* Grantees themselves may already have online training systems that can form part of a staff development collaborative in support of this effort.
* This could be very costly and requires a consideration of cost versus impact.
* The concept could be shopped around to a variety of funders (Gates Foundation; Packard; federal government, etc.) interested in workforce development.
 |

| **Recommendation 4: Improve Current Data Collection Methods for Reporting Technical Assistance** |
| --- |
| **Recommendation** |
| The STAT reporting requirements be simplified, streamlined, or better supported; ensuring their regular use for CQI processes.  |
| **Rationale** |
| Currently, Regional Teams are expected to report TA activity in STAT and Teamwork[[10]](#footnote-10). The STAT system is labor intensive but has the potential to provide informative data on the equitable distribution of TA, within a region and across the state. We recommend that the STAT reporting requirements be simplified, streamlined, or better supported. Strong data on TA activity will support equitable TA and inform the future provision of equitable TA. We want to ensure that adequate resources and support for data gathering and tracking.  |
| **Resources** |
| * Regional Team Staff Time
* Guidance/Resources for Regional Teams
 |
| **Category** |
| * TA
* Data
* CQI
 |
| **Targeted Audience** |
| * Regional Teams
 |
| **Suggested Timeline** |
| * FY 18–19 Q1: Simplify or streamline STAT
* FY 19–20: Identify additional resources to support data entry
 |
| **Additional Considerations** |
| * Since the STAT system is labor intensive, there are at least three possible approaches:
	+ Simplify data reporting requirements so that Regional Teams do not have to report **all**activity. For example, they might only report critical TA.
	+ Streamline data reporting requirements by simplifying the form itself to have fewer fields. For example, the form might have grantees, sites, and their corresponding codes in a dropdown decreasing the time for data entry.
	+ Supplement data reporting requirements with additional financial support since the current requirements impact staff time. For example, with additional financial resources, a Regional County Lead/Staff might elect to increase the capacity of either their TA providers or their administrative support.
* The data entered into STAT might be better suited to enter in Teamwork, reducing the number of concurrent systems and repetitive tasks.
* Since many resource allocation decisions in the SSEL focus on the need for Critical TA, the reporting requirements could also be shifted to focus on Critical TA.
* The EXLD should consider asking each Regional Team to review data on a quarterly and annual basis for the purpose of CQI and data-driven reflection. One possible venue for such activity would be the recommended CoP for the SSEL. This would allow these collaborative gatherings to be data driven, provide Regional Teams with deadline for data entry, and ensure that support and guidance is provided on the reflection process that focuses on locally controlled improvement, not accountability.
 |

### Empowering Site Coordinators

*Support the empowerment of site coordinators with leadership, modeling, and mentoring.*

| **Recommendation 1: Survey Site Coordinator Needs and Demographics** |
| --- |
| **Recommendation** |
| Create and distribute a survey instrument to various leadership levels within a district/ agency’s Expanded Learning programs, for example: Site Coordinators, Supervisors of Site Coordinators and/or Program Managers. |
| **Rationale** |
| The “Needs and Demographics” of Site Coordinators is not clear.  The largest survey data collected has a response rate of approximately 25 percent of Site Coordinators in the field. The survey cannot be disaggregated and is not necessarily designed to attain the information we recommend the field to gather on Site Coordinator needs. Thus existing surveys would need to be modified or a new survey is needed. |
| **Resources** |
| * Workgroup
* Experts (Data and Content)
* Funding
* Current Reporting Requirements/Grant Award Assurances
 |
| **Category** |
| * Communications
* Grant Guidelines/Requirements
* TA
* PD
* Collaboration
 |
| **Targeted Audience** |
| * Regional Teams
* Program Managers
 |
| **Suggested Timeline** |
| * FY 18–19 Q1–Q4:Create, Distribute, and Analyze Survey
 |
| **Additional Considerations** |
| * This survey would:
	+ Gather information about a Site Coordinator’s TA needs, including leadership skills, in order for the SSEL to support Site Coordinator growth
	+ Gather demographic information about Site Coordinators
	+ Provide an adequate sample of sites across the following dimensions (could be done through a stratified sampling method):
		- Each of the regions
		- Rural versus urban
		- Small versus large organizations (count of sites)
	+ Possibly include other questions determined at the time
	+ Would ask some questions that require a narrative answer (even though this will require more analysis time)
	+ Would be short enough to prevent survey fatigue
* In order to ensure an adequate response rate (30–50 surveys per dimension above)
	+ The EXLD would hold sites accountable to complete the survey (such as by having the EXLD analysts disseminate the survey at program manager meetings within each region, or similar).
	+ It would be clear to programs how taking the survey would benefit them (such as by returning aggregated data to organizations and/or regions, or similar).
* In order to ensure up-to-date data, we recommend this survey be administered periodically such as every two to three years. While a complex project, it is probably the most crucial information needed to make any real effective moves forward with this work in supporting the Site Coordinators.
* The California AfterSchool Network (CAN) survey may be modified/supported to meet this need.
* The EXLD may need to contract with an organization to provide survey administration, analysis, and reporting support, including reporting back to organizations or regions.
* The entity developing and administering the survey may want to work with an advisory group in the initial stages of development and after administration. This may include approximately three sessions: two design sessions and one session on making meaning of the data after initial data analysis.
* Data files should be housed at the EXLD or another organization that can store the data for reference. The report of the findings could be posted in the same place as the competencies (see Recommendation 2a) and disseminated by organizations such as CAN, California School-Age Consortium (CalSAC), Afterschool Assistance Providers Connect (ASAPConnect), Partnership for Children and Youth (PCY), and the EXLD.
* Ideally the data is reported through an online dashboard where it is filterable by the predetermined dimensions and geographies. This should include feedback loops:
	+ A comment feature on the dashboard where viewers provide feedback or requests for future data collection and identify how they are using the data or what they need it for.
	+ Data is in some way distributed back to the participating programs.
 |

| **Recommendation 2a: Identify and Define Site Coordinator Leadership Competencies** |
| --- |
| **Recommendation** |
| Clearly identify a set of leadership competencies for Expanded Learning programs Site Coordinators that are defined in context to that role. This should be done by a workgroup/committee that includes Site Coordinators and program managers. |
| **Rationale** |
| The desired Leadership Competencies that are foundational to be an effective Expanded Learning programs Site Coordinator would be the starting point and basis from which a Site Coordinator would be selected to be hired, initially trained, and then continuously professionally developed to reach their full potential and advance quality programs.  Once a Site Coordinator becomes proficient in those determined competencies, they will model CQI in their own development that will then empower them to best serve and support their students and achieve all desired and expected outcomes. |
| **Resources** |
| * Employment Development Department—to look for relative and/or equivalent job competencies.
* Rancho Santiago Community College District—Orange County Teacher Pathway Partnership—“Preparing Future Educators: Identifying Necessary Soft Skills Development”.
* ASAP Core Competencies
 |
| * Information and feedback from Regions that are already using the ASAP Connect/Technical Assistance for Program Effectiveness (TAPE) Core Competencies and data from the completed core competency surveys: CalSAC Leadership Development Institute Evaluation Report called Approach to Leadership Development. The Approach to Leadership Development Report can be found on the CalSAC web site at https://www.calsac.org/approach-to-leadership-development.
* The Bridgespan Groups “A Framework for Great Nonprofit Leadership”
* Additional leadership development programs that focus on site coordinators
* Additional leadership development frameworks that focus on principals (a group with comparable leadership competency needs) such as:
* How Leadership Influences Student Learning (2004: Wallace Foundation commissioned study)
* Preparing School Leaders (2007: Wallace Foundation, WestED, Stanford)
* KIPP Leadership Framework and Competency Model
* Others (Public Profit has additional if more are needed)
 |
| **Category** |
| * TA
* PD
 |
| **Targeted Audience** |
| * Human resources departments within the expanded learning field
* PD and TA Providers
* Direct Supervisors of Site Coordinators
* Site Coordinators
* CAN Site Coordinator Workgroup
* All stakeholders disseminate
 |
| **Suggested Timeline** |
| * To begin in FY 18–19 Q1

This is a foundational recommendation for implementation of Recommendation 2b. |
| **Additional Considerations** |
| * This recommendation raised these questions:
	+ Once the competencies are identified, whose role is it to coach and add to the skill set, mind-set, and tool kit of the expanded learning Site Coordinators?
	+ What is the method of assessment to determine Site Coordinator proficiency competency that they needed to bolster or were lacking?
	+ Will there be a competency progression at each level (recruitment, training)?
* These questions are addressed by Recommendations 2b and 3 below.
* This should this be housed by a centralized location (same place as products of other recommendations are housed; that combines flexibility and permanence; ease of access; has visibility, easily updated) and that entity should be responsible for a website.
 |

| **Recommendation 2b:** **Prioritize and Map the Incremental Steps for Competency Trainings and Development** |
| --- |
| **Recommendation** |
| Once the Site Coordinator competencies are selected (Recommendation 2a), Site Coordinator competencies should be prioritized and then intentionally mapped into a developmental progression to attain proficiency in those competencies. This will assure that the training and development plan for a Site Coordinator is a scaffolded continuum that incorporates clear expectations and measures of performance that builds upon the individual needs of Site Coordinators.  |
| **Rationale** |
| Due to the high turnover and resulting continuous year-long Site Coordinator replacement, having a well-developed set of competencies that are intentionally mapped into incremental steps, will allow for an individual training and development plan to be created and implemented to assure that a consistently high level of Site Leadership across the field, no matter when a Site Coordinator begins in that critical position. |
| **Resources** |
| * Site Coordinator competencies, including leadership competencies, identified and determined, (Empowering Site Coordinators Subcommittee—Recommendation 2a), to begin this work.
 |
| * Committee/Subcommittee/Workgroup defining the competencies (see Recommendation 2 above) should develop the prioritization and mapping of those competencies.
* ASAP Connect Core competencies for site coordinators and other resources listed under Empowering Site Coordinators Subcommittee—Recommendation 2a.
* California Afterschool Network (CAN) After School Safety and Enrichment for Teens (ASSETs) Start Up guide.
* Local Program Management/Start Up guides (i.e. San Francisco ExCEL) and others.
 |
| **Category** |
| * TA
* PD
 |
| **Targeted Audience** |
| * PD and TA Providers
* Direct Supervisors of Site Coordinators
* Site Coordinators
 |
| **Suggested Timeline** |
| Work to begin immediately after the completion of Empowering Site Coordinators Subcommittee—Recommendation 2a. |
| **Additional Considerations** |
| * The committee /workgroup that will determine the prioritization and mapping of the competencies and the developmental needs for each competency will need to be composed of various knowledgeable and well recognized TA and PD organizations and individuals in the expanded learning field.
* Individual organizations will be responsible for determining the trainings and development needed to address deficits in those competencies among their staff.
 |

| **Recommendation 3: Provide Coaching and Mentoring to Site Coordinators** |
| --- |
| **Recommendation** |
| Develop a system or delivery model for Site Coordinators, including coaching and mentoring, that will effectively and efficiently support the Regional County Leads/Staff in providing the best possible direct TA to Expanded Learning Programs.  |
| **Rationale** |
| The most effective delivery of TA to a site is to provide direct support to the Site Coordinator. The ideal method of building the capacity of Site Coordinators is to provide coaching and mentoring.  |
| **Resources** |
| * Workgroup
* Coaching/Mentoring Models
* Training/Webinar
 |
| **Category** |
| * TA
* PD
* Collaboration
 |
| **Targeted Audience** |
| * SSEL
* TA Providers
* PD Providers
* Supervisors of Site Coordinators
* Site Coordinators
 |
| **Suggested Timeline** |
| * To begin in FY 19–20
* FY 20–21: Utilize the results of the survey to identify the skill set and model(s)
 |
| **Additional Considerations** |
| * The EXLD will utilize an intermediary, or multiple agencies to develop a coaching/mentoring curriculum or framework, similar to the development of the CAN Quality Self-Assessment (QSA) Tool[[11]](#footnote-11) for building leadership capacity in Site Coordinators and that could be distributed across the field to those interested. This curriculum or framework could also be complimented or followed by a PD component that would work specifically with organizational leaders on how to intentionally build-in coaching/mentoring for their Site Coordinators.
* To assess effectiveness of coaching, use the developed Site Coordinator competencies from Recommendation 1 above, track which organizations are utilizing the coaching and mentoring materials, and track the Site Coordinator competency progressions. It would be helpful to include general surveys to the organizations regional leaders to gauge effectiveness and/or needs for improvement of coaching.
* Vetting of frameworks/tools should be performed by the EXLD.
* Due to the diversity of sites, regions, and TA Providers it is very hard to determine one, let alone multiple models, that might work in providing this invaluable support to sites. It may be valuable to collaborate with other partners, or review recommendations from other committees pursuing Site Coordinator Coaching and Mentoring, such as the “Summer Learning Implementation Committee.”[[12]](#footnote-12)
 |

| **Recommendation 4: Continue to Address the Workforce Alignment of Site Coordinators** |
| --- |
| **Recommendation** |
| The EXLD should formally address, recognize, and establish where the Site Coordinator position falls, not only in the alignment or continuum of positions within the educational field, but also where the position provides valuable professional development that supports other career pathways. This can be done by formalizing and expanding the work of the existing Workforce Development Committee.  |
| **Rationale** |
| Once the Site Coordinator position is formally established and aligned within the educational field and broader workforce, it will better support the recruitment and retention for that position.  For individuals looking for experience, work, or practicum in an Educational Pathway it then becomes a recognized and valued position within the educational field, which should aid in the recruitment and retention of candidates better or best suited for the Site Coordinator position. Perhaps more importantly, formally recognizing and establishing PD opportunities and standards of the Site Coordinator position will also strengthen the value of that position in relation to many other different career pathways. Given “career ladders” within the Expanded Learning field are very limited, establishing broader alignment with multiple career pathways that an individual may be pursuing would also aid in the recruitment and retention of candidates better or best suited for the Site Coordinator position. Finally, with the teacher-shortage spreading across the state, positioning the Site Coordinator to advance into a teacher or school administration role would support the oncoming needs of education. |
| **Resources** |
| * Existing Workgroup Development Committee
* EXLD Staff Time
* Other State Networks that have created an “Employment Development Department” code for expanded learning/out of school time – Standard Occupational Classification Code
* Existing systems and research, such as Rancho Santiago Community College District—Orange County Teacher Pathway Partnership “Preparing the Future Educators: Identifying Soft Skills Development”
 |
| **Category** |
| * Policy/Legislative
* TA
* PD
* Collaboration
 |
| **Targeted Audience** |
| * CDE
* Career Technical Education
* Teacher Induction Programs CCTFF, etc.
* California Employment Development Department
* College Advisory Departments
* Other Labor related entities that work in this area of the employment field
* Human resources departments within the expanded learning field
* Workforce Development Committee
 |
| **Suggested Timeline** |
| * FY 18–19 Q1: Form workgroup
 |
| **Additional Considerations** |
| Recommend the formation of a workgroup or a subcommittee of the Workforce Development Committee that would address this recommendation, especially identifying the many other career pathways that a site coordinator’s experience prepares them for.  |

### Provide Promising Practices

*Identify Site Coordinators needs and demographics to determine and provide promising practices realistic with current resources.*

| **Recommendation 1: Collect Promising Practices** |
| --- |
| **Recommendation** |
| Review existing survey data and other sources of data to identify needs and demographics of Site Coordinators and other staff. Based on needs and demographics collect promising practices to support Site Coordinators and other line staff. |
| **Rationale** |
| Promising practices would help guide the field in implementing quality Expanded Learning programs, including participating in a data-driven continuous quality improvement process. This would also highlight case studies, promising strategies, and recognize high quality programs.  |
| **Resources** |
| * Funding
* Personnel
* Workgroups
 |
| **Category** |
| * Data
* CQI
* TA
* Collaboration
 |
| **Targeted Audience** |
| * SSEL
* LEAs
* CBOs
* Site Leaders/Coordinators/Directors
* Program Managers
 |
| **Suggested Timeline** |
| * To begin in FY 19–20 Q1
 |
| **Additional Considerations** |
| * Workgroups may be needed to:
	+ Determine needs for materials for site staff.
	+ Surface promising practices of current TA tools and mechanisms used to keep the field well-informed. Develop and prioritize the top two or three.
* Determine the need of materials based on data collected from the following:
	+ CAN Surveys
* CQI tab of Annual Outcomes-Based Data for Evaluation Reports[[13]](#footnote-13)
* Engage Expanded Learning Programs across the state in standardized survey, at the regional level, and highlight successful collection of data through surveys
* Build into Grant Program Plans:
* A more detailed needs assessment, including other sources of data (such as labor statistics), and surveys of frontline staff
 |

| **Recommendation 2: Identify, Develop, or Enhance Tools and Resources for Expanded Learning Programs Staff**  |
| --- |
| **Recommendation** |
| Tools and resources should be developed for program staff at all levels based on survey results. Existing content should be updated or enhanced as needed. Tools and materials should build on one another, be targeted to appropriate audience (including location, type of program, staff roles, staff levels of experience, program sustainability, etc.), and highlight promising practices. Ensure that content gives consideration for local context, including region and operator. For example, urban, rural, suburban, district-operated, CBO-operated, charter, etc. |
| **Rationale** |
| The goal is for program staff at all levels to be involved in building quality programs and have the tools/materials with which to move forward.  |
| **Resources** |
| * Data
* Expanded Learning programs Staff
* Funding
 |
| **Category** |
| * TA
* CQI
* PD
* Data
 |
| **Targeted Audience** |
| * LEAs
* CBOs
* Site Leaders/ Coordinators
* Directors
* Program Managers
 |
| **Suggested Timeline** |
| * FY 18–19: Surveys conducted
* FY 19–20 Q1: Tools/materials made available to the field
 |
| **Additional Considerations** |
| * Develop case studies to highlight promising practices.
* Develop tip sheets highlighting promising practices from the field at large, which:
	+ Generate and utilize site level data (i.e. daily average attendance, results of student/parent/ staff/partner surveys).
	+ Consider broad audience(s) and various levels within an organization (frontline staff to Program Director/Manager).
	+ Include CQI Information: CQI as topic of discussion for Regional Program Director meetings/workshops, focus on results of CQI, data validation at local level after CDE data is available, and capacity building. Use data for Federal Program Monitoring collection and CQI evidence at site/local level.
* Develop a guide for how to use CQI and Quality Standards materials:
	+ Should provide flexibility for local context and include organizational leadership.
	+ Address all Quality Standards and link to videos or highlights of promising programs.
* Tip sheets and guides should consider whether programs are urban, rural, suburban programs, large providers, CBOs, District programs, charters, etc.
	+ Consider each region and regional teams because they are all very different. Local needs and decisions are important, programs must be locally driven.
	+ Consider different levels of organizations. Survey LEAs/fiscal agents to determine with whom LEAs contract to provide program.
* Guide and tip sheets should include site and organization level training and developing competencies and frameworks as identified by the Site Coordinator Empowerment Recommendations 2a and 2b. Guides should explain or enhance current tools/mechanisms to keep program decision makers informed and be targeted to the following audiences:
	+ Frontline Staff
	+ Site Leaders/Coordinators
	+ Program Managers
	+ LEAs
	+ Stakeholders: parents, students, community members, day school staff, etc.
* Guides and tip sheets should address organization and site-level needs, and why the data matters. Topics might include:
	+ Available Daily Attendance and attendance goals
	+ CQI at site levels; quality versus compliance
	+ Implementing Quality Standards
	+ How to utilize data generated at site or regional levels.
	+ Recruiting and training high-quality staff including policies and procedures, and classroom/behavioral management
* Curriculum development and implementation should be centered on: Webb’s Depth of Knowledge, Learning in Afterschool and Summer (LIAS) Principles, California State Standards, Next Generation Science Standards (NGSS), 21st Century Skills, etc.
* The EXLD should explore funding opportunities for grants/scholarships for frontline staff to attend PD opportunities (i.e., BOOST Conference, Curriculum and Instruction Steering Committee (CISC), other regional conferences; Regional Program Director Meetings).
 |

| **Recommendation 3: Disseminate and Centralize Tools and Other Resources**  |
| --- |
| **Recommendation** |
| Create a plan to widely distribute the developed or enhanced tools and materials throughout the SSEL Ecosystem. All members of the SSEL should have access to these tools/materials and be an integral part of the distribution process. The plan should also include strategies to deliver targeted information to specific audiences. House tools and resources in one central location, such as the CDE Expanded Learning web page.  |
| **Rationale** |
| This would provide equitable access to tools and resources for the entire Expanded Learning Field. |
| **Resources** |
| * Workgroup
* Platform for housing tools/materials
* Template for tools
 |
| **Category** |
| * PD
* TA
* CQI
* Data
 |
| **Targeted Audience** |
| * LEAs
* CBOs
* Site Leaders/Coordinators/Directors
* Program Managers
 |
| **Suggested Timeline** |
| * To begin in FY 18–19
* FY 19–20 Q1: Tools and materials made available
 |
| **Additional Considerations** |
| * Start with existing resources and centralize the content. Examples of tools/campaigns available to the field and widely used include:
* After School Alliance Fact Sheet (21st CCLC Providing Locally Designed After School and Summer Learning Programs)
* After School Alliance Fact Sheet (After School in CA)
* California Vital Signs (Science, Technology, Engineering and Math (STEM) Info Sheet)
* CAN Campaign for Quality (series of videos, tools, webinars, etc. around the QSA Tool)
* After School Program Guide to the Supplemental Nutrition Assistance Program Education (SNAP-Ed) Program
* CAN Nutrition and Physical Activity Committee through CA Department of Public Health grant (tip sheets specific to site coordinators regarding physical fitness education and nutrition)
* The selecting and vetting of content may be done by:
* EXLD
* TA Providers
* Regional consortiums
* Develop visuals/flowcharts for site level processes (i.e. CQI)
* Need to take into account workgroup development and materials location. Prefer the process and location to be led by the EXLD versus TA Providers. The EXLD needs to be the nexus for information. Materials should be available in print and virtually; everything should be centralized on EXLD website and COE websites.
* Information can also be provided during Program Director meetings, grant trainings (handouts, etc.)
* Need to ensure information is available to all site level staff and work towards participation of site staff in events such as BOOST Conference, symposiums, regional meetings, conferences, etc.
* Attendance at Program Manager Meetings (including county-wide meetings) should be strongly encouraged. The intent is to share information and promote collaboration. This is critical to building capacity and quality.
* Develop a standard strategy/tool for Statewide TA Contractors to share scope of work.
* COEs should link to EXLD web page. Websites should be up-to-date regarding grant requirements, employment opportunities, etc.
* Provide guidance to Regional Teams to disseminate information to local level. Build in a system of accountability to ensure the pertinent information is relayed to Expanded Learning programs.
 |

# Next Steps

These recommendations have been submitted for consideration to the CDE’s EXLD. In most instances, implementation of these recommendations will provide additional opportunities for engagement with stakeholder groups.

**Presentations**

The committee’s recommendations will be presented in several settings. The EXLD may take into account feedback from these groups, as well as prioritization and feasibility when considering implementation of these recommendations. Presentations will include but will not be limited to:

* SSEL Meetings
* Before and After School Advisory Committee
* Presentations/Webinars for the expanded learning field

**Potential Future Committees/Workgroups**

The EXLD often implements such recommendations through various work groups and committees. These groups typically are co-led by someone within the EXLD and someone from the field and the group is comprised of a mix of EXLD staff and stakeholders. Some of these recommendations build on existing work including work in progress by existing workgroups. Where appropriate, members from the QDT may be invited to participate in these groups. In other instances recommendations may require the formation of new groups. The EXLD will, either themselves or with partners, convene co-led groups that incorporate QDT members and other stakeholders. Potential future committees/workgroups may include:

* Workforce Development
* Data Design and Analysis Workgroup
* Leadership Competency Workgroup
* Promising Practice Vetting Workgroup

**Key Terms**

**CBO**––refers to Community-Based Organization

**CDE**—refers to California Department of Education

**COE**—refers to County Office of Education

**CoP**—refers to Community of Practice

**CQI**—refers to Continuous Quality Improvement

**EXLD**—refers to the CDE’s Expanded Learning Division

**Expanded Learning programs**––refers to an expanded learning program that focuses on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on engaging learning experiences. Expanded Learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate learning activities in the regular school day and school year (*EC* Section 8482.1(a)).

**FY**––refers to Fiscal Year

**Grantee**––refers to Expanded Learning programs that receive federal funding for 21st Century Community Learning Centers (21st CCLC and 21st Century High School After School Safety and Enrichment for Teens [ASSETs] Program) sites and/or state funding for After School Education and Safety (ASES) sites in their counties.

**LEA**––refers to Local Educational Agency

**PD**––refers to Professional Development

**Program Director**––refers to a staff person that generally oversees the site coordinator. This term can vary region to region, some other terms used includes, but is not limited to: regional manager, region director, grant manager, etc.

**Q**––refers to Quarter

**QDT**––refers to Quality Design Team

**Regional County Lead/Staff**—refers to COE personnel that currently receives System of Support for Expanded Learning funding from a grant administered by the CDE.

**Regional Teams**—refers to COE personnel and EXLD personnel that are assigned to a region and/or county/counties and provide technical assistance to Expanded Learning programs.

**Site Coordinator**— refers to a staff person that generally oversees one site.

**SSEL**—refers to the System of Support for Expanded Learning. The purpose of the California (SSEL) is to build the capacity of Expanded Learning programs to meet all grant requirements defined in California statute and to promote high quality programs and services. The SSEL consists of EXLD staff, designated County Leads/Staff and contracted Technical Assistance Providers.

**SSEL Ecosystem**— refers to the SSEL as well as statewide Technical Assistance contractors, students, practitioners, Technical Assistance providers, LEAs, schools, agencies, and other partners that are part of the expanded learning field.

**TA**—refers to technical assistance. TA has been defined as ongoing, needs-driven support services to create effective and quality Expanded Learning programs. TA includes coaching, training, resource brokering, mentoring, consultation, and facilitation.

**TA Providers**—refers to individuals, organizations, and associations that provide technical assistance to support Expanded Learning programs.

1. The strategic plan was developed as a guide for the work of both the EXLD and colleagues throughout the State of California: [A Vision for Expanded Learning in California - Strategic Plan 2014-2016](https://www.caexpandedlearning.com/uploads/2/7/3/3/27335217/a_vision_for_expanded_learning_in_california_-_strategic_plan_-_2014-2016.pdf). [↑](#footnote-ref-1)
2. The System of Support Strategic Implementation Team was a smaller team within the strategic planning process that focused on the System of SSEL and improving quality in Expanded Learning programs: [California Expanded Strategic Learning - System of Support Goals and Objectives - Goal 1.1](https://www.caexpandedlearning.com/goals--objectives1.html). [↑](#footnote-ref-2)
3. California System of Support for Expanded Learning: [System of Support for Expanded Learning Contacts](https://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp). [↑](#footnote-ref-3)
4. Technical Assistance (TA) has been defined as ongoing, needs-driven support services to create effective and quality Expanded Learning programs. TA includes coaching, training, resource brokering, mentoring, consultation, and facilitation. [↑](#footnote-ref-4)
5. Consensus Workshop is a Technology of Participation (ToP) method that uses a structured process in order to help a group reach consensus and awareness on a particular topic or question: [ToP Network-Facilitate Consensus Workshop](https://www.top-network.org/facilitate-consensus-workshop) (ToP Network, 2018). [↑](#footnote-ref-5)
6. California Department of Education, Expanded Learning Division Guidance on the Continuous Quality Improvement Process: [Guidance for a Quality Improvement Process](https://www.cde.ca.gov/ls/ba/as/implemetation.asp). [↑](#footnote-ref-6)
7. Statewide Technical Assistance Tracker (STAT) is a “log” of TA provided to Expanded Learning programs. [↑](#footnote-ref-7)
8. Targeted TA is providing TA for a specific audience and purpose. This includes the grantee, Expanded Learning program directors, Expanded Learning programs site coordinators, and Expanded Learning programs receiving a Federal Program Monitoring visit.

Critical TA is providing TA to high need Expanded Learning programs. High-need refers to Expanded Learning programs identified through the Technical Assistance Priority Plan as not meeting attendance, program goals, or both; Expanded Learning programs with Federal Program Monitoring findings, Expanded Learning programs with audit findings, newly awarded Expanded Learning programs, Expanded Learning programs with staffing issues, and Expanded Learning programs with new Program Directors/Site Coordinators. [↑](#footnote-ref-8)
9. The Quality Standards are split into Point-of-Service Quality Standards and Programmatic Quality Standards. Point-of-Service standards are focused on the quality of service directly provided to students while Programmatic standards typically occur at the program management level. [↑](#footnote-ref-9)
10. Teamwork is a project management software that the Regional Teams utilize to develop annual work plans. [↑](#footnote-ref-10)
11. The California After School Program Quality Self-Assessment (QSA) Tool provides after school programs with a clear and concise way to start important conversations about program quality. The QSA Tool facilitates program improvement and support through a staff-directed process: [California After School Program Quality Self-Assessment Tool](http://www.afterschoolnetwork.org/post/california-after-school-program-quality-self-assessment-tool). [↑](#footnote-ref-11)
12. Summer Learning Implementation Committee: [California Expanded Learning Summer-Learning-Implementation-Committee](https://www.caexpandedlearning.com/summer-learning-implementation-committee.html). The committee was created to address resources and tools related to summer learning programs. [↑](#footnote-ref-12)
13. CDE Annual Outcomes Based Data for Evaluation Reports: [ASES](file:///%5C%5CCDE.Cal%5CDATA%5CEXLDATA%5CCENTRAL%5COffice%20Administration%5CPending%20Signatures%5C2018%5C7551%20QDT%20Final%20Recommendations-jt%5CASES) Evaluation Instructions and [ASSETs](https://www.cde.ca.gov/ls/ba/as/evalassets18instruc.asp) Evaluation Instructions. [↑](#footnote-ref-13)