



Summer 2022:

How California schools are making the most of new increased state investments

January 2023



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About Us

The [Partnership for Children and Youth](#) (PCY) is a statewide intermediary that has been working for over 20 years to expand access to high-quality expanded learning and wellness opportunities for children in under-resourced communities across the state of California. PCY oversaw a seven-year statewide [Summer Matters Campaign](#) dedicated to creating and expanding access to high-quality summer learning programs for underserved students. This campaign engaged hundreds of diverse schools, districts, community-based organizations, municipal agencies, and county offices of education, and this braintrust remains a resource for California educators. PCY continues to provide a range of technical assistance to local education agencies and their partners on quality summer and other expanded learning programs. To learn more, go to [partnerforchildren.org](#).

Acknowledgments

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Thank you to all of the district leaders and experts who took the time to share their summer stories and expertise with us, and to the thousands of staff, administrators, and teachers who went above and beyond to make summer a success for our kids.

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Introduction

Summer learning programs are more important than ever, as schools combat the ongoing negative impacts of school closures and pandemic trauma on students' academic progress and social-emotional skills. Summer programs offer an opportunity for fun, community building, exploration, and learning, in ways both different from and complementary to the regular school-year experience.

California leaders have stepped up for students and families with a sense of urgency with an ongoing \$4 billion (and growing) investment in the Expanded Learning Opportunities Program (ELO-P). This is a four-fold increase in funding compared to and far exceeding other previous investments dedicated to expanded learning—summer, before school, and afterschool—opportunities. This expansion effort promises to provide much-needed funding that districts can count on into the future to meaningfully close persistent opportunity gaps. Many districts are already rising to the challenge and offering expanded learning programs to students, especially those with high needs: low-income students, English language learners, and foster youth.

This report provides an analysis of summer trends in the first full year of ELO-P implementation. The findings and recommendations apply to districts and state leaders focused on both summer and year-round programming. It is based on interviews with school districts and community providers on the front line of implementation, as well as statewide data.

California is making a transformational investment in both summer and other expanded learning programs. These programs keep kids learning, offer opportunities that many students would not otherwise have, and provide safe spaces for children of working families. A continued commitment to the Expanded Learning Opportunities Program will nurture California's kids to fulfill their dreams and bright futures.

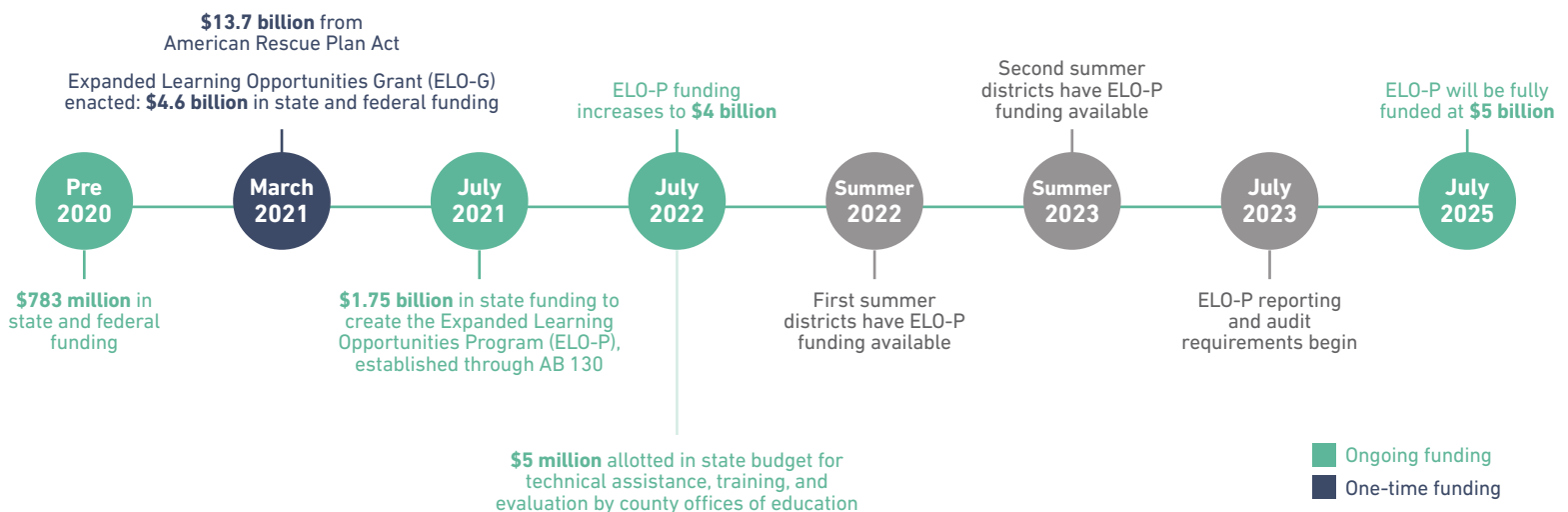
EXPANDED LEARNING DEFINITION:

State law defines expanded learning as: "before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences." Programs should be "pupil-centered [and] results driven."¹

State law adds that expanded learning "does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities."²

There is no statutory definition of summer learning but the definitions above imply a move away from remedial summer school toward enrichment and engagement. This is a trend that has accelerated post-COVID as illustrated by state policy priorities and summer research.

TIMELINE: RECENT INCREASES IN EXPANDED LEARNING FUNDING IN CALIFORNIA



1. Cal. Ed. Code 8482.1.
2. Cal. Ed. Code, 46120(e)(1).

What is the Expanded Learning Opportunities Program?³

ELO-P requires every school district and charter school providing classroom-based instruction to provide summer and/or intersession programs and afterschool programs for kindergarteners (including transitional kindergarten) through 6th graders. ELO-P prioritizes “unduplicated” students—English learners, students eligible for free or reduced-price school meals, and foster youth.⁴

Under ELO-P, summer and/or other intersession programs must operate a total of nine hours daily, for a minimum of 30 non-school days.⁵ The 30 non-school-day total requirement includes both summer and other intersession periods, such as winter break, spring break, or Saturdays.

Other important ELO-P elements include:

- **More funds for districts with high concentrations of unduplicated students:** Districts with high concentrations of unduplicated students (greater than or equal to 75% of students) receive \$2,750 per unduplicated student for expanded learning programs. Other districts receive \$2,052 per unduplicated student. Overall, 40% of districts and charter schools have high concentrations of unduplicated students and are entitled to the higher amount.⁶
- **Flexibility, then accountability:** School districts have been given implementation flexibility as they ramp up, with no reporting and audit requirements until the 2023-24 school year (see timeline). Beginning in 2023-24, districts will be held accountable, through reduction of district funding, for failure to provide access to any student whose parent or guardian requests their placement in a program in districts with high concentrations of unduplicated students—or to any unduplicated student in other districts—or for failure to meet the day and hour requirements.⁷
- **District discretion over allocation of funds:** ELO-P gives districts discretion over how to divide the funds between summer and afterschool and across schools. Aside from ELO-P, other existing public expanded learning funds are site-specific and most are used during the school year only.
- **Encourages collaboration with community partners and existing publicly funded programs:**⁸ ELO-P was designed to complement and build on existing publicly funded expanded learning and childcare programs to maximize quality and

access. ELO-P funding levels and access requirements necessitate that districts blend and braid with other public sources and/or family fees.

- **Serving young learners:** Prior to ELO-P, kindergarteners made up only 5.7% of all K-12 students served in publicly funded expanded learning programs.⁹ With the creation of Universal Pre-Kindergarten, ELO-P requires lower staff-to-student ratios (one to ten) for transitional kindergarten and kindergarten. For most districts and providers, designing and prioritizing younger learners in afterschool and summer programs is a newer focus.
- **Serving older students:** If funding remains after providing access to TK-6th graders, it may be used for older students (7-12th graders).¹⁰
- **Program plans required:** Districts must have program plans reviewed by their local educational agency (LEA) governing board in a public meeting and then posted on the LEA website, and updated every three years. There is no state-level review or aggregation of these plans.
- **Funding for technical assistance:** The 2022-23 state budget sets aside up to \$5 million for technical assistance, training, and evaluation from the [System of Support for Expanded Learning](#), which is operated by sixteen county offices of education throughout eleven regions.



“ELO-P has just been a blessing in our district...We were able to offer higher salaries for our youth leaders and site leads. It helps out our city, our kids, and our vendors and it’s easier to hire.”

—Ann Pearson,
San Bernardino City Unified School District



3. For a detailed resource on all ELO-P background and guidance, see CDE’s [October 2022 powerpoint](#).
4. Cal. Ed. Code 42238.02 (b)(1).
5. 46120(b)(1)(B)(i). Inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345. 46120(e)(4) “Nonschooldays” means days not identified pursuant to subparagraph (A) of paragraph (1) of subdivision (b), inclusive of Saturdays, as described in Section 37223.

6. Data obtained from the Legislative Analyst’s Office, November 2022.
7. Cal. Ed. Code 46120 (b)(1), (c)(2), (c)(3).
8. Cal. Ed. Code Section 46120 (b)(6).
9. ASES/21st CCLC attendance data for 2018-19.
10. Cal. Ed. Code 46120(b)(4); Expanded Learning Opportunities FAQs, Number 5. Retrieved on October 22, 2022 from <https://www.cde.ca.gov/ls/ex/elofaq.asp>

ELO-P is a significant expansion of investments in summer programs and builds on existing infrastructure.

The \$4 billion in ELO-P funding far outweighs other dedicated state-level investments in summer and afterschool (see chart 1). The state-funded After School Education and Safety (ASES) Program and the state-administered, federally funded 21st Century Community Learning Centers (21st CCLC) Program provide approximately \$904 million annually for summer and afterschool programs, reaching 61% of districts serving TK-6 students (see chart 2).¹¹ Aside from ELO-P, these are the only state-level funding streams dedicated to summer enrichment and afterschool. While the vast majority of this funding goes to afterschool programs, approximately \$46.9 million goes to “supplemental” grants, which are primarily used for summer programs.¹² Supplemental grants also may be used for intersession or vacation (for example, during spring or winter break).

ASES and 21st CCLC supplemental grants go to only a small fraction of schools: only 22% of districts (186 of 853) serving TK-6 students receive any supplemental grants.¹³

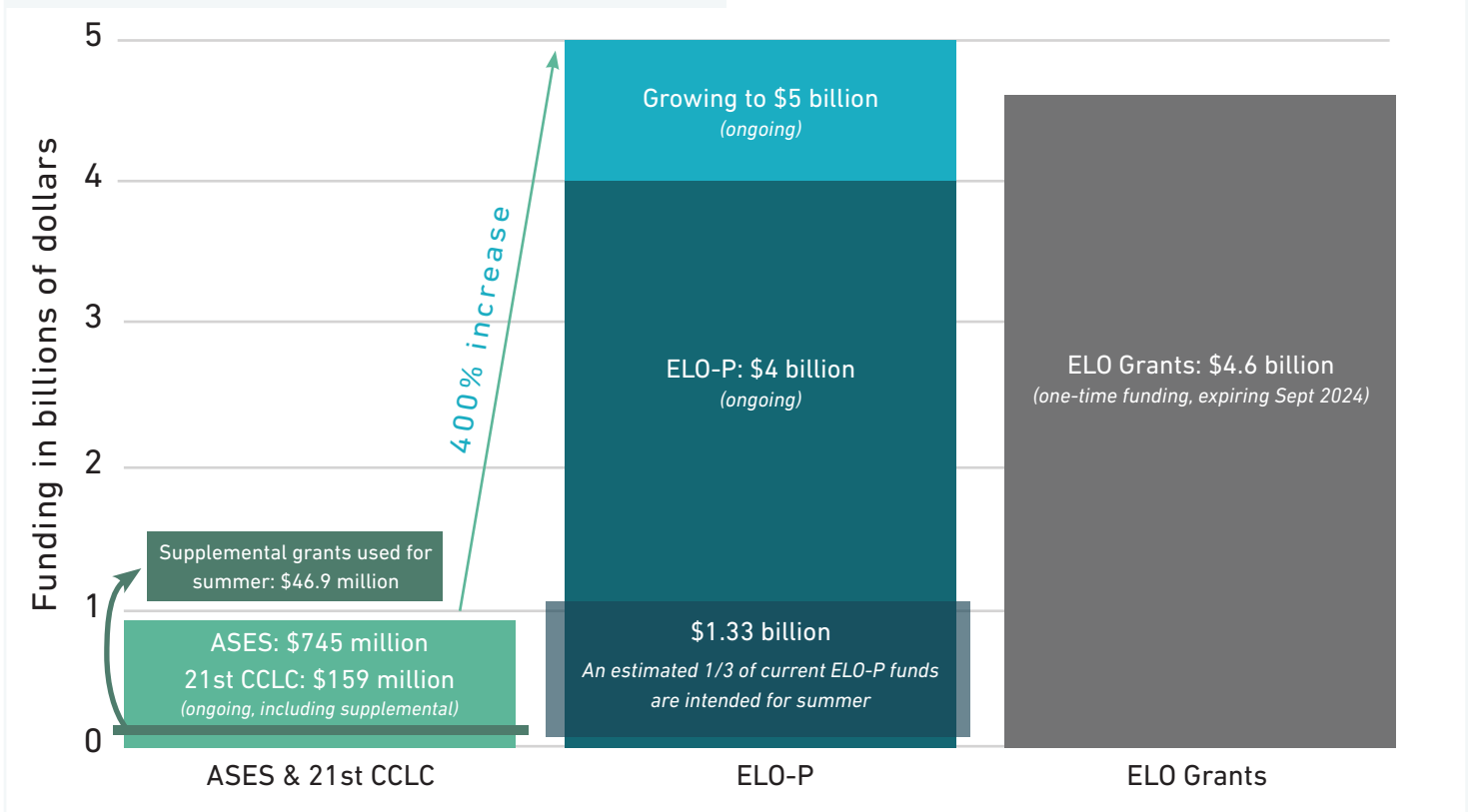
While many districts have some experience offering publicly funded afterschool and summer programs (see chart 2), which makes it easier to launch ELO-P summer learning programs, up to 40% may not. Schools and communities across the state have a wide range of existing experience, level of resources, and infrastructure operating district-funded afterschool and summer programs. Factors that influence a district’s readiness and/or ELO-P implementation decisions include, but are not limited to:

- how long and at what scale they have been operating the publicly funded programs named above,
- how much ELO-P and LCFF funds they receive,
- the local demands and needs of families, and
- their existing and/or potential pool of community partners.

RESOURCE SPOTLIGHT

For a comparison of the three funding streams, see the crosswalk developed by the Los Angeles County Office of Education System of Support for Expanded Learning Technical Assistance Unit: [Expanded Learning Program Requirements Matrix](#).¹⁴

CHART 1: EXPANDED LEARNING FUNDING



11. Data on percentage of districts obtained from California AfterSchool Network, obtained July 2022. \$904 million includes an increase of \$121 million in 2021-22.

12. ASES and 21st CCLC each offers both “before school supplemental” grants and “afterschool supplemental” grants, which combined support up to six hours of programming (Cal. Ed. Code 8483.76) and may be used to wrap around an existing program like summer school, or to support a stand-alone program.

13. Data provided by the California Department of Education, obtained September 2022.

14. This tool was developed for LA County LEAs and charter schools. Other regions may have different or additional guidance.

ELO-P is intentionally flexible to meet local needs, build upon existing programs, and can be used in a variety of ways. Interviewed districts have used ELO-P to (see findings section for more details):

- **expand existing ASES or 21st CCLC-supported summer programs**, as in San Bernardino City Unified School District;
- **extend an ASES or 21st CCLC afterschool program into summer**, as in Fullerton School District;
- **increase program access by reducing reliance on fees**, as in Westminster School District;
- **replace an expiring or exhausted funding stream**, as in Galt Joint Union Elementary School District and its ELO-G award;
- **expand program access from half to full-day programs**, as in National School District; and
- **create a new program**, as in Reef-Sunset Unified School District and Willows Unified School District.

While many programs intentionally build on and generally expand existing programs, ELO-P also appears to be helping make summer programs available in more districts, as evidenced in part by the two districts introducing new programs with ELO-P funds.

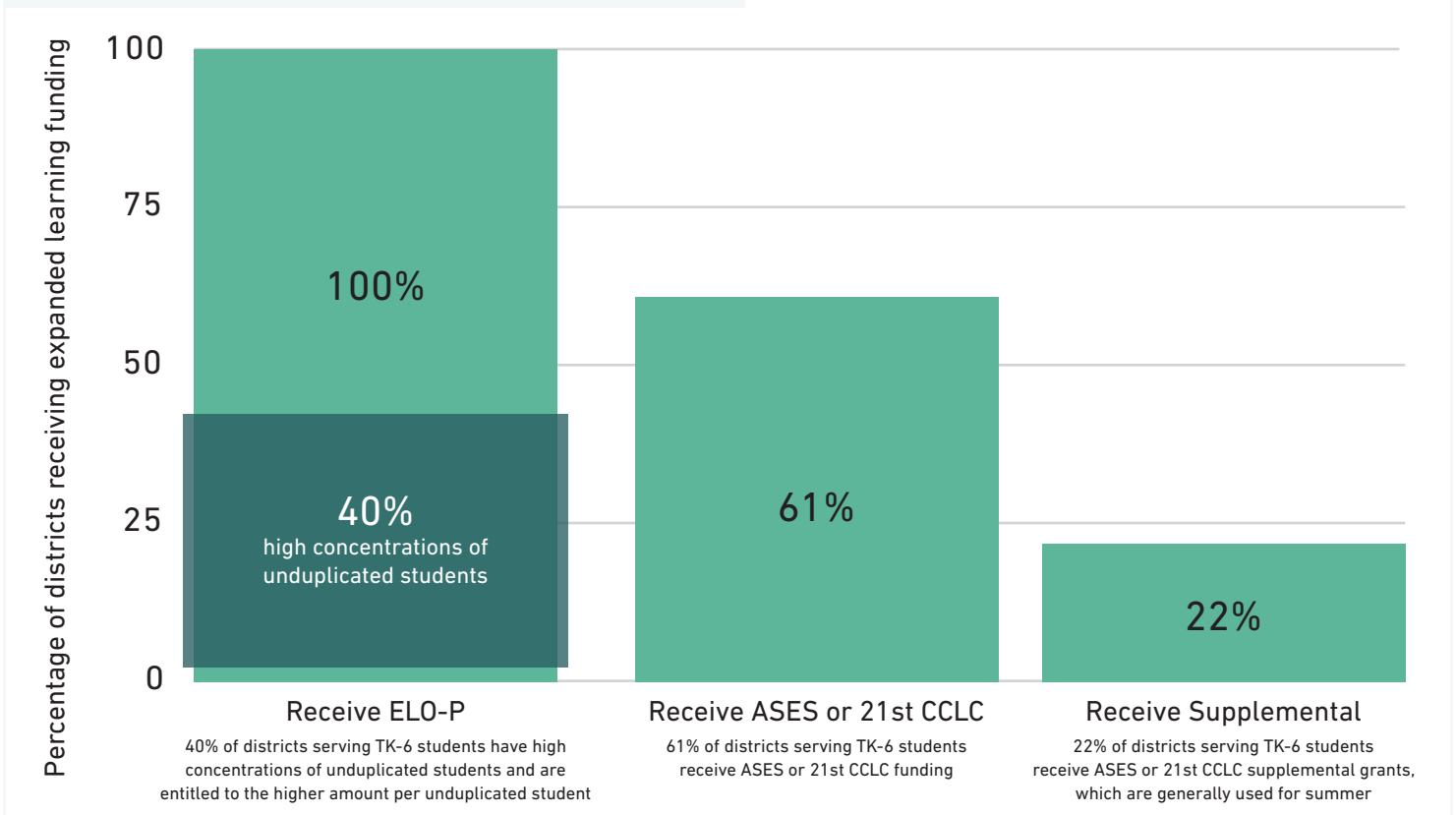
The California Collaborative for Educational Excellence’s California Safe Schools Survey, conducted in May 2022, found that the vast majority of responding districts, 90%, were planning to offer summer programs in 2022. This is a slight

increase from summer 2021, which was also high due to the availability of Expanded Learning Opportunity Grant and American Rescue Plan funds (see timeline).

As the survey did not indicate whether programs are funded by ELO-P, it is hard to generalize about the impact of this new funding stream. Still, there does seem to be room for ELO-P to help increase the duration of current programs. While there are a large number of programs, many may not be providing the nine hours and 30 days that are required in ELO-P-funded programs. More than three-quarters of districts planning to offer summer programs planned to provide fewer than 30 days of programming. The data does not indicate how many districts were planning to offer nine hours of daily programming, only whether programs were planning to offer more or less than four hours of programming daily.¹⁵

Funding Source	Total Funding	Rates Per Student
ASES (TK-9)	\$745 million	\$10.18 per student per day
21st CCLC (9-12)	\$70 million	\$10.18 per student per day
21st CCLC (K-8)	\$79 million	\$10.18 per student per day
ELO-P (TK-6)	\$4 billion	Tier 1: \$2,750 per unduplicated pupil per year Tier 2: ~\$2,052 per unduplicated pupil per year

CHART 2: PERCENTAGE OF DISTRICTS RECEIVING EXPANDED LEARNING FUNDING



15. May 2022 survey results obtained from California Collaborative for Educational Excellence. 71 percent planned to offer 240 minutes or more of programming.

Findings: ELO-P increases access to, and quality of, programs.

ACCESS

ELO-P enables more students to receive summer programming.

In most districts interviewed, ELO-P enabled more students to be served in summer 2022—primarily by expanding existing programs—compared to both the prior year (2021) and pre-pandemic 2019. For example, Fullerton School District doubled the number of students in its STEAM Summer Camp, compared to 2021. (The program did not exist in 2019.) Salinas City Elementary School District’s summer enrollment expanded by over 900 students from 2021 and over 1,300 students compared to 2019. National School District’s REACH for Joy summer program doubled in size, increasing by about 300 students compared to 2021. (The program did not exist in 2019.)

ELO-P enables more students to be served free of charge.

While the ELO-P statute allows districts to charge fees, the vast majority of programs chose to offer 2022 summer programs for free.¹⁶ Westminster School District, for example, switched from a fully fee-based program to a free program for almost 400 students thanks to ELO-P funds. While Rincon Valley Union School District did continue to charge fees for some students, it waived fees for ELO-P-targeted “unduplicated” students as required by law.

ELO-P enabled Salinas City Elementary and their community-based partner, EDMO, to focus more on lower-income, high-need students than before. As EDMO’s Eduardo Caballero explained, “ELO-P completely flipped our model,” noting that EDMO switched from being mostly fee-based to 70% of its programs being publicly funded and free.

ELO-P enables full-day programs.

With its requirement of a nine-hour day, ELO-P prompted several programs that had only offered half-day summer programming before to switch to a full-day summer program. For example, National School District transitioned from half-day to full-day and San Bernardino City Unified School District expanded from six to over nine hours. The full-day program was often very appealing to students and their families. Aldo Ramirez with Salinas City Elementary School District observed, “I personally witnessed children who had been signed up for a half-day program refuse to go home halfway through and then switch over to a full-day program.”

Ramirez also commented that the nine-hour requirement pushed them out of their comfort zone, but led to very positive results: “ELO-P...lifted the bar. Before we were very happy to do a half-day program for a few weeks in the summer. I don’t think we ever had the vision of making it a nine-hour program. ELO-P coming and setting those expectations really pushed us. We found out that we can make a really high-quality program that is nine hours long and that this benefits so many families who need that during the summer.”

LOS ANGELES EXAMPLE

In Los Angeles, ELO-P is a catalyst for expanding summer and year-round programming to:

- serve more students,
- increase the hours and days, and
- diversify the types of learning experiences offered to all students.

Beginning in Summer 2021, Los Angeles Unified made full-day summer programs available at over 500 of its Title-1 elementary and middle schools. In partnership with the district, over 70 nonprofit organizations and philanthropists came together through the [Summer of Joy](#) 2021 initiative, coordinated by the intermediary, GPSN, to provide children in every low-income community the opportunity to experience free summer programs. In 2022, its second consecutive summer, the initiative served nearly 60,000 students at 781 school district, City of Los Angeles, and charter sites, with programs offering an average of seven hours of summer enrichment per day for six weeks. Prior to 2020, LAUSD, similar to most districts, offered enrichment at only a few dozen sites (those funded with supplemental grants). The district and its partners are thinking beyond slots and designing student-centered learning experiences that include ensuring all students have access to field trips and a range of fun, horizon-expanding activities.

This summer collaboration is building toward year-round learning opportunities. For example, this year LAUSD released an RFP for specialized enrichment services in areas including social-emotional learning, outdoor education, STEM, physical fitness, the arts, literacy and numeracy, civic engagement, and social justice.

The increased ELO-P investment is incentivizing the blending of private and local public funds, as well as more sustainable cross-sector partnerships.



“ELO-P...lifted the bar... We found out that we can make a really high-quality program that is nine hours long and that this benefits so many families who need that during the summer.”

—Aldo Ramirez,
Salinas City Elementary School District



16. Cal. Ed. Code 46120 (b)(5).

QUALITY

ELO-P enables more enrichment activities and the partnerships that make those activities possible.

Through ELO-P funds, districts have been able to provide a wide variety of enrichment activities, which many students may not otherwise experience. For example, Rincon Valley Union School District worked with partners to offer gymnastics, fencing, singing and instruments, circus and performing arts, dance, and pantomime. As Rincon Valley's Seth Weinberg explains, "Bringing in those enrichment programs is probably one of the biggest impacts that we've had. A lot of our ELO-P-funded students are people who don't necessarily get a lot of opportunities outside of school...It provided a lot of variety and opportunity for these students to do things that they wouldn't normally do or wouldn't normally get exposed to." Rincon Valley is planning to use ELO-P funds to hire an enrichment coordinator to help strengthen its enrichment offerings.

Enrichment activities can offer unique learning opportunities where students go beyond what they do during the regular school day. As Cari Carlson from Reef-Sunset Unified School District explains: "One of the problems with summer learning is that it can feel like it just continues the school year for kids. With the extra funds we were able to reinvigorate the learning and make it feel like a different type of learning program for them." She adds, "We definitely want to provide engaging hands-on activities that are not the same as what is provided during the regular school day... We were able to expand and spend the funds on additional resources and things the students hadn't seen before."

Despite challenges in staffing, ELO-P can enable competitive salaries and new materials to help attract and retain staff.

While staffing is the most common challenge facing districts operating summer programs, with virtually all districts identifying staffing challenges, ELO-P has helped make staffing easier. San Bernardino City Unified School District's Ann Pearson credits ELO-P, explaining, "Honestly I think ELO-P has just been a blessing to our district...We were able to offer higher salaries for our youth leaders and site leads. It helps out our city, our kids, and our vendors and it's easier to hire." Aldo Ramirez with Salinas City Elementary School District echoes this, stating "Having the funds to be able to bring in folks and compensate them for their services is just huge. So ELO-P helps."

Using ELO-P funds to develop lesson plans was another way to attract summer staff, particularly teachers. Reef-Sunset Unified School District purchased a high-quality curriculum to help attract reluctant teachers. This freed the teachers from having to create materials themselves. San Bernardino City Unified School District also highlighted the value of prepared curriculum.

Nearly half of the interviewed districts met the ELO-P requirements of both 30 non-school days and 9 hours.

Fullerton School District, National School District, Rincon Valley Union School District, and Westminster School District met or exceeded ELO-P's requirements of both 30 days and nine hours of programming. For the remaining districts, all but one provided at least nine hours of programming. The biggest challenge was the 30-day requirement, with three districts providing 20 or more days, while two offered fewer. Several districts are considering offering intersession programs during winter break or spring break to cover the extra days.

Some districts did find these requirements a challenge. For example, in Reef-Sunset Unified School District, staff and families expressed concern that the nine-hour program and 30-day duration were too long. An administrator at Willows Unified School District noted that it's hard to meet the 30-day requirement without offering intersession programming given its short summer break, as well as interest among teachers, students, and families in a traditional summer.



"With the extra funds, we were able to reinvigorate the learning...We were able to expand and spend the funds on additional resources and things the students hadn't seen before."

—Cari Carlson,
Reef-Sunset Unified School District



RESOURCE SPOTLIGHT

For additional information on district and community ELO-P implementation examples and models, best practices, and program updates, see the California Afterschool Network's [Fireside Chat series](#).

Recommendations

With the influx of new resources through the Expanded Learning Opportunities Program, interviewees were enthusiastic about their programs and the future. These districts have a clear mandate to move ahead with ELO-P funding for 2023 and 2024, and the State has a responsibility to help LEAs implement successful programs to have the greatest impact for students and their families. The following recommendations are rooted in the interviews from 2022, prior research on summer learning best practices, and our experience working on state-level policy.¹⁷

FOR DISTRICTS

- Begin planning in winter.
- Include all essential partners, both internal within the district and external community-based organizations, in the planning.
- Begin teacher and staff recruitment in late winter/early spring.
- Conduct outreach to recruit students to participate in summer programs by early spring.
- Survey students and parents to identify and build on program strengths and identify room for improvement, including new enrichment activities.
- Direct resources to support full-time positions and competitive wages.
- Develop lesson plans that remove the burden of curriculum development for teachers and staff, while still leaving room for them to express creativity.
- Leverage regional county offices of education and the System of Support for Expanded Learning to increase training and planning resources.
- Provide joint professional development opportunities for staff within the district and from community-based organizations.
- Design for and increase coherence across programs and staff that are integrated with school-day learning and wellness, including universal Pre-K, community schools, and the Children and Youth Behavioral Health Initiative.

RESOURCE SPOTLIGHT

For additional summer planning guides, tools, workshops, and more, see Partnership for Children & Youth's [summer resources](#).

FOR THE STATE

- **Long-term commitment to fully fund ELO-P.** ELO-P is planned to be fully fiscally implemented at \$5 billion annually in 2025-26 and is designed as an ongoing funding source similar to Universal Pre-K (vs. Community Schools Partnership Program). The availability of long-term and stable funding makes it easier for districts to design integrated, student-centered schools, and attract staff by offering steady employment. As National School District's Sharmila Kraft explains, "It's a lot different to say 'Can you do this for a semester? We're going to be out of money,' versus, 'This can be a job that will get you through college.'" Research has shown that the quality and cost of programs matters to ensure meaningful student impact, so it behooves the State's investment and promise to students and families to maintain adequate and ongoing funding levels outlined by the Legislature and Administration.
- **Provide equitable expanded learning opportunities for middle and high school students,** given that ELO-P's current focus is on TK-6. When ELO-P is fully funded, less than 2% of total expanded learning funding will be designated for high school students.¹⁸ The California Department of Education (CDE) found that high school students who participated in publicly funded afterschool programs during the academic year had higher school-day attendance, more positive adult relationships, and more opportunities for meaningful participation in school than their non-participating peers.¹⁹ In addition to academic and social-emotional support, expanded learning programs also provide leadership skills and career preparation opportunities.

Less than **2%**
of all expanded learning
funding will be designated
for high school students once
ELO-P is fully funded.

- **Equalize rates per unduplicated student.** Currently districts with especially high concentrations of unduplicated students (greater than or equal to 75%) receive almost \$700 more per unduplicated student than other districts. But hundreds of districts have relatively high concentrations of unduplicated students and would be able to offer more comprehensive services with the higher rate. For example, in over 380 (44%) districts, low-income students make up 40% to 75% of enrolled students.²⁰ Moreover, within California's diverse communities, districts' average unduplicated percentages often mask the reality that specific school sites within the district have high rates of unduplicated students.

17. [2021 California Summer Learning Guide](#), Partnership for Children & Youth and National Summer Learning Association, 3/2021.

18. 50% of 21st Century Community Learning Center funds are reserved for high school programs, under \$70 million in FY 22-23, according to CDE. When ELO-P reaches full implementation, there will be about \$5,904,000,000 in total funding for expanded learning programs, only 1.18% prioritized for high school students.

19. Characteristics of Schools and Students Participating in After School Programs 2021 Report, California Department of Education: <https://www.cde.ca.gov/ls/ex/documents/lrafterschoolprograms21.docx>

20. Analysis based on percentages of students eligible for Free or Reduced-Price School Meals. Excludes charter schools and high school districts.

- **Robust and integrated data collection.** Collect district-wide ELO-P data on the number of students participating, number of staff, funding sources, use of fees, partnerships, and number of days and hours in operation (for both summer and afterschool). This data can be collected through continued surveys by the California Collaborative for Educational Excellence or through other sources. Additionally, districts should track individual daily program participation and the state should require that this data be incorporated into the state's longitudinal data system, which would enable the state to better evaluate the effectiveness of programs at improving student outcomes.
- **Provide additional funding for planning, provide guidance and incentives, and remove barriers for schools to integrate ELO-P into a full-day, full-year approach.** Schools and districts are being asked to roll out multiple large-scale initiatives—community schools, Universal Pre-Kindergarten, universal meals, and more—all of which complement, and to some extent rely on, successful ELO-P implementation. All of these efforts have their own plans and sets of rules that LEAs must navigate. The state should consider and provide guidance on how ELO-P plans and programming can be integrated into existing documentation and reporting requirements, such as Local Control Accountability Plans. Both the UPK expansion and Community Schools Partnership Program provide for planning time and resources; following the same line of implementation rationale, ELO-P should be provided planning resources and/or at minimum be integrated into these planning discussions and tables. Lastly, the state could accelerate successful ELO-P implementation if they identify and remove barriers to integration for program elements, such as staffing and facilities, with complementary programs like school-aged childcare and preschool.
- **Provide additional funding for technical assistance, training, and evaluation.** While the ELO-P statute provides \$5 million to some county offices of education for these purposes, this likely does not meet the need for assistance with so many new programs. Through ASES and 21st CCLC, CDE currently receives approximately \$16 million for summer and afterschool training, technical assistance, and evaluation; the \$5 million for additional technical assistance support represents an approximately 30% increase, compared to funding increasing by 400% to support potentially thousands of new programs and students.

Additional resources also should support a statewide evaluation of a sample of summer learning programs. While expanded learning by definition is intended to be “results driven,” California has dedicated little to no funding to evaluate summer programs. The statutory commitment to evidence-based programs should be matched by a commitment to research on the effectiveness of summer programs. The state can support implementation research now, which will provide both insight and guidance from districts asking for more support and best practices, as well as provide potential policy course corrections.

- **The California Department of Education should provide guidance and models on how to blend public funding and on charging fees.**²¹ ELO-P is premised on and encourages LEAs to blend and braid funding but there has been no guidance or resources on how to do this. This should be coordinated with the rollout of Universal Pre-Kindergarten, of which ELO-P is part of the equation in moving toward a full day. While fees cannot be charged for unduplicated students, districts might consider charging fees for other students, particularly if the amount of their funding is reduced due to failure to provide access to enough students or failure to meet the day and hour requirements. Districts with lower FRPM percentages will likely have to employ some fees to be able to cover the cost of programs and to meet the universal access requirements.

DISTRICTS DID NOT HAVE ENOUGH FUNDING REMAINING TO SERVE OLDER YOUTH

Once a district has provided access to its TK-6 students, it is free to utilize ELO-P funds for older students. Most districts used ELO-P funds for summer programs for only TK-6th graders, and no districts used ELO-P for high school summer programming. One district (San Bernardino City Unified School District) funded high school afterschool programs with leftover ELO-P funding, but not summer programs.



RESOURCE SPOTLIGHT

For additional background on blending, braiding, and layering UPK programs for sustainability, including ELO-P, see Santa Clara Office of Education's [Webinar #2: Braiding Programs for Sustainability](#).

21. [Sustaining Expanded Learning Programs: A Manual for Implementing Family Fees](#), Partnership for Children & Youth, 1/2018.

Summary of methodology

Partnership for Children & Youth (PCY) interviewed staff from nine school districts (and one community-based organization working with one of those districts) about their summer 2022 programs. These districts, nominated by an expanded learning field leader for offering new and expanded programs, reflect the diversity of the state—urban, suburban, and rural, and from Northern, Southern, and Central California—and served varying numbers of youth, ranging from 45 students to over 2,000.²² (See Appendix.)

These findings are also informed by PCY's partnership with the Los Angeles summer learning ecosystem convened by GPSN (including intermediaries, districts, funders, and community partners). This collaboration included interviews with system leaders, data collection from over 1,000 school and community summer program sites across Los Angeles County, and over 20,000 student, family, and staff surveys.

In addition, we reviewed data from the California Department of Education (CDE) on existing investments in summer programming, as well as from the California Collaborative for Educational Excellence's (CCEE) California Safe Schools Survey from May 2022 about summer 2022 programming plans. CCEE surveyed 1,009 school districts and county offices of education, 753 of which responded about their summer 2022 plans.²³



“It’s a lot different to say, ‘Can you do this for a semester? We’re going to be out of money,’ versus, ‘This can be a job that will get you through college.’”

—Sharmila Kraft,
National School District
discussing the long-term, stable funding of ELO-P



22. Our analysis does not include the full universe of all summer programs offered by districts, such as remedial programs or other required learning supports. The findings are limited by the interviewees' scope and role within a larger district, and not all interviewees oversaw or had complete information about every summer program.

23. CCEE also surveyed charter schools and private schools. We did not analyze those results.

Appendix:

Interviews were collected with the following districts:

DISTRICT/PROVIDER	COUNTY	REGION	SCHOOL-DAY ENROLLMENT	FREE OR REDUCED-PRICE MEAL	ASES OR 21ST CCLC	SUPPLEMENTAL FUNDING
Fullerton School District	Orange	Region 9 - Southern	11,493	56%	✓	x
Galt Joint Union Elementary School District	Sacramento	Region 3 - Capital Service Region	3,261	56%	✓	x
National School District	San Diego	Region 9 - Southern	4,385	74%	✓	x
Reef-Sunset Unified School District	Kings	Region 7 - Central Valley	2,711	95%	✓	x
Rincon Valley Union School District	Sonoma	Region 1 - North Coast	1,186	26%	x	x
Salinas City Elementary School District*	Monterey	Region 5 - South Bay	8,206	72%	✓	x
San Bernardino City Unified School District	San Bernardino	Region 10 - RIMS	45,517	84%	✓	✓
Westminster School District	Orange	Region 9 - Southern	8,115	76%	✓	x
Willows Unified School District	Glenn	Region 2 - Northeastern	1,382	82%	✓	✓

*EDMO, a community-based organization working with Salinas City Elementary School District, was also interviewed.



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