



January 30, 2021

The Honorable Nancy Skinner  
Chair, Budget and Fiscal Review Committee  
California State Senate  
State Capitol  
Sacramento, CA 95814  
Via email: [SBUD.Committee@senate.ca.gov](mailto:SBUD.Committee@senate.ca.gov)

The Honorable Phil Ting  
Chair, Budget Committee  
California State Assembly  
State Capitol  
Sacramento, CA 95814  
Via email: [Budgetsub6@asm.ca.gov](mailto:Budgetsub6@asm.ca.gov)

The Honorable John Laird  
Chair, Budget & Fiscal Review,  
Subcommittee No. 1 on Education  
California State Senate  
State Capitol  
Sacramento, CA 95814  
Via email: [SBUD.Committee@senate.ca.gov](mailto:SBUD.Committee@senate.ca.gov)

The Honorable Kevin McCarty  
Chair, Budget, Subcommittee No. 2 on  
Education Finance  
California State Assembly  
State Capitol  
Sacramento, CA 95814  
Via email: [BudgetSub2@asm.ca.gov](mailto:BudgetSub2@asm.ca.gov)

**RE: Expanded Learning Budget Proposal and AB 104 (Gonzalez) - SUPPORT**

Dear Chairs:

The California Afterschool Advocacy Alliance (CA3) – a network of expanded learning (afterschool and summer) program providers and child advocacy organizations – strongly supports the Governor’s proposed funding for expanded learning time and Assembly Bill 104 (Gonzalez).

For years, expanded learning (afterschool and summer) programs have played an essential role in providing social-emotional, academic, and other support services to students and families, especially in communities hardest hit by the COVID-19 pandemic. Last year, the expanded learning workforce was called to the frontlines to [serve schools and communities in new ways](#) – supervising children of essential workers and other vulnerable students while schools were closed, finding lost students and re-engaging families, delivering technology and distance learning resources, ensuring families are fed, and providing social-emotional and academic support virtually. As schools prepare to reopen, we appreciate the Legislature and Governor’s efforts to fast-track proposals for crucial expanded learning time and support.

**To ensure expanded learning investments reach the students who need it most as quickly and as effectively as possible, we urge the Legislature and Governor to:**

**Align and leverage the existing expanded learning system throughout the state**

The state-funded After School Education and Safety (ASES) program, federally-funded 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program, Department of Education’s System of Support for Expanded Learning, and community partnerships throughout the state should be leveraged. Together, this system normally serves nearly half a million students each day, prioritizing students experiencing homelessness and in foster care and serving a large proportion of students from low-income families and English language learners. Students need support urgently, and it is an ineffective use of limited resources to reinvent the wheel.

### **Partner with community-based organizations**

Reopening schools and student recovery will require an all-hands-on-deck approach that [prioritizes](#) expanded learning time and [values](#) community partnerships. Youth-serving community-based organizations can effectively partner with teachers and other school staff to provide academic, social and emotional supports, and enrichment activities that complement school-day instruction. Community-based partners, staffed by a diverse workforce that is often from the communities they serve, have deep relationships with families that can help identify and reengage disconnected students. [Research](#) shows that access to strong relationships with caring adults is one of the most important factors to student engagement and success. Please ensure Local Education Agencies (LEAs) [engage, plan, and implement](#) expanded learning investments with community partners at the table.

### **Encourage [expanded learning](#)<sup>1</sup> opportunities to reengage and support the whole child**

Students should not face traditional drill and kill “summer school” style remediation; students need academic, enrichment, and social-emotional and mental health supports for resiliency and recovery. Expanded learning programs deliver rich and engaging learning opportunities that creatively blend academic supports with enrichment. Successful programs can still offer remediation, credit recovery, and skill development, but [research](#) proves that these objectives are often more effectively accomplished when programs focus on intrinsic engagement and motivation. Additionally, expanded learning programs often function as resource and information hubs for students and families which is why they are one of the four [pillars](#) of community schools.

### **Extend timeline to allow use of funds through summer 2022**

[Research](#) is clear that two consecutive years of quality summer programs is important to student outcomes. We recommend giving LEAs the flexibility to use one-time funds through next summer. LEAs should also be intentional about blending and coordinating these strategies and interventions as part of full-day/year school and student-level learning plans and investments.

### **Support the expanded learning workforce**

The expanded learning workforce — composed of teachers, paraprofessionals, and trained staff in community-based organizations — has provided essential support for students and their

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<sup>1</sup> “Expanded learning means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results drive, include community partners, and complement, but do not replicate, learning activities in the regular schoolday and school year.” [EDC § 8482.1](#)

families struggling with the pandemic. To ensure that this workforce stands ready to meet the urgent student and family needs and support longer-term recovery efforts, we urge you to:

- **Prioritize expanded learning staff alongside child care providers and teachers vaccine distribution;**
- **Include expanded learning staff in additional professional development opportunities** focused on academic recovery and social-emotional support and trauma-informed care; and
- **Provide a similar cost-of-living-adjustment (COLA) to the After School Education and Safety (ASES) programs.** The Governor’s budget proposal provides COLAs for other education categoricals outside of the Local Control Funding Formula but omits the ASES program. Schools and families are counting on ASES programs to continue to provide essential support and staff working on the front line during a pandemic deserve a living wage. A similar 1.5% COLA for ASES would cost less than \$10 million.

We look forward to continued discussion and refinement of these expanded learning proposals. Please contact Jen Dietrich at (510) 830-4200 x1615 or [jdietrich@partnerforchildren.org](mailto:jdietrich@partnerforchildren.org) if we can be of further assistance of if you have any questions.

Sincerely,

California Afterschool Advocacy Alliance

cc: Senator Dave Min  
Senator Rosilicie Ochoa Bogh  
Assemblymember Vince Fong  
Assemblymember James Gallagher  
Assemblymember Alex Lee  
Assemblymember Jose Medina  
Assemblymember Patrick O’Donnell  
Assemblymember Eloise Gomez Reyes  
Assemblymember Suzette Martinez Valladares  
Assemblymember Gonzalez  
Megan Baier, Education Consultant, Office of President Pro Tem Toni Atkins  
Elisa Wynn, Consultant, Senate Budget Committee  
Misty Feusahrens, Special Assistant to the Speaker, Office of Assembly Speaker Anthony Rendon  
Erin Gabel, Consultant, Assembly Budget Committee  
Joey Freeman, Deputy Legislative Secretary, Office of the Governor  
Brianna Bruns, Principal Program Budget Analyst, Department of Finance