



Expanded Learning 360°/365
Skills for Success in School, Work and Life

Welcome!

The Buzz about SEL



**PARTNERSHIP FOR
CHILDREN & YOUTH**



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Skills for Success in School, Work and Life

Pair/Share

- How does this relate to your after school and summer programs?
- What are implications for staff?
- What does this have to do with social-emotional development?



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Goals for Today

- Explore the link between expanded and social-emotional learning
- See how SEL connects to your work
- Hear how it's rolling out in Santa Ana



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What is Social-Emotional Learning?

“...the knowledge, attitudes, and skills necessary to understand and **manage emotions**, set and **achieve positive goals**, feel and show **empathy** for others, establish and maintain **positive relationships**, and make **responsible decisions**.”

(Collaborative for Academic and Social-Emotional Learning CASEL)

AKA: 21st Century Skills; Non-Cognitive Skills;
Character Education; Life Skills



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Youth Development

Quality Standards for Expanded Learning in California:
 Creating and Implementing a Shared Vision of Quality

INTRODUCTION / BACKGROUND 3
 DESCRIPTION OF STANDARDS AND CROSSWALK 4
 RECOMMENDED USES 5
 QUALITY STANDARDS IN ACTION 6
 SUMMARY OF WORK GROUP PROCESS 10
 WORK GROUP MEMBERS 20
 GLOSSARY OF TERMS 21
 REFERENCES 22

 A map of California is shown on a green background with a white outline of the state. The map is framed by a green border.

CAN
 California After-School Network
 PROJECTS, PARTNERS, PARTS

DEPARTMENT OF EDUCATION
 DIVISION OF CALIFORNIA CIVIL RIGHTS

FINAL RELEASE: SEPTEMBER 2014
 Initiated by Expanded Learning stakeholders and partners, and produced in collaboration with the California Department of Education, After School Division, and the California After-School Network

Superintendent of Public Instruction
 — **Tom Torlakson**

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

Learning *Preparing Youth for the 21st Century*
in **After-school & Summer**
 A project of *Tennessee Associates and The Partnership for Children and Youth*



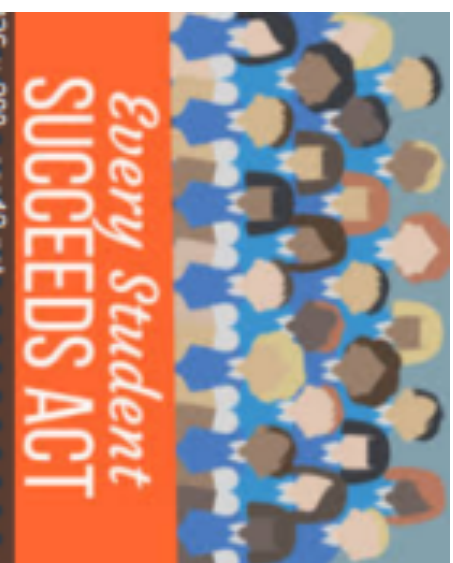
Education Reform

California



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National



CORE Wavier

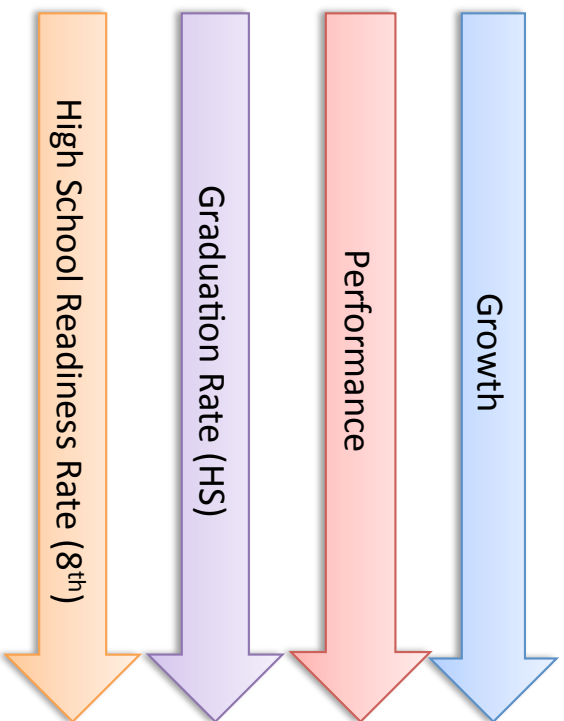
CORE is a nonprofit organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning between its 9 member school districts: Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger and Santa Ana Unified. Together these districts serve more than one million students and their families.

Mission

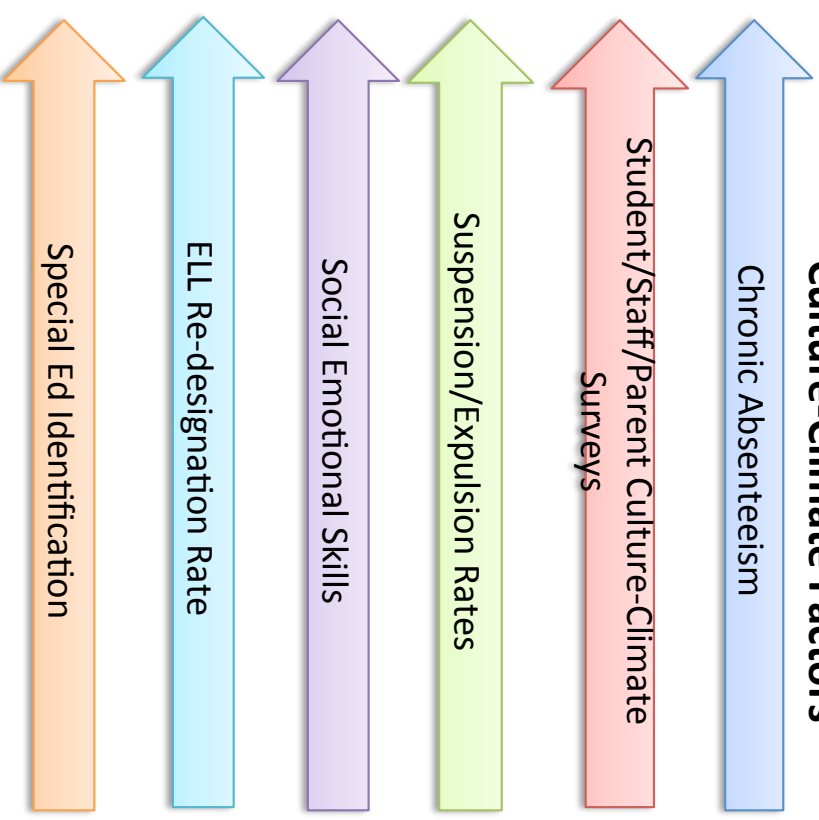
As a collaboration of districts, we work together to innovate, implement, and scale successful strategies and tools that help our students succeed, so that all students are prepared for college and career.

Santa Ana Unified School District

Academic Domain



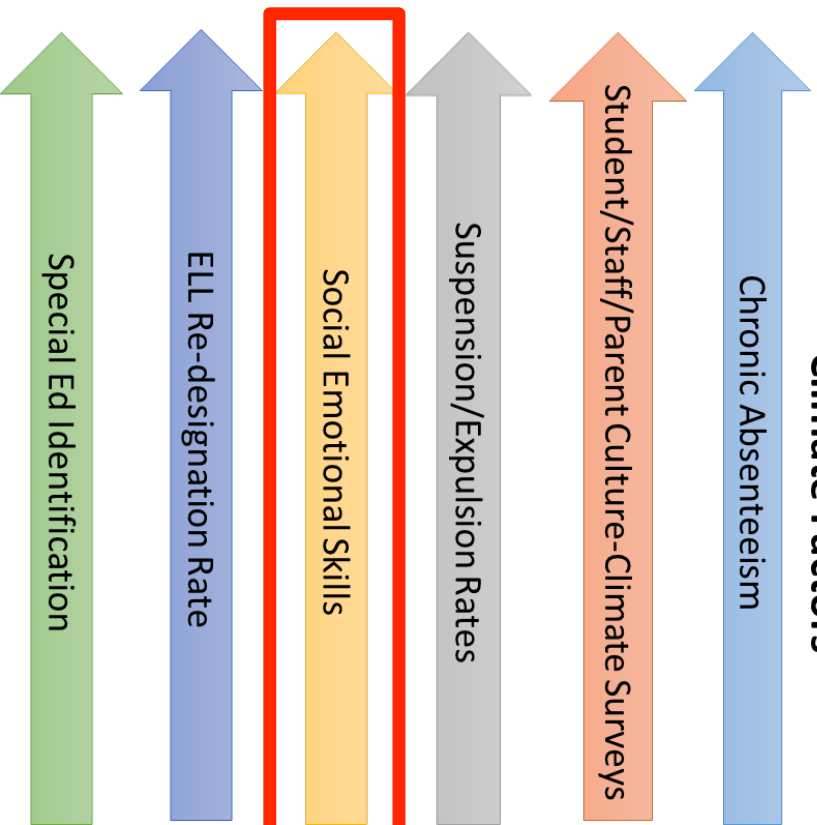
Social-Emotional & Culture-Climate Factors



Social Emotional Learning in SAUSD

Social-Emotional & Culture-

Climate Factors



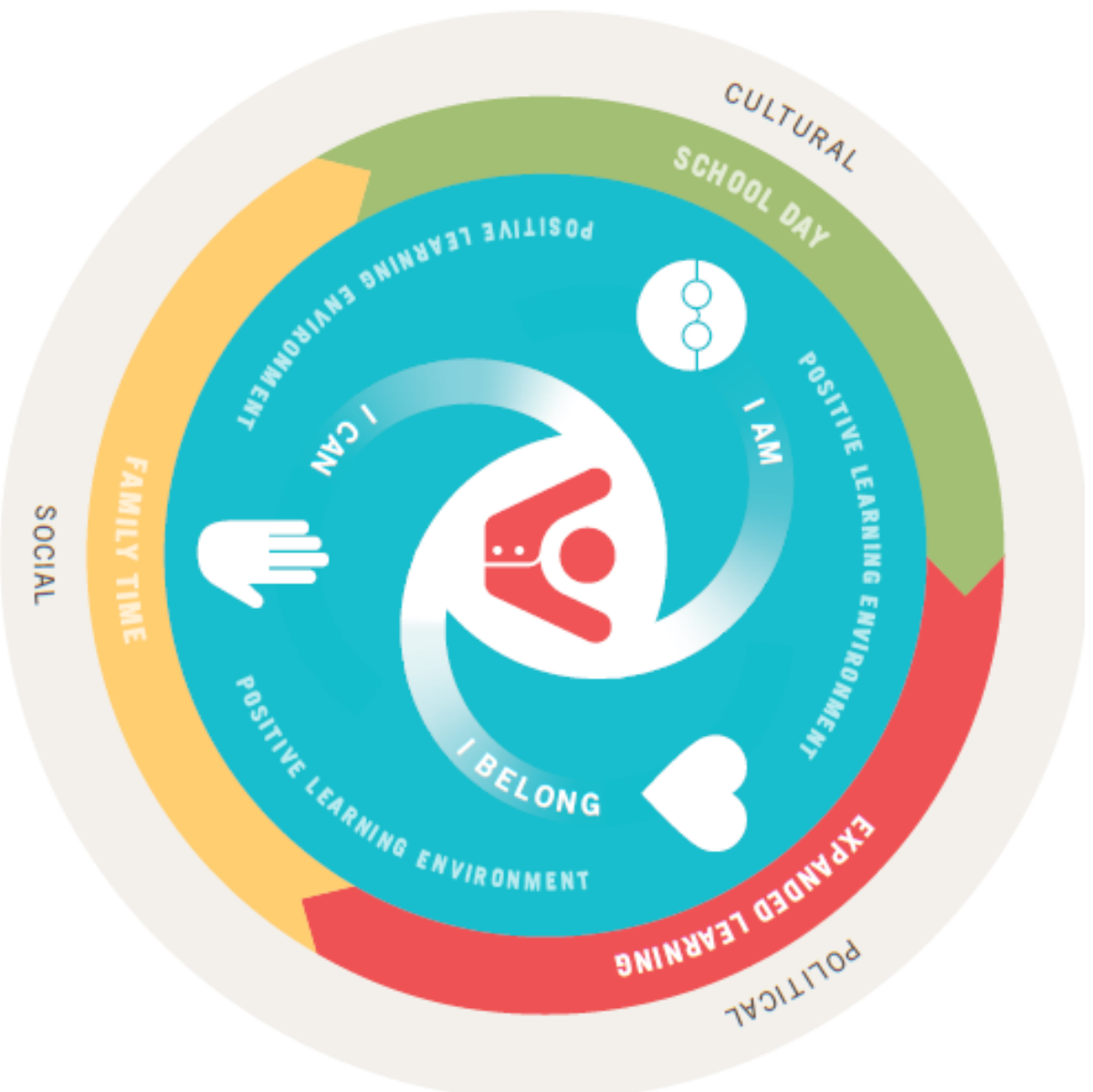
Self-Management
Social Awareness
Growth-Mindset
Self-Efficacy





Student Success Comes Full Circle:

Leveraging Expanded Learning Opportunities



SUCCESS

IN SCHOOL, WORK, AND LIFE

EXPANDED LEARNING 360°/365 FOUNDATIONAL AREAS:



I AM

Self-awareness
Self-management



I BELONG

Social awareness
Interpersonal skills



I CAN

Self-efficacy
Growth mindset


Quality Standards


- Safe and Supportive Environment
- Active and Engaged Learning
- Skill Building
- Youth Voice and Leadership
- Diversity, Access and Equity

Quality Standards for Expanded Learning in California:
Creating and Implementing a Shared Vision of Quality


CONTENTS

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 QUALITY STANDARDS IN ACTION 6
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 REFERENCES 22





California After-School Network
CONNECT • COLLABORATE • CHANGE



DEPARTMENT OF EDUCATION
DIVISION OF CALIFORNIA AFTERSCHOOL NETWORK


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


– Tom Iordalen
Superintendent of Public Instruction

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


I AM—intrapersonal skills

- **Self-awareness** – 
“I know how I am feeling.”
“I know who I am.”
- **Self-management** –
“I can control my own behavior.”
“I can stay focused.”

I BELONG— interpersonal

- **Social awareness** – 
“I care about other people’s feelings.”
“I get along with different kids.”
- **Interpersonal skills** –
“I can learn from others.”
“I can communicate my ideas clearly.”

I CAN—beliefs and mindset

- **Self-efficacy** – 
“I can overcome challenges.” “I believe that I can do well.”
- **Growth mindset** –
“The harder I try the better I will get.” “I can learn from mistakes.”

Gallery Walk:

- What practice does your program do towards this quality standard?
- What SEL outcome does this standard/these practices support?



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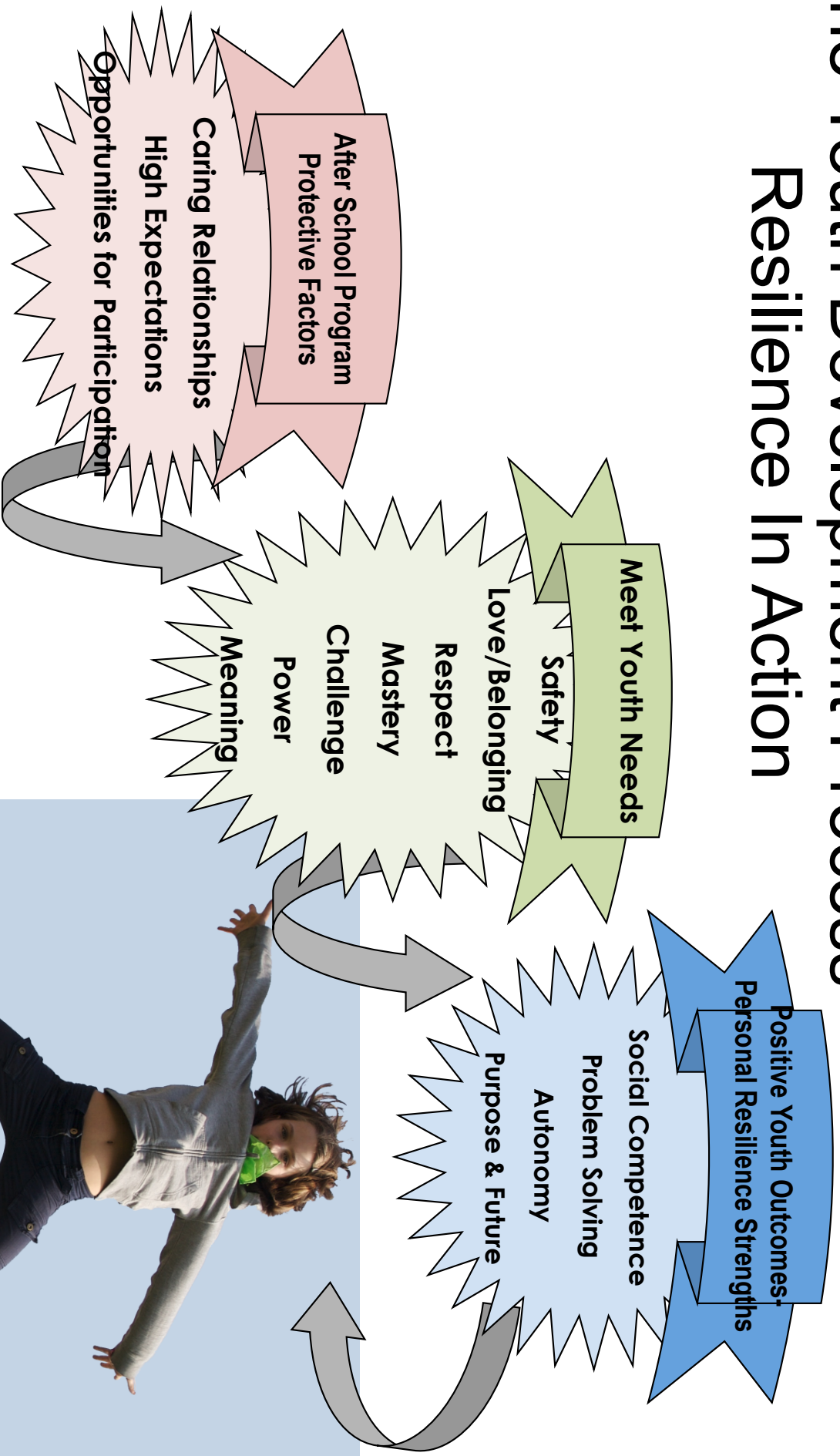


Discussion

- What do you notice?
- What does this mean for the quality standards? Your programs? The CQI requirement?
- What does it say about the link between SEL and ELO?

The Youth Development Process

Resilience In Action



Youth Development



Caring Relationships (QS #1)

- Building Rapport
- Positive Language
- Perceived Deficits → Strengths



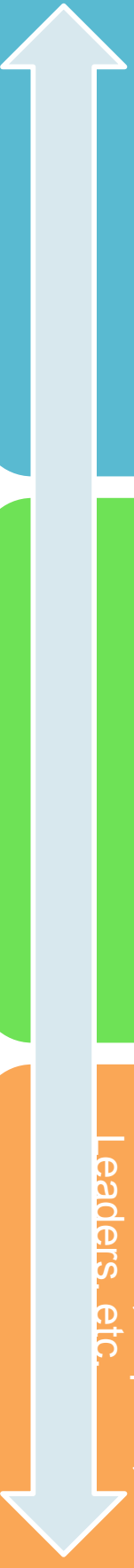
High Expectations (QS #1)

- Establish Expectations
- Communicate
- Follow Through



Opportunities for Participation (QS #1-4, 6)

- Enrichment
- Develop New Skills
- Voice and Choice
- Express Opinions, Emotions, Explore, Be Leaders, etc.



Youth Development at SAUSD



Hire for Passion, Train for Skill



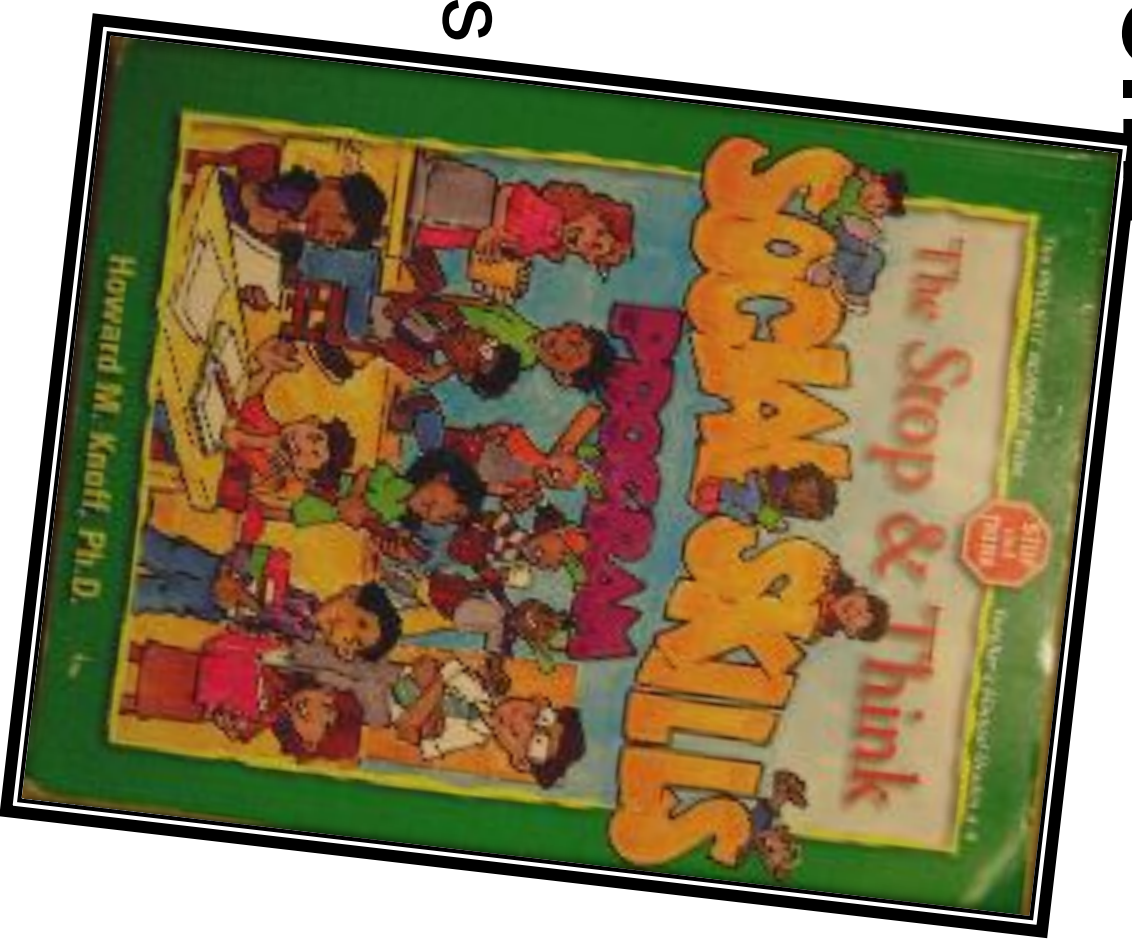
Positive Behavior Intervention
Supports (PBIS)



Unique Enrichment
Student Driven Clubs
After School Leadership

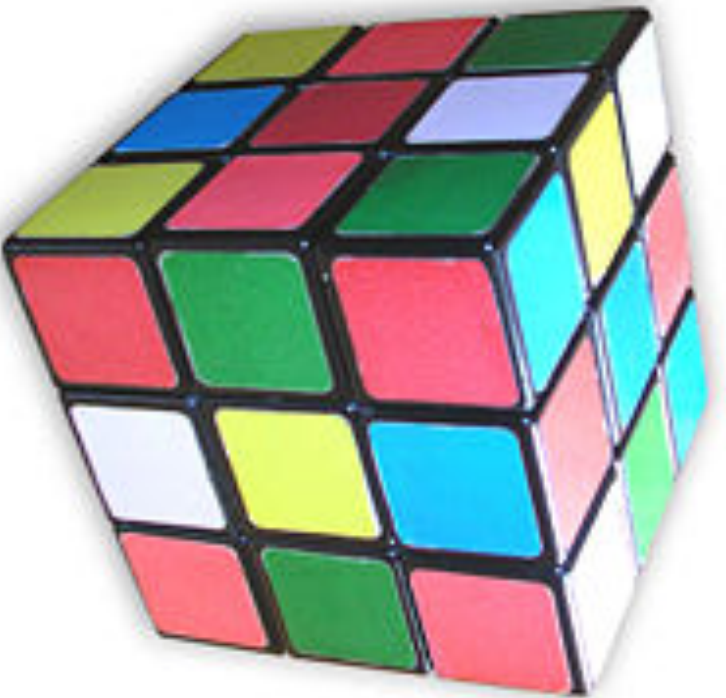
Coming Soon to SAUSD after school

- Social Skills Curriculum Pilot – Stop & Think
- Restorative Practices Pilot – Intermediate



SAUSD

Challenges



- Hiring the right people
- Turnover
- Culture shift

SAUSD Success

Improving our hiring, professional development, coaching, and delivering a consistent message that “kids come first,” has contributed to the

following success: ~~96%~~ ^{96%} children are

- safe in the after school program
- 80% of students reported feeling safe in the program
- 92% of students reported there is an adult who believes that they will be a success.
- 96% of students reported the staff make sure that kids follow the rules
- 86% of students feel their ideas count
- 82% of students feel like they belong



Tips

- Identify what you are currently doing to support SEL and **CELEBRATE!**
- Developing relationships is **KEY!**
- Go Slow to Go Fast!





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- Objective: Design a program that does NOT support students' social-emotional learning.
- Consider:
 - Activities
 - Staff hiring, expectations and preparation
 - Space
 - Schedule
 - Communication
 - District policies and actions
- Report out 2-3 ideas for NOT supporting SEL





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Individually reflection:

**Make a list of 5 things
you CAN do to support
SEL**



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DESCRIPTIVE ENCOURAGEMENT



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APPRECIATIVE ENCOURAGEMENT



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EMPOWERING ENCOURAGEMENT



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I NOTICED.....



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I APPRECIATE.....



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**I HAVE FAITH....
BELIEVE...
TRUST....,**



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Encouragement / Praise

Adapted by J. McVittie from Jim Linder's Praise v. Encouragement and the Encouragement activity by Joy Mason and Mickie Berry in the Teaching Parenting Manual

Objective:

To explore the power of encouragement and increase discernment about the difference btw praise and encouragement.

Materials:

Statement cards

Comment: Feedback from this activity has been that the process of actually doing the pair practice makes it MUCH easier to go home and be encouraging.

Directions

1. Ask for 3 volunteers to be students or siblings. Have them sit, 3 in a row and let them know that you'll just be giving them statements and they can react as normal siblings or students would.
2. Give the student on one end of the row a set of praise statements. Say them aloud as you give them to him/her.
3. Give the student/sibling on the other end of the row the encouragement statements. Say them aloud as you give them to him/her.
4. Process: What did the student/sibling in the middle notice? What about the difference between the two statements? Anyone want to trade? Anything else from the volunteers? From the audience?

Begin to draw the distinctions between encouragement and praise as you process. (Invites extrinsic, vs intrinsic motivation, self esteem vs. approval junkie. How would someone getting praise as a steady diet know they were doing an ok job? What would they assume if the praise stopped coming? Etc)

5. After they get the distinction invite them to get into dyads to practice. First



invite them to practice DESCRIPTIVE encouragement. Have them pair up and give each other two descriptive encouragement statements (If couples are in the group invite them to do this reflecting real descriptions – other wise one person can play an adult and the other the child, then switch – so each person practices) Have a card, or write on the flip chart: I NOTICE..... (you may need to remind your participants to leave the evaluation –good, nice etc out of the noticing. JUST describe without evaluation)

6. Then have them practice APPRECIATIVE encouragement. Again in pairs each person gives the other 2 appreciative statements: I APPRECIATE.... Or THANK YOU FOR.....

7. Finally have them give each other 2 EMPOWERING encouragement statements. These are a little tougher. I TRUST YOU... I BELIEVE IN YOU.... I KNOW YOU CAN....

Invite reflections. What did they notice as receivers? As givers?

SAMPLE PRAISE STATEMENTS

GOOD JOB

YOU'RE SO SMART

GREAT JOB

I'M SO PROUD OF YOU

YOU ARE SUCH A GOOD BOY (OR YOU ARE SUCH A GOOD GIRL

YOU DID IT BETTER THAN ANYONE ELSE

I LIKE THE WAY YOU ARE SITTING HERE BESIDE ME

I LIKE WHAT YOU DID

YOUR PAINTING IS BEAUTIFUL

YOU DID IT JUST LIKE I TOLD YOU

I WISH THE OTHERS COULD BE LIKE YOU

YOU ARE THE BEST PLAYER ON THE TEAM

SAMPLE ENCOURAGING STATEMENTS:

THANKS FOR HELPING ME, IT MADE MY DAY EASIER

I CARE ABOUT YOU

YOU FIGURED IT OUT FOR YOURSELF

CAN YOU TELL ME ABOUT YOUR PAINTING?

HOW DO YOU FEEL ABOUT IT?



LOOK HOW FAR YOU'VE COME. YOU CAN DO IT.
I BELIEVE YOU CAN DO IT.
YOU CAN DECIDE WHAT'S BEST FOR YOU.
I LOVE YOU NO MATTER WHAT
IT TOOK COURAGE TO STAND UP FOR YOURSELF LIKE THAT.
I HAVE FAITH IN YOU

DESCRIPTIVE ENCOURAGEMENT

I NOTICED.....

APPRECIATIVE ENCOURAGEMENT

I APPRECIATE.....

EMPOWERING ENCOURAGEMENT

I HAVE FAITH....
I BELIEVE...,
I TRUST...



Expanded Learning 360°/365
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Student Success Comes Full Circle

**Leveraging Expanded Learning
Opportunities**

Concept Paper, May 2015

Research Overview

The full list of research and materials reviewed is too long to list here. Some of the foundational reports and references that underlie this paper include:

- Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45, 294-309.
- Farrington, C., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T., Johnson, D., & Beechum, N., (2012). *Teaching adolescents how to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago: University of Chicago Consortium on Chicago School Research.
- Farrington, C., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T., Johnson, D., & Beechum, N., (2014). *A framework for developing young adult success in the 21st Century. White paper: Defining Young Adult Success*. Chicago: University of Chicago Consortium on Chicago School Research.
- Garcia, E. (2014). *The need to address noncognitive skills in the education policy agenda*. Economic Policy Institute.
- California Office to Reform Education (CORE). (2014). *CORE SEL Pilot Update*. Website: <http://coredistricts.org/>
- Collaborative for Academic, Social, and Emotional Learning (CASEL). *Social and Emotional Core Competencies*. Retrieved from the CASEL website: <http://www.casel.org/social-and-emotional-learning/core-competencies/>

For more information on the literature review and/or the research work group content and process, please see the Expanded Learning 360/365 project [website](#).

A Note on Terminology

“Social-emotional learning” and **“character development”** (along with other terms like “non-cognitive skills”) are often used interchangeably. These skills are broadly defined as “patterns of thought, feelings, and behavior” that develop throughout one’s life.¹ For this paper, selecting one broad term was less important than defining specifically what these skills are and how they are developed through quality expanded learning programs. As described in this paper, success means more than the logistics of life; it also means having the moral compass to participate in a community as a positive citizen. It is important to note that these skills and practices are not new. Within the field of expanded learning, the term **youth development** has been used for decades, with a strong research foundation, to describe the supports and opportunities that effectively nurture social-emotional and character skills.²

The term **Expanded Learning** refers to before- and after-school, summer, and intersession learning programs that focus on developing the academic, social, emotional and physical needs and interests of students through hands-on, engaging learning experiences. Expanded Learning programs should be student-centered, results-driven, include community partners, and complement but not replicate learning activities in the regular school day/year.³ We know children and youth spend more time out of school than in, and learning is not restricted to the classroom.

1 Garcia, E. (2014). *The need to address noncognitive skills in the education policy agenda*. Economic Policy Institute. p.3.

2 Community Network for Youth Development. Youth Development Guide. <http://www.ydnetwork.org/YDN%20Publications>

3 California After School Division. California Expanded Learning Strategic Plan 2014-26. <http://caexpandedlearning.weebly.com/expanded-learning.html>

All children and youth need social-emotional and character skills in order to thrive in school, work, and life.

A broad body of research substantiates that academic ability works in tandem with social-emotional and character skills to support young people's success in the 21st Century.⁴ Young people need to be able to assess their own skills and behaviors, work with others, and persist when faced with challenges.

We want our youth, as they reach adulthood, to be well-prepared for productive careers and as socially conscious, engaged citizens. To get there, they need to succeed in school and that means mastering the complex and demanding new learning goals embodied in the Common Core standards.

By their design and structure, high-quality expanded learning programs provide valuable opportunities for children and youth to develop social-emotional and character skills. Families with sufficient resources spend freely to provide these opportunities through private lessons, summer camps, and special programs. California's unparalleled expanded learning infrastructure makes similar experiences accessible to young people whose parents wouldn't otherwise be able to afford them. **We believe expanded learning and school day programs can and must work together to ensure that our investments result in real and equitable gains in young people's success. They can do this by consistently and coherently prioritizing students' social-emotional learning and character development.**

Unfortunately, too many school district leaders overlook the extra time, space, partnerships, and expertise that expanded learning programs can provide for social-emotional learning and character development, particularly for underserved youth. This is an opportunity lost, perpetuating gaps in both academic and life outcomes for these young people.

The purpose of this paper is to help school day and expanded learning leaders capture that opportunity by providing a shared understanding of what and how expanded learning programs contribute to social-emotional learning and character. We believe this information will inspire better coordination of and commitment to school-day and expanded learning practices that ensure young people thrive in school and as citizens in the 21st Century.

⁴ See Research and Acknowledgements text box on page one.

Expanded Learning Programs strongly support three foundational areas of Social-Emotional Learning and Character Building.

Children develop social-emotional skills and character over time and through a variety of experiences. Expanded learning programs offer structured yet flexible learning environments where specific skills can flourish. A diverse body of research has shown that the skills listed below contribute to and are interdependent with improved academic and well-being outcomes. (See Research text box on page one.)



I AM—intrapersonal skills

- *Self-awareness*—young people are able to recognize and understand their own personal identity and feelings. “I know how I am feeling.” “I know who I am.”
- *Self-management*—young people regulate and monitor their own behaviors, feelings, and impulses in order to make responsible decisions, maintain focus, and achieve goals. “I choose how I react to things.” “I can control my own behavior.” “I can stay focused.”



I BELONG—interpersonal connections

- *Social awareness*—young people have a capacity for empathy, and are able to consider and appreciate the diverse feelings, perspectives, and personal contexts of others. “I care about other people’s feelings.” “I get along with kids who are different than me.”
- *Interpersonal skills*—young people use effective communication and collaboration skills to establish and maintain positive and productive relationships. “I can learn from others.” “I can communicate my ideas clearly.” “I work well with others.”



I CAN—beliefs and mindset

- *Self-efficacy*—young people believe in their own capabilities and their ability to learn, achieve goals, and succeed. “I can overcome challenges.” “I believe that I can do well in school.” “I’m going to college.”
- *Growth mindset*—young people believe that they can, through their own efforts, grow in their intelligence and abilities. “The harder I try the better I will get.” “I can learn from my mistakes.”

In addition to academic success, these skills prepare young people for the practical aspects of life, including being self-sufficient, having positive relationships, and adapting to changes and challenges. They also support the moral aspects of life like citizenship, integrity, responsibility, and overall what we know as “being a good person.”

California’s publicly-funded system provides quality expanded learning programs for the kids most in need.

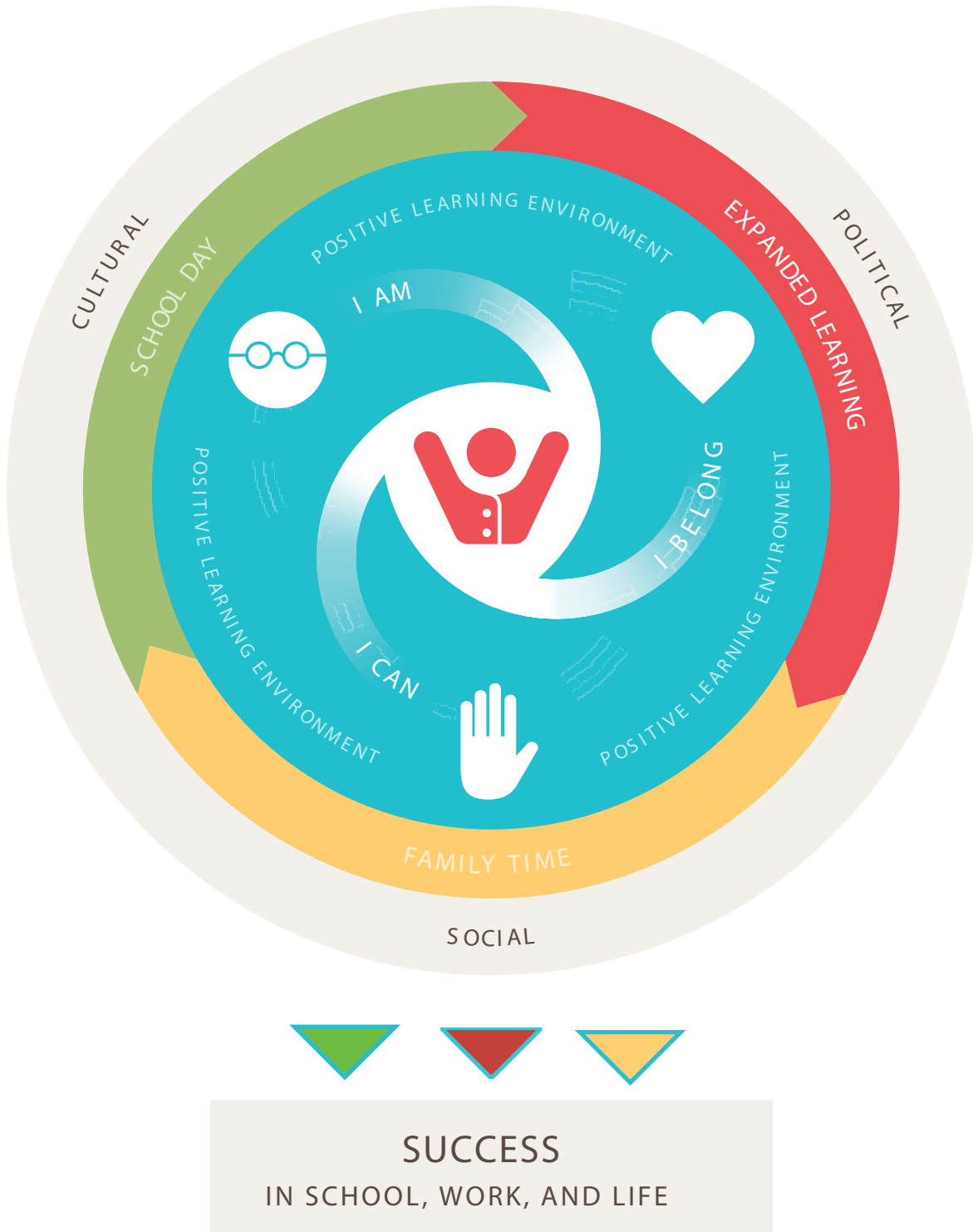
Summer learning programs and camps, organized youth sports, children’s theatre programs, and similar activities provide positive learning experiences—when families are able to pay for them. Recent research shows that higher income youth are twice as likely to access enrichment and after-school activities such as sports, arts, and music.⁵ Additionally, unequal summer learning opportunities are responsible for about two-thirds of the ninth-grade achievement gap between lower- and higher-income youth.⁶ This difference in access to expanded learning opportunities directly contributes to the achievement and opportunity gap.

Since implementing Proposition 49 over a decade ago, California has created a strong network of after-school and summer programs that serve the state’s most underserved children and youth. These expanded learning programs focus on providing children and youth with a safe

⁵ Putnam, R.D., C.B. Fredrick, and K. Snellman. 2021. *Growing Class Gaps in Social Connectedness among American Youth*. The Saguaro Seminar: Civic Engagement in America. Harvard Kennedy School of Government.

⁶ Alexander, Karl L., Doris R. Entwisle, and Linda Steffel Olson, *Lasting Consequences of the Summer Learning Gap*, *American Sociological Review* 72(2):167-180, 2007

**Student Success Comes Full Circle
Leveraging Expanded Learning Opportunities**



and positive learning environment where social-emotional and character skills are intentionally instilled through activities, relationships, and experiences. They strive to be places where learning is active, meaningful and collaborative, promotes mastery, and expands students' horizons.⁷ These programs serve all young people, but the public support is essential for children whose families cannot otherwise afford to pay for them.

Expanded learning programs create the positive learning environment where social-emotional skills and character development can thrive.

As part of its investment in expanded learning, the state has also built an infrastructure to support continuous improvement in program quality and effectiveness. California's quality standards for expanded learning programs define best practices that align well with the learning strategies and conditions found to be most effective in developing character and social-emotional skills.⁸

Safe and supportive environment

Quality expanded learning programs create a safe, orderly environment that is fun, honors individual differences, and celebrates success. Staff members are intentional about building positive relationships with youth, and creating a culture of respect and caring between peers. At the same time, they hold participants to high expectations for behavior and achievement. Research points to these strategies as key aspects of increased social-emotional learning and character development among young people. Safe and supportive environments also contribute to the instructional capacity of schools and classrooms by promoting young people's connections to school and their academic engagement.

In this safe environment, participants develop a strong sense of belonging and feel comfortable trying out new ideas and skills. These relationships and experiences allow them to understand and negotiate different opinions and perspectives, experiment with unfamiliar activities and skills, and establish their identities as students and individuals.

Active and engaged learning

Project-based, experiential learning is a mainstay of expanded learning programs, requiring students to explore, think, and create collaboratively and actively. Through these activities, participants learn how to connect with others and be productive participants around work that is meaningful to them.

The activities that staff members plan and implement—whether in sports, the arts, social justice, or science—are relevant and meaningful to young people. They also increase participants' 21st Century skills, sense of personal and social responsibility, and understanding of life and career options. These activities provide learning experiences that engage multiple senses, raise awareness, and promote thought-provoking discussions. The staff supports collaboration across the larger community, diverse cultures, and even globally.

Skill building

In quality expanded learning programs, staff are intentional about the scope and sequence of learning opportunities. Participants have the flexibility to move at their own pace and to dive more deeply into skills and content that particularly interest them. Participants are also encouraged to understand and develop their abilities through practice, reflection, and constructive feedback. And they regularly celebrate and appreciate learning through presentations, performances, and exhibitions that allow children with different skill sets to experience and demonstrate mastery. Importantly, staff help youth see connections between the activities and skills they experience inside the program and their lives outside the program.

⁷ Learning in Afterschool & Summer Principles. <http://www.learninginafterschool.org/documents/PositionStatement.pdf>

⁸ Quality Standards for Expanded Learning in California. <http://www.cde.ca.gov/ls/ba/as/documents/qualstandexplern.pdf>

How social-emotional and character skills support Common Core success

In today's classroom, students are being asked to activate a whole set of interpersonal and social skills that were not emphasized under No Child Left Behind. Implemented well, the Common Core will engage and build young people's abilities in communication, critical thinking, collaboration, and creativity (the 4 Cs). **The social-emotional and character skills we've identified are a necessary prerequisite for students' Common Core success.** Empowering young people to believe "I am, I belong, and I can" will be essential as they are called upon to work together, share their learning, persevere in challenging tasks, and negotiate new content and classroom strategies.

Youth voice and leadership

Expanded learning program participants are given opportunities to express their opinions about the activities they do and they see their preferences and interests reflected in program offerings. They also hold leadership positions in classrooms, at program sites, and within organizations that have authentic decision-making authority. These meaningful roles build their self-awareness and sense of responsibility for their actions.

Diversity, access, and equity

Expanded learning programs regularly celebrate diversity within their program and in the broader community. By creating a safe and structured environment, staff allow participants to explore and learn about themselves and others through group experiences and honest conversations. To build participants' social awareness, capacity for empathy, and sense of civic responsibility, effective programs give participants the chance to serve in their communities in meaningful ways. Staff—who often come from similar backgrounds and experiences as the youth—are intentional role models, helping participants understand a broader set of possibilities for their own schooling, careers, and lives.

Together, all of these practices—defined by California's expanded learning quality standards—create opportunities and environments where young people are continuously building their social-emotional and character skills, including their sense of self, connections to others, and confidence as learners.

School day and expanded learning leaders need to seize the opportunity to help all students thrive.

A remarkable window of opportunity in education is open today. School-day educators are remaking classroom instruction to adapt to the Common Core and put more emphasis on college and career readiness, both of which require a solid foundation of social-emotional and character skills. At the same time, California's publicly-funded expanded learning programs are working intentionally to improve quality and effectively support social-emotional learning and character development.

School day and expanded learning leaders must make the most of this opportunity by working as authentic partners who recognize and leverage each other's strengths and assets, and who:

- Affirm a shared vision of student success in the 21st Century.
- Use a common vocabulary regarding social-emotional and character skills.
- Build on existing programs and services unique to the local community.
- Share and implement consistent learning strategies.
- Recognize and honor learning and competencies in and out of the classroom.
- Talk about, and act upon, ideas for collaboration that support children and youth.

We cannot afford to miss this opportunity. It is not enough for the adults and systems to just pay lip service to 21st Century learning; we must walk our talk. We must leverage this chance for new partnerships and increased effectiveness using the same kinds of innovation, creativity, and collaboration that we aspire to instill in our students. By working together, we can maximize leadership, vision, and time to meet our goals for the young people whose lives and futures we are shaping.

Acknowledgements

This concept paper was developed by the Partnership for Children and Youth in close collaboration with the Expanded Learning 360/365 Project, which is a partnership between ASAP Connect, the California School-Age Consortium, the Partnership for Children & Youth, and Temescal Associates.

This paper was created in consultation with a research work group of California expanded learning and education experts and practitioners. The work group was charged with reviewing existing research on expanded learning opportunities and social-emotional learning to better define the role and value of expanded learning in this new context. We are grateful for the time and expertise that the work group members provided: Jorge Ruiz de Velasco, The John W. Gardner Center for Youth and their Families; Noah Bookman, California Office to Reform Education; Kim Boyer, Central Valley Afterschool Foundation; Reba Rose, Boys and Girls Club of the Peninsula; Mary Jo Ginty, Los Angeles County Office of Education/After School Technical Assistance Unit; Regino Chavez, LA's BEST; Jenel Lao, University of California Irvine; Stacey Bell, Sacramento City Unified School District; Megan Green, Developmental Studies Center; Tracey Bennett, THINK Together.

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Expanded Learning 360°/365
Skills for Success in School, Work and Life

For more information, please visit the Expanded Learning 360/365 project [website](#).

Safe and supportive environment

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

Active and engaged learning

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

Skill building

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

Youth voice and leadership

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

Diversity, access and equity

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