



Landscape of Expanded Learning in LA County: Survey Report

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July 2023

Landscape of Expanded Learning Survey Report: Executive Summary

About this Study



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The Expanded Learning Alliance (ExpandLA) partnered with the Claremont Evaluation Center (CEC) at Claremont Graduate University to develop and conduct a survey to better understand expanded learning providers operating throughout LA County. By gaining insight into providers' perspectives, needs, and experiences, the purpose of this landscape survey was to equip ExpandLA and its network with key information to support, connect, and advocate for the expanded learning sector and ensure that all children and youth in LA have equitable access to high-quality expanded learning opportunities. Data were collected via an **online Landscape Survey** developed collaboratively between the CEC team and ExpandLA, with additional input from the Greater LA Education Foundation (GLA) and the LA STEM Collective. The online survey was administered across the expanded learning sector in LA County from April-June of 2023 and we received final combined total of **228 responses** from expanded learning providers.

Who are the expanded learning providers across LA County?

Responses to ExpandLA's Landscape of Expanded Learning Survey (April-June 2023) demonstrated that there is a variety of diverse expanded learning providers operating across LA County who serve youth ages Pre-K through high school and beyond. Providers offer a vast array of programming, the most common of which were in the categories of youth development, college and career readiness, family or parent engagement activities, and academic support.

228
Expanded Learning
Organizations/Programs

12 unique program sites, on average

82% are non-profit organizations

51% had 10+ full time employees

Top Funding Sources:

1. Grant Support
2. Private Foundation Funding
3. Individual Donors
4. Contracts with Schools/Districts

Do expanded learning providers in LA County have the capacity, readiness, and organizational resources necessary to address the youth development in LA County?

Expanded learning providers in LA County possess a strong foundation of resources and capacity, however providers need structured support to expand their reach, sustain their funding, and enhance their offerings and impacts. The following themes were identified:

- **The diversity of expanded learning providers requires a tailored approach to support.** Landscape survey responses demonstrated that there were diverse types of programs and these unique program types reported unique sets of needs and challenges. For those aiming

to support the expanded learning sector, it is clear that differential trainings and tailored support is a necessary approach.

- **Expanded learning providers are hungry for collaboration.** Organizations felt challenged by existing silos in the expanded learning field and frequently discussed how they were expanding their partnerships with similar organizations to combine resources to serve more youth or to serve their current youth in a more impactful manner.
- **Funding for expanded learning remains a key issue for providers.** Providers frequently reported issues related to securing consistent funding, including issues related to offering living wages to their staff and finding resources for capital improvement projects. When organizations were able to secure more sources of funding, organizations were often able to expand access to more youth or expand the scope of their offerings.
- **Training and professional development for the expanded learning workforce is a top priority.** Despite pure intentions and thoughtful missions, expanded learning organizations are only as powerful as their staff who engage with youth and their families on a daily basis. Ensuring that their staff have adequate training was one of the highest-rated organizational challenges reported by expanded learning providers.
- **Expanded learning organizations also need support with documenting their work and ongoing advocacy.** Providers reported having less time and fewer resources to engage in high-quality evaluation to ensure that the work is documented and that there is continuous program improvement taking place. This ongoing advocacy is a key part of ensuring that expanded learning organizations have the funding needed to stay in operation.
- **Providers believed that there is still a great need for expanded learning offerings that address youth mental health and wellness.** Youth are experiencing mental health challenges, trauma, and toxic stress that have significant impacts on their wellness. The expanded learning field has a critical role to play in addressing these challenges by offering youth opportunities to interact with caring adults and providing space for difficult conversations and support.
- **Expanded learning organizations took pride in sharing their promising practices and exciting innovations in their work.** The creativity of offerings and highlighted innovations demonstrate the great potential of expanded learning in LA County.

What are the data-driven strategies that can be implemented in the next several years in LA County to respond to the needs of youth and gaps in expanded learning capacity?

In light of our survey findings and the desires of providers that were shared at the Expanded Learning Convening (June 2023), the following data-driven strategies are recommended to bolster expanded learning efforts across LA County over the next several years:

Resource Sharing + Collaboration	Advocacy for Funding & Other Supports	Coordinated Staff Trainings & PD	Assessment & Evaluation Support
Coordinating services to address gaps and reduce overlap, cross-sharing resources with other organizations, problem solving with peer organizations, and ultimately empowering each other for greater impact on youth.	Collective advocacy, particularly around funding; support for identifying and securing more funding pathways for unique organizations, sharing information about program successes to justify their presence and impact.	Collaborative facilitation of staff development across providers; sharing PD resources and developing best practice toolkits to bolster staff development efforts beyond formal trainings.	Supporting evaluation for program improvement; developing a uniform measurement system for use across organizations; bolstering the collective findings available for advocacy and narrative change.

Table of Contents

<i>Introduction</i>	<i>5</i>
Our Landscape Survey Data Collection.....	5
Exploration of Challenges/Needs by Provider Type	6
A Note about Interpreting Statistical Analyses	7
<i>Summary of Survey Findings</i>	<i>8</i>
Organization + Program Details	8
Challenges for Organizations + Youth.....	12
Organizational Challenges	12
Organizational Challenges by Provider Type.....	15
Challenges Faced by Youth.....	17
Youth Challenges by Provider Type	18
Organization Training Needs	19
Entry Level & Intermediate Level Staff.....	19
Management Staff & Organizational Leaders	20
PD Needs by Provider Type	20
<i>Brights Spots & Innovations.....</i>	<i>22</i>
<i>Conclusion</i>	<i>24</i>
<i>Appendix A. Establishing New District Partnerships</i>	<i>29</i>
<i>Appendix B. Needs/Challenges by Service Planning Area (SPA)</i>	<i>32</i>
<i>Appendix C. Needs/Challenges by Size of Operating Budget.....</i>	<i>37</i>
<i>Appendix D. Needs/Challenges by Program Type.....</i>	<i>38</i>
<i>Appendix E. Needs/Challenges by Ages of Youth Served.....</i>	<i>39</i>
<i>Appendix F. Exemplary Quotes about Bright Spots by Theme.....</i>	<i>42</i>

Landscape of Expanded Learning Survey Report

Introduction

The Expanded Learning Alliance (ExpandLA) partnered with the Claremont Evaluation Center (CEC) at Claremont Graduate University to develop and conduct a survey to better understand expanded learning providers operating throughout LA County. By gaining insight into providers' perspectives, needs, and experiences, the purpose of this landscape survey was to equip ExpandLA and its network with key information to support, connect, and advocate for the expanded learning sector and ensure that all children and youth in LA have equitable access to high-quality expanded learning opportunities. This report will summarize findings from the online Landscape Survey to inform Expand LA's strategy and operations as they work to become an indispensable and impactful intermediary in LA County.

Our Landscape Survey Data Collection

Our primary mode of data collection was an online Landscape Survey administered across the expanded learning sector in LA County. The Landscape Survey content was developed collaboratively between the CEC team and ExpandLA, with additional input from the Greater LA Education Foundation (GLA) and the LA STEM Collective. The four core sections of the survey are summarized below.

✓	Organization + Program Details <i>Offerings, size, organization type, budget size, staff, sites, funding type, program space, etc.</i>
✓	Challenges for Organizations + Youth <i>Staffing, marketing/recruitment, partnerships, space, sustainability, funding, evaluation, etc.</i>
✓	Organization Training Needs <i>Proposed training topics for entry-level staff, intermediate staff, and program management/leaders</i>
✓	Establishing New School District Partnerships <i>Interest/readiness for new partnerships with school districts affiliated with LACOE</i>

The survey content was designed to capture key data points that would inform Expand LA's future organizational priorities, training opportunities, and advocacy efforts. Elements of the survey were also informed by ExpandLA and the CEC's current understanding of issues and challenges facing expanded learning organizations in LA County, particularly information gleaned from several listening sessions conducted by ExpandLA with expanded learning organizations in March of 2023.

Expanded learning organizations received email invitations to complete the survey from ExpandLA, GLA, and/or the LA STEM Collective; one representative from each expanded learning organization serving LA County was encouraged to respond. The online survey link was open for responses from April 28th to June 11th 2023. The CEC team relied heavily upon ExpandLA and its partners to bolster

our survey response rate through targeted email communication and frequent reminders to the expanded learning network. A final combined total of **228 responses** were received to the Landscape Survey during this timeframe. It is a challenge to estimate a potential response rate for this sample size given that it is unclear how many expanded learning organizations exist in LA County at this time.

The following report summarizes the key survey findings obtained from the expanded learning providers who responded to our survey. The findings are organized around the three main sections of the survey. Information reported by providers in the “*Establishing New School District Partnerships*” section of the survey will be utilized by the Greater LA Education Foundation (GLA) and is therefore not included in the main body of our Landscape Survey Report (descriptive findings for this section are presented in **Appendix A**).



Exploration of Challenges/Needs by Provider Type

To explore the nuance of survey responses provided by expanded learning providers on the survey, the evaluation team conducted analyses to explore the unique challenges and needs of providers based on provider characteristics. For these analyses we used statistical tests (chi-square tests of independence) to identify differences in organizational challenges and professional development needs across expanded learning providers in the noted groups.

The following characteristics were used to create meaningful groups of expanded learning providers:

- Service Planning Area (1-8, online)
- Size of Operating Budget (small, medium, large)
- Comprehensive after-school programs versus other program types
- Ages of Youth Served (Pre-K/ES, MS, HS, Adults)

Service Planning Area (SPA). Because organizations were able to select all the service planning areas (SPAs) where they operate, our analyses used dichotomous variables for SPA that represented whether the provider selected a specific SPA (*checked* = 1) compared to those who did not select a specific SPA (*unchecked* = 0).

[illegible]

We used gray boxes to illustrate findings that were not significantly different across groups. For example, there were no statistically significant differences across SPAs for hiring and supporting staff (in the table above). This means that there were no differences in the proportion of providers across groups who were selecting this challenge as important. It does not mean that hiring and support staff was not a critical area of challenge reported by providers; this only means providers across SPAs selected this challenge with similar frequency. For example, in the case where all providers noted similarly high levels of challenge in a category, this row might still be gray. Therefore, it is not correct to assume that rows without pink boxes indicate less critical challenges.

The comparison group for these analyses is always the group of providers who did *not* select the group of interest. Using this simplified version of Table 6 below as an example, there were significantly more providers who served middle school students who reported that they had challenges related to hiring and supporting staff, *compared to the group of providers who did not serve middle school youth.*

Organizational Challenges	Pre-K/ Elem School	Middle School	High School	Adults
<i>Hiring & Supporting Staff</i>				
<i>Marketing & Recruitment</i>				

As noted above, **Appendices B-E** provide even more details about the chi-square findings, and includes the actual percentage of providers in these groups who selected a particular challenge/need, as well as the percentage who selected a particular challenge/need in the comparison group.

Summary of Survey Findings

Organization + Program Details

Organization and program details were collected from 228 expanded learning organizations that serve Los Angeles County's youth and families. Expanded learning providers operated 12 unique program sites, on average, 82% were non-profit organizations, and over half had more than 10 full-time employees.

Organizations who responded to the survey operated across Los Angeles County's eight service planning areas (SPA's) and beyond. **Figure 1** shows the number of organizations/providers that operated in each service planning area. The three highest served SPAs were Metro LA (SPA 4; 142 providers), South LA (SPA 6; 130 providers), and East LA (SPA 7; 116 providers). The least served SPA was Antelope Valley with 39 providers. In addition to physical locations throughout LA County, 89 providers offered online or virtual programming. It should be noted that the organizations/providers who responded to our survey may not represent all the expanded learning providers that currently exist in LA County. Additionally, it is worth noting that this analysis does not account for youth population information; therefore, it would be unwise to make conclusions about access to programming in these areas without considering how access to programs overlays with the current youth populations in the SPAs served.

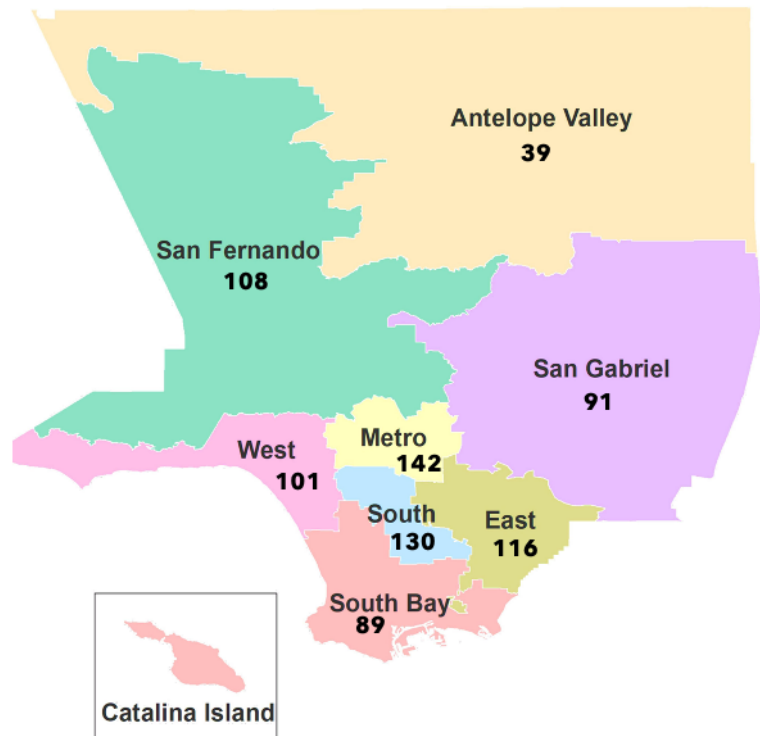


Figure 1. Number of Program Providers Operating in Los Angeles County Service Planning Areas (SPAs)

In response to the question about the type of organizations that provide programming in Los Angeles, a large majority (82%) of program providers were non-profit organizations. Only 10% of program providers indicated that they operated on a for-profit basis, 5% were government agencies, and 2% were national affiliation/chapters.

Table 1. Number of Full-Time Staff Employed by Expanded Learning Providers	Full Time Staff	%
	None	5%
	1 to 5	29%
	6 to 10	14%
	11 to 30	20%
	31 to 50	12%
	More than 50	19%

To gain a deeper understanding of the size of organizations operating in LA County, survey respondents were asked to indicate how many full-time staff they employed and about the approximate size of their annual budget. While 51% of organizations employed more than 10 full time staff, approximately 30% of providers operated with five or fewer full time staff. Refer to **Table 1** for a detailed breakdown of the number of full-time staff reported by organizations on our survey.

For their annual operating budget, 82 providers (40%) said they had an annual operating budget of between \$1 million and \$5 million. Providers who responded to our survey were further organized into three organization sizes according to their stated annual operating budgets: small (annual operating budget of less than \$1 million), medium (annual operating budget of \$1 million to \$5 million), and large (annual operating budget of more than \$5 million). **Figure 2** shows that 41% of providers in Los Angeles are small organizations, 40% are medium-sized organizations, and 19% are large organizations.

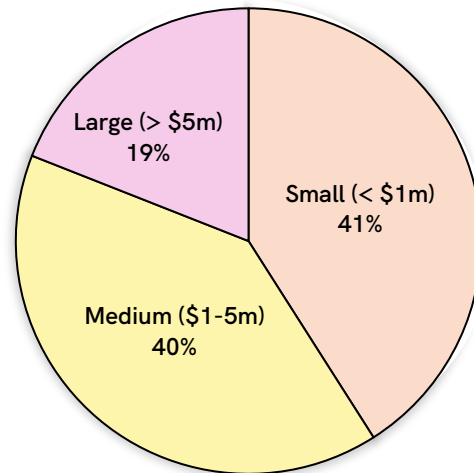


Figure 2. Annual Operating Budget for Expanded Learning Providers

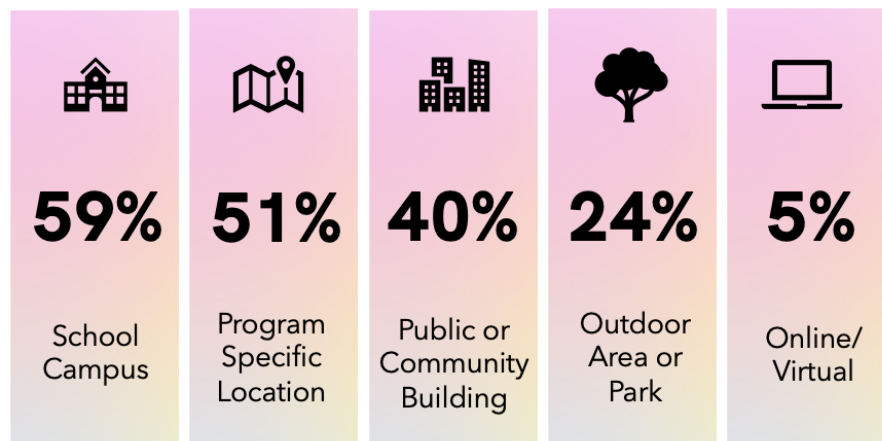
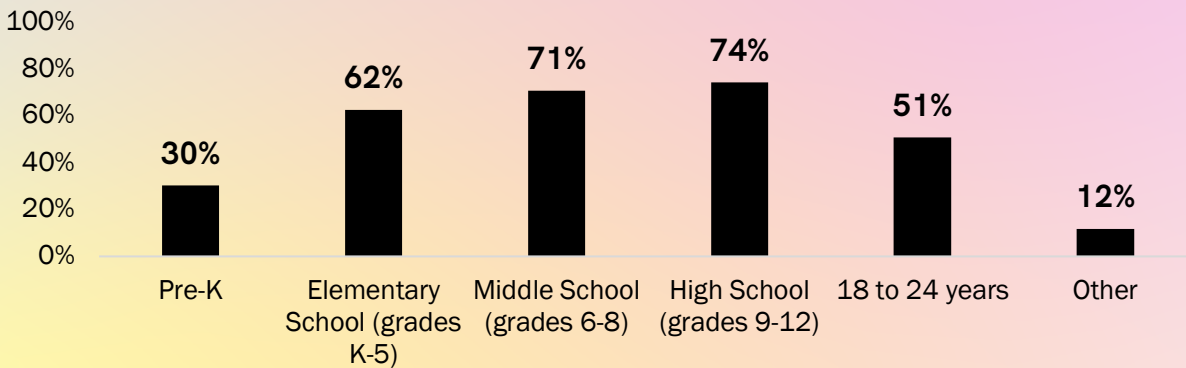


Figure 3. Operating Spaces/Locations for Expanded Learning Providers

Most program providers operated on either a school campus (126 providers, 59%) or in separate program-specific locations, such as organization offices (108 providers, 51%). Additionally, 85 providers operated in public or community spaces such as libraries, community centers, and museums (40%). For

other spaces, 11 providers indicated that they only offered online or virtual programming (5%). More details are provided in **Figure 3**.

Expanded learning providers were also asked to select the age groups for whom they provided programming. Responses to this question are summarized in **Figure 4** below. The most widely served age groups were students in high schools (74%, 170 providers) and in middle schools (71%, 162 providers). Some program providers also served youth older than 24 years, parents/families, and seniors (12%, 27 providers).

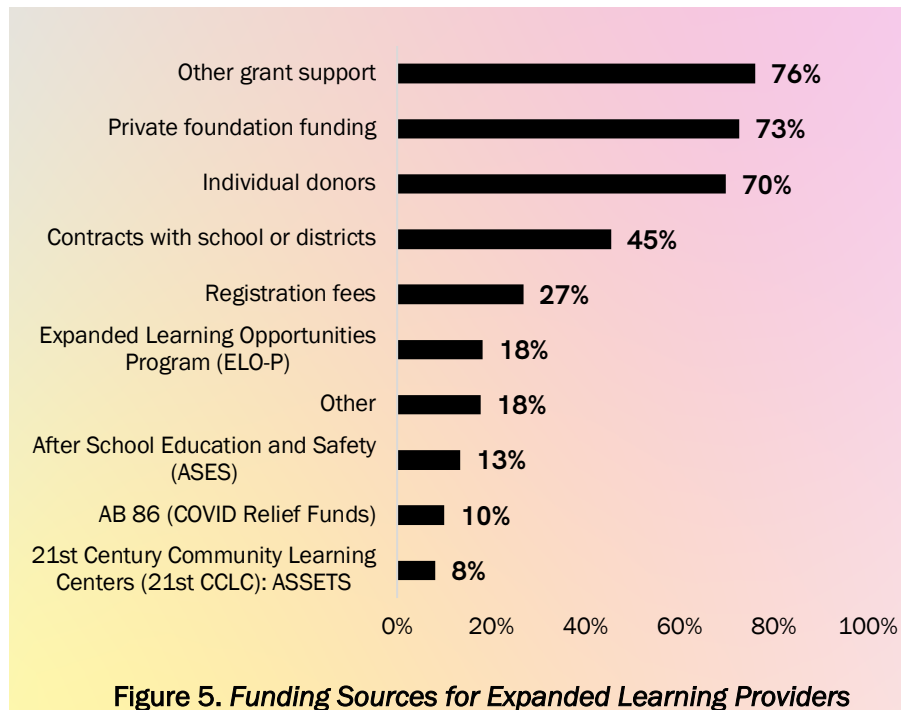
Figure 4. Ages Served by Expanded Learning Providers

To gain a deeper understanding of what types of programs expanded learning providers offered, we asked survey respondents to indicate their core offerings in a check-all-that-apply format. Two-thirds of survey respondents classified their core program activities in the domain of youth development (e.g., character education, leadership), 43% selected college and career readiness and family or parent engagement activities, and 37% provided academic support. Around one-third of expanded learning providers said that they offered comprehensive after-school programming. A detailed breakdown can be seen in **Table 2** below.

Table 2. Core Program Offerings Reported by Expanded Learning Providers

Program Offering	Percentage
Youth Development (e.g., character education, leadership)	67%
Family or parent engagement activities	43%
College and Career Readiness	43%
Academic Support (e.g., homework help)	37%
Comprehensive after-school programming	34%
STEAM (Science, technology, engineering, arts, and math)	33%
Outdoor Education and Activities	31%
Health and Wellness (e.g., nutrition)	31%
Visual Arts	30%
STEM (Science, technology, engineering, and math)	29%
Other social-emotional supports, including mental health or counseling support	29%
Music	27%
Sports and Physical Activities	27%
Media Arts	21%
Cultural and Historical Institutions and Venues (e.g., museums, landmarks)	21%
Other	20%
Dance	18%
Theater	17%
Clubs (e.g., Chess, Good News)	14%
Drug, alcohol, and tobacco education and prevention activities	14%

A brief summary of the funding sources reported by expanded learning providers is provided in **Figure 5**.



The top three funding sources for providers were grant support (76%), private foundation funding (73%) and individual donors (70%). Approximately 13% of organizations received funding from After School Education and Safety (ASES) grant and 8% of organizations received the 21st Century Community Learning Centers (21st CCLC)/ASSETS funding. Based on the high proportion of programs serving middle and high school youth, it is surprising to see how few

programs were utilizing ASES and ASSETS funding streams, respectively. Contracts with schools or districts were a funding source for fewer than half of expanded learning providers.

Challenges for Organizations + Youth

In the second section of the survey, we explored the challenges faced by both expanded learning organizations and their youth. Key findings are summarized in the section below.

Organizational Challenges

Our survey aimed to better understand the challenges faced by expanded learning providers in the following categories of challenges. To gain a deeper understanding of the priority needs associated with each category, participants were asked to select the top 2 challenges for each category. The highlighted activities in each category represent the most frequently-rated challenges.

- | | |
|-------------------------------|---------------------------------------|
| → Hiring & Support Staff | → Program Management & Sustainability |
| → Marketing & Recruitment | → Funding & Financial Support |
| → Collaborative Relationships | → Evaluation & CQI |
| → Location & Space | |

Regarding hiring and supporting staff, expanded learning providers rated offering living wages to staff and training, capacity-building, and PD for staff as the top 2 challenges.

Hiring & Supporting Staff	32.2%
	Offering Living Wages to Staff
	25.1%
	Training, capacity-building & PD for staff
	23.3%
	Lack of sufficient staff
	10.5%
	Recruiting volunteers
	8.9%
	Need for greater self-care & mental health support

For marketing and recruitment, the top 2 challenges reported by expanded learning providers for this category were a lack of school awareness of the services and programming available, and a lack of family awareness of the services and programming available.

Marketing & Recruitment	25.5%
	Lack of school awareness of services/programming available
	23.4%
	Lack of family awareness of services/programming available
	20.5%
	Lack of youth awareness of services/programming available
	16.8%
	Reaching disconnected youth
	13.8%
	Challenges with recruiting youth participants

For collaborative partnerships, the top 2 challenges for this category were existing silos between providers and competition for funding, and challenges with district and school partnerships.

Collaborative Partnerships	32.6%
	Existing silos between providers, competition for funding
	29.7%
	Challenges with partnerships with districts/schools
	26.0%
	Lack of formal route to collaborate with similar programs
	7.7%
	Collaboration with families & communities
	4.0%
	Challenges creating trust & communication with families

In relation to location and space, the top 2 challenges for this category were identifying physically safe program spaces, and funding for capital improvement of facilities.

Location & Space	30.6%
	Identifying physically safe program spaces
	30.0%
	Funding for capital improvement of facilities
	20.9%
	Sharing space with districts
	18.4%
	Joint-use agreements with parks, libraries, etc.

The top 2 challenges reported by expanded learning providers around program management and sustainability were documenting the richness of the work as a sector and making the case for investments, and the need for ongoing advocacy efforts in support of expanded learning.

Program Management & Sustainability	38.4%
	Documenting the richness of the work as a sector, making the case for investments
	32.0%
	Need for ongoing advocacy efforts in support of expanded learning
	29.5%
	Need for greater involvement of expanded learning providers in legislation processes

The top 2 challenges for funding and financial support were securing timely, sustained funding, and the need for ongoing advocacy efforts in support of expanded learning.

Funding & Financial Support	39.5%
	Securing timely, sustained funding
	23.5%
	Identifying & sharing about the true costs associated with expanded learning efforts
	19.1%
	Lag time associated with contract funding and payments
	18.0%
	Short-term contracts/financial support that doesn't allow for adequate planning

For evaluation and continuous quality improvement (CQI), the top 2 challenges for this category were identifying the time and resources to engage in evaluation and CQI and a lack of internal capacity for evaluation work in the organization.

Evaluation & CQI	33.1%
	Identifying the time/resources to engage in evaluation and CQI
	29.1%
	Lack of internal capacity for evaluation work in the organization
	19.2%
	Securing external evaluation partners to engage in evaluation processes
	12.1%
	Lack of knowledge around evaluation & CQI
	6.5%
	Meeting the evaluation requirements of funding sources

Organizational Challenges by Provider Type

For a better understanding of the organizations surveyed, we explored the challenges reported by expanded learning providers by the unique types of providers who responded to the survey, sorting their responses into groups by service planning area (SPA) served, size of their annual operating budget, comprehensive programming (versus other program types), and ages of youth served.

These analyses revealed that organizational challenges were distinct across these groups. As **Table 3** demonstrates, organizations serving unique SPAs demonstrated unique patterns of organizational challenges. Of particular note, several providers serving unique SPAs (including SPA 3, 6, 7, 8, and online), noted significantly greater challenges with marketing and recruitment.

Table 3. Organizational Challenges by Service Planning Area (SPA)

Organizational Challenges	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8	Online
Hiring & Supporting Staff									
Marketing & Recruitment									
Collaborative Partnerships									
Location & Space									
Program Management & Sustainability									
Funding & Financial Support									
Evaluation & CQI									

Note. Cells in pink represent SPAs that were significantly more likely to select particular organizational challenges. For more information about interpreting these tables, please see the section above titled [“A Note about Interpreting Statistical Analyses”](#).

As **Tables 4 and 5** note, organizations with large annual operating budgets (more than \$5 million) and comprehensive after-school programs reported greater challenges around collaborative partnerships. Comprehensive after-school programs were also more likely to report challenges around program locations and space.

Table 4. Organizational Challenges by Size of Operating Budget

Organizational Challenges	Small	Medium	Large
Hiring & Supporting Staff			
Marketing & Recruitment			
Collaborative Partnerships			
Location & Space			
Program Management & Sustainability			
Funding & Financial Support			
Evaluation & CQI			

Note. Cells in pink represent organization sizes/organization types that were significantly more likely to select particular organizational challenges. For more information about interpreting these tables, please see the section above titled [“A Note about Interpreting Statistical Analyses”](#).

Table 5. Organizational Challenges by Program Type

Organizational Challenges	Comprehensive Program
Hiring & Supporting Staff	
Marketing & Recruitment	
Collaborative Partnerships	
Location & Space	
Program Management & Sustainability	
Funding & Financial Support	
Evaluation & CQI	

Lastly, organizations that served pre-K/elementary school students reported more challenges around marketing and recruitment, whereas programs serving middle school-aged youth were more likely to report challenges around hiring/supporting staff and collaborative partnerships (refer to **Table 6**). Providers serving high schools were more likely to report challenges in evaluation and continuous quality improvement (CQI). Programs serving older youth (18-24 years) reported significantly greater challenges around locations and space, as well as funding and financial support.

Table 6. Organizational Challenges by Ages of Youth Served

Organizational Challenges	Pre-K/ Elem School	Middle School	High School	Adults
Hiring & Supporting Staff				
Marketing & Recruitment				
Collaborative Partnerships				
Location & Space				
Program Management & Sustainability				
Funding & Financial Support				
Evaluation & CQI				

Note. Cells in pink represent organizations serving particular age groups that were significantly more likely to select particular organizational challenges. For more information about interpreting these tables, please see the section above titled [“A Note about Interpreting Statistical Analyses”](#).

Challenges Faced by Youth

In addition to the organizational challenges faced by providers, the survey also included a question to obtain a more detailed understanding of the needs of youth participants. The question asked: **What are the critical challenges faced by the youth served by your expanded learning efforts?** Providers were asked to select the top 5 challenges that are impacting the youth they serve. **Figure 6** summarizes the youth challenges reported by the highest percentage of providers. Providers selected mental health challenges exacerbated by recent events, such as the BLM Movement and COVID-19, as the top challenge for youth in their programs (11.6%). This was followed by inequitable access to resources and programming outside of the classroom (10.0%), lack of financial resources to cover living expenses (10.0%), needing more social-emotional (SEL) skills to navigate life transitions/challenges (9.3%), and lastly, access to safe, reliable modes of transportation (7.9%).

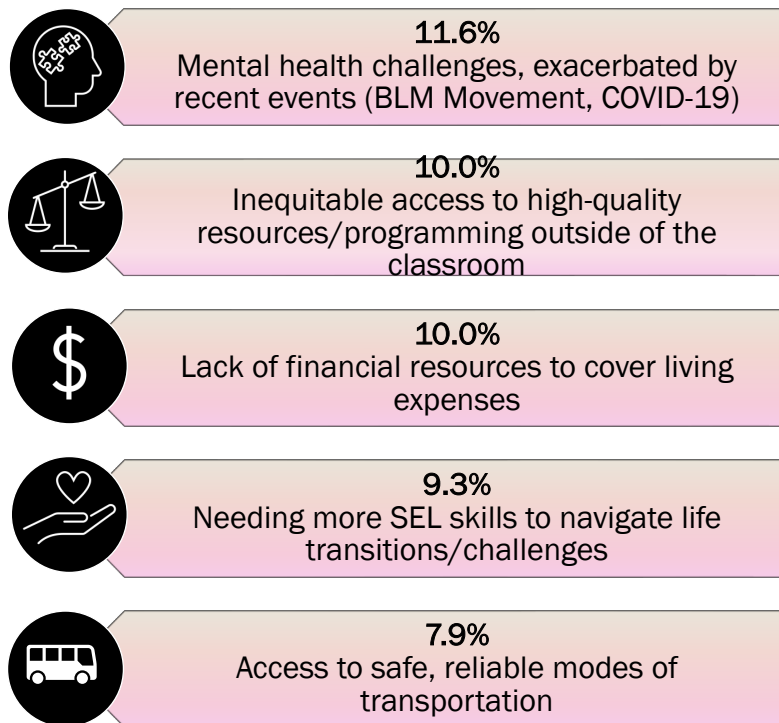


Figure 6. Top 5 Youth Challenges Reported by Expanded Learning Providers

Youth Challenges by Provider Type

For a better understanding of youth challenges (as reported by providers), we explored the youth challenges reported by expanded learning providers by the unique types of providers who responded to the survey, sorting their responses into groups by service planning area (SPA) served, size of their annual operating budget, comprehensive programming (versus other program types), and ages of youth served.

These analyses revealed that the reported youth challenges varied across these groups of providers. As **Table 7** demonstrates, organizations serving unique SPAs demonstrated unique patterns of reported youth challenges. Of particular note, many providers reported youth in their SPA being challenged by inequitable access to high-quality resources/programming outside of the classroom/school day; this finding appears to suggest that providers serving these SPAs noted inequities in access for their youth to high-quality programming.

Table 7. Youth Challenges by Service Planning Area (SPA)

	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8	Online
Needing more SEL skills to navigate life transitions/challenges									
Not feeling empowered to co-create systems that surround them									
Inequitable access to high-quality resources/programming outside of the classroom/school day									
Need for more enrichment and recreation									

Note. Cells in pink represent SPAs that were significantly more likely to select particular youth challenges. For more information about interpreting these tables, please see the section above titled [“A Note about Interpreting Statistical Analyses”](#).

For annual operating budget, there were no statistically significant differences in the youth challenges reported by providers based on the size of the program’s annual operating budget. When comparing comprehensive programs to other program types, **comprehensive after-school programs were more likely to note that their youth were challenged by a lack of exposure to on-the-job trainings/skills and career development.** This was the only statistically significant difference in youth challenges by program type.

As noted in **Table 8**, organizations that served pre-K/elementary school students were more likely to report that their youth were challenged by a lack of exposure to cultural experiences (like art and music) and their youth needed academic recovery and support after the pandemic. Programs serving middle school and high school-aged youth were more likely to report challenges around needing more enrichment and recreation. Providers serving high schools were also more likely to report youth challenges in having the financial resources to cover their living expenses.

Table 8. Youth Challenges by Ages Served

	Pre-K/Elem School	Middle School	High School	Adults
Lack of financial resources to cover living expenses				
Lack of exposure to cultural experiences (e.g., art, music)				
Need for more enrichment and recreation				
Academic recovery/support needed after COVID-19				

Note. Cells in *pink* represent organizations serving particular age groups that were significantly more likely to select particular youth challenges. For more information about interpreting these tables, please see the section above titled [“A Note about Interpreting Statistical Analyses”](#).

Organization Training Needs

A highly prepared and knowledge workforce is instrumental for the success of expanded learning offerings. Expanded learning providers were asked to identify the top five training topics most needed by their entry-level and intermediate-level staff (or those who coordinate and supervise youth activities), as well as the management staff and leaders. This information provides important insight into the areas of need at different levels of expanded learning organizations. Responses are summarized by these two groups of staff to inform tailored professional development offerings.

Entry Level & Intermediate Level Staff

Overall, expanded learning providers identified five areas of need for entry-level and intermediate level staff who coordinate and supervise youth activities. The percentages reported below in **Figure 7** below represent the percent of expanded learning providers who selected each training topic as one of their top five areas of need. For their entry-level and intermediate staff, the top area of need identified was providing programming in trauma-responsive ways (9.4%). This was followed by classroom management (8.9%), collaborating with schools and administrators (8.6%), youth empowerment and leadership development (8.4%), and lastly, planning activities and creating activity plans (7.7%).

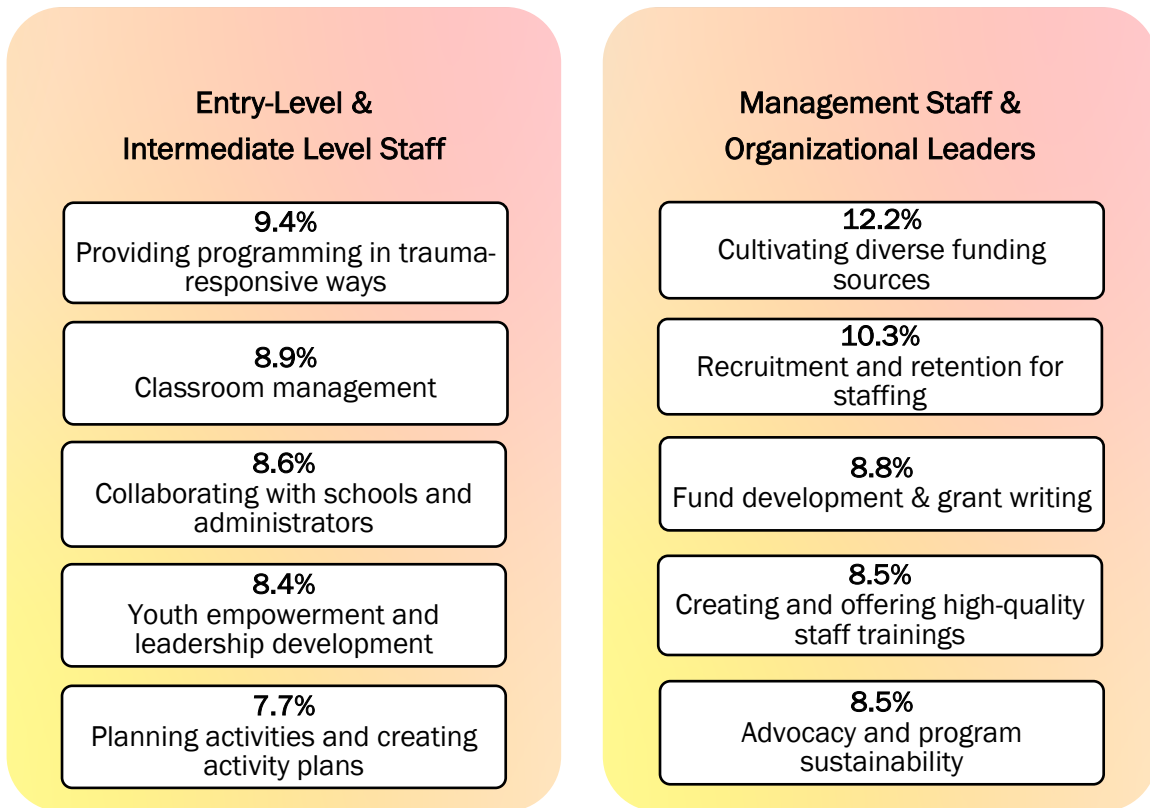


Figure 7. Top 5 Trainings Needs for Staff by Level

Management Staff & Organizational Leaders

Expanded learning providers also identified five top areas of need for the management staff and leaders at their organization. The percentages reported below in **Figure 7** above represent the percent of expanded learning providers who selected each training topic as one of their top five areas of need. The top area of need identified by providers for management staff and leaders was cultivating diverse funding sources (12.2%). This was followed by recruitment and retention for staffing (10.3%), fund development and grant writing (8.8%), creating and offering high-quality staff trainings (8.5%), and finally, advocacy and program sustainability (8.5%). In addition to the options provided, participants were also given the space to describe any other needs they thought were important. One provider mentioned “Board Development” as a need for the advanced staff and operational leaders at their organization.

PD Needs by Provider Type

For a better understanding of the organizations surveyed, we explored the professional development needs reported by expanded learning providers by the unique types of providers who responded to the survey, sorting their responses into groups by service planning area (SPA) served, size of their annual operating budget, comprehensive programming (versus other programs), and ages of youth served.

These analyses revealed that the reported youth challenges varied across these groups of providers. As **Table 9** demonstrates, organizations serving unique SPAs demonstrated unique patterns of professional development needs.

Table 9. PD Needs by Service Planning Area (SPA)

Entry-Level & Intermediate Staff	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8	Online
Providing a safe and supportive program environment									
Collaborating with schools and administrators									
Connecting with communities									
Cultural competence, diversity, & responsiveness									
Management Staff & Leadership	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8	Online
Recruitment and retention for staffing									
Cultivating diverse funding sources									
Supporting staff career development									

Note. Cells in pink represent SPAs that were significantly more likely to select particular PD needs. For more information about interpreting these tables, please see the section above titled [“A Note about Interpreting Statistical Analyses”](#).

Large organizations (based on budget size) demonstrated greater need for professional development for their entry-level and intermediate staff around youth engagement and providing trauma-responsive programming than smaller organizations (see **Table 10**). Furthermore, our analyses demonstrated that small organizations had significantly more interest in professional development around creating and offering high quality trainings for their management and leadership staff, compared to organizations with larger operating budgets.

Table 10. PD Needs by Operating Budget Size

Entry-Level & Intermediate Staff	Small	Medium	Large
Youth engagement			
Providing programming in trauma-responsive ways			
Management Staff & Leaders	Small	Medium	Large
Creating and offering high-quality staff trainings			

Note. Cells in *pink* represent providers with distinct budget sizes that were significantly more likely to select particular PD needs. For more information about interpreting these tables, please see the section above titled [“A Note about Interpreting Statistical Analyses”](#).

Our analyses showed that **comprehensive programs were more likely to need professional development around several topics for their management and leadership staff, including continuous quality improvement (CQI) and strategic planning.**

For organizations serving both pre-K/elementary schools and middle schools, there was a greater need for professional development around classroom management for their entry-level and intermediate staff members (refer to **Table 11**). Pre-K and elementary programs also selected helping students with disabilities as a needed training topic for their entry-level and intermediate staff, compared to programs serving other ages. In relation to their management and leadership staff, programs serving adults (18-24 years) were more likely to select providing programming in trauma-responses ways and self-care/wellness as training needs for entry-level and intermediate staff and continuous quality improvement as a training need for management and leadership.

Table 11. PD Needs by Ages Served

Entry-Level & Intermediate Staff	Pre-K/Elem School	Middle School	High School	Adults
Classroom management				
Providing programming in trauma-responsive ways				
Helping students with disabilities				
Self-care and wellness for staff				
Management Staff & Leaders	Pre-K/Elem School	Middle School	High School	Adults
Continuous Quality Improvement (CQI)				

Note. Cells in *pink* represent organizations serving particular age groups that were significantly more likely to select particular PD needs. For more information about interpreting these tables, please see the section above titled [“A Note about Interpreting Statistical Analyses”](#).

Brights Spots & Innovations

Another exciting element of our Landscape Survey was asking providers to share bright spots and highlights from their organization. Bright spots included examples of impact on youth and families to exciting innovations happening within their organizations, including paradigm shifts, unique collaboration efforts, leveraging of resources, advocacy efforts and promising practices. There were 114 responses to this question that were coded thematically to identify key themes in responses. Four major themes emerged from responses to the question about the bright spots and innovations providers were experiencing: (1) expanded partnerships, (2) expanded access for youth, (3) positive experiences and impact for youth, and (4) organizational development. Each theme is described in more detail below. A detailed table of exemplary quotes by key theme are provided in **Appendix F**.



Expanded Partnerships. Over 30 providers highlighted new or expanded partnerships and collaborations with other organizations in the expanded learning field to not only leverage resources and expand/enhance their impact on youth, but to also grow as organizations. Providers highlighted activities such as partnerships with regional centers to create more safe and inclusive environments for all youth, including those with intellectual and developmental disabilities, to collaborations with teachers on program innovations. One provider noted, they were *“...taking a deep dive into building intentional community-based partnerships in an effort to support post-pandemic social, emotional, and relationship development needs.”*



Expanded Access for Youth (& Families). Another key theme that emerged was how expanded learning providers were increasing access to resources and opportunities for more (and harder to reach) youth and families. Thirty-three expanded learning providers highlighted how their recent programming efforts were allowing many more youth and families to benefit from their expanded learning offerings. Program providers described activities such as creating a safer and more inclusive environment to support students with diverse learning needs, supporting the professional development of teachers in different forms of pedagogy, creating affordable and accessible resource kits at lower and more sustainable costs, and working with schools to provide students with career exposure. For example, one organization wrote about how more available funds allowed students from underserved communities to benefit from programs they would otherwise not be able to afford: *“We are excited to be undergoing a paradigm shift within what communities we can offer our programs to . . . new prop 28 funds allow us to bring our fun programs to students who otherwise couldn't afford it, and we have a strong sense of giving back to our communities.”*

Several providers also spotlighted how families more broadly were benefiting from programming efforts, such as through increased advocacy efforts and the creation of networks of support for vulnerable youth and their families. For example, a center that provides art and music services shared that *“Parents have formed five committees to support the work of [...]: hygiene/nutrition, supervision, education, event coordination, and fundraising. These committees give parents a sense of ownership and is an opportunity for parents to show their leadership.”*



Positive Youth Experiences & Impact. A third major theme to emerge from the data was the positive experiences and impact that youth were deriving from participation in expanded learning programs. Thirty-one providers spotlighted the impact their programming had on youth with highlighted benefits including showcasing their creativity, supporting healing and wellness, developing social-emotional skills such as building healthy relationships with peers and families, raising critical awareness of local and global issues, and increased employability. For example, a youth leadership development program described how *“the program has been able to recruit and train hundreds of young Black leaders, equipping them with the skills, knowledge, and networks needed to navigate and impact the political process, and ultimately contribute to creating a more just and equitable society.”* Another provider described how program alumni who had had positive experiences with programming were effective as future volunteers, and even employees: *“We have had youth take part in [our] school-based programs. . . and a few have become part-time employees through our collaborations with youth employment.”*



Organizational Development. The final major theme to emerge from expanded learning provider responses was how expanded learning providers were evolving and growing as organizations to more effectively meet the needs of the youth. Responses spotlighted deliberate efforts to improve internal effectiveness and promote positive changes by enhancing organizational structures, systems, processes, and culture. Fourteen providers drew attention to organizational changes such as hiring specialized staff, promoting the professional development of their staff, launching funding initiatives, restructuring initiatives, and the expansion of infrastructure and facilities. For example, one provider highlighted how they created *“...a new position that has been onboarded: Director of Impact and Partnerships. The main objective of this role is to increase partnerships such as within LAUSD.”* Five organizations also emphasized specific efforts in activities undertaken to develop their workforce. This provider lauded, *“We have an amazing workforce of staff at nearly 200 elementary school sites, and exciting work happening across enrichment areas and in regards to workforce development.”*



Other Themes. In addition to the four themes highlighted above, some important but less-mentioned themes also emerged. Thirteen organizations referenced how they were leveraging technological enhancements and innovations to expand their program offerings. Innovations varied from offering more online classes and courses to integrating artificial intelligence into curricula. As an arts provider described, *“We have created a hybrid learning system...which is a collaborative poetry platform for the classroom that allows students to create, collaborate, and learn collectively. It is revolutionary and will pave the future of literacy education in America.”* A few providers described efforts to enhance their program offerings such as integrating additional elements like mindfulness into existing offerings and developing new resources, such as robotics kits or writing their own children’s book. Finally, some providers also noted positive results from policy and advocacy initiatives that they had engaged in such as improved or more sustainable funding, and more visibility. For example, as one provider described, *“Leading a policy initiative with six other NPOs in the state to create a public funding source to invest in the practices and programs proven to transform the educational outcomes of foster youth.”*

Taken together, providers’ responses to this open-ended question suggest that there is much to celebrate around innovation, collaboration, and partnerships in the expanded learning space that ultimately will lead to youth having positive experiences and deriving benefits from their sustained participation.

Conclusion

Who are the expanded learning providers across LA County?

Responses to our Landscape of Expanded Learning Survey demonstrated that there is a variety of diverse expanded learning providers operating across LA County who serve youth ages Pre-K through high school and beyond. Providers offer a vast array of programming, the most common of which were in the categories of youth development (e.g., character education, leadership), college and career

readiness, family or parent engagement activities, and academic support. ExpandLA and its partners should be proud of the efforts to gather meaningful data from over 200 expanded learning providers in LA County during this data collection effort.



Indeed, expanded learning contexts have been shown to fundamentally shape the developmental trajectories of youth in a positive way. Research is clear that offering youth critical developmental opportunities in expanded learning spaces can improve their academic behaviors/performance, build their social and emotional competencies, and bolster their school connectedness and school attendance (e.g., Durlak & Weissberg, 2010; Lauer et al., 2006; Liu et al., 2021; Scott-Little et al., 2002; Vandell et al., 2005; Zaff et al., 2003; Zief et al., 2006). Given the incredible potential for impact, coalitions and intermediaries like ExpandLA have formed to support, connect, and advocate for expanded learning at the county, state, and federal level to ensure these important programs have the resources to operate in a high-quality manner and impact youth. Collectively, research and practice both demonstrate the power of high-quality expanded learning offerings, but in LA County, the scarcity of resources, competition for limited funding sources, and lack of collaboration across these diverse programs are hampering the collective impact of the expanded learning field. The question remains, *how we can support these innovative, purpose-driven organizations to enhance their collective success for the ultimate goal of ensuring LA's youth have integrated supports for their wellness and positive development?*

Do expanded learning providers in LA County have the capacity, readiness, and organizational resources necessary to address the youth development in LA County?

It is important to consider the extent to which existing expanded learning providers have the capacity, readiness, and resources to address the positive development needs of youth in LA County. The mere existence of expanded learning organizations is not enough to address the pressing needs of youth – there must be a sufficient number of organizations able to offer high-quality experiences to youth

across ages, offerings, and geographic regions to ensure that the necessary supports are in place. Expanded learning providers in LA County possess a strong foundation of resources and capacity, however providers need structured support to expand their reach, sustain their funding, and enhance their offerings and impacts. The following themes summarize the key findings from our Landscape Survey about the readiness and resources of expanded learning providers who responded to our survey.

- **The diversity of expanded learning providers requires a tailored approach to support.** Landscape survey responses demonstrated that there were diverse types of programs and these unique program types were also related to unique sets of needs and challenges. For organizations, like ExpandLA, aiming to use this information to inform their future work, it is clear that differential trainings and tailored support by organization type, size of annual budgets, and ages of youth/SPA served, is a necessary approach. Bringing all of these unique providers together under one umbrella will be a challenging feat because of this diversity and executing a plan to address these diverse needs will also be challenging without significant resources.
- **Expanded learning providers are hungry for collaboration.** The organizations who responded to our survey felt challenged by existing silos in the expanded learning field. In their responses about the bright spots and innovations in their work, providers most frequently discussed how they were expanding their partnerships with similar organizations and by doing so, they had greater combined resources to serve more youth or to serve their current youth in a more impactful manner.
- **Funding for expanded learning remains a key issue for providers.** Providers reported that some of their key challenges were offering living wages to their staff and finding resources for capital improvement projects, both of which are funding issues. Providers believed that this lack of funding might be due in part to a lack of understanding about the true costs of expanded learning efforts, from those outside of this sector. Additionally, securing diverse funding was a highly-requested training need for the management staff and organizational leaders in expanded learning organizations. Given the number of organizations serving middle and high school youth without funding from the state of California, it may be worthwhile to support programs in applying for state funding from ASES or ASSETS grants, or engage with organizations to better understand the barriers to doing so (e.g., lack of resources for grant writing, not qualifying under existing policies). When organizations were able to secure more sources of funding, organizations were often able to expand program access to more youth or expand the scope of their offerings.
- **Training and professional development for the expanded learning workforce is a top priority.** Despite good intentions and thoughtful missions, expanded learning organizations are only as powerful as their staff who engage with youth and their families on a daily basis. Ensuring that staff have adequate training was one of the highest-rated organizational challenges reported by expanded learning providers. For their entry-level/intermediate staff, the most requested training topics included: providing programming in trauma-responsive ways, classroom management, and collaborating with schools/administrators. For their management staff and organizational leaders, the most requested training topics included: cultivating diverse funding sources, recruitment/retention for staffing, and fund development and grant writing.
- **Expanded learning organizations also need support with documenting their work and ongoing advocacy.** Given the immense challenges associated with offering high-quality expanded

learning offerings, it seems that providers had less time and resources to engage in high-quality evaluation to ensure that their work is documented and that there is continuous program improvement taking place. Relatedly, if organizations have less time to document their efforts, there is less information available to them to bolster their advocacy work and share their successes outside of the field. This ongoing advocacy is a key part of ensuring that expanded learning organizations have the funding needed to stay in operation.

- **Providers believed that there is still a great need for expanded learning offerings that address youth mental health and wellness.** In the wake of the COVID-19 pandemic and other national/international events (e.g., BLM movement, political unrest), program providers are aware that youth are experiencing mental health challenges, trauma, and toxic stress that can have significant impacts on their wellness and development. Fortunately, the expanded learning field has a critical role to play in addressing these youth challenges as expanded learning organizations offer youth opportunities to interact with caring adults and provide spaces for difficult conversations and support with peers and program staff. To support this goal, expanded learning providers wanted their entry-level and intermediate staff to have more training around offering trauma-responsive programming.
- **Expanded learning organizations took pride in sharing their promising practices and exciting innovations in their work.** Regardless of their resources, expanded learning providers across LA County were engaging in excellent work and were readily able to identify program strengths and innovations that have the potential to enhance the positive experiences of youth and create real impact for youth in LA County. The creativity of offerings and highlighted innovations demonstrate the great potential of expanded learning.

What are the data-driven strategies that can be implemented in the next several years in LA County to respond to the needs of youth and gaps in expanded learning capacity?

It is imperative that our Landscape Survey data and key findings are used to inform future action within the expanded learning sector in LA County as a tribute to the providers who took the time to complete this data collection process and attended the Expanded Learning Convening hosted by ExpandLA in June of 2023. Bringing together the findings from this survey report, as well as the desires of providers that were shared with us at the Expanded Learning Convening, the following section offers several data-driven strategies that can be implemented in the next several years to bolster the expanded learning efforts across LA County.

**Resource Sharing
& Collaboration**

Providers would benefit from established connections or an established network with other expanded learning providers in LA County. Through this network or system of working groups, expanded learning providers could coordinate services to address gaps and reduce overlap in services, cross-share their resources, problem solve with peer organizations, and ultimately empower each other for greater impact on youth, families, and communities. This collaboration can and should include youth, parents/families, community members, policy makers, and others as genuine partners in this work.

**Advocacy for
Funding & Other
Supports**

Providers are clear in their need for collective advocacy, particularly around funding and other supports for their work. Advocacy and systems change is not always a major priority for under-resourced organizations who need to prioritize their daily work with youth in communities. The expanded learning field would benefit from support around identifying and securing more funding sources/pathways for unique sets of organizations, particularly those serving populations with unique youth development needs like those serving youth of color. Additionally, advocacy support could involve helping these organizations to tell their stories, share information about their successes, and use data to justify their presence and impact among youth in LA County. As noted by providers, expanded learning organizations see themselves as part of an integrated system of youth development that includes schools, families, and communities. This narrative change from competition to coordination will be important for ensuring that expanded learning providers have the funding and resources necessary to benefit youth in need, as part of this broader system.

**Coordinated Staff
Training &
Professional
Development**

Providers also would benefit from collaborative facilitation of staff development across expanded learning organizations. Although these organizations have unique goals and offerings, there is much overlap in the essential skills and competencies required to provide high-quality experiences to youth. Organizations are open to sending their staff to trainings, or sharing their own trainings with similar organizations, particularly if these trainings were at no-cost to the organizations. Similarly, organizations requested that there be best practice toolkits available to bolster their staff development efforts beyond formal trainings. On our survey, providers offered specific recommendations for which types of trainings are most needed among their entry-level/intermediate staff, and among their management/leadership staff.

**Comprehensive
Assessment &
Evaluation
Support**

Providers also reported a need for better support around assessment and evaluation. These efforts would be important not only for internal program improvement and CQI, but also for sharing with external audiences about the meaningful and impactful work being done in the expanded learning sector. Indeed, expanded learning organizations noted challenges with identifying the time/resources to engage in evaluation and CQI, as well as a lack of internal capacity for evaluation work within their organizations. The field might benefit from the development of a uniform measurement system or tools that could be available and utilized across organizations for evaluation purposes. This might help organizations who do not have the capacity to engage in evaluation internally (or cannot afford external evaluation partnerships), as well as bolster the collective data/findings available to support the advocacy and narrative change efforts noted above. The collection of meaningful evaluation data can support both the advocacy and staff development efforts noted in the above recommendations.

Appendix A. Establishing New District Partnerships

The following appendix summarizes responses from expanded learning organizations about their interest in and readiness for establishing new district partnership.

Is your organization currently providing services at a school site or interested in new partnerships with school districts in LA County?		
	<i>N</i>	<i>%</i>
Yes	172	86.4%
No	27	13.6%

[If the organization selected 'No' to the above question, they were moved to the end of the survey]

Which areas in LA is your organization invested in expanding to in relation to new partnerships with school districts? Please check all that apply.		
	<i>N</i>	<i>%</i>
1 - Antelope Valley	4	10.0%
2 - San Fernando Valley	8	20.0%
3 - San Gabriel Valley	6	15.0%
4 - Metro	6	15.0%
5 - West	0	0.0%
6 - South	5	12.5%
7 - East	4	10.0%
8 - South Bay / Harbor	4	10.0%
Online / Virtual	1	2.5%
Not Applicable	0	0.0%
Other:	10	7.5%
Northeast Los Angeles (1)		
Glendale (1)		
We only work with school sites in LAUSD (1)		

Does your program currently use your own curriculum that aligns with State Curriculum Standards?		
	<i>N</i>	<i>%</i>
Yes	107	63.7%
No	25	14.9%
Unsure	36	21.4%

Does your organization require staff to complete Live Scan (fingerprinting)?		
	<i>N</i>	<i>%</i>
Yes	124	81.0%
No	29	19.0%
Unsure	0	0.0%
Not Applicable	0	0.0%

Does your organization currently hold liability insurance?

	N	%
Yes, at a \$3 million limit	75	44.6%
Yes, at a \$1 million limit	74	44.0%
Unsure	17	10.1%
No	2	1.2%

What statement best describes your organization's capacity and comfort level with a district's Request for Proposal (RFP) process?

	N	%
Very comfortable – we have successfully submitted several proposals to various districts.	30	18.0%
Comfortable – we have submitted proposals and have staff capacity to complete them.	55	32.9%
Capacity issue – our organization does not have the designated staff to quickly submit RFPs.	27	16.2%
Our organization has not submitted an RFP before.	32	19.2%
Not applicable	5	3.0%
Unsure	14	8.4%
<u>Other:</u>	4	2.4%

We operate as part of LAUSD (1)

We have the expertise to complete RFP but have yet to complete one (1)

The district's RFPs are overly complicated and ridiculous (1)

Even when LAUSD was still funding our kind of work through the AEB, we did not receive particular support and reached out to individual schools, which is what we have continued to do in the seven years we have been doing this. This takes away from time available to provide our program (1)

Which statement(s) best describe the Memorandum of Understanding(s) (MOUs) between your organization and school districts? Please check all that apply.

	N	%
Our organization has MOUs for all district partners.	50	31.1%
Our organization only has MOUs in spaces where districts require them.	58	36.0%
Not Applicable	19	11.8%
Unsure	22	13.7%
<u>Other:</u>	12	7.5%

We do not currently have any MOUs, we have not needed an MOU thus far (3)

We have MOUs in place for some of partnerships (3)

We are in the process of starting or restoring an MOU (3)

We are currently seeking an MOU (2)

We have had issues with LAUSDs insurance requirements for our org (1)

We have a no cost contract with LAUSD (1)

We are part of LAUSD (1)

Previously operated a Central High site (1)

Our organization has MOUs with individual schools not school districts (1)

Educational Partnership Agreements (1)

Generally, how much time would your organization need to bring in-person programming to a school site?

	<i>N</i>	%
Up to 1 month	58	34.9%
Between 1 and 3 months	56	33.7%
Between 3 and 6 months	16	9.6%
At least 6 months	13	7.8%
Unsure	23	13.9%

Appendix B. Needs/Challenges by Service Planning Area (SPA)

The following section summarizes the statistically significant differences in challenges (for organizations and youth) and professional development needs across providers operating across Los Angeles's service planning areas (SPAs) (1-8), and organizations operating online. This appendix is organized by SPA.

SPA 1 (Antelope Valley)

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	SPA	Comparison	
<i>Evaluation & CQI: Meeting the evaluation requirements of funding sources</i>	Antelope Valley (SPA 1) 27%	All Other SPAs 10%	$\chi^2(1) = 5.83, p < .05$

Youth Challenges	% Selected as Top 5 Challenges		Chi-Square Test
	SPA	Comparison	
<i>Need for more enrichment and recreation</i>	Antelope Valley (SPA 1) 50%	All Other SPAs 30%	$\chi^2(1) = 4.58, p < .05$

PD Needs	% Selected as Top 2 Needs		Chi-Square Test
	SPA	Comparison	
<i>Management & Leadership: Supporting staff career development</i>	Antelope Valley (SPA 1) 57%	All Other SPAs 34%	$\chi^2(1) = 5.72, p < .05$

SPA 2 (San Fernando Valley)

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	SPA	Comparison	
<i>Location & Space: Joint-use agreements with parks, libraries, etc.</i>	San Fernando Valley (SPA 2) 40%	All Other SPAs 26%	$\chi^2(1) = 4.19, p < .05$
<i>Evaluation & CQI: Identifying the time/resources to engage in evaluation and CQI</i>	San Fernando Valley (SPA 2) 71%	All Other SPAs 56%	$\chi^2(1) = 4.55, p < .05$

Youth Challenges	% Selected as Top 5 Challenges		Chi-Square Test
	SPA	Comparison	
<i>Needing more SEL skills to navigate life transitions/challenges</i>	San Fernando Valley (SPA 2) 53%	All Other SPAs 35%	$\chi^2(1) = 4.76, p < .05$
<i>Need for more enrichment and recreation</i>	Antelope Valley (SPA 1) 50%	All Other SPAs 30%	$\chi^2(1) = 4.58, p < .05$

SPA 3 (San Gabriel Valley)

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	SPA	Comparison	
Marketing & Recruitment: <i>Lack of school awareness of services/programming available</i>	San Gabriel Valley (SPA 3) 58%	All Other SPAs 43%	$\chi^2(1) = 4.38, p < .05$

Youth Challenges	% Selected as Top 5 Challenges		Chi-Square Test
	SPA	Comparison	
<i>Inequitable access to high-quality resources/programming outside of the classroom/school day</i>	San Gabriel Valley (SPA 3) 58%	All Other SPAs 40%	$\chi^2(1) = 5.81, p < .05$
<i>Need for more enrichment and recreation</i>	San Gabriel Valley (SPA 3) 42%	All Other SPAs 27%	$\chi^2(1) = 4.88, p < .05$

PD Needs	% Selected as Top 2 Needs		Chi-Square Test
	SPA	Comparison	
Entry-Level & Intermediate Staff: <i>Collaborating with schools and administrators</i>	San Gabriel Valley (SPA 3) 52%	All Other SPAs 34%	$\chi^2(1) = 6.08, p < .05$
Entry-Level & Intermediate Staff: <i>Connecting with communities</i>	San Gabriel Valley (SPA 3) 23%	All Other SPAs 12%	$\chi^2(1) = 4.13, p < .05$

SPA 4 (Metro LA)

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	SPA	Comparison	
Location & Space: <i>Joint-use agreements with parks, libraries, etc.</i>	Metro LA (SPA 4) 41%	All Other SPAs 26%	$\chi^2(1) = 4.62, p < .05$

Youth Challenges	% Selected as Top 5 Challenges		Chi-Square Test
	SPA	Comparison	
<i>Inequitable access to high-quality resources/programming outside of the classroom/school day</i>	Metro LA (SPA 4) 54%	All Other SPAs 34%	$\chi^2(1) = 6.94, p < .01$

PD Needs	% Selected as Top 2 Needs		Chi-Square Test
	SPA	Comparison	

Management & Leadership: Cultivating diverse funding sources	Metro LA (SPA 4) 62%	All Other SPAs 47%	$\chi^2(1) = 4.31, p < .05$
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SPA 5 (West LA)

Youth Challenges	% Selected as Top 5 Challenges		Chi-Square Test
	SPA	Comparison	
Inequitable access to high-quality resources/programming outside of the classroom/school day	West LA (SPA 5) 59%	All Other SPAs 38%	$\chi^2(1) = 8.42, p < .01$

PD Needs	% Selected as Top 2 Needs		Chi-Square Test
	SPA	Comparison	
Entry-Level & Intermediate Staff: Cultural competence, diversity, & responsiveness	West LA (SPA 5) 37%	All Other SPAs 21%	$\chi^2(1) = 6.44, p < .05$

SPA 6 (South LA)

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	SPA	Comparison	
Marketing & Recruitment: Lack of school awareness of services/programming available	South LA (SPA 6) 55%	All Other SPAs 40%	$\chi^2(1) = 4.29, p < .05$
Collaborative Partnerships: Existing silos between providers, competition for funding resources	South LA (SPA 6) 71%	All Other SPAs 52%	$\chi^2(1) = 6.76, p < .01$

SPA 7 (East LA)

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	SPA	Comparison	
Marketing & Recruitment: Lack of school awareness of services/programming available	East LA (SPA 7) 56%	All Other SPAs 40%	$\chi^2(1) = 5.22, p < .05$
Funding & Financial Support: Short-term contracts/financial support that doesn't allow for adequate planning and long-term vision	East LA (SPA 7) 47%	All Other SPAs 22%	$\chi^2(1) = 13.54, p < .001$

Youth Challenges	% Selected as Top 5 Challenges		Chi-Square Test
	SPA	Comparison	
Inequitable access to high-quality resources/programming outside of the classroom/school day	East LA (SPA 7) 55%	All Other SPAs 38%	$\chi^2(1) = 6.04, p < .05$

SPA 8 (South Bay & Harbor)

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	SPA	Comparison	
Marketing & Recruitment: Lack of school awareness of services/programming available	South Bay & Harbor (SPA 8) 59%	All Other SPAs 42%	$\chi^2(1) = 5.70, p < .05$
Evaluation & CQI: Meeting the evaluation requirements of funding sources	South Bay & Harbor (SPA 8) 73%	All Other SPAs 57%	$\chi^2(1) = 4.48, p < .05$

Youth Challenges	% Selected as Top 5 Challenges		Chi-Square Test
	SPA	Comparison	
Inequitable access to high-quality resources/programming outside of the classroom/school day	South Bay & Harbor (SPA 8) 56%	All Other SPAs 41%	$\chi^2(1) = 3.87, p < .05$

PD Needs	% Selected as Top 2 Needs		Chi-Square Test
	SPA	Comparison	
Management & Leadership: Recruitment and retention for staffing	South Bay and Harbor (SPA 8) 57%	All Other SPAs 41%	$\chi^2(1) = 4.76, p < .05$

Online Programs

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	SPA	Comparison	
Marketing & Recruitment: Lack of school awareness of services/programming available	Online 65%	All Other SPAs 39%	$\chi^2(1) = 12.69, p < .001$

Youth Challenges	% Selected as Top 5 Challenges		Chi-Square Test
	SPA	Comparison	
Not feeling empowered to co-create systems that surround them	Online 35%	All Other SPAs 16%	$\chi^2(1) = 9.57, p < .01$

<i>Inequitable access to high-quality resources/programming outside of the classroom/school day</i>	Online 57%	All Other SPAs 40%	$\chi^2(1) = 5.17, p < .05$
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PD Needs	% Selected as Top 2 Needs		Chi-Square Test
	SPA	Comparison	
Entry-Level & Intermediate Staff: <i>Providing a safe and supportive program environment</i>	Online 31%	All Other SPAs 18%	$\chi^2(1) = 4.08, p < .05$
Entry-Level & Intermediate Staff: <i>Cultural competence, diversity, & responsiveness</i>	Online 36%	All Other SPAs 22%	$\chi^2(1) = 4.34, p < .05$
Management & Leadership: <i>Cultivating diverse funding sources</i>	Online 65%	All Other SPAs 50%	$\chi^2(1) = 4.19, p < .05$

Appendix C. Needs/Challenges by Size of Operating Budget

The following section summarizes the statistically significant differences in challenges (for organizations and youth) and professional development needs across providers operating across expanded learning providers by the size of their operating budget; categories were created for small (less than \$1 million), medium (\$1 million to \$5 million), and large (more than \$5 million) organizations. This appendix is organized by budget size. There were no statistically significant findings for medium-sized organizations.

Small Organizations

PD Needs	% Selected as Top 2 Needs		Chi-Square Test
	Organization Size	Comparison Group	
Management and Leadership: Creating and offering high-quality staff trainings	Small Organizations 100%	Other Organizations 39%	$\chi^2(1) = 4.57, p < .05$

Large Organizations

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	Organization Size	Comparison Group	
Collaborative Partnerships: Lack of formal route to collaborate with similar programs serving the same youth population	Large Organizations 50%	Other Organizations 0%	$\chi^2(1) = 3.96, p < .05$

PD Needs	% Selected as Top 2 Needs		Chi-Square Test
	Organization Size	Comparison Group	
Entry-Level and Intermediate Staff: Youth engagement	Large Organizations 28%	Other Organizations 75%	$\chi^2(1) = 4.21, p < .05$
Entry-Level and Intermediate Staff: Providing programming in trauma-responsive ways	Large Organizations 44%	Other Organizations 100%	$\chi^2(1) = 5.04, p < .05$

Appendix D. Needs/Challenges by Program Type

The following section summarizes the statistically significant differences in challenges (for organizations and youth) and professional development needs across providers who were comprehensive programs compared to other expanded learning providers who did not provide comprehensive services. Comprehensive programs were identified by both their selection of “comprehensive after-school programming” to the offerings question and/or their use of ASES and ASSETS funding sources (only available to comprehensive programs).

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	Provider Type	Comparison Group	
Collaborative Partnerships: Existing silos between providers, competition for funding resources	Comprehensive Programs 76%	Other Providers 56%	$\chi^2(1) = 7.78, p < .01$
Location & Space: Sharing space with districts	Comprehensive Programs 48%	Other Providers 30%	$\chi^2(1) = 6.06, p < .05$

Youth Challenges	% Selected as Top 5 Challenges		Chi-Square Test
	Provider Type	Comparison Group	
Exposure to on-the-job training/skills, career development	Comprehensive Programs 47%	Other Providers 25%	$\chi^2(1) = 10.16, p < .01$

PD Needs	% Selected as Top 2 Needs		Chi-Square Test
	Provider Type	Comparison Group	
Management and Leadership: Continuous Quality Improvement	Comprehensive Programs 46%	Other Providers 31%	$\chi^2(1) = 4.61, p < .05$
Management and Leadership: Strategic Planning	Comprehensive Programs 48%	Other Providers 31%	$\chi^2(1) = 5.02, p < .05$

Appendix E. Needs/Challenges by Ages of Youth Served

The following section summarizes the statistically significant differences in challenges (for organizations and youth) and professional development needs across providers who served particular age groups of youth/emerging adults. For analytical purposes, we created used four dichotomous variables, one for each of the following groups: Pre-K/Elementary, Middle School, High School, and Adults (18-24 years). This appendix is organized by age group.

Organizations Serving Pre-K & Elementary

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	Ages Served	Comparison Group	
Marking & Recruitment: Lack of family awareness of services/programming available	Elementary and Pre-K 51%	Other Age Groups 30%	$X^2(1) = 8.34, p < .01$

Youth Challenges	% Selected as Top 5 Challenges		Chi-Square Test
	Ages Served	Comparison Group	
Lack of exposure to cultural experiences (e.g., art, music, performances)	Elementary and Pre-K 38%	Other Age Groups 24%	$X^2(1) = 3.94, p < .05$
Academic recovery/support needed after the COVID-19 pandemic	Elementary and Pre-K 32%	Other Age Groups 14%	$X^2(1) = 6.94, p < .01$

PD Needs	% Selected as Top 2 Needs		Chi-Square Test
	Ages Served	Comparison Group	
Entry-Level and Intermediate Staff: Classroom management	Elementary and Pre-K 51%	Other Ages 22%	$X^2(1) = 14.68, p < .01$
Entry-Level and Intermediate Staff: Helping Students with disabilities	Elementary and Pre-K 30%	Other Ages 16%	$X^2(1) = 4.54, p < .05$

Organizations Serving Middle Schools

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	Ages Served	Comparison Group	
Hiring & Supporting Staff: Lack of Sufficient Staff	Middle School 48%	Other Age Groups 31%	$X^2(1) = 3.94, p < .05$
Collaborative Partnerships:	Middle School 10%	Other Age Groups	$X^2(1) = 4.70, p < .05$

Challenges creating trust and communication with families		0%	
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Youth Challenges	% Selected as Top 5 Challenges		Chi-Square Test
	Ages Served	Comparison Group	
Need for more enrichment and recreation	Middle School 36%	Other Age Groups 20%	$\chi^2(1) = 4.16, p < .05$

PD Needs	% Selected as Top 2 Needs		Chi-Square Test
	Ages Served	Comparison Group	
Entry-Level and Intermediate Staff: Classroom management	Middle School 47%	Other Ages 24%	$\chi^2(1) = 7.26, p < .01$

Organizations Serving High Schools

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	Ages Served	Comparison Group	
Evaluation & CQI: Lack of knowledge around evaluation and CQI	High School 26%	Other Age Groups 9%	$\chi^2(1) = 4.51, p < .05$

Youth Challenges	% Selected as Top 5 Challenges		Chi-Square Test
	Ages Served	Comparison Group	
Lack of financial resources to cover living expenses	High School 34%	Other Age Groups 8%	$\chi^2(1) = 9.44, p < .01$
Need for more enrichment and recreation	Middle School 36%	Other Age Groups 20%	$\chi^2(1) = 4.16, p < .05$

Organizations Serving Adults (18+)

Organizational Challenges	% Selected as Top 2 Challenges		Chi-Square Test
	Ages Served	Comparison Group	
Location & Space: Funding for capital improvement of facilities	18 years and older 59%	Other Age Groups 43%	$\chi^2(1) = 4.46, p < .05$
Funding & Financial Support: Lag time associated with contract funding and payments	18 years and older 45%	Other Age Groups 25%	$\chi^2(1) = 8.40, p < .01$

(e.g., government or district contracts)			
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Youth Challenges	% Selected as Top 5 Challenges		Chi-Square Test
	Ages Served	Comparison Group	
Exposure to on-the-job training/skills, career development	18 years and older 43%	Other Age Groups 17%	$\chi^2(1) = 13.92, p < .001$

PD Needs	% Selected as Top 2 Needs		Chi-Square Test
	Ages Served	Comparison Group	
Entry-Level and Intermediate Staff: Providing programming in trauma-responsive ways	Adults 58%	Other Ages 39%	$\chi^2(1) = 5.94, p < .05$
Entry-Level and Intermediate Staff: Self-care and wellness for staff	Adults 35%	Other Ages 21%	$\chi^2(1) = 4.36, p < .05$
Management and Leadership: Continuous Quality Improvement	Adults 49%	Other Ages 30%	$\chi^2(1) = 6.29, p < .05$

Appendix F. Exemplary Quotes about Bright Spots by Theme

Theme	Exemplary Quotes
Expanded Partnerships (33 responses)	• <i>"I enjoyed reaching out to community organizations to create partnerships helping us reach harder to engage students."</i> • <i>"[Program Name] is taking a deep dive into building intentional community-based partnerships in an effort to support post-pandemic social, emotional, and relationship development needs."</i> • <i>"Our collaboration efforts are at an all-time high. We've been partnering with individual school sites as well as community sites to participate in STEAM Nights and Events."</i> • <i>"[Our] success is founded in our multi-prong approach that includes partnerships with school districts, parent, and community organizations. One of the core values [name] embraces is its belief in forming partnerships to leverage its work in reaching a greater number of families throughout Los Angeles County."</i> • <i>"We work jointly with schools to strategically tailor our offerings to meet the needs of each site, adjusting everything from the classes offered to the partners enlisted to the frequency of meetings with administrators, in order to best serve our partner schools. Together with school partners, we create a tailored program plan based on the needs of the school and its students."</i>
Expanded Access for Youth & Families (33 responses)	• <i>"We are excited to be undergoing a paradigm shift within what communities we can offer our programs to. ELOP and the new prop 28 funds allows us to bring our fun programs to students who otherwise couldn't afford it, and we have a strong sense of giving back to our communities."</i> • <i>"Programming is attracting a record number of students, several sites are at capacity and have already expended their district grant dollars. Community partnerships allow us to serve our youth with a wide range of services, we serve a large percentage of enrolled students, they are high attenders, and many graduates return to us as employees."</i> • <i>"We are excited about expanding [Program Name] digital learning platform which enables us to reach more students in areas previously outside our immediate geographic reach."</i> • <i>"We are expanding our program to reach more youth in areas not conducive to physical activity."</i> • <i>"We received several grants to expand our youth programs to new schools, and begin to pilot a middle school humanities program."</i> • <i>"We're expanding our services to reach more students. We're doubling the number of camps from 2 to 4 and increasing our annual year-round cohort size from 40 to 80."</i>

Positive Youth Experiences & Impact (31 responses)	• <i>“The transformation we have witnessed in our youth has been very uplifting and liberating. The healing work we are offering through our programming is shifting the way wellness is viewed in grassroots organization.”</i> • <i>“Feedback from families and educators about our summer program, teacher training, curriculum development and family programs continually shine a light on the power of integrating arts, nature exploration and social emotional learning to build resilience in kids—especially during these post-COVID years.”</i> • <i>“Our unique program has been highly impactful to the high risk population we serve.”</i> • <i>“The gifts come daily as the artists and teachers show their excitement about our various programs such as a 3rd grade class learned difficult dance moves and presented it to much applause for the student body and their parents, or the kid that was shy and was being bullied until she learned to sing a song garnering praise from not only the adults, but her peers also took note giving her a newfound confidence and respect.”</i> • <i>“...the program has been able to recruit and train hundreds of young Black leaders, equipping them with the skills, knowledge, and networks needed to navigate and impact the political process, and ultimately contribute to creating a more just and equitable society.”</i> • <i>“We are excited to be able to share with our students a safe and supportive environment where they can learn from exciting enrichment programs. We are bringing “magic” back to after school and summer.”</i>
Organizational Development (14 responses)	• <i>“We are in discussions to do train the trainer programs and to get the funding to license our original curriculum. And we are in discussions for a potential media program as well.”</i> • <i>“With increased demand for our programs, particularly from LAUSD over the past two years, [Program Name] has increased staffing capacity, improved curriculum, and expanded our geographic reach.”</i> • <i>“[Program Name] has a new position that has been onboarded-Director of Impact and Partnerships. The main objective of this role is to increase partnerships such as within LAUSD.”</i> • <i>“The [Program Name] is reimagining its Teacher Institute/ PD beginning in the 2024-25 school year, and will have exciting offerings for teachers who are looking to deepen their arts-integration practices.”</i>
Technological Innovation (13 responses)	• <i>“We have created a hybrid learning system ...which is a collaborative poetry platform for the classroom that allows students to create, collaborate, and learn collectively. It is revolutionary and will pave the future of literacy education in America.”</i> • <i>“On-line classes via Zoom or YouTube live streamed programming with follow-up in-person field trips allow us to reach more students, cover a broader geographic area, and the opportunity to reach more students involved in alternative education or on-line only programs.”</i> • <i>“Our online course was created specifically to address the challenges of transportation to our site to experience the magic of our programs. With this latest innovation, we expect to greatly expand our reach to youth in need of our services!”</i>

Enhanced Program Offerings (12 responses)	• <i>“One of the most exciting innovations happening within our organization involves expanding our group of facilitating artists, to allow for an organizational capability that supports the facilitation of classes and workshops so that each student feels supported and safe to tap into their creative faculties, thus expressing in an environment that is encouraging and nurturing of their unique gifts and talents.”</i> • <i>“We are excited to bring a summer program to help families and students be fully prepared to be successful their last year of high school.”</i> • <i>“We are integrating mindfulness elements into our programs in response to the mental health crisis facing our students. In some instances, this could be a quick breathing exercise to oxygenate the brain and get the room ready to learn.”</i> • <i>“We hope to expand our bilingual offerings in the 2023-2024 school year.”</i>
Successful Advocacy & Sharing Impact (6 responses)	• <i>“Leading a policy initiative with six other NPOs in the state to create a public funding source to invest in the practices and programs proven to transform the educational outcomes of foster youth.”</i> • <i>“We have opportunities to work with the LA County Board of Supervisors to participate in a few of our campaigns to highlight our local student graduations.”</i>
Workforce Development (5 responses)	• <i>“Most recently, we hired a training support specialist whose job is to access and work with leadership to support new hires and provide more robust training in the future. This person will also be doing needs assessments throughout the work to assure we are covering the appropriate topics throughout the year.”</i> • <i>“We have focused on hiring (interns, staff, fellows, etc ALL LEVELS) previous participants/current alumni. On the program side, we have found that current participants relate closely and create deeper bonds. On the administrative side, staff can relate to the objective on a personal level and create great work!”</i>
