EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent: Delano Union School District

Contact Name: Rosalina Rivera

Contact Email: rrivera@duesd.org

Contact Phone: 661-721-5000

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Albany Park Elementary
2. Almond Tree Middle School
3. Cecil Avenue Math & Science Academy
4. Del Vista Math & Science Academy
5. Fremont Elementary
6. Harvest Elementary
7. La Vina Middle School
8. Morningside Elementary
9. Nueva Vista Language Academy
10. Pioneer School
11. Princeton Street Elementary
12. Terrace Elementary

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Programmatic Level

DUSD ELO-P will be offered on the school site Safe and Supportive Environment:

*Physical Safety
*Staff attend professional development at the district level during pre-service week.
*Staff attend the back-to-school professional development presented by site administration.
*All students are accounted for through robust attendance procedures
*Staff are trained and updated throughout the year on proper student sign-in and sign-out procedures, including protocols for checking approved adults for student pick-up.
*Safety week drills
*Gate Closures
*Meetings with the district's SRO to review a variety of emergency scenarios
*Raptor Visitor Management System implemented at all school sites.
*Training provided annually for EpiPen, AED, CPR, First Aid, Blood-borne pathogens, etc.
*Closed campus while after school program is in session
*ELO-P included in the school safety plan

Staff Level

*Developmental/Emotional Safety (includes SEL)
*SPARK PE used daily to build trusting relationships
*Community-building through Project Adventure SEL curriculum
*Mindfulness Education
*DUSD Mental Health Team members are available as needed and are part of intervention planning in specific students cases.
*Students receive a snack and supper that are aligned with our District Wellness Policy and FDA guidelines.

Participant Level

*Mindfulness Education empowers students to self-regulate their behavior in support of their co-created community

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Programmatic Level

*Ready Common Core Supplemental curriculum implemented in the after school program
*Staff in the after school programs will receive ongoing professional development for Ready Common Core Curriculum
*Student needs are assessed by analyzing SBAC scores in ELA and Mathematics, and CAST (Science State Test)

*Student interests in a variety of areas are collected and implemented through a yearly survey. Tapping into student interests in this way results in active engagement, motivation, and increased program attendance

Staff Level

*Our POWER program focuses on providing students with high-interest activities in order to keep a positive school culture and increase positive behavior, therefore, decreasing suspension rates.
*Students are provided hands-on, project-based learning experiences that will result in culminating products or events:

*Sustainable garden project- Farm Day in the City
*Service Club- WE Day
*Girl Scouts of America- Completion Ceremony
*Agri-Nation Fieldtrip for Girl Scout participants
*STEAM Club-Final Projects
*Singing Club-Christmas Caroling
*Power Lights On Event
*1st Annual Food Show (Nutrition Event)

Participant Level

POWER participants blossom through the following positive youth development experiences:
Our program focuses on building academic capacity, engaging students through a variety of enrichment activities, and increasing their physical activity throughout the program. Students gain a sense of belonging in the community by participating in clubs such as a site-based Service Club which reaches out to those in need. The culminating event for our Service Clubs is a trip to WE Day where students earn their ticket by completing community service activities both locally and globally. Our program also has given the opportunity for students to learn about agriculture and plant different items in our school gardens. We also receive the Harvest of the Month in partnership with KCSOS, which showcases a particular fruit that our students get to learn about and consume. Our girls are offered the opportunity to join Girl Scouts. The curriculum that they are learning is engineering-based and the culminating event is our ceremony at the end once the module is completed. We use the SPARK & Project Adventure curricula that allows for students to engage in team-building activities that will strengthen their skills in each of the Social Emotional competencies as defined by CASEL.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Programmatic Level

Educational enrichment activities are closely aligned to the pacing of the grade level curriculum. Students are able to practice additional lessons during POWER+ in the weeks following the teaching of a new skill or concept in the regular school day. STEM taught Expanded Learning Curriculum is aligned to the STEM taught curriculum being taught during the regular school day. The STEM Taught Expanded Learning curriculum contains digital books, hands on STEM activities, art projects, and robotic activities.

Staff Level

Staff will receive ongoing professional development for STEM Taught Expanded Learning curriculum. Staff use ELD research-based strategies for their activities/lessons for integrated ELD. We use the same umbrella expectations with our students during the regular day and during the expanded learning program. The DUSD Mental Health Team (MHT) provides Social Skills groups that will help students form stronger and healthier relationships. The MHT provides training on diversity and inclusion to educate students and help reduce bullying and create more acceptance between students.

Participant Level

We provide our students with opportunities to showcase their work and get hands-on experience through our various clubs. When redirecting student behavior, they objectively look at their own choices and behaviors and reflect on what went well and what needs to be changed. We use the SPARK & Project Adventure curricula that allows for students to engage in team-building activities that will strengthen their skills in each of the Social Emotional competencies as defined by CASEL.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Programmatic Level

*POWER has implemented a student leadership committee per site with representatives from every grade that we serve.
Student interests in a variety of areas are collected and implemented through a yearly survey. Tapping into student interests in this way results in active engagement, motivation, and increased program attendance
*Students are able to make recommendations for clubs, and select the clubs they wish to belong.

Staff Level

Site Managers create a student advisory group where students share what they would like to see in our program. After school staff utilize jobs within their classrooms to develop leadership skills.
MHT provides:
*Building champions- (Boys) helps boys of upper elementary and middle-school-age build trust, respect, and peer connections, Building Champions covers the topics boys most want and need to become better friends, classmates, and citizens.
*Girls in real life Situations- Enhancing Social and Emotional Development. Young girls are encouraged to share feelings and struggles as they openly discuss important issues in a safe and supportive environment. They are allowed to feel empowered, gain self-awareness, develop coping strategies, improve problem-solving skills, understand that they are not alone, and learn to make healthy decisions.

Participant Level

*Older students serve as mentors to younger students within our service club
*All students are able to select the activities in which they participate for enrichment
*Our program uses content from the WE Foundation that allows for students to further their knowledge about real-world problems that occur globally

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

Programmatic Level

*Sustainable garden projects are available to all sites
*Supper and snack are provided daily and align with the nutritional guidelines as established by the USDA. Supper is served immediately after school by Food Services staff assigned to the ELO-P at each school. Snack is served by ELO-P staff at program dismissal. Students who leave the program early on a given day are served a snack before their departure. Examples of snack/supper choices include:
Whole Grain Crackers with Fat-Free Milk
Whole Grain Chicken & Cheese Quesadilla, Steamed Corn, Fruit, Fat- Free Milk
Whole Grain Cheddar Goldfish with Orange Juice
*Competitive food and snacks are not offered in our program
*SPARK is a research-based physical education curriculum that develops the whole student.
*CPR partners with health services for staff

Staff Level

*Daily SPARK Physical Education provided by POWER staff who have been trained in the curriculum
*Harvest of the Month is a KCSOS program providing healthy foods and recipes to POWER students. Staff guide students to prepare the recipes on site, and students are able to eat the food they prepared.

Participant Level

*All students are able to select the activities in which they participate for enrichment

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Participant Level

*Unduplicated Students are given priority of enrollment
*Accommodations are made for students with special needs
*POWER staff receive ongoing professional development at the site and district levels focused on meeting the needs of diverse learners

Staff Level

*Staff communicate daily with parents.
*Staff maintain close communication with classroom teachers and apply the suggestions given to help students succeed through expanded access to the curriculum.
*Staff utilize ELD strategies

Participant Level

*Students participate in various activities celebrating the diversity present in each program.
*Students with disabilities are provided with a group where they can explore and identify their own individual strengths, provide them with opportunities to be more independent, and help them to interact more successfully with their peers.
*Student experiences in the Project Adventure and SPARK PE lessons create a comfortable, supportive environment for them to share and celebrate their personal experiences and backgrounds.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Programmatic Level

*All hiring is coordinated by the human resources department which utilizes a screening and testing process to ensure compliance of minimum requirements.
*Recruitment is targeted to potential staff who are considering a career in education
*Provide ongoing professional development to enhance our staff's experience and knowledge.

Staff Level

*We allow for staff to share their interests in the enrichment piece by giving them the freedom to choose which clubs they wish to lead.
*Continuous professional development for staff includes training for Ready Common Core Reading curriculum, STEM Taught Expanded Learning Curriculum, and ELD strategies
*Professional development by CAN Network with a focus on Quality Standards for Expanded Learning
*Pre-service professional development the week prior to school starting every year
*Classroom observations
*Bi-weekly planning meetings
*Site Manager meetings
*Regular meetings with administrators
*Regional Directors Meetings
*CA Site Coordinator Symposium
*Staff are granted the opportunity to attend site level meetings in math, language arts, and science.
*Girl Scouts of America to provide instruction throughout the year.
*Claribel Gutierrez from Delano Chamber of Commerce provides multiple opportunities for service-learning throughout the year with the Homeless Ministry that she spearheads.
*WE Foundation provides a School Kit full of resources and lessons of which our Service Club leader utilizes
Every Monday Matters curriculum, Headspace, and Inner Explorer

Participant Level

Community-building through Project Adventure SEL curriculum allows students to co-create their classroom community agreements and foster a sense of belonging

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

VISION

Ensure that every child achieves academic and social excellence to be career, college, and life ready.

MISSION
Empower students with the knowledge and skills necessary to become highly effective, culturally diverse citizens, through the daily use of dynamic hands-on academic and social enrichment activities, and a comprehensive focus on personal wellness.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Adventist Health - Delano

The Delano Union School District - Administrator time, Facilities, Early Childhood Development Department, Food Services, Health Services

City of Delano
Chamber of Commerce
Delano Police Department
Parks and Recreation

KCSOS

Find Your Grind

Claribel Gutierrez from the Chamber of Commerce - provides students with service-learning opportunities

Girl Scouts of America

The Wonderful Company - Donations

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Programmatic Level

Semi-annual student surveys
Staff surveys
Parent surveys
Monthly POWER collaborative meetings to solicit parent input

Staff Level

Bi-weekly planning meetings
Looking at data
Sections of the CQI will be incorporated in the agenda

Expanded Learning Opportunities Program Plan Guide for Delano Union School District

TIME - Aug & Jan
STAFF ROLES - SM will create the surveys in collaboration with site admin ELO-P staff will give them to the parents and students.
The team will review the results during the bi-weekly meetings.
RESULTS -
The results will be addressed and the program will be adjusted in order to meet the needs of our parents and students.

TIME - Monthly Collaborative Meetings (Dates to Come)
STAFF ROLES -
SM will attend and give a site report. The director and co-director of the ELO program will inform the parents of a specific quality standard. Parents will be given the opportunity to ask questions, provide input and voice their concerns.
RESULTS -
Hearing directly from parents will allow for each site to reflect and address any concerns that the parents may have. Also, covering one quality standard each time we meet with the parents will help each program focus on ways to fulfill and implement the given standard.

TIME - Bi-Weekly Meetings
STAFF ROLES - SM and Admin collaboratively create the meeting agenda. ELO-P staff attend the meetings.
RESULTS - These meetings open up a space for staff, Admin, and the SM to discuss the progress of our program and suggest different ways to improve ourselves as a whole. Data from the surveys will be looked at, along with sections of the CQI.

TIME - When SBAC scores are available
STAFF ROLES - SM will meet with site admin to review the results of the SBAC and plan ways to target the areas where students need more support. Admin will work together with academic liaisons to create lessons that are geared towards improving SBAC results.
RESULTS - Data will be used to refine, improve, and strengthen our program.

11—Program Management

Describe the plan for program management.

Funding will support purchases of curriculum, materials, supplies, storage, and professional development to align with the program's vision, mission, and goals.

Sample mgmt. chart
*Director Of Expanded Learning

*RECREATION SUPERVISOR
*CLERK

12 SCHOOLS

*SITE MGR.
(1 PER SITE)

*ACADEMIC & ACTIVITY INSTRUCTORS
(4-6 PER SITE)

*Modes of communication: E-mail, Zoom, text messages via district phones, in-person meetings

*Annual review of the program plan within the first month of school and will invite parents and stakeholders to attend the meeting and provide input.

*Fiscal accounting and reporting requirements: DUSD Business Office, and the Physical Education & After School Program Office coordinate this section.

*Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]): Provided by the Delano Union School District

*Enrollment and Attendance tracking, including sign-in and sign-out procedures: Completed through pen and paper rosters, EZ reports, as well as semi-annual attendance reports submitted through ASSIST.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

> The Delano Union School District is an ASES grantee. With the addition of the Expanded Learning Opportunity (ELO-P) grant, the District is able to expand services offered to students. Prior to the ELO-P, the District offered afterschool programs to an average of 1,000 students per day. Moving forward with ELO-P, the District will have the capacity to offer expanded learning opportunities to all PreK-6th grade unduplicated pupils. With the ELO-P allotment, the District is expanding its programing for afterschool tutoring, summer academies, summer enrichment, sports enrichment activities and intersessions. All ASES programming and other parallel afterschool programs (tutoring, GATE, Science Fair, Athletics, etc.) will now fall under the ELO-P umbrella.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

> Staff would receive training on documents including:
> Preschool Learning Foundations
> Preschool Curriculum Framework
> Desired Results Developmental Profile
> Early Childhood Environment Rating Scale
>
> This will provide a developmentally appropriate classroom experience that reflects the content offered in the Transitional Kindergarten classroom. Providers may include California Preschool Instructional Network and WestEd. Staff will also work with Preschool Site Supervisors and teachers (both preschool and TK) to plan activities that are developmentally appropriate.
>
> Ratios for ELO-P classrooms (10:1 student:adult) or State Preschool classrooms (8:1) would be strongly monitored. Enrollment for a CSPP classroom would follow all regulations required of other CSPP classrooms, which include guidelines set by California Department of Education and Child Care Licensing (California Department of Social Services).
>
> The classrooms will receive assistance from State Preschool and TK staff to develop activities that will be more play-based and hands-on (manipulatives, painting, drawing, etc.) so as not to be a repeat of their academic day.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

The following schedules are in draft form and will be adjusted to ensure that program needs are addressed.

Instructional Day TK/K

8:00 am - 2:00 pm Instructional Day
2:00-2:25   Wash Hands / Health Check / Quiet time on cots (soft, relaxing music)
2:30-3:00   Sanitize Hands / Supper
3:00-3:20   Academic Support
3:20-3:50   Outside time – Structured and unstructured activities
3:50-4:05   Large Group Time: Stories, Calendar, Alphabet/Numbers
4:05-4:50   Small Group and Student Exploration
4:50-5:00   End of Day Wrap Up

Summer or Intersession Day

8:00-8:25   Wash Hands / Health Check / Free Flow
8:30-8:55   Sanitize Hands / Breakfast
9:00-9:45   Outside Activities / Gross Motor
9:45-10:10   Wash Hands / Circle Time
10:15-10:45 Academic Review Time / Structured Centers
10:45-12:00 Thematic Unit activities / Free flow
12:00-12:30 Wash Hands / Lunch
12:30-1:55   Nap / quiet time on cots (Soft, relaxing music)
2:00-2:20   Wash Hands / Large Group Time: Stories, Calendar, Alphabet/Numbers
2:20-3:05   Outside time – Structured and unstructured activities
3:05-3:30   Wash Hands / Supper
3:30-4:30   Thematic Unit Small Group and Free Flow
4:30-4:50   Outside Time
4:50-5:00   End of Day Wrap Up

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.