

# Madera Unified School District

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



Prepared by:

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

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

**Local Educational Agency (LEA) Name:** Madera Unified School District

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

Alpha Elementary School	John J. Pershing Elementary School
Berenda Elementary School	Sierra Vista Elementary School
Cesar Chavez Elementary School	Virginia Lee Rose Elementary School
Dixieland Elementary School	George Washington Elementary School
Eastin-Arcola Elementary School	Desmond Middle School
Howard Elementary School	Martin Luther King Jr. Middle School
LaVina Elementary School	Thomas Jefferson Middle School
Lincoln Elementary School	Madera Technical Exploration Center
James Madison Elementary School	Madera High School
Millview Elementary School	Madera South High School
James Monroe Elementary School	Matilda Torres High School
Nishimoto Elementary School	Mountain Vista High School
Parkwood Elementary School	

### 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

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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>.

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## 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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Madera Unified School District's (MUSD) Expanded Learning Opportunities Program (ELOP) employs several strategies to provide a safe and supportive environment that promotes students' academic, developmental, social-emotional, and healthy physical growth. Safety measures in place include:

- Programs offered on the MUSD school sites will have staff that are clearly identified with an ID Badge and will be visible to welcome and release students.
- Supervision will be provided with a 20:1 Student to staff ratio for grades 1-12 and 10:1 for grades TK and Kindergarten.
- Athletics staff are trained in CPR, safety, & first aid. A Health & wellness staff member (nurse/health clerk) will be on-call or on-site as needed to provide services for students with special medical needs.
- MUSD security officers will be on-site and easily accessible to assist program staff.
- Emergency contact information will be accessible on-site through access to the student information database and/or enrollment applications.
- All outside, community based vendors will be vetted using the MUSD Request for Qualification (RFQ) application process.
- All program staff will be given a copy of the ELOP emergency standard operating procedures, which will include safety information (e.g. evacuation and lockdown procedures, emergency contact information)

Program staff strive to build and maintain positive, trusting, nurturing, and supportive relationships with the students and will engage students in activities that develop a sense of community and belonging. The staff will build on and develop skills based on the strengths and interests of the students. The ELOP will maintain high expectations for behavior, participation, and achievement. MUSD staff will promote and employ the Positive Behavioral Interventions and Support (PBIS) skills they have acquired and are implementing during the regular school day.

Students will be offered opportunities to participate in enrichment classes both on-site at a MUSD facility and off-site at a fully vetted community vendor. Transportation will be provided from the students' school(s) of residence/attendance to the facility, both on- and off-site, where the course is being held.

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## 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.

Students are offered choices of highly engaging, hands-on, enrichment courses that will allow them to explore, develop, and foster interests in athletics, career and technical education, STEM, and visual and performing arts. Within the courses, students will be provided opportunities to engage in structured, high-interest, diverse activities. Students will also interact collaboratively within a group and learn to present and support ideas, understand other perspectives, follow group norms, and showcase learning.

The ELOP will partner with community vendors to offer courses that draw from the resources and expertise within the local and surrounding communities.

Students and families will be surveyed at the beginning of the school year and course feedback will be collected at the end of the course to determine interests and needs of students. Courses will be planned in accordance with this data in order to design high-interest experiences.

## 3—Skill Building

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

The ELOP courses will include clearly communicated learning goals, projects, activities, and events that allow students to develop understanding of 21st century skills (e.g., creativity, critical thinking, and information and communications technology).

Courses will be designed to allow students to participate in groups to learn and practice skills such as team building, collaboration, and effective communication. Students will also learn to present and support ideas, understand other perspectives, follow group norms, and showcase learning. As a result, students will take responsibility for their own learning and be successful in mastering new skills.

Each student's experience in the ELOP is a direct result of the self-selected courses, which creates ownership and maintains student engagement and interest. Program staff will support students in exploring and understanding life and career options, making connections to their lives, along with gaining a sense of personal and social responsibility.

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## 4—Youth Voice and Leadership

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

The ELOP will survey students to collect their input regarding course offerings and to determine their interests and needs. At the end of each course, student feedback will be collected to give students the opportunity to share their experiences in the program and perspectives on program design.

The ELOP will partner with community vendors to offer courses that provide meaningful interactions with community organizations and have real world application.

Program staff will work to develop student leadership skills in students by incorporating authentic leadership roles within their courses. Students will work collaboratively within groups where they can express opinions, engage in discussions, and take responsibility for completing projects.

## 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 programming.

The ELOP promotes healthy lifestyles that include nutritious meals and snacks, physical activity and developmentally appropriate course options. Students are given the opportunity to apply healthy choices and behaviors within the program and through self-selection of course offerings. Social Emotional Learning (SEL) courses, designed by MUSD staff, will be offered and/or SEL activities will be included in the Program courses.

Nutritious meals (breakfast and/or lunch as appropriate for the time) and snacks will be provided daily by the District's Child Nutrition department. All meals and snacks are aligned with California Nutritional Guidelines and meet the same California Education Code for nutrition standards as during the regular school day. In the event that an outside vendor is required to provide meals, such as when students are at off-site facilities, the District's Child Nutrition department will be consulted as needed to ensure students are provided adequate and nutritious meals.

The ELOP will offer students a variety of indoor and outdoor recreation and sports programs provided by the District's Athletic department. Additionally, the program will partner with community based organizations to provide physical fitness exercises and activities, intramural sports, and wellness activities, both at District and community based facilities.

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## 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.

The ELOP is committed to creating an environment that is welcoming, inclusive, and accessible to all MUSD students.

The ELOP will utilize numerous platforms to distribute outreach material (e.g., Parent Square, social media, paper flyers sent home with students, etc.) and all materials are provided in English and Spanish. Enrollment is offered to all TK-6 students with priority given to students that qualify for free/reduced meals, English learners, and foster youth.

All MUSD staff members participate in on-going professional development and training, including the MUSD Student Champion course. This course is specifically designed to build individual and collective capacities of each staff member to be Student Champions and to support the District's commitment to provide an unparalleled educational journey that is intellectually, personally, and socially transformative. MUSD Staff is committed to applying Student Champion learning when interacting with all students.

The ELOP is open to all students in grades TK-12 in the Madera Unified School District. This includes students with disabilities, multilingual learners and other students who may have potential barriers to participate. When possible, MUSD will provide the same accommodations as provided during the regular school day, should the student and parent want a child to participate. Students with other barriers to participation will be addressed on a case-by-case basis to ensure barriers are reviewed, accommodations are made, and lesson plans are adapted, as appropriate, to facilitate full inclusion in all activities.

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## 7—Quality Staff

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

The ELOP is staffed by a combination of existing MUSD employees and community partners with extensive experience and/or training in their area of expertise. ELOP staff strive to build positive relationships within the program's diverse community of students, staff, and parents.

Program staff who directly supervise students must meet the minimum qualifications of a paraprofessional aide with MUSD. This includes completion of forty-eight units from a nationally accredited college or university; or A.A. degree or higher; or the passage of a local assessment test.

Feedback will be collected at the end of each course and students will be able to provide feedback on the quality of their experience, including staff, vendors, and/or volunteers. Feedback will be used to inform decisions about courses and staff for future ELO Programs.

## 8—Clear Vision, Mission, and Purpose

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

Our Vision: Madera Unified will set the standard for hard work, creativity and resiliency with a fearless drive to continuously improve.

Our Mission: We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially and personally transformative.

Our Belief Statement: Madera Unified is where students are challenged to broaden their vision, inspired by meaningful opportunities and strive for authentic achievements.

The purpose of the ELOP enrichment courses and intersessions is to:

- Provide a safe and supportive learning environment outside of regular school hours.
- Provide opportunities for students to actively engage in learning and enrichment activities.
- Support students in investigating their natural curiosity about the world around them.
- Provide opportunities to develop new skills while exploring new subjects and interests.
- Increase student motivation and connection to school.



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## 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.

The California Teaching Fellows Foundation (CTFF) is a nonprofit organization that employs college and university students (“Teaching Fellows”). CTFF recruits, screens, trains, and places Teaching Fellows to staff the MUSD After School Program at all elementary, middle, and high schools to lead academic and enrichment activities during the regular school year and during ELOP intersessions and enrichment courses.

Madera County Arts Council is a nonprofit organization that recruits, screens, trains, and places instructors at the after school program and ELOP intersessions to facilitate enrichment options as an additional means of aligning with the Skill Building and Youth Voice and Leadership Quality Standards.

The City of Madera Parks and Community Services is a public department that recruits, screens, trains, and places instructors at the after school program and ELOP intersessions to facilitate outdoor physical activities as an additional means of aligning with the Healthy Choices and Behaviors Quality Standard. These activities include intramural sports and physical fitness exercises.

The Madera District Fair operates summer Fair Camps, which provide ag education through hands-on, engaging activities. Students also learn about what happens behind the scenes of the annual fair.

The Fresno Chaffee Zoo offers a number of educational and enrichment programs, including zoo camps and docent led and self-guided tours.

The San Joaquin River Parkway and Conservation Trust works to preserve and restore San Joaquin River lands. They offer several programs that provide experiential learning opportunities for grades K-12.

The Madera County Historical Society maintains and operates a Museum showcasing a historical collection of the rich history of Madera county. The members of the Madera County Historical Society provide docent-led tours and additional materials to extend their lessons to the classroom.

The ELOP will continually seek out and partner with additional community and service based organizations and vendors to provide high-quality, enrichment courses for MUSD students. All outside, community based vendors will be vetted using the MUSD Request for Qualification (RFQ) application process.

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## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The ELOP will use the Quality Standards for Expanded Learning and data from multiple sources to assess its strengths & weaknesses in order to continuously improve program design, outcomes, and impact. Data will be collected in a variety of ways (surveys, observation, interviews, parent/family listening sessions, and self-assessments) and will be solicited from staff, students, parents, and community partners that participated in the intersessions and enrichment courses. Additionally, attendance data will be collected as an indication of program effectiveness.

Program staff will analyze, reflect, and act on the data and feedback collected to identify trends, program strengths, challenges, areas that require improvement, outcomes, and courses for future planning.

## 11—Program Management

Describe the plan for program management.

The ELOP funding fully supports the vision, mission, and belief statement of MUSD. Under the direction of the Assistant Superintendent of Educational Services, the Program will be overseen by the Director of State and Federal Programs. The day-to-day operations will be managed by the Expanded Learning Program Coordinator.

The program coordinator will coordinate operations, schedules, course offering, and staffing while maintaining open lines of communication among the various MUSD departments and community vendors that are involved in the ELOP.

Additional personnel will be added as the need arises to oversee and manage the expansion/development of the ELOP facilities and programs.

The ELOP will adhere to all federal, state, and local requirements and maintain a strong fiscal management system. MUSD has appropriate insurance to protect staff, administrators, volunteers, participants, and parents.

Possible expenditures required to operate the ELOP include, but are not limited to, the following: Meals, purchase and building of facilities, transportation, personnel, equipment, supplies, travel & conference expenses, rentals/leases, registration, field trips, outside contracted services, hardware, software, licenses, and postage.

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## General Questions

### Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.

ASES, 21<sup>st</sup> 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.

ASES, 21<sup>st</sup> CCLC, and ELO-P funding will be utilized together to create a single comprehensive and universal Expanded Learning Program. The requirements of each funding source will be reviewed and all After School Programs (ASP), intersessions, and enrichment programs will adhere to one universal plan that follows the most stringent requirements of the three grants.

The ELO-P funds will be utilized to:

- Expand existing or build new facilities to support ELO-P programs
- Provide additional resources to all of our ASPs (i.e., communication radios, school site storage, etc.)
- Expand high school ASP.
- Provide additional staffing in ASP to accommodate and address the needs of all students.
- Expand ASP to include TK and Kindergarten.
- Expand ASP to offer before school enrichment opportunities.
- Provide additional enrichment courses (outside of ASP) during the school year.
- Expand ELOP athletic programs, including the addition of traditional and non-traditional sports, for all students focusing on access for TK-6 grade students.
- Improve and Expand Elementary Athletic Facilities to support ELOP ASP, winter, and summer programs, and MULES (Madera Unified League of Elementary Schools) athletic programs.
- Offer 30 days of extended learning and enrichment opportunities during non-school days, including winter and summer intersession and summer enrichment camps.

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## 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?

TK and Kindergarten will be offered extended learning opportunities that are designed specifically to address and meet the needs and interests of this age group. Enrollment and staffing for the TK and Kindergarten courses will maintain a student to staff ratio of 10 to 1.

Staff recruiting efforts will draw primarily on current MUSD TK, Kindergarten, and preschool staff. Additional staff that will be hired must meet the district's minimum requirements for paraprofessional aides and will have experience working with this age group.

The ELOP curriculum, program activities, and materials will be based on the established State Curriculum Guides and will be appropriate for each grade level. The California Quality Standards will also provide guidance for program implementation.

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## 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.

Elementary School, including TK and Kindergarten, regular instructional day

Daily Schedule

7:45am - 8:00am - Breakfast

8:00am - 2:45pm - Instruction with classroom teacher, includes lunch and recess/breaks.

2:45pm - 6:00pm - After school program: includes a nutritious snack, homework assistance, academics, enrichment, and outdoor physical activity.

Middle School regular instructional day

Daily Schedule

7:30am - 8:15am - Breakfast

8:15am - 3:22pm - Instruction with classroom teachers, includes lunch and breaks.

3:22pm - 6:22pm - After school program: includes a nutritious snack, tutoring/homework assistance, enrichment, and physical activities.

Elementary Summer School

7:30am - 8:00am - Breakfast

8:00am - 11:30am - Instruction, includes recess/break

11:30am - 12:00pm - Lunch

11:30pm - 4:30pm - ASP Option including snack

Middle School Summer School

7:30-8:00 a.m. - Breakfast

8:00-12:00 p.m. - Instruction, includes recess/break

12:00pm - 12:30pm - Lunch

Winter/Summer Intersession\* sample schedule (TK-6)

7:30am - 8:00am - Breakfast

8:00am - 11:45am - Enrichment courses, includes recess/break

11:45am - 12:30pm - Lunch

12:30pm - 4:30pm - Enrichment courses, snack

Middle School/High School Winter/Summer Intersession

7:30am - 4:30pm - Various enrichment courses and ASP options including breakfast, lunch, and snacks when appropriate.

\* The 30 expanded learning days offered in addition to the regular 180 school days will be comprised of a combination of winter intersession, summer school, and summer intersession/enrichment. Some enrichments may also be offered on Saturdays.

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**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 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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## **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

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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.