



Expanded Learning Opportunities (ELOs)

A Presentation by the Expanded Learning Opportunities Council (ELOC)
to the State Board of Education

July 11, 2018

Presenters

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Expanded learning opportunities (ELOs):

- ▶ Are activities offered to students before or after school, during school, during intersession breaks, and/or during summer
- ▶ Build skills through **hands-on, experiential** learning
- ▶ Expand upon, but do not replicate, traditional learning that happens during the school day
- ▶ Can provide students with **diverse and engaging** learning experiences that develop core social competencies
- ▶ Can contribute to **success in academics and beyond**
- ▶ Can be provided by schools, school districts, and community-based organizations in a **structured, intentional, and creative** manner

For examples of ELOs, please see Appendix A of the 2017 ELOC Report

Second Substitute Senate Bill 6163

Effective June 12, 2014

As authorized in Section 3, Part 2, the council shall provide vision, guidance, assistance, and advice related to:

- ▶ Potential improvement and expansion of summer learning opportunities
- ▶ School year calendar modifications that will help reduce summer learning loss
- ▶ Increasing partnerships between schools and community-based organizations to deliver expanded learning opportunities
- ▶ Other current or proposed programs and initiatives across the spectrum of early elementary through secondary education that could contribute to a statewide system of expanded learning opportunities

Second Substitute Senate Bill 6163 (cont'd)

Effective June 12, 2014

As authorized in Section 3, Part 3, the council shall:

- ▶ Identify fiscal, resource, and partnership opportunities
- ▶ Coordinate policy development
- ▶ Set quality standards; promote evidence-based strategies
- ▶ Develop a comprehensive action plan designed to implement expanded learning opportunities
- ▶ Address summer learning loss
- ▶ Provide academic supports
- ▶ Build strong partnerships between schools and community-based organizations
- ▶ Track performance of expanded learning opportunities in closing the opportunity gap

Legislative Priorities for 2018:

As a return on the investment in the Expanded Learning Opportunity Council (ELOC) from 2014-2018 and the charges of SB 6163, the Council recommends the following actions by the Legislature:

- **Increase support to districts and community-based organizations to ensure equitable, high-quality expanded learning opportunities for all students across the state, no matter their family background or income.**
- **Create an Expanded Learning Office to facilitate and expand high-quality programming across the state.**
- **Add expanded learning to the scope of the new Department of Children, Youth, and Families that partners with OSPI and the ELOC.**
- **Extend the mandate of the Expanded Learning Opportunity Council so it can serve in an advisory role to the Expanded Learning Office.**



<http://www.expandedschools.org/>

| Recommendation | |
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| <p>1. Create and fund a sustainable and dependable statewide ELO structure in the form of an Expanded Learning Opportunities Office</p> | <ul style="list-style-type: none"> ➤ Increase support to districts and community-based organizations to ensure equitable, high-quality ELOs for all students across the state, no matter their family background or income ➤ Manage applications for ELO funds and leverage other federal, state, local, and private ELO funding ➤ Coordinate policy development and implementation ➤ Provide leadership and technical assistance ➤ Facilitate data collection and analysis ➤ Enhance collaboration between districts, community-based organizations, and families ➤ Promote sustainability |
| <p>2A. Implement the proposed statewide ELO funding model to support equitable expanded learning throughout Washington</p> | <ul style="list-style-type: none"> ➤ Equitably distribute funding to all school districts ➤ Provide districts with a sustainable and dependable funding source ➤ Target Washington's most underserved students first |
| <p>2B. Reinstate a fully-funded Washington Community Learning Center Program</p> | <ul style="list-style-type: none"> ➤ Target grants on ELO programs that work on closing the opportunity gap ➤ Focus grants on smaller ELO programs |
| <p>2C. Take advantage of new and more flexible funding sources under ESSA</p> | <ul style="list-style-type: none"> ➤ ELO Office should provide technical assistance to schools and school districts ➤ Transfer funds to meet local need and context ➤ Apply for federal grants that emphasize enrichment activities for underserved students |

| Recommendation | |
|---|--|
| <p>3. Ensure program quality by implementing statewide program requirements</p> | <ul style="list-style-type: none"> ➤ Require school districts to integrate program quality and accountability in their application for ELO funds ➤ Use the ELO Framework and the Washington State Quality Standards for Afterschool and Youth Development Programs |
| <p>4. Develop data indicators and robust data collection and analysis to assess the impact of ELOs</p> | <ul style="list-style-type: none"> ➤ Use quantitative and qualitative data, with data indicators for both academic and social emotional abilities ➤ Use the Washington State Quality Standards for Afterschool and Youth Development Programs ➤ Facilitate data sharing between ELO providers |
| <p>5. Formally include the ELO Office as an advisory stakeholder at the new DCYF</p> | <ul style="list-style-type: none"> ➤ ELO Office can serve as a bridge between DCYF and OSPI, and between DCYF and CBOs ➤ Enhance services for children and families in the system and those on the periphery |
| <p>6. Extend the mandate of the ELOC so it can serve in an advisory role to the ELO Office</p> | <ul style="list-style-type: none"> ➤ Preserve continuity in research and support ➤ Support policy development ➤ Provide guidance for ELO programs |
| <p>7. Determine locally and periodically assess whether and how school year calendar modifications can better serve students and the community</p> | <ul style="list-style-type: none"> ➤ Structure the school day/school year in a way that best serves the local student body and community |

Recommendations from the ELOC's 2017 Report

1. Creating a Statewide ELO Structure

Create and fund a sustainable and dependable statewide ELO structure in the form of an Expanded Learning Opportunities Office

- Increase support to districts and community-based organizations to ensure equitable, high-quality ELOs for all students across the state, no matter their family background or income
- Manage applications for ELO funds and leverage other federal, state, local, and private ELO funding
- Coordinate policy development and implementation
- Provide leadership and technical assistance
- Facilitate data collection and analysis
- Enhance collaboration between districts, community-based organizations, and families
- Promote sustainability

2. Statewide Funding for ELOs

| | |
|--|---|
| 2A. Implement the proposed statewide ELO funding model to support equitable expanded learning throughout Washington | <ul style="list-style-type: none">➤ Equitably distribute funding to all school districts➤ Provide districts with a sustainable and dependable funding source➤ Target Washington’s most underserved students first |
| 2B. Reinstate a fully-funded Washington Community Learning Center Program | <ul style="list-style-type: none">➤ Target grants on ELO programs that work on closing the opportunity gap➤ Focus grants on smaller ELO programs |
| 2C. Take advantage of new and more flexible funding sources under ESSA | <ul style="list-style-type: none">➤ ELO Office should provide technical assistance to schools and school districts➤ Transfer funds to meet local need and context➤ Apply for federal grants that emphasize enrichment activities for underserved students |

3. Statewide ELO Program Requirements

Ensure program quality by implementing statewide program requirements

- Require school districts to integrate program quality and accountability in their application for ELO funds
- Use the ELO Framework and the Washington State Quality Standards for Afterschool and Youth Development Programs

4. Tracking the Performance of ELOs

Develop data indicators and robust data collection and analysis to assess the impact of ELOs

- Use quantitative and qualitative data, with data indicators for both academic and social emotional abilities
- Use the Washington State Quality Standards for Afterschool and Youth Development Programs
- Facilitate data sharing between ELO providers

5. Department of Children, Youth, and Families (DCYF)

Formally include the ELO Office as an advisory stakeholder at the new DCYF

- ELO Office can serve as a bridge between DCYF and OSPI, and between DCYF and CBOs
- Enhance services for children and families in the system and those on the periphery

6. Continuing the ELOC as an Advisory Council

Extend the mandate of the ELOC so it can serve in an advisory role to the ELO Office

- **Preserve continuity in research and support**
- **Support policy development**
- **Provide guidance for ELO programs**

7. Locally Determining School Year Calendar Modifications

Determine locally and periodically assess whether and how school year calendar modifications can better serve students and the community

- Structure the school day/school year in a way that best serves the local student body and community

Quality ELO Programming

Program quality matters

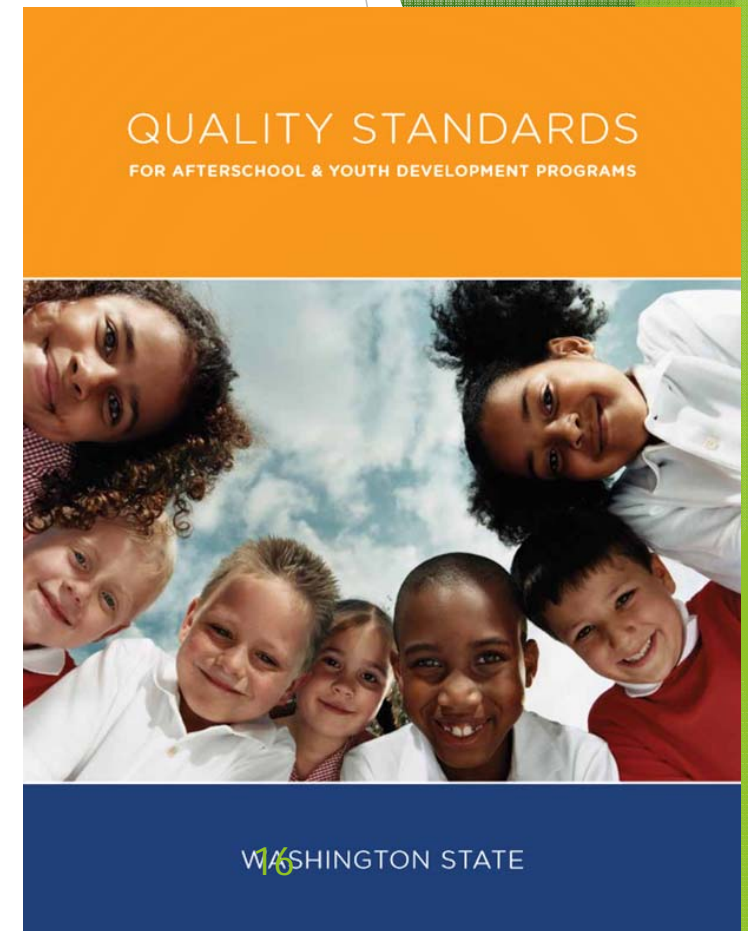
- High-quality expanded learning opportunities produce positive social, emotional, academic gains - must be culturally responsive

Program quality is measurable

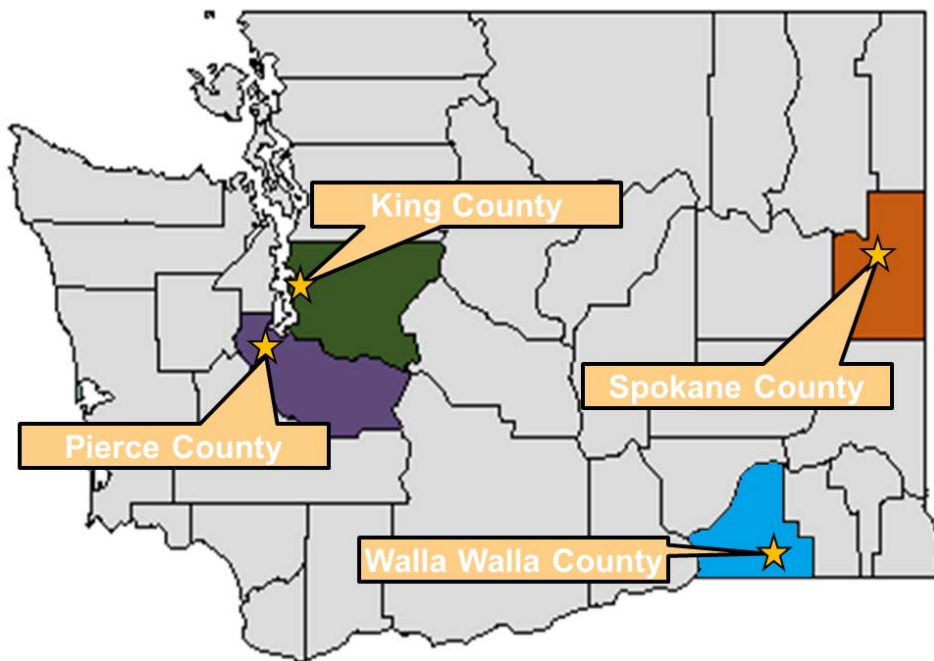
- Research and practice agreement about the features of a quality learning environment

Program quality is malleable

- When programs focus on strengthening instructional practices aligned with quality, they can influence outcomes



Overview of ELO Quality Initiative



50 sites in 4 Counties

Location

King County: 16
Walla Walla County: 7
Pierce County: 13
Spokane County: 14

Program Types

21st Century CLCs: 12
Licensed Family Homes (FCC): 5
Licensed Centers: 7
Youth Development Programs: 11
Licensed School-Age Child Care: 15

EXPANDED LEARNING OPPORTUNITIES
COUNCIL (ELOC)
ACTION PLAN FOR WASHINGTON STATE

Equity

- ▶ Goal: Regardless of circumstances (e.g. race, gender, ethnicity, language, ability, geography, family income and background), all students have equitable access to high-quality ELO experiences starting first with the students who need it the most.

Accountability & Governance

- ▶ Goal: A single office will take the lead in prioritizing and supporting state-wide ELO efforts. The governance of the state-wide system will be informed by the needs of ELO stakeholders.

Funding

- ▶ Goal: Federal, state, local, and private funding allocations are increased, and work in concert to support equitable student access to high-quality Expanded Learning Opportunities.

Statewide Systems of Support

- ▶ Goal: Governments, school districts, intermediaries, community based orgs, providers, and other stakeholders effectively partner to support increased access to high-quality Expanded Learning Opportunities (ELOs).

Data System

- ▶ Goal: Education and community based organizations' partner data systems are transparent, maintain student privacy, and work together to provide timely and useful data to support continuous improvement and sustainability in program delivery.

Video Links

- ▶ Summer STEM Camp - Spokane Schools

- ▶ <https://www.youtube.com/watch?v=-be00FWyf0c>

- ▶ Summer Slide - Brian Williams

- ▶ <https://www.youtube.com/watch?v=Ahhj3wxxkdM>

For more information:

<http://www.k12.wa.us/WorkGroups/ELOC.aspx>

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