



Expanded Learning Opportunities Council

**2015 Report to the Legislature, the Office of Superintendent
of Public Instruction, and the Governor**

Authorizing legislation: [RCW 28A.630.123](#)

<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.630.123>

Executive Summary	3
Council Membership.....	4
Introduction.....	5
Summary of Recommendations	6
Create Expanded Learning Opportunities Office Led by a New Assistant Superintendent	6
Fund Washington Community Learning Center Program	6
Fund Expanded Learning Survey for Statewide Input.....	7
Continue Expanded Learning Opportunities Council as Advisory Council	7
Build Regional Capacity with Professional Development	7
Provide School Wide Learning Assistance Program.....	7
Provide Per Pupil Funding of Expanded Learning Opportunities as Part of Basic Education Allocation	8
Expanded Learning Opportunities Framework.....	9
Component 1: Strategic Plan	11
Component 2: Family and Community Engagement	12
Component 3: Supportive and Positive Relationships	14
Component 4: Standards Based Academic Linkage and Enrichment.....	15
Component 5: Monitoring, Evaluation, and Accountability	17
Component 6: Program Quality	18
Component 7: Planning for Sustainability	19
Component 8: Funding	21
Component 9: Staff Qualifications.....	24
Component 10: Communication and Information Systems	25
Component 11: Oversight and Coordination of Policy	26
2016 Work Plan	27
School Year Calendar Modifications	27
Guide to Expanded Learning Implementation	27
Expanded Learning Opportunities as Part of Basic Education Allocation	27
Glossary of Terms	28
Appendices	30
Appendix A: Second Substitute Senate Bill 6163	30
Appendix B: Washington State Quality Standards for Afterschool and Youth Development Programs	30
Appendix C: Fiscal Note-Second Substitute Senate Bill 6163	30
Appendix D: Proposed Legislation- Washington Community Learning Center Program	30

Executive Summary

Established under [Second Substitute Senate Bill 6163](#), the Expanded Learning Opportunities Council is responsible for creating an Expanded Learning Opportunity Framework that helps define and coordinate Expanded Learning Opportunities throughout the state. The Council's initial report in 2014¹ included the main components of an Expanded Learning Opportunities framework as well as an "action plan for the provision of state funds for additional student learning days for elementary schools with greater populations of low income students".² Building on the work done in 2014, the Council has continued to define each of the major components of the framework by gathering input from local professionals and stakeholders including a parent panel, multiple non-profit and community-based organizations, the Department of Early Learning, a panel of community and family involvement coordinators, the Office of Superintendent of Public Instruction, and the State Board of Education.

The Expanded Learning Opportunities Council created a vision and mission statement to define how Expanded Learning Opportunities can be provided to all students statewide.

Vision:

Washington's Expanded Learning Opportunities bring families, communities, and schools together to create an equitable and integrated network of support that provides children and youth with the skills and experiences to become "responsible and respectful global citizens."³

Mission:

Establish a sustainable high quality statewide system that integrates learning across the day, across the year and across a student's life time.

The Council will provide annual reports to the Legislature until 2018, summarizing accomplishments, measuring progress, and containing recommendations regarding the continued development of an Expanded Learning Opportunities system which reduces summer learning loss. Additionally, the Council will consider the best practices of the [Learning Assistance Program](#) state menus for Mathematics, English Language Arts, and Reducing Disruptive Behaviors as developed in accordance with [RCW 28A.165.035](#) and [RCW 28A.655.235](#) when making recommendations regarding evidence-based strategies.

¹ The Expanded Learning Opportunities Council 2014 Annual Report can be found at <http://www.k12.wa.us/WorkGroups/pubdocs/ExpandedLearningOpportunitiesCouncil2014Report.pdf>

² Washington State Legislature. (2014). RCW 28A.630.124. Reports—monitoring progress. Retrieved from <http://app.leg.wa.gov/rcw/default.aspx?cite=28A.630.124>.

³ Washington State Legislature. (2011). RCW 28A.150.120. *Basic education-Goals of school districts*. Retrieved from: <http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.150.210>

Council Membership

The Expanded Learning Opportunities Council members have extensive experience with Expanded Learning Opportunities and represent the diverse student interests and geographical regions of the state. The members use a consensus based decision making protocol with a neutral facilitator. The Council was convened by the department of Special Programs within the Office of Superintendent of Public Instruction, which facilitates and staffs the Council.

Table 1. Council Membership (*alternate, +replacement)

Member	Organization/Committee	Title
Beth Blanchard +Sarah Wilkins	Washington Workforce Association	Youth Initiative Coordinator
Bill Hanawalt	Peace Community Center	Executive Director
Bob Butts	Office of Superintendent of Public Instruction	Assistant Superintendent, Early Learning
Raquel Ferrell-Crowley +Dr. James Smith	Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)	EOGOAC committee alternate
Heather Gillette	Washington State Parent Teacher Association	President
Jackie Jainga Hyllseth *David Beard	Schools Out Washington	Chief Program Quality Officer Education Policy and Advocacy Director
Jacob Clark Blickenstaff	Pacific Science Center	Program Director for LASER
Jonathan Madamba	STEM Paths Innovation Network	Founder and Advisor
<i>member pending</i>	State Board of Education	
Leslie Herrenkohl	University of Washington	Professor, Learning Sciences and Human Development
Lisa White	Spokane Public Schools	Instructional Programs Director
Mark Bergeson	Washington Student Achievement Council	Associate Director, Academic Affairs and Policy
Mary Fertakis	Washington State School Directors' Association	School Board Director
Pat Erwin	Association of Washington School Principals	Principal at Lincoln HS, Tacoma SD
Sandra Hill +Mike Brophy	Washington Association of School Administrators	Superintendent of Pasco School District Superintendent of West Valley School District
Shannon Ergun	Washington Education Association	ESL Teacher at Mount Tahoma High School, Tacoma SD
Sheri Miller	Washington Library Association	Youth Services Manager, Whitman County Library
Heather Elmore +Adrian Almanza	Northwest Community Action Center	Safe Haven Site Coordinator

Introduction

Expanded Learning Opportunities (ELO) provided by schools and community-based organizations “create enriching experiences for youth, with activities that complement and support classroom-based instruction”⁴ and can improve student learning, behavior, and achievement.⁵ It is essential to create increased statewide funding and capacity for providing Expanded Learning Opportunities for students to gain additional learning time, enrichment and supportive environments that complement classroom-based instruction. The average American child spends most of his or her waking hours not in school.⁶ Capacity of ELO programs in Washington state is currently lacking, and involves a patchwork of independent efforts brought together by individual neighborhoods and schools, funded by a medley of often unrelated grants and contracts regulated or evaluated by no single authority.

Expanded learning programs help schools move beyond the constraints of the regular day and embrace the surrounding neighborhood, capitalizing on the resources, assets, and perspectives of organizations and individuals outside the school.⁷ It is important to start thinking about before-school, after-school, and summer programs in a larger context and to recognize the value of positive youth development. For out-of-school systems to be successful, they must include all major players—families, communities, private funders, local schools, state agencies, businesses, and community organizations—as decision-makers and partners in this effort.



“For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day.”

-National Education Association (NEA)

⁴ Washington State Legislature. (2014). RCW 28A.630.121. *Findings — Intent — 2014 c 219*. Retrieved from: <http://app.leg.wa.gov/rcw/default.aspx?cite=28A.630.121>

⁵ Decker, L.E., et al. (2000). Engaging families & communities, pathways to educational success. National Community Educational Association, Florida Atlantic University.

⁶ Donner, Jessica. (2012). Making the Connections: A Report on the First National Survey of Out-of-School Time Intermediary Organizations. Collaborative for Building After-School Systems. The Wallace Foundation. Retrieved from: <http://www.wallacefoundation.org/knowledge-center/after-school/coordinating-after-school-resources/Documents/Making-the-Connections-Report-First-National-Survey-of-OST.pdf>

⁷ Afterschool Alliance. (2007). Afterschool: The bridge connecting schools and communities. Metlife Foundation afterschool alert. Issue brief No. 30. Retrieved from: http://www.afterschoolalliance.org/issue_briefs/issue_bridge_30.pdf

Summary of Recommendations

Create Expanded Learning Opportunities Office Led by a New Assistant Superintendent

The Expanded Learning Opportunities Council recommends an Expanded Learning Opportunities (ELO) office be created within the Office of Superintendent Public Instruction (OSPI). The Expanded Learning Opportunities office would be led by a new Assistant Superintendent whose primary responsibilities would include the coordination and implementation of an Expanded Learning Opportunities statewide system and leadership of a coordinated effort to build regional capacity for expanded learning. More specifically, the ELO office would be responsible for monitoring, support, and accountability of the Expanded Learning Opportunities statewide system which includes but it's not limited to; disseminating information, housing resources, and administering training, technical assistance, and policy development. This office would also be responsible for administering the federal 21st Century Learning Center program, as well as the Washington Community Learning Center program. The Office would assist both school districts and community-based organizations in finding ways to engage in authentic family and community engagement in the provision of services for students and families. The Office would help school districts and community-based organizations coordinate existing resources, lead collaboration between federal and state programs, and seek new opportunities.

Fund Washington Community Learning Center Program

The Washington State Legislature recognized the importance of expanded learning, creating the Washington Community Learning Center Program in 2008, as authorized under [RCW 28A.215.060](#). The program is focused specifically on expanded learning “supporting the creation or expansion of community learning centers that provide students with tutoring and educational enrichment when school is not in session.” However, the program has not been funded since the 2007-09 Biennium by the Legislature. The Council recommends that the Washington Community Learning Center Program be reinstated and fully funded with the following changes in the amended proposed legislation:

- Focus on providing grants for smaller Expanded Learning Opportunity programs in order to develop them and bring them to a level of financial sustainability
- Targeted grants to Expanded Learning Opportunity programs that focus on closing the opportunity gap for diverse students and communities

Funding Request for Washington Community Learning Center Program:

- \$1.5 million per fiscal year for learning center grants
- \$150,000 per fiscal year for program support at the Office of Superintendent of Public Instruction

(See Appendix D—Proposed Legislation—Washington Community Learning Center Program)

Fund Expanded Learning Survey for Statewide Input

As outlined in the 2016 Work Plan, the ELOC plans to partner with researchers to develop a comprehensive expanded learning survey to gather statewide input from families, ELO providers, and educators about expanded learning and school year calendar modifications. In order to develop this survey and translate it in the six most commonly spoken languages other than English, the ELOC is requesting an additional \$25,000 from the Legislature for the 2016 fiscal year.

Continue Expanded Learning Opportunities Council as Advisory Council

To support further policy development and guidance for Expanded Learning Opportunities programs, the Council recommends that the Council continues to meet as an advisory group to the Expanded Learning Opportunities office at OSPI. Additionally, in the proposed legislation for the Washington Community Learning Center Program, the Council is identified as the advisory committee which oversees the grant application process for the program.

Build Regional Capacity with Professional Development

In order for the statewide Expanded Learning Opportunities (ELO) system to be successful, professional development must be provided for school and community-based Expanded Learning Opportunities providers. The ELO office will lead coordination of a statewide regional network for expanded learning professional development. Additionally, the ELO office shall support research development and coordinate resources through a statewide intermediary for Expanded Learning Opportunities. The regional networks will be responsible for adapting programs and resources to meet their local need and context.

Provide School Wide Learning Assistance Program

The Learning Assistance Program (LAP) is a statewide supplemental funding program

designed to enhance educational opportunities for public school students in grades kindergarten through twelve who do not meet state reading, writing, and mathematics standards by providing supplemental instruction and services to those students ([WAC Chapter 392-162-020](#)). However, LAP funding is only available to be used with LAP identified students. LAP is modeled after the federal Title I program. In Title I, schools are allowed to create school wide Title I programs where the funding can be used for all students in the school after a minimum threshold for student poverty is reached. The ELO Council recommends that the Learning Assistance Program is amended to provide schools the ability to create school wide LAP programs similar to Title I. Schools that do not meet the threshold would use their funding to provide targeted assistance to students.

Provide Per Pupil Funding of Expanded Learning Opportunities as Part of Basic Education Allocation

The Council recommends that a per pupil allocation for ELO programs be authorized through the Maintenance, Supplies and Operating Costs (MSOC) allocation to all school districts, as authorized under [RCW 28A.150.260](#). In order to support student learning for diverse student needs, the majority of public schools provide Expanded Learning Opportunities (ELO) in the form of additional time and enrichment activities for their students. However, these ELO programs are funded in a piecemeal fashion and are not uniform and are entirely dependent on local school district and grant funding. It is the state's responsibility to fund Expanded Learning Opportunities equitably for all students in order to provide an equitable foundation for success.



Expanded Learning Opportunities Framework

Under [RCW 28A.630.123](#), the Expanded Learning Opportunities Council is required to;

“provide 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, increase partnerships between schools and community-based organizations to deliver Expanded Learning Opportunities and 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 .”

This framework aims to enhance Washington’s education system by recommending a high-quality statewide system that integrates learning across the day, across the year, and across a student’s lifetime.

In order to support all Washington State Expanded Learning Opportunities programs in achieving positive youth outcomes, the statewide framework includes the following elements:

- 1) Strategic Plan
- 2) Family and Community Engagement & Collaboration
- 3) Supportive and Positive Relationships
- 4) Standards Based Academic Linkage and Enrichment

- 5) Monitoring, Evaluation, and Accountability
- 6) Program Quality
- 7) Planning for Sustainability
- 8) Funding
- 9) Staff Qualifications
- 10) Communication and Information Systems
- 11) Oversight and Coordination of Policy

The Council has identified that family engagement and cultural competence/responsiveness are not only two of the most important strategies to consider when developing before, after and summer school programs, but are essential to be considered at every step of the process. Therefore, family engagement and cultural competency should be embedded throughout all components in the ELO Framework.

Family engagement in the education system may seem obvious; however, a systemic and integrated approach to family engagement is needed to reframe Washington’s education system so that family engagement strategies are intentionally aligned with student learning and success. Over 40 years of research confirms that family engagement improves school readiness, student academic achievement, and graduation rates.⁸ Recent research done in Washington by the Equitable Parent-School Collaboration Research (EPSC) Project identifies that the “typical approaches to involving parents through Parent Teacher Association (PTA) meetings, parent-teacher conferences, and open houses often unintentionally send the message that parents do not have a role in determining what’s best for their children.”⁹

Culture is the system of shared beliefs, values, customs, behaviors, and artifacts with which the members of society use to understand their world and one another. The [Washington State Quality Standards for Afterschool and Youth Development](#) acknowledge that quality programs respect and are responsive to the diversity of program participants, their families, and their community. Cultural Responsivity refers to the ability to learn from and relate respectfully to people from your own and other cultures.¹⁰ Developing cultural competency and responsiveness is an ongoing process of self-reflection and behavior change at both the individual and institutional level.

⁸ Henderson, A. & Mapp, K. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory (SEDL). Retrieved from: <http://www.sedl.org/connections/resources/evidence.pdf>

⁹ Torres, K., Lee, N., and Tran, C. (2015). Building Relationships Bridging Cultures: Cultural Brokering in Family Engagement. *Equitable Parent-School Collaboration Project*. University of Washington. Retrieved from https://education.uw.edu/sites/default/files/programs/epsc/Cultural%20Brokers%20Brief_Web.pdf

¹⁰ The National Center for Culturally Responsive Education Systems. Retrieved from: <http://www.nccrest.org>

Component 1: Strategic Plan

The Council believes that Expanded Learning Opportunities providers, which can include both school districts and community-based organizations, should have a strategic plan which guides their work and provides sustainable oversight for all aspects of the implementation of an expanded learning opportunity framework, including the other subcategories listed in this framework. The strategic plan must also include clear definitions, high expectations, and have a strong evaluation system in place which includes indicators of success and measurable data points.

Stakeholder input is critical in developing a plan that fully supports student success. Strategic plans are to be developed by the school district in collaboration with anyone who is interested in or will benefit from knowing about the program's progress, such as board members, funders, collaborators, program participants, families, school staff (e.g., teachers, principals, and superintendents), college or university partners, external evaluators, and community partners.



Component 2: Family and Community Engagement

In order for expanded learning providers to be successful in providing quality opportunities that serve the diverse needs of students, including culturally responsive supports, they must have robust community and family involvement, engagement, and support. Collaboration that involves the home (parents and other family members), school (teachers, school administrators, and other educators), and community (health and human service providers, business representatives, and other community members) has been heralded as an effective way to reform and improve services for children and families.¹¹ The level of involvement, engagement, and collaboration as well as the determined roles of parents or community partners will differ depending on need and local context.

The paradigm has shifted from the limited idea of family involvement to more authentic family engagement. Merriam Webster's Dictionary defines *involvement* as "to engage as a participant". Therefore involvement tends to mean that ideas and energy are coming from the provider and being passed on to the families. *Engagement*, on the other hand, is defined as "emotional involvement or commitment" and includes families and community partners as active members of the process.¹²

Community Partners can include non-profit organizations, faith-based organizations, city and county agencies, individuals, colleges and universities, volunteer groups, or businesses that demonstrate commitment to the same or similar mission of the expanded learning program. The coordination and intentional collaboration among expanded learning providers and community partners will enable local community-level planning based on student populations. The business community is an essential and often forgotten piece of creating a safe and supportive community-school environment for youth.

Partnerships between schools and community-based youth development organizations support

Checklist for Involving Community Partners and Families

- ☒ Involvement in planning, decision making, evaluating, and support of operations.
- ☒ Inclusive opportunities for community partners and families to participate.
- ☒ Commitment to developing partnerships and building relationships.
- ☒ Shared access to materials and professional development opportunities.
- ☒ Designated shared physical space for open collaboration.
- ☒ Clear communication through a variety of communication methods

¹¹ U.S. Department of Education. (1994). Strong families strong schools. Washington, DC: U.S. Department of Education.

¹² Merriam Webster Dictionary. (2015). Search terms: Involve; engagement. An Encyclopedia Britannica Company. <http://www.merriam-webster.com/>

academic achievement not by mimicking schools, but instead by supplementing the schools' academic focus with a more holistic approach, targeting positive youth outcomes across multiple domains of development.¹³

Families play an essential role in the education of their children and in the success of school programs. When parents feel they have the power to change and control their circumstances, children tend to do better in school.¹⁴ Expanded learning providers who acknowledge and utilize the diversity that exists across families will be more successful in creating programs that satisfy the needs of the students and of the community. Research finds that families of all backgrounds are equally involved at home, although the forms of involvement varies somewhat by culture and ethnicity.¹⁵

Family engagement is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development.¹⁶ There are many factors that may impact the participation of a family in their student's education: availability and scheduling, language, communication or miscommunication, transportation, culture, family dynamics, and trust are some examples. The lack of social and political capital can seriously restrict families' capacity to support their children's learning and make sure they get a high-quality education (Mapp, 2002). It is essential to understand that all families come with different assets, background knowledge and varying experiences and expectations of school, which affect their ability to engage in the school system as a collaborator and decision maker.

A first step in creating authentic family engagement is to reduce barriers that may be preventing a family from being more engaged, in order to ensure equitable access to all families.

Tips for Removing Barriers to Quality Family Engagement

1. Be attentive to the needs of families
2. Engage in conversation frequently
3. Utilize a variety of communication methods
4. Ask for input
5. Share information



¹³ Adger, C. T. (2001). School–Community–Based Organization partnerships for language minority students' school success. *Journal of Education for Students Placed at Risk*, 6, 7–25.

¹⁴ Mapp, K. and Henderson, A. (2002). A New Wave of Evidence: The impact of school, family, and community connections on student achievement. Annual Synthesis. National Center for Family and Community Connections with Schools (SEDL) Austin, TX. Retrieved from: www.sedl.org

¹⁵ Mapp, K. and Henderson, A (2002)

¹⁶ Harvard Family Research Project. (2009). Redefining Family Engagement in Education. *May FINE newsletter: Family Involvement Policy*. Volume I, Issue 2.

Component 3: Supportive and Positive Relationships

Quality programs develop, nurture, and maintain positive relationships and interactions among staff and participants. Developing supportive and positive relationships between students, staff, and teachers providing Expanded Learning Opportunities is crucial to the success of a program. Due to the nature of Expanded Learning Opportunities being provided either before school, after school, or during the summer, students spend large amounts of time with providers and classroom teachers. When staff provide a welcoming environment with opportunities for youth to connect with each other, student participation and overall morale will increase.

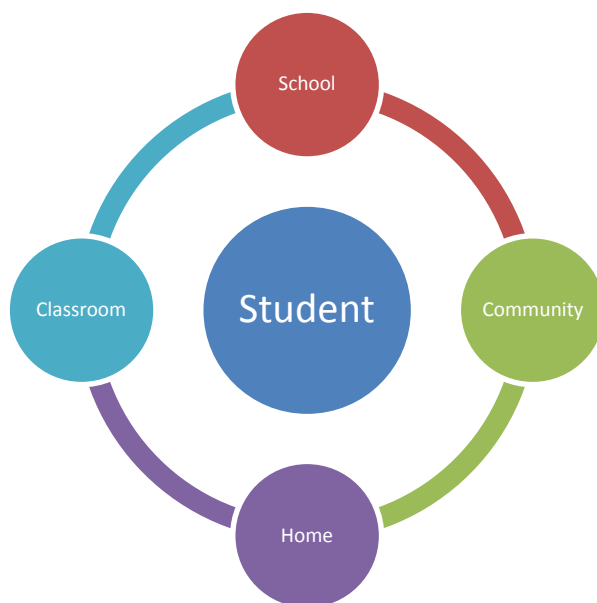
The council believes that expanded learning providers should include in their strategic plans, clear and intentional steps for creating and maintaining the following types of relationships:

- Staff to student
- Program to community
- Program staff to school staff

These relationships are critical for supporting students as they progress in the classroom, at school, in their community, and at home.

Relationships support seamless social and emotional supports for the student, as well as allow expanded learning providers and teachers to collaborate on student progress. Staff should

receive clear guidelines on organizational policies and procedures that are effective, fair, and in keeping with the mission and goals of the program. These guidelines are to be reviewed regularly. Written policies and procedures are reviewed with staff on an on-going basis (e.g. emergency procedures, abuse prevention, disciplinary procedures, and confidentiality). Quality programs also communicate high expectations and clear program goals to students and parents. This promotes a sense of purpose and individual empowerment in students through opportunities to engage in a rich variety of experiences, participate in planning, and exercise choice and leadership.



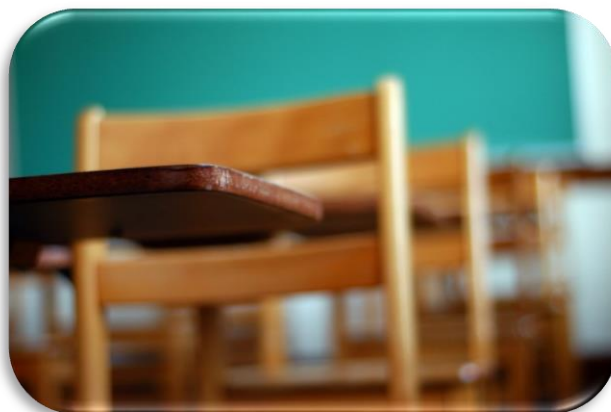
Component 4: Standards Based Academic Linkage and Enrichment

Expanded Learning Opportunities (ELOs) provide students with academic enrichment beyond the traditional school day, and in some cases, beyond the traditional school year which provide academic and social/emotional skills. Expanded Learning Opportunities serve as a complement to classroom-based instruction and should be linked to research-based state and national learning standards.

Academic linkage between in and out of school learning opportunities may look different depending on the needs of the community. An assessment of resources, partnerships, and existing curriculum is helpful for understanding the strengths, needs, and the cultural contexts of the communities. When standards are intentionally introduced to the community in a way they can use and understand, the community is more likely to be supportive.

Shared professional development, communication, and planning between educators and expanded learning providers is necessary in order to promote standards-based academic linkage and provide continuity of learning between in-school, after school, and summer learning programs.

School Boards, district and school leadership, educators, and expanded learning providers must work as colleagues to support student learning and track the academic progress of the students they serve. A well-balanced staffing matrix that includes certified professionals, educators, and partners with a variety of experiences will inspire collaboration, and result in new innovative ways to link in school and out of school content. Working in partnership includes establishing clearly defined indicators such as academic performance, behavior, homework completion, etc. and using student level data systems to link in school activities and interventions with afterschool activities. Data sharing between school systems and outside expanded learning providers will show how all the interventions work together to change student outcomes. Assessment and testing for expanded



Questions to Ask When Increasing Academic Linkage

- What is needed to increase intentional linkages and partnerships that connect student learning standards and Expanded Learning Opportunities?
- Where do natural linkages already exist (among programs, standards, etc.)?
- Where do strong models already exist? What are their conditions for success? How do they measure

learning should be methodical and should not take away from the enrichment experiences.

Activities and instruction should clearly target opportunity gaps through English Language Proficiency standards and linkage to the ELA, Math, and Reducing Disruptive Behavior best practices menus. Expanded learning programs are to establish measurable goals and objectives that are aligned with the mission and vision of the school or school district.

[RCW 28A.600.045](#) encourages educators in middle schools, junior highs, and high schools to integrate a comprehensive guidance and career planning program for all students.¹⁷ Alignment between the K-12 system to post-secondary and career should also be a focus of Expanded Learning Opportunities and include “how-to-learn” life skills as components of academic enrichment including technology access and skills for college and career.



¹⁷ Washington State Legislature. (2008). RCW 28A.600.045. *Comprehensive guidance and planning programs for students*. Retrieved from: <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.600.045>

Component 5: Monitoring, Evaluation, and Accountability

Providers of Expanded Learning Opportunities should have, as part of their strategic plan, clearly identified success criteria in order to assess program effectiveness, evaluate student and staff outcomes, and seek continuous improvement. Using both formative and summative student data, student outcomes such as academic achievement, social/emotional wellness, attendance, and behavior are some examples of data points that must be evaluated. ELO programs assist students in becoming college and career ready. Additionally, providers should utilize the nine domain areas identified in the Washington State Quality Standards for Afterschool and Youth Development Programs (see Appendix 3) to evaluate their outcomes and effectiveness.

Evaluation criteria should intentionally track closing the opportunity gap for each student served. Past research and evaluation of afterschool and summer learning programs make it clear that participation in well-implemented afterschool and summer learning programs can address some of the educational challenges for children and youth living in poverty.¹⁸ Clear data sharing practices and agreements will expand the scope of quantifiable data to be more inclusive of the measures during the school day as related to the outcomes and measures for Expanded Learning Opportunities.



The purpose of accountability is not to establish a system of control, but rather to distribute power and authority to those who are most likely to be successful in meeting the goals of the team. Both formal and informal accountability systems help create a culture of continuous improvement and improve program quality. Along with monitoring, managing, and evaluating project outcomes, a system of accountability must be established to ensure that programs, staff, and students are supported. As part of the strategic plan, teams are encouraged to identify expectations, develop a system of communication and support, and designate individuals who are responsible for each component of the strategic plan.

¹⁸ Little, Priscilla M. (2009). Supporting student outcomes through Expanded Learning Opportunities . Harvard Family Research Project. Retrieved from: <http://www.hfrp.org/content/download/3303/96863/file/OST-SupportingStudentOutcomes.pdf>

Component 6: Program Quality

Program standards help to ensure program quality, commitment, and on-going improvement. The Expanded Learning Opportunities Council adopted the Washington State Quality Standards for Afterschool and Youth Development¹⁹ (see Appendix B) for use with both community-based organizations and districts when providing Expanded Learning Opportunities. The Washington State Quality Standards for Afterschool and Youth Development Programs were created to support Washington State programs in achieving positive youth outcomes by providing staff with guidelines for what quality looks in a program setting. The standards were developed with stakeholder input and guidance. Programs that are concentrated on improving instructional practices and are aligned to indicators of quality can enhance the quality of the program to produce better outcomes for youth. These evidence based, nationally recognized program standards are aligned to training and assessment, such as the Youth Program Quality Assessment (YPQA) tool, that can provide formative data for program improvement that enhance youth development outcomes.

Expanded Learning Opportunities programs should involve appropriate content and pedagogy which fosters a safe and healthy environment as well as a supportive emotional climate. Quality Expanded Learning Opportunities are led by trained personnel and may include supportive services, including but not limited to, nutrition, health and fitness, social and emotional support, and other social services.

THE 9 DOMAINS OF PROGRAM QUALITY

- 1) Safety & Wellness
- 2) Cultural Competency & Responsiveness
- 3) Relationships
- 4) Youth Leadership & Engagement
- 5) Program & Activities
- 6) Assessment, Planning & Improvement
- 7) Ongoing Staff & Volunteer Development
- 8) Leadership & Management
- 9) Family, School & Community Connections

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¹⁹ School's Out Washington. (2014). Quality Standards for Afterschool and Youth Development Programs. Washington State. Retrieved from: <http://www.schoolsoutwashington.org/UserFiles/File/Quality-Standards-PDF-2-14-14-Final-web.pdf>

Component 7: Planning for Sustainability

Sustainable partnerships, funding, programming, and staffing are necessary components of the strategic plan for Expanded Learning Opportunities providers. Many community-based organizations require their own department whose primary responsibilities are to fundraise and seek additional grant funding to sustain their programs, which results both in diminished capacity to fulfill the program requirements and undue shifts in staffing and services. In other words, many community-based organizations devote considerable effort to fundraising. To the extent that this effort is shifted from providing program services, the organizations capacity to fulfill program requirements is diminished.

Effective Expanded Learning Opportunities identify and utilize funding efficiently to best support the needs of their communities. Inconsistent funding for programs creates tension and can result in a disruption of services, staff turnover, and less time spent focusing on program and student outcomes. When developing a sustainability plan (see Table 2.

Sustainability Planning Process), partners should address all possible sources of funding, including existing state and federal fund sources (Title I, Title II, Title IV, LAP, school improvement) as well as local partnerships or grant programs, to sustain the staff and materials necessary for program functions.



Local/program-level sustainability

Local sustainability requires strong local leaders with decision-making authority who are responsive to the changing needs of students served and engaged in the implementation of strategies which provide an infrastructure to sustain and expand access to quality programs. As programs continue to evolve and expand, so should their sustainability plans. Asset mapping is useful for identifying areas of support in and around the community.

System-level sustainability

In order to build an infrastructure that sustains and supports quality programs around the state, there needs to also be sustainability mapping at the system-level. The ELO office will coordinate the statewide system that serves as a central communication and resource hub in which a strong network of partnerships between community-based organizations, early learning service providers, and K-12 educational partners can exist. Additionally a statewide system for expanded learning can help providers leverage state and federal funding and existing initiatives to create Expanded Learning Opportunities within their community or school district.

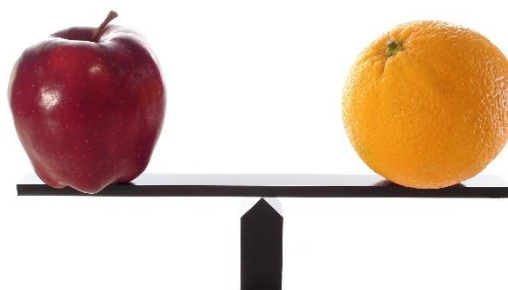
Table 2. Sustainability Planning Process²⁰

Sustainability Planning Process	
10 Steps for Sustainability Planning	Action
1. Create a shared understanding of sustainability	Include multiple community stakeholders in sustainability process; Define sustainability.
2. Create a plan to work through the process	Assign roles; identify main internal and external stakeholders
3. Position efforts to increase the odds of sustainability	Identify what strategies already exist that are working; create a map of community connections
4. Look at the current picture and pending items	List funding streams, policy changes, organizational structure, & new initiatives that could improve continuation of efforts
5. Develop criteria to help determine which efforts to continue	Potential criteria can include: available resources (financial, organizations, human), level of community support, evidence of strategy effectiveness, and if need still exists.
6. Decide what to continue and prioritize	Review strategies and revise those not working; Prioritize strategies that are working.
7. Create options for maintaining your priority efforts	Consider different financial strategies that best fit with coalition effort, leverage existing funding sources with local efforts.
8. Develop a sustainability plan	Pull together and document the information gathered in first seven steps; View the sustainability plan as a living document that can be revised as situations and funding streams change.
9. Implement the sustainability plan	List the steps that need to be taken, due dates, and those responsible for implementation
10. Evaluate the outcomes and revise as needed	Plan a summary evaluation, which helps to clarify goals and reasonable outcomes, periodically assess and adapt, identify areas for improvement.

²⁰ Adapted from the Center for Civic Engagement's Sustainability Planning guide <http://www.civicpartnerships.org/>

Component 8: Funding

State and federal funding sources support providing Expanded Learning Opportunities for students. Community-based organizations may be the recipients of these funds as well as private grant funding, however, grants are to be focused on communities most affected by the opportunity gap including communities with high populations of low-income families and students of color. Sustainable investment in both school and community-based providers of Expanded Learning Opportunities is required in order to provide the necessary academic and enrichment supports to combat summer learning loss and close the opportunity gap. In the 2014 Annual Report, the Expanded Learning Opportunities Council identified the need for increased state and federal funding sources to support expanding learning opportunities. Adding additional time the school day or year can require significant changes in school operations, scheduling, and transportation, which can increase associated costs.



There is currently no dedicated state level funding source for the provision of Expanded Learning Opportunities in Washington. Table 3 identifies federal and state level funding sources that are allowed to be used, directly or indirectly, to support Expanded Learning Opportunities for students.

Table 3. Potential State and Federal Funding Sources for Expanded Learning Opportunities

State	Federal
<p>Learning Assistance Program (LAP)²¹</p> <p>Specifies that extended learning time opportunities occurring before or after the regular school day, on Saturday, and beyond the regular school year may be supported by the LAP</p> <p>RCW 28A.165</p>	<p>Title I, Part A—Improving Academic Achievement of the Disadvantaged</p> <p>Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.</p>

²¹ The ELO Council recommends that the Learning Assistance Program is amended to provide schools the ability to create school wide LAP programs like Title I. Schools that do not meet the threshold would use their funding to provide targeted assistance to students.

State	Federal
	<p>Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.</p> <p>Title I, Part A</p>
<p>Extended Learning Opportunities Program</p> <p>Created for eligible eleventh and twelfth grade students who are not on track to meet local or state graduation requirements as well as eighth grade students who need additional assistance in order to have the opportunity for a successful entry into high school</p> <p>RCW 28A.320.190 (Unfunded)</p>	<p>Title IV, Part B—21st Century Community Learning Centers</p> <p>The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that —</p> <ul style="list-style-type: none"> (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics; (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by community learning centers opportunities for literacy and related educational development. <p>Title IV, Part B</p>

State	Federal
<p>Washington Community Learning Centers Program²²</p> <p>Supporting the creation or expansion of community learning centers that provide students with tutoring and educational enrichment when school is not in session</p> <p><u>RCW 28A.215.060</u> (Unfunded)</p>	<p>Title I, Part C—Education of Migratory Children</p> <p>Funds must be used for the specific purpose of educating migrant children; however, the uses of funds are very flexible and can be applied to summer learning.</p> <p><u>Title I, Part C</u></p>
<p>Family engagement coordinator</p> <p>The Washington State prototypical schools model includes the position of a family involvement coordinator as part of basic education. However, allocations for this position are based on the model calculations and vary by school district. Though funding for this position does not directly provide expanded learning opportunities, it does help provide supporting infrastructure.</p> <p><u>RCW 28A.150.260</u></p>	

²² The ELO Council recommends that the Washington Community Learning Centers Program be refunded.

Component 9: Staff Qualifications

While a variety of factors contribute to quality, research shows that trained and skilled staff are essential to creating safe, engaging, interactive, youth-centered programs.²³ Staff and volunteers must be competent, motivated, and have experience working with children and youth. They must meet any applicable state requirements (such as volunteer agreement, background check, etc.). Contracts for school-based staff may need to have agreements outlining the terms of work of outside of their contract day or year. No matter who staffs the program, providing clear expectations and requirements to all staff and volunteers will help to ensure that the right kinds of skills and abilities are represented to support successful, high-quality programs.

The Washington State Core Competencies for Child and Youth Development²⁴ provides a framework for baseline competencies that a professional working with youth development should have. Building these competencies requires an ongoing series of professional development that will shift practice and provide an opportunity for professionals to grow.

Periodical evaluations and assessments of all staff, including at least one self-assessment during program period, are necessary for assessment of staff positioning and workload. Self-assessments should involve reflections about performance, learning, areas for improvement, cultural responsiveness, and skills employed that seek to minimize the negative impact of cultural biases.

Table 4: School's Out Washington's Levels of Core Competencies for Youth Development Staff

Level	Knowledge and Skills
One	Knowledge and skills expected of a professional new to the child/youth development field, with minimal specialized training/education or experience.
Two	Includes Level 1 plus the knowledge and skills commensurate with a Youth Development Credential, a certificate in child/youth development, or equivalent training/education or related work experience.
Three	Includes Levels 1 and 2 plus knowledge and skills commensurate with an associate's degree in child/adolescent development or related fields such as Social Work, Recreation, Special Education, Education, or related work experience.
Four	Includes Levels 1, 2, and 3 plus knowledge and skills commensurate with a bachelor's degree in child/adolescent development or related fields such as Social Work, Recreation, Special Education, Education, or related work experience.
Five	Includes Levels 1, 2, 3, and 4 plus knowledge and skills commensurate with an advanced degree in child/adolescent development or related fields such as Social Work, Recreation, Special Education, Education, or related work experience.

²³ Youth Program Quality Standards (see appendix B)

²⁴ School's Out Washington. (2010) Core Competencies for Child and Youth Development. Retrieved from: http://www.schoolsoutwashington.org/documents/CoreComptenciesSchool_FINAL.pdf

Component 10: Communication and Information Systems

Quality programs establish and maintain strong, working partnerships with families, schools, and community stakeholders. Effective information and communication systems should provide accurate and timely information to students, families, schools, community-based organizations, and other stakeholders. Information should be relevant to its intended audience, and information systems for program evaluation should include not only academic but also social-emotional outcomes. Communication systems should foster strong connections and working partnerships among all stakeholders. In order to honor applicable privacy requirements, data sharing agreements must be created between the school, community-based organization and families. ELO providers ensure meaningful language access and provide communications in translated or interpreted in the language of the student's family.



Component 11: Oversight and Coordination of Policy

The goal of a state-level Expanded Learning Opportunities (ELO) office at the Office of Superintendent of Public Instruction (OSPI) is to increase efforts to improve student outcomes, especially students whose needs are not being met by currently available resources. Through strong state-level support and leadership, strong partnerships between schools and community-based organizations, and local program customization to meet the needs of their students, Expanded Learning Opportunities can be enhanced to help *all* students be successful in school and life. The recommended Expanded Learning Opportunities office and new Assistant Superintendent within OSPI will be responsible for the oversight and coordination of statewide policy development for Expanded Learning Opportunities. The ELO Council will provide ongoing support and guidance to the ELO office and the Washington Community Learning Center Program.



Local

As expanded learning programs are developed at the local level, an oversight and coordination structure inclusive of community-based organizations, the principal, superintendent, school board and district, union representatives, parents, and where appropriate, student representatives and other community stakeholders should be established.

Model Policy Development

The Washington State School Directors Association, in partnership with the ELO Council and statewide intermediary for ELO should lead the development of a model policy addressing Expanded Learning Opportunities. Procedures for implementing these policies within the districts—including monitoring, distribution of resources, needs assessment, and creating partnerships—should lie with the local school boards.

2016 Work Plan

School Year Calendar Modifications

As outlined in [RCW 28A.630.123](#), the Expanded Learning Opportunities Council is to provide “vision, guidance, assistance and advice related to potential improvement and expansion of summer learning opportunities and school year calendar modifications that will help reduce summer learning loss.” The Council has heard public testimony and from parent and community-based organization panels about school year calendar modification and summer learning opportunities. The Council realizes that changes to the traditional 180 day school calendar would greatly affect families, educators and community-based child care providers. In order to develop the recommendations for the 2016 legislative report, the Council plans to elicit meaningful stakeholder input and feedback about school year calendar modifications, summer learning programs and the provision of additional Expanded Learning Opportunities, partnering with researchers to create an extensive statewide survey and focus group protocol.

Guide to Expanded Learning Implementation

The Council recognizes that many school districts and local community-based organizations are interested in creating Expanded Learning Opportunities, but need additional guidance on how to implement programs that are aligned to the Expanded Learning Opportunity Framework and quality standards. The Council plans to create a Guide to Expanded Learning Implementation, which will be made available by the recommended Assistant Superintendent of the Expanded Learning Opportunities office of the Office of Superintendent of Public Instruction.

Expanded Learning Opportunities as Part of Basic Education Allocation

The Expanded Learning Opportunities Council plans to review the Funding Formula Technical Working Group reports on the basic education allocation and to further define how Expanded Learning Opportunities should be allocated as part of basic education on a per pupil basis.

Glossary of Terms

Collaboration: Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards. Collaboration connotes a more durable and pervasive relationship. Collaboration brings previously separated organizations into a new structure with full commitment to a common mission. Such relationships require comprehensive planning and well defined communication channels operating on many levels. Authority is determined by the collaborative structure. Risk is much greater because each member of the collaboration contributes its own resources and reputation. Resources are pooled or jointly secured, and products are shared.²⁵

Community Partners: Non-profit organizations, faith-based organizations, city and county agencies, colleges and universities, individuals, volunteer groups, and businesses that demonstrate commitment to the same or similar mission of the expanded learning program.

Cooperation: Cooperation is characterized by informal relationships that exist without any commonly defined mission, structure or planning efforts. Information is shared as needed, and authority is retained by each organization so there is virtually no risk. Resources are separate as are rewards.

Coordination: Coordination is characterized by more formal relationships and understanding of compatible missions. Some planning and division of roles are required, and communication channels are established. Authority still rests with individual organizations, but there is some increased risk to all participants. Resources are available to participants and rewards are mutually acknowledged.

Cultural Competence: Cultural competence requires holding and practicing a set of congruent behaviors, attitudes, and policies that enable effective interactions with youth within a cross-cultural framework.²⁶

Culture: Culture encompasses the evolving identities, beliefs, and practices derived from the intersection of one's national origin, religion, language, sexual orientation, socioeconomic class, age, gender identity, race/ethnicity, and physical/developmental ability²⁷.

Expanded Learning Opportunities (ELO): [RCW 28A.630.122](#) defines ELO as 1) Culturally responsive enrichment and learning activities, which may focus on academic and nonacademic

²⁵ Mattessich, P. & Monsey (1992). Collaboration-what makes it work: A review of research literature on factors influencing successful collaboration. Retrieved from <http://www.ode.state.or.us/teachlearn/certificates/diploma/collaboration-definitions.pdf>

²⁶ Cross, T., and Bazron, B.J., Dennis, K.W. and Isaacs, M.R (1992). Towards a Culturally Competent System of Care. Volume 1. National Technical Assistance Center for Children's Mental Health, Georgetown University Child Development Center, Washington DC.

²⁷ School's Out Washington. (2014). Quality Standards for Afterschool and Youth Development Programs. Washington State. Retrieved from: <http://www.schoolsoutwashington.org/UserFiles/File/Quality-Standards-PDF-2-14-14-Final-web.pdf>

areas; the arts; civic engagement; service-learning; science, technology, engineering, and mathematics; and competencies for college and career readiness; 2) School-based programs that provide extended learning and enrichment for students beyond the traditional school day, week, or calendar; and 3) Structured, intentional, and creative learning environments outside the traditional school day that are provided by community-based organizations in partnership with schools and align in-school and out-of-school learning through activities that complement classroom-based instruction.

Expanded Learning Time: Schools add time to their days, weeks, or years for academics, enrichment, recreation, and professional development.

Extended Learning: any scheme for improving test scores or addressing achievement gaps by increasing the amount of time students are learning.²⁸

Family engagement: A shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children’s learning and development.

Out-of-School Time: Programs that take place in hours or settings outside the traditional school day, such as after school, before school, summer, and weekends

Stakeholders: In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines (e.g., the National Council of Teachers of English or the Vermont Council of Teachers of Mathematics). In a word, stakeholders have a “stake” in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern.²⁹

²⁸ Great Schools Partnership. 2015. Glossary of Education Reform. Retrieved from: <http://www.greatschoolspartnership.org/resources/glossary-of-education-reform/>

²⁹ Great Schools Partnership (2015)

Appendices

Appendix A: [Second Substitute Senate Bill 6163](#)

Appendix B: [Washington State Quality Standards for Afterschool and Youth Development Programs](#)

Appendix C: [Fiscal Note-Second Substitute Senate Bill 6163](#)

Appendix D: [Proposed Legislation- Washington Community Learning Center Program](#)