



Expanded Learning Opportunities Council

2014 Report to the Legislature

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

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

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Executive Summary

The Expanded Learning Opportunities Council (ELOC) is focused on the creation of a statewide comprehensive expanded learning opportunities system. Expanded learning opportunities provided by schools and in partnership with community-based organizations “create enriching experiences for youth, with activities that complement and support classroom-based instruction”¹ and can improve student learning, behavior, and achievement.

The Council is responsible for creating an Expanded Learning Opportunity Framework that helps define and coordinate expanded learning opportunities throughout the state. Additionally, the Council has provided an action plan for a program to reduce summer learning loss through the provision of additional student learning days. This action plan is in response to the Summer Knowledge Improvement Pilot Program not being funded in the Supplemental Budget.

¹ 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>

Introduction

Established under [Second Substitute Senate Bill 6163](#), the Expanded Learning Opportunities Council is beginning to define a statewide framework for expanded learning opportunities. The initial report of the Council includes the recommendations for a framework and 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

The Council will provide annual reports to the Legislature until 2018, with the initial report due December 1, 2014, summarizing accomplishments, measuring progress, and containing recommendations regarding the continued development of an expanded learning opportunities system which reduces summer learning loss.

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 vision and recommendations for:

- 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

The statewide framework for expanded learning opportunities will provide guidance on:

- Fiscal, resource, and partnership opportunities
- Expanded learning opportunities policy development

² Washington State Legislature. (2014). *Second substitute senate bill 6163*. Retrieved from: <http://lawfilesexternal.wa.gov/biennium/2013-14/Pdf/Bills/Session%20Laws/Senate/6163-S2.SL.pdf>

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>

- Quality standards and evaluation
- Research and evidence-based strategies
- Implementation of a comprehensive action plan for expanded learning opportunities
- Addressing summer learning loss
- Academic supports that compliment instruction in the school
- Building strong partnerships between schools and community-based organizations
- Utilizing expanded learning opportunities to close the opportunity gap

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.

Council Governance, Decision Making, and 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 is 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

Member	Organization/Committee	Title
Beth Blanchard	Washington Workforce Association	Project Manager, SeaKing Workforce Development Council
Bill Hanawalt	Peace Community Center	Executive Director
Heather Gillette	Washington State Parent Teacher Association	President
Heather Elmore	Northwest Community Action Center	Education Services Manager
Jacob Clark Blickenstaff	Pacific Science Center	Program Director for LASER
Janet Schmidt	Schools Out Washington	Chief Program and Policy Officer
Jessica Vavrus	Office of Superintendent of Public Instruction	Assistant Superintendent, Teaching and Learning
Judy Jennings	State Board of Education	Executive Director for WA Federation of Independent Schools

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 of 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	Washington Association of School Administrators	Superintendent of Pasco School District
Shannon Ergun	Washington Education Association	ESL Teacher at Lincoln HS, Tacoma SD

Expanded Learning Program Quality Standards

The Expanded Learning Opportunities Council adopted the Washington State Quality Standards for Afterschool and Youth Development (see Appendix B) for use with state expanded learning programs. The standards were developed with input from before/after school and youth development programs that provide expanded learning opportunities throughout Washington State. The standards are based on the stakeholders' input, nationally recognized best practices, and feedback from youth and provide a research-based framework for providers to understand and measure expanded learning program quality and to plan for improvement.

The standards are divided into nine domains, which are framed with a guiding principle that introduces the category and is followed by a series of standards that describe best practice for that domain.

The nine domains are:

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

Expanded Learning Opportunity Framework

The Council has identified the initial components for a statewide Expanded Learning Opportunities Framework and has created a work plan to further define each component.

- **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 subcategories listed below.

- **Community Involvement, Engagement, and Collaboration**

In order for expanded learning opportunity providers to be successful in sustaining their work, serving the diverse needs of students, and providing culturally responsive supports, they must have robust community involvement, engagement, and collaboration. Community-based organizations and schools providing expanded learning opportunities must meaningfully engage their local community stakeholders in reciprocal communication and shared decision making.

- **Standards Based Academic Linkage and Enrichment**

Expanded learning opportunities complement classroom-based instruction and should be linked to academic standards. Enrichment activities and instruction may be provided in a different format than a traditional classroom and may incorporate experiential and project-based learning, tutoring, and mentoring. Teachers and expanded learning opportunities providers must work as colleagues to support student learning and track academic progress of the students they serve.

- **Evaluation Criteria, Outcomes Data, and Success Management**

Providers of expanded learning opportunities should have, as part of their strategic plan, clearly identified success criteria in order to evaluate the efficacy of their program. Student outcomes such as academic achievement, social/emotional wellness, attendance, and behavior are a few examples of data points that must be evaluated. Additionally, providers should utilize the nine domain areas identified in the Washington State Quality Standards for Afterschool and Youth Development Programs to evaluate their outcomes and effectiveness.

- **Program Quality**

Effective expanded learning opportunities are aligned to establish program quality standards as defined by the Washington State Quality Standards for Afterschool and Youth Development Programs. The Expanded Learning Opportunities Council adopted these standards for community-based organizations to use when providing expanded learning opportunities.

- **Supportive and Positive Relationships**

Developing supportive and positive relationships between students, staff, and teachers providing expanded learning opportunities is crucial. Due to the nature of expanded learning opportunities being provided either before and after school or during the summer, students often spend equal or more time with providers than their classroom teachers.

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

- **Sustainability**

Sustainable funding and programming, as well consistent staffing are necessary components of the strategic plan of expanded learning opportunities providers. Many community-based organizations require a development department in order 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 order for expanded learning opportunities to be effective, they must address the sustainability of their programs.

- **Funding**

Both state and federal funding sources support providing expanded learning opportunities in schools. Community-based organizations may be the recipients of these funds as well as private grant funding. 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.

- **Staff Qualifications**

Staff and volunteers must be competent, motivated, and focused on youth. They must meet any applicable state requirements and must have experience and/or training in working with students at whatever age level they would be assigned. Contracts for school-based staff may need to have agreements outlining the terms of work of outside of their contract day or year.

- **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 socio-emotional outcomes. Communication systems should foster strong connections and working partnerships among all stakeholders.

- **Governance Structure**

As expanded learning programs within schools are developed, a governance structure inclusive of the community-based organization, the principal, superintendent, school board and district

must be created. Additionally the structure should also include union representatives, parents, and where appropriate, student representatives. The Washington State School Directors Association should lead the development of model policies addressing expanded learning opportunities and the governance structure.

Work Plan for Framework

The Expanded Learning Opportunities Council was convened on July 16, 2014 and has had five meetings prior to this initial report. The Council will continue to meet until 2018 and will provide an annual report to the Governor and Legislature by December 1 of each year. The following work plan is for the remainder of the 2014–15 fiscal year which will be focused on further developing the components of the statewide Expanded Learning Opportunities Framework.

Table 2. Work Plan for Framework

Month	Work Plan/Meeting Themes
December 2014	<ul style="list-style-type: none"> • Define Community Involvement, Engagement, and Collaboration component of framework • Invite the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) to inform ELOC on cultural competency/responsiveness/agility • Define Supportive and Positive Relationships component of the framework
January 2015	<ul style="list-style-type: none"> • Define Academic Linkage (standards based) component of framework • Define Staff Qualifications component of the framework • Review and adopt accountability measures component of the framework • Review 21st Community Learning Century data
February 2015	<ul style="list-style-type: none"> • Define Governance (operations and monitoring) component of the framework • Align the roles of the Office of Superintendent of Public Instruction, local school districts and school boards, community-based organizations, and communities in supporting expanding learning opportunities • Define Evaluation component of the framework
March 2015	<ul style="list-style-type: none"> • Define Sustainability component of the framework • Review and adopt Communication guidance component of the framework • Define Strategic Plan requirements
April – June 2015	<ul style="list-style-type: none"> • Revisit and finalize all components • Define Family Engagement component of the framework

Funding Model for Summer Knowledge Improvement Pilot Program

The Council is required to create an action plan for a program to reduce summer learning loss through the provision of state funds for additional student learning days in elementary schools with significant populations of low-income students through the Summer Knowledge Improvement Pilot Program. The purpose of the pilot program is to implement an extended school year to combat summer learning loss and provide an opportunity to evaluate the effectiveness of an extended school year in improving student achievement, closing the educational opportunity gap, and providing successful models for other districts to follow.

In order to create an action plan, the Council examined the fiscal note for the Summer Knowledge Improvement Pilot Program in Sections 5–9 of Second Substitute Senate Bill 6163, which was not funded. The Summer Knowledge Improvement Pilot Program provided “an additional twenty student learning days for three consecutive schools years in selected schools for students to receive academic instruction outside of the school year established for other schools in the school district.”⁴ An average daily per student funding amount for all basic and non-basic education state funding, including pupil transportation, was used to calculate the cost of one student learning day. Grants for ten schools to implement the additional twenty days of student learning were provided through the Pilot.

As is noted below in Table 3. Fiscal Note Budget Assumptions, the total state cost including program staff at the Office of Superintendent of Public Instruction (OSPI) would be \$2,789,865 in the first full year of implementation (2016). Additionally, the school district cost is calculated to be \$2,516,052 in the first year.

Table 3. Fiscal Note Budget Assumptions

State Fiscal Year State and School District Cost of SB 6163					
State Fiscal Year	2015	2016	2017	2018	2019
OSPI Program Staff Cost	\$ 66,000	\$ 63,000	\$ 63,000	\$ 63,000	\$ 63,000
Summer Program State Cost	\$ -	\$ 2,789,865	\$ 2,789,865	\$ 2,789,865	\$ 2,789,865

⁴ Washington State Legislature. (2014). *Second substitute senate bill 6163*. Retrieved from: <http://lawfilesexternal.wa.gov/biennium/2013-14/Pdf/Bills/Session%20Laws/Senate/6163-S2.SL.pdf>

Total State Cost	\$ 66,000	\$ 2,855,865	\$ 2,852,865	\$ 2,852,865	\$ 2,852,865
Summer Program School District Cost	\$ -	\$ 2,516,052	\$ 2,516,052	\$ 2,516,052	\$ 2,516,052

The Expanded Learning Opportunities Council recommends implementing the budget assumptions identified in the fiscal note for Second Substitute Senate Bill 6163. However, the Council strongly believes that in order for the Pilot to be effectively implemented, additional funds are required for a planning year grant, and for professional development to support implementation, and for an external evaluation from researchers with experience in expanded learning opportunities.

Additional Funding Considerations

Planning Year Grant

The Council recommends that in addition to the funding provided to implement the Summer Knowledge Improvement Pilot Program, additional funds must be provided for a planning year grant to each school in order to create an effective plan. The Pilot requires significant changes to the traditional instruction provided within a school year and requires all staff to agree to an extension of their contracts through collective bargaining or memorandums of understanding. Additionally, the Pilot will require broad community and family collaboration, professional development for teachers and community-based organization providers, and school improvement planning. Finally, the logistical planning (e.g., building use and facilities services, transportation, budgeting, etc.) will require the additional time before the initial implementation year can begin.

The Council recommends that a planning year grant of up to \$150,000 be provided per school pilot site. Additionally, the Office of Superintendent of Public Instruction must provide technical assistance to the grantees during this planning year.

Collective Bargaining Agreements and Memorandums of Understanding

Each pilot site must provide in their plan, “evidence that the principal of the school and at least seventy percent of the certificated and classified staff who work in the school at least two days per week agree to the plan.”⁵ Collective bargaining agreements may need to be renegotiated, or memorandums of understanding must be developed with both certificated and classified staff and their respective unions. During the planning year, collective bargaining must take place in order to insure that plan meets the seventy percent requirement.

⁵ Washington State Legislature. (2014). *Second substitute senate bill 6163*. Retrieved from: <http://lawfilesexext.leg.wa.gov/biennium/2013-14/Pdf/Bills/Session%20Laws/Senate/6163-S2.SL.pdf>

Professional Development

Professional development opportunities must be provided to certificated and classified staff, as well as community-based organization partners. The plan requires that “proposed best practices and evidence-based strategies, curriculum and materials for improving student achievement and closing the educational opportunity gap be implemented over the extra twenty days for all students enrolled in the school. The best practices and evidence-based strategies, curriculum, and materials must be comparable to or higher in academic rigor than those used during the regular school year.”⁶ Staff should be provided professional development in these best practices and evidence-based strategies during the planning year and through the three year grant in an ongoing, job-embedded basis.

Evaluation

The Pilot is intended to provide successful expanded learning models for other districts to follow and the plan is required to include “an agreement to provide information necessary for a program evaluation.”⁷ Funding must be provided for an external evaluation of the Pilot by researchers with extensive experience with expanded learning opportunities.

State and Federal Funding Sources to Support Expanding Learning Opportunities

The Council reviewed the state and federal funding sources listed below in Table 4. State and Federal Funding Sources for Expanded Learning Opportunities, in order to understand how these funds could be braided and blended in order to support expanded learning opportunities. The Council recommends that school districts consider utilizing these existing funding sources to provide before/after school and summer learning opportunities for students (within state and federal guidance requirements).

The Washington Legislature has also previously recognized the importance of expanded learning opportunities, establishing the Extended Learning Opportunities Program under RCW 28A.320.190. While statute exists to provide additional learning time for students, the program has been defunded. The Council recommends additional funding to the Extended Learning Opportunities Program.

Table 4. State and Federal Funding Sources for Expanded Learning Opportunities

State	Federal (NCLB, 2001)
Learning Assistance Program (LAP) RCW 28A.165	Title 1, Part A—Improving Academic Achievement of the Disadvantaged

⁶ Washington State Legislature. (2014). *Second substitute senate bill 6163*. Retrieved from: <http://lawfilesexternal.wa.gov/biennium/2013-14/Pdf/Bills/Session%20Laws/Senate/6163-S2.SL.pdf>

⁷ Washington State Legislature. (2014). *Second substitute senate bill 6163*. Retrieved from: <http://lawfilesexternal.wa.gov/biennium/2013-14/Pdf/Bills/Session%20Laws/Senate/6163-S2.SL.pdf>

Extended Learning Opportunities Program RCW 28A.320.190	Title IV, Part B—21 st Century Community Learning Centers
Washington Community Learning Centers Program RCW 28A.215.060	

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](#)