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# 2016 REPORT TO THE LEGISLATURE, THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, AND THE GOVERNOR

PRESENTED BY: THE EXPANDED LEARNING OPPORTUNITES COUNCIL

**TABLE OF CONTENTS**

**Executive Summary..... 2**  
    Summary of Recommendations..... 3

**The Expanded Learning Opportunities Council ..... 4**  
    Vision..... 5  
    Mission..... 5  
    Council Membership..... 5  
    Community Engagement and Feedback Plan..... 6  
        Parent & Stakeholder Survey ..... 6  
        Focus Group ..... 6  
        Community Forum ..... 7

**Recommendations of the Expanded Learning Opportunities Council ..... 8**  
    Recommendation 1. Expanded Learning as Part of Basic Education ..... 9  
        1A. Equitable Opportunities..... 9  
        1B. State and Federal Policy ..... 12  
        1C. Platform for Universal Design for Learning ..... 12  
    Recommendation 2. Expanded Learning Opportunities Office ..... 14  
    Recommendation 3. Statewide Expanded learning Funding Model..... 15  
    Recommendation 4. Statewide Expanded Learning Program Requirements..... 16  
    Recommendation 5. Local School Year Calendar Modifications ..... 17

**The Research..... 19**  
    High Quality Programming..... 20  
    Addressing the Opportunity Gap ..... 21  
    School Year Calendar Modifications..... 23  
        Summer Learning Loss ..... 23  
        Balanced School Year Calendars..... 24

**Conclusion ..... 26**

**Glossary..... 27**

**Appendix ..... 29**  
    Appendix 1. Council Membership..... 29  
    Appendix 2. Washington State Quality Standards for Afterschool and Youth Development ..... 30  
    Appendix 3. Expanded Learning Opportunities Framework..... 31  
    Appendix 4. The Opportunity Gap ..... 33  
    Appendix 5. Determining Funding at the District Level ..... 34

## EXECUTIVE SUMMARY

***This report, from the Expanded Learning Opportunities Council (ELOC), outlines necessary next steps at the state, district, and school level to ensure all students receive equitable expanded learning opportunities, helping close educational opportunity gaps across Washington.***

The Expanded Learning Opportunities Council<sup>1</sup>, advises the Governor, the Legislature, and the Office of Superintendent of Public Instruction on how to expand ELOs across Washington. The Council proposes a Washington State Expanded Learning Opportunities System that will effectively and equitably integrate ELOs into Washington’s public education system. See [Figure 1](#) for a summary of the recommendations put forth in this report.

[Expanded learning opportunities](#) (ELOs) are activities offered to students before or after school, during school, during [intersession breaks](#), and/or during summer. Examples of ELOs include clubs, field trips, and tutoring programs. Such opportunities build skills through hands-on, experiential learning, and expand upon, but do not replicate, traditional learning that happens during the school day.<sup>2</sup> Expanded learning opportunity (ELO) programs provide students with diverse and engaging learning experiences that develop core social competencies, such as self-efficacy, that contribute to success in academics and beyond.<sup>3</sup> Schools, school districts, and community based organizations can provide structured, intentional, and creative ELO programs that happen within or outside of school.

[School year calendar modifications](#), such as [extended learning time](#) and/or rearranging school breaks can create the time and space needed for ELO programs. The first option, extended learning time, refers to adding time to the school day (before or after school) or adding days to the school year. The second option, rearranging school breaks, is typically referred to as a balanced school year calendar, which consists of a year-round school schedule with a shorter summer break (6-7 weeks) and intersessions (2-3 week breaks) spread throughout the remainder of the year.

The current capacity to implement and sustain ELOs in Washington is inadequate and inequitable. As of now, providing ELO services involves a patchwork of independent efforts brought together by individual neighborhoods and/or schools, funded by a medley of grants and other sources, and regulated by no single authority.

The objective of the proposed system is to increase Washington’s capacity to provide ELOs to all students, but first and foremost, to provide expanded learning to historically underserved students. [Underserved students](#) represent particular groups, such as low income students, students of color, students with special needs, and English language learners, who have been historically disadvantaged by the education system. Equitably providing ELOs will close [opportunity gaps](#), and provide enriching programs that allow students to develop academic and social competencies, preparing every student, regardless of background, for career, college, and life.

The ELOC strongly urges these proposed recommendations are adopted during the 2017 Legislative Session to ensure equitable access to expanded learning opportunities and statewide collaboration.

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<sup>1</sup> Office of Superintendent of Public Instruction. (2016). Expanded learning Opportunities (ELO) Council. Retrieved from <http://www.k12.wa.us/WorkGroups/ELOC.aspx#legis>

<sup>2</sup> School’s Out Washington. (2013). Expanded Learning Opportunity (ELO) Definition for Washington State. Retrieved from <http://www.schoolsoutwashington.org/documents/ELO%20Definition%20.pdf>

<sup>3</sup> *ibid*

## SUMMARY OF RECOMMENDATIONS

FIGURE 1. RECOMMENDATIONS BY THE EXPANDED LEARNING OPPORTUNITIES COUNCIL

Recommendation	Duties	More information
<b>Define expanded learning opportunities (ELO) as a function of Basic Education.</b>	<ul style="list-style-type: none"> <li>➤ Provides opportunities to historically underserved students</li> <li>➤ Synergy between state and federal policy</li> <li>➤ Platform for Universal Design for Learning</li> </ul>	<a href="#"><u>Expanded Learning as Part of Basic Education</u></a>
<b>Create an ELO Office within the Office of Superintendent of Public Instruction.</b>	<ul style="list-style-type: none"> <li>➤ Leadership</li> <li>➤ Technical Assistance</li> <li>➤ Enhanced collaboration</li> <li>➤ Facilitation of statewide programs that offer ELO</li> </ul>	<a href="#"><u>Expanded Learning Opportunities Office</u></a>
<b>Implement the proposed statewide ELO funding model that provides ELO funds to all school districts.</b>	<ul style="list-style-type: none"> <li>➤ Equitably distributes funding to all school districts across WA</li> <li>➤ Provides districts with a sustainable and dependable funding source</li> <li>➤ Targets Washington’s most underserved students’ first</li> </ul>	<a href="#"><u>Statewide Expanded Learning Funding Model</u></a>
<b>Implement the proposed statewide ELO program requirements to which all districts must adhere.</b>	<ul style="list-style-type: none"> <li>➤ Enhances program quality for all ELOs</li> <li>➤ Increases local capacities to implement and sustain ELOs</li> <li>➤ Adopts the <a href="#"><u>ELO Framework</u></a> and the <a href="#"><u>Washington State Quality Standards</u></a></li> </ul>	<a href="#"><u>Statewide Expanded Learning Program Requirements</u></a>
<b>Determine locally if and how school year calendar modifications can benefit the school district and/or schools within the district.</b>	<ul style="list-style-type: none"> <li>➤ Structures the school day/school year in a way that serves the local student body and community</li> </ul>	<a href="#"><u>Local School Year Calendar Modifications</u></a>

## THE EXPANDED LEARNING OPPORTUNITIES COUNCIL

The Expanded Learning Opportunities Council (ELOC) was established in 2014, under [Second Substitute Senate Bill 6163](#).<sup>4</sup> The ELOC is tasked with creating a statewide comprehensive expanded learning opportunities system that will help define and coordinate expanded learning opportunities (ELOs) across Washington. More specifically, “the council shall provide a vision, guidance, assistance, and advice”<sup>5</sup> pertaining to the following:

- School year calendar modifications that reduce summer learning loss
- Partnerships between schools and community-based organizations to deliver ELOs
- Programs and initiatives (from early elementary through secondary education) that contribute to a statewide system of ELOs

When formulating recommendations, the ELOC shall:<sup>6</sup>

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

Thus far, the ELOC has written two reports, and will continue to provide annual reports to the Legislature until 2018. In 2014, the ELOC adopted the [Washington State Quality Standards](#)<sup>7</sup>, a set of standards formulated from stakeholders in Washington, nationally recognized best practices, and feedback from youth across Washington. Standards are divided into nine domains, with a guiding principle and specific strategies for each domain (see [Appendix 2](#)).

### **Washington State Quality Standards for Afterschool and Youth Development**

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 & Volunteer Development
8. Leadership & Management
9. Family, School, and Community Connections

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<sup>4</sup> Washington State Legislature. (2014). Second Substitute Senate Bill 6163. Retrieved from <http://apps.leg.wa.gov/documents/billdocs/2013-14/Pdf/Bills/Session%20Laws/Senate/6163-S2.SL.pdf>

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> School's Out Washington. (2013). Quality Standards for Afterschool & Youth Development Programs. Retrieved from <http://www.schoolsoutwashington.org/UserFiles/File/Quality-Standards-PDF-2-14-14-Final-web.pdf>

The [2014 report](#)<sup>8</sup> also outlines an Expanded Learning Opportunities Framework, consisting of 11 components that will build, support, and sustain high quality expanded learning programming.

### **Key Components of the Expanded Learning Opportunities Framework**

1. Strategic Planning
2. Community Involvement, Engagement, and Collaboration
3. Standards Based Academic Linkage and Enrichment
4. Evaluation Criteria, Outcomes Data, and Success Management
5. Program Quality
6. Supportive and Positive Relationships
7. Sustainability
8. Funding
9. Staff Qualifications
10. Communication and Information Systems
11. Governance structure

The [2015 report](#)<sup>9</sup> builds upon this framework, providing detailed guidance to schools, school districts, and community-based organizations on how to implement each component (see [Appendix 3](#)).

In 2016, the ELOC has focused on the following areas: (1) ELO legislation; (2) basic education funding; (3) school year calendar modifications; and (4) opportunity gaps. This report outlines steps that will provide expanded learning opportunities to all students, but will first and foremost provide opportunity to students who have been historically [underserved](#) by the school system in Washington.

### **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.”<sup>10</sup>

### **MISSION**

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

### **COUNCIL MEMBERSHIP**

The Expanded Learning Opportunities Council members have extensive experience with ELOs and represent the diverse student interests and geographical regions of the state. The members use a consensus-based decision-making protocol. The ELOC was convened by the department of Special Programs within the Office of Superintendent of Public Instruction, which facilitates and staffs the ELOC. (See [Appendix 1](#) for council membership).

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<sup>8</sup> Expanded learning Opportunities Council. (2014). Report to the Legislature, the Office of Superintendent of Public Instruction, and the Governor. Retrieved from <http://www.k12.wa.us/WorkGroups/pubdocs/ExpandedLearningOpportunitiesCouncil2014Report.pdf>

<sup>9</sup> Expanded learning Opportunities Council. (2015). Report to the Legislature, the Office of Superintendent of Public Instruction, and the Governor. Retrieved from <http://www.k12.wa.us/WorkGroups/pubdocs/ExpandedLearningOpportunitiesCouncil2015Report.pdf>

<sup>10</sup> 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>

## COMMUNITY ENGAGEMENT AND FEEDBACK PLAN

The ELOC, from the beginning, has made an effort to inform communities about its work, and receive public feedback about ELOs and school year calendar modifications. To elicit feedback, the ELOC conducted two surveys, created a focus group protocol, and hosted a community forum. The community engagement and feedback plan was designed to provide the ELOC with diversity in perspective and identify key benefits and challenges relating to ELOs and school year calendar modifications. This feedback has been considered by the committee.

### PARENT & STAKEHOLDER SURVEY

The ELOC sent out two surveys, one for parents/caregivers and one for educators in the field (teachers principals, school administrators, community-based organizations). The ELOC created these surveys to better understand how the community perceives different types of expanded learning opportunities. More specifically, the ELOC wanted to know the following:

1. What aspects of expanded learning are important to parents, teachers, principals, school administrators, and community-based organizations?
2. What types of expanded learning opportunities would be useful for schools and communities in Washington?
3. How do parents/guardians and stakeholders perceive: (1) before/after school programs; (2) summer programs; (3) summer learning loss; (4) balanced school year calendars; (5) extended learning time; and (6) enrichment activities.

Both surveys included questions with multiple-choice, written, and Likert scale responses. The parent/guardian survey focused more on what types of learning experiences the respondent values for his/her child(ren), and what types of expanded learning opportunities are currently available (e.g. When would you like to see expanded learning opportunities offered? Which reasons are preventing your student from participating in expanded learning opportunities?). The stakeholder survey asked respondents fewer personal questions, and more questions specific to their organizations (e.g. On average, how often do you communicate with parents or guardians? School or district staff? Outside expanded learning providers?).

There were 301 parent/guardian respondents, however only 202 respondents answered every question. The educator workforce survey had 548 respondents, with 301 respondents answering every question of the survey. Although both surveys had decent response rates, the people who chose to respond consisted of a narrow and weighted demographic. Therefore, responses did not accurately reflect the diversity of Washington's population. The ELOC acknowledges the bias in the survey results, and thus utilized feedback cautiously.

### FOCUS GROUP

The Expanded Learning Opportunities Council created a focus group protocol to ensure a base level standardization among facilitators. The protocol includes a facilitator script, conversation prompts, and key definitions/background information for participants. These materials are available [online](#)<sup>11</sup> for

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<sup>11</sup> Expanded Learning Opportunities Council Focus Group Protocol. Retrieved from <http://www.k12.wa.us/WorkGroups/ELOCMeeting/ELOCFocusGroupPacketFULL.pdf>

anyone to use. Outside stakeholders are encouraged to host focus groups and report key takeaways to the ELOC.

General discussion prompts include:

- Based on what you know, how important are expanded learning opportunities?
- What components should be included in expanded learning opportunities?
- What are your general impressions about school year calendar modifications? (e.g. balanced school year, adding days to the school year, adding time to the school day, etc.)

Additional questions are tailored to the specific focus group audience, such as parents, teachers, community-based organizations, or school/district administrators.

A member of the ELOC conducted a pilot focus group in Toppenish, Washington. The ELOC would like to conduct more focus groups, however, limited resources have been a constraint. Currently, no community engagement funding is available. If additional money and/or resources were provided by the Legislature, the ELOC would be ready to conduct focus groups across Washington. Money would be used for logistics, such as arranging locations, providing transportation, and hiring translators (if necessary).

### COMMUNITY FORUM

The ELOC hosted an evening community forum open to the public at Highline College. About 15 community members, including parents and educators, attended and engaged in meaningful small group discussions. Topics discussed at the forum included expanded learning opportunities and school year calendar modifications. Participants shared a variety of opinions on the benefits and challenges of ELOs and school year calendar modifications. Figure 2 includes a list of recommendations formulated by participants during small group discussions.

FIGURE 2. KEY TAKEAWAYS FROM THE COMMUNITY FORUM

Expanded Learning Opportunities	School Year Calendar Modifications
More resources are needed to ensure schools have the capacity to offer a variety of programs to all interested students.	A balanced school year would promote a more well-rounded lifestyle and contribute to the well-being of students.
All ELO programs must offer transportation services to students and/or to parents.	Additional school time must offer something different, such as experiential learning, rather than offering more of the same curriculum. All school year calendar modifications should be cognizant of this.
ELO programs need to be inclusive. Currently, special education students are often segregated during out-of-school time, if included at all.	A balanced school year calendar would create the space for career-related exploration.
Schools and CBO’s should harness community resources when creating ELO programs.	Benefits of switching to a balanced school year depend on the needs of the local community.
ELO programs need to be more equitable. Low-income students have a harder time accessing programs, due to costs, transportation, availability, etc.	Low-income students would benefit from shorter breaks.

## RECOMMENDATIONS OF THE EXPANDED LEARNING OPPORTUNITIES COUNCIL

The Expanded Learning Opportunities Council (ELOC) is charged by the Legislature to advise the Governor, the Legislature, and the Office of Superintendent of Public Instruction regarding statewide expanded learning opportunities (see [Expanded Learning Opportunities Council](#) for details).

The ELOC proposes a Washington State Expanded Learning Opportunities System (see Figure 3), which outlines the steps necessary to equitably offer expanded learning opportunities (ELOs).

**FIGURE 3. THE WASHINGTON STATE EXPANDED LEARNING OPPORTUNITIES SYSTEM**

<b>Objective: Increase state, district, and school capacities to implement ELO, and to provide more equitable learning opportunities for students who have been historically underserved by Washington’s public education system.</b>	
<a href="#"><u>Recommendation 1.</u></a>	Define expanded learning opportunities as part of Basic Education in Washington.
<a href="#"><u>Recommendation 2.</u></a>	Create an Expanded Learning Opportunities Office within the Office of Superintendent of Public Instruction that will oversee the ELO system in Washington.
<a href="#"><u>Recommendation 3.</u></a>	Implement the proposed statewide funding model, which will provide all districts with money for equitable ELO programming.
<a href="#"><u>Recommendation 4.</u></a>	Adopt programmatic requirements all districts must follow to ensure quality programming.
<a href="#"><u>Recommendation 5.</u></a>	Locally determine school year calendar modifications.

***To feasibly create an equitable and integrative ELO system in Washington, the ELOC urges these proposed recommendations be adopted during Washington’s 2017 Legislative Session, and that the State Board of Education adopts ELOs as a focus area for 2017.***

## RECOMMENDATION 1. EXPANDED LEARNING AS PART OF BASIC EDUCATION

Washington’s K-12 school system is structured and governed by the Basic Education Act, a series of laws and regulations, including allocation and funding guidelines. *The Expanded Learning Opportunities Council recommends ELOs be defined as basic education and funded as such.*

The objective of basic education is to, “provide students with *opportunity* to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives.”<sup>12</sup> Currently, **not** all students are provided with the same educational opportunities. It is for this reason that providing ELOs to historically underserved students should be considered a function of basic education. Figure 4 shows three strategic reasons for why ELOs should be considered basic education.

FIGURE 4. EXPANDED LEARNING OPPORTUNITIES AS PART OF BASIC EDUCATION

Defining ELO as part of basic education will:	More Information:
<b>1. Close educational opportunity gaps and achievement gaps in Washington.</b>	See <a href="#">Equitable Opportunities</a>
<b>2. Align with federal education policies, enabling greater support and more resources for ELOs in Washington.</b>	See <a href="#">State and Federal Policies</a>
<b>3. Promote Universal Design for Learning by creating diverse experiences/environments conducive to all types of learners.</b>	See <a href="#">Platform for Universal Design for Learning</a>

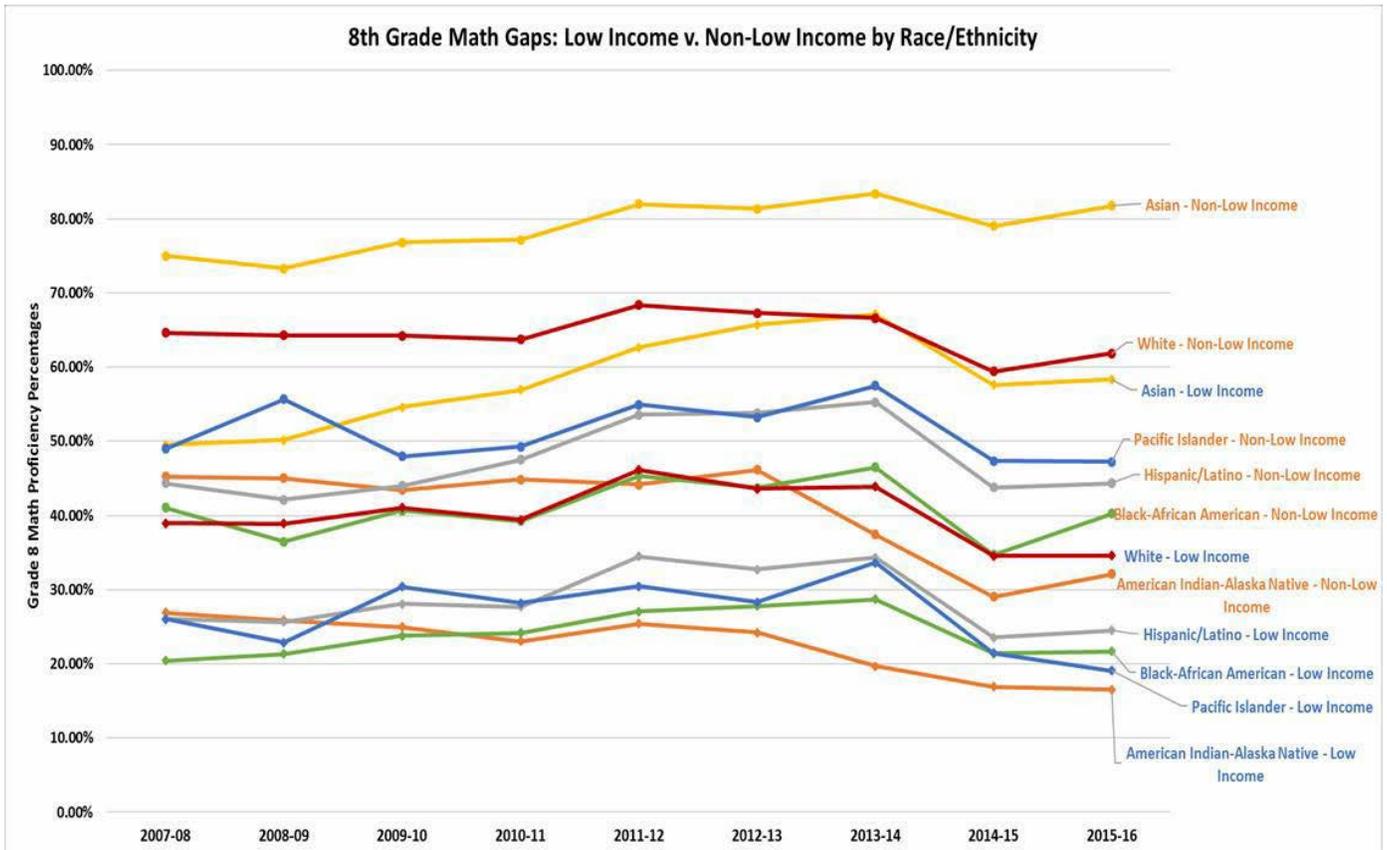
### 1A. EQUITABLE OPPORTUNITIES

Our current education system disadvantages certain demographics of students, as shown by the pervasive academic achievement gaps in Figure 5. In Washington, achievement gaps exist not only for low-income students, but also for students of color. As discussed in prior reports and in the [Research section](#) of this report, these achievement gaps are products of an inequitable system that underserves particular groups of students. In other words, [achievement gaps](#) are products of [opportunity gaps](#). Achievement gaps will continue to exist for as long as educational opportunities, such as ELO participation, are inequitably distributed.

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<sup>12</sup> Washington State Legislature. (2015). RCW 28A. 150. 210. Basic education-Goals of school districts. Retrieved from <http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.150.210>

FIGURE 5. THE ACHIEVEMENT GAP BY RACE AND CLASS IN WASHINGTON



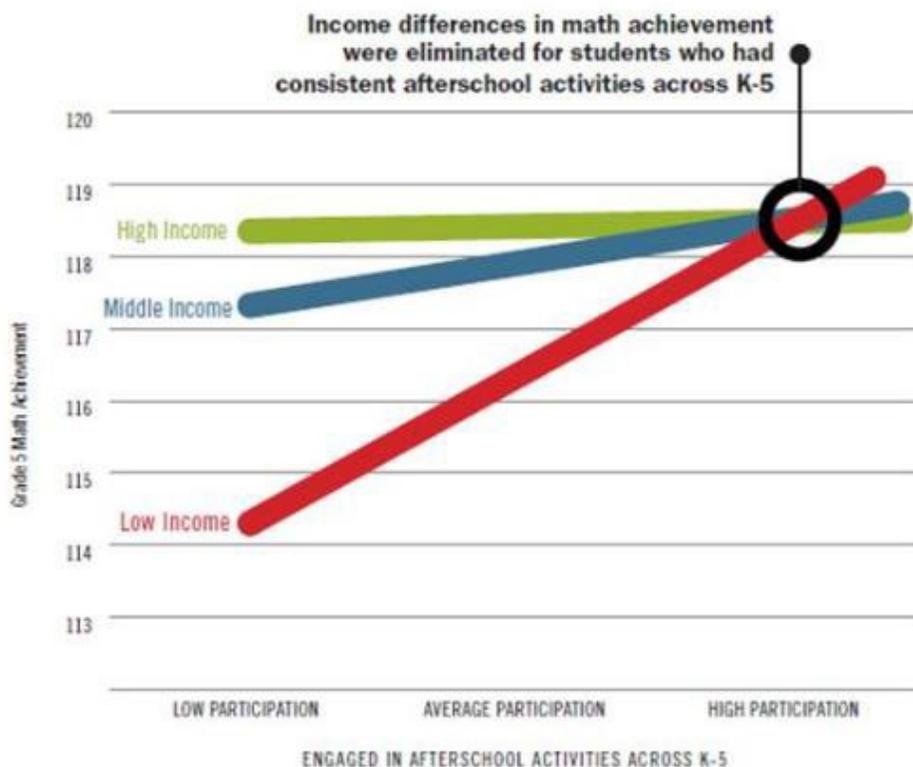
Expanded learning opportunities provide the support all students need to succeed holistically, however, not all students have access to such experiences. Parental income level is one of the primary factors determining who gets to participate in ELOs and to what extent they participate. As of 2012, “affluent families spent close to \$8,900 per child each year on enrichment compared to families in the lowest income quintile, who spent slightly more than \$1,300 per year” (see Figure 10).<sup>13</sup> Moreover, by 6<sup>th</sup> grade, middle income students have likely spent 6,000 more hours learning than students born into poverty (see Appendix 4 for more information).<sup>14</sup> Research has proven that when we provide underserved students with **quality** expanded learning programs, academic achievement increases, and classroom behaviors and non-cognitive skills improve (see Figure 6 and [The Research](#)).<sup>15</sup>

<sup>13</sup> Duncan & Murnane, R. J. (2012). Whither Opportunity? Rising Inequality, Schools, and Children’s Life Chances.

<sup>14</sup> ExpandEDSchools. (2013). The 6,000-Hour Learning Gap. Retrieved from <http://www.expandedschools.org/policy-documents/6000-hour-learning-gap>

<sup>15</sup> Auger, A., Pierce, K. M., & Vandell, D. L. (2013). Participation in out-of-school settings and student academic and behavioral outcomes. Manuscript in preparation.

FIGURE 6. AFTERSCHOOL PARTICIPATION NARROWS THE GRADE 5 MATH ACHIEVEMENT GAP<sup>16</sup>



Providing equitable expanded learning opportunities is two-fold. First, historically underserved students need access to ELO programs. Second, programs offered must be culturally competent and responsive. A key domain of the [Washington State Quality Standards](#) (see [Appendix 2](#)) is ‘cultural competency and responsiveness’.<sup>17</sup> This domain seeks to ensure programs are respectful and responsible to the diversity of program participants, as well as their families and communities. From providing greater access to ELOs to program implementation, equity needs to be at the forefront in order for positive systemic change to occur.

***It is the duty of basic education to provide all students, regardless of background, with enriching educational opportunities that enable every student to be successful in the classroom and beyond. When ELOs are considered a function of basic education, historically underserved students will receive greater educational opportunities, and thus, achievement gaps will narrow.***

<sup>16</sup> Auger, Pierce, Vandell. (2013). Narrowing the Achievement Gap: Consistency and Intensity of Structured Activities During Elementary School. Unpublished paper presented at the Society for Research in Child Development Biennial Meeting. Seattle, WA. Retrieved from <http://www.expandinglearning.org/docs/The%20Achievement%20Gap%20is%20Real.pdf>

<sup>17</sup> School’s Out Washington. (2013) The Washington State Quality Standards for Afterschool and Youth Development Programs. Retrieved from <http://www.schoolsoutwashington.org/UserFiles/File/Quality-Standards-PDF-2-14-14-Final-web.pdf>

## 1B. STATE AND FEDERAL POLICY

In 2015, [The Every Student Succeeds Act](#)<sup>18</sup> (ESSA) replaced the [No Child Left Behind Act](#)<sup>19</sup> (NCLBA), changing federal education policy. ESSA gives states more autonomy to make local decisions. Additionally, ESSA advocates for more inclusive, well-rounded educational environments, such as expanded learning opportunities and extended learning time. For example, ESSA recommends targeted assistance schools<sup>20</sup> use ELOs as a way to, “meet their responsibility to provide for all their students served.”<sup>21</sup>

Additionally, section 4204 of ESSA establishes a ‘Local Competitive Subgrant Program,’ which awards grants to states looking to, “support enrichment and engaging academic activities” taking place during school, before or after school, during the summer, and/or during the weekend.<sup>22</sup> The objective of this grant is to develop opportunities that increase academic achievement and facilitate engagement among staff, family, and community members.

Similarly, the ‘Promise Neighborhoods’ (section 4624) provide federal funding for schools seeking to significantly improve the academic outcomes of children living in a particular neighborhood.<sup>23</sup> Collaboration among families, the community, local businesses, schools, and higher education institutions is a necessary aspect of this grant program. Furthermore, the application requires a description of what services will be offered that support, enhance, and expand educational opportunities for the currently underserved neighborhood.

By defining ELOs as part of basic education, Washington education policy will mirror federal education policy. Synergy at the state and federal level will create sustainable policies and practices, lead to greater support and resources for ELOs, and most importantly, close opportunity and achievement gaps in Washington.

## 1C. PLATFORM FOR UNIVERSAL DESIGN FOR LEARNING

Time (e.g. school day, school calendar) and space (e.g. traditional classroom setting) in schools across Washington have been structured to meet the needs of an elusive ‘average learner’ rather than meeting the diverse needs of actual learners. Because of such rigid policies, time and space remain huge learning obstacles for many students across Washington.

“When curricula are designed to meet the needs of an imaginary ‘average’, they do not address the reality of learner variability.”<sup>24</sup> Likewise, policies designed to meet the needs of an imaginary ‘average’ do not address student, teacher, and school variability. As a result, normative curriculum and policy, ***“fail to provide all individuals with fair and equal opportunities to learn by excluding learners with***

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<sup>18</sup> Public Law 114-95. (2015). Every Student Succeeds Act. Retrieved from <https://congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

<sup>19</sup> Public Law 107-110. (2002). The No Child Left Behind Act of 2001. Retrieved from <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

<sup>20</sup> At risk or underperforming schools. Funding from Title I provides services to targeted assistance schools.

<sup>21</sup> Public Law 114-95. (2015). Every Student Succeeds Act, Section 1009(2). Retrieved from <https://congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

<sup>22</sup> Public Law 114-95. (2015). Every Student Succeeds Act, Section 4204(2). Retrieved from <https://congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

<sup>23</sup> Public Law 114-95. (2015). Every Student Succeeds Act, Section 4624. Retrieved from <https://congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

<sup>24</sup> National Center on Universal Design for Learning. (2013). The Concept of UDL. Retrieved from <http://www.udlcenter.org/aboutudl/whatisudl/conceptofudl>

*different abilities, backgrounds, and motivation who do not meet the illusive criteria for average.”<sup>25</sup>*

Similar to expanded learning opportunities, [Universal Design for Learning \(UDL\)](#) breaks the myth of the average and instead expects and plans for variability amongst learners. UDL principles ensure curricula offer all students equitable opportunities by providing multiple means of representation, expression, and engagement, which is exactly what ELO programs seek to do, as well.<sup>26</sup> UDL, along with ELOs, ensure the what, how, and why of learning is presented in a way that accounts for and expects differences in how students learn and engage with learning.

Expanded learning opportunities not only supports principles of UDL, but can also be used as a framework for facilitating UDL-friendly curriculum in schools. These types of ELO programs can offer more inclusive and holistic educational settings that develop critical skills, such as self-efficacy, that are needed for success but often overlooked in the traditional classroom setting.

With Universal Design for Learning at the forefront of the recent [Every Student Succeeds Act \(ESSA\)](#), policies and curricula across the country have shifted and will continue to shift to a system that recognizes, expects, and prepares for learner variability. ESSA defines UDL as a “scientifically valid framework for guiding educational practice that – (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.”<sup>27</sup>

By endorsing both UDL and ELOs, ESSA advocates for more inclusive and holistic education, and supports curriculum, strategies, and programs tailored to learner variability (e.g. more time, diverse learning environments, hands-on experience).

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<sup>25</sup> National Center on Universal Design for Learning. (2013). The Concept of UDL. Retrieved from

<http://www.udlcenter.org/aboutudl/whatisudl/conceptofudl>

<sup>26</sup> National Center on Universal Design for Learning. (2014). The Three Principles of UDL. Retrieved from

<http://www.udlcenter.org/aboutudl/whatisudl/3principles>

<sup>27</sup> Public Law 114-95. (2015). Every Student Succeeds Act.). Retrieved from

<https://congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

## RECOMMENDATION 2. EXPANDED LEARNING OPPORTUNITIES OFFICE

The ELOC recommends the formation of an Expanded Learning Opportunities Office within the Office of Superintendent of Public Instruction (OSPI)<sup>28</sup>. This office will provide leadership to school districts and schools to implement and sustain ELOs. See Figure 7 for the primary responsibilities of the ELO Office.

FIGURE 7. PRIMARY RESPONSIBILITIES OF THE EXPANDED LEARNING OPPORTUNITIES OFFICE

<b>1. Administer basic education funding and grant funding pertaining to expanded learning opportunities (e.g. 21st Century Community Learning Center grants).</b>
<b>2. Provide technical assistance to schools and school districts. When doing so, use the <a href="#">Washington State Quality Program Standards</a> and the <a href="#">Expanded Learning Opportunities Framework</a> as guiding principles.</b>
<b>3. Track distribution and use of funds to ensure money is spent on ELO programming for underserved students.</b>
<b>4. Administer programs that support ELOs (e.g. <a href="#">Summer Knowledge Improvement Pilot Program</a><sup>29</sup>).</b>
<b>5. Coordinate with other funding sources that support ELOs (e.g. <a href="#">Learning Assistance Program</a>).</b>

The ELO Office will create a more sustainable and dependable statewide ELO system. As mentioned [previously](#), the ELOC's [2014](#)<sup>30</sup> and [2015](#)<sup>31</sup> report established an [Expanded Learning Framework](#) (see [Appendix 3](#)), which outlines 11 functions that are necessary for expanding state, district, and school capacities to implement and expand ELOs. The ELO Office will provide the foundational functions, such as governance structure and funding to all schools and school districts. Furthermore, the ELO Office will collaborate with school districts to make sure all 11 functions are implemented.

***Reliable funding, along with statewide leadership and support to develop local capacity will be critical for the success and sustainability of ELOs across Washington.***

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<sup>28</sup> ELOC made this same recommendation in their 2015 report:

<http://www.k12.wa.us/WorkGroups/pubdocs/ExpandedLearningOpportunitiesCouncil2015Report.pdf>

<sup>29</sup> Washington State Legislature. (2016). RCW 28A.630.124. Summer Knowledge Improvement Pilot Program (Expires August 31, 2019). Retrieved from <http://app.leg.wa.gov/Rcw/default.aspx?cite=28A.630.125>

<sup>30</sup> Expanded learning Opportunities Council. (2014). Report to the Legislature, the Office of Superintendent of Public Instruction, and the Governor. Retrieved from <http://www.k12.wa.us/WorkGroups/pubdocs/ExpandedLearningOpportunitiesCouncil2014Report.pdf>

<sup>31</sup> Expanded learning Opportunities Council. (2015). Report to the Legislature, the Office of Superintendent of Public Instruction, and the Governor. Retrieved from <http://www.k12.wa.us/WorkGroups/pubdocs/ExpandedLearningOpportunitiesCouncil2015Report.pdf>

### RECOMMENDATION 3. STATEWIDE EXPANDED LEARNING FUNDING MODEL

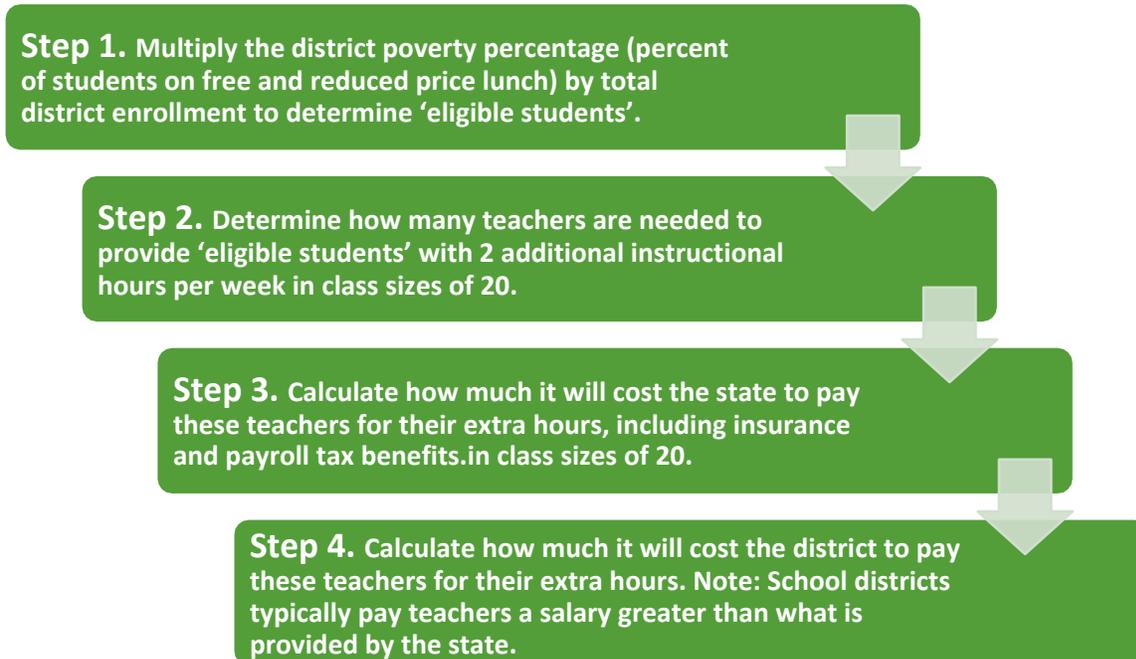
*The Expanded Learning Opportunities Council recommends Washington State provide its students with \$150 million in ELO dedicated funds as part of basic education.* Funding needs to be a function of Basic Education to ensure ELO dollars are reliable, sustainable, and actually spent on ELO programming. Note, this is an allocation model that does not restrict schools to use the money in a rigid format. See [Recommendation 4](#), for programmatic requirements.

The recommended amount of \$150 million was determined by the number of students in Washington living in poverty, which the ELOC defines as students enrolled in the Free and Reduced Price Lunch program. Statewide, about 483,133 students or 47% are living in poverty. Based on this amount, Washington will need to allocate \$150 million in ELO funds in order to address the statewide ELO opportunity gap. Funds will be *equitably* distributed across all districts based on district wide poverty percentages (see Figure 8).

This funding model uses poverty, class size, additional hours of instruction, and teacher salaries to determine the amount of funds allocated to each district. It is important to note that these variables are used to generate an equitable statewide funding model, however, they do not restrict school districts to use their allocated ELO funds in the type of structure outlined in Figure 8 (2 hours of additional class time with a class size of 20).

For more information on programmatic requirements for how funds can be spent, see [Statewide Program Requirements](#). For more information on the funding model, see [Appendix 5](#).

FIGURE 8. DETERMINING FUNDING AT THE DISTRICT LEVEL



#### RECOMMENDATION 4. STATEWIDE EXPANDED LEARNING PROGRAM REQUIREMENTS

As stated in the previous section, the expanded learning opportunities funding model is generated in a way that prioritizes low-income students. However, once state funds are allocated, school districts will determine locally which programs and staff it will be spent on. The money is restrictive in the sense that funds must be spent on ELOs for historically underserved students. The state funding model uses low-income students as a proxy to determine an equitable distribution of funds, however, low-income students are not the only historically underserved population. Expanded learning opportunities can benefit a wide array of students, such as special education students and English language learners. To accommodate local needs, school districts with the support of the proposed ELO Office, will have the autonomy to determine the demographic of students that will be served using state allocated ELO funds.

To receive ELO money, school districts will need to fill out an iGrants application that will be reviewed by the proposed central ELO Office. A section of this form will ask school districts to use disaggregated data and narrative to justify how the ELO funds are being used to provide for historically underserved population(s). If the method of funding and programming is deemed inequitable, the proposed ELO Office will work with the school district to create a better funding methodology.

As part of the iGrants application, school districts will need to plan how they will implement and sustain ELO programs using the ELO Framework as guidance (see [Appendix 3](#)). To ensure high quality and relevant programming, there will need to be community involvement, engagement, and collaboration. The ELO Office will facilitate this by collaborating with schools, communities, and external partners across Washington.

Additionally, accountability measures will be determined locally using the [Washington State Quality Standards for Afterschool and Youth Development](#)<sup>32</sup>. Every ELO program will need to use these quality standards to identify program goals. To holistically track progress, each ELO program should identify program indicators that are specific to what the program offers (e.g. STEM outcomes for a STEM afterschool program), as well as community indicators that consider how the program will impact the wellbeing of the community (e.g. reduced crime due to higher percentage of participation in after-school programs).

School districts will include their district specific ELO Framework, and their local accountability measures as part of their iGrants applications. The iGrants process is a way to support school districts in the creation and implementation of ELO programs. It should not be seen as a barrier to getting funds, but rather a structured format that will lead to sustainability and quality programming.

***A key objective of the ELO Office will be to collaborate with school districts throughout the iGrants process, thereby building district capacity to plan, implement, and execute ELOs.***

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<sup>32</sup> School's Out Washington. (2013). Expanded Learning Opportunity (ELO) Definition for Washington State. Retrieved from <http://www.schoolsoutwashington.org/documents/ELO%20Definition%20.pdf>

## RECOMMENDATION 5. LOCAL SCHOOL YEAR CALENDAR MODIFICATIONS

### Schools in Washington on a Balanced School Year Calendar

- **Wallace Elementary School** in Kelso School District has a shortened summer break (7.5 weeks) and 1-week intersessions spread throughout the year. See [calendar](#).
- **The Continuous Curriculum School** in East Valley School District operates on a balanced calendar with a 6.5-week summer break and 2-week intersessions spread throughout the year. See

School year calendar modifications include any or all of the following: (1) adding time to the school day; (2) adding days to the school year; (3) rearranging school breaks (e.g. balanced school year calendar); and/or (4) offering intersessions during school breaks.

Washington law requires K-12 public education to have 180 school days per year, however, the law does not specify that these 180 school days need to be arranged in any certain way.<sup>33</sup> School districts have local control to modify the 180-day school year calendar as they see fit for the community. Switching to a balanced school year calendar does not require any legislative action.

*The Expanded Learning Opportunities Council recommends schools and school districts across Washington determine locally if and how school year calendar modifications (e.g. balanced school year calendar) can better serve students and the community at large.*

Although there are many ways to modify the school year calendar, switching to a balanced school year calendar is the only option that creates systemic change on a macro-scale. Even so, the number of rigorous evaluations on

balanced school year calendars is limited and inconclusive. Some studies done on balanced school year calendars show positive effects on academic achievement, while other evaluations show no effect. The ELOC found no studies showing a negative impact on student achievement. It is important to note that the scope of these evaluations is academic achievement defined by test scores, and does not take other factors, such as social emotional learning, into consideration (see [The Research](#)).

School year calendar modifications is one option that impacts all students in the school whereas other ELOs are limited to sub-sets of students. The ELOC advocates for school districts and schools to determine locally what type of school year calendar modifications support their student body and community.

To inform local decisions, the ELOC has created a list of the benefits and challenges of switching to a balanced school year calendar. This list was created by the ELOC after reviewing research, receiving community feedback, engaging with key stakeholders, and discussing personal and professional experiences.

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<sup>33</sup> Washington State Legislature. (2016). RCW 28A.150.220. Basic Education-Minimum instructional requirements-Program accessibility-Rules. Retrieved from <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.150.220>

### **Benefits of a Balanced School Year Calendar**

- Prevents summer learning loss for all students, regardless of age, gender, ability, socio-economic status, etc.
- Balanced schooling benefits special education students and English language learners.
- Helps close the achievement gap. (Research has proven that summer learning loss is much greater for low income students, especially with regards to reading.)
- Opportunity to provide timely remediation and enrichment activities to students during the school year rather than waiting to provide these activities during summer school.
- Potentially increases student achievement, however research has been inconclusive.
- Helps prevent staff burnout by providing more frequent breaks.
- Teachers can choose to teach during breaks as a way to earn additional money.
- Fosters a more balanced lifestyle for all students.

### **Challenges of a Balanced School Year Calendar**

- Costly to serve students for more months during a year.
- Lack of opportunity for older students to have summer jobs.
- Difficult to conduct large maintenance projects usually done during summer break.
- Year-round schools do not have a negative impact, however, the extent of positive effects are inconclusive.
- Logistically and financially difficult for families with children on different school schedules. Conflicts will occur if buildings within the same district are on different schedules, if children in the same family go to schools in different districts, and/or if a teacher has a child at a school in a district that is not on a balanced year calendar.
- May cause/contribute to burnout among principals.
- Complications related to student participation in extracurricular activities over breaks.
- Perceived difficulty aligning sport calendars (Note: WIAA stated they would work with any district undergoing school year calendar modifications to ensure compatibility with sports calendar.)

Schools and school districts can begin the conversation by talking about how these benefits and challenges would affect their local context. Additionally, to ensure local decisions on school year calendar modifications are effective, school districts should read the [Research](#) presented in this report and the Expanded Learning Guide created by the ELOC.

## THE RESEARCH

Findings from a review of rigorous evaluation studies on after school programs, as well as school and community-based programs suggest participation in after school programs can increase academic outcomes, develop social emotional skills, and have a positive impact on health and wellness (see Figure 9).<sup>34</sup> In contrast, unstructured time with peers in the after school hours is associated with lower GPA's, more school absences, greater misconduct, and reductions in positive work habits and self-efficacy.<sup>35</sup>

FIGURE 9. OUTCOMES ASSOCIATED WITH PARTICIPATION IN AFTER SCHOOL PROGRAMS<sup>36</sup>

Academic Achievement	Social Emotional Skills	Health and Wellness
<ul style="list-style-type: none"> <li>➤ Better attitudes toward school</li> <li>➤ Higher educational aspirations</li> <li>➤ Higher school attendance rates / less tardiness</li> <li>➤ Less disciplinary action</li> <li>➤ Lower dropout rates</li> <li>➤ Better test scores and grades</li> <li>➤ Improved homework completion</li> <li>➤ More engaged in learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Decreased behavioral problems</li> <li>➤ Improved social and communication skills</li> <li>➤ Improved relationships with others (peers, parents, teachers)</li> <li>➤ Increased self-confidence, self-esteem, self-efficacy</li> <li>➤ Lower levels of depression and anxiety</li> <li>➤ Development of initiative</li> <li>➤ Improved feelings and attitudes toward self and school</li> </ul>	<ul style="list-style-type: none"> <li>➤ Better food choices</li> <li>➤ Increased physical activity</li> <li>➤ Increased knowledge of nutrition and health practices</li> <li>➤ Reduction in Body Mass Index</li> <li>➤ Improved blood pressure</li> <li>➤ Improved body image</li> </ul>

ELO programs are critical to closing the achievement gap, as they build skills that are foundational to student success in traditional classrooms. These types of programs can develop both cognitive and non-cognitive skills (e.g. self-regulation, attitudes towards school, social competencies, student led initiative) that students need to become better formal learners in the classroom. The [Foundation for Young Adult Success](#) performed an extensive review of literature and found evidence that the following non-cognitive factors are malleable and can be taught: (1) academic behaviors; (2) academic perseverance; (3) academic mindsets; (4) learning strategies; (5) social skills.<sup>37</sup> In addition to content knowledge and academic skills, these non-cognitive factors have proven to impact student performance.<sup>38</sup>

<sup>34</sup> Little, Wimer, Weiss. (2008). After School Programs in the 21<sup>st</sup> Century: Their Potential and What It Takes to Achieve It. Harvard Family Research Project. Retrieved from [http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool\\_findings.html](http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html)

<sup>35</sup> Auger, Pierce, & Vandell. (2013). Participation in out-of-school settings and student academic and behavioral outcomes. Manuscript in preparation.

<sup>36</sup> Little et al. (2008). After School Programs in the 21<sup>st</sup> Century: Their Potential and What It Takes to Achieve It. Harvard Family Research Project. Retrieved from [http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool\\_findings.html](http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html)

; Auger et al. et al. (2013). Participation in out-of-school settings and student academic and behavioral outcomes. Manuscript in preparation.

<sup>37</sup> Farrington, C., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T., Johnson, D., & Beechum, N. (2012). Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review. The University of Chicago consortium on Chicago School Research. Retrieved from <https://consortium.uchicago.edu/sites/default/files/publications/Wallace%20Report.pdf>

<sup>38</sup> Ibid.

Unfortunately, academic achievement is often the only measure used to evaluate expanded learning opportunities. However, as Table 1 shows, the outcomes associated with participating in after school programs go well beyond academics and test scores.<sup>39</sup>

**Research has demonstrated that when programs are implemented well, ELOs have positive benefits for all students, especially for low-income and English language learning students.**<sup>40</sup> Thus, the key to acquiring the desired impact is successful implementation. This requires high quality programming that addresses opportunity gaps.

### HIGH QUALITY PROGRAMMING

Student success in after school programs has been associated with: (1) access to and sustained participation in programs; (2) appropriate supervision and structure; (3) well-prepared staff; (4) intentional programming; and (5) partnerships with families, community organizations, and schools.<sup>41</sup> However, “not all increased learning time programs are equally effective.”<sup>42</sup>

Strategic programming for expanded learning programs is critical for achieving desired outcomes. If programs expect to increase academic achievement, programming must align accordingly. The [Weikert Center for Youth Program Quality](#) has done extensive research on what structures and strategies increase teen involvement and engagement in expanded learning programs.<sup>43</sup> **Findings suggest strong**

*“ONLY 8.4 MILLION K-12 CHILDREN PARTICIPATE IN AFTERSCHOOL PROGRAMS. 18.5 MILLION WOULD PARTICIPATE IF A QUALITY PROGRAM WERE AVAILABLE IN THEIR COMMUNITY.” (AFTERSCHOOL ALLIANCE, 2009).*

**program quality directly impacts strong program outcomes.** Quality programming is key for not only getting desired results, but also for encouraging students from all backgrounds to join and participate. As mentioned [previously](#), School’s Out Washington in collaboration with expanded learning programs across Washington, developed the [Washington State Quality Standards for Afterschool and Youth Development](#) to help guide quality programming that will promote better program outcomes. These standards are divided into nine domains with a series of standards and best practices per domain (See [Appendix 2](#)). The nine domains include the following: (1) Safety and Wellness; (2) Cultural Competency and Responsiveness; (3) Relationships; (4) Youth Leadership and Engagement; (5) Program and

<sup>39</sup> Ibid.

<sup>40</sup> Auger, Pierce, & Vandell. (2013). Participation in out-of-school settings and student academic and behavioral outcomes. Manuscript in preparation; Little et al. (2008). After School Programs in the 21<sup>st</sup> Century: Their Potential and What It Takes to Achieve It. Harvard Family Research Project. Retrieved from [http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool\\_findings.html](http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html); Cooper, Borman, & Fairchild. (2016). 3<sup>rd</sup> Grade Reading Success Matters. Retrieved from <http://gradelevelreading.net/our-work/summer-learning-loss>; Alexander, Entwisle, Olson. (2007). Lasting Consequences of the Summer Learning Gap. *American Sociological Review*, 72(2): 167-180; McLaughlin, B., Smink, J. (2010). Why Summer Learning Deserves a Front-Row Seat in the Education Reform Arena. Johns Hopkins School of Education. Retrieved from: <http://education.jhu.edu/PD/newhorizons/Journals/spring2010/why-summer-learning/>; Auger, Pierce, Vandell. (2013). Narrowing the Achievement Gap: Consistency and Intensity of Structured Activities During Elementary School. Unpublished paper presented at the Society for Research in Child Development Biennial Meeting. Seattle, WA. Retrieved from <http://www.expandinglearning.org/docs/The%20Achievement%20Gap%20is%20Real.pdf>

<sup>41</sup> Little et al. (2008). After School Programs in the 21<sup>st</sup> Century: Their Potential and What It Takes to Achieve It. Harvard Family Research Project. Retrieved from [http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool\\_findings.html](http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html)

<sup>42</sup> Kidron, Y., Lindsay, J. (2014). The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review. National Center for Education Evaluation and Regional Assistance. Institute of Education Sciences U.S. Department of Education. Retrieved from [http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL\\_2014015.pdf](http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf)

<sup>43</sup> David P. Weikert Center for Youth Program Quality. (2016). Approach. Retrieved from <http://cypq.org/about/approach>

Activities; (6) Assessment, Planning, and Improvement; (7) Ongoing Staff and Volunteer Development; (8) Leadership; and (9) Family, School, and Community Connections.

All nine domains were created based on input from expanded learning programs in Washington, nationally recognized best practices, and feedback from youth. In 2014, the Expanded Learning Opportunities Council recommended these standards be used by ELOs statewide, as they constitute a research-based framework that providers can use to measure programs quality, and identify areas of improvement.

### ADDRESSING THE OPPORTUNITY GAP

*“When afterschool participation is highly consistent, there is no gap in low-income and high-income children’s math achievement at grade 5.”<sup>44</sup>*

Expanded learning opportunities, such as afterschool programs, are important for all students, but are especially important for historically underserved students. As mentioned previously, non-cognitive factors contribute to student success. It is important to note that these ‘non-cognitive factors’ needed for success align with the social and behavioral norms of the dominant white, middle-class culture. As a result, students’ born into this dominant culture will have an easier time assimilating to the school environment and developing the skills needed for academic success. As noted by a team of researchers, “the task of ‘integrating’ one’s identity is vastly more complicated for low-income youth and youth of color than it is for children who grow up within the social and behavioral norms of the dominant white, middle-class culture.”<sup>45</sup>

Afterschool programs, summer programs, intersessions, etc. can address this type of systemic inequity by (1) providing low-income youth and youth of color with opportunities to develop assets that are valued at school and (2) providing the time and space for students to challenge the ‘status-quo’ and reflect on inequitable distributions of resources that limit opportunity and constrain potential.<sup>46</sup>

**Research has proven that providing underserved students with more opportunity helps close the achievement gap.** For example, in 2013, a team of researchers found that higher afterschool participation among low-income students was associated with narrower gaps in math achievement between

## A Middle Income Child...

- Spends 3,060 more hours by 6th grade in after-school and extra-curricular programs than a child in poverty
- Will spend 1,080 more hours by 6th grade in a summer program than a child in poverty
- Has likely spent 245 more hours by 6th grade visiting zoos, museums or other enriching activities during the summer than a child in poverty.
- Is eight times more likely to attend camp or another summer out-of-school time opportunity than a child in poverty.

(For more information, see <http://www.expandedschools.org/policy-documents/6000-hour-learning-gap>)

<sup>44</sup> Auger, A., Pierce, K. M., & Vandell, D. L. (2013). Participation in out-of-school settings and student academic and behavioral outcomes. Manuscript in preparation.

<sup>45</sup> Farrington, C., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T., Johnson, D., & Beechum, N. (2012). Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review. The University of Chicago consortium on Chicago School Research. Retrieved from <https://consortium.uchicago.edu/sites/default/files/publications/Wallace%20Report.pdf>. Pg. 31.

<sup>46</sup> Ibid.

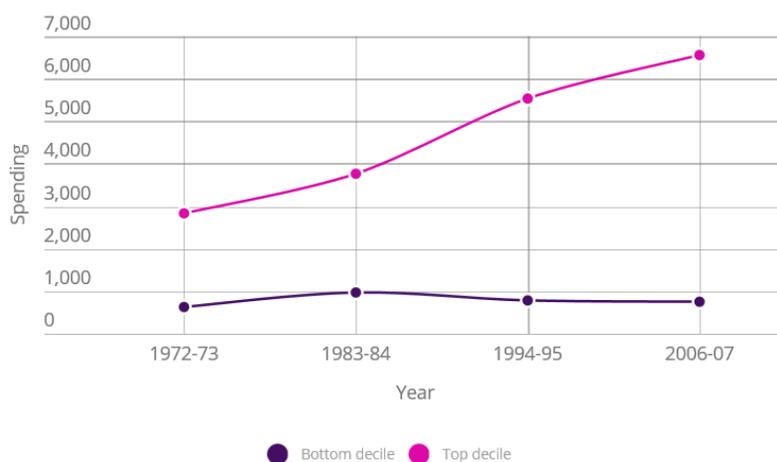
low-income students and high-income students.<sup>47</sup> In contrast, the achievement gap is wider for students who rarely participated in afterschool activities (see [Figure 4](#)).

In addition to academic success, consistent participation in afterschool programs led students to develop positive non-cognitive skills, such as reductions in school absences and improvements in behavior outcomes (e.g. aggression).<sup>48</sup> When students report having positive experiences in their afterschool program, teachers report gains in the classroom, such as better work habits, stronger task persistence, and pro-social behavior with peers.<sup>49</sup>

Although providing expanded opportunities to underserved students has proven successful, the current system does not foster equitable opportunities. As Figure 10 shows, parental income is one of the primary factors determining who gets to participate in enrichment activities and to what extent they participate.

**FIGURE 10. PARENTAL SPENDING ON EXPANDED LEARNING OPPORTUNITIES<sup>50</sup>**

### Parental "Enrichment" Spending on Children



By the time they reach 6<sup>th</sup> grade, middle income students have likely spent 6,000 more hours learning than students born into poverty (see [Appendix 4](#)).<sup>51</sup> Learning gaps such as this arise when students are underserved, and lack educational opportunity, such as those described in [Appendix 4](#). Learning gaps are reflected by academic achievement gaps (see [Figure 6](#)).

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<sup>47</sup> Auger, A., Pierce, K. M., & Vandell, D. L. (2013). Participation in out-of-school settings and student academic and behavioral outcomes. Manuscript in preparation.  
<sup>48</sup> The Expanded Learning & Afterschool Project. (2013). Embrace Expanded Learning & Afterschool for the Future of our Youth. Retrieved from [http://www.expandinglearning.org/research/vandell/resources/VANDELL\\_K4.pdf](http://www.expandinglearning.org/research/vandell/resources/VANDELL_K4.pdf)  
<sup>49</sup> Ibid.  
<sup>50</sup> Kornrich & Furstenberg. (2013). Investing in Children: changes in parental spending on children, 1974-2007. Retrieved from <https://www.the74million.org/article/petrilli-when-only-some-kids-can-afford-summer-camp-why-we-must-close-the-enrichment-gap>  
<sup>51</sup> ExpandEDSchools. (2013). The 6,000-Hour Learning Gap. Retrieved from <http://www.expandedschools.org/policy-documents/6000-hour-learning-gap>

## EVIDENCE OF SUMMER LEARNING LOSS

In 2007, Alexander, Entwisle and Olson conducted a comprehensive longitudinal study of students in Baltimore Public Schools, showing the effects of summer learning loss from first grade through age 22. Key findings from this study include the following:

- High and middle income and low income youth makesimilar achievement gains during the school year, but during the summer, low income youth fall significantly behind inreading.
- By the end of fifth grade, low income youth are nearly three grade levels behind their more affluent peers inreading.
- Two-thirds of the ninth grade reading achievement gap canbe explained by unequal access to summer learning opportunities during the elementary school years. (Nearly one-third of the gap is already present when children begin school.)
- Early summer learning losses have later life consequences, including high school curriculum placement, whether kids drop out of high school, and whether they attend college.

Source: Alexander, Entwisle, Olson. (2007). *Lasting Consequences of the Summer Learning Gap*. *American Sociological Review*, 72(2): 167-180.

## SCHOOL YEAR CALENDAR MODIFICATIONS

On average, American students spend 180-days in school. The traditional school year calendar includes 12 weeks (60 week days) of summer vacation, in addition to a 5-day spring break and 10-day winter break.

***Although this is the norm across Washington and across America, there is no research to prove that a traditional school year calendar is the most effective structure.*** School year calendar modifications could include any or all of the following: (1) adding time to the school day; (2) adding days to the school year; (3) rearranging school breaks (e.g. balanced school year calendar); and/or (4) offering intersessions during school breaks. Supplementary education and/or systemic changes to the calendar can reduce summer learning loss for academicsuccess.

## SUMMER LEARNING LOSS

***On average, all students, irrespective of age, gender, socio-economic status, and race, lose academic skills over the summer.*** The majority of youth lose about two months of grade level equivalency in math during summer months.<sup>52</sup>

Reading loss, however, is much more dependent on the socio-economic status of a student: low-income students lose, on average, two to three months in reading achievement, while middle and upper-class peers tend to make slight gains (see Figure 11).<sup>53</sup>

***“Since it is low SES [socio-economic status] youth specifically whose out-of-school learning lags behind, this summer shortfall relative to better-off children contributes to the perpetuation of family advantage and disadvantage across generations.”***

- Alexander, Entwisle, and Olson

<sup>52</sup>Cooper, Nye, Charlton, Lindsay, Greathouse. (1996) The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review. *Review of Educational Research*. 66(3): 227-268.

<sup>53</sup> ibid

FIGURE 11. SUMMER READING LOSS BY SOCIO-ECONOMIC STATUS<sup>54</sup>



As a result, low-income students fall further and further behind their middle and upper-income peers every summer. The cumulative effect of disproportional learning loss among low-income students continues to widen achievement gaps year after year. By fifth grade, summer learning loss can leave low-income students 2.5 to 3 years behind their peers.<sup>55</sup>

#### BALANCED SCHOOL YEAR CALENDARS

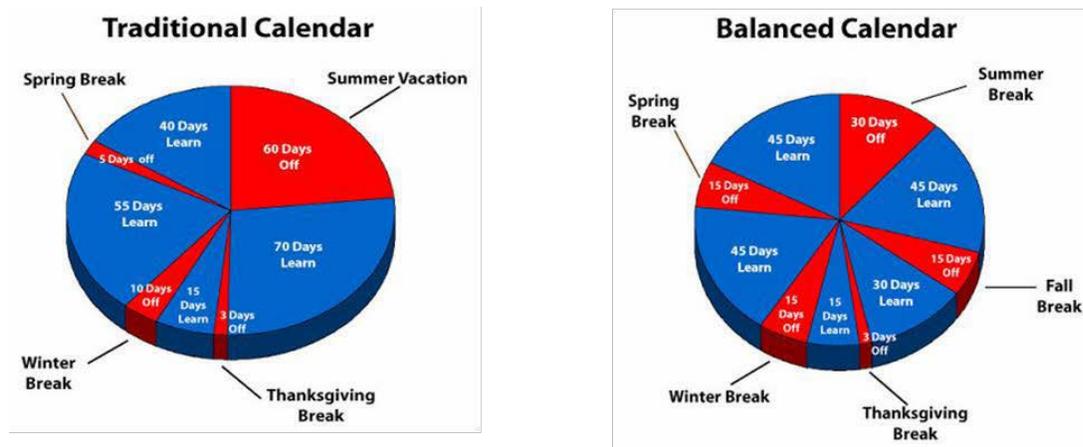
Switching to a balanced school year calendar is one of many ways to address summer learning loss (see Figure 11). Other ELOs, such as summer school and community-based programs can reduce summer learning loss, as well, however, these programs reach only a fraction of those students with the greatest needs. A balanced calendar, on the other hand, impacts every student in the school or district where it is implemented.

Figure 12 shows the structural differences between a traditional calendar and a balanced calendar. The Balanced school year calendar distribute the compulsory-to-attend days around the year so that learning, teaching, planning, partnerships, and play are balanced in the lives of students. Proponents argue this type of schedule is better for students because it reduces summer learning loss, which has been proven to not only negatively impact all students, but also perpetuate the opportunity gap (see [Summer Learning Loss](#)).

<sup>54</sup> Springboard Collaborative. (2014). The Problem. Retrieved from <http://springboardcollaborative.org/the-problem-2/>

<sup>55</sup> National Summer Learning Association. (2015). State of Summer Learning: 2015 State Policy Snapshot. Retrieved from: [http://www.summerlearning.org/wp-content/uploads/2016/06/NSLA\\_2015-State-Policy-Snapshot.pdf](http://www.summerlearning.org/wp-content/uploads/2016/06/NSLA_2015-State-Policy-Snapshot.pdf)

FIGURE 12. SCHOOL CALENDARS<sup>56</sup>



As of the 2011-2012 school year, 3,700 public schools across the nation operated on a balanced school year schedule.<sup>57</sup> The average number of school days for these balanced calendar schools was 189, nine more days compared to the traditional school year calendar. The majority of year-round schools serve low-income students: 60% of the schools had 50% or more of their students eligible for free or reduced price lunch.<sup>58</sup>

Although 4.1 percent of public schools in the United States have balanced school year calendars, research on the impact of this type of schedule is inconclusive with respect to test score data. As a team of researchers point out in a meta-analytic study in 2009, “a truly credible study of modified calendar effects has yet to be conducted”.<sup>59</sup> *From the studies that have been done, results show balanced school year calendars have either negligible or positive (never negative) effects on test scores.*<sup>60</sup>

For example, an evaluation comparing California public schools with traditional calendars to schools with balanced calendars found no difference in academic achievement between the two school types. However, only measuring academic performance “does not take into account other important educational goals such as the well-being of students and teachers, learning, development of creativity or social development.”<sup>61</sup> Thus, studies that evaluate the effects of balanced school year calendars need more holistic measures than ‘academic achievement’, such as social emotional learning, student attendance, and student behavior.<sup>62</sup>

Above and beyond test scores, balanced school year calendars provide more consistent schedules for students by reducing summer break, and providing intersessions throughout the year. Intersessions can

<sup>56</sup> National Association for Year-Round Education. (2015). Calendars: Traditional vs. Modified. Retrieved from <http://www.nayre.org/calendars.html>

<sup>57</sup> Skinner. (2014) Year-Round Schools: In Brief. Congressional Research Service. Retrieved from <http://fas.org/sgp/crs/misc/R43588.pdf>

<sup>58</sup> Skinner. (2014) Year-Round Schools: In Brief. Congressional Research Service. Retrieved from <http://fas.org/sgp/crs/misc/R43588.pdf>

<sup>59</sup> Cooper, Patall, and Allen. (2010). Extending the School Day or School Year: A Systematic Review of Research (1985-2009). *Review of Educational Research*, 80(3): 401.

<sup>60</sup> Wu & Stone. (2010). Does Year Round Schooling Affect the Outcome and Growth of California’s API Scores? *Journal of Educational Research & Policy Studies*, 10(1): 79-97.; Skinner. (2014) Year-Round Schools: In Brief. Congressional Research Service. Retrieved from <http://fas.org/sgp/crs/misc/R43588.pdf>; Cooper, Patall, and Allen. (2010). Extending the School Day or School Year: A Systematic Review of Research (1985-2009). *Review of Educational Research*, 80(3): 401.

<sup>61</sup> Wu & Stone. (2010). Does Year Round Schooling Affect the Outcome and Growth of California’s API Scores? *Journal of Educational Research & Policy Studies*, 10(1): 79-97, page 94.

<sup>62</sup> *ibid*

be used as vacation or utilized as instructional remediation and enrichment. This stability benefits all students, and especially benefits low-income students, students with special needs, and English language learners.<sup>63</sup>

## CONCLUSION

The Expanded Learning Opportunities Council is dedicated to increasing school, school district, and state capacity to plan, implement, and sustain expanded learning opportunities across Washington.

Expanded learning opportunities provide a platform whereby we can close opportunity gaps and academic achievement gaps for historically underserved students. As a state, it is our duty to support basic education and provide the necessary opportunities that enable every student to be prepared for career, college, and life.

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<sup>63</sup>Skinner. (2014) Year-Round Schools: In Brief. Congressional Research Service. Retrieved from <http://fas.org/sgp/crs/misc/R43588.pdf>

## GLOSSARY

### Achievement Gaps

Achievement gaps refer to the persistent disparity in academic performance between different groups of students (e.g. students from high-income households compared to students from low-income households). Achievement gaps are the product of an inequitable education system that has historically underserved particular groups of students (e.g. students of color). Thus, achievement gaps are the product of disparities in access to educational opportunities.

### Balanced School Year Calendar

A year-round school schedule, with a shorter summer break (6 to 7 weeks), and mini breaks (2 to 3 weeks), typically referred to as **intersessions**, spread through the remainder of one year.

### Every Student Succeeds Act

On December 10, 2015, President Obama signed the bipartisan [Every Student Succeeds Act](#) (ESSA). ESSA endorses principals of Universal Design for Learning (UDL) throughout, and encourages all states to (1) design assessments using UDL principles; (2) award grants to local education agencies; and (3) adopt technology that aligns with UDL.

### Expanded Learning Opportunities

Expanded learning opportunities are activities offered to students before or after school, during school, during intersession breaks, and/or during summer. Such opportunities build skills through hands-on learning, expanding upon (but not replicating) learning that happens during the regular school day (i.e. clubs, field trips, tutoring). In addition to school based programs, community-based organizations (CBO's) can also provide structured, intentional, and creative learning programs taking place outside of the school day.

### Extended Learning Time

Extended learning time refers to adding days to the school year or adding time to the school day, before and/or after school.

### Intersession

Intersessions refer to intervals of time between instructional sessions that can be used for expanded learning opportunities, such as remedial education, enrichment activities, and recreational camps.

### School Year Calendar Modification

Changing the traditional 180-day school year calendar format (see **balanced school year**) or by adding time to the school day or school year (see **extended learning time**).

### Summer Learning Loss

Research has proven that, on average, all students lose math, reading, and other learning skills over summer break. Learning loss is especially prevalent among low-income students, which further perpetuates the opportunity and achievement gaps. Offering **expanded learning opportunities** during the summer and/or switching to a **balanced school year calendar** are strategies used to reduce summer learning loss.

### Opportunity Gaps

Certain demographics of students have been historically underserved by the education system. Opportunity gaps refer to differences in access and opportunity to educational experiences.

Opportunity gaps contribute to an inequitable education system that has historically underserved certain demographics of students. Achievement gaps are the product of opportunity gaps.

### **Underserved Students**

The ELOC defines underserved students as students who have been historically marginalized by our education system, such as low income students, students of color, special education students, English language learners, homeless students, foster care students, recent immigrants, migrant students, and students in foster care. ELOs as part of Basic Education can help close opportunity gaps by providing underserved students with greater access to enriching learning environments and experiences.

### **Universal Design for Learning**

Universal Design for Learning (UDL) is a “set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.”<sup>64</sup>

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<sup>64</sup> National Center on Universal Design for Learning. (2014). What is UDL? Retrieved from <http://www.udlcenter.org/aboutudl/whatisudl>

## APPENDIX

### APPENDIX 1. COUNCIL MEMBERSHIP

Member	Organization	Title
<b>Pat Erwin</b>	Association of Washington School Principals	Principal, Lincoln High School, Tacoma School District
<b>Bob Butts</b> <b>Mona Johnson</b>	Office of Superintendent of Public Instruction	Assistant Superintendent Early Learning Director, Student Support
<b>MJ Bolt</b>	State Board of Education	Board Member
<b>Patrice Page</b>	Washington Association of School Administrators	Superintendent, North Kitsap School District
<b>Shannon Ergun</b>	Washington Education Association	ESL Teacher, Tacoma School District
<b>Jason Rothkowitz</b>	Washington State Parent Teacher Association	State Legislative Committee Member
<b>Mary Fertakis</b>	Washington State School Directors' Association	School Board Director, Tukwila School District
<b>Mark Bergeson</b>	Washington Student Achievement Council	Associate Director of Academic Affairs and Policy
<b>Bill Hanawalt</b>	Nonprofit Community-Based Organizations	Former Executive Director of Peace Community Center
<b>Jacob Clark</b> <b>Blickenstaff</b>	Pacific Science Center	Director of K-12 Engagement
<b>Jackie Jainga Hyllseth</b> <b>David Beard</b> <b>(alternate)</b>	School's Out Washington	Chief Program Quality Officer Policy and Advocacy Director
<b>Lisa White</b>	Spokane School District	Instructional Programs Director
<b>Leslie Herrenkohl</b>	University of Washington	Professor, Learning Sciences and Human Development
<b>Sheri Miller</b>	Washington Library Association	Youth Services Manager, Whitman County Library
<b>Jonathan Madamba</b>	Cultural Community-Based Organization, Asian Pacific Americans	Founder and Advisor, STEM Paths Innovation Network
<b>Adrian Almanza</b>	Northwest community Action Center	Safe Haven Site coordinator
<b>Dr. James Smith</b>	Commission on African American Affairs / Education Opportunity Gap Oversight and Accountability Committee	Commissioner

APPENDIX 2. WASHINGTON STATE QUALITY STANDARDS FOR AFTERSCHOOL AND YOUTH DEVELOPMENT

Domain	Guiding Principle
<b>Safety and Wellness</b>	Quality programs provide safe, healthy, and developmentally appropriate learning environments for all participants
<b>Cultural Competency and Responsiveness</b>	Quality programs respect and are responsive to the diversity of program participants, their families and community
<b>Relationships</b>	Quality programs develop, nurture, and maintain positive relationships and interactions among staff and participants.
<b>Youth Leadership and Engagement</b>	Quality programs promote a sense of purpose and individual empowerment in youth through opportunities to engage in a rich variety of experiences, participate in planning, and exercise choice and leadership.
<b>Program and Activities</b>	Quality programs offer a variety of activities that are active, developmentally appropriate, and culturally sensitive and enrich the physical, social, emotional, and creative development of all participants.
<b>Assessment, Planning, and Improvement</b>	Quality programs have policies and procedures in place that promote continuous improvement.
<b>Ongoing Staff and Volunteer Development</b>	Quality programs ensure competent, motivated, youth-centered staff and volunteers through effective orientation, training, and a philosophy that views professional development as a journey rather than a
<b>Leadership Management</b>	Effective organizations have a coherent mission, well-developed systems, and sound fiscal management to support and enhance quality programming and activities for all participants.
<b>Family, School, and Community Connections</b>	Quality programs establish and maintain strong, working partnerships with families, schools, and community stakeholders.

Source: School’s Out Washington. (2013) The Washington State Quality Standards for Afterschool and Youth Development Programs. Retrieved from <http://www.schoolsoutwashington.org/UserFiles/File/Quality-Standards-PDF-2-14-14-Final-web.pdf>

### APPENDIX 3. EXPANDED LEARNING OPPORTUNITIES FRAMEWORK

Key Components	Reasoning
<b>Strategic Plan</b>	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.
<b>Community Involvement, Engagement, and Collaboration</b>	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.
<b>Standards Based Academic Linkage and Enrichment</b>	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.
<b>Evaluation Criteria, Outcomes Data, and Success Management</b>	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 <a href="#">Washington State Quality Standards for Afterschool and Youth Development Programs</a> <sup>65</sup> to evaluate their outcomes and effectiveness.
<b>Program Quality</b>	Effective expanded learning opportunities are aligned to establish program quality standards as defined by the <a href="#">Washington State Quality Standards for Afterschool and Youth Development Programs</a> <sup>66</sup> . The Expanded Learning Opportunities Council adopted these standards for community-based organizations to use when providing expanded learning opportunities.
<b>Supportive and Positive Relationships</b>	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.
<b>Sustainability</b>	Sustainable funding and programming, as well consistent staffing are necessary components of the strategic plan of expanded learning opportunities providers.

<sup>65</sup>School's Out Washington. (2013). Quality Standards for Afterschool & Youth Development Programs. Retrieved from <http://www.schoolsoutwashington.org/UserFiles/File/Quality-Standards-PDF-2-14-14-Final-web.pdf>

<sup>66</sup> ibid

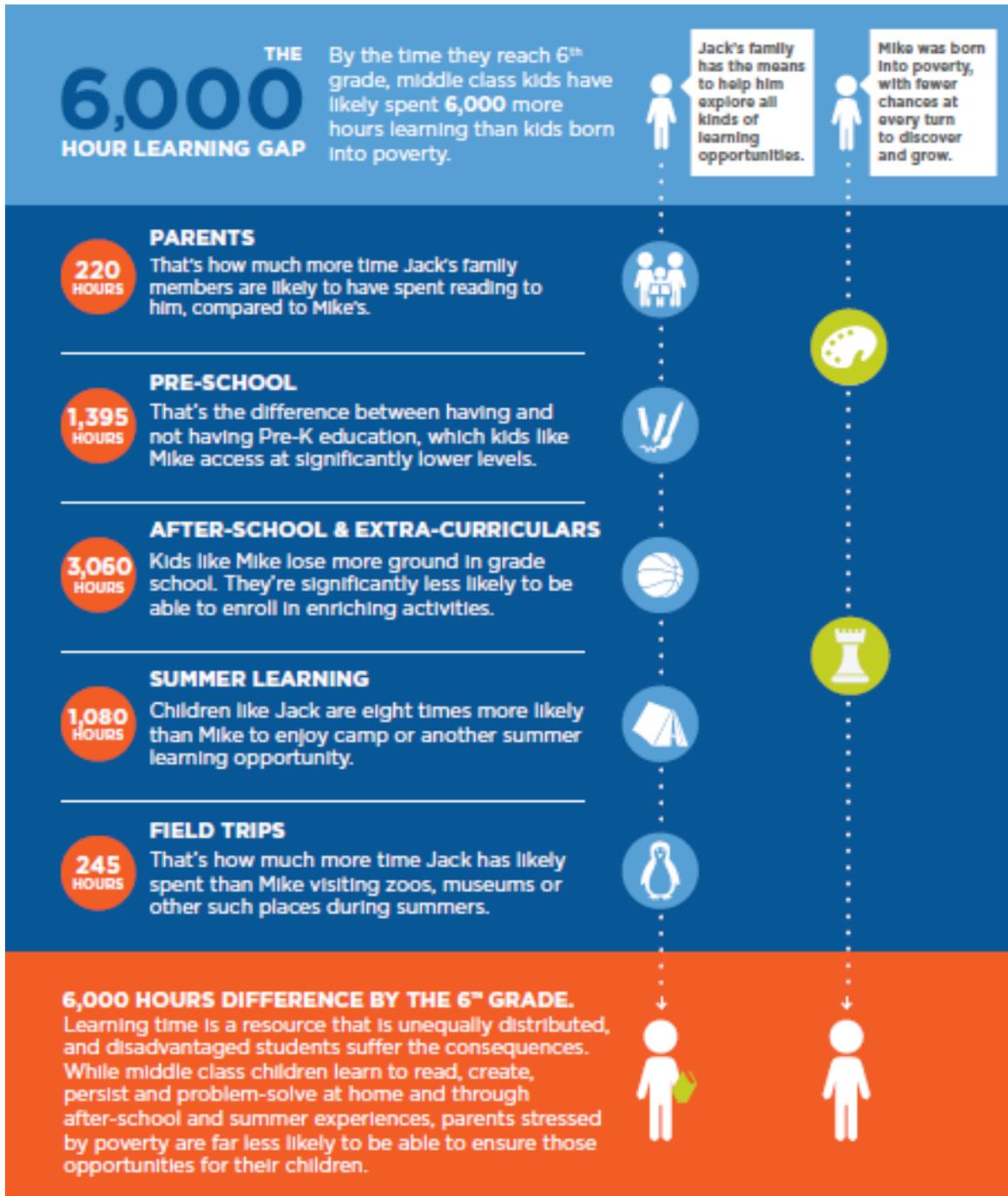
	Many community-based organizations require a development department in order to fundraise and seek additional grant funding to sustain their programs, which results both in diminished capacity to fulfill the program requirements and undue shifts in staffing and services. In order for expanded learning opportunities to be effective, they must address the sustainability of their programs.
<b>Funding</b>	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.
<b>Staff Qualifications</b>	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.
<b>Communication and Information Systems</b>	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.
<b>Governance Structure</b>	Accountability measures will be determined locally, meaning school districts will need to use the <a href="#">quality standards</a> <sup>67</sup> ( <a href="#">appendix 2</a> ) to identify program goals and appropriate indicators to track progress. To holistically track progress, each ELO program should identify program indicators (specific to what the program offers), as well as community indicators (considers impact on community wellbeing).

Source: Expanded learning Opportunities Council. (2015). Report to the Legislature, the Office of Superintendent of Public Instruction, and the Governor. Retrieved from <http://www.k12.wa.us/WorkGroups/pubdocs/ExpandedLearningOpportunitiesCouncil2015Report.pdf>

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<sup>67</sup> ibid

APPENDIX 4. THE OPPORTUNITY GAP



Source: ExpandedED Schools. (2013). The 6,000-Hour Learning gap. Retrieved from <http://www.expandedschools.org/policy-documents/6000-hour-learning-gap>

**APPENDIX 5. DETERMINING FUNDING AT THE DISTRICT LEVEL**

STEPS	SCHOOL DISTRICT EXAMPLE
<p><b>Step 1.</b> Multiply the district poverty percentage (percent of students on free and reduced lunch) by total district enrollment to determine ‘eligible students’.</p>	<p>1. Total district enrollment: 3,110 students</p> <p>2. Percent of students on Free and Reduced Lunch: 70.1%</p> <p><b>3. Eligible Students: 2,180 students</b></p> <p>(3,110 x .701 = 2,180 students)</p>
<p><b>Step 2.</b> Determine how many certified instructional staffing (CIS) units are needed to provide ‘eligible students’ with 2 additional instructional hours per week in class sizes of 20. Note: there are 36 instructional weeks in a year and 900 instructional hours in a year.</p>	<p>1. Instructional hours per year: 72 extra instructional hours per year (2 hours per week x 36 weeks = 72)</p> <p>2. Sum of extra instructional hours eligible students receive: 156,960 hours (72 extra hours per year x 2,180 eligible students = 156,960)</p> <p><b>3. Staff Units Needed = 8.72 CIS Units</b></p> <p>(156,960 hours / 20 students per class / 900 instructional hours per year)</p>
<p><b>Step 3.</b> Calculate how much it will cost the state to pay these teachers for their extra hours, including insurance and payroll tax benefits.</p>	<p>1. Average teacher salary for school district: \$54,031</p> <p>2. Average salary when teaching 2 additional hours per week: \$56,652</p> <p>3. Subtotal Salary Cost for 8.72 Staffing Units: \$494,005 (8.72 staffing units x \$56,652 = \$494,005)</p> <p>3. Insurance Benefits: \$81,619</p> <p>4. Payroll Tax &amp; Benefits: \$105,670</p> <p><b>5. Total State Cost: \$681,332 allocated by the state to school districts for ELO programming</b></p> <p>(\$494,005 + \$81,619 + \$105,670 = \$681,294)</p>
<p><b>Step 4.</b> Calculate how much it will cost the district to pay these teachers for their extra hours. Note: School districts typically pay teachers a salary greater than what is provided by the state.</p>	<p>1. Total Salary Costs for District: \$550,101</p> <p>2. Total District Benefits Cost: \$203,420</p> <p>3. Total District Cost (without state funding): \$753,521 (\$550,101 + \$203,420 = \$753,521)</p> <p><b>4. Estimated District Cost above and beyond state funding: \$72,227 allocated by the school district for ELO programming.</b></p> <p>(\$753,521 [district cost] - \$681,294 [state funding] = \$72,227)</p> <p>*Note: Districts would not necessarily have to contribute to ELO programming.</p>

