

Decision Package

Agency: 350 – Supt of Public Instruction

DP code/title: Equity in Expanded Learning Opportunities

Budget period: 19-21 Regular Session

Budget level: PL

Agency RecSum text:

Not all students receive the support they need to succeed holistically in school. High-quality expanded learning opportunities can help close opportunity gaps and complement what students are learning. Expanded learning opportunities can occur inside or outside of the traditional school day and can enhance academic, experiential, and social-emotional learning. The Superintendent is requesting \$10,000,000 for a pilot program to allow school districts and tribal compact schools to extend or expand the school day or school year and share best practices, as well as staffing at the state level to administer the programs.

Fiscal detail: To be completed by budget staff

Operating Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
General Fund – State 001-01	5,000,000	5,000,000	5,000,000	5,000,000
Total Expenditures	5,000,000	5,000,000	5,000,000	5,000,000
Biennial Totals	\$10,000,000		\$10,000,000	
Staffing	FY 2020	FY 2021	FY 2022	FY 2023
FTEs	0.7	0.7	0.7	0.7
Average Annual	0.7		0.7	
Object of Expenditure	FY 2020	FY 2021	FY 2022	FY 2023
Obj A	55,000	55,000	55,000	55,000
Obj B	22,000	22,000	22,000	22,000
Obj E	15,000	15,000	15,000	15,000
Obj G	4,000	4,000	4,000	4,000
Obj J	5,000			
Obj N	4,899,000	4,904,000	4,904,000	4,904,000

Package description

Our K–12 education system is continually asked to do more without fundamental change in our school year or school day. The Office of Superintendent of Public Instruction (OSPI) has a vision of

dual language, comprehensive supports, core instruction, and multiple pathways for all students; and to achieve this, we must restructure the school day and year in order to best fit student needs.

Expanded learning opportunities create enriching experiences for students with activities that complement and support classroom-based instruction. Revised Code of Washington (RCW) [28A.630.122](#) defines expanded learning opportunities as:

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

The traditional school day and year may not be enough for all students to succeed in the 21st century. “Summer learning loss” is a phenomenon where students lose academic skills over the summer break. Summer learning loss affects all students, regardless of age, gender, socio-economic status, and race; however, the impact to students experiencing poverty is greater, as they typically do not have access to the same extracurricular learning opportunities as their more wealthy peers ([Expanded Learning Opportunities Council, 2017](#)).

Students tend to score lower on standardized tests at the end of the summer vacation than they do at the beginning of the summer unless their summer is enriched with educational opportunities ([Educational Resources Information Center, 2003](#)). Access to quality expanded learning opportunities during the school year and summer helps mitigate summer learning loss and improves academic learning, social-emotional growth, and provides opportunities for students to have experiences not regularly offered within the traditional K–12 experience. Expanded learning programs help schools move beyond the constraints of the regular day and embrace the opportunities the surrounding neighborhood has to offer by capitalizing on local resources, assets, and perspectives ([Afterschool Alliance, 2007](#)).

This request seeks funding to provide grants to up to four demonstration sites to expand or extend the school day or year with the goal of providing more time for instruction and opportunities for enrichment. Priority will be given to schools that are identified for support through the state’s K–12 accountability framework.

Funding may be used for locally-determined school year calendar modifications that will:

- Extend or modify the school day;
- Extend the school year calendar beyond 180 days;
- Support implementation of a balanced school year calendar [consisting 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]; or
- Provide additional programming and supports during the traditional summer break as a strategy for offsetting summer learning loss.

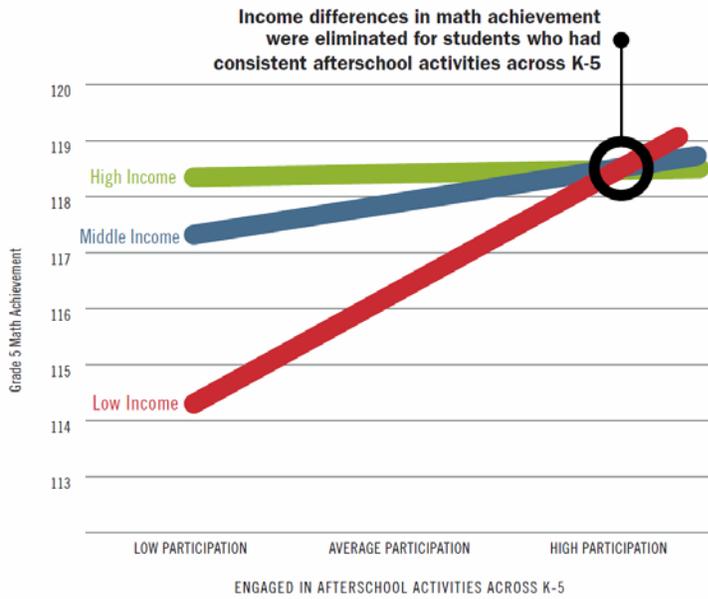


Figure 1. Grade 5 math achievement gap (Expanded Learning Opportunities Council, 2017 Annual Report).



Figure 2. Reading achievement trajectories for middle- and low-income students in kindergarten through 5th grade (Expanded Learning Opportunities Council, 2017 Annual Report).

What is the problem, opportunity or priority you are addressing with the request?

This request seeks to provide expanded learning opportunities to students who may not have equitable access to them. Providing access to expanded learning opportunities to all students, while giving priority to schools identified for support through the state’s K–12 accountability framework, is a strategy to close educational opportunity gaps. The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) defined the opportunity gap as “The systemic inequity in the education system that structurally disadvantages certain demographics of students (e.g., students of color, low-income students, and students with disabilities)” ([EOGOAC 2018 Annual Report](#), pg. 3).

A robust body of research indicates that additional time is key to improving student learning. This proposal is specifically aimed at closing opportunity gaps by allowing more time for instructional, experiential, and social-emotional learning.

The current capacity to implement and sustain expanded learning opportunities in Washington is inadequate and inequitable. Currently, providing expanded learning services involves a patchwork of independent efforts brought together by individual neighborhoods, schools, and non-profit organizations; funded by a medley of grants and other sources; and regulated by no single authority ([Expanded Learning Opportunities Council, 2017](#)).

What is your proposed solution?

Funding will provide grants to demonstration sites so they can increase the hours in the school day, add more days to the school year, or accommodate a balanced calendar to provide additional time for academic, experiential, and social-emotional learning. These grants would address the opportunity and learning by providing additional instructional time through models like the National Education Association ([NEA](#)) [Community Schools Model](#) and recommendations from the [Expanded Learning Opportunities Council](#). Funding will also provide 0.7 FTE at the state level to administer, monitor, and evaluate the grant program.

What are you purchasing and how does it solve the problem?

Grants to school districts:

This request will provide up to four school districts or tribal compact schools with grants of up to \$1.5 million each (based on available funding), prioritizing schools identified for support through the state’s K–12 accountability framework. The selected demonstration sites may use the grant funding to implement expanded learning for a whole district; a single school; a pathway of ‘feeder schools;’ elementary, middle, to high school within a district; all elementary schools within a district; or any combination thereof. The grants will fund a diverse group of districts that represent a variety of geographic locations, sizes, and student populations.

State staffing support:

This request seeks funding for 0.7 full-time equivalent (FTE) program supervisor at the Office of Superintendent of Public Instruction (OSPI) to administer, monitor, and evaluate the grant program. The 0.7 FTE’s role will be to assist school districts in planning the expanded learning program the districts design.

The 0.7 FTE will also be responsible for site visits throughout the year to collect qualitative data about the effectiveness of the program on student learning, school culture (including attendance and

discipline), teaching practice, and community support. Schools will be responsible for data collection, and the 0.7 FTE will compile and analyze the data and employ program evaluation using the Washington State Quality Standards for Afterschool and Youth Development. This evaluation and reporting will be critical when developing and measuring the impact of best practices the schools engage in. The 0.7 FTE will be responsible for sharing the best practices with other districts.

What alternatives did you explore and why was this option chosen?

This option was selected to provide a small-scale demonstration of a concept that is grounded in research on learning. OSPI will seek to expand the program in the future based on best practices and strategies for success that emerge from these sites.

The status quo creates unequal opportunities for learning most often based on family income level. This systemic inequity sustains the opportunity gap between students from wealthy families and students experiencing poverty. This a necessary step to ensure all students receive more time for instructional, experiential, and social-emotional learning.

Assumptions and calculations

Expansion or alteration of a current program or service

Not applicable.

Detailed assumptions and calculations

This request will fund grants for up to four demonstration sites to provide expanded learning opportunities. Total funding for the program is approximately \$4.9 million annually. Priority will be given to schools identified for support through the state's K–12 accountability framework. School districts must also have the capacity to implement expanded learning for a whole district; a single school; a pathway of 'feeder schools;' elementary, middle, to high school within a district; all elementary schools within a district; or any combination thereof.

Funding will also support a 0.7 FTE Washington Management Services (WMS) program supervisor to administer the grants and share best practices. Administrative costs are projected to be \$101,000 in FY 2020, including one-time office set-up costs of \$5,000. Ongoing annual costs are projected to be \$96,000.

Workforce assumptions

This request will support a 0.7 FTE Washington Management Service (WMS) Program Supervisor to administer the grants and share best practices. The salary is projected to be \$55,000 per year and benefits are estimated to be \$22,000 per year.

Strategic and performance outcomes

By providing more time for instructional, experiential, and social-emotional learning, this request aims to close opportunity gaps and supports the Results Washington K–12 goals related to student

success. Additionally, this request directly supports OSPI's long-term goal of every student having access to expanded learning opportunities to reduce summer learning loss and to increase learning.

Performance outcomes

Increased time devoted to learning (classroom-based or other) is integral to the success of students who either need supplemental support or specially designed instruction in order to access core instruction (e.g., students with disabilities and English learners) or who disproportionately face institutional barriers to academic and social-emotional success (e.g., students impacted by poverty and students of color). This request aims to increase opportunities for learning by modifying the school day or year to fit local needs and available resources. The intended outcome is to improve student academic and social-emotional success in a holistic way.

Other collateral connections

Intergovernmental

School districts and tribal compact schools that receive grant funding will be required to provide expanded learning opportunities for their students, collect and report data on program effectiveness, and share best practices.

Stakeholder response

Changes in the school calendar could affect parents, families, and community members.

Legal or administrative mandates

Not applicable.

Changes from current law

This request may require revisions or an addition to state statute.

State workforce impacts

School districts that implement expanded calendars will need to negotiate the terms of the additional hours or days with their bargaining units.

State facilities impacts

Not applicable.

Puget Sound recovery

Not applicable.

Other supporting materials

- [Leveraging the Power of Afterschool and Summer Learning for Student Success \(2013\)](#)
- [2017 Annual Report, Expanded Learning Opportunities Council](#)
- [The Value of Out-of-School Time Programs, RAND Corporation \(2017\)](#)
- [National Education Association: The Six Pillars of Community Schools Toolkit \(2017\)](#)

Information technology (IT)

Information Technology

Does this DP include funding for any IT-related costs, including hardware, software (including cloud-based services), contracts or IT staff?

No

Yes

Please download the [IT-addendum](#) and follow the directions on the bottom of the addendum to meet requirements for OCIO review. After completing the IT addendum, please upload the document to continue.