

2018

Expanded Learning Opportunities Guide

TOOLKIT FOR SCHOOL DISTRICTS IN WASHINGTON
BY: THE EXPANDED LEARNING OPPORTUNITIES COUNCIL

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BACKGROUND

What are Expanded Learning Opportunities?



Source: Boys & Girls Club of the Olympic Peninsula. (2017).

Expanded learning opportunities (ELOs) provided by schools and community based organizations (CBOs) create enriching experiences for youth after-school and in the summer with activities that complement and support classroom-based instruction. Examples of ELO programs 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. These types of opportunities provide students with diverse and engaging learning experiences that develop core social competencies

(e.g. self-efficacy) that contribute to success in academics and beyond. Schools, school districts, and CBOs can provide structured, intentional, and creative ELO programs that happen within or outside of school.

Key to any high-quality expanded learning opportunity is developing relationships, and providing experiences that directly link to what students are learning in the classroom and offer opportunities to explore career pathways. Opening the doors to potential job opportunities is key for youth of all ages, and particularly for middle and high school youth that are preparing for their future. For example, ELO programs could offer college preparation activities such as applying to and visiting colleges, developing positive study habits, and assisting with financial aid applications.

Only twenty percent of a child's waking hours are spent in school.¹ How children and youth spend the other eighty percent of their time can make a difference in educational and life outcomes. Much of that time could be utilized to support youth development both academically and socially.

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. It is important to start thinking about before school, after-school, and summer programs in a larger context and to recognize the value of positive youth development.

FOR OUT-OF-SCHOOL SYSTEMS TO BE SUCCESSFUL, THEY MUST INCLUDE ALL MAJOR PLAYERS—FAMILIES, COMMUNITIES, PRIVATE FUNDERS, LOCAL SCHOOLS, STATE AGENCIES, LEGISLATORS, BUSINESSES, AND COMMUNITY ORGANIZATIONS—AS DECISION-MAKERS AND PARTNERS IN THIS EFFORT.

Program and activity designs should always speak to the interests and needs of the children being served, and should include opportunities for youth voice and choice. Additionally, and critically,

¹ School's Out Washington. (2013). Why After-School Matters: How After-School Supports and Enhances Student Success. Retrieved from <http://www.schoolsoutwashington.org/documents/Why%20After-School%20Matters.pdf>

expanded learning opportunities should be culturally responsive and relevant, including decisions on staffing and physical location(s) of the program.

Why Expanded Learning Opportunities?

Expanded learning opportunities, such as afterschool programs, are important for all students, but are especially important for historically underserved students. Our current education system disadvantages certain demographics of students, as shown by the pervasive academic achievement gaps (see the [2017 ELOC Report](#) for data on Washington’s achievement gap).

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, families in the top 20% of income spent close to \$10,200 per year (in 2017 dollars) on enrichment for their children compared to families in the lowest income quintile, who spent around \$1,500 per year (in 2017 dollars). Therefore, affluent families spent up to seven times more on enrichment per year than lower-income families.² Moreover, by 6th grade, middle income students have likely spent 6,000 more hours learning than students born into poverty.³ In Washington, achievement gaps exist not only for low-income students, but also for students of color—regardless of income.

“The term ‘opportunity gap’ refers to systemic inequity in education that structurally disadvantages certain demographics of students (e.g. students of color, low-income students, and students with disabilities).”

-The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

EOGOAC. (2017). 2017 Annual Report: Closing the Opportunity Gap in Washington’s Public Education System. Retrieved from: <http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC2017AnnualReport.pdf>.

Expanded learning opportunities—which can be offered through afterschool programs, summer programs, intersessions, or during the school day itself—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.’⁴

Equitably providing ELOs will close opportunity gaps through enriching programs that allow students to develop academic and social competencies, preparing every student—regardless of background—for career, college, and life.

² The Hamilton Project at Brookings Institute. (2013). Enrichment Expenditures on Children. Retrieved from http://www.hamiltonproject.org/charts/enrichment_expenditures_on_children. Duncan, G. and Murnane, R. (Ed.). (2011). *Whither Opportunity? Rising Inequality, Schools, and Children’s Life Chances*. New York, NY: Russell Sage Foundation. Tables and figures accessed at: The Russell Sage Foundation. (n/d). Duncan Murnane Tables Figures. Retrieved from: https://www.russellsage.org/sites/default/files/Duncan_Murnane_Tables_Figures.pdf.

³ ExpandED Schools. (2013). The 6,000-Hour Learning gap. Retrieved from: <http://www.expandedschools.org/policy-documents/6000-hour-learning-gap>.

⁴ 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/Noncognitive%20Report.pdf>. Pg. 31.

THE EXPANDED LEARNING OPPORTUNITIES GUIDE

By: The Expanded Learning Opportunities Council

Updated: November, 2018

Introduction

Target Audience

The Expanded Learning Opportunities Guide is intended for school district staff interested in setting up, maintaining, and/or enhancing expanded learning opportunities for students in partnership with CBOs. The guide is built on a continuum, and is intended to encompass a wide range of information useful for school districts at all stages of the process.

Objectives

Objectives of the Expanded Learning Opportunities Guide include the following:

- Increase school districts' ability to implement and maintain quality expanded learning opportunities.
- Encourage partnerships between school districts, schools, CBOs, and local Educational Service Districts (ESDs).
- Increase innovative ELO practices in Washington
- Address the opportunity and access gap in education by providing expanded learning opportunities to students who need them most.

How to Navigate the Guide

This ELO Guide is a centralized resource for expanded learning opportunities in Washington. Hyperlinks to quality resources, programs, and research can be found throughout. We encourage readers to use it interactively. Refer to Figure 2 to determine which sections are applicable to your needs.

Resources

Best Practices

- OSPI LAP Best Practice Guides: <http://www.k12.wa.us/LAP/>
- Making the Most of After-school Time: http://www.naesp.org/resources/1/After_School/AfterSchoolPublication.pdf
- After-school Program Quality and Youth Outcomes: <http://www.expandinglearning.org/expandingminds/article/afterschool-program-quality-and-student-outcomes-reflections-positive-key>
- Effective Social and Emotional Learning Programs: <http://www.casel.org/guide/>
- Principles of Effective Expanded Learning Programs: [http://www.afterschoolalliance.org/Principles%20of%20Expanded%20Learning%20Programs Jan 2012\(2\).pdf](http://www.afterschoolalliance.org/Principles%20of%20Expanded%20Learning%20Programs%20Jan%202012(2).pdf)
- Commitment to Racial Equity: <https://www.schoolsoutwashington.org/pages/racial-equity-resources>

FIGURE 2. SUMMARY OF THE EXPANDED LEARNING OPPORTUNITIES GUIDE

TOPIC	Overview
Getting Started	Set district-wide ELO goals, form community partnerships, select ELO content, monitor and assess.
Program Quality	Learn about the importance of having quality standards. Learn about the Washington State Quality Standards for After-school Youth Development.
Funding	Local, state, and federal funding streams for ELO
ELO examples in Washington	Successful and innovative ELO practices in Spokane Public Schools and Lake Chelan School District



Source: 4-H Know Your Government, Pierce County. (2016).

Effective Practices

The ELO Guide includes numerous research-based practices concerning the following:

- Forming partnerships with CBOs.
- Choosing ELO content that fits the diverse needs of your student body.
- Implementing Quality Program Standards for all ELO programs offered.
- Tracking and monitoring progress of all ELO programs offered.
- Training ELO staff (volunteers and partners) in culturally competent practices.
- Ensuring all students have equitable access to ELO programs.
- Using diverse funding streams (e.g. grants, federal funds, state funds).

It is important to note that partnerships between schools and CBOs is not only a best practice, but also a cost effective way to deliver ELO programs on a large scale.

“In general, participation in structured activities has been found to be associated with gains in grades, academic achievement, work habits, and self-concept, and reductions in externalizing behaviors.”

Source: Auger, A., Pierce, K. M., & Vandell, D. L. (2013). Participation in Out-of-School Settings and Student Academic and Behavioral Outcomes.



Source: Geeking Out Kids of Color, SeaTac. (2018).

Getting Started

Expanded learning opportunities complement and support core learning that happens during the traditional school day. Connecting interactive and engaging activities (e.g. STEM, robotics, dance, outdoor education) to school day academic standards, behaviors, and habits can increase student engagement, broaden student perspectives, spark curiosity, and boost academic performance in school.

Forming partnerships is critical if school districts want to increase the capacity and reach of their expanded learning opportunities. School districts can offer after-school programs and summer school programs by collaborating with community based organizations, park systems, libraries, businesses, and others in the community. These community partners bring unique learning opportunities, mentoring, cultural competencies, relationships, and other resources that strengthen the districts delivery of expanded learning opportunities. Moreover, community partners can potentially take the lead in delivery of ELO. This is particularly helpful for after-school settings, as schools and their staff are often overstretched during this time.



Step 1. Set Expanded Learning Opportunity Goals

First, school districts must determine what their overarching goals for expanded learning opportunities are. Districts can have multiple ELO goals, but considering those that are most important will help you identify and select partners that align with your goals. Additionally, districts should identify early on their target population of students they want to serve. (Note: Once ESSA regulations are implemented, school districts can work to align their ELO goals to the new federal and state accountability measures).

The following questions can be used as initial discussion prompts. See [Appendix A](#) for a planning template. Answers to these questions should inform the priorities and goals you set for expanded learning opportunities within your school district.

When answering the following questions, make sure to use an equity lens. For a guide on using an equity lens, see the ELOC Equity Tool in [Appendix D](#). Too often, after-school programs are inaccessible to certain demographics of students, such as students with disabilities and low-income students. School

districts should work towards closing the [educational opportunity gap](#) by creating ELO programs that are easily accessible and culturally responsible to historically underserved students.

INITIAL DISCUSSION PROMPTS:

1. Is there a particular demographic of student we want to target? How will expanded learning opportunities decrease opportunity gaps?
2. Where are safe and healthy places students can go after-school (these places can inform the partnerships you create for the delivery of ELO)?
3. What are specific academic outcomes we can achieve through offering expanded learning opportunities? (e.g. helping third grade students who are not meeting standard in reading to receive additional reading instruction)
4. What are general academic and social emotional outcomes we can achieve through offering expanded learning opportunities? (E.g. college and career readiness, high level questioning, self-advocacy).
5. How can students engage in learning beyond the traditional school day and beyond the traditional academic curriculum? (E.g. physical fitness, hands on science, arts, etc.)
6. How can expanded learning opportunities enhance homework completion?
7. What types of mentoring programs are currently available to students? In what ways could students benefit from additional mentoring?
8. What types of cultural or ethnic specific learning opportunities could we offer?
9. What are social emotional learning targets we can incorporate into ELO programming?
10. Do we want to lead the delivery of our ELO or do we want a community partner to lead?

As expanded learning opportunities grow, district-wide goals should evolve into a joint conversation between the school district, schools within the district, community partners, students, and families.

It is critical in starting an ELO program to provide one to two goals to focus on. Once a program is off the ground and successfully targeting one or two goals, then consider adding additional goals. Many ELO programs struggle to get off the ground and have a desired impact because they are burdened by unrealistic expectations and too many goals.

Step 2. Form Partnerships

Community partners can assist with the delivery of ELO programs, offer unique learning opportunities, and build different types of relationships with students.

Once district-wide expanded learning opportunity goals have been established and the target population has been identified, school districts can begin to form community partnerships. Most communities have a variety of partners that can support and execute ELOs. The best way to amplify learning is to work with partners that can reach students in new and different ways. To be effective, partnerships must be intentional, tended to, and two-ways.

There is not one 'right way' to choose a community partner. Potential options include: (a) partners who already know the specific student population the school district wants to work with (e.g. a smaller ethnic-specific organization, a community based organization, or faith-based organization.); (b) partners that can deliver a specific service (e.g. STEM, art, drama); and/or (c) partners that can meet your desire for scale (e.g. ability for large scale roll out of ELO).

If the school district is struggling to generate a list of possible community partners, consider reaching out to local community foundations, United Way, chamber of commerce, or School's Out Washington. Another way to identify partners is talk to your students and families (where do they already go outside of school to spend time or for support?).

To help your thinking, here are some organizations/entities that school districts may choose to partner with:

- Non-profits including programs like the Boys and Girls Club, YMCA, and 4H
- Culturally-based organizations such as an ethnic community center or organization
- Library Systems
- Park Departments
- Businesses
- Colleges, Universities, and Vocational Schools
- Housing Authorities
- Faith Communities
- Community Clubs (Rotary, Kiwanis, etc.)
- Educational Service Districts
- Health Department
- Parent Teacher Association (PTA)

Creating Strong Partnerships

The [School and Community Partnership Toolkit](#) provides many tools and templates to support key partnership processes including data sharing, collaborative planning, continuous communication, and more.

The [Youth Development Executives of King County](#) (YDEKC) developed these tools and resources based on the experiences of a number of district-community collaborations in the South King County region.

Partners include:

- School districts involved in the Road Map Project (Auburn, Federal Way, Highline, Kent, Renton, Seattle, Tukwila)
- The Community Center for Education Results
- Puget Sound Educational Service District
- Numerous child and youth providers

Urban school districts likely have a bevy of non-profits and community partners to choose from, while smaller, more rural school districts may feel options are limited. Strategic planning and brainstorming will help every school district, no matter the size, identify compatible community partners. For example, rural school districts could collaborate with contiguous school districts or their Education Service District, enabling more opportunity for all students in the area.

MAKING ELO ACCESSIBLE TO ALL

Consider what additional support on staffing that will need to occur to be inclusive of students with disabilities. Reaching out to families, special education teacher and staff, and community-based organizations will help define appropriate programming. Additionally, program activities may be altered for inclusion and can benefit every student.

Resource: [Kids Included Together](#)



Source: YMCA Youth and Government, Olympia. (2016).

Step 3. Select ELO Content

The next step is for the school district and community partner to work together to select expanded learning content. During this time, the following should occur:

1. Review district-wide goals identified in [Step 1](#).
2. Share school district policies, background knowledge, and school jargon with partner organization(s).
3. Partner organization(s) share policies, background knowledge of the students they serve, and any culturally inclusive strategies their organizations use.
4. School district and partner organization(s) create objectives together. Parents and students should be included in this conversation.
5. Collaboratively select ELO content based on established objectives (see Figure 3).

FIGURE 3. POTENTIAL ELO OFFERINGS

ELO Objective	ELO content examples
Academic Support	<ul style="list-style-type: none">• Science• English language support• Learning via technology
Social Emotional Support	<ul style="list-style-type: none">• Leadership skill building• Confidence and teamwork• Mentoring
Life Skills	<ul style="list-style-type: none">• Career pathways• College exploration• Dance

By setting goals and selecting ELO content with your community partner, you can build strong and healthy relationships from the beginning. This collaborative process also offers an opportunity to clearly identify the roles for the school district, school, and community partner(s), helping to ensure high-quality programming.

Step 4. Monitor and Assess

Are your expanded learning programs meeting the goals you created in [Step 1](#)? Are your partnerships with CBOs effective? How can these partnerships be enhanced? Are ELOs accessible to targeted groups?

Assessments on how ELO programs are doing at an individual and systems level needs to be done routinely. These assessments should be based on the district and/or program goals and align to the quality standards (see [Program Quality](#)). The monitoring and assessment process should always be done in collaboration with partnering CBOs, students, and families.

This four-step process should be cyclical: Based on the collaborative assessment of the district wide ELO system, goals may need to be redefined, partnerships may need to be tailored, and ELO content may need to change. It is important to note that communities, students, families, and partners should be involved throughout the process.



Source: White Salmon 21st Century Community Learning Center. (2017).

Program Quality

Adopting Quality Standards

High quality programming is dependent upon high quality program standards. In this section, you will learn about the Washington State Quality Standards for After-school and Youth Development, why these standards are important, and how you can adopt and implement these standards to enhance your expanded learning program.

Program Quality Resources

Program Quality Standards:

<http://www.schoolsoutwashington.org/239/YouthProgramQuality.htm>

Quality Standards for After-school and Youth Development Programs:

<https://cdn.shopify.com/s/files/1/0515/3189/files/Quality-Standards-PDF-2-14-14-Final-web.pdf?6388612972077965549>

Building and Managing Quality After-school Programs:

http://www.sedl.org/afterschool/practitioners_guide_to_afterschool_programs.pdf

Making the Case: Quality After-school Programs Matter

http://www.niost.org/pdf/MSC_brief_Hall_Gruber.pdf

Tennessee Rural Program Guide:

<http://www.tnafterschool.org/developing-afterschool-programs-in-rural-areas-report.html>

CORE PRINCIPLES OF PROGRAM QUALITY

1. Program Quality Matters

High quality after-school and youth development programs are directly related to youth achievement of positive social, emotional, health, and academic gains.

2. Program Quality is Measurable

There is great consistency in what researchers find most effective for youth development programs, and many assessments of program quality use similar indicators.

3. Program Quality Can Be Improved

When programs focus on strengthening instructional practices aligned to indicators of quality, the quality of programs can be enhanced to produce better outcomes for youth.

High quality expanded learning programs positively influence social skill development, academic achievement, and risk reduction for the youth they serve.⁵

A variety of factors contribute to quality, however, research has proven that trained and skilled staff are essential for creating quality programs. Programs should never rely solely on a single staffer for knowledge of the program and its operation. ELOs should be a part of the district's fabric so that the program can continue if there are staffing changes. Staffing support is not limited to classroom teachers and may include, for example, CBO staff, school support staff, and youth development professionals. As is the case in classrooms, working with a diverse set of professionals is important given the

⁵ School's Out Washington. (2013). Quality Standards for Afterschool & Youth Development Programs. Retrieved from: <https://cdn.shopify.com/s/files/1/0515/3189/files/Quality-Standards-PDF-2-14-14-Final-web.pdf?6388612972077965549>

diverse make-up of the student body. Additionally, consider the role of teacher and staff unions, including janitorial, when planning staffing and program.

School’s Out Washington, in collaboration with expanded learning programs across Washington, developed the [Washington State Quality Standards for After-school and Youth Development](#) (see Figure 4). These standards are a set of field-developed, research-based guidelines. Standards are divided into nine domains with a series of strategies and best practices per domain. All nine domains were created based on input from expanded learning programs in Washington, nationally recognized best practices, and feedback from youth. The quality standards provide a set of clear and concise set of benchmarks programs should strive to meet. When the quality standards are implemented, safe, engaging, interactive, and youth-centered programs are born.

FIGURE 4. WASHINGTON STATE QUALITY STANDARDS FOR AFTER-SCHOOL AND YOUTH DEVELOPMENT

Domain	Guiding Principles
Safety and Wellness	Quality programs provide safe, healthy, and developmentally appropriate learning environments for all participants.
Cultural Competency and Responsiveness	Quality programs respect and are responsive to the diversity of program participants, their families, and community.
Relationships	Quality programs develop, nurture, and maintain positive relationships and interactions among staff and participants.
Youth Leadership and Engagement	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.
Program and Activities	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.
Assessment, Planning, & Improvement	Quality programs have policies and procedures in place that promote continuous improvement.
Ongoing Staff and Volunteer Development	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 destination.
Leadership and Management	Effective programs have a coherent mission, well-developed systems, and sound fiscal management to support and enhance quality programming and activities for all participants.
Family, School, and Community Connections	Quality programs establish and maintain strong, working partnerships with families, schools, and community stakeholders.

Quality expanded learning programs should not only adopt quality standards, but also have policies and procedures in place that promote continuous improvement. Aligned measurement tools create accountability systems and provide data to highlight strengths and plans for improvement.

The Washington State Quality Standards for After-school and Youth Development have two aligned assessment tools that provide data for programs to track quality improvement over time.

1. **Observational Program Assessment:** A research-based, nationally validated observational assessment of quality instructional practices.

2. **Management Assessment:** An interview with the site director on program management practices.

The data collected from these assessment tools drive decisions about professional development aligned to the quality standards. Based on this, [School's Out Washington](#) provides staff training and on-site coaching to increase staff use of instructional best practices. For more information, see [Washington Assessment for Youth Programs](#).

DATA SHARING

Sharing data is an important component to tracking student success. The [Family and Education Rights and Privacy Act](#) (FERPA) restrict sharing student data, as a means of protecting students and families. With the appropriate protocols and protections in place, student data can be shared with relevant programs and providers serving students. Information that could be useful for the ELO provider include grades, attendance, and behavioral reports.

The [Supporting Student Success Data Partnership](#) at the Puget Sound Educational Service District provides information and research on sharing data between districts, schools, and CBOs. School districts that have data agreements with community providers, such as and [Seattle Public Schools](#), can also be used as a resource. The ELOC has also provided a data [sharing agreement template](#).

Safety

A primary duty of any expanded learning program is to make sure kids have a safe and supportive physical and social emotional space. Ensuring programs at the school or off-site are insured and that playgrounds, buildings, etc. are up to modern health and safety standards are critical to ELO programming. Additionally, providing ELO staff with trainings and professional development related to social emotional learning, impactful adult-youth relationships, and cultural responsiveness is key to ensuring a child feels safe and welcome.



Source: *Afterschool All Stars, Renton/Skyway. (2018).*

Funding

Introduction

In order to achieve sustainability, school districts must use diverse funding streams for ELO programs. Funding sources include federal, state, local, and private funding. Braiding these sources is the most effective way to roll out a large scale ELO system. Additionally, partnering with CBOs is a cost-effective, sustainable practice. CBOs are typically able to tap into private funding sources (e.g. fundraising) whereas school districts have greater access to state and federal funding.

The information below offers background knowledge and describes opportunities regarding federal, state, local, private, and braiding funding sources.

Federal Public Funding

There are many federal funding opportunities through several departments including the U.S. Departments of Education, Justice, Agriculture, and Health and Human Services. The [Afterschool Alliance](#)⁶ and the [National Summer Learning Association](#)⁷ both provide information regarding these funding streams, including policy/funding updates. Below are some of the primary federal funding opportunities for expanded learning.

Every Student Succeeds Act and 21st Century Community Learning Centers

Title I

[Title I grants](#)⁸ help local educational agencies (LEAs) and schools to improve the educational experience for children who are failing or at-risk of failing and provide more opportunities for learning. Expanded learning opportunities are an allowable use of funds in Title I and are a great way to fund after-school and summer programs. Many districts in Washington are using this option and, as a result, can braid funding with other funding streams to maximize access and impact.

Title IV, Part A

Student Support and Academic Enrichment ([Title IV, Part A](#)) grants are intended to help improve students' academic achievement by increasing the capacity of states, LEAs, and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and support the effective use of technology. Grants are awarded to LEAs to implement programs and activities that are coordinated with other school and community-based services. As part of a well-rounded education, expanded learning opportunities are an allowable use of Title IV, Part A grant funds. Programming that provides enrichment opportunities that are interactive and engaging can help increase student engagement and support academic improvement. During the planning process, LEAs should consider both academic and social emotional learning outcomes for students.

⁶ Afterschool Alliance. (2016). Funding and sustainability: Prepare for the future. Retrieved from <http://www.afterschoolalliance.org/funding.cfm>

⁷ National Summer Learning Association. (2016). Resources for Communities. Retrieved from <http://www.summerlearning.org/summer-opportunity-project/resources-communities/>

⁸ Office of Superintendent of Public Instruction. (2016). Title I, Part A. Retrieved from <http://www.k12.wa.us/titlei/default.aspx>

Funding Sources

Grant Funding:

<http://www.schoolsoutwashington.org/196/GrantsFunding.htm>

Funding for Meals:

<https://www.schoolsoutwashington.org/pages/funding-for-meals>

Capacity Builder Mapping Tool:

<https://www.fns.usda.gov/capacitybuilder>

21st CCLC

21st Century Community Learning Centers (21st CCLC) is the only dedicated federal expanded learning funding stream. [21st CCLC is administered by OSPI⁹](#) in Washington and can fund, for up to five years, after-school and summer programs that serve primarily Title I students and offer programming that advances student academic achievement. Eligible applicants can include schools, CBOs, and public or private organizations. Grants are competitive and the awards are usually large enough to serve quite a number of students.

Academic, Innovation, and Mentoring

Academic, Innovation, and Mentoring (AIM) programs provide out-of-school time programs for youth ages 6-18 that include educational services, mentoring, and linkages to positive, pro-social leisure and recreational activities. State funded competitive grants are awarded to youth-serving nonprofits with a statewide network of eligible neighborhood entities to implement programs across multiple communities. Programs primarily target students who qualify for free or reduced price lunch and must combine academics and social emotional learning.

Child Care and Development Fund (CCDF)

School-age childcare is a potential option for expanded learning opportunities. This federal funding stream (supplemented with state funding) provides support to low-income families for children ages 5 through age 12. In Washington, the School-Age Child Care Program is administered through the [Washington State Department of Children, Youth and Families¹⁰](#). Families under the income threshold, and who meet other requirements, are eligible for subsidy. Programs that are licensed can be eligible to receive this subsidy which includes programs run by schools, non-profits, and for-profits.

Becoming licensed can be a barrier for districts that want to accept subsidy, however, a new law implemented in 2016 allows any program in a school building to be exempt for any of the licensing requirements relating to the physical space of the building and playground beyond what is already required for the building under school health and safety regulations. This hopefully eliminates a major barrier for schools and districts. [School's Out Washington¹¹](#) under contract with the Department of Early Learning to provide more information regarding subsidy and licensing.



Source: Children's Home Society of Washington. (2015).

⁹ Office of Superintendent of Public Instruction. (2015). Washington 21st Century Community Learning Centers. Retrieved from <http://www.k12.wa.us/21stCenturyLearning/>

¹⁰ Washington State Department of Children, Youth and Families. (2018). School Age Care. Retrieved from <https://www.dcyf.wa.gov/services/earlylearning-childcare/school-age-care>

¹¹ School's Out Washington. (2016). What's New. Retrieved from <http://www.schoolsoutwashington.org/index.htm>

United States Department of Agriculture – After-school and Summer Meals (CACFP/SFSP)

There is an opportunity provided by the federal government to ensure students have access to meals and snacks after-school and in the summer. If taken to a larger scale, these programs can actually generate a profit that can help fund other aspects of the expanded learning program.

After-school programs that provide educational and enrichment activities in low-income areas are eligible for the federal ‘At Risk Afterschool Meals Program’ through the USDA Child and Adult Care Food Program. This program provides reimbursement for up to one snack and one meal per day. Competitive sports teams are not eligible, but after-school programs that include a sports activity as part of their enrichment may be eligible. There is also a ‘Seamless Meals’ option for school districts. [OSPI is the lead agency¹²](#) in Washington and can help you find the right funding stream for your district.

For summer meals, the [Summer Food Service Program¹³](#) is a federal nutrition option that can fund summer meals for children and teens in low-income areas. OSPI is the state agency that administers this program. The federal Summer Food Service Program (SFSP) provides meals during May through September of traditional school calendar areas, and October through April whenever there is an unexpected closure and student vacations. Once schools, CBOs, and other locations such as housing projects, parks, and playgrounds are found eligible, they are able to provide free meals for all children under 18 as well as persons 19 and older with physical and mental disabilities.

12 Office of Superintendent of Public Instruction. (2015). Child Nutrition: Child and Adult Care Food Program. Retrieved from <http://www.k12.wa.us/ChildNutrition/Programs/CACFP/>

13 Office of Superintendent of Public Instruction. (2016). Child Nutrition: Summer Food Service Program. Retrieved from <http://www.k12.wa.us/ChildNutrition/Programs/SummerPrograms/default.aspx>

State Public Funding

Learning Assistance Program (LAP)

The [Learning Assistance Program¹⁴](#) (LAP) is a Basic Education funding stream that was created to serve students who are performing below standard in English/language arts (ELA) and math, or both – and students with severe behavioral issues can also qualify. Districts receive a certain amount of money based on the number of students not proficient in ELA and math.

There are requirements to how LAP funds may be spent. Each discipline – ELA, math, and behavior – has its own menus of best practices, which list of allowable uses of LAP funds. Expanded learning opportunities after-school and in the summer are an allowable use of funds in each discipline area. *Additionally, 5% of LAP funds may be used to a partner with a community-based organization – perfect for building partnerships and leveraging community resources to serve children and youth.*

While many schools and districts use LAP funds for expanded learning, be sure to follow-up with state and district LAP administrators for further information and clarification on the restrictions and requirements involving LAP.



Source: Associated Recreation Council, Jefferson Community Center. (2016).

No Child Left Inside

The [No Child Left Inside¹⁵](#) grant program was created to provide under-served students with more educational opportunities. According to the Washington Recreation and Conservation Office, funds are available for outdoor environmental, ecological, agricultural, or other natural resource-based education and recreation programs serving youth. After-school and summer programs are encouraged to apply.

Local Public Funding

Local District Levies

The use of levy funds is locally determined. Local levies were originally conceived to fund activities that support learning in and outside of the classroom, such as after-school programs. Due to funding challenges, many levies now go to support basic education functions and do not have much flexibility to allow for expanded learning funding.

A best practice to ensure ELO funding is to include expanded learning/after-school and summer programs into levy proposals. Lake Chelan’s after-school program did just that and now uses the levy to fully fund their after-school program (see [ELO Examples in Washington](#)).

¹⁴ Office of Superintendent of Public Instruction. (2016). Learning Assistance Program. Retrieved from <http://www.k12.wa.us/LAP/>

¹⁵ Washington State Recreation and Conservation Office. (2010). No Child Left Inside. Retrieved from <http://www.rco.wa.gov/grants/ncli.shtml>

City/County Funds

Cities and counties play a vital role in helping complete the public funding picture. Some localities fund expanded learning programs through Parks and Recreation budgets. This is a perfect point of partnership for school districts to leverage resources to ensure these programs are high-quality and linked to learning. Additionally, local funding streams can also support programming such as libraries and community centers, or obtaining an expanded learning-specific funding stream from the general fund of the local government.

Localities also have the ability to create additional levies to support children and youth. For over 25 years, Seattle's children and youth have benefited from the [Families and Education Levy](#)¹⁶ that provides funds for many supports students need to help them excel including expanded learning. In 2014, King County voters passed the [Best Starts for Kids](#)¹⁷ levy to provide children and youth with critical supports across the age span. While the implementation plan for Best Starts for Kids is still being finalized, expanded learning is expected to be a part of the package: voters have shown a willingness to support kids. A new levy created with community partners may be an option to explore.

Private Funding

Philanthropic Grants

Donors, including smaller community foundations, have demonstrated their willingness to support educational activities. The process of obtaining support can build community partnerships and buy-in. Even a small grant can help with start-up costs, provide materials, or even pay for things like camping and field trips. Philanthropic grants can be challenging given the often-short duration, and thus should be pursued intentionally in coordination with other schools, districts, and CBOs. Additionally, there must be a full understanding of the local implications in accepting any outside grants. With that in mind, these grants can still be a great spring board to show success and innovation while setting the stage for potential public funding to sustain an expanded learning program.

Partnership with Business, Community, and Religious Institutions

Many large companies have a philanthropic arm and are willing to partner on expanded learning. However, do not discount local businesses, community partners, and religious institutions. On the funding side, many of them are willing to help leverage public or foundational dollars, and could even be willing to sponsor a program. In regards to content, businesses, community partners, and religious institutions can also provide expertise and career pathways for students in an expanded learning program. Essentially, these caring adults can provide content to a program to bring it to life. The Afterschool Alliance has a [great set of toolkits](#)¹⁸ to help make business partnerships.

¹⁶ Department of Education and Early Learning. (2016). About the Families and Education Levy. Retrieved from <http://www.seattle.gov/education/about-us/about-the-levy>

¹⁷ King County. (2016). Best Starts for Kids. Retrieved from <http://www.kingcounty.gov/elected/executive/constantine/initiatives/best-starts-for-kids.aspx>

¹⁸ Afterschool Alliance. (2016). Connecting Business with Afterschool: Learn to Bring Businesses and Afterschool Together. Retrieved from <http://www.afterschoolalliance.org/fundingPartnerBusiness.cfm>

Braiding Funding Streams

Leveraging resources through braiding funding streams helps program sustainability. Some funding streams prohibit blending of funding or limit the demographics of students served, while other funders (public and private) require leveraging. Get to know the ins and outs of each funding stream and maximize opportunities by diversifying the portfolio of funding supports for expanded learning. For more information, check out OSPI's guide to maximizing the use of federal and state funds: [Unlocking Federal and State Program Funds to Support Student Success](#)¹⁹. Additionally, Spokane Public Schools leverages federal, state, local, and private funding for their expanded learning programs (see [ELO Examples in Washington](#)).



Source: Summer Academic Challenge – University of Puget Sound, Tacoma. (2017).

¹⁹ Office of Superintendent of Public Instruction. (2018). Component Four – Coordination and Integration. Retrieved from: <http://www.k12.wa.us/Title/Title/SchoolwideProgram/Integration.aspx>

ELO Examples in Washington

Spokane Public Schools

[Spokane Public Schools](#) supports many types of expanded learning programs across elementary and middle schools that are free to kids and offer some choices based on students' needs and interests. The district supports the costs of the program through LAP and Title I. Materials and professional development are funded by partnerships and external funders, such as child care subsidy, local companies, and foundation support.

One type of programming offered is the robotics out-of-school time program at each elementary and middle school, which is either a First Robotics Lego team or a Lego club, or both. The program is funded by the district- OSPI grants pay for registration. Lisa White, who oversees expanded learning for Spokane Public School, wrote over fifty small and large grants to support this program. When combined with other district funds, Spokane School District was able to send 44 teams to compete in regional and state robotics competitions.

Another program example is the computer science after-school program with a Kindergarten-3rd grade model and 4th-6th grade model. The goal is to get students started young with technology and use the after-school and summer space to help make that happen.

The goal of the Spokane model is to make expanded learning guaranteed and viable so that all students, regardless of what school they attend, can access expanded learning opportunities and develop a lifetime passion for learning and staying active.

Lake Chelan School District

Lake Chelan School District in rural Chelan Valley has a mighty expanded learning program called Afters, which is made up of two distinct programs that run after-school.

Target Afters is an academic intervention for early elementary students behind in reading and older elementary students behind in math, middle schoolers get individualized help with homework and assignments. The curriculum is developed by teachers and includes bilingual instructors due to the many English-Language Learners in the program.



Source: Associated Recreation Council. Jefferson Community Center Summer Program. (2015)



Source: Wenatchee 21st Century Community Learning Center. (2015).

The second program is called Afters Enrichment which is open to the entire elementary school twice a year for a six week period. Students choose from a variety of enrichment classes that expose fun and unique activities offered by paid staff made up of teachers and community members. Classes include ceramics, sewing, junior rangers, and much more. Rosey Burkhard, Program Director, credits the success of Afters to a strong relationship between school district and the community that surrounds it. In fact, Afters is able to demonstrate success in its own report card as data shows students attending more than 30 days have greater achievement.

Afters is free to students and offers free transportation. Funding for Afters originated from a federal 21st Century Community Learning Center grant through OSPI. During the tenure of the grant, the district decided it might be more beneficial to pay for the program itself, so it went to voters. This small community passed the levy which funded several programs including the Afters program. The district credits this victory with being in constant communication with both parents and community on its programs and successes as well as bringing the community into the program.

Conclusion

The ELOC seeks to establish a sustainable high quality statewide system that integrates learning across the day, across the year, and across a student's lifetime. It is the hope of the ELOC that this guide serves as a valuable resource to school districts seeking to initiate, develop, and/or sustain expanded learning opportunities.

Appendix A. Expanded Learning Opportunities Planning Template for School Districts

A. Initial Discussion Prompts

1. Is there a particular demographic of student we want to target? How will expanded learning opportunities decrease opportunity gaps?
2. Where are safe and healthy places students can go after-school (these places can inform the partnerships you create for the delivery of ELO)?
3. What are specific academic outcome we can achieve through offering expanded learning opportunities (e.g. helping third grade students who are not meeting standards in reading to receive additional reading instruction)?
4. What are general academic and social emotional outcomes we can achieve through offering expanded learning opportunities? (E.g. college and career readiness, high level questioning, self-advocacy).
5. How can students engage in learning beyond the traditional school day and beyond the traditional academic curriculum (e.g. physical fitness, hands on science, arts)?
6. How can expanded learning opportunities enhance school work completion?
7. What types of mentoring programs are currently available to students? In what ways could students benefit from additional mentoring?
8. What types of cultural or ethnic-specific learning opportunities could we offer?
9. What are social emotional learning targets we can incorporate into ELO programming?
10. Do we want to lead the delivery of our ELO or do we want a community partner to lead?
11. How will this work increase school attendance?

B. District Wide Expanded Learning Opportunities Objectives

Based on the answer to part A, set one to three district-wide goals you hope to achieve through offering expanded learning opportunities.

ELO GOALS	DESIRED OUTCOMES	THEORY OF CHANGE	TARGET POPULATION
1.			
2.			
3.			

C. Forming Community Partnerships

Based on the goals set in Part B, brainstorm potential community organizations the school district could partner with. Examples include non-profits, culturally based organizations, libraries, business, Universities, Educational Service Districts, PTA, etc.

Potential Community Partners:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

D. Monitor and Assess

Create plan for how you will routinely monitor and assess ELO programs.

Appendix B: The Expanded Learning Opportunities Council

- [2014 REPORT](#)
- [2015 REPORT](#)
- [2016 REPORT](#)
- [2017 REPORT](#)

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.*

Mission: *Establish a sustainable high quality statewide system that integrates learning across the day, across the year and across a student’s lifetime.*

The Expanded Learning Opportunities Council (ELOC) was established in 2014 under [Second Substitute Senate Bill 6163](#)²⁰. The ELOC is tasked with creating a statewide comprehensive expanded learning system that will help define and coordinate expanded learning opportunities (ELO) across Washington. More specifically, “the council shall provide a vision, guidance, assistance, and advice”⁵²¹ pertaining to the following:

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

When formulating recommendations, the ELOC shall:²²

- 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 ELO.
- Address summer learning loss.
- Provide academic supports.
- Build strong partnerships between schools and CBOs.
- Track performance of ELOs in closing the opportunity gap.

During the duration of the council, the ELOC wrote five reports to the Legislature, and completed its work in 2018. In 2014, the ELOC adopted the [Washington State Quality Standards](#)²³, 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 [Program Quality](#) for more information).

²⁰ 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>

²¹ Ibid.

²² Ibid.

²³ 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>

Appendix C: Examples of Expanded Learning Opportunities in Washington

- [The Foundation for Academic Endeavors](#)
The Foundation for Academic Endeavors is a faith-based organization that operates a summer program in the Skagit Valley predominantly attended by Latino children and youth whose parents work in the agricultural industry. Through a partnership with Mount Vernon's Skagit Valley College, the summer program takes place on the campus exposing participants to the arts, STEM, and literacy all while helping them to see a future for themselves in college and beyond.
- [Northwest Community Action Center](#)
Northwest Community Action Center receives funding through the 21st Century Community Learning Center Program supporting expanded learning opportunities in eight school districts in the Yakima Valley. Through these programs, children and youth in communities such as Toppenish, Mabton and Zillah participate in academic enrichment, youth development activities, drug and violence prevention programs, art, music, technology education programs, and character education programs designed to complement the school day and enhance their learning and development.
- [WSU Extension 4H](#)
4-H is the nation's largest youth development organization and touches nearly every corner of Washington State. 4-H reaches out to kids and their families to build skills for real life with over a hundred different hands-on projects offered in STEM and other areas.
- [Refugee Women's Alliance \(REW\)](#)
Through the Refugee School Impact Grant, REWA works with resettled refugees in King County providing youth with academic and emotional support. REWA also helps connect refugee students and their families to the community and assists with aspects of resettlement including housing and youth employment.
- [East African Community Services](#)
East African Community Services offers after-school and summer programming that is culturally responsive to the East African immigrant and refugee community in King County. By providing culturally appropriate learning spaces for East African children, youth and families, EACS aims to improve the youth participant's academic performance while connecting to families and creating a space to foster culture identity.
- [Southwest Washington Child Care Consortium](#)
Run out of Educational Service District 112, the Southwest Washington Childcare Consortium was one of the first community-run childcare systems in the United States. Today, this effort is recognized as one of the "best and brightest" examples of local, state and federal government programs addressing childcare for all ages.
- [Oasis Youth Center](#)
Located in Tacoma, Oasis works to provide a safe space for LGBTQ youth by creating a safe place to learn, connect, and thrive. Oasis envisions a world in which LGBTQ youth are valued in the community as strong, creative leaders. Oasis is a youth-adult partnership in which young people and adults come together for shared teaching, learning and action.

Appendix D: Racial Equity Tool

OBJECTIVE

The purpose of the racial equity tool is to gain a deeper understanding of how policies, programs, or practices of an organization will or will not advance racial equity for expanded learning opportunities serving K-12 students in Washington. By using the guiding equity lens questions, leaders seek to (a) Provide a common vocabulary and protocol for evaluating policies, programs, and decisions for racial equity and (b) produce and advocate for policies, programs, and practices which result in more equitable outcomes.²⁴

PROCESS

1. Use the Background Questions to review the proposed policy, program, or practice.
2. Reach out to key stakeholders and collect feedback.
3. Answer the Guiding Equity Lens Questions.
4. State a clear analysis and position on how the policy, program, or practice does or does not advance racial equity in Washington's K-12 public school system.
5. Share findings with key stakeholders.

BACKGROUND QUESTIONS

1. What is the proposed policy, program, or practice and what is its purpose?
2. What organizations, agencies, or groups promote this policy, program, or practice?
3. Does the policy, program, or practice promote racial equity and cultural responsiveness? If so, how?
4. What does the data related to the policy, program, or practice tell us about its impact on communities of color?
5. Is there a funding source attached to the policy, program, or practice? Explain.

GUIDING EQUITY LENS QUESTIONS²⁵

1. Who are the racial/ethnic groups affected by this policy, program, practice or decision? What are the potential impacts on these groups?
2. Does this policy, program, practice or decision ignore, or worsen existing disparities or produce other unintended consequences?
3. How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

²⁴ Portland Public Schools (2018). Racial Equity Lens. Retrieved from: <https://www.pps.net/Page/2305>

²⁵ Ibid.