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# Washington's Expanded Learning Opportunities

The Promise of a  
Systems Approach

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**Table 1. List of Acronyms and Terms**

ACRONYM/TERM	DESCRIPTION
<a href="#">21st Century Community Learning Centers</a>	<b>21st Century Community Learning Centers</b> are funded through the federal grant, <a href="#">Title IV Part B</a> . The programs are designed to provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer recess). In Washington State, Office of the Superintendent of Public Instruction oversees these programs.
<a href="#">CCA</a>	<b>Child Care Aware of Washington</b> is the state's not-for-profit child care resource and referral network that provides information and support for families seeking quality child care, child care programs seeking to improve quality, and effective policymaking. CCA has served as the statewide intermediary, providing training, technical assistance, and coaching in Early Achievers (the QRIS for birth-to-five programs). CCA provides coaching for both Early Achievers and for the school-age Expanded Learning Opportunities (ELO) Quality Initiative Pilot.
<a href="#">Cultivate Learning</a>	<b>Cultivate Learning</b> —a project of the University of Washington—is a partnership between the University of Washington, the Office of Head Start, the Washington State Department of Children, Youth, and Families (formerly the Department of Early Learning), Child Care Aware, and other stakeholders in Washington State. Cultivate Learning leads research, supports educators by developing tailored coaching and supports, and implements quality initiatives. Cultivate Learning acts as the bridge between research and practice, and delivers guidance and expertise in multiple aspects of early learning and Expanded Learning Opportunities. Notably, Cultivate Learning led the research for the <a href="#">ELO Quality Initiative Pilot</a> .
<a href="#">DCYF</a>	The <b>Department of Children Youth, and Families</b> (DCYF) in Washington State was created July 6, 2017 <sup>1</sup> when the state merged the Department of Early Learning (that had overseen the state's early learning and development programs) with several programs that had previously been overseen by the Department of Social and Health Services (DSHS), including the child welfare system. Currently, DCYF oversees programs and services for families, children, youth, and providers serving children from birth through young adulthood and by summer 2019 will administer programs offered by the Juvenile Rehabilitation Office and the Office of Juvenile Justice in DSHS. Programs include but are not limited to the child care subsidy program, foster care, child welfare, juvenile justice, child abuse and neglect programs, and the early learning and development professional development system.
<a href="#">DEL</a>	The <b>Department of Early Learning</b> in Washington State was the state agency responsible for programs and policies designed to support children's early learning and development, including child care, pre-kindergarten, and the statewide Quality Rating and Improvement System (QRIS). As of July 2018, the Washington Department of Early Learning became part of the newly formed Department of Children, Youth, and Families.
<a href="#">Early Achievers</a>	<b>Early Achievers</b> is the state's QRIS that is designed for programs serving children from infancy through kindergarten entry.
<a href="#">Early Start Act of 2015</a>	<b>Early Start Act of 2015</b> was approved by the Legislature and signed into law by Governor Jay Inslee. The Early Start Act focuses on improving access to high-quality early learning opportunities in Washington as a key path to improving outcomes in young children. The law states that, "School-age child care providers are exempt from participating in the Early Achievers program." But, the law included language authorizing the design of a plan to incorporate school-age child care providers into the Early Achievers program or "another appropriate quality improvement" and authorized \$1 million in state funding for the ELO Quality Initiative Pilot.
<a href="#">ELO</a>	<b>Expanded Learning Opportunities</b> refers to the child care and extracurricular sports, music, arts, and other enrichment activities for school-age children and youth that occur outside of the school day, including afterschool programs and summer learning. In Washington State, the Department of Children & Families, and the <a href="#">Department of the Superintendent of Public Instruction</a> oversee some expanded learning opportunity programs, the <a href="#">Raikes Foundation</a> provides funding for the ELO system, and <a href="#">Child Care Aware</a> , <a href="#">School's Out Washington</a> and University of Washington contribute to the ELO Quality Improvement Initiative.

<sup>1</sup> Legislation creating DCYF was enacted in 2017. The actual launching of the new agency occurred on July 1, 2018.

ACRONYM/TERM	DESCRIPTION
<a href="#">Expanded Learning Opportunities Quality Initiative Pilot</a>	<p>The <b>ELO Quality Initiative Pilot</b>, also referred to as the Expanded Learning Opportunities Pilot, was launched in 2016, with the ultimate goal of building a high-quality, equitable, accessible ELO system for Washington's school-age children and youth that connects to the early learning QRIS. The ELO Pilot began with the development and implementation of a study designed to capture the understanding of the quality of existing programs and the outcomes of coaching and tailored professional development on program improvement. The next phase was designed to examine the outcomes of coaching, create new opportunities for the field, and engage youth voices in defining ELO quality.</p>
<a href="#">MERIT</a>	<p>The <b>Managed Education Registry Information Tool (MERIT)</b> is Washington's professional development registry that was developed for early care and education providers participating in the state's QRIS, called Early Achievers. It also is used for ELO providers that are licensed.</p>
<a href="#">OSPI</a>	<p>The <b>Office of the Superintendent of Public Instruction (OSPI)</b> is the state education agency in Washington that oversees K-12 instruction. In Washington State, OSPI oversees the state's <a href="#">21st Century Community Learning Centers</a>.</p>
<a href="#">PQA or YPQA</a>	<p>The <b>Program Quality Assessment (PQA)</b> or <b>Youth Program Quality Assessment (YPQA)</b> is a validated instrument used to measure the quality of youth programs and identify staff training needs. It has been used in community organizations, schools, camps, and other places where youth have fun, build skills, and learn with adults. In Washington State, this assessment is used for ELO providers to assess their own quality, receive valid data, and receive tailored quality improvement supports based on their needs.</p>
<a href="#">QRIS</a>	<p>A <b>Quality Rating and Improvement System (QRIS)</b> is a systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs. According to the U.S. Department of Health and Human Services (DHHS), QRIS are similar to rating systems for restaurants and hotels in that they award quality ratings to early and school-age care-and-education programs that meet a set of defined program standards. By participating in a state's QRIS, early and school-age care providers embark on a path of continuous quality improvement. In Washington State, the QRIS, called Early Achievers, was designed for programs serving children prior to school entry. The state began developing the school-age QRIS in 2015.</p>
<a href="#">Quality Seal</a>	<p>Instead of providing a rating using stars or points, programs participating in the ELO Quality Initiative Pilot receive a Quality Seal that signals a quality level commensurate with youth outcomes. The <b>Quality Seal</b>, developed by Cultivate Learning during the ELO Pilot, is designed to provide incentives for the development or maintenance of high-quality ELO practices.</p>
<a href="#">Raikes Foundation</a>	<p>The <b>Raikes Foundation</b> is a family foundation in Seattle, WA. The foundation invests in youth-serving systems to make them more effective in supporting all youth, especially those who have been most marginalized. The Foundation focuses on three investment areas, both in Washington State and nationally: 1) leveraging the science of learning and development to advance a more equitable education system; 2) improving the quality of Expanded Learning Opportunities; and 3) preventing and ending youth homelessness. The Raikes Foundation provided \$2 million in funding for the ELO Pilot, building on almost \$8 million invested from 2009-2019 in ELO programs and quality improvement efforts in WA. The Raikes Foundation funded the study that resulted in this report.</p>
<a href="#">SOWA</a>	<p><b>School's Out Washington</b> is an independent not-for-profit organization that represents ELO programs. The organization provides technical assistance to enhance quality; grants, as well as advocacy and policy support, to increase access to high-quality ELO programs; and supports to address existing racial inequities in access to high-quality Expanded Learning Opportunities. It has served as the intermediary organization in the ELO Quality Initiative Pilot, assisting with the recruitment of sites, granting incentives to participants, and overseeing some of the coaching and professional development.</p>

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# Executive Summary

## What Washington Did and Why

Everyday, thousands of young people in Washington participate in programs outside of the school day and during the summer that provide them with opportunities to develop their skills, explore their passions and make positive connections with peers and adult mentors. This report examines how partners in Washington state took on a multi-year effort to ensure that programs across the state could achieve a high-bar of quality so that young people would be more likely to enjoy the potential benefits of these programs. Borrowing from many of the lessons learned from the Early Learning Quality Rating and Improvement System (QRIS), Washington sought to leverage the strengths of the QRIS and extend the quality system to serve school-age and youth in ways that propel the field forward.

## What Was Unique

**Washington documented improved outcomes of the ELO system through a rigorous evaluation of an ELO Pilot.** The University of Washington documented improvements in the quality of ELO programs and services for school-age children and youth. Stakeholders reported increased efficiency in providing ELO services, improvements in the delivery of quality improvement, positive outcomes for providers, and improved outcomes for the small number of children and youth who participated in the pilot. This laid the groundwork for scaling the effort.

**Washington designed and implemented a comprehensive systems approach to Expanded Learning Opportunities.** Rather than focusing narrowly on subsidized ELO programs, stakeholders applied lessons learned from the development and implementation of the Race-to-the-Top—Early Learning Challenge (RTT-ELC). That is, they started with a systems framework, rather than beginning

narrowly with one type of ELO program.

**Stakeholders focused on a singular vision of providing high-quality Expanded Learning Opportunities for all children and youth.** By focusing on this vision, stakeholders articulated a consensus definition of what constitutes high-quality Early Learning Opportunities.

**The Expanded Learning Opportunity system focused on continuous quality improvement as a cornerstone.** The system emphasizes coaching, tailored professional development, and the use of data for decision-making. Stakeholders designed the system to focus first on quality improvement rather than on ratings. This choice has resulted in initial ELO provider and stakeholder buy-in.

**The state combined public and private funding and stakeholder voices** for the ELO Pilot. The state also leveraged lessons learned from the development of a QRIS for younger children.

## What Other States Can Learn from the Expanded Learning Opportunity System

- **Strive for a unified vision of accessible, high-quality Expanded Learning Opportunities.** Conceptualizing and implementing an ELO quality improvement system, regardless of funding, programming, or even hours of operation, can address gaps in quality and opportunities.
- **Begin by focusing on quality improvement.** Using data, providing tailored coaching and professional development, and phasing in the new system have led to early success.

- **Leverage lessons learned from the conceptualization and implementation of other early childhood systems initiatives.** The state applied lessons learned and avoided pitfalls that were experienced in the development of Early Achievers—the state's early childhood QRIS. By doing this, the state garnered leadership and stakeholder voices early, supported the development of data to inform decision-making, provided examples of cross-program financing, and engaged in strategic communication from the inception of the effort.
- **Phase in a new system that uses research and evaluation to inform plans to sustain the momentum.** Building on the process of continuous quality improvement, state leaders recognized the need to use research and evaluation to provide feedback on successes and barriers. The focus on continuous quality improvement contrasts with previous efforts that included high-stakes accountability and ratings.

## What Work Remains

- **Sustained public funding is needed to support access to quality Expanded Learning Opportunities.** The ELO Pilot served only a small fraction of children and youth throughout Washington State with increased access to enhanced quality Expanded Learning Opportunities. Stakeholders recommended dedicated funding for enhanced quality, access, and infrastructure to support a robust ELO system.
- **A need exists for a state agency office that is authorized and funded to advance the ELO system.** Reaching the vision of high-quality, accessible, and equitable Expanded Learning Opportunities requires an office with a mission of focusing funding and policy attention toward achieving this vision.



# Introduction

Research shows that compared to children who do not participate, school-age children and youth who attend Expanded Learning Opportunities have improved school attendance, are more likely to participate in class, receive better grades, are less likely to abuse substances, and even demonstrate improved physical, social, and emotional development and well-being (Vandell, Pierce, & Karsh, 2011; Vandell, Reisner & Pierce, 2007).

**Studies demonstrate that the quality, intensity, and duration of Expanded Learning Opportunities make a difference in both the short term and longer term on student academic, social, and behavioral outcomes** (Mahoney, Vandell, Simpkins, & Zarrett, 2009; Vandell, 2012; Li & Vandell, 2013; Lee & Vandell, 2013; Vandell, n.d.).

Because of this research and the acknowledgement that quality learning and development is important for all children and youth in the state, in 2015, the Washington Legislature authorized a law that provided funding to support an ELO Pilot. It was designed to learn how to improve access to and quality of Expanded Learning Opportunities. At that time, many were concerned that school-age children in Washington—especially those living in poverty—lacked access to high-quality ELO services. However, no consensus definition of “high-quality” Expanded Learning Opportunity existed. Along with this, policymakers and practitioners lacked data to inform decisions about how to best support improved access to high-quality Expanded Learning Opportunities. A stakeholder group representing leaders working in all aspects of Expanded Learning Opportunities in the state employed a systems framework to the design of the ELO Pilot.

**The BUILD Initiative and the Raikes Foundation funded the development of this report to tell the story of how leaders and stakeholders in Washington State came together around a unified vision of accessible, equitable, and high-quality Expanded Learning Opportunities.** The report is based on a review of documents, interviews with 19 key informants in the state, and secondary analysis of data collected by the University of Washington (See Appendix A for details about the objectives, scope and methodology.) The purpose of the document is to share the story of promising aspects of the developing ELO system with Washington stakeholders and leaders in other states working to develop their own unified system of quality Expanded Learning Opportunities. The story presents the promising approaches, the lessons learned, and the next steps that stakeholders hope to take to continue to increase access to high-quality Expanded Learning Opportunities throughout the state.



**Box 1****About the ELO Quality Initiative**

The Washington State Legislature approved an ELO Pilot to explore how the state could support ELO providers serving children before and after school with training and resources needed for high-quality programming. The ELO Quality Initiative (formerly known as the Out-of-School Time Quality Initiative) was designed to build on the success of and lessons learned from the development and implementation of Early Achievers, Washington's Quality Rating and Improvement System (QRIS) for early childhood programs. Fifty ELO programs participated in the first year of the ELO Pilot and 60 participated in the second year. The ELO programs included licensed family homes and child care centers that served school-age children and families. These programs were from four counties and participated in Early Achievers, 21st Century Community Learning Centers, and other programs serving youth who were between the ages of five and 18 years.

The former Department of Early Learning (DEL)—now part of DCYF—worked with the Office of the Superintendent of Public Instruction (OSPI), School's Out Washington (SOWA), Child Care Aware of Washington, and the University of Washington on this effort. Collectively, they have provided training, coaching, and assessment support using the best national research on promoting youth outcomes.

[Source: Expanded Learning Opportunities Quality Initiative Report](#)



# The ELO Pilot Led to Improvements

The ELO Pilot has resulted in improvements at both the systems and provider level for children and youth.

Rather than starting with a programmatic approach, Washington supported the design and implementation of an ELO system by focusing on and leveraging the following elements: 1) Vision of Washington's High-Quality, Accessible, and Equitable ELO System; 2) Stakeholder Engagement; 3) Governance & Infrastructure; 4) Aligned Standards; 5) Evaluation of Data; 6) Professional Development; 7) Financing; 8) Advocacy. See Figure 1 below.

**Figure 1. Washington's Expanded Learning Opportunity System**



Analysis of key informant and qualitative data reveals that the approach has had a positive influence on:

- The ELO “system” as reported by stakeholders engaged in this study as well as evaluations of the ELO Pilot. The ELO system is comprised of a shared vision of the importance of high-quality Expanded Learning Opportunities, engaged stakeholders, governance, and infrastructure to support access to high-quality Expanded Learning Opportunities, aligned standards, evaluation and data used for continuous quality improvement, professional development, financing and advocacy.
- Those providing quality improvement coaching, professional development, and supports. Quality improvement providers include Cultivate Learning at the University of Washington, School's Out Washington, and Child Care Aware.
- ELO providers participating in the ELO Pilot as well as other agencies supporting children youth. (See Box 2.)

## Box 2

## ELO Pilot Outcomes Reported

## A. Systems-Level Outcomes Reported

Why was an ELO system needed? Prior to the ELO Pilot, no coherent system was in place to align the quality requirements for ELO services funded through the range of public and private dollars. Anecdotally, it appeared that access to high-quality Expanded Learning Opportunities for children and youth was based primarily on parents' ability to pay and where they lived. However, no systematic data existed about the quality of Expanded Learning Opportunities. A system was needed to better understand the range of ELO quality available, how to improve quality of Expanded Learning Opportunities, and how to knit together different funding streams to best meet the needs of all children and youth.

### How has the ELO Pilot influenced the system?

Analysis of data reveals that since the launch of the ELO Pilot, substantial systems-level progress has been made toward: a) a shared vision of the ELO system, a consensus definition of quality, and an understanding of the lack of access to high-quality Expanded Learning Opportunities in the state; b) enhanced alignment of standards; c) leveraging of existing capacities across state agencies, the university partner, child care and ELO organizations, and community networks to create higher

quality and accessible Expanded Learning Opportunities; d) a research-based approach to improving the quality of Expanded Learning Opportunities that was not simply based on programs receiving one particular type of public funding; and e) greater efficiency in supporting quality Expanded Learning Opportunities. Key informants reported on the benefits of the systems approach. One state-level key informant noted, "The creation of the school-age system for assessing quality didn't require as much funding as we needed for developing the QRIS for programs serving young children. We leveraged lessons learned in the development of that system. People in ELO systems across the nation are under-resourced and we need to think about spending money wisely to get a bigger bang for the buck. We were able to do that with the ELO Quality Initiative."

**What's next?** Stakeholders recommended that the state support: a) governance that will support high-quality, accessible Expanded Learning Opportunities across the state; b) financing to support the infrastructure and quality across all ELO programs; and c) engaging stakeholders from the public sector and K-12 settings to advocate for quality Expanded Learning Opportunities to support learning outcomes for children and youth.

## Box 2

## ELO Pilot Outcomes Reported

## B. Outcomes Reported by those Supporting Quality Improvement Activities

### Who was involved in supporting quality improvement activities for the ELO Pilot?

The ELO Pilot leveraged capacities that had been built in the creation of Early Achievers and in supporting Washington's existing ELO providers. Cultivate Learning at the University of Washington oversaw the coaching model supports to coaches, the creation of the quality improvement framework, data collection, and evaluation. Child Care Aware, the organization providing coaching for Early Achievers, provided coaching and quality improvement supports to ELO providers that serve younger children as well as school-age children and youth. And, School's Out Washington provided coaching, training, and support to ELO providers in school-age and youth development programs.

**What benefits to quality improvement providers were reported?** Quality improvement specialist interviewees working at Cultivate

Learning, Child Care Aware, and School's Out Washington reported that the ELO systems approach yielded benefits. Those engaged in providing quality improvement supports leveraged lessons learned in the creation of Early Achievers and reported avoiding potential pitfalls in the ELO Pilot. By leveraging the expertise and relationships of School's Out Washington, the ELO Pilot aimed to share insights across coaches and professional development providers working with both ELO and child care programs.

Stakeholders reported that coaching and tailored professional development helped coaches and ELO providers improve practices for engaging children and youth, increasing their safety, and supporting positive development. Two key informants reported that participation in both Early Achievers and the ELO Pilot led to a more tailored approach to quality improvement in Early Achievers, yielding improvements for both ELO programs and programs participating in Early Achievers.

## Box 2

## ELO Pilot Outcomes Reported

### C. ELO Provider Outcomes Reported

**Who was involved in the ELO Pilot?** Fifty programs from four counties participated in the ELO Pilot. These included licensed family homes and child care centers (that serve school-age children and families) already rated in Early Achievers, the QRIS for younger children; federally funded 21st Century Community Learning Centers; and both licensed and unlicensed ELO programs serving youth between the ages of five to 18 years.

**What did providers who participated in the Pilot receive?** Participating ELO providers received training, professional development opportunities, and weekly on-site practice-based coaching and virtual coaching. The evaluation team conducted ongoing data collection throughout the ELO Pilot to assess the outcomes of the quality improvement activities on program quality.

**What did the ELO Pilot evaluation find?** ELO providers who participated in the ELO Pilot demonstrated “significant changes in the overall quality in terms of offering safe environments and engaging with children and youth,” according to the University of Washington. Notably, “lower quality programs made the most substantial improvements.”

**What did ELO providers report?** ELO providers reported that they have a better understanding of how they can best support growth and development of the children and youth they serve. ELO providers feel they have a better understanding of quality and are now working to achieve higher quality. Providers interviewed for this report stated that participation in the ELO Pilot changed their understanding of the importance of their work in improving child and youth outcomes and gave them practical ways they could improve.

Directors of ELO programs also reported benefits. In the words of one director, “The Pilot helped programs shift from offering programs for youth to programs in partnership with youth. This empowered them with regard to their own growth and learning.” Another provider stated, “I honestly believe the ELO project is really beneficial to each and every child care program because it helps us to look outside the box to allow each individual child have a better day outside of school and have a better home life. So many children have such difficult lives and this initiative helps us better meet their needs.”

How did Washington State achieve these results and what work remains? A description of how Washington addressed each element through a systems approach is presented below. For more detail about the history of the ELO Pilot, see Appendix B.

## 1. Washington crafted a vision of an accessible, equitable, high-quality ELO system.

**Stakeholders began the ELO Quality Initiative by collectively developing a unified vision of improving the quality of Expanded Learning Opportunities for school-age children and youth in the state.** Key informants reported that they applied lessons to the ELO Quality Improvement Initiative that they had learned in the design and implementation of the early learning Quality Rating and Improvement System (QRIS) that was designed for programs serving young children. By engaging stakeholders representing each type of ELO program as well as groups interested in opportunities for school-age children and youth, the state crafted one unified vision of an ELO system applicable to all programs.

The stakeholder group conceptualized a system that focuses on the vision of increasing access to high-quality Expanded Learning Opportunities to school-age children and youth, regardless of the setting or how the program received funding. This study found that stakeholders provided similar reports of the vision of the system even though respondents represented different positions in the ELO system. Even though Washington stakeholders have different ELO roles, most key informants voiced a shared vision.



**Box 3****The ELO Pilot has Led to Shared Vision of High-Quality, Accessible Expanded Learning Opportunities**

**Who participated in the study?** Stakeholders who participated in the study included state agency leaders, statewide organizations representing Expanded Learning Opportunities, representatives from philanthropies, university partners, coaches, community leaders, directors, and professionals.

**What did study participants report?** Across roles, those engaged in the study reported a shared vision of creating a system to enhance the quality and accessibility of Expanded Learning Opportunities. For example, a member of the ELO Pilot Steering Committee reported that the vision of the ELO system is to create a system of accessible, equitable, and high-quality Expanded Learning Opportunities that works for the ELO professionals, stakeholders, children, and families. Similarly, a state agency leader reported, “What we are hoping to do is improve the quality of services across the board that will

lead to improved outcomes for children and youth including socio-emotional, cognitive, and behavioral skills. Long-term outcomes would be better school success for our population of kids and workforce development skills. We are looking first at the kids and children and quality practice and how to move the dial on that.”

Directors and ELO professionals reported that they now have a vision of high-quality Expanded Learning Opportunities and are striving to achieve it. Two providers reported that prior to participating in the ELO Pilot they believed they were providing quality care. However, after learning about how to best support children and youth, they had a different understanding of their roles and what they can do to support academic and developmental outcomes for the children and youth they serve. They now see the importance of a shared vision of quality for all ELO providers.

Rather than starting with each program's regulations and standards, the stakeholders began by focusing on the unified vision. They systematically reflected on how the state could achieve this unified vision and what needed to be in place to achieve this vision. Applying lessons learned in the design and implementation of the QRIS for young children, stakeholders identified the components of the system that needed to be leveraged to achieve the vision.

By employing a systems approach, the state was able to leverage existing resources to make progress toward the vision. One stakeholder summarized the importance of employing a comprehensive systems approach as follows: “The ELO Quality Initiative becomes the framework [through which] people across the state can universally see their piece and how they can hang their funding on it.”

Analysis of key informant data reveals the following lessons learned from articulating a vision of an ELO system:

- **Focus on the desired improved outcomes for all children and youth, the providers who are offering Expanded Learning Opportunities to them, the quality supports needed to enhance quality, and the delivery of accessible services to achieve desired outcomes.** One key informant articulated concerns that were similar to those voiced by over half of those interviewed, “You can’t ask participants to improve quality without the resources in place to move there.” By dedicating resources to both the quality supports and the services, the state could address this concern.
- **Employ an approach that engages all ELO programs, regardless of funding.** Multiple key informants reported that Expanded Learning Opportunities are not funded as a system but, instead, different public and private funding sources support separate programs. Focusing on the system creates more seamless opportunities for children and youth. One state leader provided a comment that was similar to reports by many others, “Children and youth aren’t built in segments like funding streams.” Developing a process of leveraging, maximizing, and braiding funds “behind the scenes” can create higher quality, as well as more seamless and accessible services for families.
- **Engage stakeholders representing all key ELO constituencies in crafting a unified vision that focuses first and foremost on children and youth.** Several key informants reported that the

success to date is, in part, a result of the focus on a unifying vision and system. Moving forward, it is important to continue to engage stakeholders in seeing the promise of an ELO system.

## 2. Washington engaged stakeholders in the design and implementation of the ELO system.

Washington convened a Steering Committee<sup>2</sup> and regularly engaged leaders from state agencies, stakeholders representing ELO programs (including associations representing child care as well as 21st Century Community Learning Centers), professional development providers, representatives of community coalitions, and non-vested voices such as volunteers from veteran’s associations, police organizations, and organizations concerned about children and youth. This Steering Committee engaged stakeholders to create a cross-system approach to understanding and improving ELO quality. See Appendix C for a full list of Steering Committee participants as well as a list of programs that participated in the ELO Pilot.

Key informants reported that they built on relationships established through the Race-to-the-Top—Early Learning Challenge (RTT-ELC) and other statewide initiatives. Starting early and focusing on true stakeholder engagement through the steering committee proved essential for the ELO Pilot’s success. One state-level key informant reported, “It was interesting having many of the same people working on Expanded Learning Opportunities who had been engaged in the high stakes and very intensive RTT-ELC grant. We had already spent time getting to know one another and had trusting relationships.” Key informants elaborated on the

<sup>2</sup> The Steering Committee included directors within the DEL, (which has now merged with the DCYF) and the OSPI; SOWA—the association representing after-school and out-of-school time providers; Child Care Aware of Washington (the state’s child care resource and referral network); the Raikes Foundation, which provided \$2 million dollars in private funding; the University of Washington, Cultivate Learning; public and private ELO programs. See appendix A for a complete list of members.

importance of ensuring stakeholders were engaged and focused on similar outcomes from the inception of the work. For example, a key informant reported, “We learned that you want all voices at the table contributing to the final end product starting from the very beginning.” This stakeholder led a local ELO coalition designed to engage local stakeholders in the implementation of the ELO Pilot.

Engaging “non-vested voices” was helpful in explaining the benefits of a high-quality ELO system to the public and those who are not typically engaged in Expanded Learning Opportunities or systems building. For example, one key informant stated that law enforcement officers who have volunteered to support Expanded Learning Opportunities in some communities can explain the benefits of high-quality Expanded Learning Opportunities in deterring crime. Another reported that business leaders can make the case that these learning opportunities can provide youth with important workforce development skills. In turn, this can lead to sustained support. These voices can also help explain the importance of knitting together a system, rather than simply offering fragmented services with eligibility limited to specific groups of children and youth.

Despite the progress, several key informants reported they believe additional steps to engage stakeholders are needed to continue the work to create a high-quality, equitable, and accessible ELO system. One advocate who participated in the study reported that the ELO system has done a great job of engaging many non-vested groups. But, she stated, “We could do a better job of explaining what we do without using words like ‘ELO’ and ‘CQI’ that don’t mean anything to people outside of our field.”

Some key informants reported that opportunities remain to engage additional stakeholders to support this new work. These stakeholders include superintendents, principals, and people working in the K-12 settings. One individual noted that she happened to have strong relationships with her principal and made a point of engaging with teachers in her district. She said this approach garnered support for Expanded Learning Opportunities. She said that she found the individuals she worked with were much more supportive of Expanded Learning Opportunities because she communicated the benefits for K-12 student outcomes that district leaders and teachers are working to achieve.



Analysis of qualitative data reveals several lessons learned regarding how to engage stakeholders in the creation of an ELO system:

- **It is essential to include the leaders and stakeholders in the conceptualization and implementation of an ELO system. These include:** a) leaders who represent each federal and state-funded program who have authority and responsibility over these programs; b) philanthropies—such as the Raikes Foundation—that can support a systems approach; c) associations representing formal and informal ELO programs including those accepting child care subsidies, those governed by federal or state laws, as well as informal programs; d) university-based research partners; e) professional development providers; f) ELO directors and providers; g) advocates working on behalf of ELO programs; h) “non-vested organizations” such as business associations, volunteer groups, and community groups that do not have a financial stake in the system.
- **Leveraging existing relationships yields early success in building a consensus.** In Washington, many of the leaders and stakeholders who have been leading the ELO systems work also led the RTT-ELC. By building trust early, these stakeholders were immediately able to focus on a common vision rather than having to start from a place of merging program standards.
- **Using jargon-free language is important for engaging the public.** It is important to translate the range of services and opportunities offered to school-age children and youth in ways that can be easily understood more broadly. Washington stakeholders who participated in this study

agree that additional action should be taken in the future to continue to engage the public and translate research and evaluation findings regarding the benefits of Expanded Learning Opportunities.

### 3. Sustained commitment to ELO system voiced despite changes in government structures.

As is true in most states, different agencies in Washington are responsible for a range of after-school and out-of-school time programs and some school-age and youth-development programs currently have no government oversight. The state's Department of Children, Youth, and Families (DCYF) oversees the child care subsidy program and the state-funded early learning quality system, as well as many programs supporting children and youth. The Office of Superintendent of Public Instruction (OSPI) oversees the federally funded 21st Century Community Learning Center (21st CCLC) programs as well as kindergarten through 12th grade education. And, many programs that are offered informally before and after school and during the summers have no public funding or oversight. [Table D1 in Appendix D](#) presents a brief description of the state agencies and private agencies in Washington responsible for Expanded Learning Opportunities.

Changes in government structures and oversight occurred in the summer of 2018. According to several key informants, these have created opportunities and some short-term challenges. The newly created DCYF has oversight of child and youth services that had previously been overseen by two separate state agencies—the Department of Social and Health Services and the DEL. DCYF has taken on a role in incorporating the ELO work into Early Achievers. According to several key informants, DCYF is working to sustain the work and also scale it. According to one key informant, “While this is still under development, it’s a huge statement about the importance of this work and makes sense given DCYF’s mission.”

The change in governance provides an opportunity for DCYF to consider leveraging additional federal and state programs, according to those interviewed for the study. For example, one key informant stated, “The change in governance could be an opportunity to align other programs serving children and youth. Child Protective Services, the Family Assessment Response program, and adoption support have not been considered yet. From our work on Early Achievers, we knew that it was important to design an ELO system that was more than simply an extension of our QRIS for child care and state-funded preschool program. We know that quality opportunities for first graders, middle schoolers, and high schoolers differ. Now that the state agency structure has changed, we can think about where youth, such as foster care youth, spend their time and how we can best support all children and youth.”

Despite the opportunity brought about by the creation of the new state agency, three key informants reported that the fragmentation in oversight and the sheer lack of government oversight over informal programs creates challenges. One state leader’s report was similar to those made by multiple key informants, “One reason there are disconnects in the ELO system is that no one is paid to care about it. We are trying to move so we are increasing oversight not to increase regulation but to improve access and quality. We know that if it [Expanded Learning Opportunity programs and policies] is not living somewhere, there isn’t someone thinking about the systems view who has power.”

Qualitative analysis reveals the following lessons learned regarding governance structures that support the ELO system:

- **It is important to have one designated publicly funded office and one agency charged with responsibility for distributing public funds for increased access to equitable, high-quality Expanded Learning Opportunities.** Several key informants raised concerns that currently no government agency is set up to be responsible for any new state-funded grants or to support the continued development of the ELO system.
- **In the absence of a mandate and funding, sustaining engagement in a voluntary ELO system can be a challenge.** Targeted funding and requirements can be useful in sustaining ongoing engagement.
- **An ELO system requires representation of all program types on a coordinating body or council. Programs should include those that are publicly funded and those that are informal.**

#### 4. The ELO Quality Initiative is aligned with standards, core competencies, and assessments used in the QRIS for younger children.

Stakeholders reported that since 2009, stakeholders in Washington have been systematically focused on enhancing the quality of Expanded Learning Opportunities through the development of ELO program standards and competencies for professionals. The ELO Quality Initiative provided a chance to build a quality improvement system for after-school and out-of-school-time programs that was aligned with the state's QRIS for programs serving younger children as well as existing ELO standards.<sup>3</sup>

The ELO Quality Initiative Pilot was designed to build on existing voluntary standards as well as existing assessment tools used by ELO providers to assess their quality. Applying a lesson learned in the development of Early Achievers, the ELO Quality Initiative included plans for the development of a separate assessment tool to be used for accountability. That is, the ELO Pilot used one tool called the Youth Program Quality Assessment (YPQA) for quality improvement purposes and a separate assessment, called the Quality Seal, for accountability purposes. The design of the system conceptually aligned ELO standards and tools with those for programs serving younger children. State leaders

<sup>3</sup> The ELO Quality Initiative was designed to be aligned with the state's ELO standards, entitled, "[Washington State Quality Standards for Afterschool and Youth Development Programs](#)." These standards were developed in 2012 and 2013 under the leadership of the state's association that represents ELO providers—known as School's Out Washington. The standards reflect the latest research on quality Expanded Learning Opportunities and were developed with the engagement of key stakeholders. The standards are voluntary guidelines for ELO providers that represent a shared understanding of the most important components of quality Expanded Learning Opportunities. As such, they have provided a shared framework for ELO providers to understand and measure program quality and to plan for improvement. The nine domains represented in the framework are: 1) safety and wellness; 2) cultural competency and responsiveness; 3) relationships; 4) youth leadership and engagement; 5) program and activities; 6) assessment, planning and improvement; 7) ongoing staff and volunteer development; 8) leadership and management; 9) family, school and community connections. These standards are aligned with the state's standards for early learning and development programs and reflect the state's core competencies for ELO professionals. The state core competencies for school-age professionals are aligned with the core competencies for early learning professionals. These definitions and competencies are in a document entitled, "[Washington State Core Competencies for Child and Youth Development Professionals](#)." They identify the knowledge and skills a child-and-youth-development professional needs to know and what they need to do to provide quality services for children, youth, and their families.

and stakeholders articulated details of the alignment process and the benefits of this process. Several stakeholders reported that the process led to an emphasis on both continuous quality improvement and accountability—drawing on a lesson learned in the initial design of Early Achievers.

Several key informants reported benefits of having one tool to assess quality for purposes of tailoring coaching and professional development, and another for external state accountability purposes. The ELO assessments were designed to ensure providers used data to inform quality improvements, rather than using the accountability assessment as a checklist. One Steering Committee member reported, “We worked in tandem with our university partners and with the field to develop materials. We worked together to elevate keeping the PQA as a continuous improvement mechanism and the Quality Seal as the accountability mechanism to work together in a system.”

#### Box 4

#### Development of the Quality Seal

Development of the Quality Seal was based on work that was already in progress in the assessment and ELO fields. This included assessment tools, frameworks of child and youth development, and new research on social and emotional learning. The Quality Seal was developed as a simple and succinct instrument that combined and aligned the standards and research from these sources. Research and assessments that informed the design of the Quality Seal included the University of Chicago Consortium on School Research’s “Foundations for Young Adult Success: A Developmental Framework”, the Weikart Center’s School-Age and Youth Program Quality Assessment tools, and the Early Childhood Environmental Ratings Scale (ECERS).

Source: [Cultivate Learning](#)



Some stakeholders reported that opportunities exist to further align standards for child care programs serving children from infancy through age 12 and also to align with child care licensing standards. Two stakeholders working with child care programs reported that they heard from child care providers who were challenged meeting the requirements of both Early Achievers and the ELO Quality Initiative. On the one hand, the standards are conceptually aligned. On the other hand, ELO programs that were seeking high-stakes Early Achievers ratings were challenged to also focus attention on ELO quality during the same timeframe. This underscores the importance of thoughtful plans to sequence quality improvement efforts across the age-span environments. Child care and ELO partners are working on this issue in the next phase of the effort.

ELO providers were asked about their experiences meeting different standards. One provider stated, “You need to complete paperwork for any job. I can see the value of it [completing the PQA] so I’m happy to do it.” Another said that, over the years, she has experienced some challenges with the range of standards she is required to meet. She stated, “You just have to work at it. Anything worth doing will require some level of effort but I understand why the standards exist.”

Analysis of interview data reveals several lessons learned in the alignment of standards:

- **Having one system that supports high-quality services for children from infancy through adolescence requires conceptual alignment of ELO standards and assessment tools with those for programs serving younger children.** Several stakeholders reported benefits of this alignment.
- **It is important to have one measure that can be used by providers to identify areas for improvement, tailored coaching, and professional development - and a separate measure for accountability purposes.** Key informants reported that this approach was beneficial to programs and to those supporting quality improvement.
- **The work of aligning standards and systems requires ongoing refinements to ensure the system supports quality across all types of programs.** Several key informants reported that they were eager to continue to refine the ELO system.

## 5. Data and research support continuous quality improvement and document outcomes.

A core feature of the ELO system has been the use of data to both enhance quality and supports for research that documents the outcomes of the ELO Quality Initiative Pilot. An essential component of the ELO Pilot was an understanding among state stakeholders of the range of program quality among ELO providers. Several key informants reported that one of the most promising aspects of the new ELO system is that continuous quality improvement

opportunities are offered to ELO programs regardless of funding accessed, hours of operation, or types of services offered.

In addition to participating in quality improvement activities, providers engaged in the ELO Quality Initiative participated in research led by Cultivate Learning. The research employed rigorous standards to ensure that the coaching and supports were comparable across programs, that videos were employed systematically, and that assessment tools were administered reliably. As such, one key informant reported that ELO providers engaged in the ELO Pilot were involved in more data collection than providers will be when the system is expanded. She noted that at the time of the ELO Pilot, the University of Washington was creating the Quality Seal and programs were required to follow strict data collection protocols. She said they were willing partners because they saw the benefits both in terms of resources received by the programs and benefits of the coaching and professional development. She stated, "From my perspective, the biggest challenge for programs in the ELO Pilot was abiding by the research requirements. If programs are only focused on quality improvement and they need an extra week to work on something, or they aren't videotaping at the exact same time each week, the process is not burdensome. When the quality improvements go to scale, additional flexibility could be built in because they wouldn't be part of a research study." This stakeholder, as well as several providers, reported that they hope the state will provide funding for the ELO Quality Initiative so that other providers would have access to quality improvement supports.

In addition to supporting the use of data for quality improvement and research, Washington designed the ELO system to align with other existing data systems in the state. According to one key informant, "Washington built the ELO system from the ground up and was able to align the data elements with those in existing databases." This person noted that the ELO system relies on some existing systems such as **MERIT**—the state's professional development registry. Moreover, Expanded Learning Opportunities benefited from the research and evaluation capacity at the University of Washington. The institution's insights as a key partner in Early Achievers contributed to the development of the ELO work. By leveraging this existing capacity, Washington conceptualized a data and research system that could support the state's goal of supporting all children from birth through adolescence in high-quality settings.

### Box 5

#### ELO System Supports Data at a Range of Levels

##### What data was leveraged?

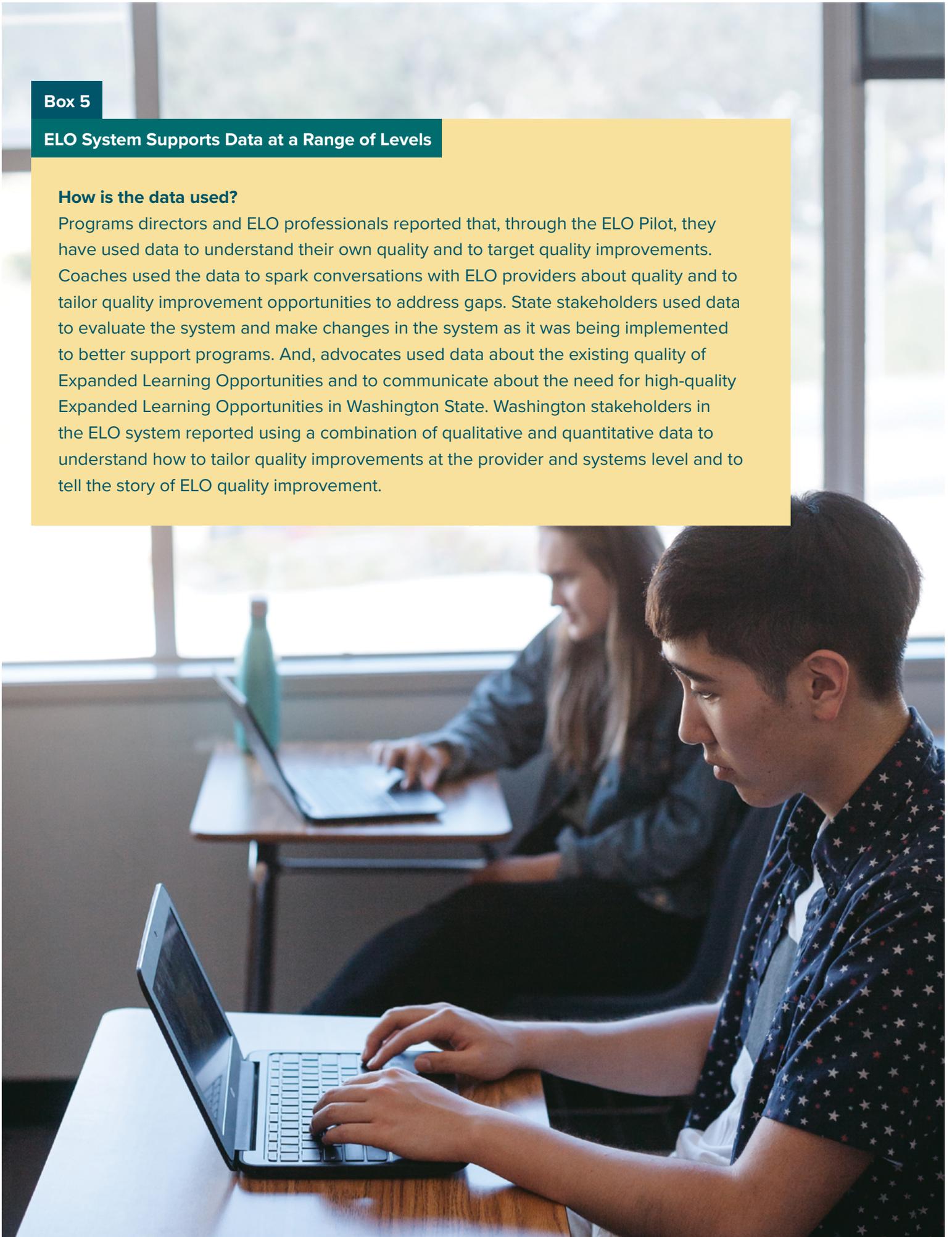
The ELO Pilot leveraged a range of existing data and created new data systems based on insights gained from the creation of Early Achievers. The ELO Pilot used program-level qualitative and quantitative data. For example, evaluation data collected by Cultivate Learning that included information from online videos, focus groups, and psychometrically valid and reliable data collected through observational assessments. The state also used the data collected and reported by the range of state agencies overseeing Expanded Learning Opportunities.

## Box 5

### ELO System Supports Data at a Range of Levels

#### How is the data used?

Programs directors and ELO professionals reported that, through the ELO Pilot, they have used data to understand their own quality and to target quality improvements. Coaches used the data to spark conversations with ELO providers about quality and to tailor quality improvement opportunities to address gaps. State stakeholders used data to evaluate the system and make changes in the system as it was being implemented to better support programs. And, advocates used data about the existing quality of Expanded Learning Opportunities and to communicate about the need for high-quality Expanded Learning Opportunities in Washington State. Washington stakeholders in the ELO system reported using a combination of qualitative and quantitative data to understand how to tailor quality improvements at the provider and systems level and to tell the story of ELO quality improvement.



In leveraging data and research to support quality improvement and document outcomes, Washington stakeholders reported several key lessons learned:

- **It is important to use data initially in low-stakes quality improvement rather than beginning with a focus on high-stakes rating and accountability.** Stakeholders reported that programs were eager to engage in the Pilot because the focus was on improving quality.
- **Aligned data systems can provide useful information for understanding the outcomes of ELO systems.** Stakeholders reported that the evaluation has been useful in documenting outcomes of the Pilot.
- **Conceptualizing a system that leverages existing data can reduce the burden on programs.** Several stakeholders reported that the ELO Pilot benefited from using existing data systems such as MERIT.

## 6. Through coaching, ELO providers access tailored professional development.

A key component of the ELO Quality Initiative is coaching and tailored professional development that begins by focusing on discussions of how to best engage children and youth. Coaches, providers, and ELO stakeholders reported that the quality improvement process was premised on the belief that great before- and after-school programs, as well as summer opportunities for school-age children and youth, “create safe, supportive, and productive environments for young people to thrive.”

The ELO Quality Initiative has provided coaching, professional development, and peer community meetings to support ELO providers in meeting their individualized goals. Washington designed its ELO system to begin with a coach building a relationship with ELO providers. The coach would discuss what high-quality Expanded Learning Opportunities look like and what the providers hoped to achieve. Providers participated in an orientation workshop with other ELO providers to learn about the system, the coaching, professional development opportunities, and how to use the PQA tool.

Coaching has been offered on a weekly basis and has been tailored to the needs of the providers. Providers recorded their practice and shared videotapes with coaches to reflect on progress and opportunities.

**Box 6****Coaching Approach Leveraged Lessons from Early Achievers****Background**

Although some ELO programs have engaged in quality improvements, the evidence-based system of coaching of ELO providers was not in place prior to the ELO Quality Initiative. Many of the programs in the ELO Pilot were familiar with self-assessment, goal-setting based on data, and observation-reflection practices, but had not received the evidence-based coaching offered through the ELO Pilot. Through funding from the state and the Raikes Foundation, Cultivate Learning at the University of Washington developed the statewide evidence-based coaching framework, professional development, and an online coaching platform for the range of ELO providers. Child Care Aware offered staffing to support the coaching for sites that also participated in the state's QRIS for younger children called Early Achievers. School's Out Washington provided coaching to sites that were not participating in Early Achievers.

**Description of the Coaching**

Programs participating in the ELO Pilot received training, professional development opportunities, and weekly practice-based coaching. Both in-person coaching sessions and online coaching sessions via Coaching Companion (an online coaching platform) took place. All in-person and online coaching was modeled after the evidenced-based Practice-based Coaching

framework, in which coaches: a) worked with programs to create goals and an action plan; b) conducted focused observations aligned to those goals; and c) provided feedback and reflection opportunities based on the observed practice.

**Unique Aspects: Coaching Companion**

The Coaching Companion is an online tool designed to help ELO professionals, coaches, and program directors collaborate to develop individualized coaching plans and work on practice improvements that support quality teaching and positive outcomes for children and youth. The Coaching Companion helps coaches and ELO professionals work together at a distance or between coach visits. Program staff and coaches use the Coaching Companion to identify goals, share video, and track progress. The three major components of Practice-based Coaching are: 1) Shared Goals and Action Planning, 2) Focused Observation, and 3) Reflection and Feedback. Given the large, rural nature of Washington State, the online aspect of Coaching Companion is promising for any possible future scale-up effort. Additionally, in the second year of the ELO Pilot, virtual coaching contributed to the most significant gains in quality among all coaching types and was offered at a fraction of the price of in-person coaching.

## Box 6

## Coaching Approach Leveraged Lessons from Early Achievers

**Benefits of Coaching Reported**

ELO directors, providers, and coaches reported benefits of the ELO coaching model and approach. A community program manager overseeing several sites involved in the ELO Quality Initiative Pilot reported that the tailored, relationship-based coaching made a large difference in improving quality. She stated that some of the sites she directs received ELO Quality Initiative coaching, and others were part of a different quality improvement project. She noted that those who received the coaching as part of the ELO Pilot demonstrated higher quality over time than those who did not receive the tailored coaching. Providers also reported benefits. For example, one provider reported, “Coaching gives ELO providers opportunities to reflect on how to change practices to better support our kids.” Providers also reported benefits of receiving specific resources from coaches, such as “[Two-Minute Tips](#).” A provider who has worked with after-school programming for nearly two decades reported that she had been challenged by behavior problems. She talked with her coach about the times behavior problems were most likely to occur and, through this coaching, noted that the behavior problems were typically during transition and homework time. The coach encouraged her to think

creatively and, together, they decided to change the order of activities. Now she starts the after-school programming with playground time so the kids “get their energy out.” She reported that through reviewing resources, discussing her activities with her peers, and ongoing coaching she decided to focus on more engaging and responsive strategies to better support students’ school and homework success. She reported that she was surprised to learn that she could offer fun activities that were also academically rigorous. For example, before she had engaged in the ELO Quality Initiative, students would go directly to the library and she would tell them to work quietly on their own. Through conversations with her coach and review of resources, she changed her approach. Now she allows students to work quietly in pairs or teams and engage in fun, hands-on learning activities. Other providers shared similar reflections on changes to practices and a deeper understanding of how to support the children and youth participating in their programs. It is therefore not surprising that a 2017 evaluation report to the legislature stated, “Coaching is key: coaching has been shown to be an essential element of quality improvement.”<sup>4</sup>

Several providers and coaches reported that a unique aspect of the ELO Quality Initiative is that coaches work with providers to review the PQA and discuss what the data mean. By focusing first on the relationship with the coach, second on the quality improvements that are offered, and then on the data, providers feel engaged as partners. One key informant stated, “The reason the ELO Pilot was so successful is that it really was designed to be led by the site, by the program, and by the staff, based on what made the most sense for them. It was focused on quality improvement, it was lower-stakes, and providers drove it [the quality improvement process].” Another stated, “The main factor that makes a difference is the trust in the process that we all believe in.”

Other key informants reported that an important aspect of the ELO Pilot was the willingness of all engaged to learn from the process and make mid-course corrections in the design of the system. One key informant stated, “We have weekly online check-ins and we can hear about challenges from different programs. We check in with the university partners and they are willing to reflect on what we tell them and make adjustments as they can.”

Coaches and providers reported that the ELO Quality Initiative built on existing systems work. Several ELO coaches had previously been trained and had provided Early Achievers coaching. These individuals were able to leverage the knowledge they had gained through that experience. Moreover, the ELO Pilot applied lessons learned with the implementation of Early Achievers by building relationships with coaches early and by focusing on a few domains initially rather than focusing broadly on all aspects of quality.

Finally, several reported that it is important to acknowledge the ELO Pilot was successful because it leveraged investments made by the state and by the Raikes Foundation since 2009. Beginning in 2009, the Raikes Foundation provided funding to the first cohort of ELO providers to begin to engage in quality improvement activities. One of these providers reported, “When we started, we never would have committed to the amount of work if we hadn’t received the [Foundation] funding as an incentive. This was very important in building momentum and connections.” This provider stated, “So, when the bigger project ELO QI with the big research component came out, folks were willing to deal with the research side and the challenges of that because they were already bought into the benefits of engaging in this work.”

Analysis of interview data reveals the following lessons learned regarding the provision of coaching, professional development, and peer-to-peer supports:

- **Begin by focusing on providers’ needs.** Offering specific workshops, professional development opportunities and coaching is important but the initial focus should be on provider needs.
- **Ensure the provider focuses on a few domains rather than trying to increase all aspects of quality at one time.** By focusing on a few, providers and coaches can document growth and changes.
- **Build a feedback loop into the quality improvement system.** This will ensure those offering coaching and professional development can systematically learn what is and is not working and make appropriate adjustments.

## Box 7

**Quality Improvement Tailored to Expanded Learning Opportunities****Provider Needs: ELO Two-Minute Tips**

Among the resources developed to support quality improvement for ELO providers are “Two-Minute Tips.” These are designed as quick, simple, research-based strategies for ELO professionals. The tips focus primarily on strategies for working directly with children and youth, but also cover tips for program leadership and self-care. The tips and the format were developed based on program feedback. Specifically, programs reported a need for quick and actionable items to address professional development needs, limited resources, and turnover in the field. Each tip contains a short introduction, links the strategy to research-based outcomes, provides short practice tips for implementation, and includes a video of the strategy in action.

Source: Cultivate Learning

## 7. Various public and private sources of funding have been leveraged to support the ELO system.

ELO funding currently comes from federal, state, local, district, and private sources, as well as parent tuition and fees. In the words of one key informant, “Parents of means provide high-quality camps, enrichment activities like chess club or dance, and extracurricular sporting activities for their children. They pay for these activities to support the development and learning of their children. Unfortunately, for children living with parents who do not have the means, these opportunities are often not available.” Several study participants noted that children and youth in low-income families do not have the same ELO options. The ELO Pilot was designed to create a more equitable, systemic approach to increase access to high-quality ELO for all children and youth.

Key informants in Washington reported that the state administers two primary federal programs that offset the costs of Expanded Learning Opportunities for children living in poor families. In Washington, the DCYF administers child care subsidies funded through the federal Child Care and Development Block Grant. In Washington, the OSPI administers the 21st Century Community Learning Center grants, which are funded through Title IV of the Elementary and Secondary Education Act.

With the enactment of the Early Start Act in 2015, Washington allocated \$1 million dollars in state funds for an ELO Quality Initiative Pilot. The Raikes Foundation provided \$2 million in funds over a two-year period that were used to support the research and evaluation efforts, provide incentives for providers to offset costs of participating in the ELO Pilot, build parts of the system (such as the data system), and support the work of stakeholders engaged in different aspects of the system.

In addition to the federal, state, and private dollars, funding for ELO programs is provided by some communities through local taxes, other national foundations including the Charles Stewart Mott Foundation and Wallace Foundation, local foundations, non-profit organizations, volunteer associations, and through parent fees and tuition. Yet, one key informant reported that, “The state is not drawing down all of the funds that are available.”

The fragmented funding and the lack of a dedicated funding stream can create challenges for sustained support for ELO system work and programming. One key informant reported that, “In Washington we have Title 1 funding for low-income and marginalized kids. Technically it can be used for ELO but there are also 15 other things that are all vying for these funds.” Box 8 provides a description of how one district is braiding funds to increase access to high-quality Expanded Learning Opportunities as part of the ELO system.



## Box 8

## Opportunities to Braid Funds and Lessons Learned from One District

**Who?** A district's after-school programs director whose programs participated in the ELO Pilot provided her perspective on braiding of funds. She reported benefits of the ELO Pilot for her district. She said she believes substantial opportunities for the ELO system exist to leverage funds to support enhanced quality of accessible Expanded Learning Opportunities throughout Washington State.

**What has been done?** The district offers an array of Expanded Learning Opportunities to meet the needs and interests of children and youth. It leverages existing funds and knits together an ELO system for all children and youth in the district. The district has accessed federal, state, and community funds as well as public and private resources to enhance quality of and access to Expanded Learning Opportunities.

The district director of After School reported, “[I advise that the system] use all sources of funding that are allowable for ELO programming and systems. For example, schools can use [funding] beyond the typical child care subsidies and 21st Century Schools grants. Districts can fund ELO programming with McKinney-Vento funding if they are providing services for homeless children and youth. Title 1 funding can be used for homework supports that do not look like a typical boring classroom but engage kids

actively in learning. National Science Foundation grants, and the like. I've had to make the case by going to people in the district who are responsible for these grants. They usually say it is already committed but I call them out. I ask, what do you do with those dollars? I ask, what is your vision for your children in your building? What do you need? What is your Theory of Action to get the kids where you need them to go? If these were your own children, wouldn't you want to offer them the services we are providing?”

**What resources can be used?** The district director reported that to provide access to children and youth, the district uses child care subsidy funds, McKinney Vento (Homeless youth) funding, Title 1 dollars, Child Protective Services resources, funds to support English Language Learners, private funds, foundation dollars, parent fees for students whose parents have the means to pay, and supports through participation in the ELO Quality Improvement Pilot. In addition, local businesses have volunteered services. For example, currently the county is experiencing a shortage of staff trained as biomedical technicians. After making the case to local medical groups, the district received funding and volunteers to engage children and youth in learning about these careers.

## Box 8

**Opportunities to Braid Funds and Lessons Learned from One District****Why has the district braided resources?**

Because it recognized the importance of a system that provides opportunities for all and “raises all boats,” the after-school program director reported. The director has worked with state and district leaders as well as public and private stakeholders to address differences in requirements across funding streams and to make the case to use targeted funds for Expanded Learning Opportunities to increase both quality and access.

**What work remains?** Many interviewed for the study reported that funding is still not available “at scale” to continue providing access to high-quality Expanded Learning Opportunities. One key informant recommended that the state give guidance to districts and programs about how to leverage all available funds. She said that she has been successful because she is aware of what can be done and she has worked hard to build relationships with those overseeing funding to leverage these funds. She noted that the state could continue to support systems for districts to braid funds to increase access and quality. In the words of one ELO leader, “We have to be competitive so these kids have to have the same high-quality experiences as the children of parents who can make these opportunities available to them. I want Expanded Learning Opportunities to be available to any kid who is interested.”

Several state-level key informants reported that the relatively small amount of state funding allocated to the ELO Pilot (when compared to spending on other programs and services) and the matching funds from Raikes allowed for a focus on quality improvement in the first few years of the systems approach. As the state considers scaling the ELO Quality Initiative, many key informants voiced concern about the lack of dedicated and sustaining financial support.

A separate but related concern is that currently no single office has authority and responsibility to spearhead the coordination and alignment of Expanded Learning Opportunities that many believe is needed to sustain gains made in the ELO system. As such, some are working to engage state leaders to see the inter-relationship among funds for higher quality, more equitable access, and “infrastructure” to advance a high-quality, equitable ELO system. Several key informants noted that the systems approach can create efficiencies and is needed to document the scope of the issue, the outcomes of quality improvement, and ongoing needs. Although making the case for sustained and dedicated funding has been a challenge, many reported that they are hopeful that the new state governance structures will create additional opportunities.

Lessons learned regarding financing for the ELO system are as follows:

- **Braiding federal, state, and local funds with foundation dollars can be an effective way of building an ELO system.** Such a system can support increased access to high-quality and equitably distributed Expanded Learning Opportunities. Stakeholders reported they hope they will be able to leverage funds in the future as funders become aware of the value of Expanded Learning Opportunities.
- **Current public and private funds remain insufficient to provide all school-age children and youth with high-quality, accessible, and equitable Expanded Learning Opportunities.** Stakeholders reported that using funds to make the case through sponsoring research and evaluation can be an effective use of resources.
- **Sustaining funding for Expanded Learning Opportunities requires champions and visionaries who voice support for the system.** Stakeholders reported they hope this support for the system will lead to increased access to high-quality, equitable ELO services.

## 8. Advocates have cultivated some champions but reported additional support is needed for Expanded Learning Opportunities.

With support from the Raikes Foundation, one unique element of the ELO systems approach is the active and ongoing engagement of advocates and community partners. Advocates have been engaged in translating the jargon of Expanded Learning Opportunities into language legislators, executives, and the public can understand. Several key informants reported that the advocacy voice has been helpful on several fronts. Advocates pointed to the importance of “non-traditional voices” that have been engaged in supporting Expanded Learning Opportunities. They reported that when an after-school provider tries to make the case for funding and policies for access to quality Expanded Learning Opportunities, some policymakers believe they are doing so only for their own gain. In contrast, policymakers listen when those who seem to have no vested interest make the case that high-quality Expanded Learning Opportunities help kids, schools, and communities. Several reported that they could clearly see that the engagement of advocates and community members was part of an “intentional strategy” to move toward one common vision.

One challenge advocates reported was the difficulty of creating compelling stories and messages to garner support for the ELO system. One advocate reported, “From the advocacy perspective, it has not been the easiest thing to message. It is way different when you talk about actual kids and actual programs – people are able to say that they have 500 more kids who have a place that is safe and enticing. I struggle with the fact that the “infrastructure piece” feels abstract. At the legislative level, there is an understanding that early childhood is important. We need to put a stake in the ground and be systematic in making the case that Expanded Learning Opportunities are connected to learning and, ultimately, to careers. Those of us who care about Expanded Learning Opportunities should keep drilling away at one message instead of doing a dance.”

A private provider reported that she had used her own connections and skills to engage the business community to Expanded Learning Opportunities. She lives in an area of high unemployment that also has jobs that are not filled because individuals lack training. She engaged local health care organizations to donate services to provide chances for middle- and high-school youth to engage in hands-on learning in health careers. She reported that this strategy cultivated champions in the business community.

As the role of advocates in supporting Expanded Learning Opportunities is relatively new, several stakeholders recommended a more systematic strategy of engaging the business community in supporting Expanded Learning Opportunities across the state. Moreover, a number of key informants reported that it took over a decade to make the case for the importance of investing in high-quality early learning for longer-term improved outcomes for children. Many stated they believe it will take time to get the message out about the importance of high-quality Expanded Learning Opportunities.

Lessons learned regarding engaging advocates and cultivating champions include:

- **Use language that school districts can identify with by making the case that Expanded Learning Opportunities will help address their concerns.** Several key informants noted the importance of explaining that quality Expanded Learning Opportunities can help meet targets such as improvements on standardized tests.
- **Leverage private foundation dollars to engage advocates and non-traditional voices.** Doing so can garner ELO system support from new stakeholders.
- **Develop a strategy for engaging legislators and state agency leaders.** This can ensure leaders see the connections between Expanded Learning Opportunities and their agency's priorities.



# Opportunities and Next Steps

## Several opportunities for sustaining the momentum of ELO systems building exist.

- Sustained public funding is needed to support the state's investment in ELO quality and to address lack of access to Expanded Learning Opportunities, according to most key informants and analyses of documents. The ELO Pilot has served about 1,000 children and youth, not all of whom have been living in disadvantaged families or communities. The ELO Pilot provided a very small fraction of low-income children and youth with access to high-quality Expanded Learning Opportunities.
- The creation of a new state agency presents an opportunity to create a new state office dedicated to ELO systems building. Several key informants recommended creating an office with a singular focus on an ELO system that focuses on quality and accessibility.
- It is important for the state to continue its work to align the early care and education system and the ELO system. A few key informants reported that they believed providers engaged in both Early Achievers and the ELO Quality Initiative experienced some challenges managing quality improvement initiatives and assessment processes that differed slightly based on the ages of the children being cared for. They suggested that the state take additional steps as the program is scaled to address potential implementation challenges for providers serving both young and school-age children. Partners at Child Care Aware, Cultivate Learning, and School's Out Washington, in partnership with DCYF, reported they plan to address potential barriers in the next phase of the work.
- A deliberate and intentional focus on ensuring the ELO system addresses inequity is needed to address existing disparities. Multiple key informants reported that the entire purpose of the ELO system is to address inequities. These key informants pointed to the importance of making a case that Expanded Learning Opportunities are important for all. One key informant voiced some caution, "Whenever we are building a system, I think of equity in terms of access and getting the right type of supports to the programs that need them the most. Any time we talk about going to scale with system building, it is important to recognize that systems will create differential levels of power and access even with the best of intentions unless you are thinking about who is and is not included from the design phase through

implementation. The state needs to consider whether it is going to use a targeted or universal approach.” Although some stakeholders reported that the entire system was intrinsically focused on equity because it was designed to improve quality and access, others pointed out that unless the scale-up specifically incorporates the voices of those who are historically not engaged in institutional systems (including African Americans, immigrants, refugees and those living in poverty), there is a concern that the ELO system will exacerbate existing inequities.

- A sustained continuous quality improvement lens should be employed as the state scales up the ELO system. As the state considers going to scale, key informants reported that it is important to continue to modify the system to address the needs of all program types and of providers serving children and youth with different needs. Applying a continuous quality improvement lens will help ensure the system continues to engage all and support the range of ELO providers who serve children and youth throughout the state.



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# Appendix A. Objectives, Scope, and Methodology

The BUILD Initiative studied Washington state's efforts to increase high-quality expanded learning opportunities and to document how this can be done in a systemic way, connected to the QRIS.

## Objective

- Assess stakeholder perceptions of the strengths and promise of the ELO system in Washington.
- Document changes that have occurred in the past three years in Washington, since the State passed the Early Start law that authorized a school-age ELO quality improvement system as well as \$1 million in funding for an ELO Pilot and the Raikes Foundation provided \$1 million per year over a two-year period to support the ELO Pilot.
- Identify the unique aspects of the existing ELO system that show promise as well as the lessons learned.
- Develop recommendations for consideration by Washington stakeholders.

To address these objectives, Dr. Schilder developed interview and document review protocols for collection and analysis of qualitative data.

## Samples

Stakeholders with leadership over ELO policies and programs were selected to participate in the study. Stakeholders were interviewed between November 2018 and December 2018. A total of 18 key informants were interviewed.

## Document Review Protocol

Documents were reviewed according to a protocol designed to code information in the documents that demonstrated changes over time, perceptions of strengths and challenges in the ELO systems, and stakeholder recommendations.

## Analysis and Reporting

Qualitative data were analyzed to assess themes, using axial coding. Key findings were summarized and presented to Washington stakeholders. A final report summarizing key findings was developed and disseminated in early 2019.

# Appendix B. Why Washington Created an ELO System and the Timeline

Washington's public and private leaders were concerned that little was known about how many children and youth in the state were accessing high-quality Expanded Learning Opportunities. The state lacked a consensus definition of quality Expanded Learning Opportunities, no data were available to understand the quality of these opportunities throughout the state, and limited research was available that showed how Washington could improve the quality of the range of options available to children and youth.

Emerging research on brain development showed that children and youth are at a critical juncture in learning and development but limited public and private attention and funding were being devoted to the hours children and youth spend out of school. Leaders in Washington State learned about emerging brain science showing the importance of stimulating activities for school-age children and youth during the hours they spend outside of school. Research showed that only about 20 percent of children's waking hours are spent in school.

Leaders responsible for the development of the QRIS for younger children championed the ELO Quality Initiative effort. Legislation authorizing \$1 million in funding for a pilot was authorized in the Early Start Act of 2015. This legislation helped scale a robust quality system to all 39 counties of Washington which had previously been funded by the federal, Race-to-the-Top – Early Learning Challenge Grant.

Part of the Early Start Act language included a pilot to develop and test a school-age version of the quality system. The **Early Start Act Legislation (RCW 43.215.100)** states,

“School-age providers are exempt from participating in Early Achievers program. By July 2017, the Department of Early Learning & the Office of Superintendent of Public Instruction shall jointly design a plan to incorporate school-age child care providers into the Early Achievers program or other appropriate quality improvement system. To test implementation of the Early Achievers system for school-age care providers the department and the Office of Superintendent of Public Instruction shall **implement a pilot program.**”

# Appendix C. Stakeholder Participation

## ELO Steering Committee Members

Debra Appleton, Office of Superintendent of Public Instruction  
 Rachael Brown–Kendall, Department of Early Learning  
 David Beard, School's Out Washington  
 Kathy Blair, Community Minded Enterprises  
 Dr. Molly Branson Thayer, University of Washington, Cultivate Learning  
 Suzie Hanson, Washington Federation of Independent Schools  
 Jackie Jainga Hyllseth, School's Out Washington  
 Dr. Gail Joseph, University of Washington, Cultivate Learning  
 Robin Lester, Child Care Aware of Washington  
 Sheely Mauck, School's Out Washington  
 Mari Offenbecher, School's Out Washington  
 Deeann Puffert, Child Care Resources  
 Nicole Rose, Department of Early Learning  
 Amy Russell, Department of Early Learning  
 Heidi Schultz, Office of Superintendent of Public Instruction  
 Bezawit Semu, University of Washington, Cultivate Learning  
 Tilman Smith, Child Care Resources  
 Tiffany Stutesman, Child Care Aware of Washington  
 Deanna Sundby, Department of Early Learning  
 Juliet Taylor, Raikes Foundation  
 Lee Williams, Community Minded Enterprises

The following ELO programs participated in the ELO Pilot, giving “their time, energy and wisdom toward the success of this initiative.”

## Year 1 ELO Pilot Organizations and Programs

- After School Bunch
- After School Care
- After School Program
- BOTT Lab
- Alchemy Indoor Skatepark
- Assumption Early Learning Center
- Auburn Family YMCA - Fairwood Elementary
- Audio Engineering
- Before and After School
- Betz Elementary - 21st CCLC
- BGC Bellevue
- BGC Olympic Hills
- BGC Spokane - Northtown CIS - Rogers High School
- BGCKC Ballard
- BGCKC Wallingford
- BGCSPS - Al Davies
- BGCSPS - Gonyea Branch
- Campus Kids
- Cascade Middle School
- CCS
- Character Leadership
- Cheetahs
- Child's Play - School-Age
- CISC (Chinese Information & Service Center)
- City of Seattle - Washington MS - 21st CLCC
- Cooking
- Crystal Morrison - Happy Healthy & Loved
- East Central Community Center
- ECCC After School Program Outside the Box
- ELCC After school program (Tigers Room) Fairwood YMCA
- Ethel Bell - Child's Play
- Fautleroy Children's Center
- Fautleroy Children's Center Moonbeam Room
- Finch Express

## Year 1 ELO Pilot Organizations and Programs Continued

- Gonzaga University - CCASL
- Happy, Healthy, & Loved Childcare
- Huskies Out of School Time (HOST)
- Iconic Image Explorers and Youth Council
- Imagine Tomorrow
- Jessica Holland - Holland Family Daycare Kristi Crumpton  
- Sissy's Little Angels  
Mary Curry - Pathways Enrichment Academy
- Kids Co. at Cascadia
- Kids Co. at Cascadia Afterschool Program
- Kids Co. at South Shore
- Kids Co. at South Shore
- Launch/Maple
- Learning Way School & Day Care
- Learning Way School and Daycare elders program
- Lil Hawks  
Advent Lutheran Child Center Crayon College Inc.
- Lister Elementary - 21st CCLC
- Longfellow Express
- Lowell Elementary Child Care
- Metro Parks Tacoma
- Northgate READS/COUNTS
- Pacific Ballroom Dance
- Pathways Enrichment Academy - FCC - School-Age
- Power Hour
- Prime Time Extended Learning Center
- Prime Time Extended Learning Center
- PrimeTime Mentoring
- Puget Sound ESD - Lister ES – CLC
- Puget Sound ESD - Star Lake ES - CLC
- S.A.L.T. Program
- School Age 2  
School Age Class  
School Age Classroom
- School-age Afternoon Program School-Age Child Care
- Seattle Parks - Northgate Elementary - 21st CCLC
- Seattle YMCA - Cascade MS - 21st CCLC
- Silver Academy
- SMART Girls
- Spokane Public Schools - Finch Elementary
- Spokane Public Schools - Longfellow Express
- Spokane YMCA- Youth Program - North Central HS
- Star Lake Elementary - 21st CCLC
- Sunset Elementary - 21st CCLC
- Tacoma Community Boat Builders
- Talent After School Program
- The Ark Day School
- The STEM Branch
- Trailblazers
- WWPS - Blue Ridge Elementary - 21st CCLC
- WWPS - Garrison Middle School - 21st CCLC
- WWPS - Lincoln High School - 21st CCLC
- WWPS - Pioneer Middle School - 21st CCLC
- WWPS - Walla Walla High School - 21st CCLC
- YMCA of Pierce/Kitsap Co.
- YMCA Spokane School-Age -Continuous Curriculum  
School
- Youth & Government

## Year 2 ELO Pilot Organizations and Programs

- Act 1 Theatre
- Advent Lutheran Child Center
- Advent Lutheran School Age Class
- After School Bunch
- After School Care
- After School Program
- Afterschool Tutoring - 2nd - 5th Grade
- Alchemy Indoor Skatepark and Education Center
- ARC - Ballard Community Center
- ARC - Jefferson Community Center
- ARC - Leschi Elementary School's Enrichment Program
- Arts Corps
- Assumption Childcare Center
- Auburn Family YMCA at Cascade Middle School - CLC
- Auburn Family YMCA at Fairwood Elementary School
- Boys & Girls Club of King Co. - Dickinson Elementary
- Boys & Girls Club of King Co. - Smilow Rainier Vista
- Boys & Girls Club of South Puget Sound
- Boys & Girls Clubs of Spokane County - Northtown
- Brain Lab
- Broadway Center Conservatory - First Creek
- Broadway Center for Performing Arts
- Bronze 1
- Browne Express
- Bureau of Fearless Ideas - Youth Tutoring Program
- Campus Kids
- Cascade Middle School
- Cela's Creative Learning Academy
- Cela's Creative Learning Center
- CISC (Chinese Information & Service Center)
- CISC Afterschool Program
- Community for Youth
- Community for Youth Mentoring Program
- Consejo Counseling
- Crayon College
- Crayon College School Age Classroom
- Destiny Charter MS
- Dream Music Project
- Dream Music Project
- Earn-A-Bike Program
- Emily Dickinson BGC
- Enrichment Program
- Excel Afterschool Program
- Excelsior Youth Center
- Fairwood YMCA
- Fauntleroy Children's Center
- Fauntleroy Children's Center Comets
- Gonzaga University CCASL
- Hazel Valley Elementary
- Hula Dance
- Huskies Out of School Time (HOST)
- Imagine Tomorrow
- Kennel Club
- Kids Co. at Cascadia
- Kids Co. at South Shore K-8  
Launch at Maple

## Year 2 ELO Pilot Organizations and Programs Continued

- Launch School-age Afternoon Program Kids Co. at South Shore
- Kids Co. at Cascadia
- Leadership Foundations - Proyecto MoLE University of Puget Sound
- Licensed Program
- Lil Hawks
- Lil Hawks School Age 2
- Longfellow Express
- Male Involvement Program (MIP)
- Meadow Ridge Elementary Art Hub
- Mercy Housing
- Mercy Housing Out of School Time
- Metro Parks Tacoma - Destiny MS
- Metro Parks Tacoma - Norpoint MS
- Tacoma Community Boat Builders
- Sissy's Little Angels
- Mary Curry - Pathways Enrichment Academy
- Norpoint MS
- Opstad Child Care
- Outside The Box
- Pacific Ballroom Dance
- Pathways Enrichment Academy - FCC - School-Age
- Prime Time Extended Learning Center
- Proyecto MoLe
- PSESD - Sunnycrest Elementary CLC
- Seattle Parks & Rec - Northgate Elementary - CLC
- Roadrunner Club Northgate READS/COUNTS
- Roosevelt Express
- S.A.L.T. Program
- School Age Childcare
- School-Age Care Program
- Seattle Art Museum
- Seattle Parks & Rec - Washington Middle School - CLC
- Second Cycle
- Sphero Coding
- Spokane Public Schools -Browne Express
- Spokane Public Schools -Longfellow Express
- Spokane Public Schools -Roosevelt Express
- Tacoma Art Museum
- Tacoma Urban League
- Talent After School Program
- TCBB After School Program
- Teen Art Council
- Teens Art Group
- The Ark Day School
- Tigers
- Tuesday Night Tutoring
- Un Homework Club and Group Time Lowell Elementary
- Child Care
- Village Theatre
- Village Theatre Institute and Pathway Program
- West Central Community Center
- WWPS - Blue Ridge Elementary CLC
- WWPS - Pioneer Middle School CLC
- WWPS - Walla Walla High School CLC
- YMCA at Lowell Elementary School
- YMCA at North Central High School
- YMCA of Greater Seattle - Hazel Valley Elementary
- YMCA of Greater Seattle - Opstad Elementary
- YMCA of the Inland Northwest - Meadowridge
- YMCA of the Inland Northwest - Northwood
- Youth Chemical Dependency Program
- Youth Improv

# Appendix D. Washington Public and Private Agency Roles in ELO

Table D1.

ORGANIZATION/AGENCY	DESCRIPTION OF THE AGENCY	ROLE IN EXPANDED LEARNING OPPORTUNITIES
<p><a href="#">Department of Children, Youth, and Families</a></p>	<p>House Bill 1661, on July 6, 2017, created DCYF, which is responsible for programs serving at-risk children and youth. The legislation aimed to create a system that focuses more clearly on preventing harm to children and youth. DCYF is responsible for the state's preschool program, the child care subsidy program, and Early Achievers, (the QRIS for programs providing services to young children prior to their entry into kindergarten). In addition, the agency oversees Home Visiting, Child Protective Services' investigations and Family Assessment Response, licensed foster care, and adoption support. Starting in July 2019, DCYF will also administer juvenile rehabilitation institutions, community facilities, and parole services.</p>	<p>DCYF has worked in partnership with the Office of Superintendent of Public Instruction (OSPI), School's Out Washington, Child Care Aware of Washington, and the University of Washington to oversee the ELO Quality Initiative Pilot. DCYF licenses school-age child care programs that provide subsidized care.</p>
<p><a href="#">Office of Superintendent of Public Instruction</a></p>	<p>OSPI oversees K-12 education for the state. Like most states, it administers the federally funded <a href="#">21st Century Community Learning Centers</a>.</p>	<p>OSPI is responsible for oversight of the state's <a href="#">21st Century Community Learning Centers grant</a>, coordinates the ELO Council, and with DCYF, administers the ELO Quality Initiative Pilot.</p>
<p><a href="#">Schools Out Washington (SOWA)</a></p>	<p>SOWA, an independent not-for-profit organization launched in 1987, represents regulated and unregulated ELO programs. SOWA is a member of the <a href="#">50-State Afterschool Network</a>.</p>	<p>The organization provides technical assistance to enhance quality; grants, as well as advocacy and policy support, to increase access to high-quality ELO programs; and supports to address existing racial inequities in access to high-quality expanded learning opportunities. SOWA administers the Washington <a href="#">ELO Network</a>.</p>
<p><a href="#">ELO Council</a></p>	<p>The ELO Council is charged by <a href="#">RCW 28A.630.123</a> to advise the Governor, the Legislature, and the Office of Superintendent of Public Instruction regarding a comprehensive ELO system.</p>	<p>The ELO Council issues annual reports, such as the <a href="#">2018 report</a>, that summarize accomplishments; describe progress; make recommendations regarding continued development of the ELO system; and make recommendations to reduce summer learning loss.</p>

# Appendix D. Washington Public and Private Agency Roles in ELO

Table D1. Continued

ORGANIZATION/AGENCY	DESCRIPTION OF THE AGENCY	ROLE IN EXPANDED LEARNING OPPORTUNITIES
<a href="#">ELO Quality Initiative Steering Committee</a>	<p>The DCYF and OSPI have been responsible for establishing the ELO Quality Initiative Steering Committee. The Steering Committee was identified in 2015 and participants began meeting in late 2016. This Steering Committee was responsible solely for guiding the ELO Initiative Pilot.</p>	<p>The ELO Quality Initiative Steering Committee is responsible for advising all aspects of the ELO Quality Initiative Pilot. Many, but not all, of the representatives on the ELO Quality Initiative Steering Committee also sit on the ELO Council, the state's Early Learning Council, and other state committees responsible for supporting coordinated systems of child and youth services.</p>
<a href="#">Raikes Foundation</a>	<p>The Raikes Foundation, launched in 2002, has given over \$38 million dollars in grants to organizations in Washington State. The foundation invests in youth-serving institutions and systems to make them more effective at supporting and empowering all young people, especially those who have been most marginalized.</p>	<p>The Raikes Foundation has provided over \$2 million in matching funds to support the evaluation of the ELO Quality Initiative Pilot and the development of complementary systems supports.</p>
<a href="#">Cultivate Learning at the University of Washington</a>	<p>Cultivate Learning is a partnership between the University of Washington, the Office of Head Start, the Washington State Department of Children, Youth, and Families (formerly the Department of Early Learning), Child Care Aware, and other stakeholders in Washington State. Cultivate Learning leads research, supports educators by developing tailored coaching and supports, and implements quality initiatives. Cultivate Learning acts as the bridge between research and practice, and delivers guidance and expertise in multiple aspects of early learning and Expanded Learning Opportunities.</p>	<p>Cultivate Learning led the research for the ELO Quality Initiative Pilot, has been responsible for the ELO Quality Initiative Pilot, developed the Quality Seal, and has been responsible for administering the Quality Seal for ELO programs.</p>