

**ELO Report Outline**

- 1) Providing Context
  - Student-centered learning
  - Flexible pathways
- 2) Creating an ELO Framework for Vermont
  - What does it look like when an ELO is part of a PLP?
  - What are the quality elements of ELOs that are most important in this context?
- 3) Identifying the Key Underlying Principles
  - Equity, Access, and Youth Voice
  - Communication- creating a system that is both transparent and permeable
  - Training for schools and ELO providers
  - Scaffolding for different ages/ gradation
  - Clarification of roles
- 4) Readyng the Field
  - What schools need to know
  - What ELO Providers need to know
  - What students and parents need to know
  - What the system needs to have in place
- 5) Getting Started
  - Look at existing activities; create pilots
  - ELO Summit
  - Build into VTAOE's quality assessment process

### **Providing Context**

Act 77 of 2013 established the Flexible Pathways Initiative “to encourage and support the creativity of school districts as they develop and expand high-quality educational experiences that are an integral part of secondary education in the evolving 21st Century classroom.” Included in this legislation is the requirement that all students in grades 7 through 12 have a Personalized Learning Plan (PLP) that defines “the scope and rigor of academic and experiential opportunities necessary for a secondary student to complete secondary school successfully, attain postsecondary readiness, and be prepared to engage actively in civic life.” The intention is to place each student at the center of the construction of his or her own learning experience and to take advantage of learning opportunities without the restriction of time or place.

Many appropriate learning opportunities are made available by organizations beyond our schools. And those “Expanded Learning Opportunities” can be accessed and used to meet the learning expectations and achieve the standards we have for our students. A student’s PLP, which describes their unique flexible pathway to graduation, may include such opportunities if determined to be appropriate through the planning process.

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## Creating an ELO Framework for Vermont

The Working Group defines **Expanded Learning Opportunities** as *structured programs designed to serve children and youth outside the school day on a regular basis—including before school, after school, and during the summer—by providing opportunities for care, learning, growth, and development.* Expanded Learning Opportunities serve students of all ages— preK, elementary, middle, and high school— although the structure and focus of programs change appropriately depending on the ages and needs of the students.

In order to ensure quality and consistency across different program types, the Working Group recognizes that effective Expanded Learning Opportunities in Vermont must be based on the following key principles as outlined by the Afterschool Alliance:<sup>3</sup>

- (1) school-community partnerships;
- (2) engaged learning;
- (3) family engagement;
- (4) intentional programming;
- (5) diverse, prepared staff;
- (6) participation and access;
- (7) safety, health, and wellness; and
- (8) ongoing assessment and improvement.

**See Appendix B for more information on the eight principles.**



Expanded Learning Opportunities (ELOs) can include traditional afterschool and summer learning programs, as well as extracurricular clubs and activities, service learning projects, work study or internship programs, and other interest-based classes (e.g., dance lessons, music lessons, etc.). As Vermont moves towards a more flexible and personalized approach to education, ELO's should be an integral component of every student's personalized learning plan and pathway to graduation. They allow students to..... **Describe why important.**

Several other states have models where students earn "credit" for high school ELO's. In the Rhode Island model, the ELO's are usually group programs offered in the out-of-school time. **ADD EXAMPLES.** In contrast, the ELO model more prevalent in New Hampshire is one that is more about individual interests and projects. Vermont has not yet settled on one model over the other and should be able to create a system that encompasses both.

### **Identifying the Key Underlying Principles**

As Vermont schools begin to implement personalized learning plans and flexible pathways to graduation, we need to ensure that the system does not fall back into the status quo. Having the following principles firmly in place will help to ensure meaningful change.

- Equity, Access, and Youth Voice.
- Communication- creating a system that is both transparent and permeable
- Training for schools and ELO providers
- Scaffolding for different ages/ graduation
- Clarification of roles

### **Readying the Field**

- What schools need to know-
  - Schools need to know that ELO Providers know what PLP's are and are actively looking for ways to work with students and schools around this
  - Schools need to know that in order to create a system that is transparent and permeable to outside providers it helps for there to be a key point person designated at the school to work with the ELO Providers
  - Schools need to be open to opportunities outside the school day and year as a valuable part of any student's PLP and appreciate the range of experiences and skill sets that these opportunities can help support for students
- What ELO Providers need to know
  - ELO Providers need to understand of how PLP's are being implemented in different schools and be open to working with some level of variation from school to school
  - ELO Providers need know what standards their programs are designed to address
  - ELO Providers need to know what constitutes "evidence" and have time built into their programs for students to create and record evidence
- What students and parents need to know
- What the system needs to have in place
  - Some answer for how cost will be addressed
  - Clarity around standards and who will certify proficiency

**Getting Started**

- Look at existing activities; create pilots
- ELO Summit
- Build into VTAOE's quality assessment process

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