



# Expanded Learning Opportunities (ELO) Data Collection

FAQ's March 2020

## Statutory Authority and Definitions

[Texas Education Code §33.252](#) defines Expanded Learning Opportunities (ELOs) as those provided during an extended school day, an extended school year, or structured learning programs outside of the regular school day, including before- and after-school programs and summer programs. Programs provided during an extended day or year are part of the regular school program and thus are categorized as *non-voluntary* (i.e., students or a subset of students are required to attend the program). Programs that operate before school starts, after the school day ends, or during summer or other breaks are categorized as *voluntary* (i.e., students have the option to enroll in the program).

An **extended school day program** is one that students are required (i.e., non-voluntary) to attend as part of the regular program of the campus at which the student is enrolled to increase the academic achievement and development of the participating student.

An **extended school year program** is one that students are required to attend (i.e., non-voluntary) as part of the regular program of the campus at which the student is enrolled to increase the academic achievement and development of the participating student.

A **structured learning program** is supplemental and voluntary, occurring outside of the regular school day and including before- and after-school programs and summer programs. These programs are coordinated with and enhance the regular academic program of the campus to increase the academic achievement and development of the participating student.

ELOs may be provided by offering rigorous coursework, mentoring, tutoring, physical activity, academic support, or educational enrichment in one or more subjects, including fine arts, civic engagement, science, technology, engineering, and mathematics. Definitions of these terms are below.

**Academic support** provides supplemental instruction related to student academic skill development, including compensatory education, test-taking skills, and related academic skill-building and that does not include tutoring and homework help.

**Educational enrichment** includes active engagement in exploring academic content introduced during the regular school day program more deeply or in different modalities in order to increase student mastery of academic material or address student developmental needs related to the academic success of students. Educational enrichment consists of activities that are intentionally designed to align with, but not replicate the content instruction provided in a regular school day classroom.

**Mentoring** consists of scheduled interaction between a trained adult and a specific student in which the adult helps support the student's personal and academic development.

**Physical activity** consists of instructor-led activities designed to provide students with supplemental opportunities for individual or group exercise, team sports, or related knowledge and skills that encourage regular physical activity.

**Rigorous coursework** includes activities that provide instruction for Texas Essential Knowledge and Skills (TEKS)-aligned credit-earning courses, including activities related to dual credit and credit recovery.

**Tutoring** consists of one-on-one or small group instruction, led by a certified teacher providing supplemental content instruction or homework assistance to support student mastery of academic material and that does not include academic skill building activities.

**General Characteristics and Examples of ELO**

High quality ELO programs generally consist of the following characteristics:

- Provide **routine regular access** to students enrolled in grade levels from Pre-kindergarten through Grade 12. Ongoing participation in ELO activities has been shown to have some effect on certain student outcomes.
- Strive to provide engaging and enriching activities **intentionally aligned with the documented academic and developmental needs of students**, especially those students who otherwise would not have access
- Provide supplemental **academic and academic enrichment** activities that are specifically designed to support identified student, family, and campus needs and to improve student academic and developmental outcomes.
- Coordinate with food programs to provide regular nutritional **meals** and/or **snacks** for participants
- **Provide a safe positive environment** for students while school is not in session
- May **engage families** in their student’s learning and may provide adult learning opportunities relevant to the family needs
- May exist in **partnership** with external organizations. Partnerships may include contracted nonprofit service providers that expand the reach of the program, businesses offering volunteers and donations, or colleges and universities providing front line staff or college and career exploration opportunities. Partnerships can extend program offerings to content areas where the program does not have in-house expertise, can provide critical support for program sustainability, and offer access to experiences and opportunities the school could not provide on its own.
- May be funded in a variety of ways including but not limited to federal, state, or local funding streams; partnerships with local organizations; sliding scale fee revenue; local dedicated revenue; or a combination of funding sources.

*ELO may also be called:*

- *out-of-school time (OST)*
- *expanded learning time (ELT)*
- *summer program*
- *afterschool program*
- *before-school program*

<b>Programs that Do Not Qualify as ELO</b>
<ul style="list-style-type: none"> <li>• Programs offered to the community and not a specific campus or district</li> <li>• University Interscholastic League (UIL) Activities</li> <li>• Activities with organizations that require student memberships</li> <li>• One-time or short-term events (e.g., a 5K race)</li> <li>• Programs for which districts receive Additional Days School Year funding</li> <li>• Mandatory summer school for students, such as 5<sup>th</sup> and 8<sup>th</sup> grade Student Success Initiative (SSI) preparation</li> <li>• Credit-bearing coursework during summer school</li> </ul>

**21<sup>st</sup> Century Community Learning Centers**

The most prominent example of an ELO program in Texas in terms of funding and scope is the 21<sup>st</sup> Century Community Learning Centers Program, also called [Texas Afterschool Centers on Education, or Texas ACE](#). Funding for these programs is authorized by the [Every Student Succeeds Act \(ESSA\), Title IV, Part B](#). These supplemental programs create no cost access to community learning centers that provide high-quality academic enrichment opportunities during non-school hours, particularly for students who attend high-poverty and low-performing schools and their families. The program helps students meet state and local student standards in core academic

subjects, such as reading and math; offers students a broad array of enrichment activities to reinforce and complement the regular academic program, and offers families of participating students opportunities for meaningful engagement in their children’s education, including opportunities for literacy and related educational development. Texas ACE programs are operated by districts, public charter schools, non-profit organizations, institutes of higher education, and regional education service centers that partner with local districts and charter schools. The most common non-profit organizations providing programs within Texas ACE include local affiliates of Communities In Schools, Boys and Girls Clubs, and YMCA. Other common partners are parks and recreation departments, museums, food programs, and institutes of higher education.

### **Purpose of ELO Data Collection**

The ELO collection will provide the data required for policy makers to assess the extent and locations of unmet need for publicly funded high-quality ELO in Texas. In order to understand the opportunities currently being offered across the state, the Expanded Learning Opportunities Council, which is charged by the Texas Legislature to study topics related to ELO and make recommendations to the Texas Legislature, recommended that the state assess the demand for programs in communities across the state. This collection helps to assess the potential demand for programming through identification of low-access areas. The collection is not seeking to give “credit” to campuses for operating programs. Rather, it is collecting basic descriptive information about opportunities available to students in communities across Texas in order to identify where students, especially those who are the most economically or educationally disadvantaged, have less access to opportunities.

#### **General Outline of the ELO Submission in PEIMS**

Technical details about the submission can be found on TEA’s [Texas Education Data Standards website](#).

Complex Type: *SchoolExtension*

Data Element: *Expanded-Learning-Opportunity-Indicator-Code*

Subcomplex Type: *SchoolELOS*

Data Elements:

*ELO-Type* – indicates the type of ELO program offered at the campus. Types are in the ELO-TYPE Code Table (C218) and are:

*01- Non-voluntary Extended School Day,*

*02- Non-voluntary Extended School Year,*

*03- Voluntary Expanded Learning – Before School and After School, and*

*04- Voluntary Expanded Learning - Summer*

*ELO Minutes Scheduled Per Day* – Defines the amount of time the campus offers the ELO Type each day. It is not reported for each activity offered within the ELO Type.

*ELO Rigorous Coursework* – Indicates that the campus ELO offers rigorous coursework

*ELO Mentoring* – Indicates that the campus ELO offers mentoring

*ELO Physical Activity* – Indicates that the campus ELO offers physical activity

*ELO Academic Support* – Indicates that the campus ELO offers academic support

*ELO Educational Enrichment* – Indicates that the campus ELO offers academic enrichment

ELO data is submitted in **submissions 3 and 4**. See the [District Reporting Schedule](#) for current year submission dates.

## Frequently Asked Questions

1. If a campus has no programs that meet the ELO criteria, what data needs to be reported?
  - The Expanded Learning Opportunity Indicator Code allows for a campus to indicate at a high level whether the campus offers expanded learning opportunities. If the response is “0” (not participating), then no further data reporting is necessary for the campus. If the response is “1”, then the campus has indicated participation and must supply the responses for all the expanded learning opportunity data elements.
2. Do districts report programs that are offered to the community, meaning that anyone can attend?
  - No. The expanded learning opportunities reported are those that are offered primarily to students enrolled on that campus or another campus in the district.
3. If a district hosts a non-district entity or program that works with the students outside the regular school day can this be considered ELO?
  - An expanded learning opportunity can be provided an outside entity that is not the district, if the outside entity operates under formal partnership agreement on behalf of the district and activities primarily occur on the campus and are primarily offered to students enrolled on that campus in partnership with the campus/district. The program must meet the definition of ELO, that is, it is intended to serve the students at that campus with a structured learning program that may include rigorous coursework, mentoring, tutoring, physical activity, academic support, or educational enrichment in one or more subjects, including fine arts, civic engagement, science, technology, engineering, and mathematics.
4. Can special groups or clubs (e.g., Future Farmers of America, National Honor Society, 4-H Club, Fellowship of Christian Athletes) be considered ELO if they meet the requirements specified in TEC 33.252 for when offered and activities offered?
  - Organizations that offer student memberships and competitions provide learning and achievement opportunities are not considered to be ELO programs for the purpose of this collection. In some cases, these organizations may enter into a formal partnership with a district or a district partner to provide a specific service that does meet the criteria for ELO and would be reported. Decisions about reporting should be based on the types of activities for the duration of the program, the nature of the partnership agreement or contract, and the definition of ELO rather than on the name of the organization providing the service.
5. Would UIL Band, UIL Academics, UIL One Act play, be reported as educational enrichment?
  - No, UIL activities are not reported for this collection.
6. Would high school and middle school theatre productions be considered academic enrichment?
  - If a production is part of a club or UIL activity, then it should not be reported. The production of a play during non-school hours that is associated with credit for a regular school day class should not be reported. If the activities are provided as a supplemental structured learning program outside of the regular school day, then a supplemental optional production may be considered an ELO and reported as educational enrichment.

7. A district encourages physical activity by having students at each campus participate in a 5K race for charity. Would this be reported as “physical activity” in the ELO collection?
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  - No. ELO programs provide routine or regular access to learning and developmental opportunities. Regular participation in ELO activities has been shown to have some effect on certain student outcomes. One-time or short-term events are not considered ELO.
8. A district’s contracted afterschool care program for elementary students complements the regular school day and fosters engaging, hands-on learning in a safe, familiar environment. Would this be reported as educational enrichment?
  - Yes, this program would be categorized as educational enrichment.
9. One campus hosts summer camp for multiple campuses in the district. Would these be reported under “Voluntary Expanded Learning – Summer” as Educational Enrichment?
  - Yes, voluntary supplemental summer camps are considered academic enrichment unless the district is receiving Additional Days School Year funding for the camp, in which case reporting will be collected in the Additional Days School Year collection.
10. Several campuses operate summer school to 5<sup>th</sup> and 8<sup>th</sup> graders who have not passed the Reading or Math STAAR. We also offer summer school for students to regain credit due to excessive absences and/or SSI promotion/retention. Should these offerings be submitted?
  - Only those programs that are voluntary and supplemental to required instruction should be reported in ELO. If the summer school is required for the student, then it would not be reported as ELO.
11. Would summer school to earn new additional credits be reported as “Rigorous Coursework”?
  - If the program is a supplemental voluntary program of academic instruction and is not for the purpose of SSI, then it would be counted as rigorous coursework. Only those programs that are voluntary and supplemental to required instruction should be reported in ELO. If the summer school is required for the student, then it would not be reported as ELO.
12. Would we report bilingual and SPED summer programs that don't earn credit as Educational Enrichment?
  - If the programs are voluntary and supplemental (i.e., they are not a required component of the regular education program, the bilingual program, or SPED), then they would most likely fall into educational enrichment. Please refer to the definitions of terms to make the determination.
13. Is the 45-minute minimum referring to the time the campus offers the ELO per day or to how long the student must participate in the program per day
  - Student participation must be 45 minutes or more. Activities such as tutoring or computer lab where students come and go as needed should not be reported as ELO unless students are expected to remain for at least 45 minutes and the activity meets one of the definitions of the activity being reported. The data element in PEIMS allows values ranging from 45 to 480 minutes, or 8 hours, so districts can report activities provided on intersession or school holidays.

14. Teachers stay on campus for an extra 45 minutes each day. Would that be reported in ELO?
  - No. Teachers offering voluntary tutoring for students in their classes is not considered ELO. Supplemental programs offered by the campus or district on a campus that exceed the basic expectation of the regular program of the school day should be reported.
15. A campus has the same ELO type (code 03=Voluntary Expanded Learning - Before School and After School) that offers different activities on different days of the week as follows:
  - MWF 60 minutes before school mentoring
  - TTh 120 minutes after school physical activityHow would this be reported?
  - A campus can report multiple ELO types, but only one instance of each ELO type. This is necessary for the data to remain unique and distinguishable. To report, please flag “ON” the “Mentoring” and “Physical Activity” flags for their “Voluntary Expanded Learning – Before School and After School” ELO type data.
16. Previously we were told if the school had 45 minutes scheduled for one day report 45 minutes. If the school had 90 minutes scheduled over 2 days 60 minutes one day and 30 minutes on a second day add them together and divide by 2 report 45 minutes. If the average was less than 45 minutes do not report. Since we do not report the days the student is served in ELO this does not seem to give a clear picture. Is this still the guidance for reporting the Scheduled minutes per day for ELO or should it be a 5-day average?
  - The Texas Education Data Standards (TEDS) define the domain of value as 45-480 and the definition states, “ELO-MINUTES-SCHEDULED-PER-DAY indicates the number of minutes scheduled for an Expanded Learning Opportunity (ELO) each day.” It is up to the district to determine the best reasonable depiction of the actual duration of the offering, including the average minutes per day (if it is 45 minutes or more) or the highest value per day.
17. If a campus offers tutoring for all subjects for the same amount of time before and after school, do we need to report tutoring multiple times? Or, is once enough?
  - A campus can report only one instance of each ELO type, so report tutoring once. The minutes scheduled per day defines the amount of time for the ELO Type that is offered. In this case, the before school and after school minutes would be added together for the daily total.
18. Are ELOs supposed to be offered for free or can membership dues or fees be charged?
  - ELO programs may operate at no cost, on a sliding scale, or full fee depending on the needs of the students and families served. Programs that collect fees should be reported.
19. Do LEA's report ELO programs that are funded by a grant program?
  - Yes.
20. If a LEA offers an ELO is it reported regardless of how it is funded?
  - Yes.