

**ALSDE *Extended Learning Opportunities Act* Model Policy & Guidance**

**Section 1. Application process for accepting and approving Extended Learning Opportunities offered for credit by outside entities.**

Extended Learning Opportunities (ELOs) shall involve partnerships between the local education agencies, parents or guardians, students, and outside entities who will be providing or assisting with high-quality instruction. Such partnerships shall clearly delineate the responsibilities of each partner and provide structures to guide the ELO.

**Section 2. Entities that are eligible to submit applications for offering Extended Learning Opportunities.**

(a) According to *Alabama Code*, Section 16-46C-5, eligible entities shall include, but not be limited to, all of the following:

- (1) Nonprofit organizations.
- (2) Businesses with established locations in the state.
- (3) Trade associations.
- (4) Any of the Armed Forces of the United States, subject to applicable age requirements.

(b) Partnership agreements with eligible entities shall comply with all federal and state labor laws and must include provisions for ensuring that students are supervised by approved individuals who meet and agree to guidelines set forth in local school district policy.

**Section 3. Process for students to follow for requesting credit.**

(a) The ELO application is to be completed by the student, a certified educator, parent/guardian, ELO partner (supervising member of the entity described in Part 2), superintendent, and other members of the leadership team designated in the local district

policy. At the time of application, the responsible entities will select the amount of credit to be awarded and will set the guidelines for awarding such credit.

(b) No student shall receive more than one (1) credit for any given ELO.

(c) Local school board policy will set guidelines for grading, calculation of GPA, and inclusion of ELO credit on the student transcript.

(d) The student and the certified educator will research the competencies/skills that can be met through the ELO to establish general expectations and goals for the project. The student and the certified educator work together to develop an overview of the project.

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(e) The student, certified school personnel, family member/adult advocate, and community member/non-school based mentor, will work as a team to provide a detailed plan that includes standards and assessment strategies and clearly defined grading criteria.

(f) Matriculation through the ELO requires benchmarks that may include, but are not limited to small projects, rehearsals, practices, drafts, artifacts, or other work that allows the student to move towards competency mastery.

(g) Students with IEPs and 504 Plans shall be given the appropriate accommodations so that they can construct meaning from their ELO experience.

**Section 4. Criteria the local board of education or public charter school shall use to determine whether a proposed Extended Learning Opportunity shall be approved to count toward credit.**

ELOs shall, at a minimum, take into account the criteria listed in the sample provided.

**Section 5. Criteria the local board of education or public charter school shall use to award a student a certificate of completion and credit for completing an approved Extended Learning Opportunity.**

(a) Assessments of ELOs shall be based upon the process and work product described in the application and learning plan.

(b) Once the student satisfactorily completes the ELO, a signed copy of the ELO application shall be placed in the student cumulative record to document the standards by which the credit was awarded and transcribed.