

Attachment A: Standards for Expanded Learning Time (ELT) in Priority Schools

A growing body of evidence shows that high quality expanded learning positively affects students' behavior, school attendance, and academic achievement. Students not only develop the characteristics they need to succeed in school, but to become active leaders in a collaborative workplace. (*Durlak and Weissberg, 2010; Halpern, 2003; Huang, et al., 2005.*)

The United States Department of Education defines "Increased learning time" for purposes of School Improvement Grants as increasing the length of the school day, week, or year to significantly increase the total number of school hours so as to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and provision of enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. To meet the requirements of the transformation and turnaround models, a school receiving a School Improvement Grant must offer all students an opportunity to participate in the program, and the school must have sufficient capacity and resources to serve any and all students who choose to participate.

SED recognizes that expanded learning opportunities, including high-quality afterschool, summer, and other expanded learning time approaches are an essential dimension of an education system that supports student success in school, work, and life. SED further recognizes that active parent involvement in their children's education is a factor in student success, and community-based organizations partnering with schools on expanded learning opportunities and comprehensive school turnaround can help facilitate that involvement.

New York State's ESEA waiver application requires that Priority Schools incorporate into the implementation of their whole school reform model an Expanded Learning Time (ELT) program. The ELT program will be a required component of the District's Comprehensive Improvement Plan and the Comprehensive Education Plan of each priority school that is implementing an ELT program. The District's consolidated application for federal funds must describe the extent to which federal and other funds are supporting the ELT program.¹

¹ SED further recognizes that ELT programs to be successful must be integral and not a mere add on to a school intervention model. According to a report entitled, "Off the Clock, What More Time Can (and Can't) Do For School Turnarounds (Education Sector, 2012), "Schools that have succeeded with extended time have done so largely because they include time as part of a more comprehensive reform."

Department staff proposes that the standard for approval of an Expanded Learning Time program in a Priority School be as follows²:

- the program must be offered to all students in those schools implementing a Transformation or Turnaround model, and, at a minimum, to all students eligible for Academic Intervention Services in schools implementing a whole school reform model not funded by 1003(g) School Improvement Grant Funds;
- the program may be either voluntary or compulsory. However, if the program is voluntary, its goal must be to serve at least fifty percent of eligible students. If a district offers Supplemental Educational Services (SES) to students, students who participate in SES will count towards achievement of the 50 percent goal. Failure to achieve this goal may be considered in determining the accountability status of the school;
- the program must ensure the integration of academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging;
- the program must offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation;
- the program must actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting;
- the program must contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art; and
- instruction in any core academic subject offered in the program must be delivered under the supervision of a teacher who is NYS certified in that particular content area;

In addition to the above, the program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds. If the program will be used to meet the requirements of the Title I set aside for Priority Schools, the program must expand learning time by a minimum of 200 student contact hours per year beyond the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school (Kindergarten and Grades 1-6 = 5 hours, Grades 7-12 = 5.5 hours X 180 days of instruction per year). Title IIA funds may be used for professional

² The National Center on Time and Learning in its report "Time Well Spent: Eight Powerful Practices of Successful Expanded-Time Schools," identified optimizing time for student learning, using time to help students thrive in school and beyond and dedicating time to improve teacher effectiveness as the characteristics of high performing Expanded-Time Schools. These proposed standards are intended to encourage the development of these characteristics in Priority Schools that implement an ELT model.

development, and planning for Expanded Learning Time delivery may also be counted towards the Title II set aside for Priority Schools.

A priority school that is implementing a 21st Century Community Learning grant may use that grant to meet these requirements for an extended learning time program.

For the 2012-13 school year, all Priority Schools implementing a School Improvement Grant will be required to implement an ELT program that meets the above requirements. All other Priority Schools will be required to implement ELT programs in the first year in which they implement a whole school reform model aligned with ESEA waiver turnaround principles (typically the 2013-14 school year).