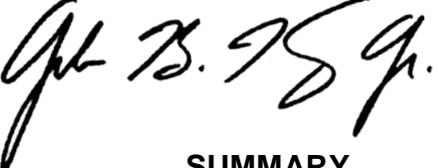




TO: P-12 Education Committee
FROM: Ken Slentz 
SUBJECT: Expanded Learning Time
DATE: June 10, 2013
AUTHORIZATION(S): 

SUMMARY

Panel Presentation and Discussion

The 2013-2014 Enacted Budget provides \$20 million, of the \$75 million NY Education Reform Commission Competitive Grants, for the 2013-2014 school year to increase school-wide learning opportunities in high-quality expanded school day and/or expanded school year programs with a focus on improving academic achievement.

Background Information

Through the Regents Reform Agenda, the successful Race to the Top application and the federal ESEA flexibility waiver application, the State Education Department (SED) has made a commitment to setting policy conditions to dramatically accelerate student academic achievement. One set of conditions that the Board and Department can impact is the way in which schools and systems think about and use time. To that end, the Department has taken steps in setting the expectation that schools and school systems will transform and redesign the school day, week and year in order to better meet the needs of students and teachers and improve student achievement.

In April 2012, the Board of Regents directed the Commissioner of Education and SED staff to move forward in the implementation of changes as outlined in the ESEA Flexibility Request submitted to the United States Department of Education (USDE) on February 28, 2012 relating to the standards for Expanded Learning Time in Priority

Schools. Standards for approval of an Expanded Learning Time program in a Priority School be as follows¹:

- 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.

As a result of the Board's leadership and commitment to Expanded Learning Time, the Department was selected as one of five states to participate in the Time for Innovation Matters in Education (TIME) Collaborative which is a partnership between the Ford Foundation and the National Center on Time & Learning (NCTL) to develop high-quality and sustainable expanded learning time (ELT) schools in five states.

¹ 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.

The 2013-2014 funding for school-wide extended learning grants further supports the Board's direction and priorities. It states that funds shall be awarded to school districts or school districts in collaboration with not-for-profit community-based organizations based on responses to a request for proposals developed by the Commissioner of SED, approved by the Director of the Division of the Budget; and issued by SED.

The Enacted Budget language includes that SED shall take into account the following factors:

- the extent to which the school district's proposal would maximize the use of the additional learning time through a comprehensive restructuring of the school day and/or year;
- the extent to which the proposal would provide additional learning time for students in grades 6 – 8;
- how the additional learning time would be utilized, including, but not limited to, additional time spent on core academics. Provided, however, that no district shall be eligible to receive a school-wide extended learning grant unless its proposal would increase student learning time by at least 25%.

The Budget language also identifies the calculation to be used to derive the expected cost per pupil and requires that a school district's school-wide extended learning implementation grant shall equal its average daily attendance in the school-wide extended learning program multiplied by the expected cost per pupil of the additional learning time.

Next Step

The Commissioner will develop and issue the Expanded Learning Time procurement.