



February 2007—Special Edition: Rethinking the Use of Time for Learning

The *Extended Learning Opportunities Network* e-newsletter (ELON) is a monthly publication from CCSSO that provides timely information, research, and resources to support our members in expanding and sustaining high quality Extended Learning Opportunities (ELOs) to students in need of them. ELOs are initiatives that provide safe, structured environments for students outside the regular school day. ELOs include before- and after-school programs; Saturday, weekend, and summer programs; extended day/year initiatives, distance learning, and early education initiatives.

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National Commission on Excellence in Education. ***A Nation at Risk –*** Released in 1983, this report examined the quality of education in the United States. The report noted declines in student academic achievement and attributed this to inadequacies in the following educational components: content, expectations, time on task, and teaching preparation. American schools and students' use of time indicate

- less time is spent on school work compared to other nations
- time spent in the classroom and on homework is often used ineffectively
- schools are not doing enough to help students develop either the study skills required to use time well or the willingness to spend more time on school work

The report recommended a more effective use of the existing school day, a longer school day, or a lengthened school year as part of an effort to ensure that students would acquire the skills needed to remain globally competitive. In conjunction with increasing learning time, other recommendations included

- implementing rigorous standards
- setting high expectations
- improving teaching preparation and attracting more academically able students to the profession of teaching
- strengthening leadership and increasing fiscal support

This report is available at: <http://www.ed.gov/pubs/NatAtRisk/index.html>

The Education Commission of the States (ECS). ***Prisoners of Time –*** Released in 1994 and reprinted in 2005, this report called for a complete restructuring of time and learning in school to meet the challenges of teaching and learning in the 21st century. It addressed student achievement, professional development for teachers, and accountability—all issues that the federal No Child Left Behind (NCLB) law had made current national issues.

The report is available at: <http://www.ecs.org/prisonersoftime>.

The Institute for America's Future and the Center for American Progress. ***Getting Smarter, Becoming Fairer: A Progressive Education Agenda for a Stronger Nation*** – This report from the *Renewing Our Schools, Securing Our Future* National Task Force on Public Education provides a road map to transforming schools to meet the 21st century challenges to produce high-quality graduates and close the achievement gap. Recommendations include

- making more and better use of time, which includes extending the school day, lengthening/reorganizing the school year, providing pre-school and full day kindergarten, and preparing high school students for higher education
- developing voluntary national standards, expanding national accountability measures, pressing for adequate and equitable funding

- across states, increasing assistance to low-performing schools, and promoting school construction and modernization
- developing better teacher and principal preparation and training, enhanced compensation structures, and a more equitable distribution of highly skilled teachers
- connecting schools with families and communities, which includes establishing community schools, offering early screening to identify developmental and physical needs, promoting home visits, and encouraging parent involvement

The report is available at:

http://emailimages.ctsg.com/caf/edureport_gsbfc_full_report.pdf

The Time, Learning, and Afterschool Task Force. ***A New Day for Learning*** - This publication makes the case for redesigning the learning day for American children. It cites a growing body of research on effective strategies for restructuring the learning day so that students are provided with a seamless set of resources and supports that develop them as learners and future citizens. Elements of a new learning system include

- redefining student success beyond the acquisition of basic skills-- supporting the time it takes to experience success and developing sophisticated ways to measure it
- using existing knowledge about how students learn best throughout the day, early to late—and year round
- integrating distinct approaches to acquiring and reinforcing knowledge
- intentionally collaborating across community, state, and national sectors
- creating new leadership and professional development opportunities for teaching and managing

It asserts the necessity for collaborative leadership among local, state, and federal leaders and presents ideas on how to begin developing a new system for learning:

- establishing work groups involving those who make policy and those who implement it
- informing the public of student outcome impacts on local, state, and national economic and social prospects
- seeking different perspectives, identifying common goals, and insisting on shared support for the goals
- developing an action plan that leverages links what kinds of links?
- developing a strong, flexible infrastructure with shared responsibility for executing the action plan
- assessing the resources available to transform the learning environment
- identifying and breaking through barriers
- inspiring public engagement by providing examples of effective programs
- monitoring and reporting progress on the action plan regularly
- looking for ways to expand partnerships and collaborations
- establishing an infrastructure that is resilient to changes in leadership

The report is available at:

<http://www.edutopia.org/pdfs/ANewDayforLearning.pdf>

The companion video is available at:

http://www.edutopia.org/php/article.php?id=Art_1772#

Education Sector. ***On the Clock: Rethinking the Way Schools Use Time*** –

This report examines both the educational and political facets of reforms focused on school time. Research indicates a complicated relationship between time and learning. It suggests that improving the quality of instructional time is at least as important as increasing the quantity of time, particularly to low-income students and to those with little opportunity for learning outside of school. Extending time—adding days and hours-- is expensive, and redesigning a school schedule affects more than just students, parents, and teachers. Employers and industries, such as transportation, child care, food service, tourism, and camping are dependent on the traditional school day and year.

Recommendations on how to best leverage the use of time in and out of school include

- improving the collection and analysis of time-use data in schools
- focusing on the specific needs of the district and community
- paying attention to how 21st Century Community Learning Centers and Supplemental Educational Services funds are currently being used and how much of state budgets are presently allocated to extended learning opportunities

This report is available at:

http://www.educationsector.org/research/research_show.htm?doc_id=442238

Center for American Progress. ***The Massachusetts Expanding Learning Time to Support Student Success Initiative*** –This case study focuses on the Massachusetts Expanding Learning Time to Support Student Success Initiative. It presents initial lessons learned and describes implications for state and federal policy and for philanthropy. The initiative, adopted in 2005, is the result of a bipartisan collaboration among the state's governor, legislature, education agency, civic leaders, and a nonprofit advocacy and support organization, Massachusetts 2020. In the 2005/06 school year, planning grants of at least \$25,000 were awarded to sixteen districts. Ten schools in five districts were then selected in the following year to begin implementation. Each selected school received an additional \$1,300 per student, totaling a \$6.5 million allocation, to expand the school day or year 30 percent (about two hours per day or 300 hours per year) for all students.

Lessons learned and information from the early stages of the implementation of this initiative include

- comprehensive redesign of the educational program to expand the school schedule must foster a real reconfiguration of the use of time
- teachers and unions must be engaged from the start of planning
- districts and schools need adequate time to plan the expanded schedule and school redesign

- budgeting for the expanded day is a complex task and entails the all-funds budgeting method that incorporates all existing budget templates and cost models
- planning and implementation of the expanded school day will result in new roles for the state to develop a more developmental relationship with districts rather than only being in an administrative/compliance mode; , and for districts, , schools, and community partners to create a more comprehensive mandatory program that would support teachers and students
- continuous and appropriate communication among all key players must be established
- long-term commitments from political leaders and sustainable funding and evaluation strategies must be developed
- coalition building at all levels is highly important
- a mixture of communities –urban, rural, and suburban—must be targeted
- intermediaries play a key role in how well the initiative is implemented

Based on the Massachusetts experience, the report suggests that other states should consider the following when implementing initiatives to extend learning time

- ensuring sustainable funding for the initiative
- funding and conducting an independent evaluation
- adopting a weighted student funding formula
- developing the expertise to support extending the school day or year as a standard part of state interventions in low-performing schools

This report is available at:

<http://www.americanprogress.org/issues/2007/01/massachusetts.html>

Massachusetts 2020. ***Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement*** – This report focuses on how extending learning time combined with other effective practices can improve student achievement over time. It highlights eight schools that have built significantly more time into their school days and years for the purpose of enhancing teaching and learning. The study dissects how these schools managed to organize, staff, pay for, and sustain their schools structured around more time and to understand how the additional time strengthens the schools' capacity to enable all students to achieve proficiency.

This report is available at: http://www.mass2020.org/full_report.pdf

Center for American Progress. ***Expanding Learning Time In High Schools*** – This report focuses on extending the learning day on the high school level. It profiles high schools implementing an extended learning day as part of the required educational program. The paper also explores issues related to expanding time and offers principles and best practices that should guide the expansion of learning time within the secondary school context.

Principles that policymakers and practitioners should consider when designing and implementing an extended learning day at the high school level include

- fostering an approach that balances both academic progress and youth development
- cultivating a school culture that communicates the purpose for expanding time
- engaging students by keeping in mind their multiple interests and obligations outside of school
- building relationships and structures that provide support across transitions—from middle school to high school and from high school to beyond
- creating opportunities for students to gain exposure to the expectations outside of school
- utilizing other academic opportunities for students to take advantage of outside the normal school day
- blending funds and partnering with institutions of higher education, community organizations, and employers to alleviate costs
- ensuring school level accountability for a developmentally appropriate and seamless experience for students

Recommendations of how state governments can support implementing an extended learning day at the high school level include

- creating an initiative that supports extending the learning day
- encouraging the development of charter schools and new schools focused on extended learning time
- adopting a weighted student funding formula which would provide extra resources for students with the greatest need
- developing the expertise to support extending the school day or year as a standard part of state interventions
- encouraging the use of technology

Recommendations of how the federal government can support schools include

- allowing the blending of federal funding streams to support extending learning initiatives
- permitting schools with comprehensive plans focused on using extended learning time to support student achievement to apply on a competitive basis for access to Supplemental Educational Service funds pending state approval
- funding the implementation of a multi-state pilot to expand the school day
- encouraging the use of technology, particularly to supplement curriculum instruction in high poverty schools

This report is available at:

http://www.americanprogress.org/issues/2006/10/pdf/extended_learning_report.pdf

Tools You Can Use...

State-by-state data sets - *Education: The State We're In*

This companion piece to the *Getting Smarter, Becoming Fairer: A Progressive Education Agenda for a Stronger Nation* report from the Institute for America's Future and the Center for American Progress provides a state-by-state data in reading and mathematics proficiency levels. Each state's education system is then ranked by an in-depth examination on areas focusing on these areas

- the achievement gap
- early childhood education
- the high-school-to-college pipeline
- accessibility to higher education
- participation in after-school programs
- teachers' subject-matter qualifications

These data sets are available at:

http://www.ourfuture.org/issues_and_campaigns/education/tf_report_release.cfm

Additional resources: *A New Day for Learning*

This website contains film segments, articles, resources and links to success stories and organizations heavily involved in after-school programming.

To access this website, please go to:

http://www.edutopia.org/php/article.php?id=art_1769

Conferences and Events...

McREL and the National Partnership for Quality Afterschool Learning will be hosting two workshops for the 3rd Annual PEAK (Practices that Engage and Attract Kids Afterschool Event). The two-day workshops will offer new programming ideas for academic enrichment in the areas of literacy & arts and homework & technology.

Literacy & Arts

Chicago, IL

March 8-9, 2007

Homework & Technology

St. Paul, MN

May 3-4, 2007

* For more information and to register, visit: www.mcrel.org/peak

The Harvard Graduate School of Education will be hosting the 22nd Annual Learning Differences Conference: Strategies for All Learners: RTI, Differentiated Instruction and Beyond on March 23-24, 2007. Participants will examine the latest work on differentiated instruction and methods for individualizing the teaching process to address the need of a wide range of learners.

* For more information and to add your name to the wait list, visit:

<http://www.gse.harvard.edu/ppe/k12/programs/ld.html>

Grants and Other Opportunities...

Supporting Student Success: The Promise of Expanded Learning Opportunities (ELOs)

The Council of Chief State School Officers, the National Conference of State Legislators, and the National Governor's Association will be providing in-depth technical assistance and \$50,000 grants to five state leadership teams that will ensure ELOs – including afterschool, summer learning and extended day programs - become an integral and effective part of state education systems. To be considered for the grant, states must assemble a leadership team that includes a high-level representative from the state education agency, a governor's policy advisor, a legislator, and a statewide afterschool network coordinator.

Proposals are due by April 6, 2007 at 5:00 MT

Requests for Proposals are available at:

<http://www.nga.org/Files/pdf/0701STUDENTSUCCESSRFP.PDF>

* For more information, please contact Ayeola Fortune at 202.326.8680 or ayeolaf@ccsso.org

Community Schools National Awards for Excellence

The Coalition for Community Schools has established a national awards program to highlight the expansion and effectiveness of community schools. It will provide recognition to individual community schools and community-wide initiatives that have been operating for three or more years on Capitol Hill.

Deadline to apply: March 22, 2007

*For more information, please visit: <http://www.communityschools.org/>

In the News...

Length of school day under review across nation, in Congress

<http://www.cnn.com/2007/EDUCATION/02/25/longer.school.days.ap/index.html>

As Push for Longer Hours Forms, Intriguing Models Arise in D.C.

http://www.washingtonpost.com/wp-dyn/content/article/2007/02/04/AR2007020401163_pf.html

An after-school struggle to juggle kids and work

<http://www.csmonitor.com/2007/0103/p14s01-legn.html>

New Teacher Jolts KIPP

<http://www.washingtonpost.com/wp-dyn/content/article/2006/12/19/AR2006121900483.html>

Building a New Student in Michigan: How one state is re-engineering its schools for the new century

<http://www.time.com/time/nation/article/0,8599,1568853,00.html>

How to Bring Our Schools Out of the 20th Century

<http://www.time.com/time/magazine/article/0,9171,1568480,00.html>

About the Extended Learning and Development Opportunities Project

The Extended Learning and Development Opportunities Project is housed at CCSSO and is supported through funding from the [Charles Stewart Mott Foundation](#). The project is designed to assist states in developing their capacity to effectively implement the 21st Century Community Learning Centers (21st CCLC), and Supplemental Educational Services programs, as well as other state-based extended learning initiatives.

To submit a news item relevant to extended learning efforts at the state or district level, provide feedback, or to subscribe/unsubscribe, send an e-mail to Morakot Masokas at morakotm@ccsso.org. The PDF version of this newsletter is available at the following URL:

http://www.ccsso.org/whats_new/newsletters/elon_news/index.cfm

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Our mission statement: The Council of Chief State School Officers, through Leadership, Advocacy, and Service, assists chief state school officers and their organizations in achieving the vision of an American education system that enables all children to succeed in school, work, and life.

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