

## Models of Extended Day and Potential Funding Options

In speaking about extended day programs it may be useful to group them under two different basic approaches. One approach actually increases the number of hours that students spend in their regular classrooms, with their regular public school teachers, by making the school day longer or by extending the school year beyond the standard 180 days. We will refer to this approach as the **Integrated Model**. In this approach the program is school-wide and is mandatory for all students. The second approach is to supplement the regular school day with afterschool activities. We will refer to this approach as **Expanded Day**. In this approach, attendance to the expanded part of the day is typically (but not always) voluntary and generally does not include all students.

### Integrated Model

Before looking at examples of how states, or districts, or individual schools have lengthened the academic day, we offer a couple of caveats from two very divergent sources making the point that longer days should be accompanied by improved pedagogy.

*“Lengthening school time as it is now utilized might even lower achievement. American students are falling behind because they are bored and poorly taught. Making them stay longer in the institutions that are failing them extends a form of incarceration that will only further depress the motivation to learn.”*

Leon Botstein, President of Bard College

*“Simply giving students more of the same is unlikely to solve our education problems.”*

Albert Shanker, former president of the American Federation of Teachers

The average public school system puts children in classrooms 180 days per year for 6.5 hours per day – a total of 1,170 hours. There is a growing national movement in support of longer school days and/or school years which, unfortunately, has come at a time when most states are cutting their education budgets.

As an example of the conflict this can create, the Chicago Teachers Union recently rejected Chicago Public Schools officials' offer of a 2 percent raise for elementary school teachers in exchange for a longer school day. “Yes, we fully support a better, smarter school day for our children, but teachers are now being asked to work 29 percent longer for only a 2 percent pay increase,” Union President Karen Lewis said in a released statement. “To that we say thanks but no thanks.”

At the high end of the distribution of length of day, KIPP Academy Schools – the nation’s largest charter school network, which currently includes 109 schools in 22 states – provides 1,750 hours of instruction per year. A typical KIPP school runs from 7:30 to 4:00 for elementary schools and 7:30 to 5:00 for middle and high schools. KIPP students also attend half-day Saturday school sessions once or twice per month and a mandatory three-week summer session.

Ramirez Thomas Elementary (grades k-5), in Santa Fe, has extended the school day for all grades by one hour. The teachers are compensated for this time at their regular contract rate of

pay using money the state received from the federal government under a School Improvement Grant. In this case, the extended day is part of a response to the school being classified as in need of restructuring under NCLB and rated as one of the state's lowest performing schools.

In Massachusetts, the state has provided funding for 19 schools to extend their day and/or year by an additional 300 hours under an Expanded Learning Time Initiative (ELT). They provide ELT schools with \$1,300 per pupil.

Miami-Dade Public Schools in Florida used an extended-day, extended-year program from fall 2004 through spring 2008. The \$100 million School Improvement Zone program shifted 39 public elementary, middle, and high schools to a year-round, extended-day schedule. The school board decided not to renew the program in 2008 because there were no measurable differences between the targeted schools and the control group in test scores. Miami School Board Vice-Chairman Marta Perez was unhappy with the program from the start. "The teachers were fatigued at the end of the day, the students were fatigued and unmotivated," she said. "In most cases, these are students who are not motivated to be in school, so you're going to punish them by making them stay longer." Extending time in schools that are already underperforming is a risk, said Elena Silva, a senior policy analyst with Education Sector. "I think it goes without saying that no one wants to extend bad time," Silva said. (See caveats above...)

### **Funding the Extended Day/Year**

Obviously the simplest way to extend the school day under the **Integrated Model** is simply to pay teachers more for the extra hours as they are doing at Ramirez Thomas. However, in today's climate of reduced budgets, this is not really a viable option. Other options are discussed below.

The following paragraph provides an example of how *staggering teacher schedules* can extend the learning day at lower cost. Obviously it would only work for high schools and/or middle schools where students moved from teacher to teacher on a period schedule – it would not work in an elementary school where students stay with the same classroom teacher all day.

“The United Federation of Teachers (UFT) Charter High School in New York City extends learning time for students, within the constraints of the existing NYC teacher contract, by staggering start times for teachers in the school. A typical NYC high school operates on an 8-period day for both students and teachers. The UFT High School operates a 9 period day for students by staggering teacher schedules so that some teachers start teaching during period 1 and leave after period 8, while other teachers come in after period 1 and leave after period 9. This works because, in any given period in a typical high school, some percentage of teachers are not teaching because they have prep periods or administrative responsibilities during that period. By avoiding scheduling teacher prep or administrative periods during the first or last period of the day, the school can actually serve the same number of students with fewer teachers during that time. This does, however, require some creativity and intentionality in designing teacher and master schedules, as well as some additional teachers. The exact number of additional teachers needed--and therefore additional costs to extend learning time--will vary for individual schools depending on how they schedule. But, with careful scheduling, the percentage increase in the number of teachers needed is smaller than the percentage increase in the school day for students--making this a cost-effective way to extend learning time.”

The next paragraph describes a *staggered teacher schedule* used to extend the school year. Again, this model only works for high schools and/or middle schools.

“Teachers teach for 180 days a year, as in a typical school, but students attend school for 200 days. Throughout the year, grade-level groups of teachers have two four-week-long (20 day) breaks from teaching. Three of these weeks are personal vacation time for teachers, and the fourth week is used for common planning time and professional development for all teachers in the grade. While the teachers are on leave, their students participate in month-long “intensive” classes focused on college- and career-exploration (for example, one intensive might be focused on health professions and exploring health careers). These intensives are taught by a pool of teachers who rotate through teaching students in each grade while the regular teachers in that grade are on leave. (The 200-day school year breaks down into ten 20-day periods, with each teacher, whether an intensive teacher or regular grade level teacher, teaching during eight of those periods, but students in school for all ten.)”

### **Expanded Day Models**

What follows next are descriptions of three research papers that illustrate some of the ways educational experts look at afterschool programs that expand the school day.

### **Prisoners of Time**

The National Education Commission on Time and Learning, after a 24 month investigation, issued a report in April, 1994 titled ‘Prisoners of Time’. The Commission found that (in 1994) 52 percent of Americans favored students' spending more time in school and 62 percent supported providing after-school care for the children of working parents.

The Commission was convinced that the following five issues presented insurmountable barriers to efforts to improve learning:

- The fixed clock and calendar is a fundamental design flaw that must be changed.
- Academic time has been stolen to make room for a host of nonacademic activities.
- Today's school schedule must be modified to respond to the great changes that have reshaped American life outside school.
- Educators do not have the time they need to do their job properly.
- Mastering world-class standards will require more time for almost all students.

They also concluded that time constraints presented different problems for students of varying abilities. “High-ability students are forced to spend more time than they need on a curriculum developed for students of moderate ability. Many become bored, unmotivated, and frustrated. Struggling students are forced to move with the class and receive less time than they need to master the material. They are penalized with poor grades. They are pushed on to the next task before they are ready. They fall further and further behind and begin living with a powerful dynamic of school failure that is reinforced as long as they remain enrolled or until they drop out. Average students get caught in the time trap as well. Conscientious teachers discover that the effort to motivate the most capable and help those in difficulty robs them of time for the rest of the class. The paradox is that the more the school tries to be fair in allocating time, the more unfair the consequences. Providing equal time for students who need more time guarantees

unequal results. If we genuinely intend to give every student an equal opportunity to reach high academic standards, we must understand that some students will require unequal amounts of time, i.e., they will need additional time.”

The report also contained the following reflections on how to fund extended day activities: “Federal compensatory funds can be employed to extend the school day and provide summer opportunities for those who require more time. Extended-day and other community services can be supported by other units of state and local government. Moreover, the costs of extended services can be partially met by modest fees, based on parental ability to pay. And costs can be controlled by carefully phasing in new services, using student-teachers and noncertified personnel, and making greater use of full-time staff on flexible schedules.” We will talk more about some of these funding approaches in what follows.

### **Review Of Extended-Day And After-School Programs And Their Effectiveness**

In 1998 the Center for Research on the Education of Students Placed At Risk (CRESPAR) reviewed 34 afterschool programs which they organized into the following five categories:

- language arts after-school programs,
- study skills programs,
- academic programs in other curriculum areas,
- tutoring programs for reading, and
- community-based programs.

The review discusses these programs in terms of their evidence of effectiveness for improving student outcomes and their evidence of replicability in other locations. The report also summarizes correlational research studies that have examined the effects of after-school programs. Based on the program evaluations and the correlational research, the report presents a set of components of effective after-school programs and presents recommendations for implementing these components.

The first category includes programs that address a specific academic component of the curriculum— language arts. Programs included in this category are regularly used as supplements to the regular school-day program, but have been used during the non-school hours. The second category is study skills programs. Programs in this category address all areas of the curriculum, but focus mainly on teaching study and comprehension skills to low-achievers. The next category is after-school programs that address other specific areas of the curriculum, such as science or computer technology. This category also includes specific for-profit programs developed as enrichment programs specifically for use after school. The fourth category includes tutoring programs aimed at improving reading. These differ from the programs in the first category primarily because many of these programs are one-on-one tutoring programs. Some are adaptable for use in after-school settings and some are not. The fifth category consists of community-based after-school programs. These programs are not necessarily academic in nature but are sometimes located in schools, and sometimes operated as community-based and community-owned programs.

The reviewers concluded that effective after school programs had some common elements and they made the following statements:

- Regardless of what the goals of the program may be, if the staff are not properly trained to implement the program well, it is doomed for failure.
- Effective supervision of the staff, volunteers, and teachers is also essential.
- Some studies have found that when the goal of the program is to enhance academic achievement, structure is essential.
- Especially in programs that offer cultural and recreational programs during the non-school hours, families and the children themselves should be involved in the planning. If the activities to be offered are supposed to appeal to the interests of the children, they are certainly one of the best sources of knowledge about what will interest them. Generally, if the children and their parents choose the programs, they are more likely to stay involved.

### **A New Day For Learning**

In January 2007, the Time, Learning and Afterschool Taskforce released *A New Day for Learning*. Funded by the C.S. Mott Foundation, the report asked for a fundamental change in how children use their time for learning. *A New Day for Learning* proposed that the afterschool approach to learning is necessary to the success of any effort to expand learning opportunities.

The proven afterschool approach to learning embraces the following practices:

- Academic instruction is designed to meet the needs, abilities and learning styles of students and provide them with a better chance to succeed;
- Engaging, relevant activities are often project-based, community-based or both, and designed to increase student motivation to learn;
- Linkages are made to the school day, but content is delivered in different ways by applying school day lessons to real world settings;
- Student choice is built into program design;
- Partnerships among schools and community-based organizations are essential because they bring new and diverse learning opportunities;
- Students have opportunities to work both independently and in groups, and to play leadership roles; and
- Communication between families and school-day staff is ongoing.

### **Funding for Expanded Day Models**

It is possible to use federal Title funds, authorized under No Child Left Behind, for afterschool activities.

**Title I:** Many afterschool program leaders have successfully made the case for using Title I to support extended learning opportunities. The Title I provisions in NCLB specifically encourage the use of strategies such as extended day, extended year, and summer programs to increase learning time. In addition, schools are encouraged to use Title I funds to coordinate services and programs, increase parental involvement, and hire highly qualified staff.

**Title IV:** Safe and Drug-Free Schools and Communities (SDFSC) supports programs that prevent violence in and around schools; prevent illegal use of tobacco, drugs, and alcohol by youth; and foster a safe and orderly learning environment. SDFSC activities, because of their emphasis on safety and prevention, find a natural place in afterschool programs. Programs with

mentoring, character education, and drug and violence prevention components targeting students and, potentially, the community, can access these funds.

**Title V:** Innovative Programs is a broad and flexible program designed to support local school reform efforts that are aligned with statewide reform efforts. It helps districts improve achievement by implementing promising practices that reflect scientifically-based research. Innovative Programs is an extremely flexible funding source designed to encourage innovation and creativity in bolstering student achievement and school improvement. Afterschool programs pursuing innovative approaches to activities and supports like service learning, counseling, parental and community involvement, school safety, homework help, or mentoring should consider this funding stream. Because of the focus on innovation, this funding stream may be tapped by new programs that have a creative slant on extended learning time, or by existing programs that are looking to test a new approach.

### **AmeriCorps**

Another possible source of federal funding is through AmeriCorps – a competitive grant program that pays community members (usually college students or recent college graduates) to engage in a year of community service work. An example of a program that successfully uses an AmeriCorps member to coordinate volunteer reading tutors is Reading Partners. “Reading Partners is a tutoring model that matches struggling elementary-grades readers, as identified by their teachers, with one-on-one volunteer reading tutors. Reading Partners trains volunteers and provides them a curriculum and materials to work from that match where the student currently is in terms of reading skills. An AmeriCorps volunteer coordinates the tutoring and provides support to the volunteer tutors in implementing the curriculum and working with children. Because the tutoring is provided by volunteers, costs to districts and schools are very modest. Reading Partners data shows that students gain one grade level in reading performance for every 30 hours they spend with a Reading Partners tutor.” (Disclosure: UWSFC applied, unsuccessfully, for an AmeriCorps grant to provide classroom assistants and a volunteer coordinator for our programs at Aspen Community Magnet School.

### **Rocketship**

The following two paragraphs describe a sort of hybrid model whereby an elementary school uses volunteers and technology to extend the school day for all students without having to hire more certified teachers.

“Unlike a traditional elementary school, where students spend nearly their entire day with the same teacher for all core subjects, Rocketship students rotate among teachers, who specialize in either Reading/English language arts or math. There are four classes of students in each grade, and three teachers: two specialize in Reading/English language arts and one in math. The student day is divided into four learning periods (as well as lunch), and each class of students spends one period a day with each teacher in the grade, and the fourth period in a “Learning Lab.” Time in Learning Lab is divided between two types of activities: A reading center, in which students independently read leveled readers matched to their reading level, and a computer center, in which work independently on computers, progressing at their own rate through an online curriculum matched to their individual skill levels. Two classes of students, from different grades, are in the Learning Lab during each period. An AmeriCorps volunteer of City Year Corps Member supervises children in the Learning Lab, rather than a certified teacher. This

allows Rocketship to operate a longer day while employing only 75 percent of the teachers a typical public school would employ.

The Learning Lab uses an “off-the-shelf” online curriculum in the computer center (there are a variety of programs a district or school seeking to replicate the Rocketship approach could use, including Renaissance Learning Accelerated math and K12.com online curricula), and Rigby leveled readers with Accelerated Reader for the reading center. Through these tools, Learning Lab provides a structured way to increase the amount of time students spend practicing reading, math, and other skills. This allows teachers to use class time more efficiently, because they do not have to devote as much class time to student skill practice--which often consumes significantly class time in a typical school. It also provides a structured way for children to get more skill practice than in a typical school day, which is particularly important for the disadvantaged students that Rocketship serves, who may need more practice to master skills. Both the online curriculum used in the computer center and the Accelerated Reader used in the reading center include regular assessments that students must pass in order to advance, providing teachers with data about students’ academic progress and areas of mastery and struggle, which they can use to inform instruction.”

### **Citizen Schools**

Citizen Schools provides a perfect local example of another program that extends the school day. Like Rocketship, it is really a kind of hybrid: it is like an Integrated Model in that it is mandatory and extends learning time for whole grade levels of students; but it is more like an Expanded Day model in that it does not use the regular classroom teachers and delivers an entirely different pedagogical approach relying on community members as coaches, tutors and role models. Sue Goodwin can explain this program in depth so I won’t go into further detail here. The program is funded by grant money that the organization raises (I believe...) so it is basically free(?) to the district.

### **Aspen Community Magnet School**

Another local example of an Expanded Day program is United Way’s partnership with Aspen Community Magnet School. This program provides afterschool activities that are a combination of enrichment and targeted academics. This is typical of many of the programs described in the above research reports. It is also typical of many afterschool programs in that it involves a public/private partnership whereby the programs are funded by the private partner (United Way) and run on the school site. It is voluntary and serves only a portion of the students in each grade level.