Center for American Progress

Expanding Learning Time In High Schools

Hilary Pennington
Center for American Progress

Progressive Ideas for a Strong, Just, and Free America

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Hilary Pennington
Senior Fellow
Center for American Progress

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EXECUTIVE SUMMARY

Many of the American high schools succeeding at raising student achievement and closing the achievement gap have figured out ways to increase the length of their school day and/or year. The idea of expanding the time for learning as we raise standards and expectations for students deserves more attention in high school reform debates, particularly for students in low-performing schools who are unlikely to reach higher standards without more time and support.

This paper examines high schools that implement an extended learning day as part of the required educational program for all students (rather than providing voluntary after-school programs). It explores particular issues related to expanding time at the high school level, presents examples of how schools accomplish this, and analyzes the implications that would arise for school design, capacity, and financing if such approaches were applied on a more systemic scale.

More time is not in and of itself a silver bullet. The successful schools profiled here accompany extended learning time by other inter-related practices, including a school culture focused on preparing students for life after high school; a high expectations/high level academic core; and extra support to keep students on track with college-preparatory requirements.[1] They design extended learning opportunities to allow a balance between academics and the kinds of co-curricular or extracurricular activities that are so important to students' broader development. Successful schools also pay explicit attention to transitions—from middle school to high school and from high school to the world beyond—building relationships and structures that extend across these transitions. They use online and web-based learning to achieve extra time for student learning.

A key attribute of successful extended learning time schools is their recognition that extended learning offerings at the high school level need to engage and interest young people, and to accommodate their need to work and/or pursue interests outside of school. Student surveys suggest that the most exciting extended school options are those that help them advance towards their postsecondary aspirations by giving them access to work experience and to college credit.

Some of the most promising models not only extend the time for learning, but also change the place—they create learning opportunities on college campuses, in community service, and through internships with employers. This expanded use of time and place exposes students to real-world performance contexts and expectations at college and work and breaks down the barriers that separate high schools and high school-age students from the world outside schools.

The paper advocates more systematic experimentation with extended learning time. This will require supportive public policy at the state, and to a lesser extent, the federal level. It also will require an iterative process of working through some of the challenges associated with extending learning time at the high school level in terms of culture, capacity, and cost and adapting policy accordingly.

One of the greatest potential benefits of expanding the time and place for learning is the chance to experiment with the kinds of "out-of-the box" approaches to high school education which are sorely needed if we are to reach our goals for raising student achievement and eliminating inequities in achievement and graduation rates. Both philanthropy and government (local, state, and federal) can play a significant role in helping this happen.

State Governments Can:

- Create an Extended Learning Time Initiative
- Deliberately encourage the development of charter schools and new schools that use an extended–time model
- Adopt a weighted student funding formula which would provide extra resources for students in greatest need and specify that an allowable use of funds would be expanding learning time.
- Develop the expertise to support extending the school day or year as a standard part of state interventions in low-performing schools or reconstitution of failing schools.
- Encourage the use of technology to supplement the curriculum offerings in high poverty schools.

The Federal Government Can:

- Allow the blending of federal funding streams for the purpose of extending learning
- Change the ways in which Supplemental Educational Services (SES) funds can be used
- Fund a pilot/demonstration:
- Encourage the use of technology to supplement the curriculum offerings in high poverty schools.

INTRODUCTION

The United States has taken up the challenge of educating all children to high standards with the aim that by 2014 all students will reach proficiency on their state's learning assessments. This is an ambitious goal, especially given the diversity of learning needs among students and widespread inequities throughout the country in access to quality teachers and schools. In this context, both common sense and research suggest that expanding the time for learning as we raise standards and expectations for students is an idea worth trying. This is particularly true for students in low-performing schools who are unlikely to reach higher standards without more time and support. Yet although a longer school day is a common feature of private secondary schools, extended learning time has yet to be implemented on a large scale in public high schools.

Despite all the intensive school reform efforts of the last several decades, the essential structure of the school day and school year remains relatively unchanged. Establishing learning standards and holding students accountable for meeting them were two of major recommendations in the landmark 1983 report, "A Nation at Risk." In the twenty-three years since the report's release, the only recommendation that has not been implemented in any systematic way is the proposal for increasing learning time by extending the school day and/or year. The overwhelming majority of learning time still is spent outside school, which students attend half the days of the year and only about 6 1/2 hours a day. "Modified-calendar" schools exist in 46 states but enroll barely two million students—about 5 percent of all K-12 students. The U.S. continues to lag behind most industrialized countries and many developing countries in instructional hours per week and total learning hours per year. In China, for example, students spend nearly 30 percent more time in school than do their U.S. counterparts.

Yet, many of the American high schools succeeding at raising student achievement and closing the achievement gap between different groups of students have figured out ways to increase the length of their school day and/or year. A study of high-performing high schools in Massachusetts found that all the top performing schools had expanded time for learning.[2] Furthermore, about 80 percent of all charters in the state have a school week longer than the traditional 32.5 hours, and 50 percent have a school calendar longer than the typical 180 days. The same is true for networks of high performing schools nationally.[3] At KIPP Academies, a network of middle schools throughout the country, students spend almost 60 percent more time in school than students at traditional middle schools. The Cristo Rey Network of college preparatory Catholic high schools features a longer school day and year as a central aspect of its model. These schools hold the standards for student achievement fixed, and they vary time, instructional strategies, and supports for students so that all students can reach the required level of proficiency.

Changing the structure of the high school day is daunting to contemplate. It is difficult to change anything about the American high school, especially something as basic as the traditional school schedule. These are the high pressure years of preparation for college and work, and extra-curricular activities at the high school level, especially sports, grow in importance to students and communities. High school students also have many interests and obligations outside of school. At the same time, high schools can do more, especially if they are creative about the use of time in the senior year.

This paper looks at high schools that implement an extended learning day as part of the required educational program for all students (rather than providing voluntary after-school programs). It explores particular issues related to expanding time at the high school level, presents examples of how schools achieve this, and analyzes the implications that would arise for school design, capacity, and financing if such approaches were applied on a more systemic scale.

THE CONTEXT

The idea of extended learning time in high school should be viewed in the context of five larger trends that, taken together, are prompting change in our traditional understanding of the high school years. These are:

1. ***The unlikelihood of success in reaching necessary achievement levels without differentiating time and strategy:*** Extended learning schools might be a good option for many young people. They likely are necessary for low-performing students who are behind grade level and need more time and resources in order to reach standards, especially if the schools are designed to provide young people rich developmental opportunities through both academic and co-curricular experiences.

2. ***The demographic imperative to close the achievement gap:*** At the same time as our need for educated workers grows, the American workforce is going to come increasingly from the ethnic groups that historically have been the least well-served at all levels of American education. By 2020, some 30 percent of our working-age population will be African-American or Hispanic, nearly double the percentage in 1980. Because of the lower average educational attainment of these rapidly growing groups, the share of workers with some education post-high school is projected to increase only four percent over the next 20 years, compared with a 19 percent rise since 1980. Some researchers project a net increase through 2020 in the number of people with less than a high school education. We can no longer afford the inequities that have long characterized our system of education.

3. ***The mismatch between school and work calendars:*** In the 1960s, reports the Population Resource Center, more than 60 percent of families consisted of a father working out of the house, a stay-at-home mother, and several children. Now, as U.S. Census data show, two-thirds of American children live in households where both parents work or with a single working parent. After-school hours during the school year can be a time when

young people get into trouble. In the summer months, these challenges multiply. In addition, research suggests that low-income students experience significant learning loss over the summer months compared to children from higher income families who have access to travel, camps, and other enrichment activities. Extending the school day and/or year would help address this challenge.

4. ***Increased interest in choice:*** New forms of schooling have exploded in the last decade, including charter schools, magnet schools, home schooling, virtual schools, early college high schools, and more. Students and parents are becoming more aware of and interested in options other than the traditional one-size-fits-all high school. When given the opportunity to choose, many select schools which offer extended time.

5. ***Growing interest in postsecondary education:*** As the costs of college continue to rise and more and more young people and their families realize that the high school diploma can no longer be a terminal degree, there is growing interest in getting a head start on college level work in high school. This often requires extended time, or changing the place of learning to include postsecondary institutions.

SUMMERS AND LEARNING LOSS

"Summer vacation can … be a massive inconvenience for today's middle-class families [when] no one is home to supervise children during the summer. For these families, summer vacation can be more an obstacle than a break. Parents must find ways to occupy their children's time and to monitor their socializing and web usage from work.

The Urban Institute reports that, at most, just 30 percent of school-aged children in families with an employed primary caretaker are cared for by a parent during the summer. The Urban Institute study also notes that 41 percent of working families with school-age children pay for child care during the summer, typically spending about eight percent of their summertime earnings. Meanwhile, expensive school facilities, computers, texts, and transportation sit idle.

But the biggest problem with summer vacation today may be its impact on the academic achievement of low-income kids. In scores of studies, researchers including scholars at places like the Johns Hopkins Center for Summer Learning and the Northwest Regional Educational Laboratory have reported that these students lose significant academic ground in the summertime, while their more advantaged peers—those more likely to read and attend pricey summer camps—do not.

This has been a big factor in aggravating the "achievement gap" for urban and minority children. Programs with extended school years have had much success in boosting the achievement of these kids. The widely praised KIPP Academies, for instance, have employed a lengthened school year and a mandatory 3-4 week summer school session to boost achievement among their predominantly minority and urban students."

Source: "Summer Vacation of Our Discontent," Special to washingtonpost.com's Think Tank Town, July 12, 2006.
Available at: http://www.washingtonpost.com/wp-dyn/content/article/2006/07/11/AR2006071100871.html

PRINCIPLES FOR EXTENDED LEARNING TIME AT THE HIGH SCHOOL LEVEL

Given the trends described above, expanding the time, and often the place, for learning deserves more attention in high school reform conversations and policy proposals than it has yet received. But more time is not in and of itself a silver bullet. Evidence on what works best to improve student achievement should inform how to design and implement extended learning time at the high school level. Guiding principles might include:

- The purpose of, and therefore approach to, extended learning time at the high school level should be to enable academic progress and also to foster youth development

- Extended time alone is not enough to change educational outcomes. Extended learning time must be accompanied by other practices, many of which are complex to implement. As research by the Consortium on Chicago School Research, the Education Trust, the National Center for Educational Accountability, and MDRC demonstrates, these include a number of inter-related factors such as a school culture focused on preparing students for life after high school; a high expectations/high level academic core; extra support to keep students on track with college-preparatory requirements; teacher assignments and the determination of class size based on student needs, etc.

- Extended learning offerings cannot be more of the same. They need to engage and interest young people at the high school level. They must also acknowledge that many high school age students have multiple interests and obligations outside of school, including the need to earn money or assist with family obligations.

- Extending learning time also requires explicit attention to transitions—from middle school to high school and from high school to the world beyond. This means building relationships and structures that extend across these transitions.

- Extending learning time at the high school level will be more effective if it is used to break down the barriers that separate high schools and high school age students from the world outside schools. Some of the most promising models not only extend the time for learning, but also change the place—they create learning opportunities on college campuses, in community service, and through internships with employers. This expanded use of time and place exposes students to real-world performance contexts and expectations at college and work.

- At the same time, schools must remain accountable for ensuring an academically and developmentally rich experience for students. Schools, not students, must be responsible for connecting the dots—creating the structures, assessments, and opportunities for reflection that maximize student learning.

- On-line and web-based learning are other promising ways in which to achieve extra time for student learning. They offer the benefit of asynchronous learning, in which students can pursue educational options outside the boundaries of the normal school day.

- Extending the school day and/or year is an expensive proposition. Where possible, schools (and at scale, districts) should look for partnerships with institutions of higher education, community organizations, and employers that can help achieve this objective.

OVERVIEW OF STRATEGIES FOR EXTENDING LEARNING TIME AT THE HIGH SCHOOL LEVEL

A variety of strategies to extend learning time exist, and they involve differing ranges of complexity in design, required partnerships, and financing. This section summarizes common strategies, focusing on three questions: *1) How do extended learning time schools plan and deliver learning? 2) How is extended time financed? and 3) Who teaches in extended learning schools/programs?* The section begins with a brief summary of co0mmon strategies, which are often used in combination. It also provides examples that demonstrate these strategies in action at the school and community levels. All of the schools or models featured are successful as measured by high levels of student achievement, retention, and graduation rates.

How do extended learning time schools plan and deliver learning?

In-school extended time models: Many schools, especially those whose students start substantially behind grade level, use extended learning time to increase the time available for core academic subjects. Sometimes this means establishing longer blocks for core classes like math and English language arts. For others, it means adding electives or credit recovery options, starting the school year earlier and ending it later, adding Saturday classes, and longer school days.

Some schools achieve more time for learning by changing the use of time within the existing confines of the school day. This has some advantages from the viewpoint of scheduling and cost. Others both reconfigure the use of existing time and add more time to the day itself. This has the advantage of allowing more varied approaches to learning and more time for tutoring, enrichment, and extracurricular activities for students. It also allows more time for common planning time and professional development for teachers.

Extended day versus extended year: Many schools that extend time for learning do so by starting school several weeks early or going several weeks later than the usual schedule. Some have staggered schedules or mandatory summer sessions.

UNIVERSITY PARK CAMPUS SCHOOL (UPCS): WORCHESTER, MA

Widely recognized as one of the best performing high schools in the country, UPCS uses a number of interrelated strategies to achieve extraordinary results. One of the distinguishing features of the school is its use of time and place. A 7th-12th grade high school, UPCS has a partnership with Clark University that provides the school with access to college-level teachers, mentors, classes, and campus environment. The school uses extended time at two critical junctures in the students' education: when they enter the school in seventh grade and as they prepare to leave it in 11th and 12th grades.

Entering seventh graders attend a month-long August academy designed to expose them to the school's culture and level of academic expectations, diagnose their reading and math levels, and to establish rituals and routines that continue through their UPCS experience.

In grades 11 and 12, the school uses a variety of strategies for expanding the time and place of learning. All juniors and seniors participate in internships outside the school for four hours one day a week. Teachers have common planning time during this period. The school made the decision to structure the internships during the school day because working after school is very important to many of the students in the school and because pedagogically, as UPCS's founding principal Donna Rodrigues believes, "It is very important to get the kids out of school. There is a whole world they haven't seen that we need to expose them to as part of their preparation for work and college. They need exposure to work responsibilities, cultural institutions, and more."

*For more on UPCS see Appendix A

CREDIT RECOVERY PROGRAMS

Credit recovery programs are another way in which schools extend time for learning—especially for over-age and under-credit students. Best practice models include the Sante Fe South School in Oklahoma City and Choices in San Jose, a community-based organization that works with gang-involved youth and also runs a charter school. Both these programs use a competency-based instruction model with a combination of self-directed study through technology/distance learning and one-on-one guidance from an instructor. Students progress to the next level once they have achieved competency. As a large organization with many programs, Choices integrates its broader services into the school, supplementing the school experience by providing summer rehabilitative programming, after-school programs, and counselors who rotate through the school to provide on-site counseling about gang involvement. It also partners with the Association of Auto mechanics, so that every student learns competency and a certification in auto mechanics and body repair. The charter school is financed by the district's $7,000 ADA charter allotment; the broader social services are funded through a variety of other public sources and fund-raising.

For more on Credit Recovery Programs see Appendix C

Out-of-school extended time models: These models extend learning time by taking students outside of the school to learn through internships, community service, college partnership programs, etc. This is an especially important feature of extended learning time at the high school level, given the appeal that real-world experiences hold for young people. Many schools that incorporate such strategies do so out of a belief in their pedagogical power for high school age students.

REAL WORLD EXPERIENCE

Real-world experience holds great appeal for young people. In a recent survey about teen use of after-school programs by Junior Achievement, four in ten teens (40.5 percent) who do not attend after-school programs report that the primary reason is that they simply are not interested in what is being offered. Only about one in ten teens say they do not participate because of cost (11.9 percent) or lack of transportation (11.6 percent). When asked what factors would increase their interest in after-school activities, the overwhelming majority of teens said they would be interested in after-school programs that offer opportunities for college scholarships (94.3 percent), followed by programs where they can earn college credit (92.1 percent). Teens were also interested in programs that help them perform better in school (76.8 percent), develop leadership skills (76.4 percent), teach them how to work with money and budgets (75.6 percent), and how to run a business (69.1 percent).

The schools profiled in this paper use a range of strategies to connect students to learning opportunities outside of school, from the use of college faculty and internships at University Park Campus School (see page 8 for more) to engaging volunteers for mandatory after-school courses at Maya Angelou (more on page 14) to the use of structured work experience by Cristo Rey (more on page 16) and the National Academy Foundation (more on page 18). Schools vary greatly in the degree to which they attempt to integrate learning in the community or through work experience with their core academic program. These linkages tend to be tighter in career-themed small schools and in career technical schools and/or programs. The closer the linkages, the greater the impact on student learning, but achieving this requires dedicated staff resources at the school level.

Changing the "flow:" 3-5 year high schools: In some ways, extended learning time can be viewed as part of an effort to customize schooling so that it varies to meet the needs of individual students. Some schools, such as Early College High Schools (see page 10) and districts such as Rochester and Boston are experimenting with allowing students to take three, four, or five years to complete school.

EARLY COLLEGE HIGH SCHOOLS

By creating a structure in which the high school years are compressed with the number of years required to receive college degrees, Early College High Schools aim to improve graduation rates and better prepare students for college success and entry into high-skills careers. Early College High schools graduate students with a high school diploma, plus up to two years of college credit toward a bachelor's degree. Their accelerated, college-preparatory learning programs allow students to combine high-school and college-level classes tuition-free. In contrast, the traditional process takes six years—four years of "free" public high school and two years of college classes for which students have to pay.

Josephine Dobbs Clement Early College High School, Durham, NC: The Josephine Dobbs Clement Early College High School is an innovative partnership with North Carolina Central University and Durham Public Schools designed to substantially increase the number of minority and female students who will pursue advanced studies and careers in Science, Technology, Engineering, and Mathematics. Its strategies for extending learning time include:

- Pre-College Academy located at four middle schools to ensure students' readiness for rigorous ECHS curriculum.
- Implementation of SECME and AVID programs to support student success.
- Partnerships with local government and industry for internships, service learning opportunities, and mutual support.
- Students can earn up to two years of college credit, thereby completing the North Carolina Central University Central Foundations of Arts and Science curriculum.

Extending learning time through the use of technology: Almost all the schools profiled in this paper use online or web-based technology to supplement student learning. Students can take self-paced classes at the high school or even college level in particular areas of need or interest (learning a language, advanced math, etc.) with teachers available to assist them as needed. These examples demonstrate the potentially important role technology can play in expanding learning time—extending both the quantity and quality of courses available, especially in high poverty high schools—and enabling students to learn outside of school time. The major drawback, of course, is the uneven equity of access to technology for low-income students given that schools in high-poverty neighborhoods tend to be technology-poor (both in numbers of computers and in terms of numbers of courses available) and lower-income students often do not have access to computers outside of school or at home.

IDAHO DIGITAL LEARNING ACADEMY

The Idaho Digital Learning Academy (IDLA) is an accredited, state-sponsored online virtual school for students in grades 7-12. Created in 2002 by the state legislature, IDLA seeks to expand learning opportunities and choice by providing a technologically delivered learning environment to all of the state's students regardless of school setting, geographic location or achievement level.

Courses are offered in nine or 16-week sessions and include core classes such as English, math, the sciences, and social studies; electives; AP; and dual credit courses which enable students to earn college credit. Student achievement is tracked by demonstrated competency, meeting the standards set for each course, and mastery of the subject as well as course retention and passing rates.

Currently, 88 of Idaho's school districts participate with the Academy—that is approximately 80 percent of all districts in the state. During the 2005-2006 school year, 2,600 students participated in the program. Enrollment has increased significantly with approximately 5,000 students currently enrolled. According to the Academy, 21 percent of participating students are "at-risk," 10 percent are Hispanic, and five percent of all students have an individual education plan (IEP).

Source: Idaho Digital Learning Academy website, located at: http://idla.blackboard.com/webapps/portal/frameset.jsp?tab_id=_1_1
**For more on Technology and Distance Learning see Appendix B*

How do schools finance extended learning time?

Given the ways in which public schools are financed, few high schools (other than public charter schools) have comprehensive school designs that extend the school day through an integrated program that includes all students on a mandatory basis. Many rely on after-school programming options that may be linked to the school's educational objectives but are financed through a variety of other sources such as 21st Century Community Learning Center grants and Supplemental Educational Services (SES) funding. Most public high schools also have low or no-cost after-school extracurricular activities such as sports and student clubs, but they are not required of all students nor are they viewed as an essential part of the school's role in young people's development, as they are in private schools.

Table 2—Educational Enhancements with Additional Time and Their Impact

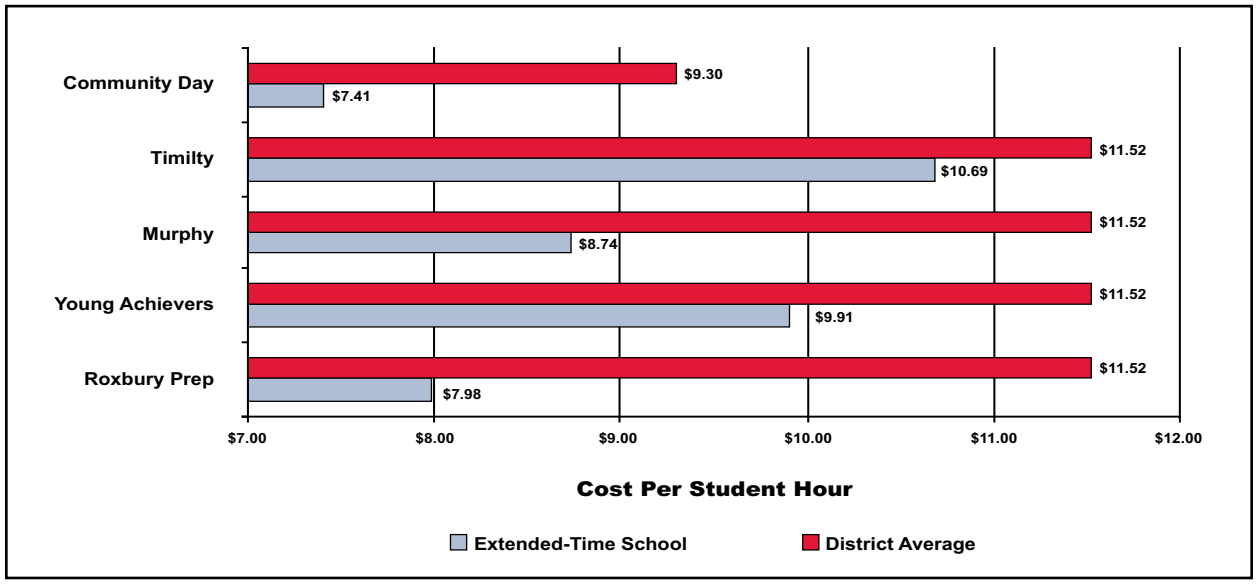
ENHANCEMENT	EDUCATIONAL IMPACT
1. Instructional Time Most schools provide additional academic time through longer class periods. Classes are increased from the typical 50 minutes to up to 90 (or even 120) minutes for core academic subjects.	The longer (and differentiated) time spans allow for greater opportunity for interaction with the material introduced in class, and for the integration of hands-on, experiential projects, such as science labs. Further, the longer class periods enable teachers to adjust their curricula to match diverse student abilities by allowing more time for small group work and individual assistance.
2. Enrichment Opportunities Most of these schools provide more than twice the amount of time conventional schools designate for special activities such as art, music, dance, drama, foreign languages, sports, and clubs. Teachers also work hard to integrate these activities within the broader curriculum so that they connect to and reinforce academic learning.	These enrichment classes, which in recent years have too often been squeezed out of school schedules, are designed to furnish students with a fuller educational experience. Through participation in a wide variety of activities, students gain new skills, build self-confidence, and become more deeply engaged in school and learning. Teachers (and students) also admit that it is often these activities that students find to be the most personally rewarding part of the day.
3. Professional Development and Planning Three of the profiled schools end the students' school day early on Fridays to furnish teachers with 2-3 hours of specially planned professional development sessions, and content and grade-level planning meetings. Other profiled schools embed these sessions into the regular school week while students are participating in enrichment activities.	Teachers believe that their practice is honed through reflecting and planning with colleagues. Without the collegiality built through these sessions, teachers are more likely to feel isolated in their work. Additionally, the common planning time facilitates the development of a more coherent curriculum across subject areas and classes, so that different classes can become mutually reinforcing.
4. Customized tutoring sessions and homework help Additionally, schools augment instructional time by carving time in the schedule for one-on-one or small group tutoring or scheduling a designated time for students to work on homework and receive assistance if needed.	Individualized or small group tutoring helps ensure that all students are keeping pace with the class. At schools with shorter days, if such tutoring takes place, it often means removing students from other core academic classes, causing them to lose instructional time in other subjects. Not insignificantly, teachers and students alike observe that the addition of one-on-one tutoring promotes stronger student-teacher relationships by allowing teachers and students more time to interact.

Source: Massachusetts 2020, "Time for Change: The Promise of Extended-Time Schools for Promoting Student Achievement," Executive Summary, Fall 2005

As a result, high schools that operate an extended learning model patch together funds from many different sources: they leverage the district Average Daily Allotment (this works more easily in places where schools have some control over their budgets at the school level), as well as grants from public sources or from private foundations and individual donations. They blend these funds directly or through partnerships with community organizations that are funded separately.

The best study of the costs of extended learning time has been conducted by Massachusetts 2020 for the purpose of designing the Massachusetts Extended Learning Initiative.[4] It found that extended learning time is more expensive, but not proportionately so: "There is significant variability in the cost of the extra time among the schools profiled in this report, because each has a different staffing strategy to cover the additional hours and each operates for different lengths of time. The district-operated extended-time schools profiled in this study expend $900 to $1,540 more per student to offer their extended time program, which translates to roughly 7-12 percent more than conventional schedule schools in the district…However, because these schools have extended the school schedule by 15-60 percent, the increase in cost is not directly proportional to the time added. Analyzing the budgets of the extended-time schools by dividing per pupil expenditures by the total number of hours per year students attend school (a "cost per student hour" metric) confirms this point (Figure 3)."[5]

Figure 3—Cost per Student Hour Extended-Time School vs. District Schools



Source: Massachusetts 2020, "Time for Change: The Promise of Extended-Time Schools for Promoting Student Achievement," Executive Summary, Fall 2005.

MAYA ANGELOU CHARTER SCHOOL

Maya Angelou, a charter school in WDC, runs from 9am -7pm Monday through Thursday, and Friday until 2pm. Its school year ends in mid-July and starts again after Labor Day. Core academic classes take place between 9am - 4:45pm. Electives run from 4-6pm and include classes on debate, drama, and Constitutional Law. Students have dinner on campus and tutors from the community come in from 6:30am - 8pm to assist students with their studies. The school has a small number of residential slots (15 in all; 10 for girls and five for boys). In an attempt to provide students with work experience and income, it originally ran a small computer and catering business on campus, but stopped doing this three years ago. It now provides career internships on Mondays and Wednesdays for half a day. Maya Angelou also has a full-service counseling service on campus. Its current financial model costs $17,000-20,000 a student, raised through a combination of its charter allotment and private fundraising. The school also fund-raises to support summer enrichment programs for students, as well as other excursions such as Outward Bound, science excursions, and an exchange program with a school in Guatemala.

The school has found that it is hard to get the students to commit to the extended hours. A key challenge is helping them think differently about earning money. The after school programming also depends on the community to support the extended learning time—drawing on volunteers as tutors or teachers of electives. However, it is not clear this is sustainable in the long-run.

Who teaches in extended learning time settings?

For the most part, the people who teach in extended day schools are certified high school teachers. The Massachusetts study of schools with extended learning time found that teachers' hours generally increased from about 32-35 hours a week to 40-50 hours a week. Some of the extra time was spent in professional development or team meetings with other teachers—not all of it was in the classroom. Although teachers are compensated for this time, either in their base salary or through stipends, not all teachers want to teach longer hours or take on staggered schedules.

This raises the importance of community partners as supplementary teachers. In some schools with strong postsecondary partnerships, college faculty teach dual enrollment or college-level classes. In others, community partners or tutors funded through Americorps teach supplemental and/or enrichment courses.

Yet, despite strong collaborations in many places, tensions between school faculty and community partners are common—particularly around the issue of who is qualified to teach core academic subjects as opposed to providing enrichment, project-based learning, or wrap-around supports for students. This is a significant issue both from the point of view of teacher unions and in terms of the NCLB provisions regarding qualified teachers. In Boston, for example, the after-school intermediary Boston and Beyond wanted to pay community organizations to work with under-credit students, but the schools felt they needed experienced teachers to lead "academic boot camp" for high schoolers reading at the fourth through eighth grade reading levels.

As for extended learning models outside the school, key challenges include how to integrate outside of school learning experiences with the core academic program; how to guide, supervise, and assess student learning; and how to ensure the pedagogical skill of non-professional teachers. An additional challenge for schools and/or districts that incorporate work or community experience into their core education model is how to organize these placements on a large scale—both at the school level and for systems of schools. Often this requires intermediary organizations that interface with the school's external learning partners, such as school development and support organizations like the National Academy Foundation and Cristo Rey and/or community-based intermediaries like After School Matters in Chicago or the Private Industry Council in Boston.

THE CRISTO REY NETWORK

Cristo Rey is another school pushing the boundaries of what is "in" and "outside" of traditional notions of schooling. Founded as a single high school in Chicago in 1996, Cristo Rey is now expanding to additional places. With support from the Bill and Melinda Gates Foundation, it has established The Cristo Rey Network™ — a national association of high schools that provide quality, Catholic, college preparatory education to urban young people who live in communities with limited educational options. Member schools utilize a longer school day and year, academic assistance, counseling, and smaller class sizes to prepare students with a broad range of academic abilities for college. All students at Cristo Rey Network schools participate in a work study program through which they finance the majority of the cost of their education, gain confidence and real world job experience, and realize the relevance of their education.

The work study program originated in Chicago in an effort to offset the cost of tuition. Cristo Rey's founder approached businesses in the neighborhood with a unique bargain: if they contracted with the school for low-end jobs in their companies, the school would supply students to do those jobs; their "salary" would go back to the school to defer the costs of their education. Students job share: each student works one day a week. A job-sharing team of four students fills a full-time job, Monday through Friday. The academic schedule is structured so that students can work without ever missing class. Internships earnings cover about 74 percent of the total cost of their education of $8,450 a year.

A large number of Chicago employers participate, and company participation has been extraordinarily stable over a number of years. Companies pay $25,000 per job sharing team per school year.

During the 2005-06 school year, 2,449 students were enrolled in the 10 Cristo Rey schools, which are located in Cambridge (MA), Chicago, Cleveland, Denver, Lawrence (MA), Los Angeles, New York City, Portland (OR), Tucson, and Waukegan (IL). Ninety-one percent of the students are of color, and their median family income is $31,660, with an average family size of four. Three schools are opening in 2006, and another five schools are scheduled to open in 2007.

The internships are carefully planned. In addition, a dedicated faculty member who receives a $2,500/year stipend works with the organizations sponsoring the internships and participates with each student in a first meeting with the contact person at internship site. Students do an exhibition at the end of their internships, choosing a topic related to their internship on which they conduct scholarly research, collect data, etc. They present their final product to their teachers, peers, and employer representatives from the internship sites.

TEN BEST PRACTICES IN EXTENDING LEARNING TIME AT THE HIGH SCHOOL LEVEL

Studies of high impact high schools converge around a common set of practices, many of which involve extending learning time in one way or another—changing the structure of the school day and year in order to create smaller, more personalized learning environments for students and to improve instruction. The following synthesizes research by the Education Trust,[6] MDRC, the National Center for Educational Accountability, and the Consortium on Chicago School Research to suggest "ten best practices" in extending learning time at the high school level.

1. **Attention to the transition between middle school and high school:** Many of the top-performing schools create relationships with the middle schools that "feed" students to them. They work together to identify students who would benefit from freshman academies which provide extra support for high-level curriculum. Sometimes the entire school is structured as an academy; for others the "academy" is invisible to students—teachers teach regular classes and students take electives with other students. But students receive smaller classes and extra support. Counselors meet individually with rising eighth graders to discuss goals and help them with course selection and placement. High school staff visit feeder middle schools for eighth grade orientations and use previous test data (e.g. analyzing students' seventh grade math scores) to identify and target struggling students for placement into courses designed to give them extra support. All high school counselors are involved in the ninth grade transition. Some schools require summer school for students who receive a low score on an eighth grade competency test.

2. **Organization of school days to allow expanded time for core academic subjects:** Students get extra instructional time in English and math in a way that keeps them on track with college preparatory requirements (rather than delaying their entry into grade-level courses which has the cumulative effect of making it harder for students to complete college-prep requirements). Schools provide high quality curricula and extra professional development/training for teachers on these curricula, and make efforts to create professional learning communities for their teachers.

   The high impact schools not only make after school tutoring available, but also make it mandatory for students at risk of failing. They also provide transportation, taking the responsibility to get students who ride the bus home after school. Some provide Saturday school either throughout the year or beginning a few weeks before end of course exams.

3. **Extra time devoted to helping students stay "on track:"** Teachers and administrators take responsibility for making sure students get the extra help they need. This help is not optional. Early warning systems are in place to identify students who need help early in each academic semester, rather than remedial help after students have failed. Time is arranged to help students who start behind catch up. In some schools, these students spend more time

THE NATIONAL ACADEMY FOUNDATION

The National Academy Foundation (NAF) is a good example of high school designs that expand opportunities for learning through extending both the time for and the place of learning. An extensive longitudinal study by MDRC has documented the positive impact of Career Academies on student outcomes.[1]

There are more than 630 NAF Academies serving 47,000 students in 41 states and the District of Columbia. They include Academies of Finance, Hospitality and Tourism, and Information Technology, with Academies in Health and Engineering in the design stage. More than 90 percent of Academy students graduate from high school compared to 50 percent in major urban areas; four out of five go on to two-year or four-year colleges. 52 percent of alumni had completed a four-year college degree, compared with 32 percent of similar aged individuals nationally. Of those 52 percent, almost half were first generation college students in their families.

NAF Academies operate either within existing public high schools or as separate high schools. When part of an existing high school, they are organized as small learning communities in which students remain together throughout their high school years with a core group of specially trained teachers. Specialized courses jointly designed by educators and industry specialists supplement and enrich the traditional school curriculum and business people come into the schools as lecturers. Students are required to take at least one college-level course during the school year. Increasingly, NAF is also involved in creating new small schools. For example, in New York City, it is the lead partner and intermediary organization working with a portfolio of small schools, including Manhattan Bridges High School, the Academy of Finance and Enterprise, the Academy of Hospitality and Tourism High School, and the High School for Construction Trades, Engineering and Architecture.

NAF's business partners provide students with paid internships in which students work 30-40 hours a week for six to eight weeks in the summer between the junior and senior years. An Institute of Education and the Economy evaluation study characterizes the internship as "a practical teacher." Some school districts have begun to grant summer school credit for these student internships (which also gives students a backdoor access to a transportation card and allows teachers hired as summer school teachers to be paid out of a different pot of money than the normal school budget. In New Orleans, students work four days a week and are enrolled one day a week at Delgado College.

[1]Kemple, James J., *Career Academies: Impacts on Labor Market Outcomes and Educational Attainment* (New York: MDRC, 20004).

in ninth grade in courses with substantial reading and/or reading instruction, or in extended class periods, or special catch-up courses. For example, some schools provide "recovery" programs for Algebra 1 in which students who fail a unit of the course are sent immediately to the after-school recovery program for that unit. This also allows students a chance to better their grades: If they learn the material, their grade for that unit is changed to a C minus.

A common strategy is a freshman academy in which students are exposed to a high-level curriculum but also given additional support. High impact schools also use strategies not associated with extended learning time to increase students' sense of connectedness to their teachers, such as faculty advisory systems, the assignment of high quality teachers, and small learning communities.

4. **Opportunities for accelerated advancement:** High impact schools remove barriers to high level course taking. They encourage students to take on academic challenges and support them as they do so. For example, three of four schools in the Education Trust study[7] offer open enrollment in honors and Advance Placement courses without regard to student's grade point average or teacher recommendations, provided students can maintain a C average in the class. At one school, more than 37 percent of juniors and seniors were enrolled in AP classes. In contrast, average-impact schools tend to place hurdles that make it difficult for students to gain access to the most challenging courses. Most make advanced coursework, especially Advanced Placement and dual enrollment courses, available only to students who have high prior achievement.

5. **Attention to performance standards for college and work/focus on preparing students for life after high school:** The Education Trust study shows that high-impact high schools focus explicitly on preparing students for life beyond high school, rather than primarily on graduation. They use college and work-level standards as benchmarks against which to assess the academic rigor of their courses. They embrace external standards and assessments. Assessment data is used to improve curriculum and change teacher assignments—not just to measure students' past performance. Extending learning time and place (through internships or exposure to college campuses and/or courses) helps students experience "real-world" standards directly (see page 9).

6. **Use of technology for distance learning and customized instruction and feedback:** High-impact schools use technology to allow students to pursue self-paced supplemental coursework, both for purposes of remediation and for acceleration. Teachers work closely with students when they are in technology-based classrooms, serving as guides for their learning. Many technology-based programs provide instant feedback.

7. **Expanding place, opportunities to learn outside the classroom:** High-impact schools use partnerships with businesses and colleges to advance student preparation for postsecondary opportunities. In average impact schools, these partnerships with community organizations tend to focus on drug counseling or dropout prevention. In contrast, in high-impact schools, partnerships with local businesses allow students to gain experience working in their field of choice and partnerships with colleges expose them to learning on college campuses (such as UPCS, ECHS).

8. **Opportunities to earn money and college credit (not just work exposure/experience):** Many high school students need to earn money. In addition, students are increasingly focused on getting a head start on earning college credit while still in high school. High-impact schools provide opportunities for students to earn "the real deal"—money and/or college credit rather than simply work experience. MDRC's study of career academies has documented the value of school/employer partnerships that help students attain higher earnings after high school.

9. **Teacher guidance/school involvement in student's external learning:** High-impact schools that supplement in-school learning with out-of-school internships, work placements, community service, or college experience take responsibility for ensuring student learning. Dedicated staff supervise the students and interact with adults at the external learning sites. Students are required to produce papers or presentations that summarize their learning.

10. **Use senior year differently:** Senior year has fewer academic challenges than any other year. High-impact schools create opportunities for students to use their senior year to pursue accelerated academic learning, college exposure, and/or work experience. They provide progressively greater independence to students in order to help them develop skills of self-management and take initiative to assist them as they leave high school for college and careers.

IMPLICATIONS

Like any strategy worth trying, extending learning time is not a silver bullet. Helping students achieve at high levels at the same time as closing persistent gaps in achievement and graduation rates defies simple solutions.

Individual schools may have the vision, leadership, and resources to implement whole school designs in which extended learning time is an essential part of the model for all students, but any large scale expansion of extended learning time will require changes in public policy at the state, and to a lesser extent, the federal level. It also will require an iterative process of working through some of the challenges associated with extending learning time and adapting policy accordingly. The following section discusses some of the challenges, pros, and cons of extending learning time at the high school level. These challenges fall into three broad categories: Culture, capacity, and cost. The paper then concludes with recommendations for state and federal action.

Culture

Despite all the intensive school reform efforts of the last several decades, the essential structure of the school day and school year remains relatively unchanged. As Ted Sizer says, the school schedule is in our bones. This is one reason why it has been relatively easier for new schools to adopt an extended day or year model than it is to convert existing schools to this model. Expanded school hours are part of what the students and their families "contract for" when they enroll.

In the few places, such as the state of Massachusetts, that have experimented with expanding the school day and/or year in a systematic way at the elementary and middle school level, the greatest resistance has come from middle and upper income parents. It seems reasonable to assume that such parental resistance might be less pronounced at the high school level, especially if expanded learning time were focused on enhancing students' preparation for college and work, and on positive youth development and co-curricular activities.

In many ways, one of the biggest barriers to expanding the school day at the high school level is the attitude of young people themselves. Indeed, experience with voluntary after-school programs at the high school level is notoriously mixed. High school students are at a stage in life when many of them need to work and most have other interests outside of high school. For many, the high school environment seems disrespectful and an extremely large proportion of students are disengaged, with between one-third and 40 percent of students saying that, when they are in class, they neither apply themselves nor pay attention[8] (Steinberg 1998).

For these reasons, students may not overwhelmingly support the conversion of existing schools to an extended day for all. Schools moving to extended days will find it important to design offerings that meet real needs and interests that students themselves identify. As the Junior Achievement survey suggests, the most exciting extended school options for students clearly will be those that

help them advance toward their postsecondary aspirations by giving them access to work experience and to college credit and/or scholarships. Extended learning opportunities must be designed to enable students to earn money so that they do not conflict with after-school jobs. Extended learning opportunities also need to be designed to allow a balance between academics and the kinds of co-curricular or extracurricular activities so important to students' development.

These are real challenges. The examples cited in this paper show different ways to approach them—from rotating schedules for work and school as Cristo Rey does to using summers before and after the senior year as National Academy Foundation does to reconfiguring time in senior year as does UPCS to designing a rich set of mandatory after-school offerings as Maya Angelou does. Boston schools tie the availability of attractive options to students' attendance and effort in school. Schools that integrate extended learning and experiences outside the school throughout the school day (rather than at the end of the day) may have greater success—i.e. they may reduce the risk of the classes seeming like 'add-ons' easily skipped by students with other things to do at the end of the day.

The key point is that expanding learning time in a way that appeals to young people at the high school level puts schools in the unfamiliar terrain of building partnerships with organizations outside the school—employers, cultural institutions, community-based organizations, and college and universities. An additional challenge is aligning those partnerships with the core educational mission of the school so that they are not distractions or add-ons, but powerful allies in achieving academic and developmental goals for students.

The two models within NAF (programs within existing high schools and separate career-themed high schools) reflect some of the options and trade-offs in this regard. In the schools in which NAF operates as a program, the program can end up conflicting with other things going on in the school, whereas when the entire school is centered around a career theme, the school is designed for extended learning time from the beginning. These schools tend to have more work-based experiences throughout the year than in traditional NAF programs, as well as more opportunities to provide this kind of exposure through the design of the school year—how to use Saturdays, after-school, and summer time.

Capacity

The conditions necessary to make extended learning time work at the HS level include much more than time. Extended learning time must be accompanied by other practices, many of which are difficult and complex to implement. As research by the Consortium on Chicago School Research, the Education Trust, the National Center for Educational Accountability, and MDRC demonstrates, these include a number of inter-related factors such as a school culture focused on preparing students for life after high school; a high expectations/high level academic core; extra support to keep students on track with college-preparatory requirements; teacher assignments and class size based on student needs, etc.

Thus, in some ways extended learning time schools are in the same position as any school. They need leadership, professional development, and consistency. They also face some unique challenges. First, extending learning time means extending teaching time and the parameters for this must be worked out with teachers, teacher unions, and community partners. Second, schools need to ensure that the extra time—and where applicable, expanded places for learning outside of schools—are used well pedagogically and developmentally. This is easier said than done.

In most places that are pushing the envelope, a key challenge is limitations in the availability of qualified teachers. Some models are vulnerable because they rely on volunteers. Others require working out the tensions between community organizations and schools so that each can play to their strength.

An additional challenge for schools and/or districts that incorporate work or community experience into their core education model is how to organize this on a large scale—both at the school level and for systems of schools. Most places where schools are doing this on any scale require dedicated staff at the school level and/or independent intermediaries that interface with external learning partners, such as After School Matters in Chicago and Boston PIC or school development organizations like NAF or Cristo Rey that are skilled at engaging employers. Any large scale effort for extended learning time at the high school level would have to figure out how to finance the intermediary function that arranges, coordinates, and provides quality control for learning experiences outside of the high school. For example, Massachusetts does this through a special budget appropriation.

Cost

Clearly, one of the great challenges of extending learning time is the cost of doing so. The schools profiled in this example have figured out ways to extend learning time without a higher per pupil allocation. They combine funds from a number of different sources, including after school dollars; summer school dollars; 21st Century Community Learning Centers; private fund-raising; and leveraging the resources raised separately by community partners. School leaders spend inordinate amounts of time patching together resources from these fragile funding sources.

While the success of these schools demonstrates that it is possible for determined school leaders to find resources, this is not an adequate long-term funding strategy for schools in which every student participates in a coherent extended day/year design.

The Massachusetts Extended Learning Initiative set $1,300 per student as the amount provided to schools which increase the school day or year by 30 percent. The initiative's early experience suggests that this may be too low for urban districts, even at the elementary and middle school level on which the initiative focuses. The costs at the high school level would likely be greater. This is a complicated issue. Because extended learning time has yet to be tried on a systemic level, robust data based on large scale implementation does not yet exist on whether the returns in terms of student achievement and youth development make the extra costs worthwhile. There is also controversy over whether schools need more time or simply to use the existing time they have differently. This question cannot be answered easily in the abstract. It needs systematic experimentation, with good independent evaluation of the costs and benefits.

In the long-run, if extended-time school models prove successful, states might handle the differential costs by moving to an approach that many states use for kindergarten, with a certain state allocation for half-day kindergarten and another for full day models—i.e., there would be one allocation for the traditional school day and another for an extended day and communities would be free to choose which models, or combinations, they want. Another approach at the state level would be the adoption of a weighted student funding formula, as recommended by the Fordham Institute,[9] which would provide extra resources for students in greatest need and would specify that an allowable use of funds would be to expand learning time.

While it is important to be realistic about the challenges associated with extended learning time at the high school level, the potential benefits are worth testing through a more systematic experimentation. Indeed, one of the greatest potential benefits of expanding the time and place for learning is the chance to experiment with the kinds of "out-of-the box" approaches to high school education which are sorely needed if we are to reach our goals for raising student achievement and eliminating inequities in achievement and graduation rates. Both philanthropy and government (local, state, and federal) can play a significant role in helping this happen. The following recommendations focus in particular on the potential role of state and federal governments.

WHAT STATE GOVERNMENTS CAN DO TO SUPPORT EXPANDED LEARNING TIME IN HIGH SCHOOL

Schools and districts cannot transform the school schedule without support from the state. States interested in testing whether extending the school day and/or year can help improve student achievement and accelerate the ability of schools to make adequate yearly progress for all their students can consider the following:

- **Create an extended learning time initiative** that tests the concept. The Massachusetts Extended Learning Time Initiative provides a good model (see box below). It is a competitive process that provides districts planning grants of $25,000 and implementation funding of $1,300 more per pupil for schools that add 30 percent more time to the current schedule by expanding the day or year on a mandatory basis for all students. However, the Massachusetts initiative is challenged by the fact that the legislature only appropriates money for it on an annual basis. States should create a more systemic approach by creating a four to five year demonstration with predictable funding and an independent evaluation.

THE MASSACHUSETTS EXPANDING LEARNING TIME TO SUPPORT STUDENT SUCCESS INITIATIVE

Massachusetts is the first state to experiment with extending learning time on a systemic scale. Building on the research and public policy work of the intermediary, Massachusetts 2020, the state has created a $6.5 million grant program which provides resources to districts to restructure the school calendars of a sub-set of schools by adding 30 percent more time to the school day and/or year. Preference is given to districts that serve a high percentage of low-income families and those that partner with community-based organizations and/or college and universities.

Administered by the Massachusetts Department of Education, the initiative has three mandatory components for any expanded school day: more core academic instruction and enrichment programming for all students, and more teaching planning and professional development time. The plans must be approved by teachers unions, and involve parents and community partners. Sixteen districts applied for planning grants; five districts (comprising 10 schools) are beginning implementation this fall. Massachusetts 2020 is providing intensive technical assistance to the initiative on a range of issues including union-management negotiations, the design of the content and schedules of the expanded day, building partnerships with external organizations, and resolving logistical challenges such as transportation schedules.

- **Deliberately encourage the development of charter schools and new schools that use an extended–time model.** States can provide incentives to districts that allow them the flexibility to redesign schools into extended learning time schools, including assistance in developing union contracts that utilize flex time and additional teacher compensation for additional time, relief from state compliance measures if schools extend the school day, and additional money for implementing extended learning time if the district is willing to hold itself accountable for effective implementation, etc. States can also conduct studies to understand the costs and benefits of extended learning time approaches in terms of student development and achievement.

- **Adopt a weighted student funding formula.** This would provide extra resources for students in greatest need and would specify that an allowable use of funds would be expanding learning time.

- **Develop the expertise to support extending the school day or year as a standard part of state interventions in low-performing schools or reconstitution of failing schools.** This means developing a technical assistance capacity or an education reform support intermediary like Massachusetts 2020.

- **Encourage the use of technology to supplement the curriculum offerings in high poverty schools.** Technology (i.e. online and web-based learning) could help expand extended learning time programs in lower income schools in several ways. First, it is more cost effective than paying individual teachers for overtime. Second, it would allow students who need the flexibility to work during after-school hours, or to participate in school activities that can boost college acceptance and financial aid, to still take advantage of an ELT program. Third, it would allow students in lower income schools access to courses aimed more specifically at college preparation and/or entering the workforce (such as honors and AP courses). Finally, online and distance learning programs could also provide the necessary flexibility to help those students who do better in atypical learning environments (because of the ability to customize online and distance learning programs).

  More than individual schools or districts, states can play a critical role in making technology available as a strategy for expanding time for learning. In Maine, for example, all middle grade students are given a laptop to take home with them. Idaho (see page 11) is using technology to enhance and customize its programs for struggling students.

WHAT THE FEDERAL GOVERNMENT CAN DO TO SUPPORT EXTENDED LEARNING TIME IN HIGH SCHOOL

- **Allow the blending of federal funding streams for the purpose of extending learning time** so that states, districts, and/or schools can support coherent school models with integrated funding. Title I, 21st Century Learning Communities, and Perkins may be good sources of funds: Perkins is an especially good source for high school level experimentation.

- **Change the ways in which Supplemental Educational Services (SES) funds can be used:** A smaller but nonetheless useful strategy would be to rethink the ways in which SES funds can be used. This important resource is not accomplishing the results that the Congress intended when it designed NCLB.

  The law requires schools that receive federal poverty aid and fall short of their yearly progress goals for three years to offer low-income parents a choice of tutors—an intervention which follows the provision that students in schools failing to make adequate yearly progress for two years may transfer to another public school. Yet, nationally, only 10 to 20 percent of the more than 1 million poor children eligible for tutoring across grades K-12 have signed up for it. Although the Department of Education has recently approved a new policy to allow 23 school districts to offer tutoring assistance before the transfer option, this is unlikely to address the magnitude of the problem with adequate utilitization of SES.

  Furthermore, schools cannot start services for students until test scores from the previous year are available—generally not until the middle of the fall semester, which creates a significant time lag before students can be enrolled in SES programs.

  A particularly challenging issue from the perspective of extended-time schools is that, although the SES provision was designed under the assumption that students trapped in consistently failing schools should have access to potentially more effective alternatives (i.e. that failing schools should not be provided more time or money), the perverse effect is that schools that could implement an integrated strategy for extending learning time do not have the ability to do so. Instead, students receive piecemeal assistance through programs they attend on a voluntary basis. Furthermore, it can be difficult to align outside tutoring with school and district standards and curriculum.

  One way to handle this would be to allow schools to apply on a competitive basis for access to SES funds if they have a comprehensive plan approved by the state for how to use extended learning time to improve student achievement. Schools would have to demonstrate that they will use research-based effective practices, partner with resources outside the school, etc.

- **Fund a pilot/demonstration:** Congress could also fund a multi-state demonstration along the lines suggested for states above. The demonstration might allow four to six states to implement a competitive process for districts to expand the school day and/or year by 30 percent. Or Congress could establish a national competition to establish "break the mold" high schools. Schools/districts would be asked to submit proposals that meet several criteria such as having local partners, local and/or state funding commitments, evaluation, etc. If all of the criteria were in place, the school/district would be eligible to compete for a national pot of money to further support extended learning time. This type of demonstration could consist of several hundred schools on the "needs improvement" list. As with the state-level proposal, the demonstration would include a rigorous independent evaluation. After building success during the initial years, the program could be scaled up.

  Such a demonstration would make sense to do at the federal level rather than leaving it to ad hoc experimentation at the state level in order to accelerate the testing of a strategy with important potential to improve student achievement and keep the country on track for meeting NCLB's proficiency goals by 2014.

- **Encourage the use of technology to supplement the curriculum offerings in high poverty schools:** Create a clearinghouse on online/distance learning programs, perhaps in partnership with a national organization for online/distance learning programs (the United States Distance Learning Association or the North Americans Council for Online Learning). This effort should not only include information, but also ways to identify best practices, develop standards, and test different approaches to resolve certification issue.

APPENDIX A

University Park Campus School (UPCS): Worchester, MA

Widely recognized as one of the best performing high schools in the country and the highest performing urban high school in MA, UPCS uses a number of interrelated strategies to achieve extraordinary results. The majority of its students are low-income students of color who do not speak English as their primary language. All of them pass the state MCAS test on their first try, with the vast majority scoring advanced proficient; all of UPCS graduates have attended college.

One of the distinguishing features of the school is its use of time and place. A grade 7-12 high school, UPCS has a partnership with Clark University that provides the school with access to college-level teachers, mentors, classes, and campus environment.

For its first several years, as part of a $5 million initiative in the Worchester Public Schools district to provide extended learning time in 10 district public schools, UPCS operated for eight hours a day. The school used these resources to enable extended hours for academic instruction. Several years ago, budget constraints in Worchester forced the district to eliminate the program and UPCS had to cut back its extended hours. But the school has remained committed to the value of extended learning time and continues to use extended time at two critical junctures in the students' education: when they enter the school in seventh grade and as they prepare to leave it in 11th and 12th grades.

Entering seventh graders attend a month-long August academy designed to expose them to the school's culture and level of academic expectations, diagnose their reading and math levels, and to establish rituals and routines that continue through their UPCS experience.[10]

In grades 11 and 12, the school uses a variety of strategies for expanding the time and place of learning. All juniors and seniors participate in internships outside the school for four hours one day a week. Teachers have common planning time during this period. The school made the decision to structure the internships during the school day because working after school is very important to many of the students in the school and because it believes, as Donna Rodrigues, the founding principal says, "Pedagogically, it is very important to get the kids out of school. There is a whole world they haven't seen that we need to expose them to as part of their preparation for work and college. They need exposure to work responsibilities, cultural institutions, and more."

The internships are carefully planned. The school uses various studies on workplace skill requirements to develop learning objectives for students, as well as to identify promising areas for internships. It also brings in external career experts to take students through career exploration exercises. In addition, a dedicated faculty member who receives a $2,500/year stipend works with the organizations sponsoring the internships and participates with each student in a first meeting with the contact person at the internship site. The internships are structured this way in part because of the school's conviction that accountability for student learning has to stay with the school; it is the

school's responsibility to make sure the internship learning experience is well-structured. The fact that the internships are unpaid and part of the student's academic experience means that UPCS has access to some kinds of jobs that students might not have access to on their own. For example, a number of Spanish-speaking students and Albanian students (a large immigrant population in Worchester) work in community health care centers as translators and helpers.

In addition to the internship, UPCS builds community service into its school day. Students can split the experiences, doing a year each of internship and community service. All students complete a research report and exhibition on their community service experience.

UPCS keeps a record of students' progress, a kind of report card on workplace skills. Students conduct an exhibition at the end of their internships, choosing a topic related to their internship on which they conduct scholarly research, collect data, etc. They present their final product to their teachers, peers, and employer representatives from the internship sites. The internships produce multiple benefits for students—not the least of which is building students' sense of independence. Rodrigues feels it is very important to begin "disconnecting with kids" during their senior year, creating an environment that lets them experience progressively greater independence with a safety net.

Even though the UPCS curriculum is demanding (students take four years of English, math, science, and social science), one of the reasons UPCS is able to do extensive internships in the junior and senior years is that most students have enough credits by their senior year to meet the state graduation requirements. UPCS had developed plans to restructure the senior year into college semesters which would give students greater independence and allow more time for internships and college/or independent study. Students would take classes on a college schedule, three days a week rather than every day. The school planned to hire two extra adjunct faculty to bring "college knowledge" into the classroom. Unfortunately, UPCS had to suspend these plans due to recent budget cuts.

This plan was designed to improve the current practice of Senior Seminar, a class in which students use class time to work on college applications during the first part of the year and to pursue advanced learning/course credits during the second part. Many students take classes at Clark University. In addition, through distance learning, students can take self-paced college classes in particular areas of interest (learning a language or advanced math, etc.). Teachers are also available to students to guide them; different teachers rotate through the seminar.

APPENDIX B

State Distance Learning Programs

Most statewide Distance Learning programs are established in one of four ways: by the state department of education (or other state entity), state legislation, a local education agency, or an education program that originally used means other than the internet (programs in states with a larger rural population, etc.).

Schools range in size from 35,000 students to 1,000 and almost all are experiencing rapid growth. Currently state funding and registration fees are the primary methods of funding statewide programs. Other methods include state appropriations and/or grants, federal funding, course licensing, subscription membership, and private grants. One of the major concerns over funding (at least for the foreseeable future) is that course fees, while a route to sustainability, may not be appropriate in the public education world. Another concern (raised by school administrators) is that they actually face disincentives for investing in online programs. As the programs now stand, this money goes to a small percentage of students enrolled in public high schools and many may feel that the money could be used to provide a service to the entire population instead of a small segment. If these programs were pushed and taken seriously as an alternative to traditional education so that more students reaped the benefits, this problem may solve itself.

There are currently two predominant options for online course models—a highly interactive model (lead by a teacher with online discussions and class "meetings") and an independent model with set benchmarks that can be completed at an individual pace. These two options span the range of courses from core requirements to electives to specialized options. Only the schools with larger enrollments can afford to offer so many options; those with smaller enrollments tend to stick to fewer choices.

Currently no state has specific licensure standards or requirements for teachers who instruct in an online environment and all rely on the standards and requirements of the traditional statewide licensure office. While many policymakers realize the enormous differences between in-classroom and online instructing, no state has yet tackled the problem. Several programs offer professional development courses aimed at reaching teachers who take on part-time online/distance classes and students, but these are optional and do not follow any kind of nationwide standards.

As in the case of standards for evaluating online/distance teachers, there is no state with evaluation criterion for a statewide course and/or program. However, many states take their responsibility seriously and some have used the National Education Association's (NEA) Guide to Online High School Courses as a starting place for creating evaluation programs of their own. Additionally, there is no current measure of comparison between "brick and mortar" schools and online/distance education schools. While at times the programs aren't comparable (such as a traditional public high school and an online program geared towards gifted children), when programs align well enough for comparison, they should be evaluated with the same standards so that educators can see what each program type excels at (furthering the idea of online learning being a method of customized education).

APPENDIX C

Community-Wide Support for Extended Learning: The Boston Example

Boston recently won the prestigious Broad Prize in recognition of its extraordinary accomplishments in improving student achievement. The state's recently reported MCAS results show that fifty-one percent of the 10th graders in Boston scored in the top two of the MCAS test's four categories in English, a 20 percent point increase from five years ago. Fifty-three percent scored in the top two categories in math, a double digit increase.

Extending learning time is one of the strategies the district is using to improve student performance. With support from the Bill and Melinda Gates Foundation, Boston is in the process of transforming its high schools into small schools or small learning communities within larger high schools and the district is using the Gates high school reinvention money, in part, to pay for extending learning time in the high schools.

Different schools are using different strategies: some, like the Odyssey High School, are emphasizing project-based learning; others, like the Noonan Business Academy at Dorchester, are stressing traditional academics. Many schools are figuring out ways to extend the school day. For example, the Academy of Public Service is trying different incentives to get students to attend extended learning time programs, including adding a program in which high school students will tutor middle school students after school.

Building on Boston's long tradition of providing extended learning time through its partnership with the Boston Private Industry Council (PIC), entrepreneurial small school leaders and the PIC are working together on several systemic initiatives. For example, in an effort to have work experience support students' academic learning, the PIC organizes a highly successful summer learning experience, Classroom at the Workplace. Students who have failed the state graduation test, the MCAS, get summer jobs and class time at their worksite with a Boston Public Schools teacher using the Fame reading program developed by BoysTown. Students work half a day and are in class the other half.

Several schools are also doing interesting things with quick response and credit recovery. At PATH (Park Academy of Technology and Health in West Roxbury), the principal has set significantly higher academic standards, complemented with extended learning time. All students must take four years of math and English; they must receive a grade of C- or above in order to pass a class and no one can fail—students can only get an incomplete. Any student who fails a course (i.e. receives an "incomplete") must meet with a parent and school administrator and develop a contract for completing the class. Four days a week, the school holds math, humanities, and science tutoring sessions after school to work with students to help them stay on track. The principal pays three teachers a

stipend of $30/hr for two hours four days a week to cover their time. In an example of how difficult it is to get high school students to participate in after-school learning, many students waited until the end of the semester to attend these sessions. The school is now working on ways to get students started earlier—implementing an early warning system and then only allowing students to carry an incomplete for two weeks.

As Boston works to make extended learning time more systemic, schools are learning that ELT must be linked with the school day; it cannot be voluntary after-school with this age group. They are considering other incentives, like summer jobs or internships linked to participation in after-school programs during the school year.

BIOGRAPHY

Hilary Pennington is a Senior Fellow at the progressive think tank, the Center for American Progress, and co-founder and vice-chair of Jobs for the Future, a research and policy development organization. In her 22 years as President and CEO of Jobs for the Future, Ms. Pennington built JFF into one of the most influential intermediaries in the country on issues of education, youth transitions, workforce development, and future work requirements. She oversaw an extensive research and policy agenda, as well as consulting with over 20 states and many communities. JFF leads several major foundation initiatives, including the Bill and Melinda Gates Foundation's Early College High Schools initiative and two Lumina Foundation initiatives on community colleges and the cost of higher education. JFF's designs for a comprehensive approach to workforce development have been implemented by seven governors.

Ms. Pennington has worked nationally on a variety of initiatives joining work and lifelong learning. She has been an advocate for better support for young people making the transition to adulthood, for more effective education and training policies, and for expanded access to economic opportunity for low-income individuals. She has served as a consultant to states, national foundations and corporations as they develop programs on these issues.

Ms. Pennington served on Clinton's Presidential Transition team in 1992 and co-chaired the Presidential Advisory Committee on Expanding Training Opportunities. She advised President Clinton and the first Bush administration on workforce and education policies and worked with the Secretaries of the Departments of Labor and Education to design the landmark School To Work Opportunities Act enacted in 1994. In 1999, the National Academy for Human Resources selected Ms. Pennington for membership, recognizing her leadership in the field of human resources and workforce development.

She has published in numerous publications, including Harvard Business Review, Christian Science Monitor, Women's Policy Journal, and The Boston Globe. Sought after as a public speaker, she has keynoted annual meetings of many national education and business associations, both in the United States and abroad. Ms. Pennington also has appeared extensively on national and regional television and radio, including "The Today Show" and National Public Radio.

Prior to founding Jobs for the Future, Ms. Pennington worked in corporate strategy and public policy at Aetna and the Boston Consulting Group. She is a graduate of the Yale School of Management and Yale College. She holds a graduate degree in Social Anthropology from Oxford University and was a Fellow at the Harvard Kennedy School of Government in 2000.

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ENDNOTES

[1] Drawn from research by the Consortium on Chicago School Research, the Education Trust, the National Center for Educational Accountability, and MDRC.

[2] The Rennie Center for Education Research and Policy. *Head of the Class: Characteristics of Higher Performing Urban High Schools in Massachusetts*. Boston, MA, Fall 2003

[3] Farbman, David and Claire Kaplan, *Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement*, Boston, MA: Massachusetts 2020. Fall 2005, p. 7.

[4] Farbman, David and Claire Kaplan, *Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement: Executive Summary*, Boston, MA: Massachusetts 2020. Fall 2005, p. 8

[5] Farbman, David and Claire Kaplan, *Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement, Executive Summary*, Massachusetts 2020, Fall 2005, p.8

[6] This section draws most from: Education Trust, *Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning Struggling Students*. Washington, D.C. November, 2005, pp. 13-30.

[7] Education Trust, *The Power to Change: High Schools That Help All Students Achieve*. Washington, D.C. November, 2005.

[8] Sternberg, Lawrence. 1998. "Standards Outside the Classrooom," In *Brookings Papers on Education Policy: 1998*. Washington, DC: The Brookings Institution.

[9] Fordham Institute, *Fund the Child: Tackling Inequity and Antiquity in School Finance*. Washington DC, June 2006.

[10] In grades 7-10, UPCS does not have an explicit strategy for extended learning. They keep things simple in 10th grade—focusing on preparing for the MCAS test. Learning opportunities for students are extended through the use of faculty from Clark University offering mini-seminars and semester-long classes such as Introduction to Shakespeare for eighth graders. These years provide students time for exploring opportunities on the college campus, career exploration and involvement with the many cultural organizations in the city.

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Center for American Progress
1333 H Street, NW, 10th Floor
Washington, DC 20005
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www.americanprogress.org