



Taking Stock of the Fiscal Costs of Expanded Learning Time

Marguerite Roza and Karen Hawley Miles

July 2008

Made possible
with support from



TAKING STOCK OF THE FISCAL COSTS OF EXPANDED LEARNING TIME

Marguerite Roza and Karen Hawley Miles

Center for American Progress

July 2008

Overview

With increasing demands for improved student performance, many education policymakers are considering reforms that would expand learning time for all students. In fact, there are now numerous examples of individual schools that have implemented some form of expanded learning. Yet as more education leaders consider this promising strategy, the first questions that come to mind are:

- What are the cost components of different proposals?
- What is the price tag associated with different proposals?
- How do the costs compare with other reforms?
- How can districts cover the costs?

This paper seeks to address these questions in a way intended to assist policymakers at the district level in considering expanding the length of the school day. After a short introduction to the thinking behind expanded learning time and the core models for implementation, we provide a framework for policymakers and practitioners to identify the key cost components involved in expanding the school day. We then cost out core design elements, and compare these costs against other reform initiatives.

Lastly, we explore investment in expanded learning time in the context of existing funding sources and other trade-offs and strategies that must be considered at the same time. As with simply adding more dollars to schools, adding time makes little sense unless it is part of an overall strategy for improving student performance.

Introduction

With growing demands and higher expectations for students, schools and districts are drawing on a range of strategies to boost achievement, particularly for high-poverty students. These strategies include reduced class sizes, professional development for teachers, more specialists, teacher compensation reforms, and other resource-intensive strategies. One strategy that has gained recent attention is expanding the length of the school day.

Support for expanded learning time has grown in recent years as schools across the United States have tested different models and experienced, in many cases, improved student achievement.¹ Rather than restricting student learning to the current national average of 6.5 hours per day and 180 days per year, this reform strategy expands the time available to students to both reinforce their basic skills and help them move beyond proficiency, provide targeted support, and increase the opportunities to participate in electives or explore non-academic subject areas.

In some cases, the expanded time also allows for increased professional development for teachers. Charter schools, because of their flexibility, have been extremely active in the trend of expanding learning time. At the high school level, where so many students enter the ninth grade significantly behind in credits and skill level, extending time has become particularly urgent. A recent study of high-performing small urban high schools in California, Illinois, and Massachusetts shows that these schools increased total student learning time by an average of 20 percent, mostly by extending the school day.²

Public schools have also more recently begun to experiment with increased learning time, especially in chronically underperforming schools. A recent study of successful district efforts to create support for turnaround schools shows that each of these districts included extended learning time in their short-list of initiatives.³

Implementation of expanded time varies in three ways:

- How much time is added
- Which students participate
- How the time is used

While some proposals call for lengthening the school day, others promote an increased number of school days, or both.

Most seek to expand learning time by at least 20 percent to 30 percent, which for most urban public schools means adding anywhere from 90 minutes to over two hours. A recent initiative in the State of Massachusetts provides funding and support for the expansion of learning time by at least 30 percent.⁴ Second, schools differ on whether extended time is required for all or just a targeted set of students needing extra support. Finally, designs differ as to whether the entire school day is reorganized to create a more enriching student experience throughout the day, as compared with simply tagging on additional services to an otherwise unchanged school day.

In this paper, we consider the definition put forth by the Center for American Progress, which supports expanded learning time for high-poverty, low-performing schools by no less than 30 percent (equaling two hours per day or 360 hours per year) for all students in the school. As school administrators redesign their

school day, schools can use the expanded learning time in various ways to support learning, including:

- Offering tutoring or small group instruction
- Extra time for mathematics and literacy initiatives or focus on other core classes
- Longer class blocks
- Enrichment activities
- Increased time for professional development and planning, and special projects.

One of the major concerns about implementing expanded learning time is how much these new schedules will cost, and where districts will find the money to pay for the increased time. As states begin to forecast tighter budgets, it is unlikely that expanded learning time reforms will be funded solely with newly designated public funds. Rather, interested district and school leaders will likely have to make some strategic resource-allocation decisions in order to implement and sustain initiatives for expanded learning time.

Cost Components of Models for Expanded Learning Time

With increasing examples to draw from, the research base on the costs of expanded learning time is growing. Analysis of expanded learning time in Massachusetts; Fairfax County, VA; Miami; and numerous charter schools demonstrates how the cost components can and do work to make expanded learning time a real option involving multiple schools as part of district reform.

Analysis of spending patterns on expanded learning programs indicates that the costs of expanded learning differ depending on the model selected and on implementation details. For instance, in one study of Massachusetts schools, the incremental cost of expanding time ranged from \$900 to \$1,500 per pupil.⁵ Much of the variation in cost depends on how teachers, specialists, paraprofessionals, and other staff are structured to support the longer school day and, if relevant, how compensation changes as a result.

Experience so far demonstrates that costs do not rise in proportion to the increase in time added. In other words, where expanded learning time produces 30 percent more time, the incremental costs are much less than 30 percent of the prior operating budget. This is possible for two reasons. First, school-related, non-teaching costs such as facilities, transportation, and administration do not rise automatically with the addition of time, thereby creating cost efficiencies. Second, not all teachers participate in extended time, and often those who do participate do so with different compensation structures and class size arrangements. For example, one school expanded learning time by 40 percent at an incremental cost of only 10 percent.⁶ The effect is that the cost *per hour* for schools decreases with the addition of more learning time.

Further, some research shows that where schools are given a fixed amount of funds for expanded learning time programs, schools will design these programs to fit their budgets. In a recent state-run pilot, selected schools in Massachusetts were awarded \$1,300 per pupil to design expanded learning programs, and indeed used the

Research says that costs of expanded time do not grow in proportion to the total increase in time and depend on:

1. The school's current level and use of time
2. The goals of program
3. How staff are structured
4. How compensation changes
5. The level of available funding

funds in different ways for items such as teacher compensation, school administration, community partners, materials and snacks, professional development, and transportation or district-level costs.⁷

That said, it makes good sense for district leaders to consider the key cost drivers of desirable programs and consider the cost tradeoffs in designing new expanded learning reforms.

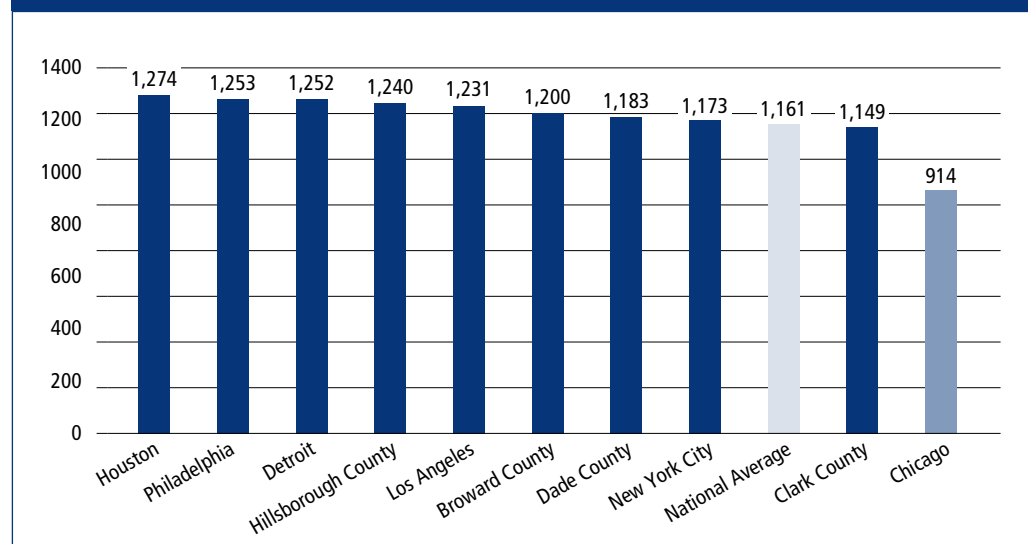
Design depends on current amount and use of school time and goals for the program

How schools design their expanded learning time depends on their current amount and use of school time as well as their goals for the program. The average student spends 178.5 days and 6.5 hours a day in school for a total of 1,161 annual hours of time, according to the 2003 federal Schools and Staffing Survey. This time varies significantly and is often lower in urban school districts. For exam-

ple, in Chicago Public Schools the school day is only 5.25 hours long, and there are only 174 school days. An analysis conducted by Education Resource Strategies that combines interview and contract analysis in 10 urban districts shows just how widely total time varies. These data show that Chicago Public Schools students spend the equivalent of eight weeks less time per year in school than students do on average.

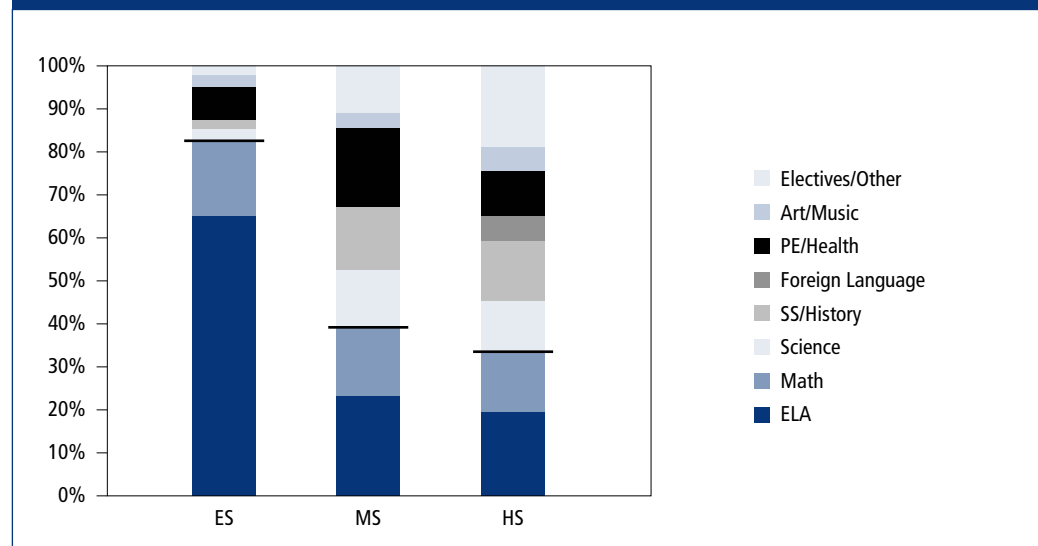
In addition, schools allocate their time differently depending on school design, district practice, and funding levels. At the elementary school level, many reform-minded urban districts have implemented programs that require at least 90 minutes of English Language Arts alongside 60 minutes or more of math instruction.⁸ How much time students spend on non-academic subjects like art, music, and PE is driven by state requirements and district funding levels. In some lower-spending districts, schools have difficulty funding art, music, and PE teachers, which reduces this time.

ANNUAL STUDENT HOURS
Largest 10 Urban Districts



Source: 2006 analysis of selected districts and NCES 2004 data.

SCHEDULED TIME BY SUBJECT *Los Angeles Public Schools, 2006*



Source: Education Resource Strategies Final Report to Los Angeles Unified School District, May 2006.

At the secondary level, many schools dramatically reduce the amount of time spent on English Language Arts and math—despite extremely low student performance in these subjects.⁹ The reason for this is that most middle and high schools still use a standard six-period or seven-period schedule each day where time is allocated equally to the four core subjects of English, math, social studies, and science, with electives and PE filling the rest of the schedule. The result is that many secondary schools spend only 15 percent of their time on English Language Arts, and about 60 percent on core subjects, compared to many urban elementary schools that spend 40 percent of their time on English Language Arts and up to 80 percent on core subjects as a whole. Recent research suggests that some schools responding to the need to improve academic performance are increasing the amount of time devoted to core academic instruction and squeezing out electives almost entirely.¹⁰

The goals of expanding school time will be heavily influenced by the point at which a school is starting. A school that has already restructured time to focus on academics will design expanded time differently than one that needs to increase time and individual support in core academics. Expanding learning time provides schools with a huge opportunity to rethink who does what in schools and the structure and nature of time. Thus, depending on context, a school might expand time to:

- Increase classroom time in core academic subjects
- Increase time for enrichment activities
- Increase time for targeted academic support

The choice of goals will drive different decisions about who provides expanded time and how it is structured.

Costs depend on design elements of different expanded learning models

In order to increase the time students spend at school, any expanded-day model starts with decisions about how to staff the additional two hours (on average) per school day. (Staff costs typically make up over 80 percent of district operating costs.) The two-part staffing question is:

- Who covers the additional learning time each day?
- How are they compensated for the effort?

The different decisions on these critical elements can be the largest determinants of cost. Table 1 (see below) depicts the common options for who would cover the extra hours and how the extra time would be compensated. We discuss each option (A–H) more fully below. Then, in Table 2 (see page 10) we estimate the range of per-pupil cost implied for each arrangement by combining average cost information with evidence from examining existing case studies. National averages for salaries and per-pupil spending are combined with stated assumptions of expanded learning class size to roughly model the costs of each of the options.

Option A: Increase salaries of existing teachers or certificated staff

Since most districts have strictly defined salary schedules that designate exactly how many hours teachers and other staff are required to work, adding extra time will almost certainly require paying extra dollars.¹¹ One way to pay teachers or other staff for extra time would be to increase annual teacher salaries to reflect additional hours worked. This adjustment could be a simple percentage increase in salary that equaled the increase in time. Or it could be an increase in salary by a smaller percent.

There may be circumstances where the district or school could negotiate extra hours at a lower hourly rate. In New York City in 2006, for example, the district negotiated an increase in total teacher hours for instruction and planning as part of a package where salaries increased over a three-year period to reflect both cost of living and additional hours per week.¹²

It is important to note that additional compensation in the form of salaries can be the most expensive, inequitable, and unpredictable option for three key reasons. First, raising salaries by a percent value will affect teachers differently depending

TABLE 1: OPTIONS ON HOW TO PROVIDE AND COMPENSATE CORE STAFF TO COVER THE EXTRA TIME

WHO?	HOW?				
	EXISTING STAFF			NEW STAFF	
	INCREASE SALARY	STIPENDS	REALLOCATE TIME	SALARY	CONTRACT /OTHER
Existing Teachers	A	C	E		
Existing supplemental teachers and other non-teaching certificated staff	A	C	E		
Existing paraprofessionals	B	D	E		
New certificated staff				F	G
New supplemental teachers				F	G
New Paraprofessionals				F	G
Payments for private providers					H
Community partnerships					H

on the base salary they start with since less senior teachers earn less than more senior ones. Second, increases in salaries may have “cost escalators” that raise the cost in future years. Case in point: If retirement benefits depend on total salaries, then these increases will mean higher retirement spending in later years.

Finally, if salaries are raised as a percent of spending, then the cost of increasing time will differ by school because some schools have more senior (expensive) teachers than others. In other words, if staff are paid an additional increment of their existing salaries, then the costs are dependent on the actual salaries of the staff assignment to the school. For a school with more senior teachers, the added cost would be higher than for a school with very junior (and lower-salaried) teachers.

In Table 2, we estimate the additional cost of expanding learning time if the additional expanded learning time is staffed solely with teachers or other supplemental certificated staff, whose actual salaries are increased proportionately to their hours worked. Our assumptions use the 2003–04 National Center for Education Statistics reported national average teacher salary plus benefits of \$48,000, and the U.S. Census Bureau’s reported national average per-pupil spending level of \$8,287.¹³ We assume that the school does not need to pay all staff for the extended day—only enough staff to cover a typical teacher/student ratio of 1/20. If this subset of staff were paid proportionately higher salaries to work a 30 percent longer day, then this would result in an increased cost of \$720 per pupil, or 16 percent of the average school budget.

Option B: Increased salaries of existing paraprofessionals

The assumptions for this option are the same as those above, except that paraprofessionals are compensated at substantially lower rates than are teachers and other certificated staff. While using paraprofessionals provides some cost savings, this model may not fit with the design objective of the expanded learning model. Using the National Education Association reported average paraprofessional salary plus benefits of \$19,127, the average cost of using paraprofessionals as the core staff would be \$287 per pupil, or 6 percent of the average school-based budget (again assuming 20 students per adult).

Option C or D: Provide stipends to teachers or other certificated staff

As some models demonstrate, where expanded learning time is to be staffed by existing teachers, certificated staff, or paraprofessionals, this added time can come in the form of a fixed stipend. Stipends have an advantage for districts in that they cost less than similar increases via the actual salary schedule, can be applied evenly among participating staff (regardless of their seniority, etc.), and are predictable.

Here again, labor negotiations may have some role in determining the chosen stipend, but often the stipend will reflect the hourly rate already set for after school time. Table 2 estimates those costs if expanded learning is provided solely by each of the different types of staff. Depending on the stipend amount

(we assume \$30 to \$38 per hour for certificated and \$14 to \$18 per hour for paraprofessionals), the added costs of core staff are \$540 to \$684 for certificated staff (12 percent to 15 percent of the school's budget) and \$252 to \$324 for paraprofessionals.

Option E: Reallocate time of existing teachers, other certificated staff, or paraprofessionals

In some expanded learning models, a portion of the existing staff shift to later start times (working, say 10:30 a.m.–4:30 p.m.) and work alongside regular teachers for the first several hours, taking over at 3:00 p.m. when the regular teachers are finished. For supplemental staff, non-core teachers, or paraprofessionals, the tradeoff is that they are not available for the entire school day.

The flip side, however, is that by shifting services so that they occur later in the day, students have longer learning experiences without the need to fund new staff. While this approach does not necessarily cost more, there may be opportunity costs that are harder to quantify in moving resources from the traditional school time to the expanded learning time. If losing staff time during the traditional school day results in a loss of specific services for the school, schools may need to find other ways to provide these services.

For instance, schools opting for this option may need to hire extra monitors to cover early hours of school. In cases where the shift involves changing the schedule for paraprofessionals, existing teachers who lose their paraprofessional during the ear-

lier part of the day may feel the burden equal to the opportunity cost.

Option F: Hire new staff to cover expanded learning time

It is possible that schools could also opt to hire new staff to cover the expanded learning time, and may indeed use this approach in combination with one of the other approaches mentioned here. As the sole means for expanding learning time, this approach can pose some challenges. First, it may be difficult to fill part time positions, and yet maintain and integrated expanded learning program. Second, this approach can be costly, with half time hires approximating \$1200 per pupil if the new staff are certificated, and \$478 per pupil for paraprofessionals.

Options G and H: Contractors and community partners

Some schools have used models that rely heavily on outside contractors or community partners to provide enrichment and hands-on learning opportunities during the expanded time. In these models, some school staff are paid extra hourly salaries to coordinate the program, but most of the program offerings come through an outside provider.

Citizen Schools, for example, a Boston-based organization, provides after-school programs for all students at low cost using highly trained volunteers supervised by Citizen Schools employees. Similarly, the Boys and Girls Club provides services for all students for

some schools piloting expanded learning in Massachusetts. And University Park High School in Worcester, MA, at one point extended learning time significantly for all students by enabling them to take courses at the nearby Clark University. At the time, Clark University offered free enrollment to University Park students for selected courses.¹⁴

Though the costs depend on the program, these can often be at much lower cost than using school staff because these organizations often receive charitable contributions on their own or use staff paid at different rates. While it is hard to estimate these costs, a review of the Massachusetts pilot program shows that schools with community partners received services at highly discounted rates, averaging about \$50 per student per year (much less than what it likely cost the partner to produce the services).¹⁵ Additional costs include the staff costs of administering the program.

Though the above cost estimates show the effect of using one strategy alone, many schools will combine approaches. They may hire contractors to run some programs and pay teaching staff hourly rates to run other parts of the program. In addition to the costs associated with core staff to cover additional time for expanded learning models, schools may have other costs associated with the program such as:

- Administrative costs
- Additional professional development
- Costs associated with increased use of facilities and transportation

In summary, our simple model shows that schools can expand learning time for students by 30 percent at a cost that can range anywhere from about 6 percent of current spending to nearly 20 percent, depending on how it is structured. The way a school structures its time would depend on the goals and design of the expanded time.

TABLE 2: COSTS OF CORE STAFF COMPENSATION ONLY TO COVER 30 PERCENT EXTRA TIME IF PROVIDED BY:

	COST PER PUPIL	COST AS A PORTION OF AN AVERAGE SCHOOL BUDGET	DOLLAR VALUE OF RESOURCES MOVED
Increased salaries of teachers or other certificated staff	\$720	16 percent	
Increased salaries of paraprofessionals	\$287	6 percent	
Stipends for existing teachers or other certificated staff*	\$540 to \$684	12–15 percent	
Stipends for existing paraprofessionals*	\$252 to \$324	6–7 percent	
Reallocated time of teachers or other certificated staff	\$0	0 percent	\$0 to \$720
Reallocated time of paraprofessionals	\$0	0 percent	\$0 to \$287
Newly hired certificated staff**	\$1,200	26 percent	
Newly hired paraprofessionals	\$478	10 percent	
Payments for private providers	Negotiable		

* Assumes stipends at \$30 to \$38 per hour per certificated staff, and \$14 to \$18 per hour for paraprofessionals.

** Assumes new hires would be hired at a minimum of .5 FTE.

Covering the Costs of Expanded Learning Time in High- Poverty Schools

In order to cover the costs of expanded learning time when new money is not allocated by the district or state, schools will need to generate new funds, redirect existing funds, or some combination of both. Though individual schools may succeed in getting additional funds from their district to support these programs, it will be hard for districts to increase their total budgets by 5 percent to 16 percent for all schools, or even all high-poverty schools.

While some education leaders may think of expanded learning as an add-on, a more strategic approach considers expanded learning time as an option in the context of existing spending levels, and then makes trade-offs between investments to support priorities in an integrated way. To do this, district leaders will need to compare the costs of creating more learning time to other program activities at both the school and district level aimed at improving performance, and then make strategic decisions about what combination of these strategies maximize learning.

Strategies for finding new resources will also vary depending on whether the district aims to increase spending in all or only some high-needs schools in the district. As such, large-scale efforts to expand learning time in some set of high-needs schools will likely require districts to consider some combination of five key strategies:

- Redirect targeted funds
- Strategically shift resources from other school level strategies and spending
- Renegotiate teacher contracts to allow strategic trade offs in resource use
- Invest in professional and program development that supports effective use of expanded time
- Revise funding systems to ensure fair funding levels and flexibility perhaps through weighted student funding

Redirect targeted funds

Most high-poverty schools receive Title I allocations from the federal government and additional state allocations intended to boost spending on poor students above the district average. These funds typically come as dollar allocations based on the number of

students at certain poverty levels. Title I allocations vary across states, districts, and schools, but tend to average near \$1,000 per poor student.¹⁶

In schools where nearly all students generate Title I funds, the total funding may be close to the cost of expanding time. Funds come with some restrictions, but can typically be used for expanding learning time. Many schools use compensatory funds like Title I for other services, most of which take place during the school day, including specialists, in-school tutoring, professional development for teachers, supplemental services, and reduced class sizes—all of which are generally intended to improve schooling within the traditional school day.

For schools where expanded learning time is a priority, school and district leaders might consider redirecting the school's Title I funds to expand learning time beyond the traditional school time. For this option, district leaders will need to decide whether expanding time will benefit students more than the strategies currently funded such as in-school tutoring or smaller class sizes.

In some cases, states will need to revise their funding regulations to allow shifting resources toward expanding time. Some states offer additional targeted funds (categorical funds) to cover specified services for high-needs students, such as tutoring, high school mentors, and literacy specialists with the intention that these funds will help close achievement gaps. Rather than prescribe how these funds will be used, states would need to change their regulations to target high-needs students with more flexible funds that can be combined with other funds and used appro-

priately at the school site in the context of other district strategies.

Strategically shift resources from other school-level strategies and spending

More than 80 percent of most school budgets pay for staff positions. The exact composition and number of staff reflect a host of decisions including class size, whether the school has paraprofessionals, specialists, and other extra supports to teachers along with what courses, programs and services to offer. Adding time is one of four key resource strategies that schools can invest in to improve student performance, including designing higher impact curriculum and programs, increasing individual attention through lower class sizes or smaller group sizes, and increasing the expertise and effectiveness of teachers.¹⁷

A system with limited resources will need to continuously reconsider decisions about resource allocations, rethink the opportunity costs, and make difficult choices about how best to use their resources. Many states and districts, for example, invest significant dollars to reduce class size as a way of increasing individual attention. The cost of reducing class size might be weighed against the cost of expanding time. To free 8 percent of school spending for expanded time, most urban districts would have to raise class size by about three students across the board.¹⁸ While redirecting allocations away from accepted practices like class size reduction (thereby raising class size) can be politically challenging, and may even require waivers from state regulations,

the resources involved are substantial and could support different choices such as expanded learning programs.

Similarly, where basic funding supports paraprofessionals or offerings for electives offered during the school day (including music and art), funds for these programs can be redirected to support expanded learning. Here again, redirecting funds for art and music doesn't necessarily mean that these services would disappear, but that they might become part of the expanded learning program.

Renegotiate teacher contracts to allow strategic trade offs in resource use

In many locales, expanding learning time will require some renegotiation of labor contracts for two reasons. First, where existing teachers or other staff take on new schedules, work longer hours, or adopt differing duties as part of expanding learning time, these changes will likely conflict with currently negotiated work rules and practices. Similarly, where teachers and other staff are to receive additional compensation for added hours, new compensation structures will need to be negotiated such that the added costs are feasible in the context of the program.

Secondly, where school districts opt to shift funds from one investment strategy to expanded learning, the shift in resource use may require contract negotiation. For instance, many contracts specify minimum class sizes, the use of paraprofessionals, or other cost items that if repurposed for expanded learning, would require some renegotiation. In

either case, district officials will need to be cognizant of labor contracts, and plan ahead in order to sequence changes in contracts that support the shift.

Invest in professional and program development that supports effective use of expanded time

Since expanding learning time makes little sense without purposeful use of this time and effective instruction, schools and districts will need to design powerful curriculum and to ensure teacher understanding and skill with this time. Most districts do not need to allocate new funds to do this, but they will need to ensure that existing district and school-level professional development time and resources include this as a priority.

One study reports that urban school districts already spend between 3 percent to 8 percent on professional development, including professional development days for teachers. This does not include daily time set aside for teacher collaboration during the school day in most districts—time that could also be used to work together to create effective extended time.¹⁹

Revise funding systems to ensure fair funding levels and flexibility perhaps through weighted student funding

As we have described, funding expanded learning time means shifting resources from some priorities and uses to others and may require reallocating resources from some schools with relatively less

intensive student needs to those with higher learning needs. Moving from a staffing-based system to one that allocates dollars based on student needs (often called a Weighted Student Funding System) can be a powerful way for districts to create more flexibility and ensure that schools that have the neediest students receive the most dollar resources.

Currently, most districts use a staffing-based model that allocates specific staff positions to each school largely based on student counts. In these cases, each school gets a teacher for every 25 students, a principal, a counselor, and so on. As schools make tradeoffs in how resources are used, and in some cases alter staffing models to expand learning time, the staffing-based allocation model becomes very difficult to implement. Schools will need to be able to convert their resources into different kinds of staff positions or in the form of dollars, rather than staff, in order to contract with a community partner to offer students extended learning time.

A weighted student funding system allocates dollars instead of staff positions, and then weights these dollars per student based on the educational needs of the students. So a school would receive greater dollar resources for a special education or English language learner or poor student than for a student without those characteristics. When contracts and regulations do not overly prescribe specific staff positions, moving to allocating dollars instead of staff can free sufficient resources for implementing strategic practices like expanding time.

At the same time, the weightings ensure that schools with greater numbers of high-need students get additional resources. As happened in Cincinnati and Houston public schools with the implementation of a weighted student funding system, this practice can result in redirection of sufficient new money to high-needs schools.²⁰ Depending on the existing inequity in the district, school budgets can easily increase by the 5 percent to 16 percent needed to expand learning time.

Conclusion

Just as district and school leaders need to implement expanded learning time as part of an overall strategy for improving student performance, they will need to pay for it by reconsidering all of their investments and making trade offs and choices that align spending to the combined set of strategies. For practical purposes, this paper isolates spending on expanded learning time to determine how much it might cost above and beyond the existing system.

We calculate costs of increasing teacher salaries incrementally assuming the status quo—that standard student schedules require 6.5 hours a day for 180 days and teachers slightly more than this. The combination of higher standards for all students along with greater understanding of the gaps between expectations and actual performance for students in high-poverty and under-performing schools may ultimately enable a different, more comprehensive approach to funding expanded time.

Future school designs might consider a longer school day for students and teachers, along with expert teachers who receive extra compensation to attract and retain them as starting points around which other resources could be added. With more time and expertise as prerequisites, schools might look and feel very different than the traditional structures modeled here.

References

- Calkins, Andrew, William Guenther, Grace Belfiore, and Dave Lash. 2007. "The Turnaround Challenge." Boston: Massachusetts Insight.
- Farbman, David and Claire Kaplan. 2005. "Time for a Change: The promise of extended-time schools for promoting student achievement." Boston: Massachusetts 2020.
- Frank, Stephen and Jonathan Travers. 2007. "Strategic Review of FY06 District & School-Level Resources." Watertown, MA: Education Resource Strategies.
- McMurrer, Jennifer. 2007. "Choices, Changes and Challenges: Curriculum and Instruction in the NCLB Era." Washington: Center for Education Policy.
- Miles, Karen. 2003. "Rethinking District Professional Development Spending to Support School Improvement: Lessons from Comparative Spending Analysis." In Marge Plecki, ed., *School Finance & Teacher Quality: Exploring the Connections, American Education Finance Association 2003 Yearbook*. Florence, KY: Lawrence Erlbaum Associates.
- Miles, Karen and Stephen Frank. 2008. *The Strategic School: How to make the most of your school's people, time, and money*. Thousand Oaks, CA: Corwin Press.
- Miles, Karen and Marguerite Roza. 2006. "Understanding Weighted Student Funding as a Means to Greater Resource Equity." *Peabody Journal of Education* 85 (2): 114–119.
- Rocha, Elena. 2007. "Choosing more time for students." Washington: Center for American Progress.
- Roza, M. 2007. "Frozen Assets: Rethinking Teacher Contracts Could Free Billions for School Reform." Washington: Education Sector.
- Shields, Regis Anne and Karen Hawley Miles. 2008. "Strategic Designs: Lessons from Leading Edge Small Urban High Schools." Watertown, MA: Education Resource Strategies.

Endnotes

- 1 Elena Rocha, "Choosing More Time for Students" (Washington: Center for American Progress, 2007).
- 2 Regis Anne Shields and Karen Hawley Miles, "Strategic Designs: Lessons from Leading Edge Small Urban High Schools, Education Resource Strategies" (Watertown, MA: Education Resource Strategies, 2008).
- 3 Andrew Calkins, William Guenther, Grace Belfiore, and Dave Lash, "The Turnaround Challenge" (Boston: Massachusetts Insight, 2007).
- 4 David Farbman and Claire Kaplan, "Time for a Change: The promise of extended-time schools for promoting student achievement." (Boston: Massachusetts 2020, 2005).
- 5 Farbman and Kaplan, "Time for a Change."
- 6 Ibid. Costs are from the Murphy School.
- 7 Ibid.
- 8 Figures drawn from analysis done by Education Resource Strategies.
- 9 See for example: Stephen Frank and Jonathan Travers, "Strategic Review of FY06 District & School-Level Resources" (Watertown, MA: Education Resource Strategies, 2007).
- 10 Jennifer McMurrer, "Choices, Changes and Challenges: Curriculum and Instruction in the NCLB Era" (Washington, DC: Center for Education Policy, 2007).
- 11 Many districts negotiate Memorandums of Understanding or explicit contract clauses specifying the hourly rate for after school time and how many hours may be allotted. See for example the Boston Teachers Union, 2007 contract.
- 12 While the time added was only 32 minutes, and not an increase of 30 percent as is used in the model here, the move was significant in that it allowed for a district-wide increase in time.
- 13 This is the figure reported for teachers in a central city district.
- 14 Regis Anne Shields and Karen Hawley Miles, "Strategic Designs: Lessons from Leading Edge Small Urban High Schools" (Watertown, MA: Education Resource Strategies, 2008).
- 15 In order to provide services at these discounted rates, community-based partners may have used some portion of their own funds to subsidize the costs, raised funds from other sources, or drawn heavily on volunteers.
- 16 From Education Resource Strategies analysis of urban districts found in 2006 report to Los Angeles Public Schools.
- 17 Karen Miles and Stephen Frank, *The Strategic School: How to make the most of your school's people, time, and money* (Thousand Oaks, CA: Corwin Press, 2008).
- 18 Figure drawn from Marguerite Roza, "Frozen Assets: Rethinking Teacher Contracts Could Free Billions for School Reform" (Washington: Education Sector, 2007). Calculations are based on the same year's data as have been used here. Readers can explore the resources freed by making more targeted changes to class size by grade or subject or in other areas by exploring the web-based District Resource Allocation Modeler (DREAM) at www.educationresourcestrategies.org.
- 19 Karen Miles, "Rethinking District Professional Development Spending to Support School Improvement: Lessons from Comparative Spending Analysis" in Marge Plecki, ed., *School Finance & Teacher Quality: Exploring the Connections, American Education Finance Association 2003 Yearbook* (Florence, KY: Lawrence Erlbaum Associates, 2003).
- 20 Karen Miles and Marguerite Roza, "Understanding Weighted Student Funding as a Means to Greater Resource Equity," *Peabody Journal of Education* 85 (2): 114–119.

About the Authors

Dr. Karen Hawley Miles

Dr. Karen Hawley Miles is executive director and founder of Education Resource Strategies, a non profit organization in Boston, Massachusetts that specializes in strategic planning, organization, and resource allocation in urban public school districts. Her work aims to help states, districts, and schools rethink resource allocation and use to empower principals to create great schools and redirect resources to promote excellent teaching, individual attention for children, and productive instructional time. Dr. Miles has worked intensively with urban districts in Los Angeles, Chicago, Albuquerque, Boston, Baltimore, Providence, Rochester, and Cincinnati to deeply analyze and improve their funding systems, school level resource use, and human capital and professional development systems. She has taught school leaders at Harvard University, in school districts, with New Leaders for New Schools, and with the Broad Institute for School Boards. Prior to her work at ERS, she worked at Bain & Company as a strategy and management consultant for hospitals and corporations. She has a B.A. in economics from Yale University and a doctorate in education from Harvard University, specializing in school organization, change, and finance.

Marguerite Roza, Ph.D.

Marguerite Roza, Ph.D., serves as a research associate professor with the Center on Reinventing Public Education at the University of Washington. Dr. Roza's research focuses on education spending and productivity in the context of education policy. Her recent research has documented the real dollar implications of education policies once realized inside schools and across schools within districts. Her calculations of dollar allocations and cost equivalent tradeoffs have implications for education finance policy at all levels in the education system. Her work has been published by Education Sector, the Brookings Institution, Education Next, and the Peabody Journal of Education. Dr. Roza earned a Ph.D. in education from the University of Washington. Prior to that, she served as a Lieutenant in the U.S. Navy, teaching thermodynamics at the Naval Nuclear Power School. She has a B.S. from Duke University and has studied at the London School of Economics and the University of Amsterdam.

Acknowledgements

We wish to thank The Eli and Edythe Broad Foundation for their sponsorship of this publication as well as their ongoing support of our education programs.

Center for American Progress



ABOUT THE CENTER FOR AMERICAN PROGRESS

The Center for American Progress is a nonpartisan research and educational institute dedicated to promoting a strong, just and free America that ensures opportunity for all. We believe that Americans are bound together by a common commitment to these values and we aspire to ensure that our national policies reflect these values. We work to find progressive and pragmatic solutions to significant domestic and international problems and develop policy proposals that foster a government that is “of the people, by the people, and for the people.”

Center for American Progress
1333 H Street, NW, 10th Floor
Washington, DC 20005
Tel: 202.682.1611 • Fax: 202.682.1867
www.americanprogress.org