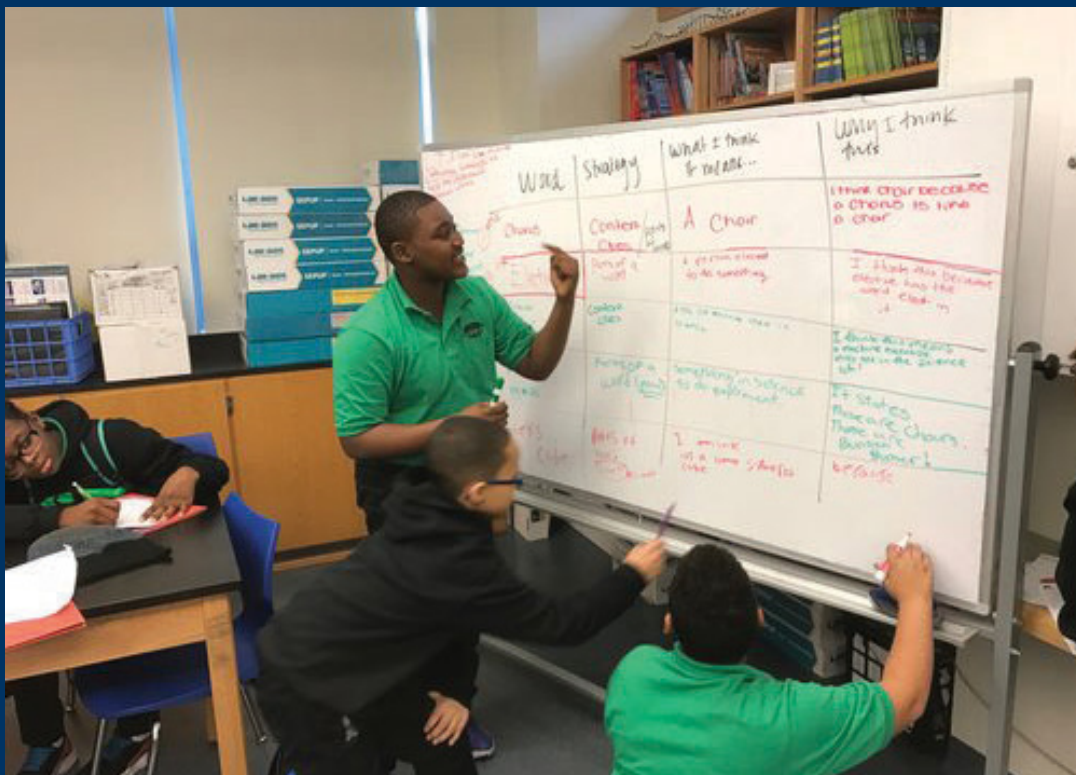




ExpandEDSchools

Extended Learning Time

Redesigning the Learning Experience through Community Collaboration and Capacity Building



JAN 2020



Introduction

“Being a middle school student is challenging....People hold your hand but not as tight....I wish adults knew that it’s not easy. Things are harder than when they were this age. The content is harder. Everything is more difficult. And it’s always changing.”

— E.H., 8TH GRADE STUDENT, SOUTH BRONX ACADEMY FOR APPLIED MEDIA

“[ELT] is worthwhile. It’s a lot, but it’s really made me feel welcome in this community, comfortable walking these halls every day....I like how the teachers and adults are so involved. They will do what you need them to do so you will succeed. I like that they’re always trying to get you on track. You are their priority.”

— N.O., 8TH GRADE STUDENT, SOUTH BRONX ACADEMY FOR APPLIED MEDIA (SBAAM)

These two New York City eighth graders neatly summarize the need for and impact of the Extended Learning Time Initiative (ELT) in eight New York City public schools since 2016.

The competitive grant program, initiated by Governor Cuomo and supported by the state legislature, is administered by the New York State Department of Education (DOE). ELT provides resources to schools, in collaboration with community-based

organizations (CBOs) to increase learning time by extending the school day, school week and/or school year. The purpose of ELT is to improve student academic achievement, provide greater access to learning enrichments, and increase opportunities for professional development and planning for both classroom teachers and educators employed by community-based organizations.

In New York City, the eight ELT schools are either

middle grades (6–8) or 6–12th grade schools that focus on grades 6–8 for the ELT initiative. All serve students from communities that have not been traditionally well served, and therefore experience more academic challenges.

ELT schools offer a minimum of 25% additional learning time. Schools set the clear expectation that all students participate in extended learning time. This additional time can occur before and/or after the conventional school day, on the weekends, or during the summer and other traditional school breaks.

- The additional time is used in a variety of ways including:
- Core academics, with a focus on literacy
 - Access to a range of arts, athletics and academic enrichments
 - Off-site internships and community-service opportunities for older students
 - Experiences that are designed to increase student engagement, improve school culture and foster students’ social and emotional skills and competencies.



I. ELT Outcomes – Closing Opportunity GAPS

Background

According to research by ExpandedED Schools, by 6th grade children in poverty have experienced 6,000 fewer hours of learning than their middle school peers. A huge driver of the gap is lack of access to out-of-school learning opportunities. All of the New York City’s ELT schools serve students in under-resourced communities often termed “opportunity deserts” due to the lack of afterschool and summer program opportunities available in more affluent neighborhoods. Some ELT schools are located in areas underserved by public transportation, or far from transportation hubs. This provides an obstacle for students and families attempting to access opportunities that are within a reasonable range of the home. ELT is one approach that is helping to close these opportunity gaps.

Students in ELT Schools are Making Academic Gains

Students in ELT schools have achieved gains on standardized tests measuring English language arts (ELA) and math proficiency, outpacing gains among their peers citywide. Since 2015–16, scores on the ELA exam have increased by 11.3% in ELT schools vs. 10.3% among middle school students citywide, a notable gain for literacy in adolescence. Scores on

the math exam have increased by 8.1% in this timeframe, compared to 5.6% among middle school students citywide.

Social and Emotional Skills Are Soaring

In addition to expanding core academic instruction, many ELT schools provide expanded opportunities for students to build social and emotional skills and capacities. Students at ELT schools are significantly more likely to be rated by their teachers as social-emotionally “strong” on a standardized assessment of SEL (the DESSA-mini) in comparison to their peers nationwide. At the end of 2017–18, 31% of students were rated as social-emotionally “strong” (up from 22% at the start of the year) compared to 16% nationwide. Further, at the start of the year, 19% of students in ELT schools were rated as in need of SEL intervention (compared to 16% nationwide). By the end of the year, this proportion had decreased to only 7%.

Students in ELT Schools Benefit from High Quality Learning Enrichments

As illustrated in the schedules featured in the appendix, students in ELT schools have access to a variety of enrichments, including music, visual and performing arts, athletics, STEM-focused activities such as robotics

and coding, creative writing, chess, debate, SAT prep and other college preparatory activities, community service, off-site internships and more.

The longer blocks of time and flexible scheduling are particularly well suited to achieving mastery in music, arts and athletics, engaging in problem-solving in STEM, and participating in project-based learning that develops students’ skills in collaboration, creativity, problem-solving, persistence and agency. Some of the ELT schools also implemented summer programming and student trips – camping and college visits – that offered immersive experiences broadening student horizons and developing positive relationships and student engagement.

Powerful Community Partnerships Are Tying it All Together

The ELT initiative has catalyzed deep partnerships between schools and local community-based organizations, and generated positive impacts beyond the school buildings. ELT has created a pipeline for expert youth development practitioners, many of whom are from the community. Community members are hired to take on various roles such as directors, activity specialists, social workers and administrative staff. Increasing access to high-quality learning enrichments for their middle schoolers during the afternoons enables families to work or pursue their education. Parents have confidence that school is trusted space where their children will be kept safe, engaged and stimulated.



II. ELT Schools

SCHOOL	PARTNER	BOROUGH & DISTRICT	GRADES SERVED	NUMBER OF STUDENTS	PERCENT STUDENTS W/ SPECIAL NEEDS	PERCENT ENGLISH LANGUAGE LEARNERS	ECONOMIC NEED INDEX
The Laboratory School for Finance and Technology	Arete Education	Bronx, Dist 7 07X223	6-12	294	22.4%	9.2%	92.4%
South Bronx Academy for Applied Media	Good Shepherd	Bronx, Dist 7 07X296	6-8	231	33.3%	15.6%	92.9%
Urban Assembly School for Applied Math and Science	Wingspan Arts	Bronx, Dist 9 09X241	6-12	272	26.8%	14.3%	92.4%
The Highbridge Green School	WHEDCo	Bronx, Dist 9 09X361	6-8	378	22%	25.9%	94.9%
I.S. 340	University Settlement Society of New York	Brooklyn, Dist 17 17K340	6-8	204	21.6%	2.5%	75.7%
The School of Integrated Learning	NY Edge	Brooklyn, Dist 17 17K354	6-8	297	21.5%	4.4%	77%

SCHOOL	PARTNER	BOROUGH & DISTRICT	GRADES SERVED	NUMBER OF STUDENTS	PERCENT STUDENTS W/ SPECIAL NEEDS	PERCENT ENGLISH LANGUAGE LEARNERS	ECONOMIC NEED INDEX
I.S. 77	Greater Ridgewood Youth Council	Queens, Dist 24 24Q077	6-8	928	29%	20.7%	81%
I.S. 51 Edward Markham	Sports and Arts in Schools Foundation / NY Edge	Staten Island, Dist 31 31R051	6-8	1335	30.2%	7.6%	72.9%



III. Key Success Factors

Completed through interviews with principals, program directors and students at each school, collecting program data and reviewing relevant materials, this analysis has identified four key factors as critical to the success of the Extended Learning Time initiative. These factors hold many lessons for similar efforts.

Schools and their community-based partners close opportunity gaps and increase student academic achievement and engagement by:

- 1. **Redesigning the learning experience** rather than simply adding more time to the traditional school structure. Ongoing analysis of student strengths and needs informs how schools and partners transform what, when and how students learn.
- 2. **Forming true collaborations on behalf of students**, by moving well beyond the typical transactional relationship between schools and external partners to unifying around a collective goal: the well-being advancement of youth.
- 3. Focusing additional time and resources on building the **skills and capacities of teachers and community-based educators** to meet student needs and further their strengths.

- 4. Benefitting from **coaching and technical assistance** from the Department of Education, the Department of Youth and Community Development and other experts, such as ExpandedED Schools via their ongoing support with Program Managers assigned to each school as a coach for community-based organization site directors as well as professional development trainers for line staff and teachers.

1. Schools and CBOs are Redesigning the Learning Experience

ELT schools and their community-based partners analyze the needs of their students and school communities and tailor ELT strategies to meet the identified needs. In addition to an intensified focus on core academics, the learning experiences are redesigned to foster positive student/adult relationships, improve school culture, enable students to develop and exert their own agency, build social and emotional skills and capacities, and experience new learning environments to expand their horizons. Schools have chosen different structures for expanding time – including lengthening the school day, and/or creating Saturday or summer programs.

FOCUS ON LITERACY

For the ELT initiative, the NYC DOE chose middle schools focused on literacy through the New York City Department of Education’s Middle School Quality Initiative. ELT enables these schools to deepen their focus, improve how they use and respond to data to identify student needs, and target interventions and enhancements for personalized learning.¹

Additional time is used to implement small group instruction, book clubs, and vocabulary building programs such as “Word Generation” #trending, Flocabulary, and the DOE’s Academic Intervention Services (AIS). For example, I.S. 340 used the results of a data review to place students in Strategic Reading Program (SRP) groups/book clubs. At the School of Integrated Learning, teachers and New York Edge community educators also formed book clubs that meet three days a week to read and discuss culturally relevant, engaging and level-appropriate texts. The Laboratory School for Finance and Technology uses the Wilson Reading intervention program to provide additional support for students to develop ELA competencies in small, differentiated groups led by teachers and paraprofessionals. At Urban Assembly Academy of Math and Science, students with specific academic needs – including preparing

for Regents exams – participate in intense, small group intervention to meet their academic needs, paired with opportunities to engage in arts or other enrichments.

STUDENT ENGAGEMENT, RELATIONSHIPS AND SCHOOL CULTURE

ELT schools devote additional time and resources to improve student engagement, adult/student relationships, and school culture. At SBAAM, school leaders met over the summer with community partner Good Shepherd Services, to develop common expectations of students and a system of consistent rewards and consequences throughout school and after-school that teachers and community educators use to facilitate lessons and reinforce student expectations. Through the system, students earn scholar dollars for school supplies, gear, or extra opportunities. Students who model positive behaviors are recognized and celebrated. ELT affords the time for teachers and community educators to jointly reflect on the implementation to improve and align their practices over time.

The School of Integrated Learning convened teachers and educators from their community partner, New York Edge, to participate in joint professional development

to prepare for the rollout of a Positive Behavior Intervention System (PBIS) based on Class Dojo – a classroom communication app – that they implemented consistently across the entire school day. The school and NY Edge staff use Class Dojo to communicate with each other, with students, and parents.

I.S. 340 and University Settlement Society of New York (USSNY) implement the RULER program, developed and supported by the Yale Center for Emotional Development. The program teaches adults and students to recognize, understand, label, express, and regulate emotions, skills that are fundamental to effective learning, decision making, physical and social-emotional health, and student success. The school principal and the director of USSNY together selected staff from both teams to participate in initial training. They piloted elements of the program, first during the expanded learning time, teaching students to use the program’s tools to set goals, identify their social-emotional state, and to check in as part of the group. Over time, these practices were integrated throughout the school day as the capacity of teachers grew and students became more familiar with each component.

At UA AMS, when the principal conducted a root cause analysis to understand why some students were falling behind and in danger of not graduating, he identified student disengagement, a lack of belonging and insufficient exposure to opportunities and visions for the future as key problems. UA AMS instituted a summer camping trip, immersing 6th and 7th grade students into an environment and experience that was completely new. Eighth graders traveled to Washington DC with their teachers and school leaders to visit colleges, staying overnight in the dorms. These experiences enabled teachers and students to forge new relationships.

Explained former UA AMS principal David Krulwich: “A huge part of teaching is motivation, and convincing children that the adults have faith in them. When a student loses their patience and reacts to a teacher, it’s fundamentally different when that teacher was out of the city with them for the week. The kids who no one has been able to figure out? The expanded learning opportunities give the teachers the opportunity to interact with kids outside of their academic classes. With enough of these opportunities after school, on Saturday, or during the summer, or on a trip, the students will eventually tell their story of what’s going on. Sometimes it’s private. But the adult with whom they share can teach the child some coping strategies. The adult can share strategies with other adults. Sometimes, these expanded time opportunities create the one relationship, with the one adult the student can go to.”

At UA AMS and other schools, ELT has enabled interventions for school culture and climate that have increased students’ sense of belonging, improved student/teacher relationships, impacted student behaviors and reduced the number of disciplinary incidents.

AGENCY, VOICE AND CHOICE

Recognizing that developing student agency is a key tenet of positive adolescent development, many ELT middle and high schools redesigned the learning experience to enable students to explore different passions and develop skills and expertise in areas of their choice. Students choose from a variety of enrichments including creative writing, chess, debate, and robotics; music, visual, and performing arts; athletic programs including basketball, touch-football, and yoga, and community service or internship

1 The Middle School Quality Initiative (MSQI) supports schools in developing literacy in young adolescents, ultimately preparing them for success in high school and college. MSQI began in January 2012 as a partnership with the City Council Middle School Taskforce and is now part of the NYC DOE’s Office of Interschool Collaborative Learning. The MSQI team partners with school-based staff to increase the overall percentage of eighth grade students who graduate reading on or above their grade level. MSQI serves as the city’s implementation plan for putting the Carnegie Reading Next report recommendations into action by providing school-based literacy coaching, workshops for teachers and leaders, interschool site visits, and other resources. These recommendations are incorporated into the framework for MSQI’s targeted work of strengthening literacy practices and better preparing grade-level readers in New York City middle schools. The project has been guided by a vision for literacy reform described in Reading Next and put into practice by a team of committed and experienced literacy leaders in the city. There were 115 schools participating in MSQI in 2016-2017.

opportunities outside the school buildings. At Highbridge Green and SBAAM, eighth graders have the option of participating in activities outside the school building two afternoons per week.

I.S. 340 and USSNY partner extend the day until 5:30pm, however students have the choice to leave at 4:30pm. Most choose to stay until 5:30pm to participate in enrichment opportunities, including Youth Committee, Step, publishing a school newspaper, clarinet, academic interventions, sports, dance, digital storytelling, and chorus, led by a combination of I.S. 340, USSNY and contracted staff.

One school leader notes, “The ELT programming provides opportunities for kids to do things they like, find things they care about, interact with other kids and with adults in small groups. They interact with adults and talk about issues in their lives. Through

many of the expanded time programs, students, who assumed adults thought they were bad at school, exhibit talents that allow them to feel competent. This gives them more confidence in themselves and in the process of learning in school.”

NEW HORIZONS

ELT affords schools and their partners the time and resources to broaden the horizons of students who might not yet have had the opportunity or exposure to consider their future beyond school. At SBAAM, eighth graders participate in ELT programs three days a week – twice in the afternoons and once on Saturday. The programs focus on making the transition to high school, including compiling portfolios required for admission to some NYC high schools. Other schools offer college trips, internships, and community service opportunities.



At I.S. 340, ELT enabled the elevation of the arts program with new professional staff and different offerings, resulting in an increase in students admitted to specialized arts high schools such as Brooklyn School for the Arts and LaGuardia.

2. Schools and CBOs are Forming True Collaborations on Behalf of Students

The ELT initiative requires schools and community organizations to work together. Yet ELT schools and CBO partners do not simply work in parallel, with the schools overseeing 8:00AM–2:30PM and the CBO taking over from 2:30–5:00PM. Instead, the schools and CBOs have developed collaborations with aligned goals, programs, and staff. They plan together, meet regularly, share and support staff, communicate with one voice, and share ultimate responsibility for the experience and success of children. Said Roshone Ault Lee, SBAAM Founder and Principal, “Collaborating with Good Shepherd Services to advance scholar outcomes has been fulfilling from day one. It is gratifying to partner with individuals who share our collective vision and place the needs of SBAAM scholars at the forefront.”

Said Allison Sam, Good Shepherd Services Site Director at SBAAM, “What sets us apart is that the expanded learning time is not just an add-on, but a continuation of the school day. I’m here from 11 am until 7 at night. When I started, I asked to do lunch duty. I saw that as a way to build relationships with the school personnel and the scholars.”

Principals and CBO leaders who described their partnerships as successful noted that in order to develop trust between the organizations, they had to start with their own, individual relationship. They committed time to planning, regular check-ins,

problem solving, and honest reflection. They shared budgets and responsibility for allocating funding for the expanded learning opportunities. At The Highbridge Green School, for example, the leaders invested in learning how to support one another and how to align goals and expectations for the students. Over time, they have led both staffs to focus on academic growth and the cultivation of student voice and agency.

Successful partnerships define clear, shared goals and reach a common understanding of what students should experience throughout the day. They assume shared responsibility for professional development and engage both the regular school staff and community educators collaboratively. They prioritize solving logistical problems so they do not derail the effort. Partner and school’s staff plan family engagement and other joint school-community events together. They emphasize progress on not only academic measures of success but also social and emotional skill development.

The ELT grant supports teachers and community organization to work together to co-create and implement programs, and engage in continuous improvement. Implementing programs like RULER or Class Dojo with both staffs consistently throughout the day builds a sense of partnership and provides students with consistency.

Where the partnerships were strongest, both the principal and community partner recognized that their relationship had evolved over time. They progressed through the cycle of team development that Bruce Tuchman describes of forming, storming, norming, and performing. Even with best of intentions, they still had to figure out how to communicate with each other, work together, identify and resolve issues.

The schools and CBOs that invested in their relationship are much better able to sustain their success as changes in leadership occur. In these years, two schools and one CBO partner changed leaders. In a separate case, where the CBO was not able to continue as a partner, the school supported the start-up of a new CBO.

At I.S. 340, a technical assistance manager from ExpandedED Schools facilitated conversations with the principal and USSNY director, teachers, and community educators, regarding social-emotional learning practices and implementation throughout the conventional and expanded day. They met multiple times throughout the school year and summer to examine both of their budgets and desires for student enrichment opportunities. USSNY leveraged other resources to support visual and performing arts programs, a newspaper and a Mad Science program. I.S. 340 supported clarinet, Academic Intervention Services, and Bell Curve, an intervention that prepares students for NYC’s Specialized High School Admissions Test (SHSAT).

At many ELT schools, teachers and community partners participate in professional development together, overcoming logistical challenges to finding shared time. At SBAAM and The Highbridge Green School, for example, they ensured the whole staff had time to work together on academic and social-emotional learning, on shared content, skills, and habits of mind. Sometimes, the professional collaborative time allowed each to share strengths and understandings of their students. Other times, the meetings focused on a common need or area of support, and allowed for staffs to review data, plan collaboratively, and develop programs together.

M.S. 51 on Staten Island did not have access to community based academic, sports, and arts organizations as potential partners. The principal recognized the opportunity to develop relationships with the feeder elementary schools, the high school and community college. In the short term, the new partnerships supported younger siblings and families of the students at M.S. 51. Longer term, the partnership will help ensure students have a strong academic foundation in elementary school. M.S. 51 provides transportation so that younger siblings can participate in programs at the middle school, and middle schoolers do not have to miss out on opportunities because they are responsible for their younger siblings. The M.S. 51 principal supported high school students to work at the elementary and middle school programs. He supported local athletics and ensured money spent on durable goods benefited the local community. He also opened the school building to community-based organizations for events.

3. ELT Enables Schools and CBOs to Build Skills and Capacities of Teachers and Community-Based Educators to Meet Student Needs

ELT enabled principals and community-based partners to provide professional development and training and targeted planning and collaboration time to teachers and community-based staff. They were also able to leverage ELT resources to hire additional staff whose skills met student needs.

Six of the eight schools hired new full-time visual arts, music, or theater teachers. For example, at I.S.77, the principal hired a music teacher who taught music classes in the morning and started a band in the

afternoon. Because this was his first teaching job, the principal also supported this new teacher’s onboarding, to help ensure early success, and mentored the teacher as he found his footing and developed his practice.

The I.S. 77 principal invested in new teacher induction and support, ensuring that all first and second year teachers meet during professional collaborative time to review school expectations and approaches to pedagogy, and received coaching in the classroom. The coaches ensured that all school and partner staff received the same messages and foundation for their work, in the conventional school day and in the expanded time.

Professional development was tailored to enable teachers and staff to lead the redesigned learning experience for students. For example, the Laboratory School for Finance and Technology trained a teacher and paraprofessional to assess students’ literacy competencies and deliver the Wilson Reading intervention program to students in small groups. The paraprofessional was able to use that new understanding and skills with her assigned students, during the conventional school day. In addition, she was able to facilitate remediation with a small group of students during the extended day. She was encouraged to pursue further studies and she is studying to become a teacher. She is also from the neighborhood and had been within the school community for years. Not only was this an investment in the individual and their growth, but also provided models for all the students and adults in the community.

I.S. 340 and the University Settlement staff learned together how to align SEL practices throughout the day. The site director and two of her staff members led professional development for the I.S. 340 staff on

youth development practices. These trainings explicitly grew from the partnership’s desire for a well-aligned day. The two staffs got to know each other, and developed common practices. As a result, the school has hired community educators as school aides and paraprofessionals. Because University Settlement prioritizes hiring staff from the community, which reflects the student body, hiring staff from the CBO also helped diversify the school staff.

Said Jean Williams, retired Principal of I.S. 340, “The relationship with USSNY was, and still is, a good fit. There was a time we were struggling with an influx of kids who had real behavioral challenges. Counselors trained by University Settlement in managing behavior and social-emotional growth began to work in the lunchroom and we were able to hire them as paraprofessionals, so they could be even more present, engaged in the school, and could have more time with our kids.”

ELT provided new professional opportunities for members of the school and CBO communities to learn skills to meet student needs. The principals of the Laboratory School for Finance and Technology and SBAAM hired young people – alumni and current students to provide support for enrichment programs and peer tutoring and mentoring. These young people learned and practiced marketable skills, and worked closely with professionals who supported them to think not just about a job but careers. This investment in students and recent grads had a benefit for the other students and the programs beyond the individuals. The student participants benefited from near-peers who were connected, invested, collaborative, and modeling so many of the behaviors and habits of mind that the programs were teaching.

SBAAM’s student leadership program is called “Aiming High.” Good Shepherd’s Allison Sam explains:

“Students have to apply, attend information sessions, and be interviewed and they need parent signoff. The participating students have paid internships. Some work with the ELL students at the nearby elementary school, or work within our school during the ELT time, in the office, managing the school store. We saw that the students who were dealing with adults and going out of the building were not comfortable talking and presenting themselves, so we built in public speaking. We evaluate their progress reports to make sure that they’re keeping up with their academics. After all that, they can earn up to \$50 every two weeks. They are required to save 20% of what they earn. They can save more, and we want to encourage good habits, so the top saver has their savings matched.”

At the Laboratory School for Finance and Technology, the principal identified teachers interested in earning their administrative credentials and created leadership opportunities for them within the expanded time, opportunities for them to coach teachers and administer programs, overseeing staff, budgets, data collection and administrative functions. Teachers also developed new perspectives through their new roles in their school communities. “Teachers got to try new things, running programs in the after school, on Saturday, and in the summer. They learned about teaching, what motivates and interests students, and how much students will do when they are motivated. A lot of teachers jump to thinking that kids only do things because they’re graded. But when you see the same at-risk kid, who is falling a class, come in voluntarily to work hard at something, the teacher

learns something about project-based learning and the type of learning that motivates students outside of grades and testing,” said David Krulwich of UA MMS.

In all of these ways, the principals and CBO leads supported not only programs for students, but simultaneously built the capacity of the adults and young people working with students and supporting the programs. ELT resources provide the secondary and tertiary benefits of building capacity and investing in the community.

DRIVERS OF CHANGE

One of the reasons why these varied outcomes are possible is the flexibility built into the design of the ELT initiative. While the city and state set clear requirements and goals for the program, ELT schools were provided autonomy to use resources as they saw fit, to implement programs, develop and test new ideas, hire teachers or community educators, use data formatively, iterate before summative data was available to nimbly meet the needs of their students and communities. If the funding had prescribed a more typical afterschool program and/or accountability were tied solely to days of attendance, there might have been perverse incentives for principals to do only what’s been conventionally done, and this might have stifled their ability to differentiate, create new programs, and meet student and school community needs.

When principals and CBO leaders used funding strategically, they provided not just a program but also an investment in people and the community that will have long-lasting impact. Teachers learned new leadership, management and administrative skills,

built new capacities, and developed new habits of mind. Paraprofessionals gained classroom management and pedagogical skills they could use not only in the expanded programming but in the classroom as they progressed in their profession. Students and alumni took on real responsibilities in their first jobs. In addition, since the community educators, paraprofessionals, and students are even more likely than the teachers to live in the neighborhoods, the capacity that was built and the financial benefit accrued to the community.

4. Schools and CBOs Have Expert Coaching and Technical Assistance Supporting Successful ELT Implementation

The schools benefited from the support of the NYC Department of Education Middle School Quality Initiative and the technical assistance partners. Initially, the support focused on grant writing, planning, and development of relationships between schools and

CBO partners. The support then evolved to working directly in the schools with teachers, community educators, teacher leaders, the CBO partners, and the principals. Program managers who work with CBOs leveraged deep content expertise in programmatic structure, literacy, the arts, and the support of students’ social-emotional learning.

In addition, Program Managers brought expertise in the development of partnerships and expanded learning time programs. They provided coaching for teachers, and administrators, for community educators and CBO partners. They supported program development and change management. They collaborated with each other outside of their work with individual schools. They helped to share emerging and best practices across the sites. They held the historical memory that supported schools through difficult times, especially changes in partnerships, leadership, and staffing. They helped to accelerate initial successes, supported reflection and continuous improvement, and improved outcomes over time.

IV. Recommendations and Next Steps

Moving forward, ExpandedED Schools recognizes and celebrates the unique partnership that each ELT school and community-based organization has created to meet the needs of their students, families and communities. We will continue to support this important work in collaboration with the Governor’s Office, New York State Department of Education,

New York City Department of Education and Department of Youth and Community Development (DYCD). To ensure that ELT schools can continue to meet the needs of their students and to bring the benefits of ELT to a greater number of students in New York City, ExpandedED Schools offers the following recommendations:

Expand the ELT Initiative

The ELT Initiative was designed to provide flexibilities and autonomies to school and community-based partnerships to reach initiative’s goals of using more time to improve student academic achievement, provide greater access to learning enrichments, and increase opportunities for professional development and planning for both classroom teachers and community educators. The initiative’s model enabled school and CBO leaders to make decisions regarding staffing and resource allocations, develop and test new ideas, and gather data and make course corrections to meet their communities’ unique needs. We recommend that city and state education departments extend ELT to offer similar flexibilities and autonomies to school leaders and community-based partners beyond the current ELT cohort, as all of New York’s students deserve learning spaces designed to meet their needs and the needs of their school communities.

Increase the Per Pupil Allocation for ELT

The annual per pupil allocation for ELT has been \$1,600 since its inception. With cost of living steadily increasing and minimum wage increasing over the past few years, programs experience growing difficulty obtaining funding for adequate resources, trips and quality staff with each year of programming. Schools and their community partners need an increase in this allocation to maintain the level of interventions that produce the outcomes the program requires, including increases in student attendance, academic achievement and social and emotional skills. Resources are needed to secure high quality staff and teaching artists, underwrite career exploration trips, access to technology and other experiences that expose students to future passions that

stimulate academic interests. We recommend that the state create a taskforce to determine the appropriate cost of quality programming that accounts for changes in need over time.

Use Community Ties to Improve School Culture through Other Initiatives

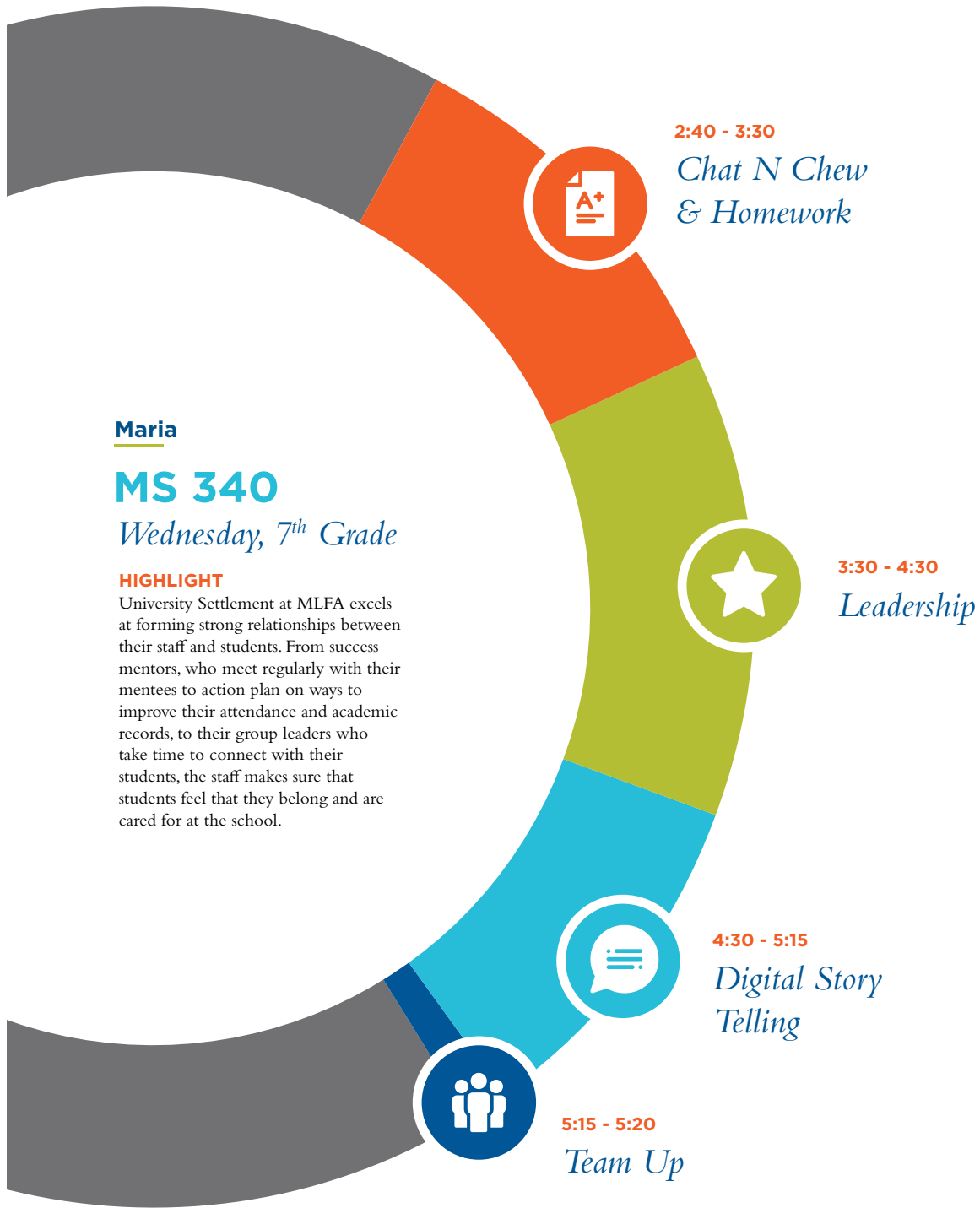
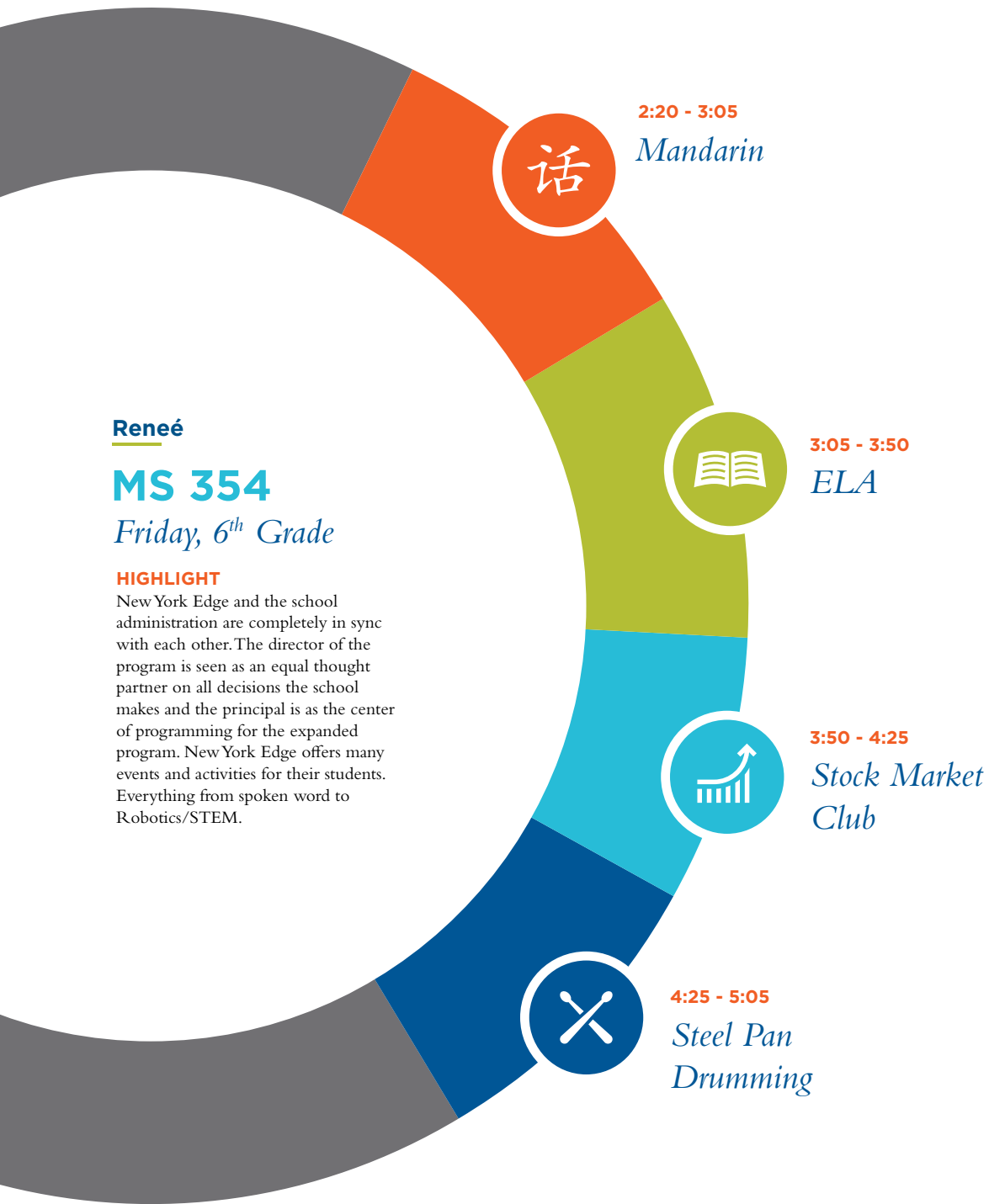
ELT provides students the opportunity to connect with adult role models beyond academics via social emotional wellness practices and skills development that can improve students’ sense of belonging and identity. Most ELT schools continue to experience growth in strong family and community ties, as shown on the NYC School Climate Survey. We assert that community collaboration can meaningfully and cost effectively improve school culture and decrease incidents of school disciplinary actions, as students are able to feel a sense of connection to more adults within the school and more enrichments that support their development. Expanded learning time opportunities are rooted in a holistic framework that serves the whole child. As local districts and the state re-think school discipline and school culture, we recommend that schools consider and receive support in coaching/technical assistance in community partnership, and resources as a part of they continue to work toward creating a holistic learning environment for all students.



Conclusion

Over the course of three years, eight middle schools and their community partners in New York City participating in the ELT Initiative have created powerful partnerships that have had positive impacts on students, school and CBO staff, families and communities. Positive outcomes for students include academic gains, social and emotional skill-building, and access to high-quality learning enrichments. Key success factors driving the initiative: redesigning learning experiences to better meet demonstrated student needs; focusing on improving the skills and capacities of adults across learning settings; and expert coaching and technical assistance benefitting all the sites. ExpandedED Schools looks forward to working with city and state partners to apply ELT’s successful innovations in other settings so more of New York City’s young people can realize the key academic, social and developmental gains demonstrated by students served by the Initiative.

Appendix A: Schedules



James

MS 223

Tuesday, 8th Grade

HIGHLIGHT

MS 223 has excelled in its strong school-community partnership with Arete Education and moreover has consistently have had strong enrollment and attendance in the expanded day program. School day teachers are fully integrated throughout the expanded day in conjunction with the community-based staff hired through Arete Education.



3:25 - 4:20

Debate



4:20 - 4:25

*Expanded
Book Clubs*



4:25 - 5:20

Robotics

Tyler

Highbridge (Whedco)

Everyday, 6th Grade

HIGHLIGHT

The school has a focus on environmental studies and provides students with lots of opportunities for hands-on learning. Students grow food in the school's garden and greenhouse and incorporate it into their lunch menu. students develop the skills that will prepare them for success in high school through hands-on activities and experiments in our new science and technology labs. Students also enjoy expressing themselves through music, art, dance, technology, theater, and other electives. Parents like our school's focus on high school and college preparation. Our Advisory program helps maintain a small, family-oriented community that focuses on students' personal development.



3:10 - 4:10

Fashion



4:10 - 5:10

Cooking



ExpandedED Schools is a nonprofit organization that closes the opportunity gap for youth from under-served communities by increasing access to enriched education experiences. Annually, we build the capacity of hundreds of public schools and community organizations across New York City to offer expanded learning opportunities that support the academic, social, and emotional success of youth of all ages. An innovation hub within the after-school field, ExpandedED employs three central strategies to achieve impact on youth, educators, communities, and the educational system as a whole: 1) Research and development: We design, implement, and evaluate programs aimed at redesigning education to ensure that youth are future-ready; 2) Capacity building: We strengthen teaching and learning through professional development and technical assistance; and 3) Advocacy: We partner with policymakers and influencers to continually shape and strengthen policies that promote educational equity and successful outcomes in school, career, and life.

This report was written by Kathleen Traphagen with support from Jonathan Spear, Naa-Shorme Aidoo, Natalie Colon, Daniel Levitt, Jacques Noisette, and Deborah Taylor.

Expanded Schools thanks all of the school and community leaders who provided input for this report and commit daily to the important work of supporting New York's youth.

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