Extended Learning Time:
Research and Resources
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In recent years policymakers have increasingly looked to Extended Learning Time (ELT) as a means of improving student outcomes. As a result, some school districts have increased academic time for students by adding time to the school day or days to the school year. In other communities, schools and community-based organizations have partnered to offer aligned and integrated school-day and afterschool and summer programs. The following selected list of resources includes summaries of the research supporting Extended Learning Time, and resources describing recommendations related to policy initiatives and resource allocation. The resources are organized in the following sections:

Resources on:
I. Extended Learning Time and Extended Day Initiatives
II. Afterschool and Expanded Learning Opportunities

I. Section One: Resources on Extended Learning Time and Extended Day Initiatives

Afterschool Programs: A Wise Public Investment, **Afterschool Alliance** (2005). This brief considers the social cost of not providing afterschool programs and the high returns on such investments. This brief presents several of the benefits of investing in afterschool programs.

Choosing More Time for Students: The What, Why, and How of Expanded Learning,
Center for American Progress (August 2007). This paper defines expanded learning time, highlights what model programs look like when used effectively, and addresses how to successfully implement such reform efforts. The authors posit expanded learning time is all about using time in ways that greatly benefit students.

Taking Stock of the Fiscal Costs of Expanded Learning Time. Roza, Marguerite & Miles, Hawley Karen. **Center for American Progress,** Washington, DC (2008). This report provides a rationale for expanded learning time, and describes the core models for implementation. The report also offers a framework for policymakers and practitioners to identify the key cost components involved in expanding the school day and compares these costs against those of other reform initiatives.

Extended Learning Time, **The Chalkboard Project** (December 2010) *A Review of Research on Extended Learning Time in K-12 Schools* reviewed the available literature about extended learning time (ELT) in kindergarten through twelfth grade. This update to the whitepaper describes more recent ELT research and expands on the recommendations originally presented.

Push Is On to Add Time to School, *Education Week* (October 2011)

This article examines a new 7th-period class, which adds an extra hour to the school day, five days a week for 6th graders in Providence, RI. The extra hour focused on building student competency and a deeper understanding of the STEM (science, technology, engineering, and math) subjects. For two of those weekly periods, the students venture outside the walls of Roger Williams Middle School for field-based learning experiences led by their teacher in conjunction with community providers.

Supporting Student Outcomes Through Expanded Learning Opportunities, **Harvard Family Research Project** (2009) Priscilla M. Little. Research Report. This paper looks at the role of after school and summer learning programs in supporting student success. The paper explores how to bridge the divide between out-of-school time programs and schools by offering research-derived principles for effective expanded learning partnerships. It was commissioned by Learning Point Associates and the Collaborative for Building After-School Systems (CBASS) as part of a report on school reform and expanded learning.

Massachusetts 2020 is an organization dedicated to expanding learning time to improve student achievement. Massachusetts 2020's Expanded Learning Time (ELT) Initiative in Massachusetts is redesigning schools to offer children new learning and enrichment opportunities made possible because of an expanded school schedule. The following four resources describe aspects and effects of the ELT Initiative:

- Executive Summary: Year 1 of the Expanded Learning Time Initiative 2006-2007

- Complete Report: Year 1 of the Expanded Learning Time Initiative

- The Effects of Extending Learning Time in Real-World, Classroom Settings
  This is a short report that synthesizes examples of research studies that explore the relationship between time and learning in a real-world, classroom setting.

- The Effects of Longer Class Periods
  A short report that summarizes three studies of the effects of block scheduling.

Time for Learning: Education Policy White Paper, **National Academy for Education**
This paper provides recommendations concerning federal policy initiatives. The recommendations are intended to stimulate and support efforts by state and local Governments, business interests, and philanthropies to extend in-school and out-of-school learning opportunities for students from kindergarten through grade 12.

The Washington State Institute for Public Policy was asked by legislative staff to estimate the economic value of learning time.

Improving student achievement by extending school: Is it just a matter of time? Aronson, J. Zimmerman, J. and Carlos, L. (1999). San Francisco: WestEd. This study uses the Academic Learning Time (ALT) model to analyze proposals to extend the school calendar. Authors explain that the first task for schools is to maximize ALT within the existing school day before adding additional time.

The National Center on Time & Learning has compiled this unique database of U.S. public schools that operate with more time per day and/or more days per year compared to surrounding public schools, for all enrolled students.

It's being done: Academic success in unexpected schools. Chenoweth, K. (2007). Cambridge, MA: Harvard Education Press. The author examines a variety of schools where students outperform their socioeconomically-matched peers. The author identifies setting high expectations for students, data-driven instruction, the thoughtful use of school time, ongoing professional development for teachers, and competent leadership teams as key tenets of these effective schools.

The Strategic School: How to make the most of people, time and money. Miles, K.H. and Frank, S. San Francisco: Corwin Press (2008). In this textbook, the authors explore how educational leaders can develop successful and strategic schools by assessing how well they use all available resources—people, time, and money – and stress, in particular, that increasing instructional time within the confines of the school day is paramount.

II. Section Two: Resources on Afterschool and Expanded Learning Opportunities

The Afterschool Alliance

- Afterschool Benefits Kids with Special Needs (2008).
  This brief highlights the effectiveness of afterschool programming by offering children with special needs an opportunity to develop alongside their non-disabled peers. The benefits of afterschool for kids with special needs include improved performance on standardized tests, mastery of individualized education goals, higher grades, improved behavior and increased motivation to learn.

- Afterschool Fosters Success in School (2008).
  This brief explores the various ways afterschool programs support student achievement. It is one in a series of Issue Briefs sponsored by the MetLife Foundation that addresses the benefits afterschool programs provide to children, families and communities.

- Afterschool Innovations in Brief (2008).
  With support from MetLife Foundation, the Afterschool Alliance published a compilation of four issue briefs examining critical issues facing children, schools and communities, and the vital role afterschool programs play in addressing these issues.

- Afterschool: A Powerful Path to Teacher Recruitment and Retention (2007).
  This brief examines the current teacher shortage facing our schools, the impact this shortage is having on our rapidly changing educational system, and ways afterschool programs can help meet the need for recruiting and retaining new teachers. It is one in a series of Issue Briefs sponsored by the MetLife Foundation that addresses the benefits afterschool programs provide to children, families, and communities.

- Afterschool: Providing a Successful Route to Credit Attainment and Recovery (2009).
  Afterschool provides older youth with critical academic supports including credit attainment and recovery opportunities. Many educators are turning to afterschool programs to reach students who fail one or more courses, become disengaged, or want alternatives to the traditional path to graduation.

- Afterschool: Supporting Career and College Pathways for Middle School Age Youth (2011). Afterschool programs offer a key opportunity to expose students to higher

education options and career paths and teach them skills that can unlock doors to future career prospects. During the afterschool hours there is time for apprenticeships, guest speakers and project based activities that are not always available during a school day filled with the core curriculum. This MetLife Issue Brief focuses on the need to better prepare youth for high school, college, and careers, while keeping them on track and engaged in middle school.

- Afterschool and Working Families in Wake of the Great Recession (2011).
  The Great Recession has had dramatic effects on the availability and affordability of afterschool programs, the accessibility of employment and childcare options for parents and, most of all, the education and future of our nation's youth. This brief examines the ways in which afterschool programs coped with the economic downturn and its effects on children, families and communities.

- English Language Learners: Becoming Fluent in Afterschool (2011).
  English Language Learners (ELLs), a diverse group of individuals from across the world who are learning English for the first time, make up the fastest growing segment of the student population in United States public schools. This issue brief displays how the extra time and hands-on learning experiences provided by quality afterschool programs can allow for a specialized, less-formal learning environment in which ELLs can develop language and social skills that otherwise could not be addressed through the less flexible schedule of the regular school day.

- Quality Afterschool: Helping Programs Achieve It and Policies Support It (2011).
  For years, policy makers, program directors and parents have attested to the widespread benefits of afterschool programs. Fortunately, a wide variety of research ranging from quantitative studies and polls to qualitative reports and field observations has corroborated the need for afterschool enrichment. Promoting quality in the field of afterschool, which includes before school and summer learning programs, is one way to ensure researchers continue to find positive outcomes that can convince policy makers to increase investments in this valuable resource to children and parents.

- Roadmap to Afterschool for All (2009).
  With support from the Harvard School of Public Health and the Charles Stewart Mott Foundation and the Atlantic Philanthropies, the Afterschool Alliance initiated the Roadmap to Afterschool for All, a scientific study that assesses the current investment in afterschool programs from the public sector, parents, foundations, and businesses, and estimates the additional investment needed from each sector to provide quality afterschool programs for all children. The research shows that parents are paying the majority of afterschool costs, even among programs serving high poverty children, and that funding of all types is insufficient.

Child Trends

- How Out-of-School Time Program Quality is related to adolescent Outcomes (2010).
  Kristin Anderson Moore, Ph.D. and Kathleen Hamilton, M.A. This brief examines the hypothesis that adolescents in high-quality and safe programs tend to engage in fewer risky behaviors, to have greater social competency, and to have better school performance than adolescents not in a program. Research has identified elements of program quality that support three positive adolescent outcomes—(1) youth in forming

positive relationships, (2) making decisions, and (3) encouraging learning. In addition, safety—or fostering a safe physical and emotional environment—is often identified as a key element in program quality.

- Practices to Avoid in Out-of-School Time Programs (2010). Kristin Anderson Moore, Ph.D., Ashleigh Collins, M.A., and Jacinta Bronte-Tinkew, Ph.D. This brief highlights lessons about specific program practices that should be avoided or minimized in out-of-school time programs to improve student success.

- Practices to Foster in Out-of-School Time Programs (2010). Kristin Anderson Moore, Ph.D., Jacinta Bronte-Tinkew, Ph.D., and Ashleigh Collins, M.A. This brief draws from research and a series of Roundtable discussions with practitioners and youth, to identify 10 practices that can foster positive outcomes for participants in out-of-school time programs.

The Forum for Youth Investment

- Out-of-School Time Policy Commentary #15: Raising the Bar: Quality Improvement Systems for Youth Programs (2009). This commentary compiles lessons learned about building quality improvement systems for OST programs, based on emerging research and increasing activity in the field. The commentary also takes readers to the state of Michigan and the city of Chicago, where implementation of this model is underway with promising results.

- Out of School Time Policy Commentary #14: "After School Grows Up: Helping Teens Prepare for the Future" (2009). This commentary describes innovations in Afterschool Programs in northern and southern California, Chicago, New York, and New Hampshire.

The William T. Grant Foundation

- After-School Programs and Academics: Implications for Policy, Practice, and Research (2008). The increasing emphasis on academics and supporting learning in afterschool and youth development programs has lead to predictable tensions over time, structure, and resources. This report focuses on the growing program-evaluation literature, observational studies, and commentaries and statements of program standards by practitioners and advocates in the context of this debate.

Harvard Family Research Project

- Evaluation of 21st Century Community Learning Center Programs: A Guide for State Education Agencies (2002). Priscilla M. D. Little, Flora Traub, Karen Horsch (April 2002) Research Report. This brief offers an in-depth look at the 21st Century Community Learning Center (21st CCLC) evaluation requirements (performance measurement and program evaluation) and provides practical suggestions about how to implement 21st CCLC evaluation at the state and local level. It includes a checklist of issues to consider when designing state and local 21st CCLC evaluations.

- Expanded Learning Opportunities in New Jersey—Pathways to Student Success (2010). Little, Priscilla M. Research Report. This Expanded Learning Opportunities (ELO) policy brief, prepared for New Jersey After 3's Expanded Learning Time Summit in September

2010, describes the potential benefits of participation in a range of well-implemented ELO programs and initiatives for students of all ages, including afterschool and summer programming, and underscores the benefits of strong partnerships for learning between schools and out-of-school learning supports. It concludes with a set of key policy factors to consider when adopting different ELO approaches.

- Federal Funding in Out-of School Time With Accountability Requirements and Evaluations (2000)**.** These Web documents were produced by HFRP as part of its initial efforts to "map" the out-of-school time field, and detail federal funding streams for out-of-school time programs and related programming alongside their accountability requirements and evaluations. A summary section offers a narrative description of each funding stream. The funding streams are classified as major or minor depending on the amount of money available for out-of-school time efforts.

- The Federal Role in Out-of-School Learning: After-School, Summer Learning, and Family Involvement as Critical Learning Supports (Voices in Urban Education, Summer 2009). Heather B. Weiss, Priscilla M.D. Little, Suzanne M. Bouffard, Sarah N. Deschenes, Helen Janc Malone. This article uses research-based evidence to make the case for the federal provision of out-of-school complementary learning supports.

- Strengthen What Happens Outside School to Improve What Happens Inside (2009). Heather Weiss, Priscilla Little, Suzanne M. Bouffard, Sarah N. Deschenes, Helen Janc Malone (April 2009) Research Report. This article offers research-based recommendations for federal education legislation that highlight the importance of out-of-school learning as complementary to school improvement strategies. The recommendations challenge the long-standing assumption underlying federal education legislation, namely that that K-12 schools can operate alone to level the learning field for poor children.

- Year-Round Learning: Linking School, Afterschool, and Summer Learning to Support Student Success (2011). Deschenes, Sarah & Malone, Helen Janc (June 2011) Research Report. There is growing national discussion about the need to create a more expansive definition of learning to include all the ways that youth can access educational opportunities—not just through the traditional school model, but also through afterschool activities, time spent with the family, and through interaction with digital media. This brief analyzes one approach to expanded learning that provides high-needs students with access to quality learning environments across the year.

National Conference of State Legislatures and Harvard Family Research Project Series

- ELO Research, Policy, and Practice No. 1: Helping Older Youth Succeed Through Expanded Learning Opportunities (2011). Harris, Erin, Deschenes, Sarah, & Wallace, Ashley (August 2011) Research Report. This brief examines the benefits of ELOs for older youth as well as the policy implications of recent research. In addition, the brief provides examples of positive youth outcomes, common characteristics of high quality programs and initiatives, and policy recommendations.

National League of Cities

- Strategy Guide: Collecting and Using Information to Strengthen Citywide Out-of-School Time Systems (2011). Russell, Lane & Little, Priscilla. Cities around the country are building systems that seek to make the most of public and private resources to provide widespread, high-quality, out-of-school time (OST) opportunities. Participation in OST programs not only benefits young people and the cities in which they live with the potential to help reduce crime and create a more skilled workforce. This guide provides municipal leaders and their key partners with strategies for collecting and using information to strengthen citywide OST systems.

TASC and the Partnership for Children and Youth

- Time for Congress to Stand up for Expanded Learning (2011). Originally published in the Huffington Post, this essay makes the case for strengthening and expanding the 21st Century Community Learning Centers (21st CCLC) program.

The Wallace Foundation

- Fiscal Fitness for Nonprofits: Project Puts Chicago After-School Programs and Funders Through a Financial Workout (2011). This report describes the foundation's effort to strengthen financial management at high-performing nonprofits that run after-school programs.

- Strengthening out-of-school time nonprofits: The role of foundations in building organizational capacity (2008). Weiss, Heather B. A discussion of seven organizational challenges facing the nonprofit out-of-school time (OST) sector, with recommendations for improving the organizational capacities of OST nonprofit sector.