# Increased Learning Time: Beyond the Regular School Day: Comprehensive Planning Template for States

Comprehensive planning templates are designed to help technical assistance providers work with administrators, educators, and decision makers. The template identifies areas of district responsibility and columns to note current status. There is additional space for next steps for each area. This template can help state-level personnel ensure high-quality increased learning time services through actions and policies, systematic identification of existing strategies or gaps, and a coordinated and coherent statewide support system. Part A (pages 1-4) outlines items for out-of-school models including before- and after-school programs, weekend programs, and summer schools. Part B (pages 4-7) outlines items for schools that operate a longer school day or year.

# Part A. Comprehensive Planning Template for Out-of-School Models

| Area of State Responsibility | Current Status | | | Next Steps |
| --- | --- | --- | --- | --- |
| Already in Place | Not Feasible/ Inappropriate | Potential Areas to Develop |
| State Leadership  1. The state has developed a comprehensive framework for educational services for children who require additional assistance to succeed in the general education environment. 2. The state partners with other statewide agencies, regional service centers, colleges and universities, and businesses to support program selection, design, or improvement. 3. The state identifies and profiles out-of-school programs that have successfully promoted academic student outcomes. 4. The state assigns responsibility for oversight/support of increased learning time programs to a district administrator or department. |  |  |  |  |
| Setting Standards and Expectations  1. The state clearly communicates academic, attendance, and behavior goals and the implications for not meeting those goals to districts and schools. 2. The state provides programs with access to technical assistance resources when they have not met their goals. |  |  |  |  |
| Ensuring the High Quality of Staff  1. The state provides guidelines and recommendations for recruiting and retaining qualified program instructors. 2. The state requires documentation of tutor qualifications as part of supplemental educational services (SES) provider approval process. 3. The state provides professional development resources for the extra learning teachers, paid or volunteer tutors and mentors.. |  |  |  |  |
| Developing and Implementing Support Systems  1. The state or partner offers ongoing technical assistance through site visits, emails, and telephone hotlines. 2. The state or partner offers online resources, including instructional and assessment tools, for ELT programs. 3. The state assigns district administrators or departments responsibility for identifying and strengthening the connection between high-quality out-of-school programs and school improvement and reform initiatives. |  |  |  |  |
| Encouraging Use of Research-Based Practices  1. The state communicates with districts and schools regarding research-based strategies for improving the quality and effectiveness of increased learning time programs. 2. The state encourages districts and program providers to develop strategies for aligning programs with school-day content. 3. The state encourages districts and program providers to identify strategies to meet the needs of families. |  |  |  |  |
| Tracking Implementation and Progress  1. The state has developed an assessment tool to identify increased learning time model strengths and weakenesses. 2. The state integrates information about out-of-school academic programs and student attendance into existing data systems. 3. The state has a monitoring system that includes trained monitors and data collection tools to ensure that out-of-school programs provide adequate services. 4. The state has a system for collecting and responding to feedback and questions from districts and program providers. 5. The state has a system for helping districts and schools develop and follow adequate policies and procedures to protect identifiable student and family information in accordance with the Family Educational Rights and Privacy Act Regulations (FERPA), while satisfying the need for supporting effective increased learning time initiatives. |  |  |  |  |
| Ensuring Financial Adequacy and Equity  1. The state has identified federal, state, and private funds available for districts and communities to use in supporting increased learning time models. 2. The state has communicated the requirements of each funding stream, including application procedures and timeline, eligibility criteria, and the services eligible programs should provide to students. 3. The state has identified and provided information on administrative and implementation issues (e.g., barriers, problems, opportunities) related to use of existing funds for out-of-school programs. |  |  |  |  |

# Part B. Comprehensive Planning Template for Expanded Learning Time Schools

| Area of State Responsibility | Current Status | | | Next Steps |
| --- | --- | --- | --- | --- |
| In Place | In Progress | Constraints Identified |
| State Framework for Expanded Learning Time  1. The state education agency (SEA) has developed a framework to support designing a longer school day and/or year which aligns with state education policies. 2. The state framework provides guidelines for districts and schools to redesign their school day and/or year based on student needs, student goals, and a clear academic focus. 3. The state framework provides guidelines that support districts and schools in broadening opportunities for (a) core academics, (b) enrichment, and (c) teacher professional development and teacher collaboration. 4. The state framework allows sufficient flexibility for districts and schools to design expanded learning days or school year to meet local needs. 5. The state framework provides guidance for districts and schools in building capacity for sustainability of their expanded learning time plans. 6. The state partners with other statewide agencies, regional service centers, colleges and universities, and community resources to support the development and dissemination of the state’s framework. 7. The state identifies and profiles districts and schools that have successfully provided additional learning time during the school day and/or year that led to improved academic student outcomes. 8. The state provides personnel to oversee districts’ and schools’ implementation of the framework. Oversight could include technical assistance, professional development, and or monitoring. |  |  |  |  |
| Standards and Expectations for Organizing Instruction in Expanded Learning Time  1. The state ensures instructional content aligns with state standards and expectations and incorporates research-proven strategies for effective instruction. 2. The state ensures the increased amount of time for learning is devoted to academic and enrichment instruction that complements and enhances the curricula. 3. The state ensures the increased amount of time for learning targets students who need additional support to master basic skills and concepts. 4. The state ensures teachers have increased time for planning and collaboration on how to organize instruction effectively during the expanded learning time. 5. The state ensures teachers know how to use data to guide instructional decision making during the expanded learning time. 6. The state has a system for helping districts and schools develop and follow adequate policies and procedures to protect identifiable student and family information in accordance with the Family Educational Rights and Privacy Act Regulations (FERPA), while satisfying the need to support staffing and evaluation of increased learning time initiatives. |  |  |  |  |
| High Quality of Staff  1. The state supports districts and schools in negotiating contracts to ensure teachers are compensated for the additional time. 2. The state supports districts and schools in the development of agreements that allow teachers to opt in/out of the additional work hours. 3. The state provides professional development resources to support teachers in learning how to teach effectively during the expanded learning time. 4. The state supports districts and schools in planning for an expanded learning time facilitator/coach to ensure high quality instruction and maximum use of the additional time. |  |  |  |  |
| Implementation  1. The state provides support to districts and schools in identifying key issues that need to be negotiated in order to implement an expanded learning time initiative. 2. The state supports districts and schools to ensure the expanded learning time initiative aligns with the overall goals for district and school improvement. 3. The state provides support to districts and schools in identifying partners for the implementation of the expanded learning time initiative. 4. The state monitors district and school expanded learning time initiatives and identifies strengths and weaknesses. Technical assistance is provided based on monitoring results. 5. The state and/or partners offer online resources, including instructional and assessment tools to support the effective organization of instruction during the expanded learning time. |  |  |  |  |
| Funding for Expanded Learning Time Initiatives  1. The state has identified federal, state, and private funds available for districts and communities to use to develop expanded learning time during the school day and/or school year. 2. The state has communicated the requirements of each funding stream, including application procedures and timeline, eligibility criteria, and the services eligible for a district and school expanded learning time initiatives. 3. The state has identified and provided information on administrative and implementation issues (e.g., barriers, problems, opportunities) related to use of funding for expanded learning time initiatives. 4. The state provides guidance on the costs of implementing an expanded school day and/or school year. 5. The state provides guidance on how to leverage district and school funds for the implementation of an expanded school day and or school year. |  |  |  |  |