Increased Learning Time: Beyond the Regular School Day:

Comprehensive Planning Template for Districts

Comprehensive planning templates are designed to help technical assistance (TA) providers work with educators. 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 TA providers and district-level personnel identify actions and policies and establish a coordinated and coherent districtwide plan to design, select, monitor, and refine increased learning time models. 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 4–8) outlines items for schools that operate a longer school day or year.

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

| Area of District Responsibility | Current Status | | | Next Steps |
| --- | --- | --- | --- | --- |
| Already in Place | Not Feasible/ Inappropriate | Potential Areas to Develop |
| District Leadership  * 1. The district develops and communicates to all schools and program providers its policies for providing academic increased learning time services.   2. The district designates district-level staff to coordinate, support, and oversee school-level programs.   3. The district identifies needs for increased learning time services and works with schools and program providers to increase the number of available programs.   4. The district partners with local colleges and universities, organizations, and businesses to support increased learning time program selection, design, and improvement. |  |  |  |  |
| Setting Standards  * 1. The district clearly communicates out-of-school program academic, attendance, and behavior goals to schools and program providers.   2. The district provides tools and professional development for tracking progress towards achievement, attendance, and behavior goals. |  |  |  |  |
| Ensuring the High Quality of Staff  * 1. The district follows state education agency (SEA) guidelines and recommendations for recruiting and retaining qualified program instructors in out-of-school programs.   2. The district helps identify qualified out-of-school program instructors.   3. The district helps identify strategies for coaching, supporting, and retaining program instructors.   4. The district collects documentation on tutor qualifications as part of supplemental educational services (SES) provider monitoring process.   5. The district provides professional development resources for out-of-school program instructors. |  |  |  |  |
| Developing and Implementing Support Systems  * 1. The district offers ongoing training and technical assistance through site visits, coaching, and workshops.   2. The district offers online resources, including instructional and assessment tools, for out-of-school academic programs.   3. The district has provided guidance on integrating out-of-school academic services into schools’ improvement plans. |  |  |  |  |
| Encouraging Use of Research-Based Practices  * 1. The district provides information about research-based practices.   2. The district requires schools and program providers to align academic activities with the school day.   3. The district encourages collecting feedback from families to inform program improvement.   4. The district supports the use of student data to tailor out-of-school academic interventions to students' needs.   5. The district encourages the use of individualized instruction strategies (e.g., tutoring, small-group activities, computer-assisted instruction) into academic interventions.   6. The district encourages the use of innovative, engaging instructional strategies to spark students’ interest and to promote their educational aspirations. |  |  |  |  |
| Tracking Implementation and Progress  * 1. The district provides professional development around the use of self-assessment tools.   2. The district collects implementation data to assess whether out-of-school programs provide adequate services.   3. The district works with schools to monitor the academic progress of students receiving out-of-school academic support.   4. The district provides technical support for ongoing data collection, analysis, and interpretation.   5. The district disseminates evaluation results to stakeholders.   6. The district follows the requirements of the Family Educational Rights and Privacy Act regulations (FERPA) when working with schools, out-of-school providers, and independent evaluators to assess increased learning time programs. |  |  |  |  |
| Ensuring Financial Adequacy and Equity  * 1. The district has identified available funding that schools and out-of-school program sites can use to support increased learning time.   2. The district manages applications for program funding.   3. The district has a system in place to periodically assess and identify needs for additional funding of increased learning time services.   4. The district, with their key community-based partners, leads campaigns and advocates to secure additional funding support from national, state, and local funders. |  |  |  |  |

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

| Area of District Responsibility | Current Status Assessment | | | Next Steps |
| --- | --- | --- | --- | --- |
| In Place | In Progress | Constraints Identified |
| District Plan for Expanded Learning Time  1. The district convened a planning team comprising administrators, teachers, union representatives, school partners, and parents to develop a district plan for expanded learning time. 2. The district has developed a plan for the implementation of an expanded learning time initiative. The plan includes guidelines for creating a longer school day and/or year for every student and aligns with state and district education policies. It also includes strategies to maintain communications across all stakeholders. 3. The district plan provides guidelines to redesign the school day and/or year based on student needs, student goals, and a clear academic focus. 4. The district plan provides guidelines that support schools in broadening opportunities for (a) core academics, (b) enrichment, and (c) teacher professional development and collaboration. 5. The district plan allows sufficient flexibility for schools to design expanded learning time to meet local needs. 6. The district plan includes a district strategy for building capacity for sustainability and provides guidance for schools’ capacity building and sustainability. 7. The district identifies potential partners and forms partnerships with local agencies, regional service centers, colleges and universities, and community resources to support implementation of its plan. 8. The district identifies and profiles schools that have successfully provided additional learning time during the school day and/or year that led to improved academic student outcomes. 9. The district convenes an implementation team and appoints an implementation manager to oversee schools in the implementation of the district plan. Oversight could include technical assistance, professional development, and or monitoring. |  |  |  |  |
| Standards and Expectations for Organizing Instruction in Expanded Learning Time  1. The district ensures instructional content aligns with state and district standards and expectations and incorporates research-proven strategies for effective instruction. 2. The district ensures the increased amount of time for learning is devoted to academic and enrichment instruction that complements and enhances the curricula. 3. The district ensures the increased amount of time for learning targets students who need additional support to master basic skills and concepts. 4. The district ensures teachers have increased time for planning and collaboration on how to organize instruction effectively during the expanded learning time. 5. The district ensures teachers know how to use data to guide instructional decision making during the expanded learning time. |  |  |  |  |
| High Quality of Staff  1. The district negotiates contracts to ensure teachers are compensated for the additional time. 2. The district negotiates for agreements that allow teachers to opt in/out of the additional work hours. 3. The district has developed a plan to hire additional staff as needed to ensure instruction is high-quality during the expanded learning day. 4. The district provides professional development resources to support teachers in learning how to teach effectively during the expanded learning time. 5. The district provides supports to schools in planning for an expanded learning time facilitator/coach to ensure high quality instruction and maximum utilization of the additional time. |  |  |  |  |
| Implementation  1. The district supports schools in identifying key issues that need to be negotiated in order to implement an expanded learning time initiative. 2. The district supports schools to ensure the expanded learning time initiative aligns with the overall goals for district and school improvement. 3. The district supports schools in identifying partners for the implementation of the expanded learning time initiative. 4. The district monitors its schools’ expanded learning time initiatives and identifies strengths and weaknesses. Technical assistance is provided based on monitoring results. 5. The district follows the requirements of the Family Educational Rights and Privacy Act regulations (FERPA) when working with schools, community-based organizations, and independent evaluators to assess expanded learning time initiatives. 6. The district 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 district has identified federal, state, and private funds available to fund its expanded learning time during the school day and/or school year. 2. The district understands and follows the requirements of each funding stream, including application procedures and timeline, eligibility criteria, and the services eligible for the district and schools’ expanded learning time plans. 3. The district has identified administrative and implementation issues (e.g., barriers, problems, opportunities) related to use of funding for expanded learning time initiatives and provided information on them to schools. 4. The district provides guidance on the costs of implementing an expanded school day and/or school year that affect school budgets. 5. The district provides guidance on how to leverage school funds for the implementation of an expanded school day and or school year. |  |  |  |  |