

Expanded learning time:

*Building off the best of after-school
through policy and practice*

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THE COLLABORATIVE
for BUILDING
AFTER-SCHOOL
SYSTEMS



The Collaborative for Building After-School Systems (CBASS)

CBASS is a collaborative formed by the leaders of local after-school intermediaries in eight jurisdictions dedicated to increasing the availability of quality after-school programming by building citywide after-school systems.



A working definition of ELT

Expanded learning time is a strategy to enhance education by increasing the time and expanding the ways students can learn, within and beyond the classroom.

How does ELT differ from after-school?

	After-School	ELT
<i>Participants</i>	Portion of school	Whole school*
<i>Leadership</i>	CBO	Principal & CBO
<i>Goals</i>	Social, emotional, academic	Academic, social, emotional
<i>Content</i>	Enrichment, recreation	Instruction, enrichment, recreation
<i>Time Frame</i>	School year	Year-round

**All schools are not yet whole school.*

National policy context

- National interest in increasing learning time
- Reauthorization of the Elementary and Secondary Education Act (ESEA)
 - 21st Century Community Learning Centers

Core elements of TASC's ELT model

- TASC ELT Schools are tailored to meet their students' needs, but share core elements.
- Under the leadership of the principal, the whole school benefits from:
 1. **More Time for a Balanced Curriculum**
 2. **School-Community Partnerships**
 3. **Engaging and Personalized Instruction**
 4. **Sustainable Cost Model**

Core elements of ELT

- Full Day of Learning for targeted youth – designed by principals with ELT Coordinators and community partners
- Shared Student Outcomes and Goals
 - Targeting youth for STEM, AfterZone and summer learning
- Intentional Programming & Planning
 - Curriculum linked after school programs
 - Hands on learning beyond the classroom
 - Connecting classroom teachers with community educators
 - Co- created and instructed summer programming
 - Joint professional development – teacher & community educators
 - Inquiry-based programming that reinforces needed skills

Key Principles of ELT

ELT should:

- Provide opportunities for **academic enrichment**
- Offer a **range of activities** that capture student interest and support student engagement
- **Complement** the regular school day
- Build on **partnerships** between local education agencies and community organizations
- Offer **developmentally appropriate** learning opportunities
- Involve a **broad range of stakeholders** (educators, parents, youth, and community members)

CBASS Policy Recommendations for ESEA Reauthorization

Local choice:

- Ensure communities can choose from a variety of high-quality options that meet their needs

Increase funding:

- Increase funding to meet the demand
- Maintain current funding structure
- Ensure CBO eligibility as lead applicant for 21st C
- Ensure high schools get their fair share of after-school funding
- Ensure expanded learning opportunities are a core component of Title I

Promote high quality

- Increase accountability aligned to measurable program goals
- Fund the next generation of research to identify levers of quality

Build local capacity

- Ensure strong partnerships are required for all 21st C programs
- Strengthen the role of intermediaries to support systems-building efforts
- Provide training and technical assistance to ensure programs are high-quality and sustainable

Resources

- *Integrating Expanded Learning and School Reform Initiatives:*
<http://afterschoolsystems.org/content/document/detail/2881/>
- For more information on TASC's ELT work, visit: www.tascorp.org
- For more information on PASA's ELT work, visit: www.mypasa.org
- For more information about CBASS, visit: www.afterschoolsystems.org

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