



Ready by 21[®]

all youth ready for college, work & life

**Will Expanded Learning Time =
Better Outcomes?**

December 8, 2011

Ready by 21 National Partnership



**AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS**

**the
forum**
FOR YOUTH INVESTMENT



Agenda:

Elizabeth Gaines



- What is waiver 11?
- How might schools and students be effected?
- What should state and local leaders do with waiver 11?
- Q and A



Exploring the impacts of Waiver 11

Presenters:

- **Michele McNeil**, *Assistant Editor, Education Week*
- **Mary Ronan**, *Superintendent, Cincinnati Public Schools*
- **Lindsay Torrico**, *Manager, Public Policy, United Way Worldwide*
- **Nicole Yohalem**, *Director of Special Projects, the Forum for Youth Investment*

Moderator:

- **Elizabeth Gaines**, *Director of Policy, the Forum for Youth Investment*



Michele McNeil



Mary A. Ronan



Nicole Yohalem



Lindsay Torrico



Which sector do you represent?

- Youth service provider
- School administrator
- State executive branch
- State legislative branch
- Local policy staff
- Federal policy staff
- Advocate
- National Organization
- Other



How familiar are you with Waiver 11?

- I've never heard of Waiver 11
- I know a little bit about Waiver 11
- I'm fairly familiar with Waiver 11
- I'm an expert on Waiver 11



An SEA must submit a request that addresses each of the following:

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

An SEA may receive flexibility through waivers of ten provisions of ESEA:

1. Flexibility Regarding the 2013–2014 Timeline for Determining Adequate Yearly Progress (AYP)
2. Flexibility in Implementation of School Improvement Requirements
3. Flexibility in Implementation of LEA Improvement Requirements
4. Flexibility for Rural LEAs
5. Flexibility for Schoolwide Programs
6. Flexibility to Support School Improvement
7. Flexibility for Reward Schools
8. Flexibility Regarding Highly Qualified Teacher (HQT) Improvement Plans
9. Flexibility to Transfer Certain Funds
10. Flexibility to Use School Improvement Grant (SIG) Funds to Support Priority Schools

Source: http://www.ed.gov/sites/default/files/esea-flexibility_0.doc

An SEA may wish to request flexibility through a waiver related to the following:

- Flexibility in the Use of Twenty-First Century Community Learning Centers (21st CCLC) Program Funds: An SEA would have flexibility under ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) to permit community learning centers that receive funds under the 21st CCLC program to use those funds to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess).

Source: http://www.ed.gov/sites/default/files/esea-flexibility_0.doc

Status of Waiver Applications



- First submission deadline: November 14, 2011
 - Waiver applications submitted by eleven states: CO, FL, GA, IN, KY, MA, MN, NJ, NM, OK, TN
- Second submission deadline: February 21, 2012
 - 28 States, D.C. and Puerto Rico have submitted an intent to request ESEA Flexibility for the second window

States Intending to Request ESEA Flexibility:

<http://www.ed.gov/sites/default/files/states-intending-esea-flexibility.doc>

Michele McNeil

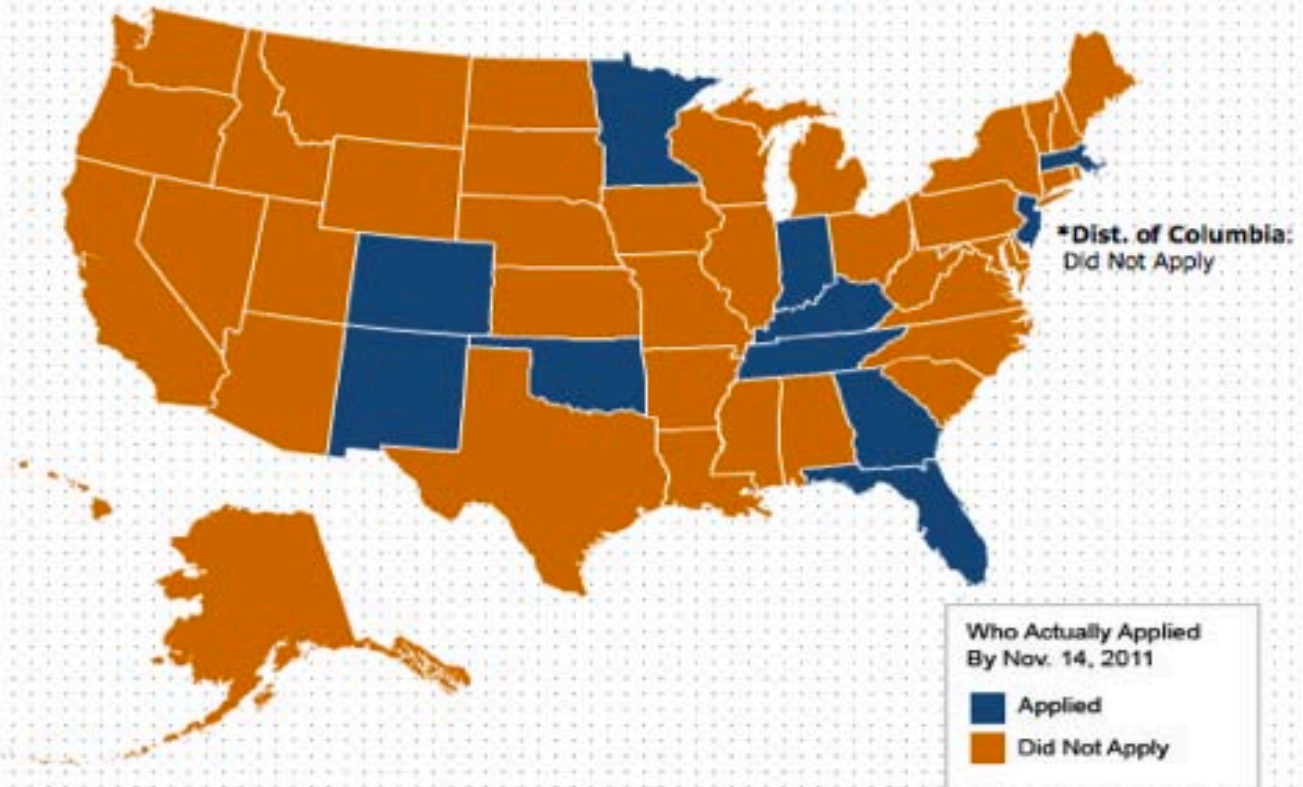


11 Waiver States

States That Applied by Nov. 14

States That Intend to Apply

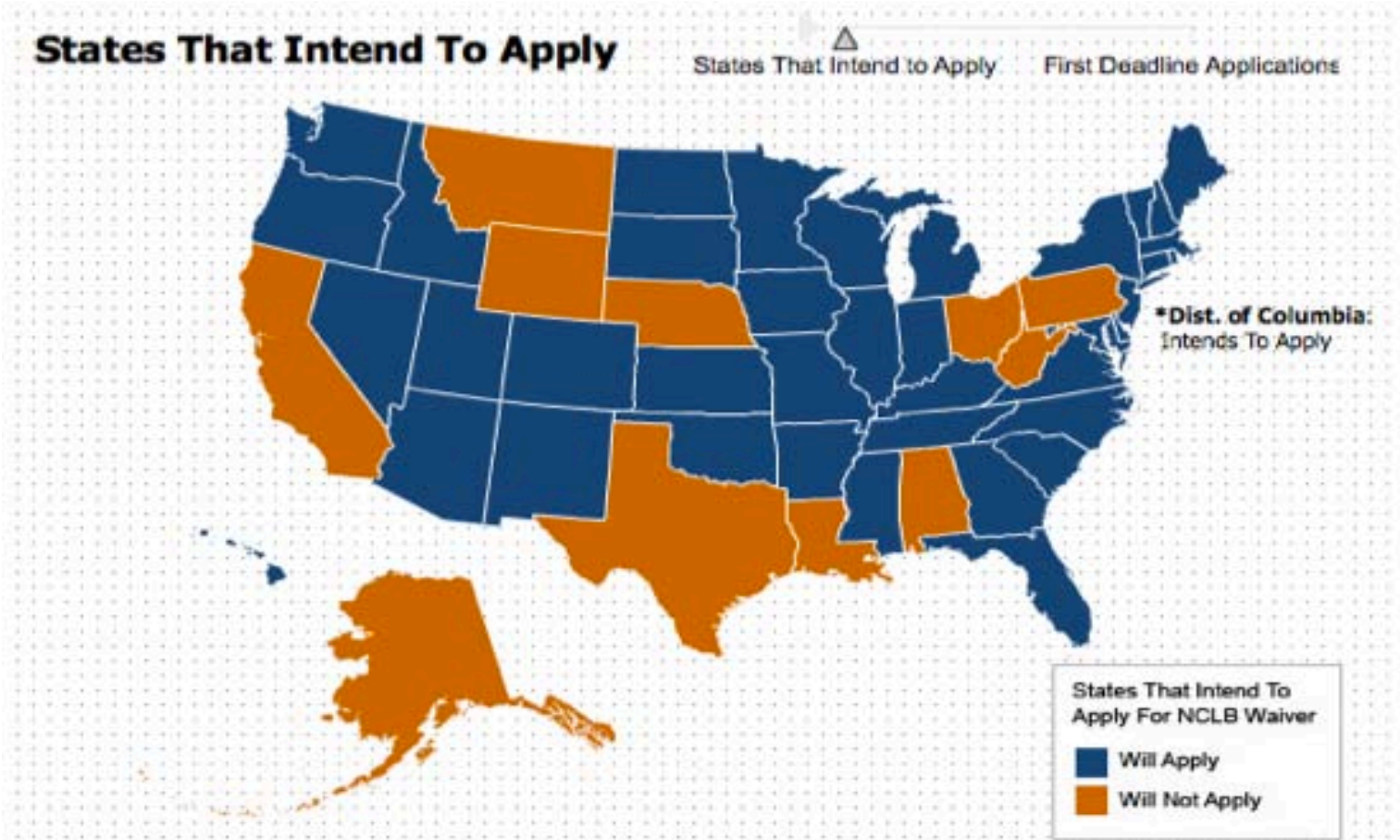
First Deadline Applications



Thirty-nine states plus the District of Columbia have told the U.S. Department of Education that they intend to seek a waiver to the No Child Left Behind Act. More waiver-judging will continue following the Nov. 14 deadline into 2012.



Waivers: The Full Landscape



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Who Does Not Want Waiver 11?

Of the 11 states that filed waiver applications, three states did not seek flexibility under Waiver 11:

**Colorado, Georgia, and
Minnesota**



11 Waiver States:

The Role of Extended Learning Time

- **Oklahoma:** Most detailed plan for CCLC use in “priority” turnaround schools.
- **Massachusetts:** Will combine CCLC funds with others to fund interventions, including extended learning.
- **Indiana, New Jersey, Tennessee, Georgia:** Acceptable intervention for low-performing schools.

Bottom line

Most states are vague about what extended learning time means, how it will be used.



Why Waivers?

- Reauthorization is stalled; Senate is waiting on a bi-partisan bill from House.
- 2014 goal for 100% proficiency is approaching.
- States clamoring for relief; threatening to disobey law.
- Obama administration can put its own stamp on NCLB.



Nicole Yohalem



Expanded Learning Opportunities

- Effective expanded learning opportunities offer an integrated approach to learning and address **what, where, when, and how** students learn.
- Partnerships are a fundamental component of most successful ELO strategies.



Expanded Definitions of...

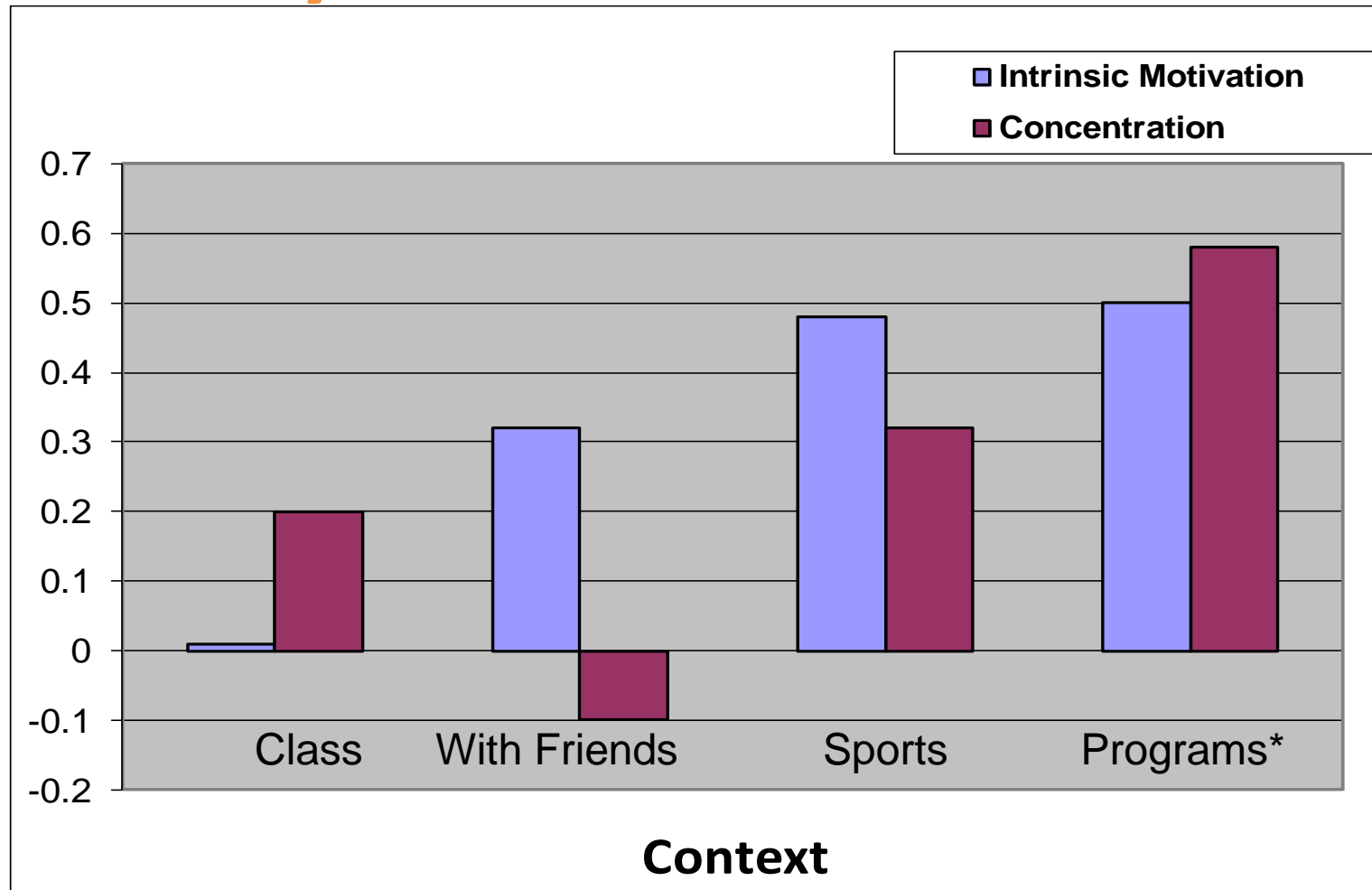
- **What.** Academic preparation is critical but not enough. Young people need to develop *a range of skills and competencies* to be ready for college, work and life.
- **Where.** In addition to schools - CBOs, museums, libraries, parks, faith organizations and families are all places where learning happens that can connect to and go beyond academics.
- **When.** Young people learn and develop every day, across their waking hours, during the school year and the summer.
- **How.** Effective learning environments – wherever they are – involve inquiry & project-based learning, youth choice & voice, supportive relationships, and physical & psychological safety.



Why focus on the “what”?



Why focus on the “how”?

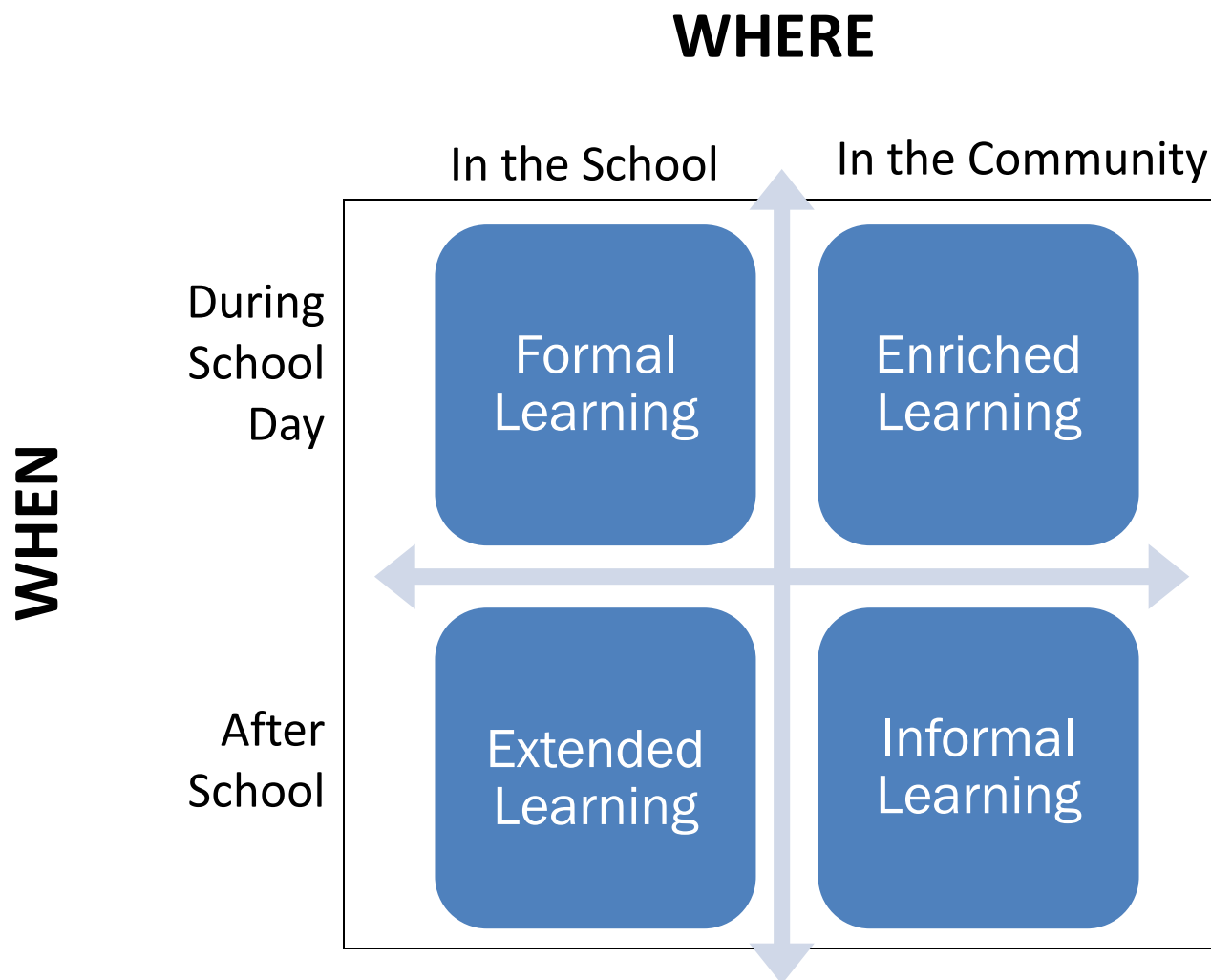


*Arts, clubs, hobbies

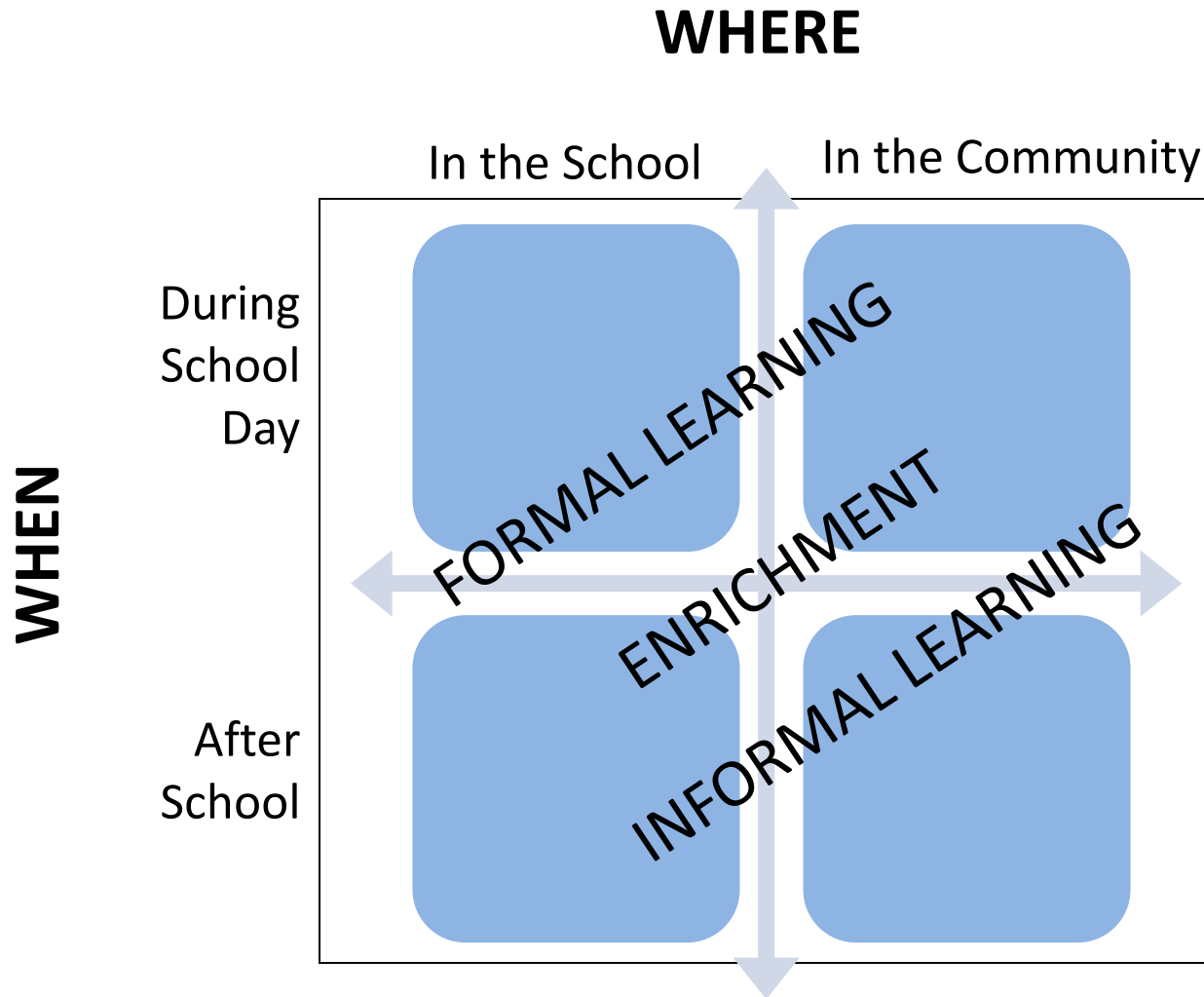
Reed Larson: American Psychologist, January 2000



Traditional assumptions about learning



Expanded assumptions about learning



Mary A. Ronan



are
you
i am

Cincinnati Public Schools High Quality Expanded Learning Fifth Quarter

December 8, 2011 Webinar

CINCINNATI
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prepared for life

Fifth Quarter Initiative



CINCINNATI
PUBLIC
SCHOOLS

prepared for life

Fifth Quarter Overview

- Runs 4 weeks in June, immediately after regular school year
- Conducted past 3 summers
- Targets students at 16 lowest performing elementary schools
- Full-day program
 - Morning focuses on academics
 - Afternoon focuses on enrichment

Fifth Quarter Academics

- Acceleration emphasized
 - Students exposed to curriculum at next grade level
 - Provided by district teachers



Fifth Quarter Enrichment

- Complements academic instruction
- Planned, delivered by Community Learning Center (CLC) Partners



Community Learning Center Partnerships

- CPS has 32 partnerships funded by 21st Century grants
- Foundation of our commitment to Community Learning Centers
 - Summer learning
 - After school during year



Putting Fun Back in Learning

- Quality expanded learning provides more enrichment than “regular” school hours permit



Partnering for Results

- Significant gains at lowest performing schools
- Lifted overall district results
- CPS highest rated major urban district in Ohio



Cincinnati and Waiver 11

- Loss of Community Learning Centers would be huge
- Raises questions about ability to provide summer learning enrichment, quality after-school programming



CINCINNATI
PUBLIC
SCHOOLS

prep

Nicole Yohalem



Citizen Schools

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition around 3pm	SNACK AND CIRCLE	SNACK	SNACK	SNACK	STAFF DEVELOPMENT
	ACADEMIC SUPPORT	ACADEMIC SUPPORT	ACADEMIC SUPPORT	ACADEMIC SUPPORT	
Dismissal around 6pm	COLLEGE TO CAREER CONNECTIONS	APPRENTICESHIPS	EXPLORATION	APPRENTICESHIPS	

The Expanded Learning Day

- Citizen Schools runs for three hours in the afternoon, Monday-Thursday
- Programming runs during an expanded school day, usually for the entire sixth grade
- Alternately, Citizen Schools runs as an after-school activity for enrolled students from 6th, 7th and 8th grades



Providence After School Alliance

- STEM Summer Scholars Program
 - Intensive 4 week program for 134 middle school students
 - Staff from 4 local organizations and 4 middle schools (jointly trained)
 - Emphasis on project-based learning, field trips, culminating exhibits

Key Features:

- ▶ Equal partnership between community and schools
- ▶ Recognition among partners that they can learn from each other
- ▶ Emphasis on project-based learning that is rigorous and relevant
- ▶ Emphasis on high quality instructional practice
- ▶ Commitment to youth choice and inquiry
- ▶ Focus on a broad set of outcomes – social, emotional, civic, academic
- ▶ Build on shared belief that quality learning can happen anytime, anywhere

Lindsay Torrico



Michele McNeil



Reauthorization: House vs. Senate

House (Republicans control)

- Piecemeal reauthorization
- Focuses on funding flexibility, eliminating programs, expanding charter schools
- Major issues unaddressed

Senate (Democrats control)

- Requires college, career standards
- Keeps subgroup reporting, doesn't require subgroup academic targets
- Lets states decide how to evaluate teachers
- Students in bottom 5% can transfer
- Eliminates 20% set-aside for SES/choice
- States can submit own interventions for turnarounds



State success and failures with waivers *will* inform reauthorization.

www.edweek.org

<http://blogs.edweek.org/edweek/campaign-k-12/>



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Thank You!

Follow up materials will be posted to:

www.readyby21.org

