



A WORLD OF LEARNING

An ExpandedED High School Approach

FOREWORD

TASC (The After-School Corporation) is a nonprofit organization that brings schools and communities together to expand learning to prepare all students for success in life and the modern workplace. In its second decade, TASC developed and is implementing ExpandedED Schools, a reinvention of the traditional school day. By giving students in public elementary and middle schools more time and a wider range of opportunities to learn, we offer a promising path for educators and communities to re-engineer schools that struggle to fully deliver on the promise of public education.

As an extension of that promise, TASC has worked for more than a decade to provide high school students with real-world learning opportunities by implementing internship programs including our New York Times Summer Jobs program, City Connection, After-School Apprenticeship Program, a six-school mini expanded learning pilot and, most recently, ExpandedED Options. Building from After School Matters' successful Chicago model, ExpandedED Options provides New York City high school students with learning opportunities to participate in credit-bearing apprenticeships that lead to paid summer internships. During their apprenticeships, students learn skills that prepare them to be effective and highly qualified staff members at summer camps, with expertise in art instruction, coaching sports, lifeguarding, science and computing.


We are encouraged by the willingness of education and community leaders to reconsider what a high school education can and should include. From the White House to schools and homes, we hear dissatisfaction with persistent achievement gaps and high dropout rates, and we hear urgent calls to provide a better high school education to all students.

In response, we convened national leaders in high school education, analyzed available public funding streams and conducted a landscape review of promising high school redesign practices in New York City. We identified and examined the approaches of 15 nonprofit intermediary organizations that are re-engineering New York City high schools.

Based on this work—and on a strong body of evidence that shows that adolescents learn better when they experience opportunities that feel relevant to their aspirations—TASC is putting forward this framework for high school improvement that builds on strong partnerships among schools, community organizations including museums and businesses, and intermediary organizations. We are proposing that New York take a cohesive and robust expanded learning approach to high school education by helping students earn credits toward graduation through internships, apprenticeships and other coursework beyond the walls of schools.

In order to give all young people in high school access to learning-by-doing, TASC is proposing that New York require every student earn at least one credit toward graduation through an accredited out-of-school learning experience. Currently TASC is collaborating with numerous high schools and community organizations to implement ExpandedED Options, an initiative that places high school students in credit-bearing apprenticeships with youth-serving organizations. We believe this initiative holds great promise for adaptation in and beyond New York City and that it complements many other forms of high school re-design, including some of the promising approaches highlighted in this paper.

Our hope is that high school principals, school district leaders, businesses, cultural organizations, youth-serving organizations, funders, researchers and other intermediaries will join us as we work to provide the educational experiences that our young people need and deserve as they lead us into the next generation.


Lucy N. Friedman, President

EXECUTIVE SUMMARY

In his 2013 State of the Union address, President Obama challenged America’s high schools to “develop new partnerships...that can better equip graduates for the demands of a high-tech economy.” This call to action highlights a paradox of our current system: high school students are searching for engaging learning opportunities that connect to their modern lives, while many schools continue to deliver a factory model of instruction that is largely confined to the school building. Staggering dropout rates among low-income, Latino, Black and male students and persistent achievement gaps show the limitations of this system.

Each public high school is surrounded by a world of learning opportunities that occur in organizations such as museums, libraries, community development agencies and businesses. Beyond the walls of schools, supportive adults within these organizations can ignite the individual passions of students, engage them in complex, relevant learning and prepare them for future educational and career

success. In order to personalize education to the needs of each student, expand the time and ways students learn and take best advantage of new learning technologies, we need to build pathways to whole-city education reform. Building a new city-wide learning landscape is an enormous undertaking that involves modernizing outdated education policies and procedures, developing new metrics of learning, developing online facilitation tools and inviting the whole community to form learning partnerships. It is time to embrace this new path and offer every student flexible, real-world learning anytime, anywhere.

Research from the cognitive and learning sciences, education, and developmental psychology has painted a clear picture of how young people learn best: through engaging, immersive, and challenging opportunities that allow them to apply knowledge in supportive environments. As technology introduces new ways of collaborating, and as the adoption of the Common Core standardizes learning goals, there is an opportunity for schools

to experiment with broader roles for the organizations that offer supportive learning environments throughout any city.

Through extended learning opportunities at museums, youth-serving organizations, gyms and businesses, students may explore many of the same elements that high schools require them to master in science, English, arts, social studies and health. Research demonstrates that these opportunities boost rates of school attendance, reduce dropout rates, improve students' attitudes toward school and help build strong connections to adults and peers.

TASC is drawing on the results of our work in expanding the time and ways elementary and middle school students learn; our experiences in piloting a new framework for high school learning; our exploration of how high schools in New York are re-designing learning; and the input of national leaders to propose a new framework for high school that better leverages community resources and supports comprehensive, personalized learning. This approach to expanded learning, which would also draw on technology, rests on four core elements:

- 1. Flexible Real-World Learning, Anytime, Anywhere:** Schools and their communities re-engineer the school experience to deliver more time, ways, and places for all students to learn.
- 2. School-and-Community Partnerships:** Under the leadership of the principal, schools create strong partnerships among three key stakeholders: students who are responsible for driving their own learning; teachers of record who are responsible for supporting students as they progress towards competency, and who ensure they receive appropriate credit; and community mentors who are responsible for guiding applied learning and collaborating with students.
- 3. Engaging and Personalized Instruction:** Students benefit from personalized learning

plans that allow for small group work, peer teaching and deep exploration of students' passions through independent studies. Learning is facilitated by a blended staff of teachers and community partners who together prepare youth for success in college and career.

- 4. Sustainable Cost Model:** Braided funding streams support school-wide expanded learning.

This is a framework for school efforts that put students at the forefront of their learning journeys, and surround them with academic, emotional, and social supports to help them meet their life challenges. This framework is not about formalizing an amount of time for learning, but about creating systems that facilitate learning anytime, anywhere among a variety of school-and-community partners. It recognizes the diversity of opportunities that surround young people in their communities, and provides entry points for them to co-create their global learning communities.

By allowing schools and community partners to each specialize in what they do best, this framework can increase the quality and quantity of credit-bearing learning options for students. It focuses on proficiency and offers alternatives to requirements that result in schools "graduating" youth while preparing them for neither higher education nor careers. At scale, it is a whole-city education reform that creates life-changing experiences for individual students regardless of the particular schools they attend.

Next Steps

Realizing a system of this kind requires the cooperative efforts of business leaders, educators, government agencies, youth development practitioners, technology providers, researchers and cultural organizations. Given the community-wide approach to learning that TASC is proposing

through this framework, we recognize that more systematic experimentation is needed to demonstrate, build capacity among school and community educators, and advocate for creating the structures that will increase credit-bearing opportunities among multiple schools with multiple learning partners. Working together, partners can play a significant role in making this happen by committing to pursue the following steps:

Ease Regulatory Restrictions

As schools and communities partner to innovate, a variety of state and funding regulations will need to be eased to facilitate further growth. Specific changes include:

- Replace seat time requirements with new competency-based metrics, redefining the ubiquitous Carnegie Unit to reflect a shared vision for rigorous learning
- Adopt expanded learning opportunity policies that authorize local education agencies to award credit for learning experiences in a range of educational settings
- Introduce more flexibility into teacher of record requirements allowing students to take offsite credits regardless of their school
- Grant waivers to allow specific schools opportunities for innovative whole-school experimentation
- Align funding and reporting requirements to allow the Workforce Investment Act, Perkins, In-School Youth and Summer Youth Employment Program to be more easily blended with other funding streams

Build an Anytime Anywhere Technology Platform

Whole-city education requires connectivity. As students learn throughout a city at non-school institutions such as museums, technology needs to be harnessed to fuel coordination. A

coordinating agency that develops a youth-branded, web-based system could:

- Help schools, students, guidance counselors, parents and community institutions find each other and share information about expanded learning opportunities
- Create a virtual support system for high-risk and high-potential students
- Facilitate registration, attendance, and participation data
- Support a course catalog that clearly describes each community credit-bearing opportunity, how it meets state standards, the credits for which it is eligible, and other information needed to help school accreditation councils, principals, students and parents make informed decisions
- Track students' progression towards mastery

Increase Capacity of Teachers and Partners

New roles call for new skills. A public agency or intermediary that works closely with the school district could play a significant role by coordinating and setting standards for learning opportunities that involve multiple schools and community partners. This coordinating agency would:

- Work with community providers to help assess whether their offerings are ready for credit-bearing status
- Provide opportunities for schools and community partners to develop a common language through professional development opportunities, planning sessions, events and dissemination of best practices
- Ensure implementation of only those courses that meet quality indicators
- Support teachers and partners with their use of technology and new metrics
- Support and train teachers of record in a new role

Encourage Partnership

Change is difficult. Even if regulations are modified, principals, community partners, schools, parents and students may still be wary of trying something new. To ease their concerns and promote promising approaches to learning, state and local education agencies can:

- Encourage priority high schools that are undergoing turnaround to extend learning time by partnering with community organizations that offer credit-bearing courses
- Encourage schools to use their education funds to support standards-based learning experiences outside of school
- Offer additional funding to stimulate course development
- Highlight examples of high quality experiences to parents, students, and teachers
- Require all graduating students to complete at least one community partner credit

SCHOOLS ARE TRAPPED IN THE PAST

Walking the corridors of the typical high school today is much the same as visiting a school 30, 50, or even 100 years ago. With notable exceptions among schools, many still gather students in classrooms where chairs are directed toward the teacher at the head of the room. The teacher lectures and students race to record knowledge. After 50 minutes, students go to their next classrooms and the pattern repeats. It is a model of instruction where all students receive the same kind and amount of content in a time-defined class period.

Policies that govern high school coursework, for the most part, match this reality. In New York City, credit-bearing courses must support

high school commencement standards; meet instructional time requirements of 54 hours per credit; and be taught or supervised by a teacher with New York State secondary certification in the subject area.ⁱ In a global community where deeply personalized learning experiences can be found online through sites such as YouTube, these “seat time” requirements can make it difficult for schools to be creative as they strive to support students. Current teacher schedules and regulations assume that learning will mainly take place within the school building. Students are expected to conform to a pre-determined schedule that doesn’t offer much flexibility to respond to their other responsibilities or their individual academic, experiential, social and emotional needs.

Students struggle to find value, relevance, and support

Teenagers come to school seeking assistance, implicitly or explicitly, with all of their needs. They *want* to be challenged and to look for opportunities to explore personal interests in a supportive environment. They *want* to learn how to navigate professional settings and personal relationships and plan for future goals. Unfortunately, as Bridgeland, DiIulio, and Morison report in their survey of high school dropouts, most young people who leave school without graduating do so not because of academic challenges, but because of personal circumstances and their schools’ inadequate response to those circumstances.ⁱ Academically, students are looking for relevant and engaging courses, but multiple surveys report that major reasons for dropping out or considering dropping out is that classes are not interesting or students do not see the value in the work they are asked to do.ⁱⁱ

Although many schools are working to bridge this divide, a large disconnect remains

ⁱBridgeland, DiIulio, and Morison found that 32% of youth said that they had to get a job and make money, 26% said they became a parent and 22% said they had to care for a family member.


between students' needs and school offerings, especially for low-income, Latino, Black, and male students. Half of incoming ninth graders in urban, high-poverty schools arrive reading three years or more below grade level, yet extra help and support is not part of the organizational structure or culture of some high schools.ⁱⁱⁱ Schools program students into core courses with few options for how to support and engage a student if she fails. More than 90% of high school dropouts in New York City are overage and under-credited, students who started high school but who got stuck along the way.² The average teacher and guidance counselor caseload prevents the personalization necessary to help them succeed.³

BACKGROUND

A recent paper by Robert Halpern, Reed Larson, and Paul Heckman reinforces the need for rethinking the school day and better incorporating personalized experiences. Synthesizing decades of research in the cognitive and learning sciences, education, and developmental psychology, the authors detail a clear and compelling description of how youth learn that is “in stark contrast to the current dominant models for high school-age youth in the United States.”^v Organized around ten principles of learning, the authors advocate for opportunities that allow students to fully explore tasks that have meaning to them and their communities and that are in line with their current abilities.⁴ The researchers stress the importance of acknowledging and supporting students' social and emotional needs through healthy and trusting relationships with adults who can collaborate, model learning, and ensure authentic ongoing feedback.^{vi}


The researchers also argue for learning in the community at large, because students who are engaged and motivated learn more and they learn it at a deeper level.^{vii} For example, imagine if elected officials supported an opportunity for youth to earn their government credit while working on the economic, political, and social realities of their districts. Students would be able to apply their knowledge of history and current events while learning about city budgets, honing communication skills and grappling with complex city systems. Experiences in district offices and government could engage students

— — — — — *by 2018* — — — — —




63% OF ALL JOBS GLOBALLY WILL REQUIRE A COLLEGE DEGREE...

YET HALF OF COMMUNITY COLLEGE STUDENTS...



AND ABOUT ONE-QUARTER OF STUDENTS AT FOUR-YEAR UNIVERSITIES...



ARE NOT PREPARED TO SUCCEED IN COLLEGE^{iv}

²For the 2009-2010 school year, New York State's average freshman graduation rate was 76% , but falls to 37% for black males². Boys of color are graduating from Rochester New York at a rate of 9%².

³51% of New York City guidance counselors have caseloads of more than 250 students. See New York City's Comptroller's Office. *The Power of Guidance: Giving High School Students the Counseling They Need*. October 2012. http://comptroller.nyc.gov/bureaus/opm/reports/2012/Power_of_Guidance_Oct_PDF.pdf

⁴According to Halpern, Larson, and Heckman, good learning is composed of 10 principles 1) in-depth and immersive 2) rooted in a community of practice 3) provide growing challenge and opportunity to exercise new capacities 4) attends to motivation 5) supports developmentally appropriate agency 6) provides opportunity to apply knowledge and make meaning of learning experience 7) recognizes the importance of emotion in learning 8) links assessment closely to the learning process 9) is diverse as a whole and 10) supported by a rich/multidimensional adult role.

Research shows expanded learning opportunities boost rates of school attendance, lower dropout rates, improve attitudes toward school, and build strong connections to adults and peers.^x

and provide deeper understanding than would a class in 50-minute increments.

Laboratories for Learning

If we reconsider where learning needs to happen, we can see a world of resources to motivate and engage students feeling stuck in English 1 or World History, and to help students find focus or role models.⁵ Extended learning opportunities (ELO) are readily available at museums, youth-serving organizations such as settlement houses, theaters and other institutions throughout any city. In these places, students can explore many of the same science, English, arts, social studies, and health topics schools require them to learn. Because community course providers are not regulated by the seat time requirements of schools, Halpern, Larson, and Heckman see them as important laboratories for effective learning principles.^{viii} Students involved in ELOs consistently “yield higher levels of motivation and concentration than schoolwork or any other context of their lives.”^{ix} Youth development programs have much to offer traditional schools.

PARTNERING FOR SUCCESS

As the president made clear in his 2013 State of the Union address, America’s schools must

partner to better equip youth for success in a high-tech economy. TASC’s Expanded Schools initiative demonstrates the role that youth development and community partners can play in transforming schools. By combining their resources with partnering community organizations, elementary and middle schools increase staff, restore physical education and arts and provide teachers more time for planning and professional development. This results in 35% more learning time at 10% of the cost of the school day, and a more engaging learning experience for students. Achievement is enhanced through interdisciplinary lessons that blend art with history, culture, math and reading. These schools are re-engineering an outdated school model to offer youth the social and emotional support they need and the engaging personalized learning opportunities they want.⁶

Recent changes in New York State educational policies offer students more time for learning at the high school level. As part of New York State’s application to waive certain regulations of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind), the schools which struggle the most, known as “Priority Schools,” must offer their students an additional 200 “contact hours.” Many of the Priority Schools in New York

⁵Rocket21 is exposing youth to experts from a variety of professions through their website www.rocket21.com.

⁶Along with extended learning time, The Schott Foundation advocates for personal opportunity plans as part of support based reforms that could better support boys of color. See The Schott Foundation. The Urgency of Now, The Schott 2012 50 State Report on Public Education and Black Males. Page 30. <http://www.schottfoundation.org/urgency-of-now.pdf>

City are high schools.⁷ Additionally, Governor Cuomo's 2013-2014 budget proposes a \$20 million investment for school districts to extend the school day and \$15 million in support of community schools which integrate social health and other services for families.

This provides an opportunity for high schools in New York to explore the same kinds of partnerships that support Expanded elementary and middle schools, partnerships that ensure that schools will put to excellent use the extra learning hours they can offer students.

EXPANDED LEARNING TIME AND HIGH SCHOOL YOUTH

To help think through what transforming the high school learning day might look like, TASC assembled a national advisory group of practitioners, researchers, and thought leaders in June of 2011. Additionally, in the spring of 2011, six high school sites were selected to pilot high school expanded learning time. Both these groups – the thought leaders and the pilot educators and students – highlighted for TASC the importance of principal leadership in school redesign; the importance of developing a common language and technology to support student data-sharing between schools and their partners; and the demand among students and educators for learning opportunities that are customized to the needs and interests of youth.

TASC also heard from both groups about the many responsibilities and interests that compete for a high school student's time. This led us to conclude it is not practical to expand every student's learning time by adding a set number of additional hours to the school day, or days to the school year.

To explore what expanded learning time might look like in secondary education, TASC conducted a landscape scan in the fall of 2012 of New York City public high school redesign. TASC set out to capture the elements of the following school models: those that were extending the day or year; those that systemically offered credit toward graduation for real-world experiences or courses offered by community partners; and those that were able to customize students' individual learning experiences and offer individual education plans.⁸ The scan found at least 15 intermediary organizations working to redesign the public high school experience, each in a different way tackling the dropout crisis and working to improve the school environment.⁹ While the majority of redesign models involved partnering businesses, colleges, community-based or cultural organizations, the scan also revealed that some intermediaries are rethinking the time, place, and personalization of learning as part of their schools' core components.¹⁰

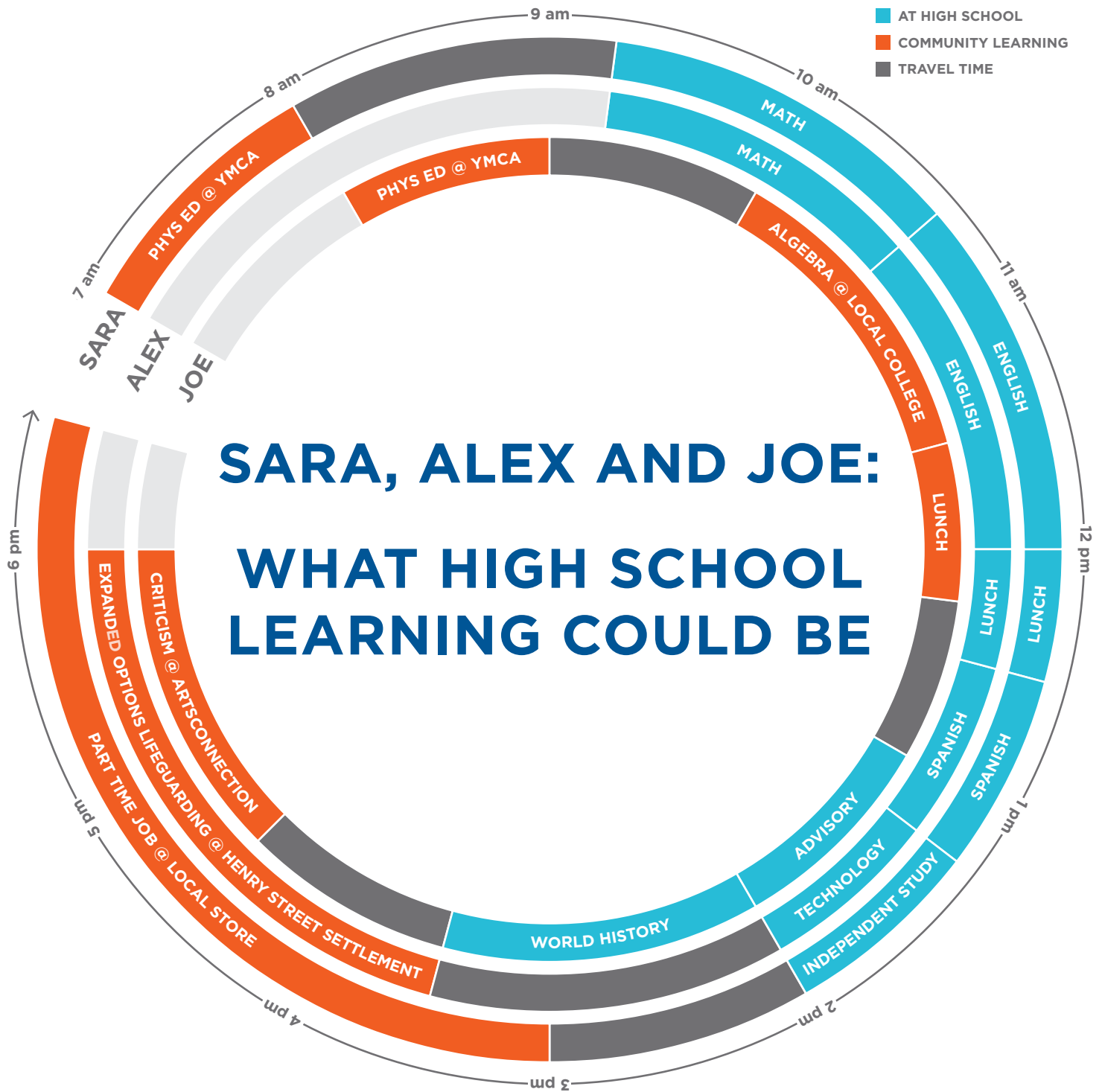
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⁷According to New York State Education Department priority schools include 1) schools that were awarded a Schools Improvement Grant (SIG) in 2011-12, 2) High schools with graduation rates below 60% for 3 consecutive years or 3) Schools in improvement, corrective action, or restructuring during the 2011-12 year that were in the lowest math and ELA performance index and failed to show progress. For more information see ESEA Waiver: Summary of Key Provisions at www.p12.nysed.gov/esea-waiver/webinar-presentation.pdf.

⁸The landscape scan used data from the Department of Education's location code generation and management system (LCGMS), the high school directory, and partner referrals to capture schools that extended the day beyond 8 hours and the intermediaries that supported them. Internet research was conducted on the core components of the model and interviews were conducted with personnel as possible. It is important to note that in addition to the models researched in this scan there are an undetermined number of schools attempting to innovate based on the leadership of individual principals.

⁹The intermediaries or initiatives researched in the scan included Big Picture Schools, Generation Schools, College Board, Community Schools, the Early College High School Initiative, Expeditionary Learning, Inspiring Students to Achieve, International Baccalaureate World Schools, the International Network for Public Schools, National Academy Foundation, New Visions for Public Schools, New York City Department of Education Career and Technical Education schools, New York City Department of Education iZone schools, New York City Department of Education Transfer Schools and The Urban Assembly.

¹⁰It is important to note that in many cases schools have multiple models partnering with them at the same time. For example, Fannie Lou Hamer Freedom High School partners with iZone, Big Picture, and is also a Community School.



SARA
On Track to Graduate

Sara is on track to graduate on time but needs to earn money to help her family. She takes her required Phys Ed class at 7 AM at the Y. At school, she takes an independent study course in career development and occupational studies that meets state standards to earn her a credit for her part-time job. On Saturdays she takes a leadership course with Global Kids, a community organization.

ALEX
Academically at Risk

Alex was held back in 6th grade and needs extra support, but loves sports and working with kids. He's apprenticing to be a lifeguard through TASC's Expanded Options initiative, which gets him a Phys Ed credit, helps him learn life skills and prepares him for a paid summer job. On days when he doesn't apprentice from 3 to 6 PM, he can go to drop-in tutoring at school.

JOE
Advanced Learner

Joe doesn't get to his school until 1 PM. He earns his Phys Ed credit through an 8 AM Y class, then goes to a local college where he takes freshman-level Algebra and has lunch. At the end of his school day, he travels to ArtsConnection where he's earning an English credit by studying with playwrights and learning to write drama criticism.

A Snapshot of High School Redesign Efforts in New York City

BIG PICTURE SCHOOLS

Breaking the Mold: Students work with teachers to design a school day based on their interests.

Where: 3 NYC schools are Bronx Guild High School, Fannie Lou Hamer Freedom High School, and Frances Perkins Academy.

Individual Education Plans? Yes. All students have individual learning plans that are updated each quarter. Students are also assigned a teacher adviser who stays with them for at least two, preferably four years. Advisors are trusted adults and are frequently called in the middle of the night for needed support. Advisors work with students to ensure learning goals are being met.

Credits earned outside of school? Yes. Each student completes a 10-12 hour internship two day a week.

Extending Time? Not a core component but students can earn credits for ELO opportunities if they meet state regulations.

Accomplishments: Across the U.S., the on-time graduation rate is 90%.

CAREER AND TECHNICAL EDUCATION (CTE) SCHOOLS

Breaking the Mold: CTEs partner with industry leaders and offer hands-on learning that prepares youth for in-demand careers and college. Students graduate with high school diplomas and industry certifications.

Where: 39 schools including Aviation High School and Pathways in Technology Early College High School (PTECH).

Individual Education Plans? No.

Credits earned outside of school? Maybe. Students graduate with an additional 10 credits that account for work based studies and integrated courses that match their focus area. These credits may be earned outside of school or within school buildings that replicate real world environments like an auto shop.

Extending Time? Not a core component, but some internship requirements extend the day beyond 6.5 hours. Additionally individual schools such as PTECH and City Polytechnic High School of Engineering, Architecture, and Technology offer a 6 and 5-year program graduating youth with a high school diploma and associate degree from CUNY's New York City College of Technology.

Accomplishments: Young men of color have a 10% higher graduation rate in NYC CTE schools than in non-CTE schools.

EARLY COLLEGE HIGH SCHOOL INITIATIVE

Breaking the Mold: Students earn a high school diploma plus two years of college credit at no cost.

Where: 13 schools including Bard High School Early College and Pathways in Technology Early College High School.

Individual Education Plans? No

Credits earned outside of school? Yes. Students take courses at colleges.

Extending Time? Not a core component, but some schools complete requirements in 4 years, while others offer 5- or 6-year plans.

Accomplishments: The average graduation rate for early college high schools was 84% compared to 76% for their school district.

EXPEDITIONARY LEARNING

Breaking the Mold: Learning comes alive through case studies, fieldwork and service learning.

Where: 9 schools including Washington Heights Expeditionary Learning School and Brooklyn Secondary School for Collaboration.

Individual Education Plans? No.

Credits earned outside of school? Yes. Students learn about real-world issues through expeditions outside the classroom. Expeditions last 6-to-12 weeks.

Extending Time? No.

Accomplishments: On state tests, students in Expeditionary Learning schools outscore their peers by an average of 13 percentage points in English language arts and 10 percentage points in math.

GENERATION SCHOOLS

Breaking the Mold: The school rethinks teacher schedules to ensure smaller class sizes and increase common planning time and professional development for teachers.

Where: 1 signature school, Brooklyn Generation School.

Individual Education Plans? No.

Credits earned outside of school? Yes. Twice a year for a month students participate in college and career “intensives” such as Building Champions, which focuses on sports management, health, wellness and nutrition careers which are tied to English and math requirements.

Extending Time? Yes. All students have an 8-hour day and 20 additional days of school thanks to a landmark side agreement to the teacher's contract.

Accomplishments: 90% of students graduated from the first graduation class.

iZONE360 SCHOOLS

Breaking the Mold: Using technology, iZone schools offer students learning that meets their real-time needs.

Where: 9 iZone360 schools including Baruch College Campus High School and School of the Future High School.

Individual Education Plans? Yes. Students receive pre-assessments that help design their course work.

Credits earned outside of school? No, but using technology such as Skype, students can collaborate with world-renowned experts for insights not found in any textbook and collaborate with peers from around the world.

Extending Time? Not a requirement, but through online classes and internships, schools in the iZone are exploring how learning can happen anywhere and at any time and be credit-worthy.

Accomplishments: Evaluation data is not yet available. iZone is working to create innovative education environments, enable personalization in the school day, and prepare students for college and career readiness.

THE NATIONAL ACADEMY FOUNDATION (NAF)

Breaking the Mold: Schools focus on five academy themes: Finance, Hospitality & Tourism, Information Technology, Engineering, or Health Science. Learning is structured around semester-long projects that are tied to the industry of their study.

Where: 15 schools including the Academy of Finance and Enterprise and Bronx Engineering and Technology Academy.

Individual Education Plans? No.

Credits earned outside of school? Yes. Students are required to take one college course. Additionally, all classes are focused on projects and supplemented by field trips, work-site visits and lecturers, as appropriate. Depending on the seat time requirements of the state, students may be able to earn credit for a culminating internship between their junior and senior years.

Extending Time? Maybe. City Polytechnic High School of Engineering, Architecture, and Technology offers a 5-year program graduating youth with a high school diploma and an Associate

degree from CUNY's New York City College of Technology.

Accomplishments: 97% of seniors graduated from high school, 4 out of 5 go to college and 52% earn degrees in 4 years.

TRANSFER SCHOOLS

Breaking the Mold: Each site has a community partner that provides core services to support overage and under-credited students in school and beyond.

Where: 30 schools including City-as-School and Aspirations Diploma Plus.

Individual Education Plans? Yes. Each student has a personalized education plan developed when they enroll. Through a partnership with community-based organizations, each student is assigned a caring adult that assists in any way needed.

Credits earned outside of school? Not a core requirement, but some schools allow. Depending on the school, classes may be taught by a community partner. Global Kids offers a Leadership class at the Edward A. Reynolds West Side High School. Students earn an English or US history credit if they have passed the Regents exam otherwise they earn a government or economics credit for the class.

Extending Time? No, but definitely using it differently. The school year is broken into four 8-week sessions that allow youth to earn credits rapidly. Depending on summer school scheduling, a Transfer School may be open year round and while they do not offer more time, Transfer Schools may start and end the day later so that students can complete internships in the morning.

Accomplishments: Over-age and under-credited students graduate from Transfer High Schools at an average rate of 56%—compared with 19% if they remain in their regular high schools.

The main purpose of the landscape review was to develop our high school redesign model rather than implementing a rigorous research project. So while this analysis should not be taken as comprehensive, it reveals exciting possibilities for offering high school students both more time and more inspiring learning. Generation Schools extend the school day and year for all students and use some of that time to offer two month-long periods of college and career

exploration that happen outside the school walls. Two models, Big Picture and iZone 360 schools, offer credit for learning opportunities that can happen anywhere, anytime.¹¹ Three models incorporate individual education plans that guide the student's experience as well as the school's structure.¹² For example, Transfer Schools organize their classes into shorter cycles so that under-credited students may earn needed credits quickly. Rather than offering a

¹¹Big Picture does this by encouraging students to pursue their interests and grow academically. iZone does this by using technology-based classes that meet a student's preferred learning style and pace. Both award credit only if the experiences are in line with state academic requirements and seat time expectations.

standard program each cycle, they use the data from individual education plans to help them plan what the current student body needs.

Six of the models have exposure to real-world learning as core components.¹³ CTE students graduate with an additional ten credits that account for work-based studies and integrated courses that match their focus areas. These credits may be earned outside of school or within school buildings that replicate real-world environments. The National Academy Foundation ensures all youth have a quality culminating internship experience between their junior and senior years, while Generation Schools and iZone schools use additional time or technology to allow for more exposure to professionals. Expeditionary Learning brings learning alive through case studies, field trips and service-learning projects. Overall these models reveal diverse approaches to individualizing the school experience and offering more time and spaces for learning.

Innovative national models also show promise. New Hampshire's Department of Education supports learning outside of the classroom by encouraging local school districts to adopt policies that provide school credit based on students' demonstrated competencies. The Rhode Island Board of Regents for elementary and secondary education has enacted policy to expand learning opportunities, academic enrichment and adult education. Under this policy, out-of-school activities can be credit-bearing if they meet rigorous criteria. In Providence, the Providence After School Alliance is serving as a coordinating agency to arrange, coordinate, and ensure quality for learning experiences outside of school. Schools and expanded learning partners

coordinate and communicate through blogs, shared professional development and planning sessions and meetings.¹⁴ TASC's Expanded Options offers a similar approach in New York City (see below).

ABOUT EXPANDED OPTIONS BY TASC

Expanded Options provides high school students with learning experiences beyond traditional classrooms that keep them engaged and motivated to stay in school and prepare them for college and career. High school students, 16 years and older, participate in credit-bearing apprenticeships that lead into paid internships at summer programs, where they will work with younger children. Participants learn skills that prepare them to be effective and highly qualified lifeguards or content specialists in topics such as art and science.

A three-year grant from The Pinkerton Foundation will allow Expanded Options to gradually add apprenticeships and increase participant numbers. In Year One (2012-2013), 25 New York City schools have agreed to offer credit for apprenticeships. Some 150 teens will apprentice at six community organizations:

Advanced Studio Art, Studio in a School

Filmmaking, East Side Settlement House

Lifeguarding, Asphalt Green

Lifeguarding, Henry Street Settlement

Living Environment, New York Hall of Science

Physical Computing and Mechanical

Engineering, Polytechnic Institute of New York University

¹²Big Picture uses individual education plans to allow youth to pursue weekly internships that are aligned with their interests and their academics. iZone360 uses individual education plans and frequent assessments to ensure teaching methodologies are in line with student needs.

¹³Half of Transfer schools offer Learning to Work internships, but these are paid and not credit-bearing.

¹⁴See www.hubprov.com.

TASC'S PROPOSED FRAMEWORK FOR THE EXPANDED HIGH SCHOOL

Building a shared, community culture of responsibility for high school youth and their learning is far from being realized, scaled, sustained or supported by policy. But it's not impossible for a city's worth of professionals to collaborate to better support and inspire youth, leverage local resources, and deliver a comprehensive, personalized education that prepares each student for life in this century.

Rather than attending class solely at a school building, a student could do some of his or her formal learning in libraries, at museums, at home on a computer, at the local gym or even through cell phone apps. Instead of a traditional "school day," some students might arrive at school early in the day and others arrive in the afternoon.¹⁵ School schedules could easily accommodate those who need to work or care for siblings or other family members.

Supported by technology, the ExpandedED framework advocates for four core elements:

1. Flexible and Real-World Learning Anytime, Anywhere: Schools and their communities re-engineer the school experience to deliver more time, ways and places for all students to learn.

- Required graduation courses; enrichment opportunities; social, emotional and college supports wrap around students to provide all with an education that meets their needs and strengths and prepares them for college and career.
 - Diverse credit-bearing opportunities meet Common Core-aligned state learning standards.

- Students progress through courses at their own pace, based on their ability to demonstrate proficiency.
- Graduation is defined as the ability to qualify for and succeed in credit-bearing college courses without remedial coursework.
- Coursework ensures that students have opportunities to apply knowledge outside the school building.
 - Annually, all students will complete a course of study that allows them to collaborate, question, create and explore a topic of personal interest through field-based studies, apprenticeships, service learning or in-depth and immersive projects. Students will present completed projects to a panel of educators, community partners and professionals working in their field of study.
 - Real-world experience provides growing challenge and opportunity to exercise new capacities, culminating in all students having the opportunity to participate in a paid internship the summer before their expected year of graduation.

2. School-and-Community Partnership:

Under the leadership of the principal, schools create a strong partnership among three key stakeholders: students who are responsible for driving their own learning; teachers of record who are responsible for supporting students as they progress towards competency and ensure they receive appropriate credit; and community mentors who are responsible for guiding applied learning and collaborating with students.

- Schools partner with families, businesses,

¹⁵High school youth may benefit from starting each school day later. According to a 2011 study by the Centers for Disease Control, nearly 70% of high school students are not getting enough sleep and this sleep deprivation might be harming their academic performance. See www.schoolstarttime.org.

colleges, community organizations and cultural organization to grow comprehensive learning opportunities grounded in shared accountability.

- Schools and partners help students root themselves in the professional and educational networks of their fields of interest.
- The teacher mentor and the community partner each serve as facilitators, guides, mentors and coaches as they collaborate with students to support their individual needs, interests and strengths.
- A culture of high expectations permeates all learning opportunities.
- School faculty and partner staff commit to collaborate in the planning of learning opportunities through a minimum of three planning meetings, two site visits, a mid-semester check-in, weekly reviews of student logs and attendance at student final project presentations.
- School faculty and community educators participate in a minimum of one half-day shared professional development session at the beginning and middle of each semester to ensure that all learning experiences are rigorous and meet learning standards.

While many community partners may assist in the planning and implementation of the Expanded School, the Expanded principal identifies:

- An ELT Advisory Board that is representative of its community and students, and supports the school by increasing awareness and developing educational opportunities for youth. Board members collaborate with educators in the classroom to inform student project work, structured learning opportunities and paid internships for students.
- A full-time Expanded School Director who serves on the school leadership team

and functions as the school's point person for all Expanded learning opportunities. The director is a member of the school's administration, equivalent to an assistant principal.

- A full-time Internship Coordinator who will be responsible for developing, placing and monitoring students in their summer internships.

3. Engaging and Personalized Instruction:

Students benefit from personalized learning plans that allow for deep exploration of an individual passion through independent studies, small group work and peer teaching. Learning is facilitated by a blended staff of teachers and community partners who prepare youth for success in college and career.

- All students receive an initial academic, social/emotional and experience assessment to establish a personalized learning plan rich in real-world experiences to build a bridge from adolescence to adulthood. The IEP is created and updated each quarter.
- Schools use diverse instructional strategies—digital, hands-on, project-based and experiential approaches—through which students apply knowledge and skills.
- Each student is assigned an adult who will not only orient the student to the school and its college-focused culture, but will ensure the student is on track to meet the demands of high school and has any internal or external support necessary to succeed.
- Schools use data regarding students' progress and needs to develop schedules, learning opportunities and support systems.

4. Sustainable Cost Model: Braided funding streams support a school-wide expanded learning framework.¹⁷

- School and community partners coordinate budgets to allocate resources strategically

to create a seamless learning environment. This includes public and private funds from education, youth development, health, childcare, and other sources that are allocated for staff salaries, professional development, enrichment materials and other instructional resources to be used in by school and community staff.

- Partners plan to strategically manage resources to ensure the most robust and sustainable learning experiences.
- The school and community partners support fundraising efforts for the ExpandedED model.

RECOMMENDATIONS

Ease Regulatory Restrictions

As schools and communities partner to innovate, a variety of state and funding regulations will need to be eased to facilitate growth. Specifically:

- **Replace seat-time requirements with new competency-based metrics.** Under New York State policy, most high schools are forced to rely on the ubiquitous Carnegie Unit to award academic credit based on students' "seat time" in various courses. Even the Carnegie Foundation for the Advancement of Teaching is re-thinking the Carnegie Unit, and the State Education Department is also working on the problem. Current regulations act as dampers on schools working with outside partners to give kids credit for the real-life learning they do in places like hospitals and businesses.
- **Adopt expanded learning opportunity policies that authorize local education agencies to award credit for learning experiences in a range of educational settings.** State policies that specifically

acknowledge the educational content of community-based courses can facilitate cost-effective and engaging learning experiences such as the biotechnology certificate program and Android programming courses offered by CVS pharmacy and Brown University Computer Science in Providence, respectively.

- **Introduce more flexibility into teacher-of-record requirements, allowing students to take off-site credits regardless of where they attend school.** According to New York City academic policy, a teacher of record must supervise each student attending an off-site learning opportunity. If students from 25 different Bronx schools attend a boat-making course at Rocking the Boat, that means that 25 different teachers of record must supervise the class. This duplicated supervision wastes the resources of schools and providers.
- **Grant waivers to allow specific schools opportunities for whole-school experimentation.** Some schools may want to facilitate anytime, anywhere credits for their entire student population.
- **Align funding and reporting requirements to allow the Workforce Investment Act, Perkins, In-School Youth and Summer Youth Employment programs to be more easily blended with other funding streams.** Separate eligibility criteria, reporting requirements and programmatic regulations restrict effective use of these funds together with youth-development or education funds.

Build an Anytime, Anywhere Technology Platform

Whole-city education requires connectivity. As students learn throughout a city, technology

¹⁶Currently, a credit bearing course facilitated by a community partner averages \$20,000 for a group of 25 students.

needs to be harnessed to fuel coordination. A coordinating agency that develops a youth-branded, web-based system could:

- **Help schools, students, guidance counselors, parents and community institutions find each other.**
- **Create a virtual support system for high-risk and high potential students.**
- **Facilitate registration, attendance, and participation data.**
- **Support a course catalog** that clearly describes each credit-bearing opportunity, how it meets state standards, what school credits it covers and other information needed for school accreditation councils, principals, students and parents to make informed decisions.
- **Track students' progression towards mastery.**

Increase Capacity of Teachers and Partners

New roles call for new skills. A public agency or intermediary working closely with the school district could play a significant role by coordinating and setting standards for learning opportunities that involve multiple schools and multiple partners. This coordinating agency would:

- **Work with learning opportunity providers to assess readiness for credit-bearing status.** Community organizations that currently offer credit-bearing opportunities (such as Good Shepherd Services, Global Kids, and The Children's Aid Society) have worked to ensure that curricula and assessments are in line with their school's requirements. Training will be needed to help other organizations align their courses to state standards and the principles of effective learning.
- **Provide opportunities for schools and community partners to develop a**

common language through professional development, planning, events and dissemination of best practices. Business

leaders, artists, teachers and athletes all have their own professional standards. As the National Academy Foundation has learned by working with businesses and schools, partners may approach this work with great enthusiasm, but intermediaries will need to bridge the communication, culture, and behavior gaps that exist by providing shared opportunities for professional development and planning.

- **Ensure implementation of only those courses that meet quality indicators.** Similar to the support TASC offers its ExpandedED Schools, a coordinating body will need to conduct site visits to out-of-school course providers and work to gather evaluations from students and teachers of record to ensure that courses meet school goals. Also helpful would be guides and manuals that partners can use to share standards.
- **Support teachers and partners with their use of technology and new metrics.** iZone network schools have access to a learning management system that acts as a warehouse for accessing curricula from 17 different vendors. Teachers have needed training to feel comfortable with the technology and navigate mastery-based teaching. As schools and community organizations partner, a central body will need to coordinate training opportunities and technical assistance for a variety of professionals coming from a variety of backgrounds.
- **Support and train teachers of record in their new role.** Facilitating an off-site learning experience is much different than presenting a lecture on a topic. As more teachers of record oversee expanded credit-bearing opportunities, a central

coordinating body will need to train, coach and support teachers in this new role.

Encourage Innovation

Even if regulations are modified, principals, community partners, schools, parents, and students may still be wary of new learning models. State and local education agencies can:

- **Encourage priority high schools that are undergoing turnaround to extend learning time by partnering with community organizations that provide credit-bearing courses.**
- **Encourage schools to use their education funds to support standards-based learning experiences outside of school.**
- **Offer additional funding to stimulate course development.**
- **Highlight examples of high quality experiences to parents, students and teachers.**
- **Require all graduating students to complete at least one community partner credit.**

ABOUT TASC

The mission of TASC is to expand the school day to give disadvantaged students more opportunities to discover and develop their talents; more support to overcome the challenges of poverty; and more time to achieve at the high levels essential for success in the global workplace. Since our founding in 1998 we have helped more than 460,000 kids, supported more than 525 public schools, partnered with more than 360 community and cultural organizations and colleges and trained 21,000 community members to work in schools. For more information, please contact Saskia Traill, Vice President of Policy and Research, at straill@expandedschools.org or (646) 943-8700.

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