

ADDENDUM TO GUIDANCE
ON
FISCAL YEAR 2010 SCHOOL IMPROVEMENT GRANTS
UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION
ACT OF 1965



U.S. Department of Education
Office of Elementary and Secondary Education

March 1, 2012

PURPOSE OF THIS ADDENDUM

This document revises question A-32 in the February 23, 2011, guidance [available at: <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf>], and includes two new questions — A-31a and A-32e. The Department will incorporate the revised and new questions into the complete guidance document. Question A-31 is provided below for context.

A-31. What is the definition of “increased learning time”?

“Increased learning time” means increasing the length of the school day, week, or year to significantly increase the total number of school hours so as to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and provision of enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

A-31a. To meet the requirement for providing for increased learning time as part of the implementation of a turnaround or transformation model, must an LEA include all three components of increased learning time?

Yes. The definition of “increased learning time” requires additional time for instruction in core academic subjects, additional time for instruction in other subjects and for provision of enrichment activities that contribute to a well-rounded education, *and* additional time for teachers to collaborate, plan, and engage in professional development. Accordingly, to fully implement either the turnaround or transformation model, an LEA must use a longer school day, week, or year to provide additional time for all three types of activities as part of the LEA’s comprehensive needs-based plan for turning around the entire school. Although all three components must be included, the Department expects that, in determining precisely how to use increased learning time, an LEA will focus on, and give priority to, providing additional time for instruction in core academic subjects for all students and for teachers to collaborate, plan, and engage in professional development, since these components of increased learning time are most likely to contribute to the overall SIG goal of improving the performance of the entire school. (Added March 1, 2012)

A-32. Does the definition of “increased learning time” include before- and after-school instructional programs?

Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. “The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School.” *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Increasing learning time by extending learning into before- and after-school hours can be difficult to implement effectively. It is permissible under the definition in A-31 so long as LEAs using before- or after-school programs to implement the requirement for increased learning time closely integrate and coordinate academic work in school and out of school. To satisfy the requirements in Section I.A.2(a)(1)(viii) of the turnaround model and Section I.A.2(d)(3)(i)(A) of the

transformation model for providing increased learning time, a before- or after-school instructional program must be available to all students in the school.

The fact that increased learning time may be provided during before- and after-school hours does not alter the requirement that an LEA provide additional time for all three components included in the definition of increased learning time (*i.e.*, instruction in core academic subjects, instruction in other subjects and provision of enrichment activities that contribute to a well-rounded education, and time for teachers to collaborate, plan, and engage in professional development). However, an LEA's decision to conduct one of these activities during before- or after-school hours does not obligate the LEA to conduct all of these activities during those hours. For example, an LEA might provide time for instruction in subjects other than core academic subjects and for provision of enrichment activities before or after school, but provide additional time during an extended regular school day, week, or year for instruction in core academic subjects and for teachers to collaborate, plan, and engage in professional development. Indeed, in light of the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools, the Department encourages LEAs to provide additional time for instruction in core academic subjects during an extended regular school day, week, or year. (Revised March 1, 2012)

A-32e. What does it mean for a before- or after-school instructional program to be “available to all students” in a school?

As is discussed in A-32, to satisfy the requirements in Section I.A.2(a)(1)(viii) of the turnaround model and Section I.A.2(d)(3)(i)(A) of the transformation model for providing increased learning time, a before- or after-school instructional program must “be available to all students” in the school. For a before- or after-school program to meet this requirement, the school must offer all students an opportunity to participate in the program, and the school must have sufficient capacity and resources to serve any and all students who choose to accept the offer to participate. A program is not available to all students if, for example, the school has sufficient capacity to serve only some of the students who seek to enroll in the program, nor is it available to all students if it is offered to only a particular group of students, such as students in need of remedial assistance. Further, to be available to all students, a program must be accessible to all subgroups of students, including students with disabilities and LEP students. (Added March 1, 2012)