

## Expanded Learning Time in Charter Schools to Support Student Achievement, Enrichment, and Holistic Development—Chapters 1–3

### Slide 1

PEGGIE: Welcome. This is the National Charter School Resource Center. My name is Peggie Garcia. We are excited to have our webinar today: *Expanded Learning Time in Charter Schools to Support Student Achievement, Enrichment, and Holistic Development.*

### Slide 2

Let me give you a quick orientation to the webinar platform, and then I will go ahead and turn it over to our distinguished speaker. Right in the middle of the screen, you should see the PowerPoint slide. We'll be flipping through the PowerPoint slides. You can also download those slides—if you did not receive them in the reminder this morning—in the lower left-hand corner in the file-share pod. It's called the May webinar PDF.

If you'd like to download those slides, you can just click on the file and then "save to my computer," and it will download on your computer, and you can view them online or print them out. You can also use the full-screen function on the top of your screen if you'd like to make the slides a little bit bigger if the text is too small.

We do have quite a number of people signed up for this webinar, so in order to preserve the audio quality, I'm going to mute everyone in a minute. If I could ask our speakers to unmute using STAR-6, and then anyone who wants to speak over the phone during the Q & A, you can also unmute using STAR-6. That information is in the bottom on the notes page. If you have a question at any time during the webinar, please enter it in the chat on the left-hand side. That will help us to improve the quality of the audio recording of the webinar. This will be recorded and available on our website as of Monday, May 23.

Okay, I think that's all the technical information. In that file-share window, there are also three additional reports that are related to the topic of this webinar that you might find to be of interest. We won't be



discussing them in depth, but they are resources that you might want to take advantage of that will help you learn more about the topic.

### Slide 3

So, with that, I would like to just introduce our organization. We are the National Charter School Resource Center. We are funded by the U.S. Department of Education, and we are committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country.

VOICE: Yes? Hello?

PEGGIE: This is Peggie Garcia from the National Charter School Resource Center.

VOICE: Yes?

PEGGIE: Yes. I believe you are joining the webinar. Could you mute your line, please?

VOICE: All right. [pause]

PEGGIE: All right. Jessica, you'll have to unmute yourself in a moment using STAR-6, but I've just muted all of the presenters—all of the participants, I'm sorry. You can unmute yourself during the Q & A if you like, if you don't want to enter a question in the chat box.

### Slide 4

So, we are the National Charter School Resource Center, and we are extremely pleased to have three distinguished presenters with us today.

We're going to start off with Carol McElvain. Carol is the director of afterschool and expanded learning at the American Institutes for Research. She's a nationally recognized leader in expanded learning who focuses on providing research-based, high-quality training, technical assistance, and professional development to diverse audiences in the public education sector throughout the country. She's also the principal author of the seminal afterschool resource *Beyond the Bell*, a toolkit for creating high-quality afterschool programs, and

the start-up guide for *Beyond the Bell* is one of the documents that's featured in that file-share window. So I encourage you to check it out; it's a very helpful resource for practitioners.

We're also very lucky to have two wonderful practitioners, school leaders, joining us today. The first is Jessica—Jessica, I'm sorry, can you pronounce your last name for us? [pause] Okay, I'm going to take a stab at it: Nauiokas.

JESSICA: Hi.

PEGGIE: That's okay. How do you pronounce your last name?

JESSICA: It's Jessica Nauiokas.

PEGGIE: Okay, great. She is the principal and founder of Mott Haven Academy Charter School in New York City. This is a charter school that works in close partnership with a local social service agency in New York City. She uses expanded-learning time to support the holistic development of her students, many of whom are in foster care, receive preventative services through the child welfare system, or need extra academic and behavioral support.

Mama Chris Wiggins will also be joining us to give us the high school perspective. She is the founder and CEO of Imhotep Institute Charter High School, a school that blends an African-centered educational program with a focus on rigorous college prep courses in mathematics, science, and technology. She effectively prepares her students for postsecondary success by creatively using expanded-learning time to provide her students with a wide variety of academic and enrichment opportunities.

## Slide 5

With that, I'm going to transition to Carol. She's going to provide us with an overview of the research and best practices related to expanded learning. Welcome, Carol.

CAROL: Thank you, Peggie. I just wanted to provide a brief overview—and it is going to be by no means [a] comprehensive overview—because the issue is broad and deep, and we have a great variety of folks on the line today too. So in addition to our practitioners who will be speaking

to you, I hope we can get some discussion and good questions from folks who are on the line. We also have great resources, folks who are also on the line who are experts in their own right. We're happy to have you on board as well and hope that you'll participate in the conversation also because it's my belief that everyone who is doing this work is helping to create a field. We look forward to your input in this webinar.

We just have briefly the original statement that we have from Arne Duncan on the charge for engaging students—whether you call it afterschool, increased learning time, expanded learning, expanded-learning opportunities, extended-learning opportunities before school, Saturday school, evening school—really the wide variety of ways we can serve children connecting to the school day but in nontraditional time. These are all aspects of what we're trying to talk about in terms of building more opportunities for students, especially those who are most at risk of educational failure.

## **Slide 6**

And really the biggest thing that I want to get across to everyone is that the key features of successful schools are really mirrored in the key features of what increased learning time, expanded-learning time, programs share as well.

The Consortium on Chicago School Research cites five critical support pieces for successful schools: strong school leadership, really close parent-community ties and building partnerships to expand resources, building professional capacity, really focusing on a student-centered learning climate and making sure that students are engaged in the process, and then providing instructional guidance along the way. Where those features are in place, the research finds that you need all five of them; you can't just have one piece. Those schools are 10 times more likely to achieve substantial gains than schools who just had maybe one of those features. So, you know, a strong leader in a school isn't enough, [and] a strong curriculum isn't enough; you really need all of those pieces in place, so all of these things hold true for expanded-learning time as well.

## Slide 7

I would just want to give you a quick overview. A lot of you folks on the line know this as much or even more than I do, but I wanted to share. The federal investment in expanded-learning time has really grown since 1997. Before 1997, there wasn't much of a federal involvement. Today, starting in 1997 and moving through to now, the largest federally funded program is in 21st Century Community Learning Centers program, and that's funded at just over \$1 billion. But, really, the feature that started that program and really—even as there are talks of what the specific language is going to be in the next reauthorization of ESEA [Elementary and Secondary Education Act]—the big thing to know is that the funding for this program is meant to provide more opportunities for children to build on those critical supports that I talked about from the Chicago consortium's research that provides them with greater access to tutors; to help with their homework; to a more positive learning environment; and exposure to additional recreational, educational, arts, music—a wide variety of opportunities for students and really to create that greater engagement in learning and to provide children with more opportunities.

## Slide 8

Again, I mean, today we know—and, in fact, I think we have even updated figures from here—but the last ones that I was able to confirm is that we're serving, at least in that program, 1.4 million children in 10,000 centers across the country, in rural and urban areas. The funding for those programs goes across the board to public schools, charter schools, public charter schools, private schools, communities, and faith-based organizations as well. It's a wide variety of folks. But the key factor within the program is that it really needs to be tied strongly to the overall school improvement plan. And there are lots of different proposals and different opportunities under the current federal funding system, especially school improvement grants, to increase funding for expanded-learning programs, but there still is a huge need for more programming for students because at least 15 million children are left unserved after school.

## Slide 9

As the field has developed, as the programming has developed over time, there's also been a growth in research support. Although in our field, you're always looking for more and more support and greater insights as to what creates a successful program, a successful initiative, and replicable models. We do know that there is an emerging vision of what quality looks like that can be replicated. Really, those elements, again, they're somewhat mimicked in the earlier statements. But looking at the social prophecies, the social-emotional needs of youth are important in those programs. I have to say in my own work when I'm out working with schools, and working with teachers in particular, and we talk about the ways, looking at the way staff interact with children, that is really a critical component and really merges between whatever happens during out of school time and day school, the traditional day school. It's really important for kids to feel a connection. So that's very much reflected in the research.

And then the other thing is, is you just can't have a set of programs. Oftentimes I joke—especially when I've been reading school improvement grants—there will be a line in the application for the grant that says, "Well, we'll have one," "We'll have expanded-learning time programs," or "We'll increase our learning time," but there's not really any thought or intention given behind what that programming will look like and what those activities will look like and how they'll be staffed. Really, those can have a negative effect, not just not a positive effect, they can have a negative effect if they're just in place, just to put them in place. Because if children are unsupervised or not supervised well during that time, any negative behavior can go unchecked, such as bullying, or kids made to feel ostracized, or other things that we definitely don't want to have happen. So offering structured, focused, and well-organized activities is really probably one of the most critical factors.

Then the next piece is engaging high-quality staff members. High quality is not just restricted to certified teachers alone, but it's really providing training and support. If there aren't certified teachers involved, to really build in a strong training component to really ensure that the work that's done either as wraparound services or to increase the time, is really hands-on, engaging, and well structured. It's really important to provide time both for staff development and for planning.

This is another thing we often see: someone does the planning, and other people implement the activities, and we just haven't seen that work very well in programs. But where there is strong engagement of staff members and time to plan and prepare and implement, just like a good classroom, any good classroom, then that's where we see really strong impact.

And then the final piece here is that it builds on strong partnerships. We know in an era of shrinking resources in most school districts that schools can't do it alone—whether they're a charter school—any school is really having a difficult time with the resources currently. So building on additional supports in the community and really making the school at the center of the community is really something that we've seen a strong impact. Then everyone feels a part of raising the children at that school.

## **Slide 10**

These are the characteristics that we see supported by research. As I just mentioned, the strong partnerships with neighborhood schools—community organizations—really help build that network of developmental supports and really provide a strong foundation for quality programming and a variety of opportunities for children. The next piece is of the utmost importance. It's really providing highly engaged program activities. Another thing that I have said a lot recently is that, you know, I heard the superintendent of Cincinnati Public Schools speak, and she spoke very eloquently about the programming that they have in Cincinnati—the community schools programming that they have—and she said, “Well, you know, we live and die by test scores.” My comment is, I would love the day to come where a superintendent stands up and says—“Well, we live and die by whether our students are engaged in school.”—because that's really the way that kids see the “Why do I need to know this?” factor in learning.

We want to make sure that activities that are there in programs are really highly engaged and very well structured so that the leaders know the way that an activity is going to play out and how they are going to nurture children the best in the activities that they're doing and to really help build those positive relationships. That's the last factor there on this slide, is that mixing recreation, arts, enrichment activities, and I

really want to say those are areas where you can build—I don't want to make a distinction between academics and enrichment because there can be really high-quality academic enrichment activities that—whether they happen during the day or out of school time—it's really important to make sure that really it's the application of learning and then building a strong support for kids so that they feel like they have a future, they can see their path to success, they can see their path through school, and they feel like they have support in the schools. I know that's what a lot of the charter schools who are on the line are really committed to in their own vision and missions of their schools.

## Slide 11

Some additional characteristics as well, I mentioned this before, that all the research shows you really just can't have a program that's going to have much impact if you don't have staff who are well trained, and their voice is heard in the program, so that they can say that they're happy with their work environment. Planning time is really a critical component of that. Strong supervision and structure within the program is really also a key feature as well. That's not just that someone is alone in a room with kids. Just like in any school situation, you want to make sure that there are small group sizes, as small as you can possibly get with the resources that you have, in groups that are mixed or that you're using an appropriate mix of school staff and volunteers to help provide support for students. And where all of these features are present, there are really strong positive outcomes in both learning gains; reduced behavior issues; critically, I think, better student preparedness; and attendance. Attendance is a feature that wasn't put into the slide. But we're seeing more and more, the research is very strong that having consistent attendance is really—being there needs to happen.

And then just—we see that kids feel better about their futures, and that school is a place for them. We know that... The other thing that's very clear from the research is that kids start to feel disengaged in the process—starting in, like, late fifth grade and through middle school. They start feeling like this isn't the place for me—I don't belong here. And those students who are provided those supports in well-structured activities and programming feel that school is the place for them.

## Slide 12

So those are pieces I just wanted to lay as a foundation, and we will move on to see if there are any questions.

PEGGIE: So, it looks like we have one question on funding from Tommie Brumfield. Could you talk a little bit about 21st Century learning program grants, are they still available, what are some other sources of funding that charter schools who are interested in expanded learning might explore?

CAROL: There should be funding available. Although it is administered—the funding comes from the federal government—each state runs its own competition, so, Tommie, I'm not sure what state you're in. Each state—they sort of have their own funding cycles for that. Usually, and almost always, I would say—I don't know of a case where it's not—the state department of education—your state department of education—will post. They should have a link—a program link—to the 21st Century Community Learning Centers program within their state. There's someone in your state who is responsible for that program and should be able to give you more information. So if you can send, even if you send us via chat what state you're from, we can send you who your state education agency liaison is. I'm going to call, actually, if it's possible, I don't know if Eric Peterson is on the line or not from the Afterschool Alliance, but Eric, I think you can give a better overview of the variety of different types of funding that are available to charter schools for expanded-learning programs.

PEGGIE: So, Eric, if you're available, if you use STAR-6 to unmute yourself. And if you're not able to do that right now... [inaudible]

ERIC: This is Eric Peterson from Afterschool Alliance.

PEGGIE: Hi, Eric. Sorry.

ERIC: No worries. There is on our website, which is [afterschoolalliance.org](http://afterschoolalliance.org), there is over on the left-hand side a link to the funding database. So we track—it was up until recently—a little over 100 federal funding streams that can be used for expanded-learning time or afterschool or summer learning. The large one obviously is 21st Century Community Learning Centers, but there are others that run the gamut from funding for afterschool snacks and meals to the U.S. Department of Agriculture

through funding specific for programs and STEM—science, technology, engineering, and math—through NSF [National Science Foundation] and NASA. Also the Department of Juvenile Justice—type programs. So it really varies. We kind of rank them in that database by level of difficulty. They're not all exclusive for afterschool, and some are in before school or expanded learning. The 21st Century is the only one that's exclusive to that. The rest are sort of multipurpose programs that can be used for expanded learning in schools or with community-based organizations in addition to other purposes if that helps.

CAROL: Yes, that helps a lot, thank you. And Peggie has posted the link to the [Afterschool Alliance](#) website so you can click on that link of funding sources. I hope that answers your questions. At this time I think what... [inaudible].

#### *END OF CHAPTER 1; START OF CHAPTER 2*

PEGGIE: At this time, I'm going to turn it over to Jessica Nauiokas. She's going to talk how she uses expanded-learning time to support holistic development of her students by providing them with access to social services and a range of academic and behavioral supports. So Jessica, if you could un-mute yourself.

### **Slide 13**

JESSICA: Thank you. Can you hear me okay?

PEGGIE: Welcome.

JESSICA: Great, thanks. Hello to the rest of you. I'm really honored to be asked to share some of the positive experiences we've had with ELT at Haven Academy, which I'm going to tell you about in one moment. I'm going to refer to the program either as ELT or expanded-learning time. That's kind of the language that we've used around here; sometimes I may even call it the futures program. So if I use those three terms, please know it's talking about the work that we do outside of what traditional schools consider their school day.

We are located in the South Bronx here in New York City. [pause] The work that we do here in New York City, we had the opportunity to join the ELT work that the [After-School Corporation](#) launched as a pilot program.

## Slide 14

My school is a little bit different than other programs because we were able to bring ELT in right at the very beginning of launching the school.

So in the fall of 2008 when we opened our doors to students, we started immediately with our ELT program. Students are in the building the 7:30 in the morning until 5:45 at night. I'll tell you a little bit more about what they do during that time, but they have done that since the very first time they entered as students here at Haven Academy.

You can see on the slide right now, I've got just a quick overview of the work that we do. You should note that my student population is a little bit different than a traditional public school or traditional charter school. We actually save seats and target children that are in the child welfare system, specifically kids living in foster care or students from families that are receiving prevention services because they've experienced abuse or neglect in their past. So that means that obviously we structure our program to provide families and students with more social and emotional supports than typical schools can offer, and we do that for our partnership with a community-based organization (CBO) called the [New York Foundling](#).

So I'm going to move on. Am I controlling the slides—Peggie?

PEGGIE: Yes, go ahead.

## Slide 15

JESSICA: Great. Just a quick overview of who the students are. We're growing slowly as a school. Right now we're K through 3. We will grow K through 8. We've got 175 kids. You can read the stats there on where my students come from and their basic needs. As you can see, two thirds of them are child welfare involved. I'm sure all of you work with families that have some similar challenges, but for us because we've got such a high population of that child welfare involved families, we wanted to make sure we really developed a longer school day to keep kids engaged in meaningful activity well into the evening. That also gave us the opportunity to invite families in and do a lot of parent work, both with foster parents and with parents that are at risk of having their children taken away from them.

So as I go through this, I'm presenting mostly the ELT work we've done with students, but I'm happy to answer some questions about the ELT time and how we've used it to leverage some of our family work.

As you can see, despite some of the challenges or issues families bring, we've had very low student mobility. We've had great family satisfaction. Our school culture and the way we support student needs is super strong—I'm really proud of the team for that—and 100 percent of our students get ELT every day.

## Slide 16

I'm going to tell you a little bit about how we set the tone for that. What was nice in opening the school the same time that we initiated ELT is that our families didn't ever think of ELT as an add-on or anything separate. They just knew that they were joining a school community that had two dismissal points, and they were also joining a school community that believed more time on task is going to help student achievement.

So right now when families enter, if they choose bus dismissals, the kids leave at 4:00. If they choose a family pickup time, the children would leave at 6:00 p.m., or usually 5:45. So you can see that kids receive anywhere from 2 to 3.5 hours of ELT time, but please keep in mind that as a charter, our school day is already longer than traditional schools, so even with receiving 2 hours of ELT, that's on top of the additional time that they spend in school. We're already, I think, 15 days longer than traditional schools here in New York City as well as a couple hours per week longer than their day is.

The way we staff it is kind of interesting. Our CBO hires what we call part-time group leaders, and the group leaders become the main people who are with students from 4 p.m. on. But the group leaders are also in the building beginning at 2:30. So they have the opportunity to work in classrooms with teachers and really be a part of the academic experience. That's helped tremendously with the transition from that bus dismissal into the evening ELT time because the group leaders already know how the teachers use the systems and routines that we set for school culture; they know the expectations that kids can and should be able to meet, as well as the academic work that's happening in the classroom. That was a pretty important part of our

development, really figuring out how to get group leaders here earlier in the day to be a part of that work.

In addition to that, we pay a number of group leaders as part-time school employees, as assistant teachers and school aides. They help with our lunch and recess routines. So on any given day, beginning at noon, I have six of my group leaders in the building receiving part-time work and then at 2:30 they become ELT staff members, and then they start time-sheeting their time on the CBO's time. So that was a way that we were able to handle the cost savings between the CBO and the school, to have the talent in the building as often as possible.

We oversee our program with what we call an ELT coordinator. That person is here in the building from around 10 a.m. to usually about 6 p.m.; they're the on-site supervisor. So if there are things that parents need or if there are questions or issues that need to be discussed with families, that person really becomes the point of contact for families past 5 p.m.

## **Slide 17**

I'm going to move on to the next slide to talk to you a little bit about what happens during those ELT hours. I mentioned how important it was to bring the group leaders in early. I have to tell you, for us, group leaders are usually young men and women that are working on becoming full-time teachers or folks that are considering finishing their college degree or going into grad school to do something in education. By bringing them in early, we're really spending the time professionally developing them into the type of teachers that are perfect for our school culture and perfect for our educational climate. We have given them lots of opportunities to be leaders in the community and to be with students on their own, as well as under the supervision of the classroom teacher they work with.

We break the categories of what happens during ELT into three areas: It's enrichment, interventions, and academic supports. Keep in mind that—I think in the opening comments—the idea that enrichments really are connected to academic work I really believe in. But for us, we wanted to make sure that we were giving kids opportunities, or meaningful opportunities, in all three areas.

## Slide 18

I'm going to tell you a little bit more about those. Enrichments would be anything that we say we want kids to experience and be a part of that they wouldn't typically be exposed to in a traditional school setting or in their home life. So for us, these are where we bring in the specialists: the dance teachers, the art teachers—the folks with real expertise in a particular domain.

As you can see, I don't happen to have teachers on staff that can do Tai Chi. We had to bring in a Tai Chi specialist to lead a club like that. We've got some talented music folks on our staff, but nobody that could really do guitar and voice lessons. So we brought in specialists, and we develop contracts for work like that.

In the interventions category, and the academic supports, these are all things led by Haven Academy staff members, as well as ELT group leaders. So that first column enrichments are mostly specialists that are outside providers, and then interventions and academic supports are all of our in-house people. Interventions could be anything from a skill deficit that a child is struggling with in their academic work, to something that they really need to spend more time on in their social development. So I gave a couple examples there, and I'm happy to take questions as we go through this, but it's been really nice to have that flexible time in the afternoon to do things that teachers and schools always wish they could do, like teach anger management, teach techniques on how to cool down, teach techniques on how to deal with stress. We do it through clubs that we run during our ELT time. So those fall into the intervention categories.

For academic supports, this is the opportunity for classroom teachers to circle back to do a lot of the reteaching with their students that they wish they had more time to do during the typical school day. For example, yesterday I noticed a second-grade teacher who has been pulling her math group during her ELT time because she knows that there's one small group of kids that are really struggling with one particular skill. So she takes the same six kids, three or four times a week—she won't do this all year; she'll just do it for a three- or four-week period—until she can assess them and make sure that she's been able to catch them up on that particular activity.

This is also where we do a lot of the connection to our academic work through some enrichment experiences. For example, in gardening club, they have the opportunity to work in our community garden and our rooftop garden, and that parallels the work that they're doing in their science class daily in their regular classrooms. Are there any questions on the types of activities and how we made the decisions about what to prioritize in there? [pause] Okay. I'm going to move on.

## **Slides 19 and 20**

The next couple slides I just wanted to show you some examples of what it looks like when kids have the opportunity to be creative and have the opportunity to have some flexibility in the way that we learn. On this first slide, you can see that we've spent a lot of time and energy through ELT and our regular school day to develop our community garden and our rooftop garden. You can also see that creative play, dramatic play, theater, arts, is something that we value, and ELT helps us really be able to provide those opportunities. Music, cooking, athletic activities are all big priorities for us and we're grateful that we have those ELT hours to give kids those experiences.

## **Slide 21**

I've put a couple of quick tips down. I'm aware of the time, so I'm going to go quickly through this. I guess my biggest advice to all of you would be, when you're thinking about extending your school day, the best thing you can do is try to figure out how to use your team efficiently. We've been able to do that by making those part-time opportunities both for the group leaders to be here at Haven Academy as well as for Haven Academy team members to be a part of ELT. So there's a lot of cross work happening, and it's with the same students. That helps save money in both areas when you can have that staff crossover.

Next, we really made sure that we prioritized communication and culture building and professional development to find a way to honor all the community members so that they really do feel empowered to be creative in their ELT work, but they also understand that they're connected to the broader work that we're doing so that we're maximizing that time.

I did mention that we're here from 7:30 in the morning until 5:45 at night. That means we feed kids four times every day, and that's 100

percent of our school community. We do free breakfast and free lunch for everyone, and then we also do two healthy snacks; one in the morning and then one at that 4:00 transition period. So as you're planning your program, you also have to think about the staffing and the work that goes into handling something simple like having enough nutrition and nourishment to get the kids through a long school day like that.

## Slides 22 and 23

Lastly, I'll talk about assessing satisfaction. I do assess our ELT satisfaction on a couple of indicators, including academic success. But for today's presentation, I just wanted to share with you a little bit about our family satisfaction. Generally speaking, I mentioned that we've got a population of students and families that could be very mobile. But because of the work that we've done to really stabilize our school as an educational environment, we've had great parent satisfaction. I've shared with you a couple of the questions that we've asked parents to reflect on through our Department of Education environmental survey. You can see that both in the regular school day as well as in the afterschool activities or the ELT activities, they feel connected. They feel happy about the activities students are doing, and they also feel really confident about the way we've communicated both our academic expectations and, I guess, our behavioral expectations of the students. So you can just take a quick glance at some of those questions there. [pause] That's it.

## Slide 24

CAROL: We got a few questions in advance that I think before we turn it over to Mama Chris that I'd like to ask you, Jessica, about, and one of those relates to the earlier question too, but we had a couple questions on funding.

JESSICA: Okay.

CAROL: "Can you tell us a little bit about how the ELT activities are funded with your partner?"

JESSICA: Sure. When we initiated ELT, we were part of a pilot study from the After-School Corporation here in New York City. Through the task funding, we were able to have three real streams of money. We had

task money that came through ELT and some of the federal dollars. We had our partner organization, the New York Foundling, commit a certain amount of money, and then Haven Academy from the very beginning, I've budgeted money to support our ELT.

It really was a third, a third, a third, and I'll give you a quick example. Let's say in Year 1 the program cost three hundred [thousand]. Oh, let me do a smaller number. Let's say it costs \$210,000. It really was \$70,000 from each of us in kind of equal proportions to be able to handle all of the additional part-time team members that we needed as well as the academic enrichments, as well as the snacks, the materials—all of those things.

The way that I do that from the school side is that we're a public charter school; we get a per-pupil allocation. I just prioritize extending the school day as a basic need for our school environment. Annually, I commit those dollars to the budget to support ELT initiatives. My partner organization can do that as well, and they do some outside fundraising for it.

Moving forward we're no longer going to be receiving any federal money for ELT, so we're finished with our three years. Now that means that we have to make some structural changes to try to make things a little bit more cost-effective, but we're still going to have our partner organization contribute their funds and the school, Haven Academy, contribute its funds to continue our ELT work.

CAROL: That's terrific, thanks. One follow-up question to that then is obviously you have a very close working relationship with your community partner, and that was a couple of the questions that we got in from folks. "How did you select that partner? How did that partnership come together?" Briefly—I know this could be a longer topic—"What kind of operating principles do you work with to ensure that your relationship moves forward smoothly?"

JESSICA: Our story is a bit more unique than others because the school only exists because the New York Foundling recognized that children that are child welfare involved were being underserved by the traditional schools that were available to them. I actually was part of the planning team from the very beginning with the New York Foundling, designing the school and thinking about the services we were going to offer to

students and families. So it wasn't like the school had to select them; it was that the school was developed because of the work that the Foundling wanted to do. It's almost like they're our sponsoring entity. That means that in some of the design on the partnership, we talked about things, like who's going to handle the cost to extend the school day, who's going to handle the cost for additional transportation, for additional food services, and we were able to deal with all that right from the beginning.

For groups that don't have that luxury where you have to think about a community partner, I would say that mission alignment and mission fit have to be number one in choosing who you want to work with. That's primarily because schools really have their own culture and identity. If you pick a partner that doesn't value the same things that you value as educators, it's going to be really hard for any person that they hire to enforce things that you really care about. I would look first at mission, mission fit, and then I would look at that partner's capacity to be able to contribute—whether it's talent or resources or financial money. Look at their capacity to be able to contribute to your program.

CAROL: That's great. I really appreciate that answer, Jessica.

And right now, what I think we are going to do is we'll...

*END OF CHAPTER 2; START OF CHAPTER 3*

## **Slide 25**

CAROL: We'll move on to Mama Chris Wiggins who is going to describe how she uses expanded-learning time to develop rich African-centered educational programs that provides her students with a wide variety of academic enrichment activities. Mama Chris, welcome.

CHRIS: Thank you. I'm glad to be here. This has been very informative, thank you. I am Chris Wiggins, founder and CEO of Imhotep [Institute] Charter High School. We expand our access to children in a very unique way.

## **Slide 26**

We're an African-centered math, science, and technology school, but I think that we are a different model because of our school day. What

you will see is, first of all, our regular school day for our high school children is 10:00 to 5:00, and that's really based on the research that high school children are not awake. But it also gives us a double opportunity for an expanded-learning process because children come to school by 8:00 and are involved in all kinds of before-school activities and they stay after school. So our school day can go from 8:00 a.m. to 9:00 p.m., and they're there on Saturdays, and they're there summers. We tie all our activities through their creative activity and everything they want to do to how they are as far as being proficient in preparing for their academic success. So they are, even though they're involved in a lot of before- and afterschool activities, we try to make sure that it's also tied to the academic needs of the child.

## **Slide 27**

We face a lot of challenges. We are an inner-city school. We're in a blighted community with high unemployment. A lot of our inner-city schools, we are raising the children, the grandparents, the families. So we have to find a way to work with whoever that child sees as a lead person in their life, and we have to make sure that whatever needs they have happen, even if there isn't someone in their life. So quite often my staff or community members end up becoming a mentor to the young people. We try to make sure every child in the school has a mentor to work with them.

Average reading levels, as you can see, like most charter schools, we're getting a lot of the children very, very low in their reading and math levels. In reference to poverty, more than 90 percent of our children get free and reduced lunch. So we really are serving an inner-city community that is in a lot of need.

## **Slide 28**

Our success: we base everything on centering everything around the child. Everything that we do we have to do to meet the child's need. We call the child our client, the parent is our customer, and we have to serve the customer and give them what they want. They want a well-rounded young person, hopefully moving out of their house in four years and going on to some postsecondary venue. Imhotep's major theme is that we prepare children for college and postsecondary. So,

again, many of our activities are tied to their going onto some postsecondary program.

We make sure the children and the parents have all kinds of community access to us all—that we're there; the community is there. We're a community-based school, and we even have others from the community that don't attend Imhotep coming in and being a part of our before- and afterschool program and our Saturday program so we can assist them.

## **Slide 29**

On-site, we have a college access center on-site. We make sure that we have a very strong parent organization that get involved. When I heard some people talk about funding, that saves us on a lot of our funding needs because we find parents and community members that can help us with our before- and afterschool program. A lot of times, they do that for a smile and a hug—that is something we all have plenty of. We have right-to-passage programs that help the whole child understand who they are in the social activism and what they need to be to be a whole learner, to be a part of their community and to grow.

A lot of our children really don't even come out of the very neighborhood that the school is based on. If you're talking about preparing them for the world, you've got to kind of get them ready by maybe stepping into going downtown or across town, then out of the city, and then we actually even take our children to Africa and across the state and nationally—wherever we think there's something that they can learn from educationally.

We have more than 30 postsecondary partners. Again, that helps us with funding because those partners love the idea of having access to the children, and they come to the school or they invite us to their facilities to help the children prepare for postsecondary or to see what that is. If the child is saying they're interested in being a lawyer or a doctor, we have a partner with someone, Einstein, or with LaSalle, so they can go and see what that really means. Then they show them what skill set the children need to get there. The teachers work with that partner to say, this is what you need to be doing in class so that you can get to your postsecondary dreams. We do a lot of service learning and community service activities, all tied to our extended day.

## Slide 30

We are very much involved in all hands on deck. We got this kind of looking at our coaches—our athletic coaches—and we kind of have academic coaches and life coaches. We call everybody a coach to kind of cheer the children on to where they need to go, where they need to be. But all the coaches—the peer coaches, which are the student leaders; the family coaches, which we empower through our family trainings; our community—so faith and all of those that work with the children, we take them to a training to help them understand what the skills are the child needs and help them with whatever social-emotional issues that may be going on, family issues that are going on, anything that is stopping that child from being a success. We all come together in our own little academic huddle and make sure that the children have what they need to move forward.

## Slide 31

Before school, like I said starts at 8:00; after school is from 4:00 to 9:00; Saturday classes is from 9:00 to 2:00, and the summer enrichment programs, which are career-based opportunities for them, and internships—we just find every way we can to put the children connected to what their interest is and then back it up to the school needs so the school feels empowered because the teachers and the coaches are all talking the same language.

We have college prep courses, online courses, all kinds of language and honors courses, and everything to kind of help them move forward. We did this because we found a lot of our young people, they have a reputation in the community, and they feel pressure if they have to produce in front of their peers. So we found giving them online activities and things they can do out in their community where sometimes their peers aren't seeing the challenges they're having with their reading and math, they actually are a little more successful in that.

## Slide 32

We make sure that all activities before and after school are data driven. Whoever is working with the children gets trained and gets the math and reading levels of the students so they can tie whatever goals that they have for the child in that area to where they need to go. So

[an] example, my football coach has the reading and math levels of his children, and he may do some math problems or do some reading activities with his guys offseason, helping them get their reading and math up because they know that if they're going to be on that field, we're kind of the original coach Carter. They can't be on that field if they are academically struggling. So now they're paying more attention during the school day. [inaudible] We try to make sure that we also know their life goals and their career interests.

Students need to tie what they're doing in school to what they're doing after school. It needs to be helping them to move forward. We try to make sure everybody works together, and we tell them that they have a choice. They can be a scholar, or they can be a scholar athlete, or a scholar artist, or a scholar medical student, but they have to put scholar first in order to be involved in all that. We are there for them, all those extended times to make sure that they meet that goal.

### **Slide 33**

We have our parents involved as I said. They are involved with the students in helping with academic support. They also help us with fundraising [and] financial planning. We actually have to work with our parents since we're trying to get the children ready for postsecondary. We work with them on their own financial planning and their tax prep and legal affairs.

In high school, we have quite a few students that will get ready for college, but we're not sure who the legal guardian is because Auntie or cousin or someone is raising the child, but in order to do their FAFSA [Free Application for Federal Student Aid], then we need a legal guardian or we need to do a process to get them as independent students. So we are committed to working with the families to help them with the transition plan of the children as well as the children and do anything we can to help them to be successful.

### **Slide 34**

We help all the children that say, I've got a problem, and we answer all those problems. No matter what they're doing, we tell them we're there; we'll help the families. If not, they need to understand everything they do, act as if they are going to be successful, act like they're going to have it, and claim it. They apply to more than 60 scholarships every

year. They apply to 20 or 30 colleges. We have students who have been accepted anywhere from 15 colleges to 35 colleges and unbelievable scholarships. The last 2 years all of our children have received scholarships in the graduating class.

### **Slide 35**

We also involve the community, as I said. The community is in the school helping with internships, helping the students to understand what they need. But then the community partners and business partners turn around and give scholarship support to the students that they get to know. That's one of the ways that we're able to get scholarship money for all of our children because the students have basically impressed them for where they're going, and they become funding support for the young people.

### **Slide 36**

You have to be proficient or better to be a part of any of our activities. We have all of the performing arts, we have visual arts, culinary arts, graphic arts, we have all the sports activities, [and] we have communication magnets. We have all of those activities, but everything is tied to them being academically in good standing or working on that academic good standing.

### **Slide 37**

All academic staff: prepping them for postsecondary is not the job of the counselor. We have a transition person whose job it is to help, but all of the teachers help with postsecondary placement. So in math they're helping them with their ACT and SAT, and reading and English they're working with their supports. Science, the problem solving, the logic of applying to a college that's \$60,000 a year when they know they do not have the finances or why they need to be doing physics and calculus in 12th grade if they're interested in a certain career.

All of the teachers are vested in helping the children to move forward. So they also give us time before school and after school. The regular teachers are there after school helping the children; they come in on Saturdays to help the children. A lot of them, because they are just are in love—and we love on the children—they do that gratis for that love

and that hug because funding is tight as you know, for most charter schools.

### **Slide 38**

So the kinds of things that have happened with our access; my coach says I make sure everybody knows all of these guys, we have been state and city champs in basketball. But the thing is besides these young people's basketball scores is their GPA because in order to be on that floor to be a state champion, they had to have a GPA that was in line with PIAA [Pennsylvania Interscholastic Athletic Association] standards and again, the coaches felt that they had to help those children academically get there. We have all kinds of state trophies and first charter school with a football team in the country to beat a traditional public school. But all of that was tied to our before and after school.

We started out with a 21st century grant in 1998. We got it for several years, but we haven't gotten it recently. But it built such a good sustainable program that most of these coaches are volunteers or community people and then the school supports the ones that are staffed that [Inaudible].

### **Slide 39**

Here's our biggest success, and I heard the statement about the superintendent. The superintendent needs to understand if they work hard to help the children be well-rounded young people, that you will get these kinds of graduation rates and PSSA [Pennsylvania System of School Assessment] scores. We've had 9 years of 100 percent graduation [and] 100 percent postsecondary placement. In the past 2 years, we've had 100 percent of the children get a scholarship of some sort working with this extended kind of a program.

### **Slide 40**

We've had top scores, top in the city, and have just recently been ranked by the School District of Philadelphia [as] one of the top high schools both because of what we do academically, but that they see we consistently take children who were supposed to not have success academically and get them to a graduation status.

## Slide 41

That tells you a little bit about Imhotep Charter High School and our long day and long summer. If there are any questions, I would be glad to talk to you about it. The website is there, and you can go on the website and see more about the school.

## Slide 42

CAROL: That's great. I'm glad you pointed to that, Chris, because I'm sure there are a lot of people on the line who were like us sitting here, wow that's great, wow that's great, and I had read the slides in advance and am still having that reaction. I think what your work shows is that relentless focus—and Jessica's too—on success for the students really pays off in the long run.

CHRIS: Yeah.

CAROL: You've built in a number of supports from community members and from your coaches and your staff committed to the goal of getting kids on a path and just being successful—that relentless focus on success. You said you had how many partners, was it 30?

CHRIS: We have over 30 partners with our college partners and our business partners. We go out to find anything, any area that the children are interested in, we go to get a business partner in that area so they can have some real-life activities—shadow days. That really helps them to understand why they need to do what they need to do and then we have all the colleges around us. We're in the Philadelphia area, but we have Arcadia was one of our first partners when we started, and Lincoln University, and Drexel, and Villanova, they're all there, LaSalle.

## Slide 43

CAROL: I want to thank you and thank Jessica for participating in this webinar. I wish we had more time. I could ask both of you questions for another hour. We will post this webinar, and you have the website link there for the schools. So hopefully if you're interested, you can contact our speakers and look at some of the files that we've shared. I'm going to turn it back over to Peggie.

PEGGIE: We will archive this webinar at the address on your screen and we're going to ask you to complete a quick survey to give us a little bit more information about how we can improve these webinars in the future, certainly by including more time for Q and A. Thank you all for participating.