

# National **Charter School** **Resource** Center

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## **Welcome to the Webinar!**

# **Expanding Learning Time in Charter Schools to Support Student Achievement, Enrichment, and Holistic Development**

**We will be starting soon.**

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The National Charter School Resource Center is funded by the U.S. Department of Education's Office of Innovation and Improvement and administered by Learning Point Associates, an affiliate of American Institutes for Research, under contract number ED-04-CO-0109/0004.

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An Affiliate of American Institutes for Research

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May 18, 2011

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# About the Resource Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with Learning Point Associates, an affiliate of American Institutes for Research, has developed the **National Charter School Resource Center**.

# Presenters

## **Carol McElvain**

Senior Consultant  
American Institutes for Research

## **Jessica Nauiokas**

Principal and Founder  
Mott Haven Academy Charter School

## **Mama Chris Wiggins**

Founder and CEO  
Imhotep Institute Charter High School

# The Charge

“Engaging students in afterschool activities is a critically important strategic part in improving a school’s performance, and in helping schools that have historically struggled go to the next level.”

—*U.S Secretary of Education Arne Duncan,  
January 12, 2009*

# Key features of successful schools

- Consortium on Chicago School Research essential supports:
  - School leadership
  - Parent-community ties
  - Professional capacity
  - Student-centered learning climate
  - Instructional guidance
- Schools high in all five essential supports were ten times more likely to achieve substantial gains than schools that were just strong in one or two (Bryck, Sebring, Allensworth, Lappescu, Easton, 2010).
- This holds true for expanded learning time

# Expanded Learning—A Quick Review

- In 1997, federal initiative launched to dramatically expand access to safe and affordable child care for school-age children
- In particular, the initiative sought to keep public schools open late to provide a diverse range of academic support and enrichment activities
- In **1997**, the U.S. Department of Education had no programs specifically for afterschool learning; by **2001**, the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program was funded at nearly \$1.1 billion

# History of Federal Funding for Expanded Learning

- By 2009, the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program:
- Was funded at \$1.1 billion annually
- Served approximately 1.4 million children
- Supported services in nearly 10,000 Centers
- Funded programs operated by public (including charters) and private schools, as well as community and faith-based organizations
- Under current proposals, looking to increase funding, since need is great: over 15 million children left unserved after the school day ends

# Research Support for Expanded Learning Time

- With growth in programming, also growth in research support
- A vision of quality has emerged:
  - Focus on social processes and social and emotional needs of youth (Durlak and Weissberg, 2007).
  - Offer structured focused and well organized activities (Gerstenblith et al., 2005; Arbreton, Goldsmith, & Sheldon, 2005; Jacob & Lefgren, 2003)
  - Engage high quality staff members (Birmingham, Russell, & Mielke, 2005; Vandell, Shumow, & Posner, 2005)
  - Build on strong partnerships (Little, Wimer, & Weiss, 2008)

# Positive program characteristics supported by research

- Strong **partnerships** with neighborhoods, schools, and community organizations to build network of developmental supports
- Students typically were **highly engaged** with one another and in program activities, and group leaders structured activities to maximize learning and positive relationships
- Programs mixed recreational, arts, and enrichment activities to **nurture positive interpersonal relationships** among students

# Additional Characteristics

- Program staff was **well-trained** and expressed satisfaction with their working environment, with time for planning
- Appropriate **supervision and structure** within the program and across other afterschool experiences was related to program gains
- **Where these features are present**, positive outcomes are found in learning gains, reduced behavior issues, better student preparedness, and more positive attitudes about school

# Questions?



Raise your hand or enter your question in the chat box  
on the left side of your screen.

# havenacademy



Mott Haven Academy  
Charter School

## The Expanded Learning Time Experience at Haven Academy

Reflection and Discussion

Presented By Jessica Nauiokas  
[jnauiokas@havenacademy.org](mailto:jnauiokas@havenacademy.org)

May 18, 2011



# School Overview

Mott Haven Academy Charter School (Haven Academy) opened its doors in the Fall of 2008 in the South Bronx with a rigorous academic program and a highly structured and supportive school culture. While Haven Academy is comprised of students from many backgrounds, it is uniquely designed to meet the needs of at-risk students who are currently in the foster care and child welfare system.

To meet the needs of our community, the school design includes a close partnership with one of the city's largest social service agencies, The New York Foundling. By co-locating the school and family support services, Haven Academy distinctly provides students and families a seamless continuum of care to maximize success. Our students learn that challenging life circumstances provide opportunities to learn, grow, and persevere.

## At A Glance...

The number of students currently enrolled : 175

The current percentage of free and reduced lunch: 93%

The percentage of minority students: 99%

The number of Special Education Students: 23%

The number of ELL Students: 12%

The number of Child Welfare involved students: 67%

And yet...

Low family mobility

High family satisfaction

Strong community partnership

Well defined school culture to support student needs

***ELT is offered to 100% of our Students and is integrated as part of our regular school day.***

# Setting the tone...

How does our ELT Program work?

- Upon enrollment in the school, all families complete ELT enrollment paperwork
- Families have two dismissal options
  1. Dismiss at 4pm (via school buses), receiving 2 hours of ELT
  2. Dismiss at 6pm (via family pick up), receiving 3.5 hours of ELT
- ELT is staffed by a combination of school Team Members and part-time employees paid by our CBO partner, The NY Foundling
- All ELT and school day initiatives are in alignment with the school's core mission, instructional practices and culture
- ELT Team is overseen, supported and trained by the School Principal, ELT Coordinator and the Educational Liaison

## ELT Time...

What happens during ELT hours?

- *Beginning at 12 noon, ELT group leaders begin arriving at the school and “push into” assigned classrooms to support teachers and co-lead classroom lessons and projects.*
- *This allows ELT group leaders to observe how classroom teachers while they lead lessons and encourage positive student behaviors.*
- *At the 4pm dismissal transition, ELT group leaders shift from the support role to the leaders of their groups (approx. 8-12 students).*
- *Activities during ELT are broken into 3 categories: Enrichments, Interventions and Academic Supports*



## Sample ELT Activities...

Enrichments	Interventions	Academic Supports
Yoga	Reading Tutoring (LLI)	Homework Help
African Drum Class	“Cool It Club”	Thematic PBL Units
Singing Club	Group Counseling	Library Trips
Hip Hop Dance and Step	Art Therapy	Science Plus
Drama	Friendship Club	Story Telling
Guitar and Voice Lessons	Math Club	Garden Club
Robotics	Test Readiness	
3D Art Club		
Tai Chi		
Girl Scouts		

# Gardening and Science



**Creative and  
Dramatic Play**





**Music and Cooking Clubs!**



**Sports and Outdoor Games and Activities**

## Quick Tips...

- Provide opportunities to include ELT staff in regular school initiatives (invite them to PD, chaperone trips, lead and organize family events).
- Consider Teacher Voice Mailboxes or providing phones so that staff and family communication is easy.
- Develop systems and routines that families can predict and depend on (Progress Reports and Report Cards, reminder notices, text reminders, emails, business cards, translation services, communications pouches...) to support all school day and ELT activities.
- Lead a culture of honoring all community members so that it transfers to families honoring school team members (addressing things like phone “hang ups”, symbols of professionalism, providing FOOD when appropriate...).
- Establish regular events that include family and ELT Team participation so that they increase their comfort being in your community (Community Meetings, Family Holiday Potluck, Field Day, Math Night, Curriculum Night, Family Council...).
- Promote and develop Family Leadership by seeking out a few, well-connected families and empower them with responsibilities (Girl Scout Troop Leaders, heads of committees...).



# Assessing Satisfaction

In 2009 and 2010, 86% and 83% of our families completed our Survey, compared to an average of 48% of families who completed the survey across the city. A sampling of our results follows.



**Engagement:** *Parents feel engaged in an active and vibrant partnership to promote student learning.*

How much do you agree or disagree with the following statements about your child's school?

	Percent %				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
I feel welcome in my child's school. (9.3)	80	20	0	0	0
My child's school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways. (8.9)	70	29	1	0	0
Students with disabilities are included in all school activities. (8.6)	50	32	1	0	17

How often during this school year have you:

	Percent %				
	More than once a month	About once a month	Once every few months	Once or twice this school year	Never
been invited to a workshop, program, performance, or other event at your child's school? (8.7)	38	37	21	2	1
talked with a teacher or other adult at your child's school to share with them important information about your child's academic progress? (Not Scored)	44	41	9	7	0



**Academic Expectations:** *Parents feel that the school encourages students to do their best by developing rigorous and meaningful academic goals.*

How much do you agree or disagree with the following statements about your child's school or teacher?

	Strongly Agree	Percent %			Don't Know
		Agree	Disagree	Strongly Disagree	
The school has high expectations for my child. (9.4)	80	19	1	0	0
My child is learning what he or she needs to know to succeed in later grades or after graduating from high school. (9.2)	71	27	0	0	2
<i>Answer this question only if you are a <u>high school</u> parent: This year, staff at my child's high school helped my child to select courses that he or she needs to graduate and to succeed after graduating. (NA)</i>	NA	NA	NA	NA	NA

How satisfied are you with the following things about your child's school?

	Very Satisfied	Percent %		
		Satisfied	Unsatisfied	Very Unsatisfied
The quality of your child's teacher(s) this year. (9.3)	79	21	0	0
The education your child has received this year. (9.2)	77	23	0	0
The level of assistance your child receives when he or she needs extra help with classwork or homework. (9)	72	27	1	0



**Communication:** *Parents feel that the school provides them with information about the school's educational goals and offers appropriate feedback on each student's learning outcomes.*

How much do you agree or disagree with the following statements about your child's school or teacher?

	Strongly Agree	Percent %			Don't Know
		Agree	Disagree	Strongly Disagree	
The school clearly communicates its expectations for my child's learning to me and my child. (9.5)	79	21	0	0	0
My child's teacher(s) give helpful comments on class work and tests. (9.3)	72	27	0	0	1

# Questions?



Raise your hand or enter your question in the chat box  
on the left side of your screen.

# Expanding Success Through Expanded Access

Imhotep Institute Charter High School  
“Unapologetically Centered On Student Success  
By Every Means Necessary”

M. Christine Wiggins, Founder





# Who Are We?

Imhotep Institute is an African Centered math, science and technology independent public charter school.

- Imhotep has a unique school day, week and year.
  - Non-traditional school day: 10:00 a.m. to 5:00 p.m.
  - Students have Access to the school:
    - 8:00 am to 9:00 p.m.
    - Monday thru Saturday
    - Summers
- (Non-proficient students attend extended year)



# What Challenges we face?

- Like many inner city schools Imhotep is in a blighted community with high unemployment and many single parent , grandparent, family member or non family member caregivers as head of household.
- The average reading level of incoming 9th grade students is grade 6
- The average Math level of incoming 9<sup>th</sup> grade students is grade 5.
- 90% of the students are on free or reduced lunch

# Our success is based on:



- Being Student Centered first.
- Students' Expanded Access to resources
- Parents' Expanded Access to supports and resources
- The College/Post Secondary venue Access to the family and school
- And the Communities' Access to us all.



# We Have

- A College Access Center On Site
- Strong Parent Organization; 75% to 80% participation rate via face to face and/or online.
- Rites of Passage- a program that enhances the growth and development of the students via social activism
- Post-Secondary partnerships; 30 plus and growing
- Service learning and community service activities



# Expanded Access

## **More Hands on Deck**

### **Everyone is a part of the transition plan**

- Academic Coaches - Teachers
- Life Coaches – Social Workers, Mentors
- Career Coaches Elective Teachers, Transition workers
- Activity Coaches- Athletics, the arts, student activities
- Family Coaches - Parent Ombudsman, Parent trainers
- Peer Coaches – Student Leaders
- Community/ Faith Coaches -Community/faith partnerships



# Expanded Access

- Before school : 8:00 am
- Afterschool: 4:00 to 9:00p.m.
- Saturday classes, summer enrichment programs, career based opportunities and internships
- Seat based and Online access:
  - College prep courses, online skills development classes, honors courses, language classes, and college level courses, etc.

**No Peers No Pressure**



# Data Driven Access

**All extended day/week/year activities coordinators must:**

- Know the reading and math levels of students.
- Know the life goals and career interest of students.
- Be a part of students personal education/transition plan
- Communicate with home

Example:

They have two choices:

**Scholar or Scholar Athlete/Artist**

# Parent/ Caregiver Access Strategies



- Parents are a part of the Education/Transition Plan
- Parents receive help and support with:
  - Students post-secondary transition plan
  - Academic support
  - Financial planning support
  - Tax preparation support
  - Legal family issues support and. . .

**Anything else needed to help them help  
their child be successful.**



# Students Concerns? Success By Every Means

- I have no access to technology
  - Come to school, **we're open**
- I have no one to help
  - We will help your family help you, **we will** be there
- I have no financial support
  - Apply for at least 60 scholarships, and **serve**
- I don't know which college to apply to:
  - Apply to at least 15 now, **choose later**
- **I don't know if I'm Passing,**
  - **Act like you have!**

# Community Access for Success



## **Community Members, Businesses, Faith Based organizations and Individuals provide:**

- Career Awareness via workshops, shadow days etc.
- Career connections via Internships
- College/ Post-Secondary preparation via mentoring
- Funding Support via Scholarship Support



# Extended

## Access to the Arts

### Proficient or Better Plays

- Performing Arts
- Visual Arts
- Culinary Arts
- Graphic Arts
- The Art of Communication



# Academic Staff provide Access

- All Academic coaches (teachers) grade 9 thru 12
- Help with Post-Secondary Transition Work
  - *Bottom Line Job Success plan*
- Math – Sat / Act Prep, follow/find the money,
- English – 3r's Reading, Resources, and Research
- Science –Problem Solving, Logic / Logistics
- Our Story - Relationships , who am I and how do I fit
- Electives – Motivation, Goal Setting

# **Access leads to Success**

## **Imhotep Athletics Program**

- Home of the 2009 , 2010 and 2011 All City Boys Basketball
- 2009 and 2011 PIAA 2A State Boys Basketball Champions
- Home of the Lady Panthers Basketball Team,
- Imhotep Track Individual State Championships
- First Charter school football team in the country to beat a traditional public school

**All top City and/or State leaders**

**All Scholar Athletes**



# Achievements at a Glance



- Attendance rate is above 90%, and less than 10% transfer
- First graduating class in 2000, 92.6 successfully graduated and 77% of the graduation class progressed to a post secondary destination.( 3 year attendance)
- **2002 100%** accepted to a post secondary educational institution
- **2003 100%** graduation rate 98% accepted to post secondary and 2% by 12/03
- **2004 100%** graduation rate, 100% post secondary placement
- **2005 100%** graduation rate, 100% post secondary placement
- **2006 100%** of the graduation rate and 98% post secondary placement
- **2007 100%** graduation rate, 100% post secondary placement
- **2008 100%** graduation rate, 100% post secondary placement
- **2009 100%** graduation rate, 100% post secondary placement, 100% received scholarships
- **2010 100%** graduation rate, 100% post secondary placement, 100% received scholarships

# Achievements at a Glance



- 2004 PSSA test scores reported to be the **top high school** scores in the region
- 2006 PSSA test scores reported to be the **top charter high school** in the city
- 2009 PSSA test scores reported to be the **top charter high school** in the city
- 2010 Received **Exemplary School** ranking by Philadelphia School District
- 2011 Ranked one of the **top high schools in District**

# Let's Do This Again

For More Information or to set up a site visit:

Contact:

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# Questions?



Raise your hand or enter your question in the chat box  
on the left side of your screen.

# Thank you for participating.

- We look forward to your participation in future webinars hosted by the National Charter School Resource Center.
- This webinar will be archived at the following website:  
<http://www.charterschoolcenter.org/webinars/>
- Please share your feedback with us through the evaluation.

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