

Time: A critical resource for education improvement and closing gaps ...



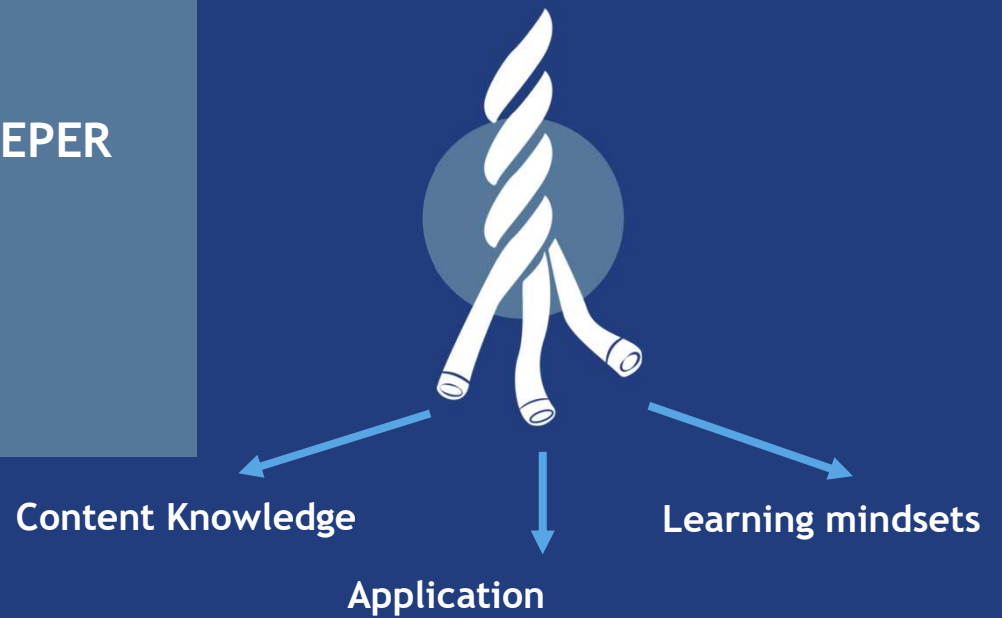
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Presidential Professor Emeritus, UCLA

What to take away . . .

- **Learning time matters more than ever**
- **Too little, not used optimally, & unequally provided**
- **Poor children are particularly affected**
- **We have good ways to provide more and better time**
 - **Making every minute count**
 - **New school designs**
 - **Expanding the school day and year**
 - **After school and summer**
 - **Pre-K**

Learning time matters more than ever

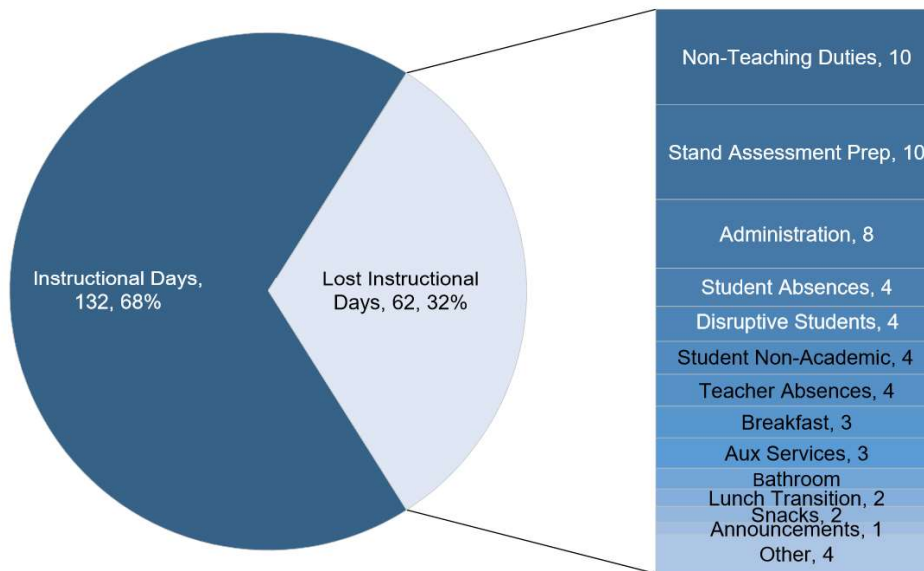
THE FUTURE DEMANDS DEEPER
LEARNING



Time: Too little, not used optimally, unevenly provided

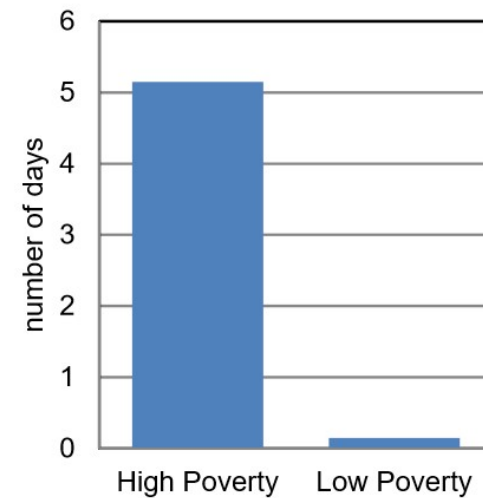
Chart 3. Instructional Days
(194 Total Days Available*)

*Includes conversion of 990 hours to 180 days plus 14 additional days reported by districts



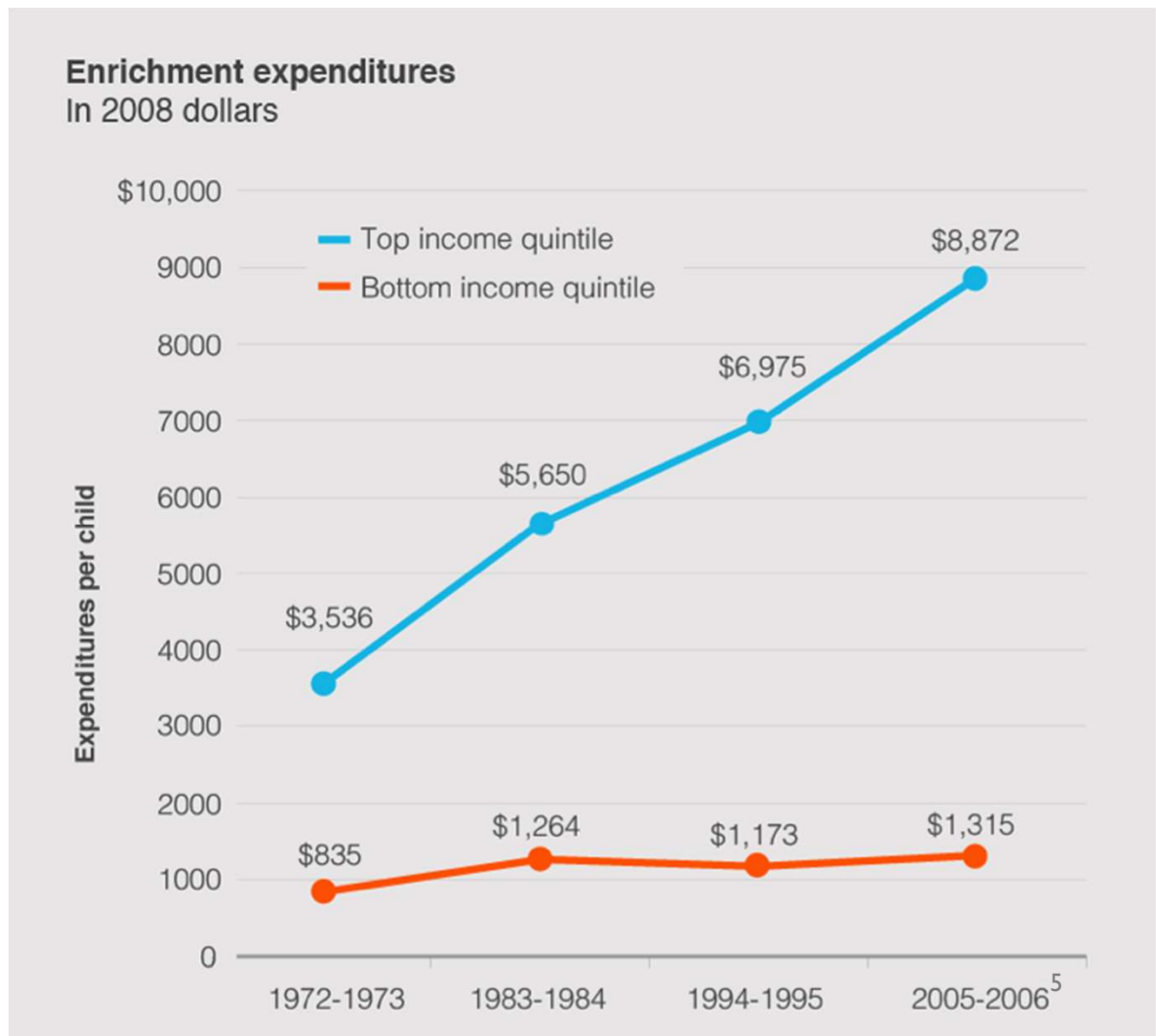
Source: LFC Elementary Survey
 Note: Other includes Tardies, Delay to start class, Class transitions, Sports and Clubs, and Taking Attendance
 Does not include eight days of missed instructional days due to reteaching, or the almost four days spent administering PARCC

Chart 7. Days Spent Serving Breakfast

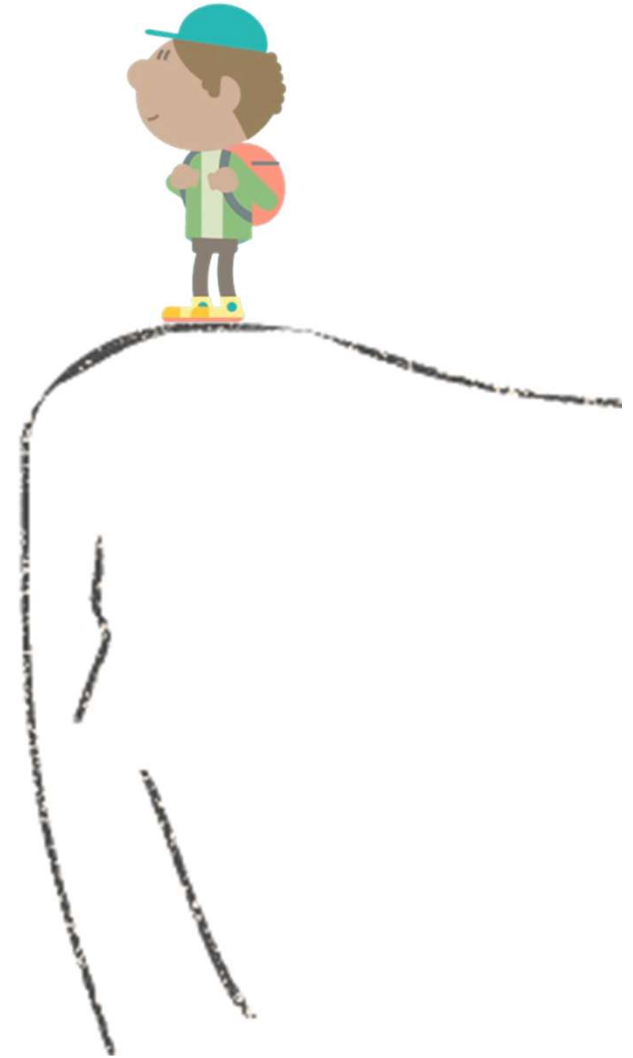


Source: LFC Elementary Survey

Poor children
depend on
publicly
provided
learning time



Since 1975, the time college-educated parents spend with their children has **grown twice as fast** as it has among less-educated parents. While less affluent families have also increased the time they invest in their children, they cannot keep up





<https://www.youtube.com/watch?v=l8i4U-VWVfho&t=1s>

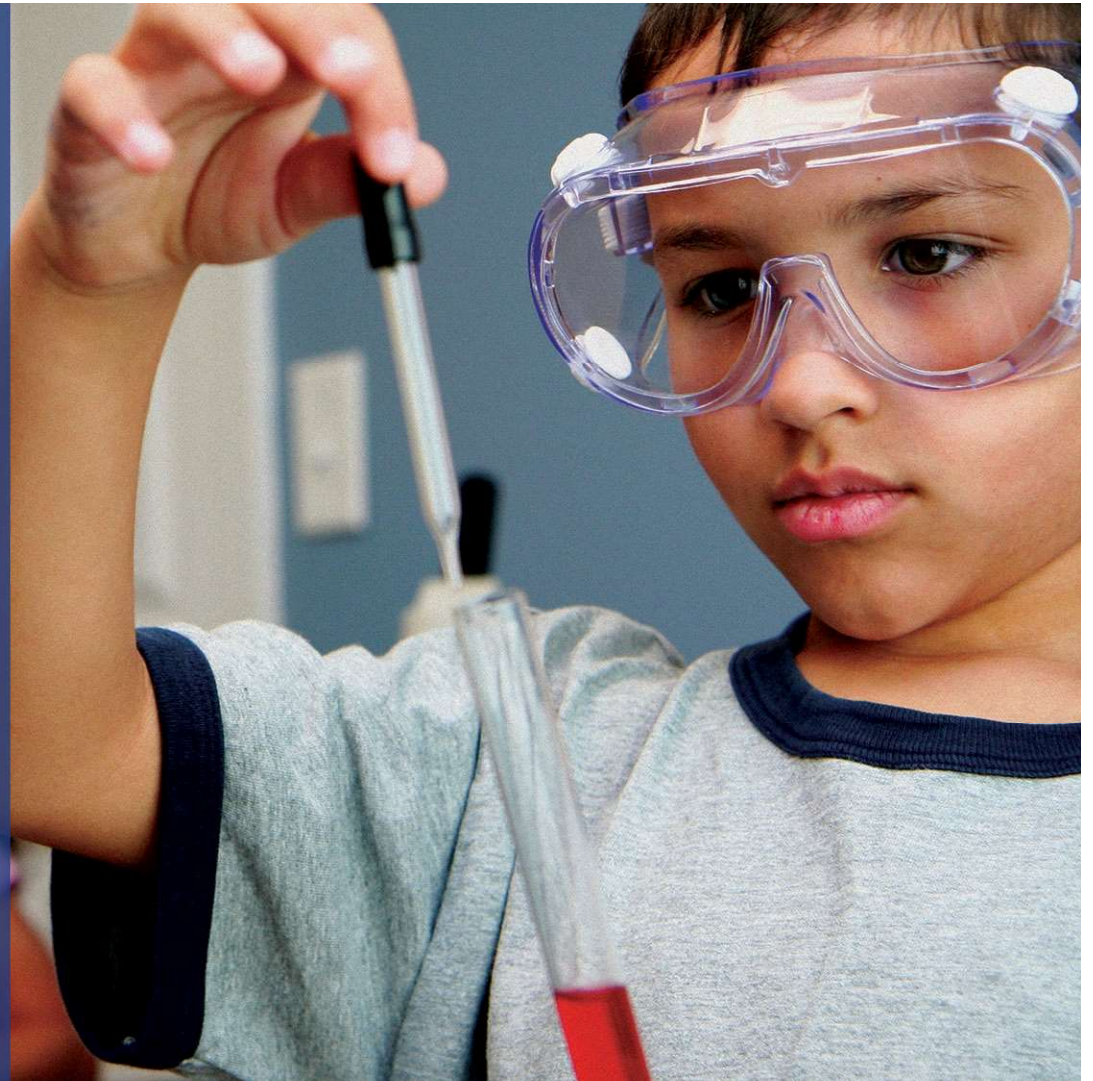


Connected Learning and the Pursuit of Educational Equity

<https://youtu.be/t2217XFRQus>

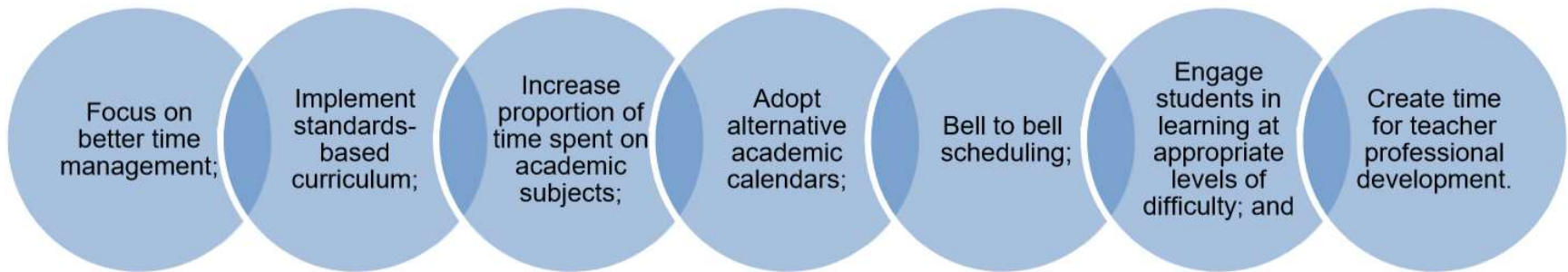
More and better learning time can help—and we know how to do it well

- During the school day
- Expanding the day/year
- After-school & summer
- Pre-K



Make Every Minute Count

Chart 12. Best Practices to Maximize Academic Learning Time



Sources: National Center for Time & Learning; WestEd; US Department of Education

Address Barriers for Poor Children that Subtract from Learning Time

COMMUNITY
SCHOOLS



PARTNERSHIPS *for* EXCELLENCE



A blue-tinted photograph of a classroom. In the foreground, several students are seated at desks, viewed from behind. In the background, a teacher is standing and pointing at a whiteboard. The whiteboard has some math problems written on it, including "Mixed Fractions - Mixed" and a long division problem "59 over 4". There are also some papers and notices pinned to the wall.

Expand School Days and Years

SV0EZ005GJ

Research & evidence
Sensible, practical
Bi-Partisan support

2014

**2,000
schools**

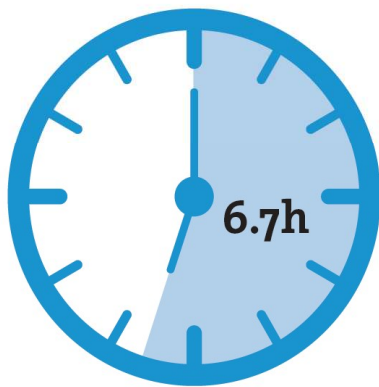
**1,177,625
students**

WHOLE SCHOOL / EVERY CHILD



SIGNIFICANTLY MORE TIME IN SCHOOL

National Average



ET Schools (average)



Expand School Day and Year

- *Whole School/Every Child*
- *Significantly More Time in School*
 - *Redesigned school days*
 - *Reinvented teacher time*
- *Well-rounded learning and development opportunities*
 - *Strong community partnerships*

Scalable Exemplars

The **TIME**
Collaborative

CT, CO, Mass, NY, TN

longer days, using professional educators and community partners

**Generation
Schools Network**

More time. Effective schools. Successful students.

200 days, staggered teacher schedules, “intensive” blocks for students

Federal Support for Time Reforms



Extending Day/Year in New Mexico

Building on K-3+ successes

- **Extending to K-5+**
- **Make K-3+ and K-5+ a schoolwide program in Title I schools**
- **Experiment with community schools to offset the time losses that accompany harms of poverty**

Beyond 5-6 hours for 180 days

2/3 gap “explained” by summer

3-6 pm = risky or wasted hours



<https://www.youtube.com/watch?v=Ahhj3wxxkdM>

JUVENILE CRIME PEAKS AFTER SCHOOL

11.3 million kids
are alone and unsupervised from 3 to 6 p.m.



Afterschool is the
peak time for kids to

- commit crimes or become victims of crimes
- experiment with drugs, alcohol, cigarettes & sex



Summer learning in New Mexico

Unmet demand.

- **27 % parents have at least one child in a program**
- **57 % parents would like their child to participate**

Strong public support

- **91 % parents support public funding for summer learning programs**

After School in New Mexico

- **70,841 children (21%) participate in a program,**
- **90,659 children (33%) would if a program were available**

- **70,000+ children are unsupervised after school for an average of 7.75 hours**

New Mexico Parents Support Public Funding for Afterschool Programs

- 91% of New Mexico parents support public funding for afterschool programs, while just 2% report receiving government assistance with the cost of their child's program.
- 75% of New Mexico parents agree that afterschool programs help give working parents peace of mind about their children when they are at work.
- 75% of New Mexico parents agree that afterschool programs help working parents keep their jobs.

Recommendations Summer & After School

- **Take full advantage of federal 21st CCLC funding**
- **Provide state funding for after school programs**
- **Increase full-day slots by blending & braiding federal and local programs**
- **Develop different summer programs for middle schoolers—
e.g., SFUSD “Scrub Club” & “Digital Design”**
- **Ensure transportation**



NCSL

NATIONAL CONFERENCE *of* STATE LEGISLATURES

No Time to Lose

How to Build a
World-Class
Education System
State by State

AUGUST 2016



NATIONAL CONFERENCE *of* ST

TURES

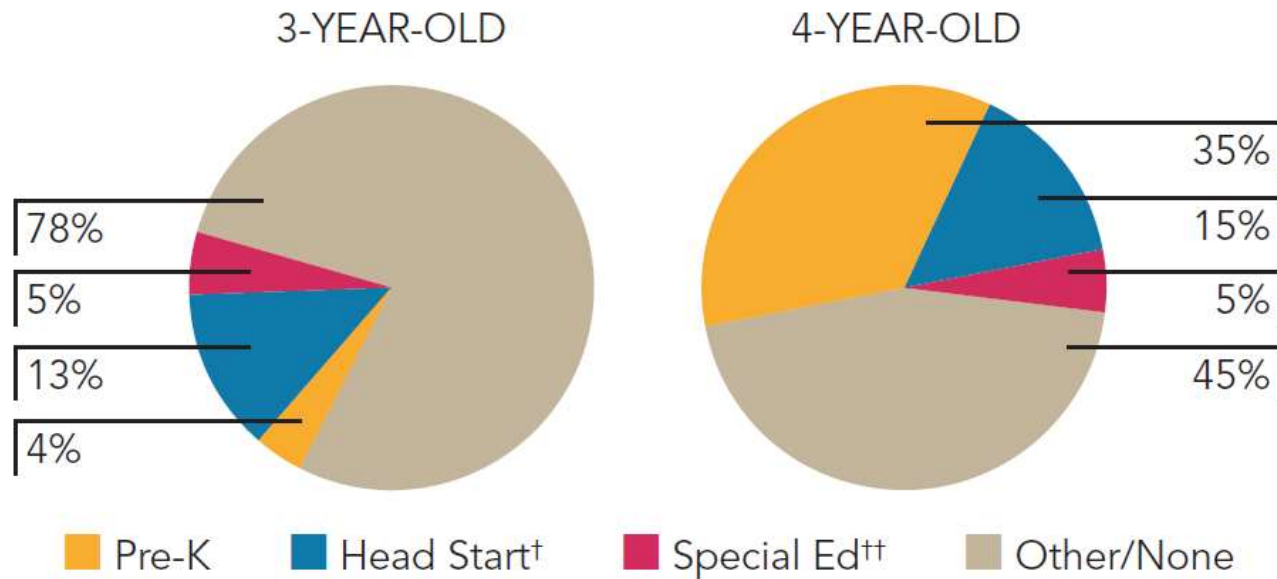
Make ECE Part of the Education System

- Making education for 3-6 year olds universal and free or highly subsidized for all families
- Aligning early learning standards, preschool curriculum to primary school curriculum
- Sharing data about children across systems



Pre-K in New Mexico

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] Some Head Start children may also be counted in state pre-K.

^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

Recommendations re: Pre-K

- **Expand state-funded Pre-K to 3 and 4 year olds**
- **Follow new Early Childhood provisions of ESSA**
- **Blend and braid federal, state, and local funding streams and programs to create more full-time, high-quality, early childhood learning opportunities that meet working families' needs**
 - **Head start & Early Head start**
 - **State Pre-K**
 - **Child Care Subsidies.**
 - **Locally funded programs**

Questions?

