

TIME Collaborative

Cohort 3 Application | Winter 2014

TIME COLLABORATIVE APPLICATION

Instructions: The National Center on Time & Learning (NCTL) and the Connecticut State Department of Education (SDE) are pleased to announce a third cohort of the TIME Collaborative. Districts must submit applications on behalf of school(s) seeking participation in the TIME Collaborative. Please note that TIME Collaborative schools must maintain an active school improvement plan, consistent with SDE guidance for low-performing schools.

TIME Collaborative Overview

The TIME Collaborative is a multi-year investment in the development of high-quality and sustainable expanded learning time (ELT) schools in five states. With support from the Ford Foundation, the TIME Collaborative launched in fall 2012 with nearly 40 schools from 11 districts in Colorado, Connecticut, Massachusetts, New York, and Tennessee. Through the Collaborative, schools leverage additional time to empower students with the knowledge, skills and experiences essential for college and career success. These schools will serve as national models for effectively expanding the traditional public school day and/or year in order to improve student achievement.

In Connecticut, the TIME Collaborative is a partnership between the SDE, NCTL, the Hartford Foundation for Public Giving, the Eastern Connecticut Community Foundation, the United Way of Meriden and Wallingford and COMPASS Youth Collaborative.

Opportunity to Participate in the TIME Collaborative

In fall 2012, SDE collaborated with NCTL to bring the TIME Collaborative to a limited number of Alliance Districts. Since then, two cohorts of selected schools and districts have participated in an intensive design process to completely rethink their school day and year to expand opportunities for learning, enrichment, and collaboration to improve student achievement, engagement, and teacher effectiveness. SDE and NCTL are seeking additional districts and schools to form Cohort III of the TIME Collaborative and begin the planning process this summer for implementation in fall 2015.

Each district selected to join Cohort III commits to fully engage in an intensive planning process with a subset of its schools during the 2014-15 school year to create a re-engineered school schedule that expands the conventional 6 ½ hour, 180 day school year by a minimum of 300 additional hours for all students (to the equivalent of an 8-hour school day). In return, district and school teams will receive expert technical assistance and coaching at no cost on how to rethink their school day to add learning time, schedule and staff an expanded day or year, lower costs and build a sustainable model, and generate support for the implementation of their new day. Selected districts will also receive capacity-building funds to help cover costs during the planning year. In February 2015, participating districts will submit their schools' ELT implementation plans and qualified applicants will be approved to move forward with implementation using a combination of federal, state, and local resources, including Alliance District funds and possibly 21st Century Community Learning Center (CCLC) grants.

TIME Collaborative Requirements for ELT Implementation

2014-15 will serve as a planning year for TIME Collaborative districts and schools with those that develop high-quality and sustainable plans moving toward implementation in fall 2015. Redesigned school schedules must add at least 300 hours (or 8-hour school day equivalent) for all students and integrate cost-lowering strategies such as renegotiated collective bargaining agreements, staggered teacher schedules, partnerships and blended learning. In addition, ELT redesign plans must incorporate the seven elements of high-quality expanded-time schools:

- Focused school-wide priorities based on multiple data sources
- Rigorous academics that include challenging ELA, math, science, and social studies courses
- Individualized academic intervention or acceleration based on student needs
- Frequent data cycles to improve instruction
- Targeted teacher development and frequent opportunities for collaboration
- Engaging enrichments for all students
- Strong school culture of high expectations

What Will TIME Collaborative Districts and Schools Receive?

Selected districts and schools will join a network of educators from across the country, all of whom are working toward implementing high-quality, sustainable ELT in order to significantly improve student achievement. Participating districts and schools will receive the following:

Technical Assistance—NCTL will provide deep technical assistance on effective implementation at no cost to districts and schools including:

- **School planning and implementation support** that includes a series of full-day training sessions for school leadership teams and individualized school-based coaching and scheduling support. School teams will benefit from NCTL's tools and resources including case studies, sample schedules, videos on effective practices, webinars on key topics and opportunities to tour high-performing expanded time schools and learn from experienced practitioners.
- **District support** that focuses on building the capacity to lead and manage the initiative, support schools in change management, address ELT operational needs, promote instructional improvement, facilitate community outreach, monitor progress, and support schools in continuous improvement.

Capacity-Building Grants—Participating districts will receive TIME Collaborative capacity-building grants ranging from approximately \$20,000 to \$50,000. These grants will allow districts to cover costs related to launching the TIME Collaborative and support schools during planning and implementation. Potential uses of funds include dedicated staff to oversee and support participating schools; consulting support on scheduling, blended learning and other ELT planning activities; and substitutes for coverage of teachers to attend planning sessions.

ELT Network Access—TIME Collaborative districts, school leaders and faculty will gain access to an online network to share resources such as schedules, budgets, program plans, and implementation approaches across the five leadership states. The network will feature web-based seminars and discussions on challenges, strategies and solutions that arise during ELT planning and implementation.

What Will TIME Collaborative Districts Need to Do?

Selected districts must commit to make ELT a high priority and work closely with NCTL to implement high-quality ELT models in a sub-set of its schools. Specifically, participating districts will need to:

Select Planning Schools: Identify up to 4 elementary, middle and/or K-8 schools to work with NCTL through a year-long technical assistance and planning process to develop school redesign plans that incorporate an additional 300 more hours (or an 8-hour day equivalent) per year for all students.

Identify Implementation Funds: Leverage state grants, flexible Title I set-asides (formerly SES) and Title IIa funds, and 21st CCCLC grants to effectively and sustainably expand the school day in participating schools. Anticipated annual ELT implementation costs range from approximately \$200 to as much as \$1,000 per pupil.

Support Schools throughout Planning and Implementation: Work closely with NCTL and schools to identify and troubleshoot operational challenges that arise with expanded learning time; support approved schools as they implement key components of their redesign plans; work with the collective bargaining unit to negotiate a new contract or side letter covering a school's ELT plan.

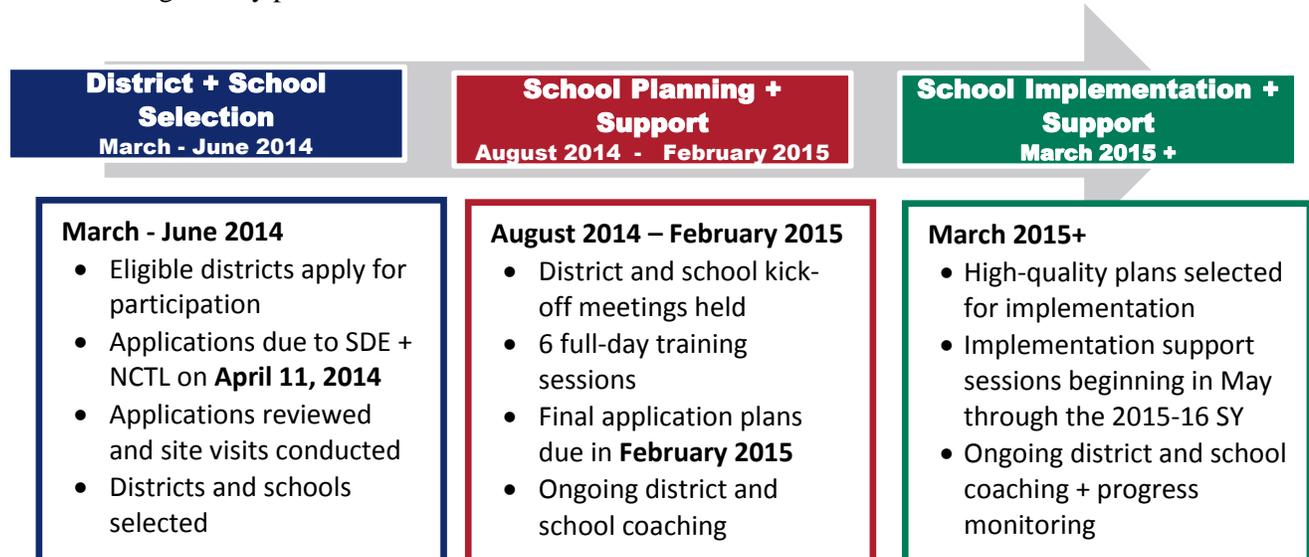
Through research, public policy and technical assistance, NCTL (www.timeandlearning.org) supports national, state and local initiatives that add significantly more school time for academic and enrichment opportunities to help children meet the demands of the 21st century. The nation's leading expert on the topic of expanded learning time, NCTL has advised numerous states and districts and hundreds of schools on effective policies and implementation approaches for redesigning an antiquated school day and year and has published numerous reports on best practices and successful ELT implementation.

TIME Collaborative Selection Criteria + Timeline

Working in collaboration with SDE and our state partners, NCTL will select up to four additional districts to join Cohort III of the TIME Collaborative. NCTL will select districts that demonstrate the capacity to succeed in this ambitious reform effort and will use the following criteria to evaluate districts and targeted schools based on their application and interviews with key district and school staff:

<p>School Demographics and Leadership</p> <ul style="list-style-type: none"> • Schools with at least 60 percent of students eligible for free and reduced price lunch • School leadership is invested in expanding the school day, has a track record of successful school improvement efforts, and can share evidence of past efforts to build support among staff, students, families, and key partners
<p>District and Community Support for ELT</p> <ul style="list-style-type: none"> • Evidence of broad commitment to expanding learning time
<p>Plan and Rationale for Targeting Schools</p> <ul style="list-style-type: none"> • Evidence of a strong rationale for selecting schools
<p>District Capacity to Execute the TIME Collaborative</p> <ul style="list-style-type: none"> • District views expanded learning time as a priority as evidenced by commitment of staff and resources to support the planning process • Track record of aligning financial commitment to district priorities • Stable and effective district leadership • Recent successful track record in school improvement efforts, such as teacher effectiveness and collaboration, school leadership development, data systems to drive instructional improvement, and individualized instruction
<p>Alignment with District’s Existing School Improvement Efforts</p> <ul style="list-style-type: none"> • Clearly defined district-wide improvement goals • Clear process for measuring and reporting out on progress • Expanded learning time is integral to district’s stated improvement goals
<p>Potential for Union and Management Collaboration</p> <ul style="list-style-type: none"> • Recent track record of collaboration between union and management • Evidence of flexibilities and autonomies in the collective bargaining agreement or willingness to pursue such flexibilities

The following are key phases in the TIME Collaborative for districts and schools selected for Cohort III:



TIME Collaborative Application: Cover Sheet

Complete all of the required sections. TIME Collaborative applications must be submitted electronically in Microsoft Word and PDF formats to: SDEAllianceDistrict@ct.gov.

The deadline for application is 4:00 PM (EST) on April 11, 2014

All questions can be directed to Rob Travaglini: rtravaglini@timeandlearning.org

District Name: _____

Superintendent: _____

District Address: _____

Application Contact + Title: _____

Application Contact Phone + _____

E-mail Address: _____

of Schools in District: _____

of Students in District: _____

% of Students Eligible for _____

Free & Reduced Price _____

Lunch: _____

Attachments Checklist

- Letters of support demonstrating a commitment to ELT from key stakeholders, such as the superintendent, union, school board, community groups, and other groups representing parents and teachers.
- If you're district has a strategic plan document (i.e., District Improvement Plan, Alliance District Plan, or Strategic Operating Plan), please attach.
- District organizational chart, if applicable.

Site Visits

The highest-rated applicants will be selected for full-day site visits by the SDE and NCTL between May 5 and May 23, 2014. The superintendent, union president, school board member, principals of all proposed schools, and the team of district personnel that will lead this work will need to be available for all or part of this visit. Share potential dates, in priority order, below. Please hold these dates; NCTL will be in touch in late April to schedule site visits.

Site Visit Date Option 1: _____

Site Visit Date Option 2: _____

Site Visit Date Option 3: _____

Site Visit Date Option 4: _____

TIME Collaborative Application: **DISTRICT NARRATIVE**

1. DISTRICT AND COMMUNITY SUPPORT FOR ELT

- A. Describe any recent district efforts to expand learning time for students, including extended day schools, after school, weekend, and summer opportunities. Please include evidence of success. *(300 words)*
- B. Describe how you will engage and build support among key stakeholders, including the union, parents, school board, community groups and key civic organizations, during the ELT planning process. *(300 words)*

2. PLAN AND RATIONALE FOR TARGETED SCHOOLS

Name and describe the elementary, middle and/or K-8 schools from your district to participate in the TIME Collaborative. **For each targeted school** explain why each is particularly well-suited to successfully implement expanded time, in terms of leadership, capacity to implement reforms, use of data to inform instruction, and recent improvements in school culture and instruction. Please include demographic information for each school.

3. ALIGNMENT WITH EXISTING DISTRICT SCHOOL IMPROVEMENT EFFORTS

How does expanded learning time align with your district's current improvement plan and current school improvement plan? *(300 words)*

4. CAPACITY TO EXECUTE THE TIME COLLABORATIVE

- A. Describe the team that will engage with NCTL. What are their roles and qualifications? What additional capacity will the district need to implement ELT in targeted schools? *(300 words)*
- B. Describe district progress in at least two of the following areas: *(600 words)*
 - i. Teacher effectiveness and collaboration
 - ii. School leadership development
 - iii. Assessment systems and data analysis
 - iv. Individualized instruction

5. POTENTIAL FOR UNION AND MANAGEMENT COLLABORATION

- A. Provide a recent example of successful union/management collaboration. *(300 words)*
- B. Answer the following questions related to your collective bargaining agreement:
 - i. When does the district's collective bargaining agreement expire? Is the district currently in negotiations?
 - ii. Is staggering teachers' start and end times allowed under the current collective bargaining agreement?
 - iii. Does the collective bargaining agreement require a school vote to alter the master schedule?
 - iv. Does the collective bargaining agreement allow for non-certified teachers to lead/supervise a non-core academic class?
 - v. What is the total amount of time teachers currently teach during a school day, and if there is a limit on consecutive instructional minutes, what is it?
 - vi. Do you have a willingness to open negotiations with the union in order to reach an agreement that best supports schools' expanded learning time efforts for both teachers and students?

TIME Collaborative Application: **SCHOOL NARRATIVE**

Each targeted school should fill out this section

1. SCHOOL READINESS FOR EXPANDED LEARNING TIME

- A. Describe a recent example of a successful or ongoing improvement effort in your school. What have been the goals and results of this effort? Be sure to address how teachers were involved in this effort and how your team developed support among teachers and any other stakeholders (such as parents, community groups, the teachers union, or key civic organizations). Please limit your answer to 450 words. Your example might come from **one** of the following areas:
- i. Teacher effectiveness and collaboration
 - ii. Assessment systems and data analysis
 - iii. Individualized instruction
 - iv. Previous experience with Extended Learning Time
- B. Describe your current practice and improvement needed in the following areas:

	Briefly describe your current practice in this area.	How would having more time help you improve in this area?
Targeted Intervention + Acceleration		
Teacher Collaboration + Professional Development		
Frequent Data Cycles		
School Culture		
Engaging Enrichment		

2. SCHOOL-WIDE AND COMMUNITY INTEREST

- A. Describe your school and community’s interest in increasing learning time. What is your evidence of this interest?
- B. Describe any current or potential partnerships that may support your school’s expansion in learning time. Explain how each partnership aligns with your school improvement goals. Include key contacts for each partnership.