

Increasing Access to After-School and Expanded Learning

What to Learn from Your State's ESSA Plan

ESSA does not require any minimum in-school time hours or days, though all states have requirements for minimum number of school days and/or hours.⁴ Some states have initiated formal partnerships with statewide out-of-school learning providers or offer subsidies for or other endorsements of particular providers, school day structures, or after school learning opportunities.

Guidance for School Improvement

After-school programming can support student well-being through a number of program strategies, including the arts, social-emotional learning, workplace experience or internship programs, mental and physical healthcare access, and summer learning opportunities. After school and expanded learning time can also be used to engage with families and communities through collaborative programming (e.g. early learning programming with students and families or young parents) or partnership (e.g. community center-led after school youth groups or civic engagement).

Re-structured or Extended School Time

While expanded learning is explicitly defined under ESSA as additional in-school hours and/or summer learning opportunities, expanded learning might also include restructured school days, funded through similar funding streams. For example, longer class periods focused on project-based learning or co-led classes to allow for greater planning time for teachers.

Tutoring/Individual Support

States may reserve up to 3 percent of school funding for student support services, such as academic tutoring. Additionally, with the introduction of accountability indicators that emphasize college readiness, states and district may transition to greater emphasis on student supports like tutoring. Whatever your state has decided, making tutoring services available to your students—either through community-based partnerships (e.g. YMCA), or contracted services—can be a valuable intervention. Look to Title I, Part A for support for “components of a personalized learning approach, which may include high-quality academic tutoring.” [ESSA, Sec. 1003A(c)(3)(D)]

Find Support for this Strategy in ESSA

TITLE I, PART A: Improving Basic Programs Operated by Local Educational Agencies

TITLE IV, PART A: Student Support and Academic Enrichment Grants

TITLE IV, PART B: 21st Century Community Learning Centers

TITLE V, PART B, Subpart 2: Rural and Low-Income School Program

4. <http://www.ecs.org/clearinghouse/95/05/9505.pdf>

Essential Stakeholders

- ✓ Students and their families, particularly those who are chronically absent, students with disabilities, English learners, foster youth, homeless youth, and students who are struggling academically
- ✓ School based personnel including principals, teachers, specialized instructional support personnel and school employed mental health providers
- ✓ Public health professionals, including substance abuse support services and trauma-informed care experts and professionals
- ✓ Civil rights organizations and community-based organizations that support students, youth, and their families (e.g. family resource centers, faith-based organizations, tribal organizations, health organizations, local libraries, and after-school programs)
- ✓ Peer schools and districts to support resource-sharing, inform out-of-school strategies, and/or professional learning

Ask the Experts

- ✓ [Beyond the Bell: Turning Research into Action in Afterschool and Expanded Learning \(AIR\)](#)
- ✓ [Opportunities for Afterschool in ESSA \(Afterschool Alliance\)](#)
- ✓ [Tools and Resources \(National Center on Time & Learning\)](#)



What is Expanded Learning?

Expanded learning time is defined under the law as additional time for program and instruction and supports instructional and support staff (including professional development on family and community engagement).