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Extended Learning Time

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EXTENDED LEARNING TIME

BY

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Abstract

Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development (National Education Association, 2004). However, existing literature on teachers' and parents' views on extended learning time is limited. A lot of emphasis has been placed on after-school programs for three primary reasons. First, attendance in after-school programs can provide children with supervision during a time when many might be exposed to and engage in more anti-social and destructive behaviors. Second, after-school programs can provide enriching experiences that broaden children's perspectives and improve their socialization. Third, after-school programs may help to improve the academic achievement of students who are not achieving as well as they need to during regular school hours.

Many children, especially those from poor and minority families, are placed at risk by school practices that are based on a sorting paradigm, in which some students receive high-expectation instruction while the rest are relegated to lower quality education. The role of home-based or neighborhood-based activities for children under the supervision of parents has declined, and the role of structured, school-based activities under the supervision of professionals has increased. A large part of this can be explained by the growth in single-parent households and families in which both parents work full time. For children who face academic and/or behavioral issues that hinder their success during regular school hours, the after-school hours can be a time to attempt to eliminate these barriers, improve education, and expose them to new experiences they would otherwise never had been exposed to. Therefore, the purpose of this study is to explore middle school teachers' and parents' perceptions of extended learning time.

This case study employs a semi-structured interview as the main tool for data collection from the participants. Utilizing a case study approach brings a humanistic point of view to the field of education, one that is not simply bound in numbers and statistics. Krathwohl (1998) describes semi-structured interviews as having prepared open-ended questions and a predetermined order. The interview questions were designed to allow participants a means as well as a tool to express their opinions and beliefs on extended learning time. This study employs a purposeful sampling procedure. Krathwohl (1998) states that purposive sampling is a common and important tool in which individuals are chosen to fulfill a purpose and is "most often used in qualitative research to select individuals or behaviors that will better inform the researcher regarding the current focus of the [case study]" (p. 172). In this case, subjects were selected based on the grade levels that were preselected by the principal to participate in extended learning time.

If you must be vague, you are only given license to do so when you can talk about orders-of-magnitude improvement. There is a tension here in that you should not provide numbers that can be easily misinterpreted, but on the other hand, you do not have room for all the caveats. Principals should have the opportunity to tailor the extended learning time to meet the needs of the students. No longer are community schools housing local students and families; now with the Newark One, where students are being bused from near and far, principals face a challenge in how to better equip the teachers with the necessary tools to educate students. Policy and educational leaders are promoting and funding opportunities for expanded learning time as a key strategy to address opportunity gaps that torment high-poverty schools (National Center on Time and Learning, 2013). If school leaders want to implement extended learning time, then it needs to

be clear across the board, with parents, teachers, and community stakeholders being made aware of the policy and held accountable.

The U.S. House of Representatives and U.S. Senate adopted bills calling for National Extended Learning Time. Schools adopting extended learning time expand the amount of time students spend in school by lengthening the school day and/or year. Through the extended learning time initiative, schools agree to increase learning time for their students by at least 30% in exchange for an increase in their state per-pupil funding. According to Ricci (2000), providing curriculum-related, real-life opportunities for students that allow them to apply their skills can be challenging. Warren (1999) and Moores (1999) state that working with community volunteers provides students with positive role models, but also gives them the chance to see themselves as productive citizens. This provides students a chance to dive into their community as more than just observers and gives them more control over their experience and learning. When students feel in control, they are less likely to give up that control to other environmental hazards. As Moores (1999) states, it enables the [students] to develop confidence in their abilities to be successful.

Acknowledgements

First and foremost I want to thank Jesus Christ, my LORD and Savior, who is the Author of my faith and my life (Hebrews 12:2). I thank Him for allowing me to achieve the highest standard of education at such a great institution as Seton Hall University. It has allowed me to evolve into a leader and an advocate for students everywhere.

Thank you to my family, who has been my rock on which I stand (Matthew 16:18). If it had not been for the support of my parents and family members, I would not have been able to pick myself up when life tried to knock me down. I hope you all know that this degree is in honor of all of you who supported and continue to support my educational and spiritual journey. Thank you for all the prayers, sleepless nights, and many fasts that allowed for any stronghold the enemy had on me to be broken in Jesus' mighty name.

I want to thank all of my students, coworkers, community members, and friends that have inspired, strengthened, and motivated me to continue. I pray that all your love and support will be multiplied to you sevenfold. In addition, I want to thank Dr. Gutmore, Dr. Babo, and Dr. Perez for taking on this journey with me. Your support and guidance has made my dream possible. Words cannot express the gratitude that is in my heart. I can only pray that the Lord grant you favor as He has granted me favor through you (Proverbs 3:4).

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CHAPTER 1: INTRODUCTION

Background Information

In the document entitled *A Nation at Risk*, it states that on August 26, 1981, President Ronald Reagan's Secretary of Education, T. H. Bell, created the National Commission on Excellence in response to the "public perception, that something is seriously remiss in our educational system." The Committee released its report, *A Nation at Risk*. In the section "Findings Regarding Time," the commission made three observations: (1) compared to other nations, American students spend much less time on school work; (2) time spent in the classroom and on homework is often used ineffectively; and (3) schools are not doing enough to help students develop either the study skills required to use time well or the willingness to spend more time on school work (A Nation at Risk.doc, Retrieved 2015).

Many children, especially those from poor and minority families, are placed at risk by school practices that are based on a sorting paradigm, in which some students receive high-expectations instruction while the rest are relegated to lower quality education. The role of home-based or neighborhood-based activities for children under the supervision of parents has declined, and the role of structured, school-based activities under the supervision of professionals has increased. A large part of this can be explained by the growth in single-parent households and families in which both parents work full time.

Research conducted by National Education Associated suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development (National Education Association, 2004). However, existing literature on teachers', parents', students', and administrators' views on extended learning time is limited. A lot of emphasis has been placed on after-school programs for three primary reasons.

First, attendance in after-school programs can provide children with supervision during a time when many might be exposed to and engage in more anti-social and destructive behaviors. Second, after-school programs can provide enriching experiences that broaden children's perspectives and improve their socialization. Third, after-school programs may help to improve the academic achievement of students who are not achieving as well as they need to during regular school hours.

Policymakers and school administrators in several states are extending the school day as a strategy to provide additional learning time for struggling students. For children who face academic and/or behavioral issues that hinder their success during the regular school hours, the after-school hours can be a time to attempt to eliminate these barriers, improve education, and expose them to new experiences they would otherwise never have been exposed to. Therefore, the purpose of this study is to explore middle school teachers' and parents' perceptions of extended learning time within a school in an urban community that caters to underprivileged students from kindergarten through grade eight.

Schools offer extended learning programs as a strategy for improving or enhancing student achievement (The Regional Education Laboratory for the Southeast, 2004). However, children who could benefit the most from extended learning programs typically have fewer opportunities to participate in high quality, affordable extended learning programs. Students come to school from a variety of different backgrounds and experiences. Many children from low-income households enter kindergarten less prepared than their white middle-class counterparts and often lag behind in school throughout adolescence (Extended Learning Opportunities: A Policy Statement of the Chief State School Officers, 2006). For students who

need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day.

A major stakeholder in consideration of an extended day is the U.S. government. The Elementary and Secondary Education Act (ESEA) funds expanded learning programs through the 21st Century Community Learning Centers (21st CCLC) grant program and President Obama called for increased funding to support 21st CCLC in his 2014 budget proposal (Peck, 2013). Parents, community businesses, and educational advocates can become advocates and partners for extended learning time. The Parent Information and Resource Centers (PIRC) and the Annenberg Institute for School Reform provide learning supports for students (Department of Education, 2009). Many organizations have set standards to help parents get involved in the workings of their local schools, such as the PTA and the National Network of Partnership Schools (NNPS). With the support of the local community, the principal can partner with businesses to foster experiences for students that they would otherwise never have been exposed to.

Statement of the Problem

When school-age children and teens do not have access to extended learning time programs and are left unsupervised after school, they are more likely to receive poor grades, drop out of school, and engage in high-risk behaviors than children who participate in constructive activities supervised by responsible adults. Researchers and practitioners agree that effective extended learning programs combine three components: academic enrichment, cultural activities, and recreational opportunities that guide learning and engage children and youth (Supporting Student Success: A Governor's Guide to Extra Learning Opportunities). Policymakers and school administrators in several states are extending the school day as a strategy to provide

additional learning time for struggling students. The purpose of this study was to explore middle school teachers' and parents' perceptions of an extended learning school day that caters to underprivileged students from Kindergarten through grade eight in an urban community.

History

Extended learning was first developed in 2006 as a means to close the achievement gap for minority students. In order to expand learning time, funding was needed, and an overall number of hours were added to the day. Schools competing for funding must complete an extensive and rigorous planning process to provide evidence that they can and will successfully implement the educational redesign (Gabrieli & Davis, 2000). Ten middle schools have already received funding to add at least 300 hours to the school's current schedule. Additional schools received planning grants in November 2007. New York has extended the school day by 37.5 minutes, Monday through Thursday, for under-performing students. Lawmakers in Connecticut are proposing a longer school day for "persistently failing schools" as part of a $1 billion increase in education spending. Policymakers in Delaware, Illinois, Minnesota, and Pennsylvania are all considering lengthening the school day in an effort to meet the standards set by the No Child Left Behind (NCLB) Act. Every community should offer a variety of extended learning opportunities (ELOs) with differing goals and approaches that serve children in every age group. Whenever possible, linkages should be made between schools and community partners to eliminate duplication and maximize resources, expand availability and access, and ensure alignment of education goals (National Education Association, 2004).

Conceptual Framework

Extended learning time provides children with academic enrichment and/or supervised activities beyond the traditional school day and, in some cases, beyond the traditional school

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year. Well-planned and coordinated extended learning time can support learning while providing safe, positive activities for children and young people to explore their interests and develop their talents. Extended learning time programs for school-age children include before- and after-school programs, Saturday academies, summer school, extended school year, and other innovative programs that enhance student learning (Council of Chief State School Officers, 2006).

Extended learning time programs vary significantly in duration, goals, structure, and content; however, they typically offer a range of programming that includes academic support (e.g., enrichment, acceleration, remediation, individualized tutoring, etc.) combined with recreation, mentoring, sports, and other extracurricular activities. School-based extended learning time programs are housed in schools and typically staffed with both school and community based personnel. Extended learning time programs that are housed in schools make an effort to align academic goals with state standards, such as the common core. Extended learning time also provides opportunities that normally are denied students in urban communities. Extended learning time programs build relationships by partnering with companies and community-based programs that enhance a child's academic perspective.

Research Questions

The purpose of this study was to explore middle school teachers' and parents' perceptions of an extended learning school day that caters to underprivileged students from kindergarten through grade eight in an urban community.

1. What are the perceptions of middle school teachers and parents about extended learning time and how it relates to the overall structure of the school's environment?

2. What impact does the extended learning time have on teachers' perceptions in regards to evaluating student outcome?

Subsidiary Questions

3. Is the 6th grade extended learning program more effective than the 7th grade extended learning program?

4. Is the literacy extended program more effective than the math extended learning program?

5. What are the challenges that the second shift teachers in the extended learning program face in regards to education and behavior?

6. How do teachers feel in regards to students in regular education feel about the extended learning time vs. special needs students (special needs students are identified as having an Individual Education Plan) and what accommodations are being provided for special needs students?

Limitations of the Study

The scope of this study is limited to an urban school district in New Jersey from which the participants were drawn. The target population consists of teachers and administrators who work at schools that provide extended learning programs. In addition, input from the parents of the children in the neighborhoods that attend an extended learning program was minimal; therefore, the findings cannot be generalized to other populations.

Delimitations of the Study

This research was a one-year case study of a public school district in New Jersey recognized as District Factor Group A by the New Jersey Department of Education, which is the

lowest of the eight subgroupings. The district is one of three districts in New Jersey under "state intervention," which authorizes the state Commissioner of Education to intervene in governance of a local public school district (and to intervene in the areas of instruction and programs, operations, personnel, and fiscal management).

Significance of the Study

Extended learning was first developed in 2006 as a means to close the achievement gap for minority students. In order to expand learning time, funding was needed, and an overall number of hours were added to the day. The ESEA funds expanded learning programs through the 21st CCLC grant program, and President Obama called for increased funding to support 21st CCLC in his 2014 budget proposal (Peck, 2013). Researchers and practitioners agree that effective extended learning programs combine three components: academic enrichment, cultural activities, and recreational opportunities that guide learning and engage children and youth (Supporting Student Success: A Governor's Guide to Extra Learning Opportunities). With the support of the local community, the principal can partner with businesses to foster experiences for students that they would otherwise never have been exposed to.

Definitions of Terms

The following are terms that will be utilized throughout the study.

1. Extended Learning Time (ELT) – Is the increase of a student's day that fosters education and social development.

2. Extended Learning Opportunities (ELOs) - Are initiatives that provide safe, structured environments for students outside of the regular school day.

3. Extended Learning Day (ELD) – Is an increase in hours of a traditional school day.

4. Citizen Schools – Is a national network of apprenticeship programs for middle school students.

5. Student Improvement Grant (SIG) – Authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), SIGs are grants to state educational agencies that are used to make competitive sub grants to local educational agencies that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest-performing schools.

6. Title 1 Funding –The U.S. Department of Education provides supplemental funding to local school districts to meet the needs of at-risk and low-income students.

7. District Factor Group (DFG) – is an indicator of the socioeconomic status of citizens in each district.

8. Renew / Turnaround School - A school that is designated in the lowest performing 5% of all schools in the nation and has consistently not met Annual Yearly Progress standards. As such, schools that are identified in this category are subject to one of the four initiatives to turn schools around (turnaround, restart, transformation, or closure).

CHAPTER 2: LITERATURE REVIEW

Introduction

Researchers and practitioners agree that effective extended learning programs combine three components: academic enrichment, cultural activities, and recreational opportunities that guide learning and engage children and youth (Supporting Student Success: A Governor's Guide to Extra Learning Opportunities). Policymakers and school administrators in several states are extending the school day as a strategy to provide additional learning time for struggling students.

A major stakeholder in consideration of an extended day is the U.S. government. The ESEA funds expanded learning programs through the 21st CCLC grant program, and President Obama called for increased funding to support 21st CCLC n his 2014 budget proposal (Peck, 2013). Parents, community businesses, and educational advocates can become advocates and partners for extended learning time. The PIRC and the Annenberg Institute for School Reform provide learning supports for students (Department of Education, 2009). Many organizations have set standards to help parents get involved in the workings of their local schools, such as the PTA and the NNPS. With the support of the local community, the principal can partner with businesses to foster experiences for students that they would otherwise never have been exposed to.

Although there are many outcomes educators wish to influence in schools, achievement is certainly the most critical (Dean, Hubbell, Pitler, & Stone, 2012); when reviewing the literature, the main purpose for extended learning times was to increase students' academic achievement. Even in the most effective classroom, there are some students who do not achieve (Gabriel, 2005, p. 131). With the advent of NCLB, we as educators and administrative leaders must find new and insightful methods for educating all students and providing new learning

opportunities that would otherwise not be accessible to some students, especially those students of low economic means. A multitude of factors influence success in school for students of low socio-economic status: support of the whole child, hard data, accountability, relationship building, and an enrichment mind-set (Jensen, 2009, p. 107).

The most practical way to launch an improvement effort is to increase the odds of success with the factors you have the most influence over, such as the quality of teaching in your school (Jensen, 2009, p. 107). Children of low economic status bring to the classroom a lifetime of being told that they are failures, or even worse, that they are developmentally disabled (Collins & Porras, 1997, pp. 92-93). These realities can lead students to be resistant to the hard work necessary for dramatic achievement (Farr, 2010, p. 58). Yet, research shows that after-school programs across the country are an integral support for children, families, and communities. Each day after school, quality after-school programs are keeping kids safe, inspiring them to learn, serving as a source of support and comfort to working families, and even helping working parents be more productive at work and keep their jobs.

Contemporary American educators confront the most daunting challenge in the history of public schooling in the United States: they are called upon to raise academic standards to the highest level in history, with common core standards that are so rigorous and include such challenging cognitive demands that they align with the highest international benchmarks (National Governors Association, Chief Council of State School Officials, & Achieve, Inc., 2008). Administrators are expected to meet these unprecedented standards while serving an increasing number of students who historically have struggled to find success in traditional schools (Dufour & Marzano, 2011, p. 5).

Historical Review

In the Education Council Act of 1991, the President established the National Education

Commission on Time and Learning, a nine-member commission charged with studying the

impact of time on learning (www.archives.gov). The commission argued that education is a top

priority for the United States, citing public opinion polls and the bipartisan support for the Goals

2000[1], Educate America Act, which introduced eight broad and ambitious goals to improve the

education system. In the report, the Commission highlighted how the constraints on learning

time present a hurdle to achieving the targets laid out in the Goals 2000 Act. It then presented

eight recommendations to correct the "design flaw" of traditional school calendars (Prisoners of

Time, 1996).

President Barack Obama and U.S. Secretary of Education Arne Duncan support

redesigning the school calendar to increase learning time. As President Obama noted in an

address in March 2009:

> We can no longer afford an academic calendar designed for when America was a nation
> of farmers who needed their children at home plowing the land at the end of each day.
> That calendar may have once made sense, but today it puts us at a competitive
> disadvantage. Our children -- listen to this -- our children spend over a month less in
> school than children in South Korea -- every year. That's no way to prepare them for a
> 21st century economy. That's why I'm calling for us …to rethink the school day to
> incorporate more time – whether during the summer or through expanded-day programs
> for children who need it. (Washington, 2009)

On February 17, 2009, President Obama signed into law the American Recovery and

Reinvestment Act of 2009. Included in the Act was $3.5 billion for the School Improvement

Fund, a program within the United States Department of Education that aims to "turn around"

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[1] The National educational Goals were set by the U.S. Congress in the 1990s to set goals for
standards-based education reform. Many of these goals were based on the principles of
outcomes-based education, and not all of the goals were attained by the year 2000 as was
intended. Many see this as the predecessor to NCLB, which mandated measurable improvement
in student achievement across all groups.

chronically low-performing schools. By outlining the guidelines for the School Improvement program, the Department of Education explicitly named "increased learning time" as one of the key reforms schools must undertake in two of the models, 'transformation' and 'turnaround'. Schools must also make large-scale staffing changes and implement robust tutoring and data systems (Duncan, 2009). This School Improvement Grant[2] program has provided grants to a total of about 1,600 schools since 2010.

Extended Learning Time

Time is the most important factor in considering an extended school day. It is expected that, by having extra time, teachers have increased opportunities to meet with their students. Teachers have time to try new strategies or consult other teachers in order to produce the most meaningful learning experiences for the students (Farbman, 2007). Extra time is helpful not only with academics, but also with extracurricular and enrichment activities (Whitehouse, 2009). Students are being held to high standards; in a 6 ½-hour school day, the first subjects to go are subjects such as art, music, and so forth. With the additional time that an extended day adds, these subjects can be included in the school day (Farbman & Kaplan, 2005). Some schools with extended days have been able to bring in community and/or cultural organizations, as part of their extracurricular and enrichment classes (Farbman, 2007). For older students, the extra time in school not only allows for academic and extracurricular work, but also keeps students off the streets during afternoon hours when parents work (Whitehouse, 2009).

The extra time, if used productively by school leaders, can provide an array of benefits to students. For example, additional time can be used to focus on teaching core subjects to reach

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[2] School Improvement Grants (SIGs) are grants awarded by the U.S. Department of Education to state education agencies under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (aka ESEA, reauthorized by the NCLB Act in 2002).

deeper coverage of topics in math, science, and literacy. Teachers can use the extra time to implement more hands-on activities and problem based learning that can enrich the learning experience. Teachers can provide more small group and tailored instruction. Extended enrichment activities will provide students with diverse opportunities. For teachers, the extra time can provide opportunities for collaboration among colleagues, building 21st century life skills, and personalizing instruction. Partnerships with community organizations, such as colleges, health centers, and other businesses, provide expertise and resources the school would otherwise not have access to during the regular school day.

In a research report written by Farbman and Kaplan in 2005, it was found that it costs between $900 and $1,500 per student to run an extended day program. School districts have very limited resources as it is, and finding extra funds may prove difficult for schools that can benefit from an extended day. School districts that decide to implement an extended day will need to find grants, build partnerships with organizations outside of the school, raise funds, or use creative budgeting techniques to find the funds to run an extended day program (Farbman & Kaplan, 2005).

After-school Programs

The Department of Justice reports that 29 percent of all juvenile offenses occur on school days between 2 p.m. and 8 p.m., and that the number of violent crimes committed doubles in the hour immediately after school is let out (U.S. Department of Justice, 1997). Today, more parents than ever work outside the home, and many struggle to secure adequate after-school care for their children (U.S. Department of Education, 2000; U.S. Department of Education and U.S. Department of Justice, 1998). After-school programs are often seen as an effective way to keep children safe and supervised.

When a school creates a systematic plan for interventions it is able to guarantee students that they will be given additional time and support if they struggle, to guarantee parents that their children will receive this support in a timely and directive [manner] regardless of the teacher to whom they are assigned, and to guarantee individual teachers that they are not alone when it comes to resolving the problems their students may experience. The entire staff realizes that there is a collective and coordinated effort to assist students. (DuFour, DuFour, Eaker, & Many, 2010, p. 224)

After-school hours are an opportunity to engage students further in academic, social, and physical activities. Several studies have found that after-school programs do have positive effects on children's academic performance, as well as on other factors. The U.S. Department of Education conducted a study on after-school programs across the country in 1998 and found student achievement gains in school districts in New York, Illinois, New Hampshire, Louisiana, California, Texas, and Tennessee that had initiated after-school programs (Brickman, 1996; Brooks & Mojica, 1995; Chicago Public Schools, Office of Schools and Regions, 1998; Gregory, 1996; Louisiana Department of Education, 1996; McLennan Youth Collaboration Inc., 1997; Ross et al., 1996).

Witt and Baker (1997) found that after-school programs are believed to help prevent some of the problems arising from the risks faced by youth (e.g., lack of home supervision during after-school hours, low family income, lack of positive adult role models and mentors, and lack of community opportunities). In Kane's (2004) evaluation of several programs, he noted an inconsistent but encouraging improvement in student grade point averages. In their report *After School Programs: Good for Kids, Good for Communities*, Schwendiman and Fager (1999) found that quality after-school programs can have far-reaching benefits when students are actively engaged in a structured after-school activity.

Posner and Vandell (1994) reported positive impacts on academic achievement and social adjustment for those attending formal after-school programs in comparison to other types of after-school care (e.g., mother-care, self-care, or supervision by another adult). The report also

found that children in formal after-school programs spent more time in academic activities and enrichment lessons and less time watching TV and playing outside unsupervised than other children. Baker and Witt (1996) studied differences between program participants and non-participants. Their research demonstrated the potential of an after-school program with content aimed at improving academic skills in order to impact school grades.

No Child Left Behind

The NCLB law, which was initiated by the Bush administration in 2002, increased testing requirements, mandating annual assessments in reading and mathematics in grades 3 through 8. It called for reporting student test results separately by race, ethnicity, and other key demographic groups, and it required schools to demonstrate "adequate yearly progress" on state tests both overall and for each group of students (Dufour, 2008). If a school fails to meet adequate yearly progress, they face interventions and possibly severe sanctions. NCLB has affected how school districts manage school related issues: what is taught, hiring personnel, and funding. Richard Rothstein (2004), former education writer of the New York Times, stated, "…cumulative effect of the occupational, psychological, personality, and economic traits impacting lower-class students was so huge that schools cannot overcome it, no matter how well trained are the teachers and no matter how well designed are their instructional programs and climates" (p. 5).

Socioeconomic

There is an enormous gap in educational attainment in the United States based on the socioeconomic status of students. Students eligible for free and reduced lunch are roughly two years of learning behind the average student of the same age (McKinsey & Company, 2009, p. 12). A child growing up in a family earning $90,000 annually has a one in two chance of earning

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a bachelor's degree by the age of twenty-four, but a child from a family earning less than $35,000 has only a one in seventeen chance of earning that degree (Brooks, 2005).

Children of low economic status bring to the classroom a lifetime of being told that they are failures, or even worse, that they are developmentally disabled (Collins & Porras, 1997, pp. 92-93). These realities can lead students to be resistant to the hard work necessary for dramatic achievement (Farr, 2010, p. 58). Yet, research shows that after-school programs across the country are an integral support for children, families, and communities. Each day after school, quality after-school programs are keeping kids safe, inspiring them to learn, serving as a source of support and comfort to working families, and even helping working parents be more productive at work and keep their jobs (Afterschool Alliance, 2014). School administrators are forced to restructure the learning environment in order to meet the demanding needs of their students.

Poverty

A UNICEF study (2007) of the 21 richest nations in the world found that the United States had more children living in poverty (22%), had the worst record in child health and safety services, and had the most children living in single-parent families (Dufour, 2004). Another analysis of poverty in America concluded that disproportionately large numbers of American children remain poor, with 38% of children under 18 living in low-income families (Education Commission of the States, 2007). Students eligible for free and reduced lunch are roughly two years of learning behind the average student of the same age (McKinsey & Company, 2009, p. 12). A child growing up in a family earning $90,000 annually has a one in two chance of earning a bachelor's degree by the age of twenty-four, but a child from a family earning less than $35,000 has only a one in seventeen chance of earning that degree (Brooks, 2005). School

administrators are forced to restructure the learning environment in order to meet the demanding needs of their students.

<div align="center">**Funding**</div>

The Extended Educational Services Unit, in the Office of Educational Support Services, administers the federally funded 21st CCLC Program for out-of-school-time programs in New Jersey, which includes before school, after-school, and summer programs. The 21st CCLC Program's purpose is to advance student achievement by promoting knowledge, skills, and understanding through enriching, hands-on, and creative opportunities that complement the school day.

Title I

Title I, a provision of the ESEA passed in 1965, is a program created by the United States Department of Education to distribute funding to schools and school districts with a high percentage of students from low-income families. Title I mandates services both to eligible public school students and eligible private school students (Institute of Education Science). According to the National Center for Education Statistics (2012), to be an eligible Title I school, at least 40% of a school's students must be from low-income families who qualify under the United States Census's definition of low-income, according to the U.S. Department of Education. The act appropriates money for educational purposes for the next five fiscal years until it is reauthorized. These appropriations are carried out for five fiscal years until reauthorization (NCLB). Title I mandates services both to eligible public school students and eligible private school students.

Theoretical Framework

John Carroll (1963, 1989) is credited with proposing perhaps the most influential conceptual model that others have used to launch investigations into time and learning in school settings. In his conceptualization, based on studies of foreign language acquisition, students bring three attributes to school learning: aptitude, perseverance, and ability to comprehend. Aptitude is the amount of time a specific student needs to master a learning objective. Students with high aptitude will learn the objective more quickly than those with low aptitude. Perseverance is the amount of time a student is willing to invest in mastering the objective. Some students, through interest or through learned discipline, spend more time learning. The ability to comprehend the instruction is generally related to language comprehension and the ability to understand the learning task. Carroll's conceptualization also included two major constructs influenced by the school and classroom teacher: opportunity to learn and quality of instruction. The former is the time allotted for learning a construct, and the latter is the organization of the instruction for ease of acquisition by the specific student.

Table 1

Findings

Country	Days in school year (median)	Total instructional hours	Math scores, 15-year-olds
Australia	345	815	520
Brazil	200	800	370
Denmark	200	648	513
Germany	123	758	504
Italy	167	601	462
Japan	200	600	523
Luxembourg	176	642	490
Mexico	200	1047	406
New Zealand	194	968	522
Norway	190	654	490
Russia	169	845	476
South Korea	204	545	547
Spain	176	713	480
United States	180	1056	476

The increase in residential segregation, and thereby educational segregation, in urban schools is as much an economic response as a social response to the decentralization of cities and the changing urban economic order (Wang & Kovach, 1995). Evidence presented to the Commission demonstrates three disturbing facts about the use that American schools and students make of time: (1) compared to other nations, American students spend much less time on school work; (2) time spent in the classroom and on homework is often used ineffectively;

and (3) schools are not doing enough to help students develop either the study skills required to use time well or the willingness to spend more time on school work (A Nation at Risk, 1983). Also, a July 2010 *Time* magazine article has a chart showing that students in the United States have the highest total yearly instructional hours of those nations listed (The Case Against Summer Vacation, 2009).

Meeting Student Needs

Educational reformers Dewey and Freire, as cited in Oblender and Glass (2004), emphasized understanding the student world from both an academic and personal perspective. The core of effective teacher-student relationships is a healthy balance between dominance and cooperation (Marzano, 2003). One thing that makes such a balance difficult is that students rely primarily on teacher behaviors to indicate whether the teacher is providing guidance or is cooperative. In terms of extended learning time, students must first build this relationship with their primary teachers, who provide traditional instruction in the core academics (Literacy, Math, Science, and Social Studies). Students also need to depend on the second shift of teachers to provide both traditional and non-traditional methods of instruction. Most non-traditional instruction is done through apprenticeships. Apprenticeships provide inner city students with opportunities that are normally not available within their community experience. Engaging in equitable and positive classroom behaviors also communicates appropriate levels of cooperation (Grayson & Martin, 1985; Kerman, Kimball, & Martin, 1980; Sadker & Sadker, 1994).

Special Education

Special education is the practice of educating students with special needs in a way that addresses their individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment

and materials, and accessible settings. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and in their community. Some children are easily identified as candidates for special education due to their medical history. They may have been diagnosed with a genetic condition that is associated with intellectual disability, have various forms of brain damage, have a developmental disorder, or have visual, hearing, or other disabilities. Common special needs include learning disabilities, communication disorders, emotional and behavioral disorders, physical disabilities, and developmental disabilities. Students with these kinds of special needs are likely to benefit from additional educational services, such as different approaches to teaching, the use of technology, a specifically adapted teaching area, or a resource room.

Many people argue that special needs students would benefit from programs that are aimed to address their specific needs. Additional evidence from a more limited research base of one or two studies suggests that increased learning time programs may have a statistically significant and substantively important negative effect on the literacy achievement of students with chronic behavior problems (Kidron & Lindsay, 2014). A special education program should be customized to address each individual student's unique needs. Special educators provide a continuum of services, in which students with special needs receive varying degrees of support based on individual needs. Special education programs need to be individualized so that they address the unique combination of needs in a given student (Goodman, 1990). Accommodations and modifications to the regular program may include changes in the curriculum, supplementary aides or equipment, and the provision of specialized physical adaptations that allow students to participate in the educational environment as much as possible. Students may need this help to access subject matter, physically gain access to the school, or meet their emotional needs.

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Method of Provision

Schools use different approaches to provide special education services to students. These approaches can be broadly grouped into four categories, according to how much contact the student with special needs has with non-disabled students. Inclusion is the approach in which students with special needs spend all, or most, of the school day with students who do not have special needs. Inclusion can require substantial modification of the general curriculum; most schools use it only for selected students with mild to moderate special needs, which is accepted as a best practice (Affleck, Madge, Adams, & Lowenbraun, 1988). Specialized services may be provided inside or outside the regular classroom, depending on the type of service. Students may occasionally leave the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services that might require specialized equipment or might be disruptive to the rest of the class, such as speech and language therapy, occupational therapy, physical therapy, or rehabilitation counseling. They might also leave the regular classroom for services that require privacy, such as counseling sessions with a social worker (Bowe, 2004).

Mainstreaming refers to the practice of educating students with special needs in classes with non-disabled students during specific time periods based on their skills. Students with special needs are segregated in separate classes exclusively for students with special needs for the rest of the school day (Zittleman & Sadker, 2006).

Segregation in a separate classroom or special school for students with special needs: In this model, students with special needs do not attend classes with non-disabled students. Segregated students may attend the same school where regular classes are provided, but spend all instructional time exclusively in a separate classroom for students with special needs. If their

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special class is located in an ordinary school, they may be provided opportunities for social integration outside the classroom, such as by eating meals with non-disabled students (Warnock Report, 1978). Alternatively, these students may attend a special school (Zittleman & Sadker, 2006).

Exclusion refers to when a student is excluded from receiving instruction in any school. In the past, most students with special needs have been excluded from school (Wolffe, 2010). Such exclusion still affects about 23 million disabled children worldwide, particularly in poor, rural areas of developing countries (Hicks, 2011). It may also occur when a student is in the hospital, housebound, or detained by the criminal justice system. These students may receive one-on-one instruction or group instruction. Students who have been suspended or expelled are not considered excluded in this sense.

Instructional Strategies

Different instructional techniques are used for some students with special educational needs. Instructional strategies are classified as being either accommodations or modifications. An accommodation is a reasonable adjustment to teaching practices such that the student learns the same material, but in a format that is more accessible to the student. Accommodations may be classified by whether they change the presentation, response, setting, or scheduling of lessons (Pepper, 2007). A modification changes or adapts the material to make it simpler (Busuttil-Reynaud & Winkley, 2006). Modifications may change what is learned, how difficult the material is, what level of mastery the student is expected to achieve, whether and how the student is assessed, or any another aspect of the curriculum. A student may receive both accommodations and modifications.

Individualized Education Program

All special-needs students receive an Individualized Education Program (IEP) that outlines how the school will meet the student's individual needs. The Individuals with Disabilities Education Act requires that students with special needs be provided with a free, appropriate public education in the least restrictive environment that is appropriate to the student's needs. Government-run schools provide special education in varying degrees from the least restrictive settings, such as full inclusion, to the most restrictive settings, such as segregation in a special school (Zittleman & Sadker, 2006). The education offered by the school must be appropriate to the student's individual needs. Schools are not required to maximize the student's potential or to provide the best possible services. Unlike most of the developed world, American schools are also required to provide many medical services, such as speech therapy, if the student needs these services.

According to the Department of Education, approximately 6 million children (roughly 10 percent of all school-aged children) currently receive some type of special education services (Pardini, 2002). As with most countries in the world, students who are poor, ethnic minorities, or do not speak the dominant language fluently are disproportionately identified as needing special education services (Blanchett, 2009). Poor, black, and Latino urban schools are more likely to have limited resources and to employ inexperienced teachers that do not cope well with student behavior problems, thereby increasing the number of students they refer to special education (Tejeda-Delgado, 2009).

During the 1960s, in some part due to the civil rights movement, some researchers began to study the disparity of education amongst people with disabilities (Ladson-Billings, 1994). The landmark Brown v. Board of Education decision, which declared unconstitutional the "separate

but equal" arrangements in public schools for students of different races, paved the way for PARC v. Commonwealth of Pennsylvania and Mills vs. Board of Education of District of Columbia, which challenged the segregation of students with special needs. Courts ruled that unnecessary and inappropriate segregation of students with disabilities was unconstitutional (Blanchett, 2009). Congress responded to these court rulings with the federal Education for All Handicapped Children Act in 1975 (since renamed the Individuals with Disabilities Education Act). This law required schools to provide services to students previously denied access to an appropriate education. In U.S. government-run schools, the dominant model is inclusion. In the United States, three out of five students with academic learning challenges spend the overwhelming majority of their time in the regular classroom (Cortiella, 2009).

Supplemental Educational Services

Supplemental educational services (SES) are additional academic instruction services designed to increase the academic achievement of students in schools in the second year of improvement, corrective action, or restructuring. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation, and other supplemental academic enrichment services that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the state's academic content and achievement standards. SES must be high quality, research-based, and specifically designed to increase student academic achievement (U.S. Department of Education).

Title I, Part A of the ESEA of 1965, as reauthorized by the NCLB Act of 2001, calls for parents of eligible students attending Title I schools that have not made adequate yearly progress in increasing student academic achievement for three years to be provided with opportunities and

choices to help ensure that their children achieve at high levels. SES provide extra academic assistance for eligible children. Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made adequate yearly progress for three years), in corrective action, or in restructuring status are eligible to receive these services (U.S. Department of Education).

State educational agencies are required to identify entities, both public and private, that qualify to provide SES (U.S. Department of Education). Parents of eligible students are then notified, by the LEA, that SES will be made available, and parents may select any approved provider in the geographic area served by the LEA, or within a reasonable distance of that area, that they feel will best meet their child's needs. The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the state includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (U.S. Department of Education).

Review Methods

The literature reviewed for this chapter was accessed via online databases including EBSCOhost, ProQuest, ERIC, JSTOR, and Academic Search Premier, as well as online and print editions of peer-reviewed educational journals. Each section of reviewed literature includes experimental and quasi-experimental group studies.

Criteria for Inclusion and Exclusion and Limitations

Following the lead of Massachusetts, which in 2011 recommitted funds to its expanded learning initiative, states like Colorado, Oklahoma, and Rhode Island have created task forces to explore different models of expanded learning time. Nine states were slated to host mayoral

summits on citywide after-school efforts in 2012. Therefore, the literature focused mainly on the pros and cons of extending the learning time. However, little research was done in a qualitative case study format, so the literature review has limitations. No literature was found on educators' perceptions of extended learning opportunities; therefore, the literature review was lacking in significant case studies.

Methodological Issues with the Literature

In addition to the lack of case studies that discussed teachers' perceptions about extending the day or how it impacts student learning or student achievement in enrichment programs, the research on extended learning time suffered from various methodological issues: (a) the lack of experimental studies; (b) the lack of case studies relating to students' perceptions; and (c) the lack of descriptive studies relating to parents' and administrators' perceptions and the realities of extended learning time. In an effort to review all of the mixed results on the same topic, the researcher attempted to include all angles researched and reported pertaining to the reviewed studies. In many studies, the same terms were used interchangeably.

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Summary

</div>

In December 2009, President Obama proposed that American schoolchildren extend their time in class, by lengthening either the school day or the school year (Burke, 2009). Since then, increasing the amount of time in school has become a hot topic, and for the past few years, the proposal saw a resurgence of interest in response to NCLB, with dozens of proposals around the nation to extend the school year (Bickford & Silvernail, 2009). Increasing the school day will provide students more time in specific subjects, provide teachers more opportunities to collaborate with colleagues, and provide students with additional support. However, there are also many concerns with extending a student's school day, such as lack of time spent on

extracurricular activities. In addition, children who are bused might get home at a time that results in inadequate sleep time for most middle school students. However, the results from the literature suggest that aligning the extended learning time with the individualized needs of the community can provide a better educational setting for students and can increase academic performance and behavior.

CHAPTER 3: METHODOLOGY

Methodology

Based on research on the effectiveness of instruction during the regular school year, the extent to which these outcomes are generated will depend on program components, student behavior, and district and program factors. Several studies claim that the three main benefits of extended learning time or ELOs are (a) to provide teachers with more time for instruction; (b) that students with a low socio-economic status will benefit from a monitored setting, leaving them less likely to participate in devious behavior during a time when about one quarter of children are unsupervised (America After 3 PM, 2009); and (c) the likelihood that increasing time for literacy and math will increase student achievement in standardized testing for these students. The purpose of this qualitative case study was to explore middle school teachers' and parents' perceptions of extended learning time within a school that caters to underprivileged students from Kindergarten through grade eight in an urban community. Leedy (1997) states, "Qualitative researchers, start with more general questions, collect an extensive amount of verbal data from a smaller number of participants, and present their findings with words and descriptions that are intended to accurately reflect the situation under study" (p. 105).

Utilizing a case study approach brings a humanistic point of view to the field of education, one that is not simply bound in numbers and statistics. Merriam (1998) describes this approach as particularly useful for examining educational innovations. Examination of educational programs, processes, and how individuals respond to these approaches can bring about an understanding that can improve a practice. Creswell (1994) describes a case study as a type of qualitative research in which the researcher "Explores a single entity or phenomenon (the case) bounded by time and activity (a program, event, process, institution, or social group) and

collects detailed information by using a variety of data collection procedures during a sustained period of time" (p. 12). As educational leaders design quality extended learning programs, the amount of expanded learning time offered can result in impressive academic outcomes (National Center on Time and Learning, 2013).

Research Design

This case study employs a semi-structured interview as the main tool for data collection from the participants. Krathwohl (1998) describes semi-structured interviews as having prepared open-ended questions and a predetermined order. The interview questions were designed to allow participants a means as well as a tool to express their opinions and beliefs on extended learning time. This study employs a purposeful sampling procedure. Krathwohl (1998) states that purposive sampling is a common and important tool in which individuals are chosen to fulfill a purpose and is "most often used in qualitative research to select individuals or behaviors that will better inform the researcher regarding the current focus of the [case study]" (p. 172). In this study, subjects were selected based on the grade levels that were preselected by the principal to participate in extended learning time. For the 2014-2015 and the 2015-2016 school years, only 6th and 7th grade classrooms were selected to participate in extended learning time, which occurred from 3:30-6:00 p.m., with the organization Citizen Schools selected as the 2nd shift of teachers that provided instruction in language arts literacy and math. Along with the instructional component, Citizen Schools has several partners in the community that provide apprenticeship opportunities to the students. This qualitative case study of an urban middle school's extended learning time. As a result, case study is particularly useful for examining educational innovations (Merriam, 1998).

Recent years have seen the emergence of several thriving partnerships that can serve as models. Under the 2009 American Recovery and Reinvestment Act, increased learning time became a key eligibility requirement for several important federal education funding programs: School Improvement Grants, Race to the Top, and Investing in Innovation. Citizen Schools, for example, brings what it calls "a second shift of educators" – a team of full-time trained educators and part-time volunteers with expertise in areas ranging from arts to engineering – into schools to work with students on engaging, educationally sound projects. It began as an after-school program, but in 2006, three Massachusetts schools chose Citizen Schools as their partner in a project to lengthen the school day for all students (www.wallacefoundation.org).

Table 2

Participants

Category	Possible Participants	Actual Participants	Method	Details
Teachers	9	5	Survey	6th-7th grade language arts literacy 6th-7th grade math teachers
Fellow Teachers	6	3	Interview	3rd year Fellowship
Parents	20	10	Interview	Middle school 6-7th grades
Total	35	18		

In addition, students' behavior can mediate a program's effectiveness, leaving the research vulnerable to students' perceptions of an extended learning program. A number of other factors may also influence the quality of programs, including professional development: (a) student-to-instructor ratio, (b) parent engagement activities, (c) funding, (d) strength of

leadership, (e) dedication of staff, (f) student and staff recruitment techniques, and (g) use of data for program improvement.

Data Analysis

The interviews will be recorded using an iPhone and will be transcribed verbatim. Each interview will be read and transcribed as is, with no corrections made, so that the transcription can be authentic. Semi-structured interviews will be utilized for the reasons stated above, and an inductive open-coding approach to data analysis will be used on each transcription. The transcriptions will be coded using Dedoose (www.dedoose.com). Then the transcriptions will be analyzed for trends, patterns, categories, and/or themes as they relate to the research questions:

1. What are the perceptions of middle school teachers and parents about extended learning time and how it relates to the overall structure of the school's environment?

2. What impact does the extended learning time have on teachers' perceptions in regards to evaluating student outcome?

3. Is the 6th grade extended learning program more effective than the 7th grade extended learning program?

4. Is the literacy extended program more effective than the math extended learning program?

5. What are the challenges that the second shift teachers in the extended learning program face in regards to education and behavior?

6. How do teachers feel in regards to students in regular education feel about the extended learning time vs. special needs students (special needs students are identified as having an Individual Education Plan) and what accommodations are being provided for special needs students?

The school in which the case study was performed is an urban middle school located in a residential area on the borderline between Newark and Elizabeth. The school grades range from kindergarten through 8th grade and cater to both regular education and special education (self-contained and inclusion) students. The middle school is composed of six teachers who teach language arts and math and three teachers in the humanities department.

No more than one interview will be recorded and transcribed at a time before the next interview. All interviews will be conducted within the 2015-2016 school year. All factors will be coded within their subtopic and possible themes. This dissertation will be a non-experimental, cross-sectional case study design. Parents will be asked to participate in a one-on-one informal interview process that will be recorded using my iPhone, while teachers will have the opportunity to complete an online survey; every participant will have their identity coded.

School Narrative

As of October 15, 2013, the Newark School District is made up of 66 schools, 5,595 employees, and a student population of 35,054. It is the largest and one of the oldest school systems in New Jersey. Its origin dates back to 1676. The ethnic diversity of the city provides a rich educational experience for pre-kindergarten to secondary school students. The district continues to revise its services to meet the changing needs of students. The school site for this study is a pre-kindergarten through eighth grade Newark Public School serving the South Ward Section of Newark, New Jersey. The school's core belief values are implementing pillars that include fostering a school-wide college-going culture, focusing on 21st century themes, skills, and applications, creating a motivational and supportive environment, and modeling as well as developing the core values of respect, responsibility, reflection, and resiliency. The school offers all teachers, from pre-kindergarten through grade eight, professional development opportunities

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to enhance their practice. The school has utilized models prepared by the Achievement Network to deliver professional development that is driven by data.

Special needs teachers are given ample support and resources to ensure that high-level strategies and best practices are being implemented to exceed the expectations for this very fragile group of students. I&RS cases are regularly reviewed, as well as Child Study Team referrals and parent requests for support services, to identify needs and trends.

Finally, the school seeks to educate and support students by infusing their learning with evidence-based, technological best practices. It is the school's core belief that 21st century learning begins in technologically rich classrooms. As a result, the school has recently experienced a full-scale technological upgrade to its infrastructure. Mobile technology is evident in every single classroom, either through laptops or chrome books. In addition, the school has partnered with Citizen Schools to provide middle school students with an extended learning time that focuses on math, literacy, and apprenticeships.
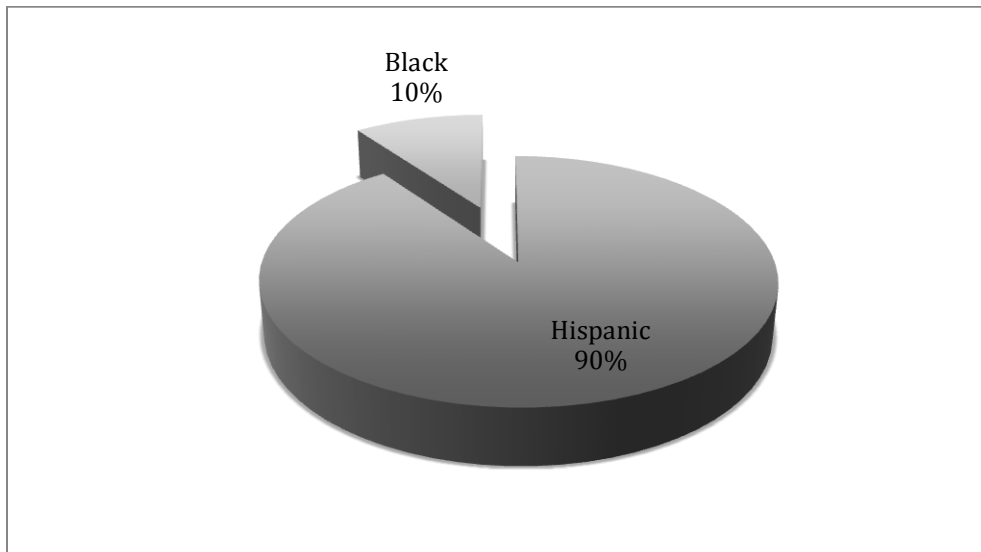
Figure 1. Enrollment by ethnicity.

Table 3

Demographic Information: Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	96	31%
Economically Disadvantaged Students	271	86.6%
Limited English Proficient Students	1	0.3%

Table 4

Total School Enrollment

2011-2012	306
2012-2013	283
2013-2014	313
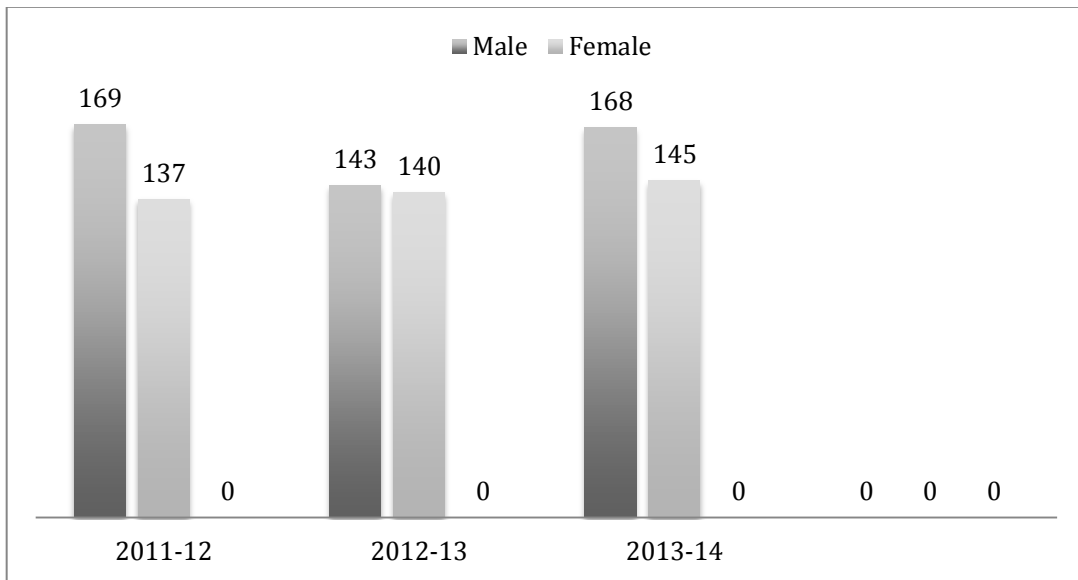
Figure 2. Enrollment by gender.

Legend: 2011-12 2012-13 013-14

Grade	2011-12	2012-13	013-14
4	51	37	50
5	38	37	30
6	34	32	44
7	33	24	36	0
8	40	28	34	0
UG	68	82	77	0
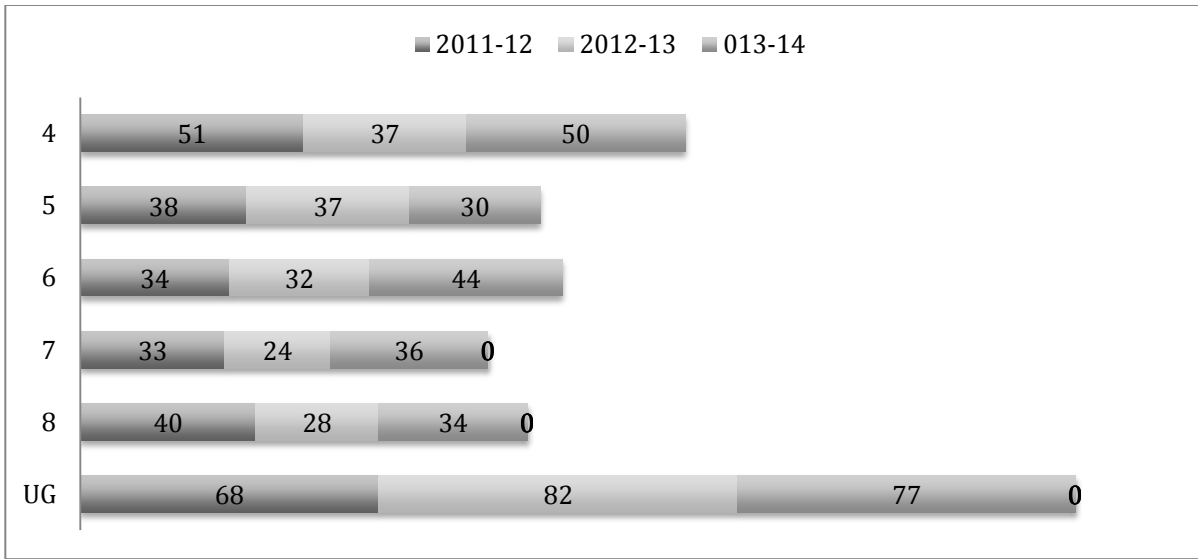
Figure 3. Enrollment by grade. UG represents the count of students who are on roll in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Program Design and Organization

The purpose of extended learning through an after-school program is to better equip students in core subjects (language arts, math) and promote experiences that normally would not be afforded to underprivileged students. This is done through apprenticeships, where students learn coding, animation, science, poetry, photography, etc. This correlates to Payne's (1998) idea of teaching students of poverty the hidden rules of the middle class. Children learn through collaboration among their peers. Research states that games provide students with the opportunity to develop social skills and values such as teamwork, good sportsmanship, coping strategies, and problem solving (Fashola, 1999).

The U.S. House of Representatives and U.S. Senate adopted bills calling for national extended learning time. Schools adopting extended learning time expand the amount of time students spend in school by lengthening the school day and/or year. Through the extended

learning time initiative, schools agree to increase learning time for their students by at least 30% in exchange for an increase in their state per-pupil funding. On all of its extended learning time campuses, Citizen Schools provides students with daily homework time, volunteer-led apprenticeships, a study skills class, and experiential field trips (www.citizenschools.org). Citizen School's staff also facilitates a school-wide initiative to boost math skills through a combination of collaborative math games and time for math homework completion.

Citizen Schools

According to Warren (1999), "Legislation says schools should collaborate with other public and non-profit agencies and organizations, local businesses and other educational or community and human services organizations" (p. 7). Citizen Schools recruits volunteers, called Citizen Teachers, from businesses, civic institutions, and communities and trains them to teach elements of their professional or vocational experiences. These individuals are referred to as teaching fellows since they are not required to hold a teaching certification. They work from 10:00 a.m. to 6 p.m. Mondays through Thursdays, receive a stipend, and are only employed with the organization for three years. Once the three years are expired, new teaching fellows are recruited and placed in schools. The researcher will be conducting observations of the teaching fellows during the extended learning time. In addition, the researcher will be interviewing teaching fellows about their experiences (perception, interactions, the school's fluidity, etc.) in this school setting.

Businesses also serve as a bridge from the classroom to the workplace through internship opportunities and volunteer tutoring (Ricci, 2000; United States Department of Education, 1998; Wacaster & Blake, 1999). Taught in 90-minute sessions twice a week for 11 weeks, the apprenticeships emphasize skills considered necessary for success in the modern economy:

leadership, teamwork, oral communication, and technology (www.fastcompany.com). Each

semester's apprenticeships culminate in a product, performance, or presentation produced by the

students and taught back to the community at an event called a WOW! Here students invite

family, friends, and community members to participate in a showcase where they show off their

accomplishments through their apprenticeships.

Reliability, Validity, and Constructivism

Qualitative research uses a naturalistic approach that seeks to understand phenomena in

context-specific settings, such as a "real world setting [where] the researcher does not attempt to

manipulate the phenomenon of interest" (Patton, 2001, p. 39). Consequently, the researcher will

establish reliability within the case study after all completed interviews have been transcribed.

To do so, the researcher will send transcripts to the interviewees to make sure they are accurate

documentations of their responses. Extended learning time could benefit two main areas of

students' academic growth. (a) Instructional purpose: some programs serve low-performing

students and provide remedial instruction, focusing on skills that students failed to master during

the school year. Other programs serve both low- and high-performing students and focus on

skills that a student will encounter in the upcoming school year, to prepare students to master the

material. (b) The type of provider is crucial for administrators in the selection process. Programs

are offered both by school districts and national providers that operate programs in multiple

cities across the country, and by local providers that operate only within a particular city or

region. Seale (1999), states that the "trustworthiness of a research report lies at the heart of issues

conventionally discussed as validity and reliability" (p. 266).

Creswell and Miller (2000) suggest that the validity of a study is affected by the

researcher's perception of validity and his/her choice of paradigm assumptions. Prior to the

interviews, the researcher conducted an expert panel survey to review the questions being posed to the participants in the case study. The survey for the expert panel was sent out to colleagues in schools that have participated in extended learning time. The survey questions covered educators' views on the effectiveness of extended learning time and how it influenced the students that they catered to. The survey was created online, using www.surveymonkey.com (https://www.surveymonkey.com/r/CDNSQKY), by creating several open-ended questions. In order to establish the validity of the study, a matrix rating scale was applied to each question, where respondents suggested whether a question was useful, very useful, somewhat useful, or not relevant.

The programs for adolescents that are most effective focus on service learning and personal development, which have been found to boost academic achievement, build leadership, and strengthen ties to the community (Afterschool Alliance). Several funding streams within the NCLB Act of the ESEA of 1965 can be used to support ELOs. These funding streams include the 21st CCLC program, Title I (general Title I, School Improvement, and SES), Safe and Drug-Free Schools and Communities, Comprehensive School Reform, and Innovative Programs (Council of Chief State School Officers, 2005). Of the five federal programs, only Title I, Part A and 21st CCLC represent fairly stable sources of support for ELOs in the next few years. Social constructivism argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. Social constructivism not only acknowledges the uniqueness and complexity of the learner, but actually encourages, utilizes, and rewards it as an integral part of the learning process (Wertsch, 1997). Therefore, this case study aims to acquire a deeper understanding of the human element involved in extended learning time and not just statistical numbers. Social constructivism, strongly influenced by Vygotsky's (1978) work,

suggests that knowledge is first constructed in a social context and is then appropriated by individuals. Apprenticeships in the extended learning time are geared to provide students with such experiences. According to social constructivists, the process of sharing individual perspectives, called collaborative elaboration, results in learners constructing understanding together that would not be possible alone. Social constructivist scholars view learning as an active process in which learners should learn to discover principles, concepts, and facts for themselves, hence the importance of encouraging guesswork and intuitive thinking in learners (Brown, 1989).

Research Procedures

Patton describes qualitative research as research whose findings grow out of three kinds of data collection: (a) in-depth, open-ended interviews; (b) direct observation; and (c) written documents. The data for qualitative analysis typically comes from observation during fieldwork and open-ended questions. This study collected qualitative data in the form of teacher interviews. The teachers were questioned using an online survey about their perception of the extended learning time at their school. Only teachers in middle school were given the opportunity to participate in the survey. Interviews were conducted during the 2015-2016 academic school year in order to assess teacher perceptions of the extended learning time. The survey consisted of no more than 14 core questions with the possibility of follow-up questions.

Table 5

Survey Questions for Teachers

	Never	Sometimes	Usually	Always
Works on assignments until they are completed				
Is able to keep track of homework				
Sets goals for self				
Makes own effort to devise and try out possible solutions				
Demonstrates motivation to succeed				
Is able to get started on tasks or projects				
Volunteers to take on tasks				
Stays focused on task at hand				
Is alert and focused				
Actively participates				
Appears cognitively engaged				
When encounters difficulty, is able to identify and describe the problem				
Persists on task				
Is able to stop and think through a potential solution before taking action				
Is able to explain and idea or subject to others				
Demonstrates active listening skills				

Questions for Teaching Fellows

1. Did the 6th graders outperform the 7th graders or vice versa?

2. Did the males outperform the females or vice versa?

3. How did special education students (students with IEPs) fare in comparison to regular education students?

4. How has the program impacted students' behavior, if at all?

5. What do you think is working well in the program and what do you think could be improved?

6. How has your experience been with the co-teachers?

7. For the extended learning time, what recommendations would you make?

Questionnaire for Parents

1. Overall quality of the Citizen Schools program this year

2. My child enjoys Citizen Schools

3. I understand the goals and mission of the Citizen Schools program

4. My child does better in school since participating in Citizen Schools

5. My child tries harder to do well in school since participating in Citizen Schools

6. My child gets all of his/her homework done since participating in Citizen Schools

7. My child completes homework at a higher quality since participating in Citizen Schools

8. I have seen improvements in my child's confidence level since participating in Citizen Schools

9. My child is more comfortable speaking in front of a group since participating in Citizen Schools

10. My child has become a strong leader since participating in Citizen Schools

11. Citizen Schools keeps me well-informed about program information such as activities, transportation, and scheduling

12. I feel more connected to my child's school since my child began participating in Citizen

Schools

Once the interview data was collected, the researcher used inductive analysis to discover patterns, themes, and categories in the interviewees' responses (Patton, 2002). This was done by uploading each interview into the system for Dedoose and using special coding to find themes and recurring variables amongst the answers of the participants. Dedoose is a qualitative data analysis software explicitly aimed at facilitating rigorous mixed methods research. The researcher chose Dedoose because of its integration of qualitative and quantitative data analysis methods in combination with interactive data visualizations. All responses are confidential between the interviewee and the researcher. Permission was granted through the IRB, and once obtained, each participant was coded and given a pseudo name to protect each person's anonymity.

CHAPTER 4: DATA ANALYSIS

Overview

The purpose for the study is to conduct a case study that explores middle school teachers' and parents' perceptions of an extended learning time program within a school that caters to underprivileged students from kindergarten through grade eight in an urban community. The school in which the case study was conducted is an urban middle school located in a residential area on the borderline between Newark and Elizabeth. The school grades range from kindergarten through 8th grade and cater to both regular education and special education (self-contained and inclusion) students. The middle school is composed of six teachers who teach language arts and math and three teachers in the humanities department.

On August 26, 1981, President Ronald Reagan's Secretary of Education, T. H. Bell, created the National Commission on Excellence in response to the public's perception that something was seriously amiss in America's educational system. In 1983, evidence presented to the Commission demonstrated three disturbing facts about the use that American schools and students make of time: (1) compared to other nations, American students spend much less time on school work; (2) time spent in the classroom and on homework is often used ineffectively; and (3) schools are not doing enough to help students develop either the study skills required to use time well or the willingness to spend more time on school work (A Nation at Risk, 1983).

Presentation of Findings

Fullan and Hargreaves (1996) found that "what teachers think, what teachers believe and what teachers do at the level of the classroom ultimately shapes the kind of learning that young people get" (p. 34). Therefore, the purpose of this study was to explore middle school teachers' and parents' perceptions of an extended learning time program at a school that caters to

underprivileged students in an urban community. Due to the small sample size of participants in this research study, the findings are limited to this study and should not be generalized.

Parent/Legal Guardian Interviews

The middle school population of the extended learning time program consisted of the 6th and 7th grade population, with 8th graders given the option of attending the extended learning time. A letter of solicitation was sent out requesting any parent or guardian who had a child in the extended learning program in grades 6 or 7 to participate in an interview. Middle school parents were men and women between the ages of 25-85; many of the school's students are being cared for by a legal guardian, such as their grandparents, while others were in the custody of a blood aunt or uncle. Interviews were conducted at the convenience of the participants and lasted between 45 and 60 minutes.

Table 6

Participants

Participant	Relationship to Student
A	Grandmother
B	Grandmother
C	Great Grandmother
D	Aunt
E	Uncle
F	Mother
G	Mother
H	Mother
I	Dad
J	Dad

Parents/Legal Guardians

 Overall quality of the Citizen Schools program. Of the 10 people who voluntarily answered, all of them stated that they believed the program was in the best interest of their child. As previously stated in Chapter 2 of this research, the extra time in school not only allows for academic and extracurricular work but also keeps students off the streets during afternoon hours when parents work (Whitehouse, 2009). Two fathers stated that the program was aimed at keeping their child off the street by giving them something to do that they liked with their friends. Upon further clarifying, one of the men stated that the idea of having apprenticeships was keeping his child entertained in learning something that he normally would not be exposed

to. The researcher asked him to state what apprenticeship his child had selected to participate in but he was not able to recall.

Apprenticeships

Some schools with extended days have been able to bring in community and or cultural organizations as part of their extracurricular and enrichment classes (Farbman, 2007). Citizen Schools employs education with the concept of educating the whole child. Apprenticeships are collaborations among community businesses, where professionals come into the school for two days of the week and teach students valuable skills that students in urban communities would not have otherwise been exposed to. The apprenticeship programs teach students a range of subjects, including business, media, environment, health, and arts and culture. Citizen Schools recruits volunteers from businesses and the community to teach elements of their profession and experience in the workforce.

Apprenticeships emphasize skills considered necessary for success in the modern economy. Each semester apprenticeships culminate with a product, performance, or presentation produced by the students and taught back to the community in an event called WOW Showcase. WOW events are scheduled during the school year and take place during the winter and spring. Parents and community members are invited to attend and witness the child's newly learned skill, talent, or business expertise.

Table 7

Quality of the Program

Participant	Response to Question: Overall quality of the Citizen Schools program
A	A: I enjoy the program for my child, it is helping him in school. Researcher: What evidence can you provide to state that the program is helping your child? A: My child is more involved and I have had fewer complaints about him in school.
B	B: It is a good program; it is helping my child with math and reading.
C	C: The quality is good; my child is having fun and learning with friends.
D	D: It's good, can't complain Researcher: Can you elaborate D: I know there is nothing that can be done this year but for next year probably, maybe the time students come home can be rethought.
E	E: The quality is good my child is being kept safe while learning
F	F: It is a good program as long as she is content I'm happy with it. Researcher: Can you elaborate? F: My child enjoys being with her friend's after-school and this allows her to learn with friends.
G	G: The quality is good children are being entertained while learning
H	H: I like the program my child enjoys it
I	I: Keeps my child out of trouble Researcher: Can you elaborate I: Children get into trouble after-school and this keeps them safe, off the streets.
J	J: Keeps kids off the streets Researcher: Can you elaborate J: instead of playing around getting into trouble they are learning

My child enjoys Citizen Schools. All of the participants stated that their child enjoys being part of the program, with enjoyment being described as their child is not complaining and seems to be having fun. A few volunteers went as far as to say that their child enjoyed the program because they get to hang out with their friends. When asked to clarify, three participants

stated that, since the weather is changing (mainly that the days are getting darker quicker), their child has limited options for play and hanging out socially with their friends. However, now that they are involved in the extended learning program, their child has not only a place to learn, but also a place to socialize with peers. One parent stated, "It gives my child a place to go after school." Originally, the purpose of extended learning was to provide students with extra support in the areas of math and literacy, while exposing them, through the apprenticeships, to avenues normally not in their grasp. However, parents have found that having their child in an extended learning program, such as the one in this case study, has not only given their middle school child a place to learn and get the extra support they need, but has also provided them with a safe environment to socialize with friends and classmates they would normally not socialize with, therefore expanding their community.

Table 8

Enjoyment of the Program

Participant	Response to Question: My child enjoys Citizen Schools
A	A: My child enjoys the program, however, I'm concerned with the time he is getting home. It is very dark outside and I don't think that is safe for him.
B	B: The program is great and my kid loves being around his friend. I just wish they would adjust the time during the winter season.
C	C: In my opinion the only concern I have with the program is that my child is arriving home late from the bus.
D	D: Yes, my child enjoys the being with friends.
E	E: Yes my child enjoys learning with friends
F	F: Yes my child enjoys Citizen School
G	G: Yes my child enjoys the program
H	H: Yes my child enjoys the program
I	I: Yes he likes being around his friends.
J	J: Yes, my kid loves being able to hang with his peers; it gives him a place to go

I understand the goals and mission of the Citizen Schools program. Several

parents/legal guardians stated that they understood the goals of the program, which was to

educate the students and keep them off the streets. Only three parents stated that the extended

learning program, along with its apprenticeships, provided students with learning opportunities

otherwise not accessible to them in their communities. Although the main goal of Citizen

Schools is to provide students with after-school learning and exposure to community relations

that they normally would not be exposed to, many parents believed that keeping their children

safe in a learning environment with qualified individuals was a main goal of the program.

Table 9

Understanding the Goals of the Program

Participant	Response to Question: I understand the goals and mission of the Citizen Schools program
A	Yes the goals are clear to me
B	Yes, I understand the goals that they are here to educate children
C	Yes I understand the goals of the program
D	Yes, the apprenticeships are great
E	Yes the program's goals were clearly stated
F	Yes my child really enjoys the apprenticeships
G	Yes I understand the goals of the program
H	Yes the goals were clearly stated to me
I	Yes they are teaching my child skills that they otherwise would not be exposed to
J	Yes I understand the goals to keep my child educated and off the streets

My child does better in school since participating in Citizen Schools. Of the 10 participants, when asked if their child does better in school since participating in the extended learning program, all said yes. The researcher then asked what evidence they had to let them believe their child was doing better in school. The researcher had to clarify the question by asking if their child's report card had improved or their regular day teacher had conferenced with them and stated that their child had improved academically. Only a few stated that their child did better in school because their homework completion was no longer an issue for them at home. "[My child] is doing better with his homework, he comes home and it is already done."

However, two of the mothers stated that they wished homework was given more time and made a priority in the program because their child is transported home on the bus, gets home around 8 p.m., and still has to complete their homework. Therefore, the researcher, when interviewing a fellow teacher about homework, asked if homework was a priority; the teaching fellow stated that homework is addressed only in the first 15-30 minutes of the program, and many times children do not get to finish it. As a follow-up question, the researcher asked why homework was not given more time if the students require it. The teaching fellow responded, "We have our own curriculum and lesson plans to follow and need to get through." It was also mentioned that teaching fellow staff had to have their lesson plans approved by the site manager prior to teaching them, and that several, but not all, of the teaching fellows would consult with the regular day teachers in order to reinforce the teaching that was being done during the day in the regular school program.

Table 10

Doing Better in School

Participant	Response to Question: My child does better in school since participating in Citizen Schools
A	A: Yes Researcher: What evidence do you have to support that statement? A: my child's report card has been better
B	B: Yes Researcher: what evidence do you have to support that statement? B: you can tell in homework and school work.
C	C: Yes Researcher: What evidence do you have to support that statement? C: Homework and report cards
D	D: Yes Researcher: What evidence do you have to support that statement? D: Progress reports and report cards are good.
E	E: Yes Researcher: What evidence do you have to support that statement? E: Yes, my child is doing better in school with the work
F	F: Yes Researcher: What evidence do you have to support that statement F: All of his assignments are being completed on-time
G	G: Yes Researcher: G: Yes, my child is getting all the work done in school
H	H: Yes Researcher: H: their work is being completed
I	I: Yes Researcher: What evidence do you have to support this statement? I: My child is doing better with schoolwork
J	J: Yes Researcher: What evidence do you have to support this statement? J: He is completing all of his assignments on his own

My child tries harder to do well in school since participating in Citizen Schools. All parents/guardians stated that their child is trying harder; however, they provided no concrete evidence to support the statement other than that homework is being completed and the child enjoys participating in the program. Although some parents stated that their child's schoolwork and homework had improved, there was no evidence to support it. Parents were not able to state if their child's reading, math, or writing skills had improved. No visible evidence was collected to determine if a child had progressed academically. Yet, because of the mid-year showcase, many parents believed that their child's social skills had significantly improved.

Table 11

Tries Harder

Participant	Response to Question: My child tries harder to do well in school since participating in Citizen Schools
A	Yes I believe so
B	Yes I can see improvements in his behavior
C	Yes there is improvement
D	Yes I can see improvement in the way he does his work
E	Yes my child is improving with schoolwork and homework
F	Yes I can see my child doing better
G	G: Yes my child has improved in communication Researcher: Can you clarify what you mean by communication G: Yes, my child is performing in the WOW showcase
H	Yes there is improvement in behavior issues
I	Yes he is doing much better in school
J	Yes I believe so

My child gets all of his/her homework done since participating in the program. As previously stated in question # 4, parents have mixed opinions when it comes to homework. Most are pleased because they stated that they work odd hours and when their child arrives home, they need only check to see if homework was completed, saving them time from their already busy day. However, a few parents stated that they would prefer that their child had more help with and was given extra time for homework, because their child was arriving home late and still had unfinished homework. It must be stated that, of the parents/guardians that stated that their child needed more homework time, these children were from both the regular education and special education populations.

In addition, these children were identified as having to be transported by bus to their homes. Several children were granted permission by their parents in a signed letter, stating that they were allowed to walk home unaccompanied by an adult. This was because they lived within blocks of the school; others would normally walk within groups of their friends who lived in the same complex.

Yet, the children who lived a significant distance from the school and had to use the bus transportation, along with several special needs students who were not able to complete their homework in school, would arrive home between 7 and 8:30 p.m. from Monday through Thursday, which is the extent of the program. Parents were concerned that their child was not getting sufficient time to just come home and be a kid because they had to eat dinner, complete unfinished homework, and by that time, it was time for them to shower and go to sleep.

Table 12

Homework Satisfaction

Participant	Response to Question: My child gets all of his/her homework done since participating in the program
A	Yes, but I wish more time was given
B	Most of the time
C	Needs more time dedicated to homework
D	Yes, but I work so I simply check to assure that it is completed
E	Yes
F	Yes, but it needs more time
G	Yes
H	Yes
I	Yes
J	Yes

Citizen Schools keeps me well informed about program information such as activities, transportation, and scheduling. Of the 10 participants, when asked if they were kept well informed, all stated yes. The researcher asked for evidence and only three stated that they were well informed by flyers that their child would provide to them. Another three stated that they have kept in contact with the teaching fellows by telephone because the teaching fellows keep them abreast of their child's academic behavior, meaning that the teaching fellows are allowed to call home and let them know if their child is acting out.

Table 13

Well - Informed

Participant	Response to Question: Citizen Schools keeps me well-informed about program information such as activities, transportation, scheduling
A	A: Yes, I am in constant communication with them Researcher: How does the staff communicate with you? A: The staff has my cell-number and they can call or text if they need to inform me of anything or if my child is acting up. You know how it is.
B	Yes I am well informed
C	Yes I am well informed
D	Yes I am well informed through flyers
E	Yes I am well informed
F	Yes I am well informed about the program
G	Yes I am well informed about the program
H	Yes they keep me well informed
I	Yes
J	Yes

My child has become a strong leader since participating in the program. All parents and guardians stated that they were pleased with their child's performance in the program. Five of them stated how proud they were of their child's participation in the WOW Showcase performed at the school. The WOW Showcase is an event conducted once a school year to showcase the students' efforts in their apprenticeships. Here, they get to perform several completed projects, which requires them to stand in front of people and explain their design or how the project works. Many students get to perform on stage and showcase their talents and hard work. Apprenticeships are conducted by participating organizations in the community.

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These businessmen and women come to the school twice a week and provide services to students by teaching them engineering, drama, technology, and media under the supervision of the teaching fellows. Students then get to showcase their efforts and projects in one big event called the WOW Showcase, in which they invite family, friends, and community members to participate.

Table 14

Leadership Skills

Participant	Response to Question: Has your child has become a strong leader since participating in the program? If yes, provide evidence.
A	Yes, my child is in apprenticeships and enjoys showing off his talents
B	Yes, I can see the confidence growing
C	Yes, not as shy as before and today we are at this WOW event
D	Yes, he seems to be growing
E	Yes, my child has become a stronger leader
F	Yes, my child is becoming a strong leader in the classroom
G	Yes, my child has become a strong leader
H	Yes, he is a strong leader since being in the program
I	Yes, I believe so
J	Yes, there is some growth

Teaching Fellow Interviews

One of the teaching fellows that volunteered to be interviewed acted as both a teaching fellow for the special needs population and as the Regional Data Lead for the after-school organization. There were a total of six teaching fellows that had a maximum of three years teaching experience at the beginning of the academic school year; however, two of the teaching

fellows went on to other ventures. Only three of the remaining four teaching fellows volunteered to be interviewed. The teaching fellows worked for the program for 3 years, which is the maximum a teaching fellow can stay with Citizen Schools. The interview was conducted at a location and time that was convenient for the interviewee.

Did males outperformed females? According to the teaching fellow there was no data collected to determine if males or females outperformed their counterparts.

Table 15

Performance

Teaching Fellow Participant	Relationship to Student	Response to Question: Did males outperformed females
A	Math Teacher	No data was collected to determine who did better in what subject.
B	Literacy Teacher	No data was collected.
C	Math Teacher	I don't know, we never did any form of pre/post test.

Did 7th grade outperform 6th. No data was collected to determine if 6th or 7th grade students outperformed their counterparts.

Table 16

Performance

Teaching Fellow Participant	Relationship to Student	Response to Question: Did 7th grade outperform 6th
A	Math Teacher	No data was collected
B	Literacy Teacher	No data was collected
C	Math Teacher	No data was collected

Did math outperform language arts literacy. The only data gathered was the quizzes that the teaching fellows gave to students. These quizzes were based on material that was covered during the extended learning time. Although data was collected, no standardized data was collected or analyzed to determine if the math scores outperformed the language arts literacy scores or vice versa. Furthermore, the school was in its first year using the Partnership for Assessment of Readiness for College and Careers state assessment; therefore, the results were not included in this case study. In order to clarify, the researcher asked if any pre and post assessments were administered to the students in order to determine growth in math or language arts skills. The teaching fellows reported that no data was collected, and one volunteer stated, "That was a good idea," indicating that the organization solely depends on their biweeklys as sufficient data to monitor growth.

Table 17

Performance

Teaching Fellow Participant	Relationship to Student	Response to Question: Did math outperform language arts literacy or vice versa?
A	Math Teacher	A: No data was collected Researcher: To clarify, no pre or post assessments were administered to determine student growth in math or language arts literacy A: No but that was a good idea. Maybe next year.
B	Literacy Teacher	B: No data was collected Researcher: To clarify, no pre or post assessments were administered to determine student growth in math or language arts literacy B: No
C	Math Teacher	C: No data was collected Researcher: To clarify, no pre or post assessments were administered to determine student growth in math or language arts literacy C: No

How did special education compare to regular education students. The teaching

fellow did state that one concern was that the special education population attending the

extended learning program was not given special accommodations in order to comply with their

individual needs. When asked to clarify, the teaching fellow stated that certain students were in

the same classroom all day (self-contained classroom), then had to stay in that classroom with

the same group of students for the extended learning program. "It's simply too much for kids to

be placed in one setting. That's why I took it upon myself to mix them up and send a few to other

teaching fellows and have them send me some, so that we can mix these kids up." The teaching

fellow stated that the special needs population should have been given priority when the structure

of the program was implemented. "It's too long for students to be in on room, especially if they

suffer from ADHD and what not." The teaching fellow believed that these particular students should have been dispersed among other classrooms so that they could socialize with other peers, not just the same students that they see all day. In addition, no data was collected to determine how special needs students perform in comparison to regular education students.

Table 18

Comparison

Teaching Fellow Participant	Relationship to Student	Response to Question: How did special education compare to regular education students
A	Math Teacher	No specific data was collected and that is an issue we need to address for next year
B	Literacy Teacher	No data was collected
C	Math Teacher	No data was collected

What recommendations. The teaching fellows stated that the program, along with the apprenticeships, were good as is. The only concern was how the special needs population needed to be addressed in terms of the setting and behavioral issues. "I think for special needs, even regular ed. we should be paired up." The researcher asked the teaching fellow to clarify. The teaching fellow responded, "I mean I believe that it would have been beneficial for the students, especially in special ed. for them to have two teaching fellows. That way one can teach while the other works in small groups or handles behavior issues that arise by taking the student out to a more private setting or notifying the parent right on the site."

Table 19

Recommendations

Teaching Fellow Participant	Relationship to Student	Response to Question: What recommendations
A	Math Teacher	Special need classes need to have more than one teacher that would help with accommodating them. They being with me all day is too much for them and the fact that they don't switch during the day is a lot for anyone
B	Literacy Teacher	There are some behavior problems that need to be addressed but overall no real change is needed.
C	Math Teacher	More apprenticeships. Students are responding to it positively.

Describe relationships. The teaching fellows stated that their relationships with the first

shift teachers were good ones. "I just wish the regular day teachers were more involved in the

program." The researcher asked for clarification. "I know they get out at 4:05 p.m. and legally

don't have to stay but it would be beneficial for the students for them to see their teachers during

the extended learning program because kids would take it more seriously. For example, we come

in at dismissal and it is 3:30 p.m., so there are some teachers still in their classrooms working on

stuff. Most kids see their teachers and act differently then when they don't see their teachers

around. They act as if this is just a hang out and don't need to take it serious." The teaching

fellow would have preferred more teacher involvement during the program, even perhaps during

those 35 minutes that overlap between Citizen School personnel coming in and teacher dismissal

time.

Table 20

Relationships

Teaching Fellow Participant	Relationship to Student	Response to Question: Describe Relationships
A	Math Teacher	We need more teacher support; students are acting as if they don't need to complete their assignments because we are not their 'Real' teachers.
B	Literacy Teacher	Relationships are good between us and them
C	Math Teacher	It's good.

Teacher Survey

Teachers who volunteered to participate in this case study work directly with students who participated in the extended learning time provided by Citizen Schools. Data was collected during the 2015-2016 academic school year using a survey that was designed using surveymonkey.com, making this research a mixed-method case study. The survey was distributed via email by sending a link to all middle school teachers. Every participant was anonymous, therefore no specifications about the teacher can be determined, such as if the teacher teaches language arts, mathematics, or science.

Researcher's note. The researcher observed that teachers' schedules had been altered from the previous year. Teachers attended Saturday workshops in order to comply with their extended day contracts for Renewed School and Turn Around Schools. Teachers and staff were not mandated to have three Saturday workshops during the school year; however, in order to make up the necessary time for professional development hours, the administration mandated that teachers and staff attend several after school activities, such as the Citizen School WOW

Showcase, and show support to the students and staff of the extended learning program.

Attendance logs would be monitored for mid-year and end-of-year evaluations for teachers.

Table 21

Teacher's Survey Response

N = 5	Never	Sometimes	Usually	Always
Works on assignments until they are completed.	0%	20%	60%	20%
Keeps track of homework and their due dates.	0%	20%	60%	20%
Sets goals for self.	0%	40%	40%	20%
Makes own effort to devise and try out possible solutions.	0%	60%	20%	20%
Demonstrates motivation to succeed.	0%	40%	20%	20%
Is able to get started on tasks or projects.	0%	60%	20%	20%
Volunteers to take on tasks (e.g., to help staff, peers, or contributes).	0%	40%	20%	20%
Stays focused on task at hand.	0%	60%	20%	20%
Is alert and focused during group discussions.	0%	40%	40%	20%
Participates (i.e., without needing prompting from adults or peers).	0%	40%	40%	20%
Cognitively engaged during activities (e.g., asks questions).	0%	60%	20%	20%
Is able to identify and describe the problem.	0%	80%	0%	20%
Is able to think up several possible solutions.	0%	80%	0%	20%
Persists on task.	0%	60%	20%	20%
Is able to stop and think.	0%	80%	0%	20%
Is able to explain an idea or subject.	0%	80%	0%	20%
Demonstrates active listening.	0%	80%	0%	20%

Of the six teachers that taught math and language arts, five participated in the survey. According to the data, teachers' perceptions about homework completion among students are an issue. Only 20% agree that the student homework completion rate was acceptable, while 80% believed it to be unacceptable. This coincides with several of the parents' statements about homework being a problem, mainly due to some students having to take the bus transportation. This causes students to arrive home after 8 p.m. with their homework incomplete, because it was only given priority for 15 minutes in the extended learning program. In addition, teachers stated that students need adult prompting when encountering situations with which they are unfamiliar. The data shows that teachers have mixed feeling on how students are executing problem-solving skills.

Table 22

Data Trends

Parent Participants	Average	Understands program goals	My child does better in school since participating in Citizen Schools	My child tries harder since participating in Citizen Schools	Homework satisfaction	I am well informed by Citizen Schools	My child has become a strong leader
		1	2	3	4	5	6
		100%	100%	100%	88%	100%	100%
A	100.00%	100	100	100	100	100	100
B	95.83%	100	100	100	75	100	100
C	91.67%	100	100	100	50	100	100
D	100.00%	100	100	100	100	100	100
E	100.00%	100	100	100	100	100	100
F	91.67%	100	100	100	50	100	100
G	100.00%	100	100	100	100	100	100
H	100.00%	100	100	100	100	100	100
I	100.00%	100	100	100	100	100	100
J	100.00%	100	100	100	100	100	100

The data above clearly outlines homework satisfaction as the only concern parents had with the overall quality of the program. Some parents cited the time children are arriving home as a factor in completing homework, while another parent suggested more time be given in the extended learning program for homework completion.

Table 23

Table Title

Teaching Fellow Participants	Average	Did males outperform females?	Did 7th grade outperform 6th grade?	Did math outperform language arts literacy?	How did special education compare to regular education?	Teacher support
		1	2	3	4	5
		0%	0%	0%	0%	83%
A	10.00%	0	0	0	0	50
B	20.00%	0	0	0	0	100
C	20.00%	0	0	0	0	100

Note. The value for 0 means no data was collected.

According to the data, the extended learning program that was facilitated by Citizen Schools did not collect any data that would support student progress or program success. It is clear that program monitoring should be a priority for the teaching staff of this program. In addition, it is the responsibility of the principal to ensure the quality of the program, which was not evident due to the lack of data.

Table 24

Table Title

Teacher Participants	Average	Works on assignments till completed	Homework	Sets goals for self	Makes an effort	Motivated to succeed	Is able to start on tasks or projects	Volunteers	Focused	Alert	Participation	Cognitively engaged during each lesson	Can identify and describe problem	Is able to think of several possible solutions	Is able to explain an idea or subject	Demonstrates active listening
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Always	52.00%	20	20	40	60	40	60	40	60	40	40	60	80	80	60	80
Usually	25.33%	60	60	40	20	20	20	20	20	40	40	20	0	0	20	0
Sometimes	20.00%	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Never	0.00%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

According to the data, zero percent of teachers selected "never" to describe the students' behavior towards learning. The data also suggests that, in regards to "sometimes" demonstrating the selected learning attributes, only 20% of the teachers selected this as an answer.

Summary

Teaching fellows are following their own lesson plans that do not always coincide with the lessons of the regular education or special education teachers of the school. Therefore, students' work habits have not improved because they are given multiple sets of tasks, assignments, and work and not enough time to truly master either. According to one teaching fellow, very little interaction is happening, with teachers leaving at their regularly scheduled times; teaching fellows arrive to the site at around 10 a.m. and then are required to participate in a briefing for the morning and a debriefing in the afternoon.

The teaching fellow also stated that, when Citizen School personnel are not in a mandatory meeting, they are supposed to be placed in a homeroom teacher's class to support learning. However, that is not always the case because many principals use them to cover the slack during the school year. For example, lunch and recess duty are a great need among many schools. The teaching fellow also stated that, when working in another school within the same district, the principal also used the extra staff to cover all recess periods and special activities, making the teaching fellows' time in the classroom with the regular day staff obsolete.

Miller (2003) and Stitt-Gohdes (2003) stated that when students' learning preferences match their instructor's teaching styles, student motivation and achievement usually improve. This was evident in both teachers' and parents' responses when talking about the apprenticeships provided during the extended learning time. Two days out of the week (Tuesdays and Thursdays), students were allowed to participate in an apprenticeship of their choosing. Students

had a range of options, such as media, business, and arts and culture. These programs allowed business owners from the community to come in and teach students in a small group setting, with real life scenarios.

CHAPTER 5: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Conclusions

Partnership is key to any program's success. Everyone needs to be on the same page. It would benefit all students and their communities if the district made extended learning time, through a non-profit organization such as Citizen Schools, available to any student who wishes to participate in it. It is crucial that this type of program is recognized as an essential aspect of public school education. The United States Department of Education, Partnership for Family Involvement in Education (2000) states that studies show that individualized attention through extending learning, when combined with parent involvement and quality instruction, can raise reading levels. The hope is that if the district buys into the vision then family and community members will follow along once they have experienced the benefits of the extended learning opportunity program. Furthermore, after-school programs contribute to a rise in self-confidence as well as academic performance (United States Department of Education, Partnership for Family Involvement in Education, 2000).

Implications

According to Ricci (2000), providing curriculum-related, real-life opportunities for students that allow them to apply their skills can be challenging. Warren (1999) and Moores (1999) state that working with community volunteers provides students with positive role models, but also gives them the chance to see themselves as productive citizens. This provides students a chance to dive into their community as more than just observers and gives them more control over their experience and learning. When students feel in control, they are less likely to give up that control to other environmental hazards. As Moores (1999) states, it enables the [students] to develop confidence in their abilities to be successful.

Suggestions for Further Study

The Institute of Education Sciences' *Structuring out-of-school time to improve academic achievement: A practice guide* (Beckett et al., 2009) details five recommendations to help district and school administrators, out-of-school program providers, and other educators design out-of-school programs for students that are enrolled in after-school, before-school, extended year, or extended learning time programs.

Sample Size

This case study was designed as a tool to provide insight on teachers' and parents' perceptions on extended learning time; however, the small sample size hinders the ability to generalize the results. It is suggested that future researchers replicate the study using a larger sample size that includes not only parents' and teachers' perceptions, but also students' perceptions of their experience in an extended learning time program.

Student Input

Due to the limitations of this case study, students' perceptions were not included. However, it should be noted that future research should include surveys that can shed light on the struggles that students face on a daily basis. The people who design extended learning programs had different struggles than the students we cater to in the 21st century. Students' perceptions should play some role in designing an extended learning program. Therefore, when catering to a population of economically needy students and students who are classified as special needs children, it is to the benefit of the case study to include these students' input and to find better ways of measuring student outcomes and planning for student needs.

Kane (2004) suggests the potential for after-school programs to have a long-term impact on participants' academic achievement. Students begin the program in 6th grade and conclude at

the end of June in their 7th grade year. Therefore, it is recommended that the extended learning time program conducted at this school be researched at intervals of twice during each academic year (for the fall and spring semesters) and every two years so data can be analyzed for potential growth areas. In addition, for the students that begin the program in 6th grade and continue on to the 7th grade, an academic analysis can be used to determine if participation in an extended learning time program had any significant impact.

Principals should have the opportunity to tailor the extended learning time to meet the needs of the students. No longer are community schools housing local students and families; now with the Newark One, where students are being bused from near and far, principals face a challenge in how to better equip the teachers with the necessary tools to educate students. Policy and educational leaders are promoting and funding opportunities for expanding learning time as a key strategy to address opportunity gaps that torment high-poverty schools (National Center on Time and Learning, 2013). If school leaders want to implement extended learning time, then it needs to be clear across the board, with parents, teachers, and community stakeholders being made aware of the policy and held accountable.

Although school-day teachers might staff the program, state policies should ensure that instructional strategies differ from those offered during the regular school day. Program content should offer an appropriate balance between students' needs (e.g., assistance with homework and academic support) and students' wants (e.g., games and computer clubs). Staffing policies should specify skills, abilities, and competencies required to deliver program components effectively.

<div align="center">**Observations**</div>

The extended learning program was implemented to serve as an extension of quality teaching and active learning. Citizen Schools was serving three additional school sites during the

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2014-2015 academic school year; however, due to budget restrictions and no significant progress

on the state's Partnership for Assessment of Readiness for College and Careers. However, the

state's standardized assessment had been fully launched during the 2014-2015 academic school

year, thus mandating all 3rd-12th grade students in New Jersey to complete their assessments

online. In addition, once testing had begun, the principal stated in a meeting that the entire

district had experienced technical difficulties and students, although trained to use Chrome

books, had made several errors because the format of the test was so new to them. For example,

one staff member stated during that same meeting that the students in the classroom were

unfamiliar with the length of the test and continued on to the next section, which would cause an

irregularity report to be submitted by the principal to the state department, thus making any data

collected from that assessment unreliable.

Structure of the Program

According to Bolman and Deal (2008), the structural frame is defined as when structure

influences behavior. The extended learning program's faculty had no influence on the physical

aspects of the location of the site. Therefore, they had to adapt to what was made available to

them. Since the students were already taking classes during the day within the same classrooms

as the extended learning, many students, as described by the teaching fellow, were acting as if

the teaching fellows were more like aides there to assist, as opposed to being the 2nd shift

teachers.

Start of the Program

During the after-school extended learning program, students were immediately released

to their respective classrooms, where a teaching fellow would be waiting for them with a do-now

activity. However, the 6th grade special needs population was not desegregated, and thus, the

teacher had to wait for the teaching fellow to arrive in the classroom; it was reported that, due to the behavioral issues among the students, that the teaching fellow would deliberately arrive after 3:30 p.m., compromising the regular teacher's after-school bus duties, which began promptly at 3:20 p.m.

Nutrition

During the transition time, students would situate themselves by getting their materials ready and having their current day's homework assignment ready to be completed. Once the site coordinator announced that it was snack time, each teaching fellow would escort the students down to the pick-up site and students were given a healthy, usually warm, snack with milk to take to their classroom; at times, they were given a full sandwich with fruit and milk. This is extremely beneficial to students because middle school lunches are from 12:55 to 1:25. This half hour block includes recess time outside for 15 minutes. When the weather is fair, many students forgo their lunch in order to enjoy more time outside in the sun, therefore making it important to provide students with a healthy snack during the extended learning time. Research shows the importance of healthy eating in school and its effect on learning. Following the snack, depending on the day, students would then go to math/literacy or apprenticeship. Dismissal begins at 5:45 p.m., where the majority of students are escorted to the bus for transportation and the remaining students must wait until 6 p.m. before going home.

Homework Assistance

Students were given a maximum of 15 minutes to complete their homework with the assistance of their teaching fellow. The rule in regards to homework procedure is that homework be provided daily, even by the humanities teachers, and that children need to spend around 1 hour on homework at home, per subject; therefore, teachers need to provide sufficient homework

for each subject taught. Both teachers and parents have stated their concern about students completing homework; therefore, it would benefit the extended learning program to realign its policy on how much time and resources are given to homework assistance.

WOW Showcase

The Wow Showcase was met with huge satisfaction according to parents and staff. This was a time during which the students could show off their newly learned skills.

According to Bolman and Deal (2008), the symbolic frame has to do with people being loyal to an organization that has a unique identity, by making them feel that what they do is really important; this was accomplished by the Wow Showcase, which was produced twice during the school semester: once in winter and once in spring. Many students had the opportunity to demonstrate their abilities in front of a large audience and present in the school auditorium, while others would assemble in an assigned classroom to demonstrate the project amongst family, friends, and staff. During the first Wow event, one neighbor stated that she was not a parent of any of the students attending the school; however, she came to the event because her neighbor's child was so persistent in having as many people there as possible. It appeared that students felt as if they were a part of something.

Table 25

Program Evaluation

Data Collection	Citizen School	Percentage %	Responsible Person(s)
Attendance			Citizen School; Principal; VP; Assigned Person; Teaching Fellow
Grade	X		Citizen School; Principal; VP; Assigned Person
Gender			Citizen School; Principal; VP; Assigned Person
Math Scores			Citizen School Personnel; Principal; Math Coach; VP; Teaching Fellow
Grade	X		Citizen School Personnel; Principal; Math Coach; VP
Gender			Citizen School Personnel; Principal; Math Coach; VP
Regular Education			Citizen School Personnel; Principal; Math Coach; VP
Special Education			Citizen School Personnel; Principal; Math Coach; VP
Language Arts			Citizen School; Principal; Literacy Coach; VP; Teaching Fellow
Grade	X		Citizen School; Principal; Literacy Coach; VP
Gender			Citizen School; Principal; Literacy Coach; VP
Regular Education			Citizen School; Principal; Literacy Coach; VP
Special Education			Citizen School; Principal; Literacy Coach; VP
Homework			Citizen School; Assigned Personnel; Teaching Fellow
Grade			Citizen School; Assigned Personnel
Gender			Citizen School; Assigned Personnel
Regular Education			Citizen School; Assigned Personnel
Special Education			Citizen School; Assigned Personnel
Apprenticeship 1._____ 2._____ 3._____ 4._____			Citizen School Personnel; Teaching Fellow

Potential

The lack of data collection and analysis during the extended learning program has limited its potential. It is recommended that data be collected, at minimum, at the beginning (pre-test) and conclusion (post-test) of the program. Special considerations should be made for students who have been identified with an IEP or 504, which allows students to receive services without being classified. Data is needed to illustrate how special needs students perform in comparison to students in regular classrooms. Student data should demonstrate how one group of students compared to another group of students. For example, as stated in the subsidiary questions of this case study: did males outperform females, did math outperform language arts, and how did 6th graders perform when compared to 7th graders?

Table 26

Recommendation for Program

Design	Instruction	Evaluation
1. Align the out-of-school program academically with the school day. 2. Maximize student participation and attendance.	3. Adapt instruction to individual and small group needs. 4. Provide engaging learning experiences.	5. Assess program performance by using the results to improve its quality.

It is recommended that the extended learning program should align its curriculum with the curriculum being taught during the day – Expeditionary Learning for middle school language arts and Go Math. Students were actively involved in choosing their apprenticeships and the program encouraged children to maintain a good attendance, which would allow them access to recreational activities outside of the school, such as field trips to other sites. During the observations, many teachers had students in groups, but not much small group instruction was being conducted, except during homework assignments, when the teaching fellow would meet

with struggling students. By the end of the program, many parents stated that their child had been involved in engaging learning activities. They seemed very pleased with the overall program. One area that must be stressed is the lack of program assessment by the principal and the organization. There was no evidence to show that students had improved academically, yet many parents teachers believed that students' overall behavior had improved. As previously stated in this research, Baker and Witt (1996) demonstrated the potential for an after-school program with content aimed at improving academic skills to impact school grades.

Theorist John Carroll (1963, 1989) conceptualized two major constructs influenced by the school: opportunity to learn and quality of instruction. The former is the time allotted for learning a construct, and the latter is the organization of the instruction for ease of acquisition by the specific student. The extended learning program provided students with allotted time for learning, although not directly in sync with the school's current day curriculum. In addition, a quality program, in order to evaluate itself, must have certain structures in place. Assessments should include formative and summative analysis, which this program failed to include. Quality of instruction cannot be measured if there are no reliable and valid tools in place. Students were being measured based solely on quizzes created by the teaching fellows and exit tickets. While exit tickets and quizzes can provide some feedback about a student, there was no real concrete evidence to support student achievement in any of the common core standards that aligned to the curriculum taught by the teachers during the day.

Recommendations for Policy and Practice

Researchers indicate that the after-school hours are a prime time for juvenile crime for those youth who do not have access to extended learning programs as an intervention to address these problems (Fox & Swatt, 2008). Students in grades 3-5 spend time in self-care at least once

a week (Carver & Iruka, 2006). In addition, the *America After 3 PM National Household Survey* reports that 1.3 million students in grades 1-5 and 3.9 million students in grades 6-8 care for themselves after school (Afterschool Alliance, 2004).

Finally, children living in poverty and in neighborhoods with high levels of crime tend to have negative social and academic outcomes associated with self-care (Levine Conley, Morris, & Hernandez, 2004). According to an article in *Afterschool and Service Learning* (www.afterschoolalliance.org), programs that serve adolescents are valuable to the community because they have been linked to lower rates of substance abuse, teen pregnancy, vandalism, and juvenile crime. The programs for adolescents that are most effective focus on service learning and personal development; they have been found to boost academic achievement, build leadership, and strengthen ties to the community.

Recently, on December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA). Previously, in 1965, President Lyndon B. Johnson signed into law the ESEA, which offered new grants to districts serving low-income students, federal grants for textbooks, funding for special education centers, and scholarships for low-income college students. The bipartisan ESSA reauthorizes the 51-year old ESEA.

The new law builds on key areas of progress made possible by the efforts of educators, community members, parents, and students. ESSA helps to support and grow local innovations, including evidence-based and place-based interventions developed by local leaders and educators.

Table 27

Every Student Succeeds Act (ESSA)

	Funding	Purpose

Investing in Innovation	Provides funding to support:
	1. Local educational agencies
	2. Non-profit organization in partnership with
	   a. One or more LEAs or
	   b. A consortium of schools
		Provide competitive grants to applicants with a record of improving student achievement and attainment in order to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, etc.

Promise Neighborhoods	Established under the legislative authority of the Fund for the Improvement of Education Program; which includes • Nonprofit organizations (which may include faith-based nonprofit organizations) • Institutions of higher education • Indian tribes	All children and youth have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successful transition to college and career. Its purpose is to significantly improve the educational and developmental outcomes of children and youth in our most distressed communities.

The previous version of the law, the NCLB Act, was enacted in 2002. It represented a way of monitoring where students were making progress and where they needed support. However, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. In 2010, the Obama administration joined educators and families to create a different law that focused on preparing students for success in college and careers.

According to Rothstein (2004), the achievement gap will never close without complementary investments in extended learning programs, health care, housing, and other economic supports. Miller, Snow, and Lauer (2004) analyzed 27 studies and found that low-income students participating in extended learning programs received positive results in reading and math. Unequal access to extended learning programs was revealed in a study at Johns

Hopkins University, in which researchers determined that two-thirds of the academic gap between high poverty and high-income youth resulted from limited access to extended learning programs (American Sociological Review, 2007). Therefore, it is my recommendation that the district employ extended learning for all middle school students.

While it was not included in this research, it should be stated that many charter schools within the district in which this case study was conducted do have extended days. Yet, not all of them conduct extended learning programs for their students. Therefore, it is recommended that further research be done on extended learning time for middle school students, with the opportunity to include both public schools and charter schools. Although the program in the case study has potential, it is my recommendation that the principal and the leadership team (site coordinator, teaching fellows, and teachers) work on better communicating program goals. Such goals should include standardized testing, formative and summative assessments to monitor student growth, and curriculum alignment, possibly granting the teaching fellows access to the online curriculums already in place. The lack of reliable and valuable student data is evident and the program needs to be reorganized using assessments that are from the district, such as online assessments that incorporate the common core. For example, ANET is an online tool that the teachers have used to individualize homework and create assessments with short constructed responses that align to the common core standards that they are implementing in their instruction. Although the WOW showcase was a positive method of showcasing student social success, as stated by the participants, the extended learning program lacked in the area of assessing academic success, with a lack of data driven assessments. Principals and staff must use these data to drive instruction and modify curriculum as needed.

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