



Time for a New Day

Broadening Opportunities for
Massachusetts Schoolchildren

Expanded Learning Time Initiative 2006-2007 Annual Report

What Is Expanded Learning Time?

Our children deserve an education that fully prepares them for the future—success in college, the workforce and a healthy, fulfilled life. The Expanded Learning Time (ELT) Initiative in Massachusetts is redesigning schools to offer children new learning and enrichment opportunities made possible because of an expanded school schedule. With state resources, participating schools are expanding the school day by at least 300 hours per year to improve student outcomes in core academic subjects, broaden enrichment opportunities and improve instruction by adding more planning and professional development time for teachers.

The vision of the Expanded Learning Time Initiative is to reshape the American school calendar to provide all students with a well-rounded education that prepares them for full engagement and participation in the economic and civic life of our 21st century global society.

Critical Partnership:

Massachusetts Department of Education and Massachusetts 2020

The implementation of the Expanded Learning Time Initiative is the result of a unique public-private partnership between Massachusetts 2020, the educational non-profit that envisioned ELT, and the Massachusetts Department of Education, the state agency responsible for overseeing it.

Brought together by a shared goal of improving education, these two entities have guided transformational reform across ELT schools by adopting complementary roles. The Department of Education sets demanding criteria for participation and selects qualifying schools based on the strength and viability of their redesign proposals. Massachusetts 2020 provides technical assistance support to schools and districts from the planning stages to the implementation of an expanded school day as well as advocacy and research in support of the initiative.

“Massachusetts has a lot to be proud of. Test scores show our students are leading the nation. But we still have a significant achievement gap and the Expanded Learning Time Initiative is one of our key strategies to help close it.”

– Jeffrey Nellhaus, Acting Commissioner, Massachusetts Department of Education



Letter from the Co-Founders of Massachusetts 2020

The world is changing quickly and the stakes for our children are higher than ever. A global economy, shifting demographics and technological innovation have changed the way we communicate, the way we do business, the way we govern, and every facet of our lives. More than ever before, our children's future and our future as a nation depend on access to a quality education.

We expect more from our schools today than we ever have before. Yet our children spend only 20 percent of their waking hours in schools that operate on a calendar of 180 6-hour days, a calendar originally designed for a 19th century economy. How can our children receive a well-rounded education that sets them on a path to prosperity? And how can schools, which are supposed to be our nation's great equalizer, close the educational achievement gap when they are so pressed for time? The question is no longer should we change, but rather, how should we change education to improve student performance? How do we create a richer learning experience? How do we reinvigorate classroom instruction? How do we prepare the next generation to embrace new opportunities?

Massachusetts is providing answers to these questions by becoming the first state in the nation to spearhead a multi-district effort to expand the school calendar in order to improve student academic performance and reintroduce enrichment programs that engage students more deeply in school. In the 2006-2007 school year, ten schools in five cities across the state, enrolling 4,700 students, introduced redesigned school days that increased learning time by at least 25 percent. Each school turned to its teachers, administrators, parents, community organizations and union leaders and asked them to imagine what the ideal school day could be when given the resource of more time. Through their collective experience, collaboration and innovation, each school tore down the institutional walls of a traditional school day and built a new and improved educational experience for their students.

And now, through a \$13 million investment from Governor Patrick and the Massachusetts Legislature, nine more schools have implemented Expanded Learning Time (ELT) in the 2007-2008 school year and more than 50 schools are planning for a redesigned school day in the future.

Massachusetts is the birthplace of public education, and we have the opportunity to once again lead the nation with new and innovative solutions that work. After just one year, the ELT Initiative is already yielding promising results. This annual report reviews the experience of the pioneering schools that changed the school day as we know it and showcases what a new school day looks and feels like. The success of ELT's first year is the direct result of critical partnerships at the school, district and state levels. We are thankful for the hard work of all the pioneers, and we are proud to be a part of an initiative that holds such great promise for the children of Massachusetts and beyond.

Chris Gabrieli
Chairman

Jennifer Davis
President

The Expanded Learning Time Initiative Timeline

Massachusetts 2020, the Governor, the Massachusetts Legislature, the Massachusetts Department of Education and schools and district teams across the state have worked closely together to successfully advance a major public policy effort to establish Expanded Learning Time schools in Massachusetts.

Many milestones were reached and surpassed during the last three years – milestones that have laid the foundation for the continued growth of the initiative for years to come.

August / Massachusetts 2020 files *Amicus Curiae* Brief in the *Hancock v. Driscoll* education equality and financing lawsuit making the case that additional time is needed to meet the academic standards set by state law.

October / Massachusetts 2020 forms a prestigious Advisory Board comprised of education, political and civic leaders representing universities, education think tanks, the state, schools, teacher unions and foundations.

June / \$500,000 approved in Massachusetts state budget for Expanded Learning Time (ELT) planning grants to allow school districts to create plans to expand the school day and/or year.

2004

2005

300

Additional learning hours every child in ELT schools receives each year – that's nearly 10 more weeks of school

November / The Massachusetts Department of Education (MADOE) awards ELT planning grants to 16 school districts interested in expanding the school day/year in a subset of schools in Fall 2006.

November / Massachusetts 2020 releases the groundbreaking research report *Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement*.

November / Massachusetts 2020 begins providing intensive technical assistance to 25 schools in 16 districts that received planning grants.

“Massachusetts became the first state to begin offering schools support to expand time for learning – about 30% more time... One smart thing they did is decide not to just add some time on at the end of the school day. Instead, they told schools to get creative about using all of their time better.”

– Governor Roy Romer, Chairman, Strong American Schools

January / Legislation filed to create ELT grant program in state statute.

April / Massachusetts House of Representatives approves \$5 million in funding to implement ELT in first cohort of schools.

April / MADOE approves the ELT implementation plans of eight school districts and 17 schools making them eligible for state funding pending negotiated labor agreements.

June / Five of the approved districts create labor agreements paving the way for state funding.

July / \$6.5 million approved in final state budget, fully funding all five districts and allowing for a new round of planning grants in 2007.

2006

September / 10 ELT schools in 5 districts, enrolling 4,700 students, open with fully redesigned schedules that expand the school day by two hours, adding the equivalent of 50 school days to the schedule.

November / 29 districts with over 80 schools approved to receive planning grant to plan for potential ELT implementation in 2007-2008 or 2008-2009.

November / Massachusetts 2020 provides intensive technical assistance to twelve schools in eight districts planning for potential ELT implementation in 2007-2008 and to over 70 schools in 24 districts planning for potential ELT implementation in 2008-2009.

January / The Center for American Progress, a Washington, D.C.-based policy think tank, releases case study on the Massachusetts Expanded Learning Time Initiative and Senator Edward Kennedy speaks in support of ELT at the event.

April / Twelve schools in eight districts submit plans to MADOE for potential ELT implementation in 2007-2008.

July / Massachusetts Legislature and Governor Deval Patrick approve \$13 million in the FY2008 state budget – doubling the previous year’s appropriation and allowing 9 more schools to implement ELT.

August / 43 schools from 19 districts submit preliminary implementation plans to the MADOE signaling their intent to implement ELT in September 2008.

2007

September / A total of 18 schools, serving more than 9,000 students and their families, start the new school year as ELT schools.

October / The Joint Committee on Education holds a public hearing on the Expanded Learning Time Initiative. Chris Gabrieli, teachers, superintendents, parents, principals, union leaders and community-based organizations speak in support of the legislation.

November / MADOE awards ELT planning grants to 28 districts, allowing 67 schools across Massachusetts to begin planning for implementation in 2009 and raising the number of schools hoping to redesign their schedules with more time to more than 100.

Cohort I ELT Schools (2006-2007)

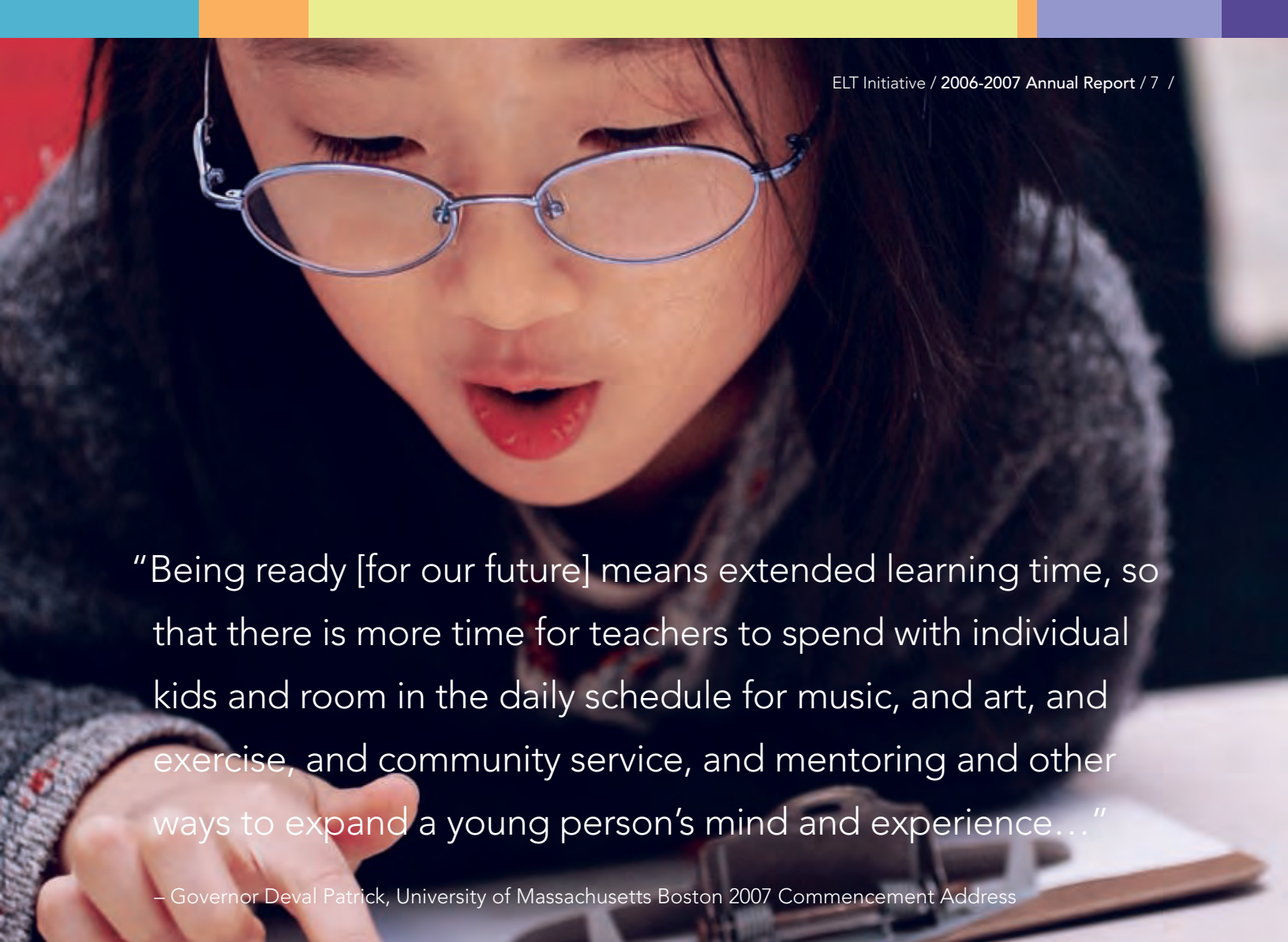
School Name	City	Grades served	Number of students
Clarence R. Edwards Middle School	Boston (Charlestown)	6 – 8	343
James P. Timilty Middle School	Boston (Roxbury)	6 – 8	667
Mario Umana Middle School Academy	Boston (East Boston)	6 – 8	625
Dr. Martin Luther King, Jr. School	Cambridge	JK – 8	240
Fletcher-Maynard Academy	Cambridge	JK – 8	230
Matthew J. Kuss Middle School	Fall River	6 – 8	560
Osborn Street School	Fall River	K – 5	385
Salemwood School	Malden	K – 8	1195
Jacob Hiatt Magnet School	Worcester	PK – 6	500
		Total	4,745

9,011

Students enrolled in ELT schools as of September 2007, the start of the 2nd year of ELT, doubling the number who benefited from more time and more opportunities in the first year of ELT

Cohort II ELT Schools (2007-2008)

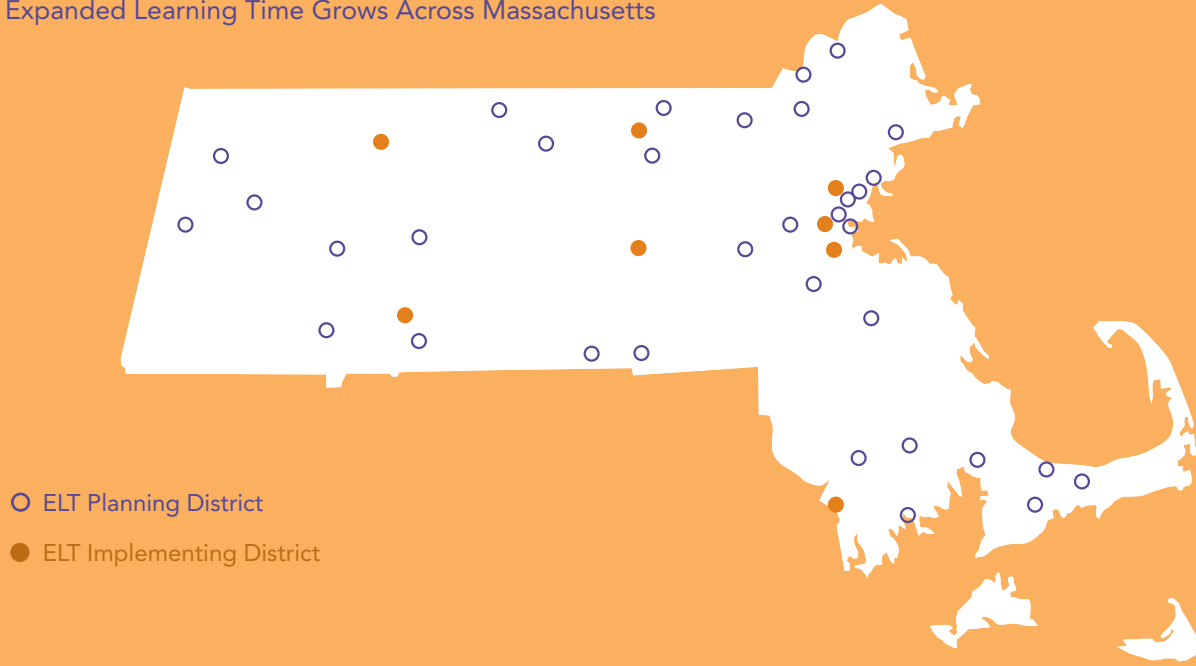
School Name	City	Grades served	Number of students
Boston Arts Academy	Boston	9 – 12	415
Patrick E. Bowe School	Chicopee	PK – 5	434
North End Elementary	Fall River	PK – 5	556
Academy Middle School	Fitchburg	5 – 8	450
Greenfield Middle School	Greenfield	5 – 8	544
Newton School	Greenfield	K – 4	195
Ferryway School	Malden	K – 8	850
Chandler Elementary Community School	Worcester	PK – 6	315
City View School	Worcester	PK – 6	507
		Total	4,266



“Being ready [for our future] means extended learning time, so that there is more time for teachers to spend with individual kids and room in the daily schedule for music, and art, and exercise, and community service, and mentoring and other ways to expand a young person’s mind and experience...”

– Governor Deval Patrick, University of Massachusetts Boston 2007 Commencement Address

Expanded Learning Time Grows Across Massachusetts



ELT in the Media

The first year of expanded learning time garnered considerable attention from the media both locally and nationally. Here's a glance at what is being said about the initiative to transform our schools:



The Boston Globe Magazine

Saved by the (Later) Bell

Ten schools in Massachusetts are testing a first-in-the-nation initiative to extend learning time. Believe it or not, the students (after initial grumbling) seem to like it, and so do their parents. Shouldn't every school rethink its schedule? (4.29.07)



The Boston Globe

Learning in the afternoons

It's a smart idea. Students often use after-school hours to work or unwind. But the nation must spend these hours more wisely, using them to help students excel so they have a better shot at competing in the global economy. Afternoons can be a chance to master basics, do special projects, take on college-level work, or explore careers.

Massachusetts is already trying to escape from the antique 6.5-hour school day. Leading the charge is Massachusetts 2020, a local nonprofit organization that runs an expanded learning time initiative to help schools redesign the learning day. (Editorial 3.18.07)



The Herald News

Extra hours boost MCAS

The state's experimental Extended Learning Time program is paying off immediate results in the form of Massachusetts Comprehensive Assessment System exam scores. (10.8.07)

Eagle Tribune

Taking the time: Educators looking at 8-hour school days to better prepare students, boost test scores.

You have to wait until 3:30 p.m. to figure out what makes Salemwood unique. Because at 3:30 p.m., the nearly 1,200 students at Salemwood go home after nearly eight hours of school. That's an hour-and-a-half more than most Bay State kids. Educators across the country are saying it's about time for a longer school day. (3.18.07)

Associated Press

U.S. schools weigh extending hours, year

School principal Robin Harris used to see the clock on her office wall as the enemy, its steady ticking a reminder that time was not on her side. But these days Harris smiles when the clock hits 1:55 p.m. There are still two more hours in the school day – two more hours to teach math and reading, art and drama. (2.24.07)

Springfield Republican

Extended school day awaits teachers' OK

It's an exciting opportunity for students and teachers... If we expect more of our children in the classroom, then we need to give them more time to learn. (Editorial 6.3.06)

“This initiative will undoubtedly generate a body of evidence to support the common sense notion that added time, used well, will increase learning. The success of this work will likely breed additional interest and adoption by policy makers and practitioners all across the country.”

– Paul Reville, Chairman, Massachusetts Board of Education

telegram

Worcester Telegram & Gazette

It's about time

Lest some think a longer day is a matter of bored kids watching the second-hand go 'round even more times than before – not so, observers say. The idea, supported by anecdotal evidence, is that a thoughtful reworking of the clock will help keep kids productively engaged and make class time more enjoyable as well as more effective... students in the United States have less instructional time per year – an average of 799 hours – than students in most other industrial countries, which average 889 hours a year, with South Korea in the head at 1,078 hours a year.

America has to do better. Massachusetts is helping to lead the way, not just in adding time, but in seeking to use it smartly. (3.12.07)

New York Times

Failing schools see a solution in longer day

In Massachusetts, in the forefront of the movement, Gov. Deval L. Patrick is allocating \$6.5 million this year for longer days and can barely keep pace with demand: 84 schools have expressed interest. (3.26.07)

Newsweek

Learning Takes Time

The dramatic disparities – for example, kids in Memphis get about five weeks less schooling than kids in Houston – have reignited enthusiasm for an old idea: close the achievement gap by making the school day longer. (1.22.07)

Education Week

Mass. Schools Experiment With Extra Time

Ten public schools in Massachusetts will test whether more learning time can boost academic performance and close the achievement gap between low-income students and their more affluent peers. (9.6.07)

MetroWest Daily News

Leadership for a longer school day

... you don't need to be a professional educator to imagine how much more children could learn if they had more time in school and if that time was used productively. If they are to thrive and succeed, students need more than test preparation. They need a well-rounded curriculum that teaches the whole child. (Editorial 1.10.07)

Malden Observer

Salemwood will seek a second year of extended day learning

Under the extended day curriculum, students are involved in several programs at the school that focus on “exploratory enrichment” – courses outside the mainstream subject matter – as well as core academic improvement. (2.8.07)



“The first year of Expanded Learning Time at the Kuss Middle School was very exciting because students, parents, and the whole community truly became engaged in the ELT program.

Students were busy with projects and standards-based learning until about 4:15 everyday. The most surprising aspect was the energy level of the students later in the day. It was gratifying to see that students remained engaged for the whole day because they were excited to participate in special programs like Ham radio and drama – electives made possible by the additional time.

Community institutions stepped forward as important partners in ELT. For example, our forensics class took a trip to the local hospital to explore their lab and a trip to the courthouse to better understand the role that crime scene investigation plays in court.

Kuss used to be considered underperforming, but now students are lining up to come here. With one year under our belt, I think we'll have an even better ELT program next year!”

– Nancy Mullen, Principal of Kuss Middle School in Fall River



Educational Impact

Expanded Learning Time has had a profound educational impact on the school day. Increased opportunities for academic instruction enable teachers to delve deeper into core academic subjects and gives students the opportunity to ask more questions and to develop a broader understanding of curriculum. More time for learning gives students the chance to apply academic concepts to real-world situations which resonate more powerfully than teaching by textbooks alone.

Kuss Middle School, Fall River: Science is expanded by two additional hours each week to include subjects such as robotics, environmental study and forensics.

With more time, teachers at Kuss are able to use FOSS, a research-based science curriculum that focuses on hands-on, project-based learning. Working in cooperative groups, students focus on real life environmental science – ocean, weather, climate change – and more importantly, how these science concepts affect their community, including the impact on Fall River’s fishing industry.

The impact of more time is that students who previously studied science solely from a textbook are now able to experience hands-on experiments, field trips and guest lectures from scientists.

Edwards Middle School, Boston: In addition to regular math classes, students participate in small teams called Math Leagues – a collaborative and socially competitive way to learn and practice math. Teachers found that their students are more compelled to learn equations when math becomes fun. For the 2007-2008 school year, the league model is being expanded to other subjects.

Timilty Middle School, Boston: More time at Timilty allows for the integration of mathematics and 21st century life skills. Students create and maintain a mock checking account, which enables them to learn about banking, personal finance and balancing a checkbook while subtly teaching relevant and meaningful math skills.

Jacob Hiatt Magnet School, Worcester: Students participate in a daily two-hour uninterrupted literacy block. Teachers provide guided reading instruction, and small student-to-teacher ratios allow for individualized instruction.

The redesigned school day at Hiatt also allows teachers the opportunity to integrate several subject areas through a "Facing History, Facing Ourselves" program. History comes alive through this curriculum across different subject-areas making learning memorable and enjoyable for students.

Fletcher-Maynard Academy, Cambridge: Students engage in project-based learning activities, enhancing classroom learning with real-life exposure. As part of a unit on ocean animals, kindergarten students explore books and websites on marine life, visit the aquarium and speak to marine biologists. Scale models of animals are created using math skills.

Fletcher-Maynard students also participate in hands-on math through the TERC Investigations program, an activity-based curriculum that encourages students to think creatively, develop problem-solving strategies and work cooperatively. Students write, draw, and talk about math as well as use manipulatives, calculators and computers to have meaningful experiences with math and learn to be adept problems solvers and develop a deep understanding and appreciation for math.

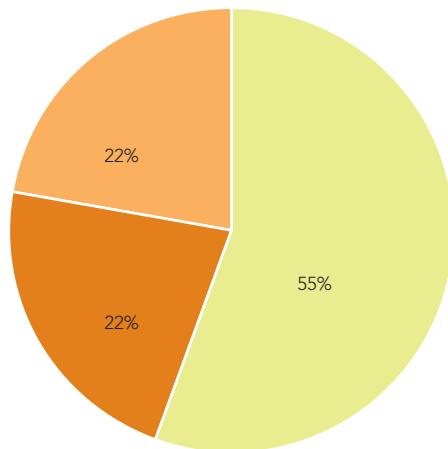
Early Indicators of ELT Success

Although the ten ELT schools in Massachusetts have only had the benefit of more time for one year, parents and teachers are already seeing the impact of this innovative program.

Results from Parent Survey

February 2007

Question: Do you think having a longer school day is helping your child improve how they're doing in school?



In February 2007, Massachusetts 2020 commissioned a telephone survey of parents of students in three randomly selected ELT schools to gauge their impressions of the impact the first year of ELT was having on their children's performance and interest in school. 77% of parents indicated that they saw improvement in their children's performance in school as a result of the expanded school day.

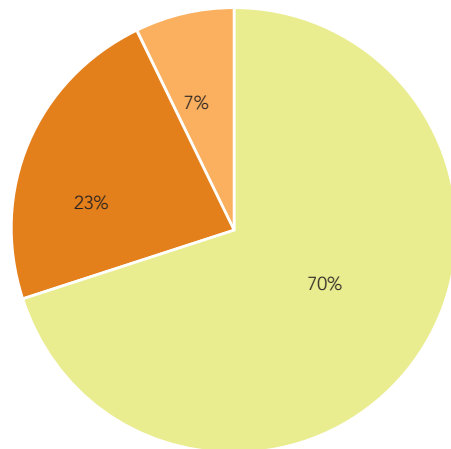
Survey conducted by JEF Associates, Inc.

■ A lot of improvement
 ■ No improvement
■ Some improvement

Results from Teacher Survey

May 2007

Question: What do you believe has been the overall impact of the longer schedule on student academic performance?



In the Spring of 2007, Massachusetts 2020 conducted surveys of teachers in all 10 ELT schools to gauge their impressions of the first year of implementation as an ELT school.

Analysis conducted by Education Direction, Inc.

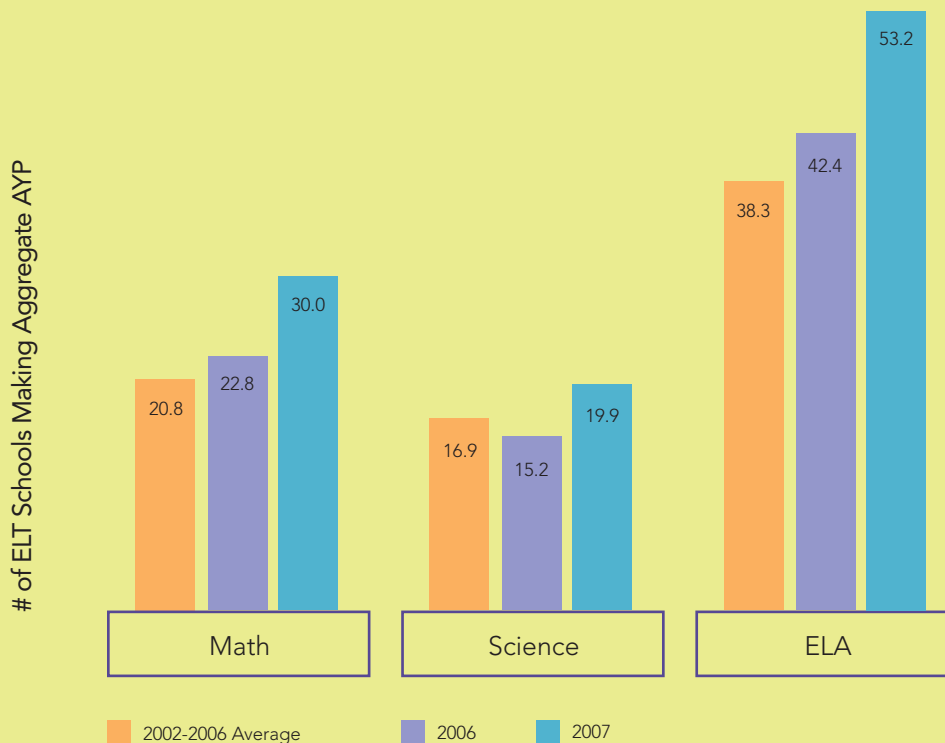
■ Positive
 ■ No impact
■ Negative

Adequate Yearly Progress in ELT Schools 2006 (pre-ELT) vs. 2007 (with ELT)



Adequate Yearly Progress (AYP) is the metric devised by the U.S. Department of Education to indicate how successful schools are at moving all students towards proficiency in English/language Arts (ELA) and math. The metric is based on the fact that all schools are expected to make certain levels of progress in order to reach 100% proficiency by 2014. This year, the number of ELT schools reaching their target proficiency rate (i.e., those that made AYP) doubled in math and grew by 40% in ELA.

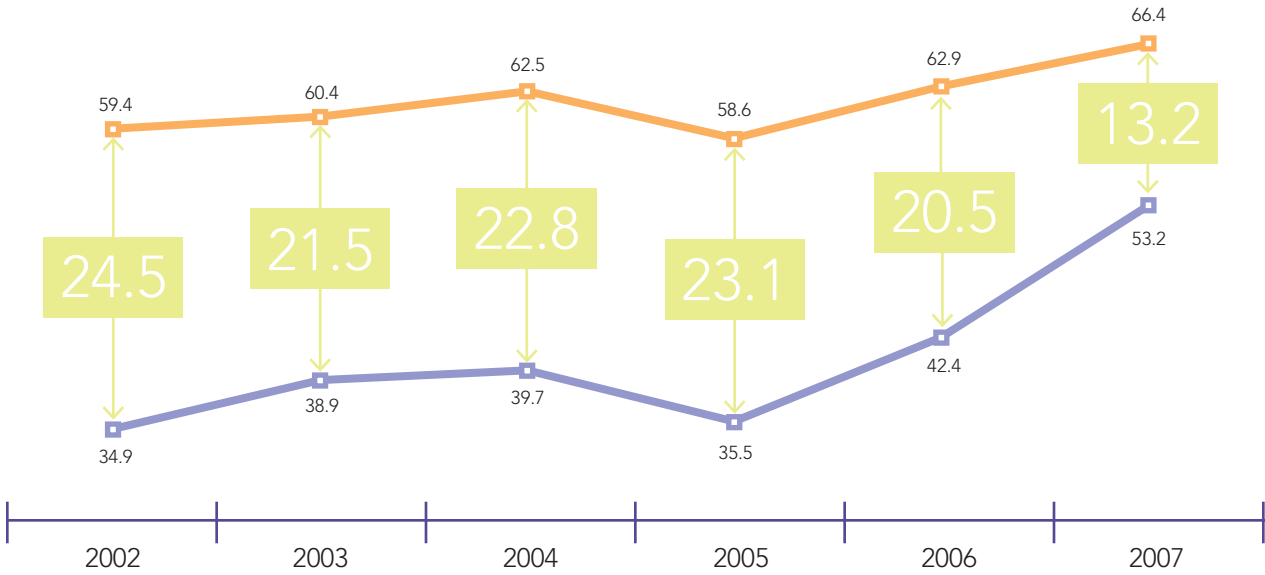
Percent of Students At or Above Proficiency in MCAS (ELA, Math, Science)



After one year of ELT implementation (2007), the average proficiency rate across the 10 ELT schools grew meaningfully versus student performance in these schools in previous years. As a whole, the student proficiency rate grew 44% in math compared to the four-year average pre-ELT, 19% in science and 39% in ELA.

NOTE: MCAS tests in science began in 2003. Average scores are for 2003 – 2006.

Percent of Students At or Above Proficiency in ELA ELT Schools vs. State, 2002 - 2007



■ State
■ ELT Schools

The first cohort of ELT schools serve significantly higher portions of low-income students as compared to the state (75% vs. 29%), and the impact of poverty is seen in the discrepancy in MCAS scores. After one year of having additional time,

the ELT schools have been able to narrow the ELA achievement gap by over seven points - a promising outcome for just one year. *Analysis conducted by Education Direction, Inc.*

6 of 10

ELT schools made Adequate Yearly Progress in Math, a 100% increase from the previous year — a 40% increase in ELT schools making Adequate Yearly Progress in ELA



“The Expanded Learning Time initiative provides a new vision for schooling that challenges us to find out how time can provide quality programming. We hope that ELT schools’ enhanced curriculums and instruction can increase the quality of education for all students. Efforts to use time creatively should also challenge us to question other assumptions about schooling related not just to ‘when’ learning happens, but also about where and with whom it occurs.”

– Nicholas C. Donohue, President and CEO, Nellie Mae Education Foundation

ELT Gaining Public Support

The ELT Initiative Is ...

Source: State House News Poll conducted September 2007

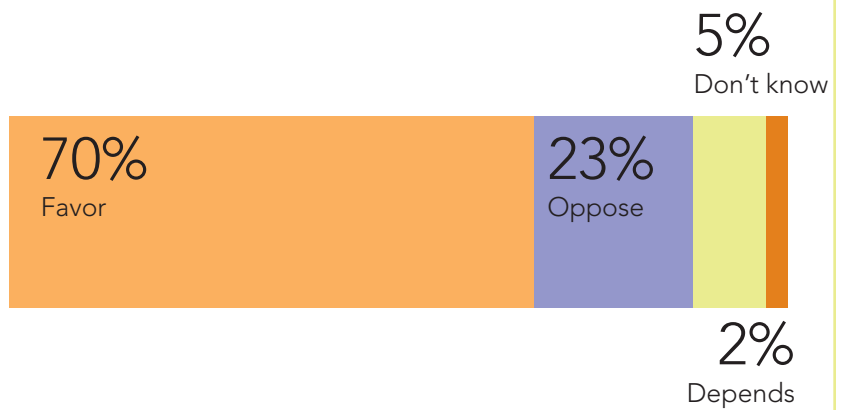
Widely known across Massachusetts

Q: Are you aware of the effort by Gov. Patrick and the legislature to fund a program that lengthens the school day?



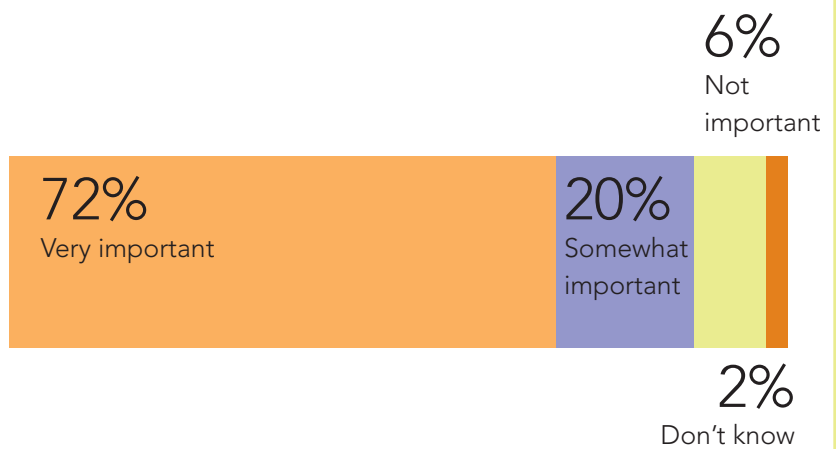
Strongly supported

Q: Do you favor or oppose lengthening the school day to add academics and enrichment activities such as music, arts and sports?



Recognized as an important education strategy that balances academics and enrichment

Q: How important do you think it is that students get a well-rounded education, learning about subjects outside the tested areas and getting exposure to arts, health, drama and athletics?



7,488

Additional hours of in-class reading enjoyed across all grades at ELT schools

A day at Jacob Hiatt Magnet School

Before ELT

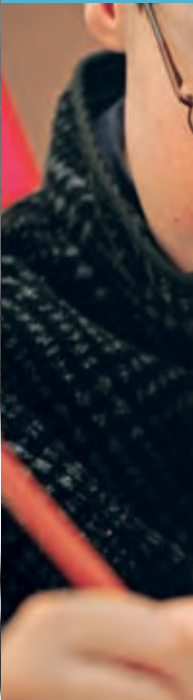
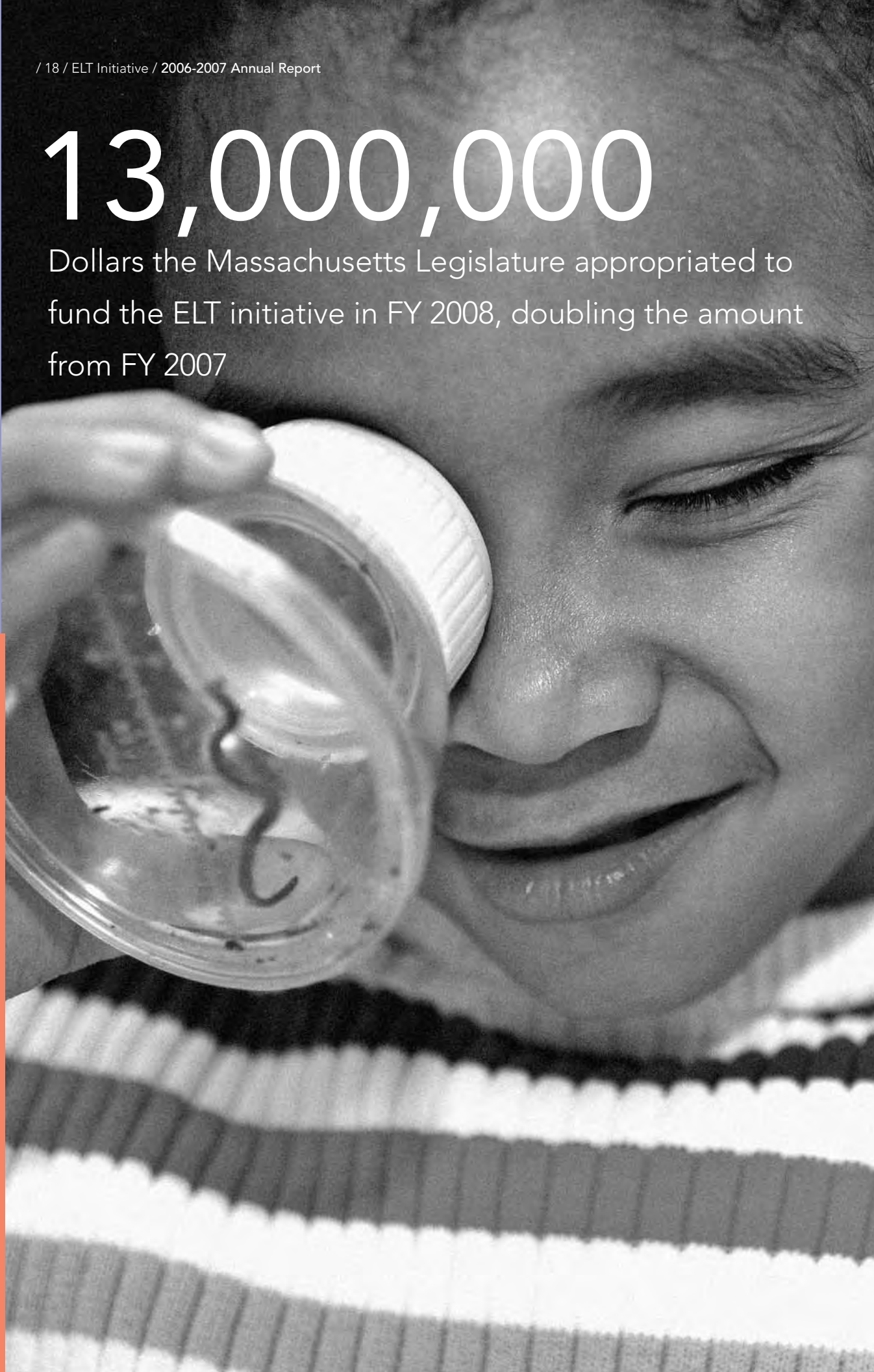
<p>9:00 – 9:45 (45min) Morning meeting</p>
<p>9:45 – 10:30 (45min) Literacy</p>
<p>10:30 – 11:15 (45min) Music</p>
<p>11:15 – 12:00 (45min) Math</p>
<p>12:00 – 12:45 (45min) Math</p>
<p>12:45 – 1:30 (45min) Writing Center/ Social Studies</p>
<p>1:30 – 2:15 (45min) Science</p>
<p>2:15 – 3:00 (45min) Homeroom</p>

After ELT

<p>7:45 – 8:00 (15min) Independent Daily Reading</p>
<p>8:00 – 10:00 (120min) Literacy Block</p>
<p>10 minute Recess</p>
<p>10:10 – 11:40 (90min) Math</p>
<p>11:40 – 12:10 (30min) Lunch</p>
<p>12:10 – 12:40 (30min) Writers Workshop</p>
<p>12:40 – 1:10 (30min) Enrichments</p>
<p>1:10 – 2:00 (50min) Science</p>
<p>10 minute Recess</p>
<p>2:10 – 2:55 (45min) Additional Academics</p>
<p>2:55 – 3:35 (40min) Homework Help/Tutoring/ Enrichments</p>

13,000,000


Dollars the Massachusetts Legislature appropriated to fund the ELT initiative in FY 2008, doubling the amount from FY 2007



“Education reform in Massachusetts is at a crossroads. We expect more and more from our students today but we cannot expect them to achieve more if we don’t give them the time necessary to succeed. Expanded Learning Time must be included in the next phase of education reform.”

—Representative Patricia Haddad, Co-Chair, Joint Committee on Education





“When the Edwards Middle School switched to a longer day, I thought ‘great, I can barely stand six and a half hours, who wants to go for nine?’ But during the first year I realized that ELT makes school more fun. We are able to choose our electives and when you choose what you want to do, it makes the day go by faster.

There are so many electives and activities, I can’t even count them. There’s football, karate, cooking, dance, cheerleading. My two electives are Music Production and Band. I’m a multi-instrument musician. I like to play the drums. Drums, guitar, bass – I’m interested in anything that makes a lot of noise! In the band ensemble, Mr. Rivera gives us a piece of music that we learn how to read and then learn how to play.

ELT gives me and my friends more time for fun electives, and if I went home at two o’clock, I’d probably be doing nothing. I’d probably sit on the couch with a Mountain Dew watching TV or I’d be out skateboarding. But I’d give up skateboarding and Mountain Dew any day of the week to be here at Edwards. Nothing that you would do out on the streets at two o’clock can compare to what people are doing here at 4:30.”

– Leo, 8th grade student, Edwards Middle School in Charlestown

“The YMCA’s goal is to serve kids and families together with their schools. Expanded Learning Time helps us do that and we can see that both parents and children are happy to have the additional learning opportunities that more time allows.”

– Wendy Zinn, District Vice-President and Executive Director, YMCA of Greater Boston

Broadening Opportunities

The new school day is not about adding time to do more of the same. The redesigned day has expanded students’ opportunities for enrichment and experiential learning – including arts, music, physical education, drama, apprenticeships and more. These engaging programs align with students’ core curriculum, complementing and enhancing understanding of key academic subjects, while supporting a lifelong love of learning, helping students discover their passions and encouraging them to stay in school.

Salemwood School, Malden: Students take special classes to foster problem solving, teamwork and use of technology – critical skills to prepare them for a successful future in the 21st century.

Osborn Street School and N.B. Borden School, Fall River: Students participate in a Nutrition, Health and Wellness block emphasizing healthy foods for healthy kids. Students learn about all aspects of nutrition and integrate math skills with weights and measures; science skills through nutritional information; and language arts with the “Word Wall” – a related vocabulary exercise.

Mario Umama Middle School Academy: Students now have an additional four hours of art and music instruction each week, choosing from courses like drama, video production, keyboarding, drumming, instrumental music or chorus. Over 100 students participate in the Citizen Schools apprenticeship program, interning in businesses, law firms and community organizations. New physical education opportunities include rock climbing at the nearby YMCA.

Students also have the opportunity to take elective courses with Tenacity, a unique program that combines lessons in tennis and literacy to stimulate a love of learning as well as develop qualities of individual responsibility and good citizenship.



“The Expanded Learning Time Initiative is an example of what happens when school districts, parents, teachers and their unions work together to meet the needs of students. We have a powerful impact when we collaborate as a community to help each child learn.”

– Anne Wass, President, Massachusetts Teachers Association

Dr. Martin Luther King, Jr. School, Cambridge:

Starting in junior kindergarten, students learn Mandarin Chinese for 30 minutes daily. Students also have the opportunity to participate in a cultural exchange program, traveling to China during their middle school years.

Dr. Martin Luther King, Jr. School students can also work with CitySprouts to create a community learning garden in the schoolyard. CitySprouts provides garden-based lessons with practical learning applications supporting the core academic curriculum in science, history, math, literacy, health and art. This program also enables teachers to use the gardens as a direct extension of their science classes.

Fletcher-Maynard Academy, Cambridge:

At Fletcher-Maynard Academy, students can participate in JAM’NASTICS , a program that provides positive and constructive activities in the art and athleticism of gymnastics and many other styles of dance. Through these activities, JAM’NASTICS cultivates self-esteem and life skills such as goal-setting and conflict resolution, as well as the promotion of physical and mental health, non-violence and drug prevention.

Jacob Hiatt Magnet School, Worcester:

Students and teachers at Jacob Hiatt have forged a partnership with the Worcester Art Museum. Classes visit the museum to observe different artistic styles and mediums, while instructors from the museum often visit classrooms to provide lessons and projects that align with and enhance the curriculum.

ELT School Partners

Boston

Edwards Middle School

Charlestown Community Center
Boys & Girls Club
Medicine Wheel
Citizen Schools
MATCH Public Charter School/Americorps
The Writers Express
EF Education

Mario Umana Middle School Academy

Citizen Schools
East Boston Health Center
East Boston YMCA
Tenacity
Zumix
Project Bread

Timilty Middle School

City Year
Massachusetts General Hospital
Simmons College
Northeastern University
Suffolk University
Squashbusters

Cambridge

Dr. Martin Luther King, Jr. School

CitySprouts
Lesley University Literacy Collaborative
Science Club for Girls

Fletcher-Maynard Academy

Atlas Communities
JAM'NASTICS
Lesley University Literacy Collaborative
Peace Games
Science Club for Girls
Tutoring Plus
Young People's Project

Worcester

Jacob Hiatt Magnet School

Clark University
The Paul Revere House
The Worcester Historical Society
Worcester Art Museum
Worcester Center for Crafts
Worcester Tornados
YMCA

Fall River

Kuss Middle School*

Bristol Community College
NASA

N.B.Borden Elementary School

Bristol Community College
UMass Dartmouth

Osborn Street Elementary School

Bristol Community College
St. Anne's Hospital Youth Trauma Program
The Ocean State Futsal Association
UMass Dartmouth

Malden

Salemwood School

Bay State Reading Institute
Citizen Schools
Partnership for Community Schools
in Malden
Teachers 21

* Many of these schools are expanding their partnerships for the 2007-2008 school year. For example, the Kuss Middle School has a new partnership with the Fall River Boys & Girls Club and YMCA.

“Our school day was created 70 years ago, when we had farms. If we really want to get serious about education, we need longer school days.”

– Mayor Thomas Menino, City of Boston



Enhanced Instruction

The redesigned school day offers numerous opportunities for teachers to engage in collaborative planning and focus on strengthening instruction. More time for professional development and one-on-one time with students has significantly enhanced instruction at ELT schools.

Osborn Street School and N.B. Borden School, Fall River: Teachers have 12 additional professional development days each year centered on writing and math instruction. Sessions include grade-level meetings across the two schools, data review and common planning time.

Teachers have used additional time to visit other classrooms and observe their colleagues and are now able to provide feedback to their peers while simultaneously learning and gathering ideas to utilize in their own instruction.

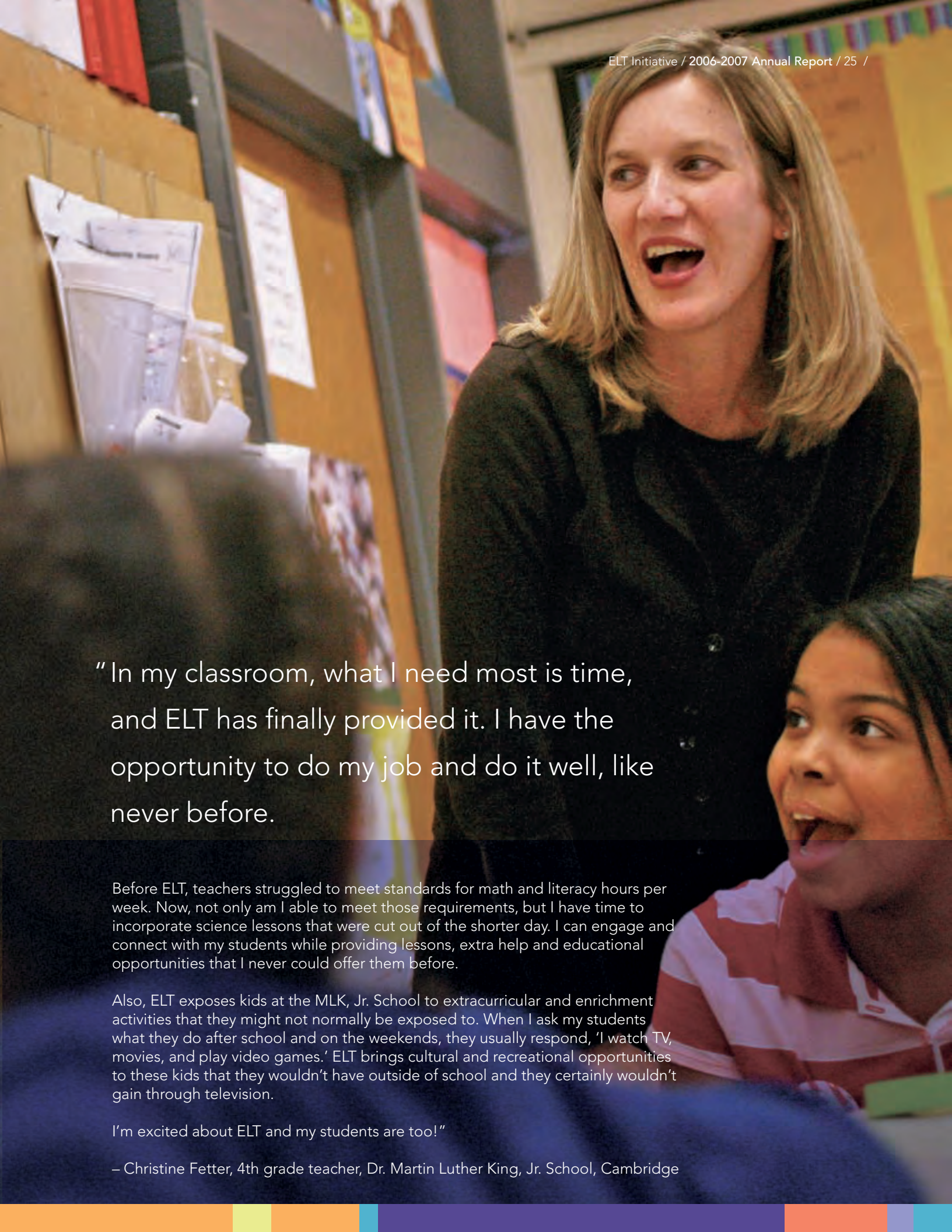
Salemwood School, Malden: Teachers have daily advisory periods to meet with a small group of students to really get to know them and better support their academic and personal needs. During this time teachers may also visit other classrooms to learn from colleagues and observe students in different environments.

N.B. Borden, Fall River: Teachers have used additional time to visit other classrooms and observe their colleagues. Teachers now have time to provide feedback and constructive criticism to their peers while simultaneously learning and gathering ideas to use in their own classrooms.

Dr. Martin Luther King, Jr. School and Fletcher-Maynard Academy, Cambridge: Expanded Learning Time has allowed Cambridge teachers to adopt a cooperative, team-teaching model to better meet the needs of all students. Increased common planning time gives special education teachers the opportunity to collaborate with regular classroom teachers and participate more fully in the classroom environment. Many classrooms now have two teachers, where before, the special education teacher was solely focused on the needs of a few students.

Cambridge ELT teachers also gain up to an hour per day to meet with other teachers to make data-driven decisions, review student work, plan collaboratively and work with literacy and math coaches on classroom observations and instructional improvement strategies.

Boston Schools: Collaborative planning time for Boston teachers is devoted specifically to reviewing student work. Teachers discuss the success of their lessons and why or why not their lesson resonated. Discussion of instructional practices and looking at the work produced by students as a result of those practices and lessons allows teachers to draw conclusions about their methods and evaluate their successes and challenges.



“In my classroom, what I need most is time, and ELT has finally provided it. I have the opportunity to do my job and do it well, like never before.

Before ELT, teachers struggled to meet standards for math and literacy hours per week. Now, not only am I able to meet those requirements, but I have time to incorporate science lessons that were cut out of the shorter day. I can engage and connect with my students while providing lessons, extra help and educational opportunities that I never could offer them before.

Also, ELT exposes kids at the MLK, Jr. School to extracurricular and enrichment activities that they might not normally be exposed to. When I ask my students what they do after school and on the weekends, they usually respond, ‘I watch TV, movies, and play video games.’ ELT brings cultural and recreational opportunities to these kids that they wouldn’t have outside of school and they certainly wouldn’t gain through television.

“I’m excited about ELT and my students are too!”

– Christine Fetter, 4th grade teacher, Dr. Martin Luther King, Jr. School, Cambridge

The National Impact of ELT

As the movement to close the educational achievement gap and fundamentally change American public education grows, parents, policy makers and political leaders spanning the educational spectrum — from state leaders to school administrators and from local elected officials to presidential candidates — are increasingly recognizing the necessity of reevaluating the traditional school day.

This national chorus of voices is calling for a new school day capable of providing our children with the tools they need to reach higher and achieve more; a new school day with more time to learn and more time to grow. **From nowhere has this call for change emanated more profoundly than Massachusetts.**

“Expanded learning time programs provide students and teachers with the extra time and opportunities they need for students to succeed both in and beyond the classroom. We’ve seen it work in Massachusetts, and I look forward to expanding this success nationwide.”

– Senator Edward Kennedy, National Center on Time & Learning Launch, October 2, 2007



In January 2007 Massachusetts 2020, along with Massachusetts Senator Edward M. Kennedy and the Massachusetts Department of Education, participated in a national forum hosted by the Center for American Progress in Washington, D.C., to discuss and present Massachusetts’ bold Expanded Learning Time Initiative as a model for other states.

Center for American Progress



The Center for American Progress (CAP), a Washington, D.C.-based policy think tank, released a case study on the Massachusetts Expanded Learning Time Initiative to help inform other state policy and education leaders.

Education leaders in the U.S. Congress have embraced the Massachusetts model and a federal demonstration has been drafted for inclusion in the reauthorization of the No Child Left Behind bill.

Learn more at www.americanprogress.org.



The Massachusetts model has been featured by the Strong American Schools Campaign, a nonpartisan public awareness and action campaign aimed at ensuring that education reform is a top priority in the 2008 presidential election. "Ed in '08" and Strong American Schools are a project of Rockefeller Philanthropy Advisors, The Bill & Melinda Gates Foundation and The Eli and Edythe Broad Foundation.

Learn more at www.Edin08.com.

NATIONAL CENTER ON TIME & LEARNING

In October 2007 the leadership of Massachusetts 2020 and the Rennie Center for Education Research and Policy launched the National Center on Time & Learning. Led by Chris Gabrieli, Paul Reville and Jennifer Davis, the National Center on Time & Learning is dedicated to expanding learning time to improve student achievement and enable a well-rounded education for all students. Through research, public policy and technical assistance, the National Center on Time & Learning supports initiatives that add more school time for academic and enrichment opportunities to help all children meet the demands of the 21st Century.

Learn more at www.timeandlearning.org

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“AFT Massachusetts strongly supports Massachusetts 2020’s collaborative approach to expanding learning time which will help students be successful in school. Expanded learning time needs input and agreement from teachers, administrators, parents and community members in order to succeed.”

– Thomas Gosnell, President, American Federation of Teachers Massachusetts

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Children who received swimming lessons during their expanded school day





“What I like about the expanded learning day is that my son Leonard gets an opportunity to do his homework independently, but if he has questions or has any issues, he can work with his teachers to make sure that his homework is done right the first time.”

—Sheila Goodwin, mother of Leonard Goodwin, student at Jacob Hiatt Magnet School in Worcester





Massachusetts 2020
One Beacon Street, 34th Floor
Boston, MA 02108
p: (617) 723-6747
f: (617) 723-6746
www.mass2020.org