



Redesigning Today's Schools to Build a Stronger Tomorrow

The Massachusetts Expanded
Learning Time Initiative
2007-2008 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 Massachusetts Expanded Learning Time (ELT) Initiative is redesigning and expanding the school schedule to offer children new learning and enrichment opportunities. With state resources, participating schools are expanding the school day by at least 300 hours per year for all students 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 schedule 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.

Massachusetts Department of Elementary & Secondary Education Partnership

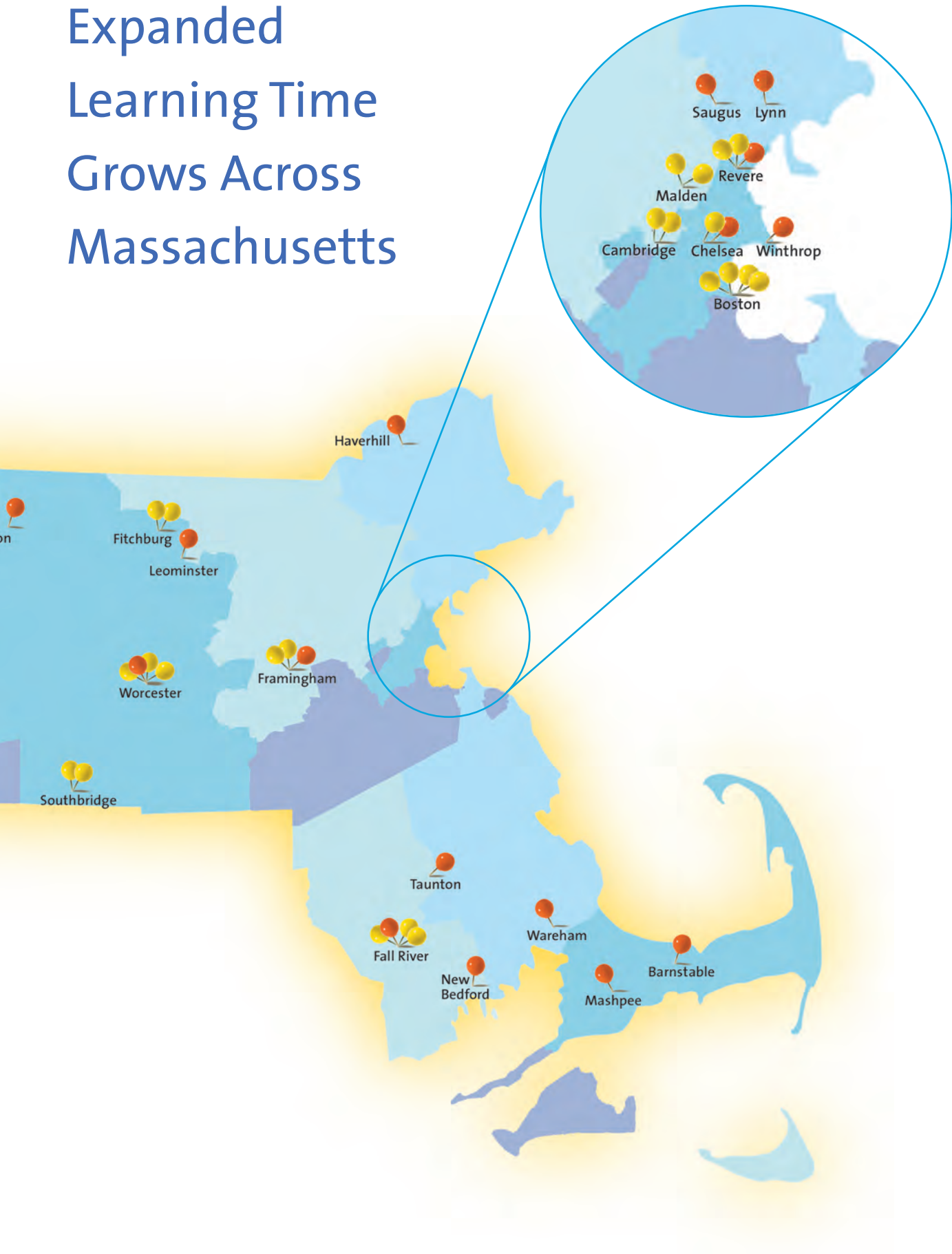
The implementation of the Expanded Learning Time Initiative is the result of a unique public-private partnership between Massachusetts 2020, the educational nonprofit that envisioned ELT, and the Massachusetts Department of Elementary & Secondary Education (ESE), the state agency responsible for overseeing 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 ESE 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 ELT Initiative.



-  **ELT Implementing Schools**
-  **ELT Planning District***

*Planning districts as of November 1, 2008

Expanded Learning Time Grows Across Massachusetts



Letter from the Co-Founders of Massachusetts 2020

Throughout our country's history, our strength as a nation has always been the ingenuity and resolve of our people. Each generation works to make life better for the next. We dream. We create. We build. We invest. This year, turbulence in the global financial markets brought distress to every American household. It caused us to re-examine institutions, question the status quo, and recognize that our children will need so much more to succeed in the world that awaits them.

Massachusetts introduced the concept of public education to our nation by establishing the first public school. Long ago noble thinkers in our state understood that the path to success as a person and as a nation rested with a quality, well-rounded education. As the demands of the world have evolved and expectations of our students have grown, so has the need for our public schools to embrace reforms and take new approaches in order to achieve higher goals.

When Expanded Learning Time (ELT) was implemented in 10 Massachusetts schools in 2006, it was new, innovative, and untried. Completely redesigning and expanding the school day was truly bold. It required new collaborations, thoughtful planning, and broad-based community engagement. Those pioneering schools that embraced ELT had a single goal in mind: to help students succeed at higher levels. They paved the path. They showed the way. We applauded their dedication and drive. Because of them, the Commonwealth doubled funding for ELT and nine more schools adopted the initiative in 2007. Today, for the 2008-09 school year, 26 schools in 12 communities serving more than 13,500 children are implementing ELT schedules. More than three dozen schools in 21 districts across the state are currently engaged in ELT planning processes for the 2009-2010 school year and beyond.

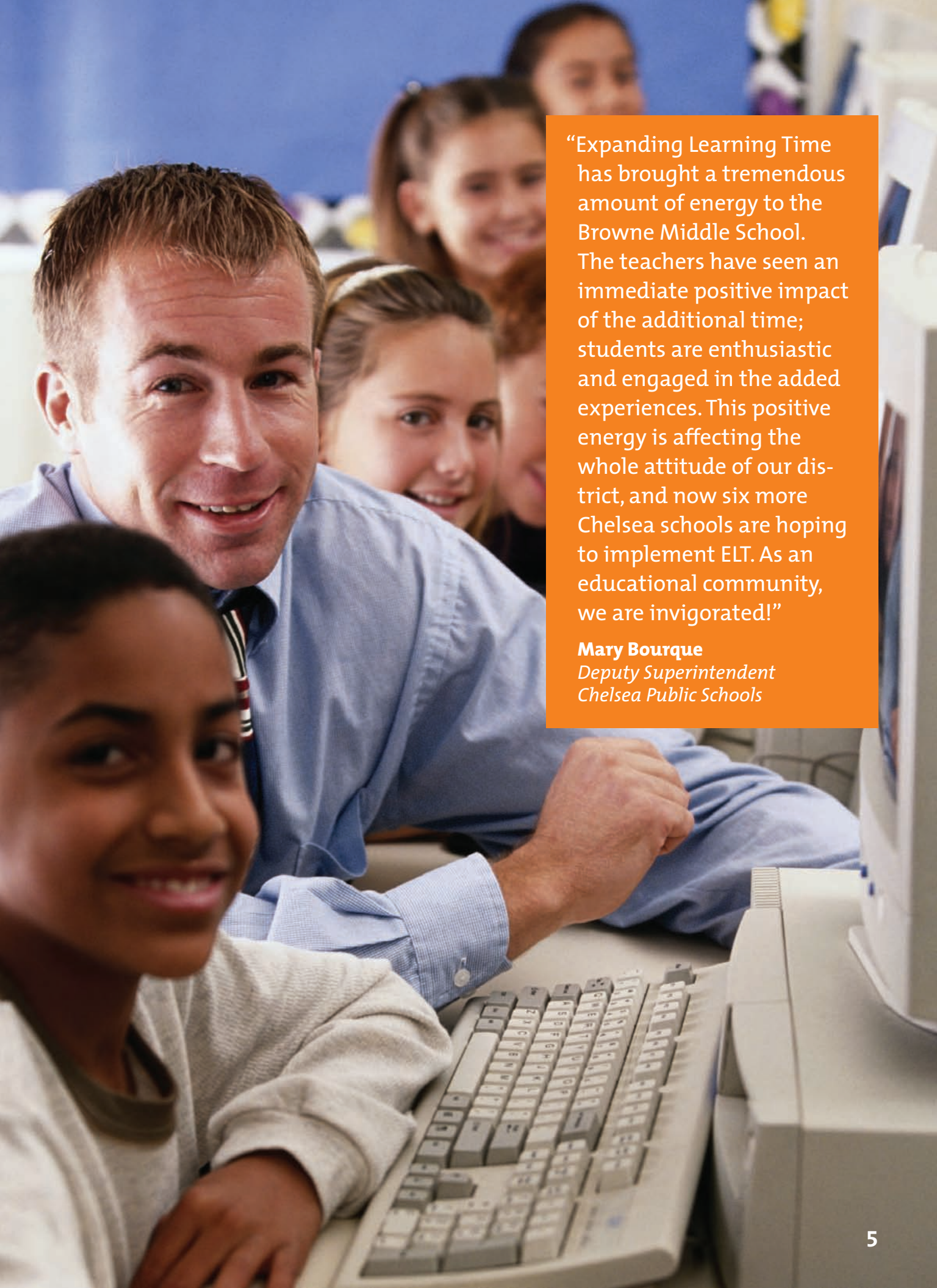
One thing is as clear today as it was when those first pioneering schools implemented ELT: adding more time is a fundamental ingredient for every effort to reinvigorate schools and learning. ELT has earned broad support from across the spectrum. Union leaders and the business community, members of the Legislature and the Governor, Democrats and Republicans—all support this initiative to redesign the school day with more time and accountability for results. What Massachusetts began three years ago has taken hold and is producing results. Implementation has been robust. Today, students, teachers, parents, and community partners are collectively engaged in the new school day, and its promises are being realized.

This publication cannot convey the vibrancy and enthusiasm found in the minds and faces inside ELT schools. Still, in these pages you will find the stories, the data, the images, the advocates, and the reasons why ELT is making a difference. It is only through your commitment and continued support that we can give students the education they need and deserve.



Chris Gabrieli
Chairman

Jennifer Davis
President



“Expanding Learning Time has brought a tremendous amount of energy to the Browne Middle School. The teachers have seen an immediate positive impact of the additional time; students are enthusiastic and engaged in the added experiences. This positive energy is affecting the whole attitude of our district, and now six more Chelsea schools are hoping to implement ELT. As an educational community, we are invigorated!”

Mary Bourque

*Deputy Superintendent
Chelsea Public Schools*

In the Media

Across the Commonwealth, Expanded Learning Time is making news. Here's a snapshot of what's being said.

The Boston Globe

April 11, 2008

The School Experiment That's Paying Off

Scot Lehigh

IT'S THE most felicitous of developments: an education reform that is not only delivering results, but is also popular with school administrators, students and their families, and teachers and their unions.

The experiment has helped boost MCAS scores, while providing more opportunities for activities like theater, music, art, and sports. So what is this miraculous solution?

Simple common sense: a longer school day.

CAPE COD TIMES

May 4, 2008

Time to think: Don't Short Change the School Reform That Is Getting Such Good Grades

Reformers in Massachusetts have hit upon something that measurably improves academic test scores, especially in low-performing schools. The Legislature should beg, borrow and steal all the money it can to lay on this winning bet.

The tool is the extended school day—or "Extended Learning Time." It means adding 90 minutes to two hours to the traditional 6-hour day. The numbers show ELT is one of the few approaches that is actually budging academic performance in low-performing schools. In 2006, 62.9 percent of children in regular public schools were judged proficient in reading and math. In the 18 schools beginning the ELT experiment the rate was 42.4. In 2007, regular schools had raised proficiency modestly to 66.4. But ELT schools jumped almost 11 percentage points.

After one year in a Massachusetts ELT school, 75 percent of parents said their children are getting a better education; 70 percent of teachers said the ELT format was having a positive effect on their students.

The Boston Globe

November 30, 2007

Longer, Better School Days

FOR 9,000 students in 18 Massachusetts public schools, the secret to success is basic: more time. Instead of making do with an old-fashioned six-hour day, these schools have done a substantial overhaul, creating a school day that is both longer and richer.

Longer days have yielded many benefits. Students spend more time learning. Teachers have more planning time, and those who stay for a longer day earn more money. Community organizations have become vital partners. In Worcester, for example, students at the Jacob Hiatt Magnet School have worked with the Paul Revere House and Old Sturbridge Village.

Parents are also paying attention. More families are taking tours at the Dr. Martin Luther King Jr. School in Cambridge. And for the first time the school has a waiting list for students from middle-class families who don't qualify for the reduced lunch program.

November 30, 2007

Report: Schools With Longer Days Posted Improved MCAS Scores

The results of an experiment to lengthen the school day at 10 public schools in Massachusetts appear to be promising. State education officials say the increased learning time paid off with improved MCAS scores across all grade levels in English, math and science.

The Herald News

News from the SouthCoast

May 1, 2008

Our View: Invest in Education

One sure way to improve education is to increase the amount of time spent educating. Extending the school day has shown remarkable results locally and statewide, with test scores rising almost across the board.

There's really no arguing with the results. Adding 300 hours to the school year—about two hours a day—has improved students' scores on the Massachusetts Comprehensive Assessment System exam and closed proficiency gaps between some previously struggling schools and the state average. The extended day allows students to apply what they learn in more active projects instead of just listening to lectures. It allows teachers to get to know students faster and tailor their teaching style to meet students' needs.

THE METROWEST DAILY NEWS

April 29, 2008

More Time for Learning

There are many paths to better education, and all come with a price tag. The most exciting school reform initiative in Massachusetts today starts with something simple: more time to learn.

The reviews of the program have been nearly all positive. The longer day is popular with teachers, parents, and even students. Test scores for participating schools are up. ELT appears to help close the achievement gap between white and minority students, in part by providing enrichment activities that many minority families cannot afford to purchase after school.

EDUCATION WEEK

September 22, 2008

Consensus on Learning Time Builds

Under enormous pressure to prepare students for a successful future—and fearful that standard school hours don't offer enough time to do so—educators, policymakers, and community activists are adding more learning time to children's lives... In Massachusetts, a widely watched, 3-year-old initiative to expand learning time gives districts about \$1,300 per pupil to add 30 percent more time to the school year... With backing from both national teachers' unions, U.S. Sen. Edward M. Kennedy, D-Mass., introduced legislation last month that would provide federal funding for districts or schools wishing to follow the Massachusetts example.

Massachusetts Leaders Believe in Expanded Learning Time

Thanks to the strong support of Governor Deval Patrick and the Massachusetts Legislature, funding for the Expanded Learning Time Initiative grew by 33%, an increase of \$4.5 million, for the 2008-2009 school year. Massachusetts' legislators and leadership showed their ongoing commitment to ELT in this tight budget year by approving a budget that includes \$17.5 million in funding for the initiative—a significant commitment to this innovative program and its promising results for students, teachers, and schools.

The ELT Initiative has gained its momentum through the leadership and advocacy of: Governor Patrick, who made ELT a key component of his education agenda, the Readiness Project; the Chairs of the Education Committee, Representative Patricia Haddad and Senator Robert Antonioni; and vocal supporters in each chamber, including Representative Vincent Pedone and Senator Joan Menard.

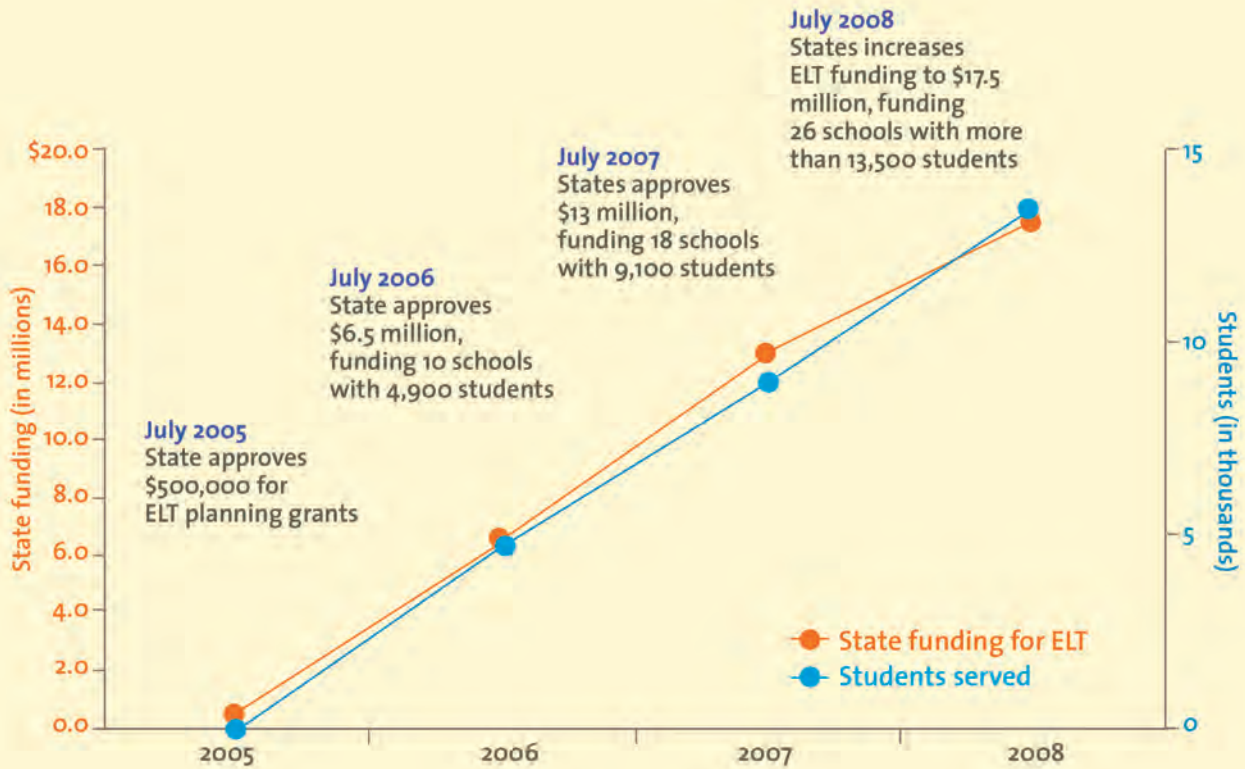
“Expanded learning time is a key component for the next phase of education reform in Massachusetts. Educators need more time to deliver the academic and enrichment instruction necessary to develop the whole child, as we build a world-class education system that prepares students for success in a global 21st-century economy.”

Massachusetts Governor Deval L. Patrick

Governor Deval Patrick visits the Jacob Hiatt Magnet School in January 2008



Growth of the ELT Initiative



“The House of Representatives has been proud to work with Mass 2020 and the Department of Elementary and Secondary Education to support this groundbreaking and promising pilot program. Providing opportunities to improve the lives of the next generation is probably the most exciting part of being a legislator. The ELT Initiative is one of the newest and most promising opportunities we are pursuing in education reform in Massachusetts. The early work of these pioneering educators, students, and school communities is being watched closely by those of us that have supported this initiative from the beginning. We are hopeful that it will prove to be an important part of our broader efforts to close the stubborn achievement gap that continues to plague our schools.”

Massachusetts House Speaker Salvatore F. DiMasi (D-Boston)

“One of the most beneficial aspects of ELT is the opportunity to combine enrichment activities, such as music, art, or sports, within the core curriculum. Having the ability to take the extra time and try different teaching techniques allows teachers to reach every student. There is more time for practical application as well. How many middle school students have voluntarily put on a full-length Shakespeare production? In 2007 Kuss Middle School did—they never would have been able to without the Expanded Learning Time program.”

Massachusetts State Senator Joan M. Menard (D-Fall River)

The Pioneers

These 26 schools are the first in the nation to redesign their school day through a statewide initiative focused on expanding learning time. These pioneering schools serve as examples to the Commonwealth and the entire nation for how schools can be transformed when teachers, administrators, parents, and the community work together to add learning time and rethink what school should be.

District	Cohort	School	Grades served	Number of students
Boston	2006	Mario Umana Middle School Academy	6-8	625
Boston	2006	Clarence R. Edwards Middle School	6-8	390
Boston	2006	James P. Timilty Middle School	6-8	690
Cambridge	2006	Dr. Martin Luther King, Jr. School	PK-8	255
Cambridge	2006	Fletcher-Maynard Academy	PK-8	250
Fall River	2006	Carlton M. Viveiros School*	K-5	747
Fall River	2006	Matthew J. Kuss Middle School	6-8	650
Malden	2006	Salemwood School	K-8	1,200
Worcester	2006	Jacob Hiatt Magnet School	PK-6	454
Cohort 1 Total				5,261
Boston	2007	Boston Arts Academy	9-12	423
Chicopee	2007	Patrick E. Bowe School	K-5	415
Fall River	2007	Frank M. Silvia Elementary School	K-5	525
Fitchburg	2007	Academy Middle School	5-8	340
Greenfield	2007	Newton School	K-4	210
Greenfield	2007	Greenfield Middle School	5-8	480
Malden	2007	Ferryway School	K-8	900
Worcester	2007	Chandler Elementary Community School	PK-6	325
Worcester	2007	City View School	PK-6	556
Cohort 2 Total				4,174
Chelsea	2008	Joseph A. Browne Middle School	5-8	503
Fitchburg	2008	BF Brown Arts Vision School	5-8	483
Framingham	2008	Cameron Middle School	6-8	525
Framingham	2008	Brophy Elementary School	K-5	465
Revere	2008	Garfield Middle School	6-8	500
Revere	2008	A.C. Whelan Elementary School	K-5	710
Southbridge	2008	West Street School	4-5	390
Southbridge	2008	Wells Middle School	6-8	530
Cohort 3 Total				4,106
TOTAL ELT STUDENTS				13,541

*Note—In September 2008, the Viveiros School was created by the merger of six elementary schools in Fall River. Three of these schools, the N.B. Borden, the Osborn, and the Fowler, were ELT schools prior to the creation of the Viveiros.





“Expanded Learning Time has allowed me to provide more individualized instruction to my students. I have time to teach a lesson, break students out into groups, and really give attention to the children who need extra help. In math, it could be as simple as showing a child who is struggling an alternative problem solving method—now I can really address the needs of all students. Also, my relationships with my students have been strengthened by ELT. We spend more time together and I can talk to them one-on-one. It has created a true community.”

Martha Dewar
Teacher, Jacob Hiatt Magnet School, Worcester



Educational Impact: Enhanced Academics in ELT Schools

Expanded Learning Time allows students to engage in learning, delve deeply into core subjects, and improve their academic achievement. With the redesigned day, students and teachers have the time to ask questions, think critically, and explore beyond the textbook. More time allows students to participate in experiential, hands-on projects—applying academic concepts to real-world situations and providing students with a deeper, more meaningful understanding of subject matter.

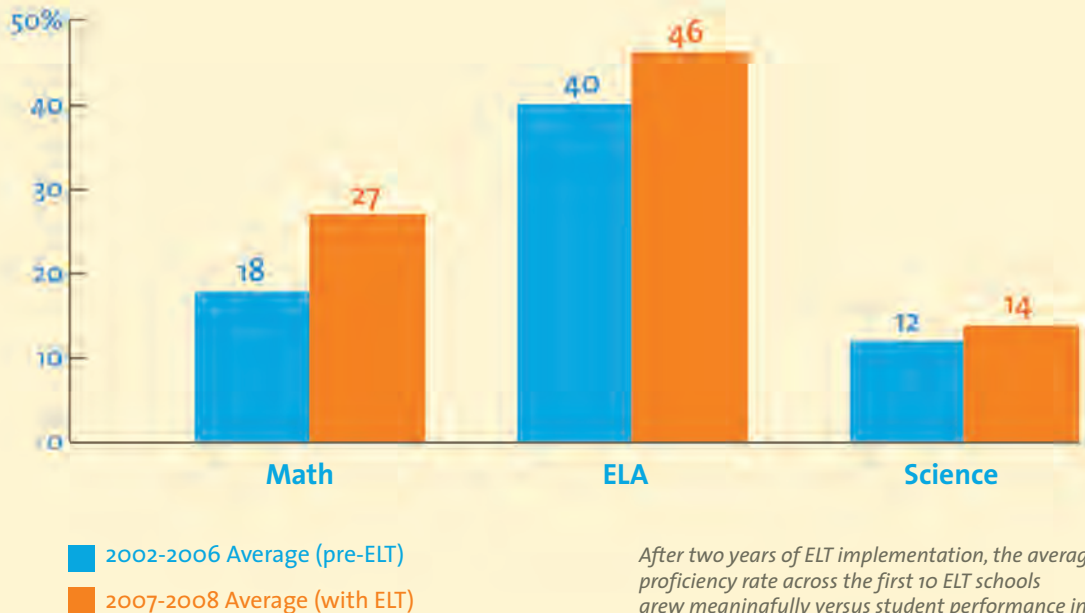
Using More Time to Focus on Literacy

Jacob Hiatt Magnet School, Worcester

Every morning between 8 a.m. and 10 a.m., students at the Jacob Hiatt Magnet School participate in a two-hour, uninterrupted literacy block encompassing all aspects of the literacy curriculum: reading, writing, and language. Literacy topics and activities include social studies excerpts related to “neighborhoods,” science stories about “ocean exploration,” journal writing, spelling exercises, grammar lessons, leveled reading groups, and phonics groups. A key component of the literacy block is the incorporation of activities from other disciplines such as science, social studies,

and even math. Hiatt’s math curriculum contains many literacy-related items that reinforce math concepts. By taking the literacy-related components and putting them into the uninterrupted block, students are able to gain key literacy skills while improving their overall knowledge of important math concepts. Additional time for literacy instruction is showing its effect: in 2006, only 57% of the 4th graders at Hiatt were proficient or advanced in English language arts (ELA). Two years later, this same cohort of students had 82% of students scoring proficient or above on the MCAS.

ELT Schools Increase Proficiency Rates in Math, ELA, and Science



After two years of ELT implementation, the average proficiency rate across the first 10 ELT schools grew meaningfully versus student performance in these schools in previous years.

Source: Rennie Center for Education Research & Policy

Critical Thinking in Math

Silvia Elementary School, Fall River

Expanding the school day has allowed the Silvia Elementary School to add time for math by adding Calendar Math as an extension to its daily curriculum. Calendar Math highlights many of the Massachusetts standards and benchmarks not specifically addressed in many math programs. This additional math instruction encourages students to think critically—looking not only at numbers and dates but patterns. Teachers recognized that lessons focusing on higher-order thinking skills were lacking in their everyday

curriculum and chose the Calendar Math program to help better prepare their students for higher level work. Each month offers new material and presents opportunities to discover different patterns. For example, in one unit, students focused on parallel lines, intersecting lines, and line segments. The next month they worked on fractions, multiples, and factors. Through Calendar Math, students learn valuable lessons about time, money, decimals, fractions and, rounding.

Reading First, Reading Better

Carlton M. Viveiros School, Fall River

Expanded Learning Time has allowed the Viveiros Elementary (formerly Fowler-Osborn Elementary) to improve its implementation of *Reading First*, the federally funded program designed to raise student achievement in reading and ELA. Because of ELT, students participate in a daily, two-hour block dedicated to reading and a one-hour block devoted to writer's workshop. This expanded time for literacy allows all components of the *Reading First* curriculum to be taught every day. Teachers now have enough time to provide in depth lessons. Instead of skimming, they can cover important topics, expose students to new genres, and

incorporate creative educational methods. They also have time to incorporate units—such as fables and non-fiction literature—that were often cut from the traditional six-hour school day. ELT provides 1 hour and 40 minutes each week for teacher professional development and weekly collaborative planning time. During this time, teachers learn about *Reading First* strategies and problem-solve about the successes and challenges of these strategies in the classroom. *Reading First* and Expanded Learning Time combine to help students learn concepts in a fuller, more well-rounded way—with activities, stories, and real-world applications.

ELT in Action: The Clarence R. Edwards Middle School

The Clarence R. Edwards Middle School in Boston has taken full advantage of every opportunity presented by Expanded Learning Time—and the results have been impressive. Expanded Learning Time at Edwards features additional instruction in core academics plus a wide variety of electives, including football, karate, cooking, jazz dance, musical theater, and robotics.

As teachers planned to implement ELT for the 2006-2007 school year, they faced a significant challenge: raise student achievement while keeping young teenagers engaged. Faculty and administrators at Edwards, dismayed by the MCAS results of previous years, decided to focus on improving student performance in mathematics. They tackled this challenge by launching “Math Leagues.” For one hour each day, students worked in small teams to study and practice math concepts and participate in weekly competitions that proved to be just as fun as they were educational.

The program propelled Edwards to a sharp increase in student performance on the MCAS. In 2007, Edwards made aggregate Adequate Yearly Progress (AYP) in math. Across the entire school, Edwards students gained on the Composite Performance Index (CPI), the 100-point scale the Massachusetts Department of Elementary & Secondary Education uses to measure a school’s overall progress toward universal proficiency (i.e., a CPI rating of 100 means that all students are scoring proficient on MCAS). In one year of ELT, Edwards added 12 CPI points in math, while the state gained only five. Meanwhile, the percent of students failing the math MCAS dropped nearly 20 points in just a single year.

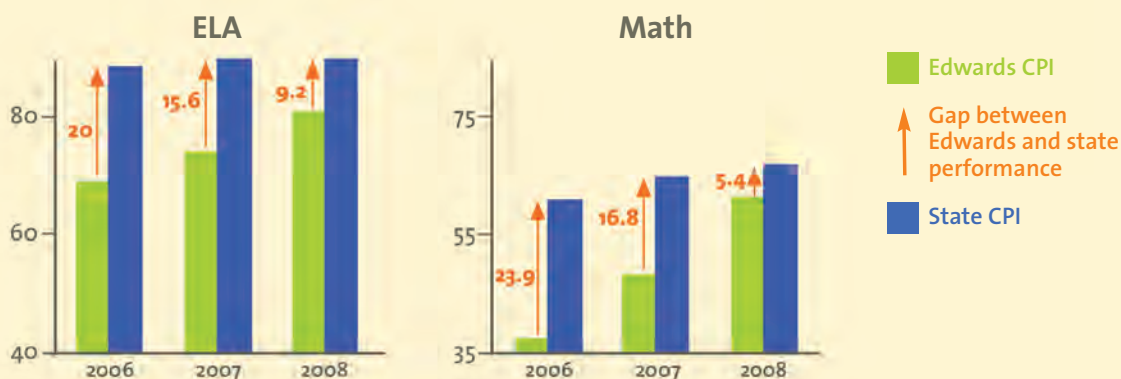
During the second year of ELT at Edwards, the Math League concept was expanded and “Academic Leagues” were created for ELA, science and social studies. Teachers analyzed student data and strategically placed students in an Academic League to best meet their educational needs. All students had the benefit of receiving additional support from appropriately certified faculty¹. The result: MCAS scores continued to improve.

In ELA, CPI scores rose by more than seven points, and the gap with the state narrowed by a similar amount. For 8th graders, most of whom had experienced two years of ELT, the CPI gap between Edwards and the state shrank by more than 50%. In science, a test taken only by 8th graders, the school narrowed the gap with the state by 10 points over the two years of ELT. And in math, the CPI gap between Edwards’ 8th graders and the state closed by nearly 80%—from a 24-point gap to a five-point gap. (See chart below.)

Before ELT, enrollment at Edwards showed steady decline. However, thanks to the school’s ability to improve student achievement and broaden enrichment opportunities through ELT, Edwards has increased its enrollment by a third over the past two years. The Edwards Middle School has demonstrated how students’ lives—and a school’s success—can dramatically change with an expanded and redesigned school day.

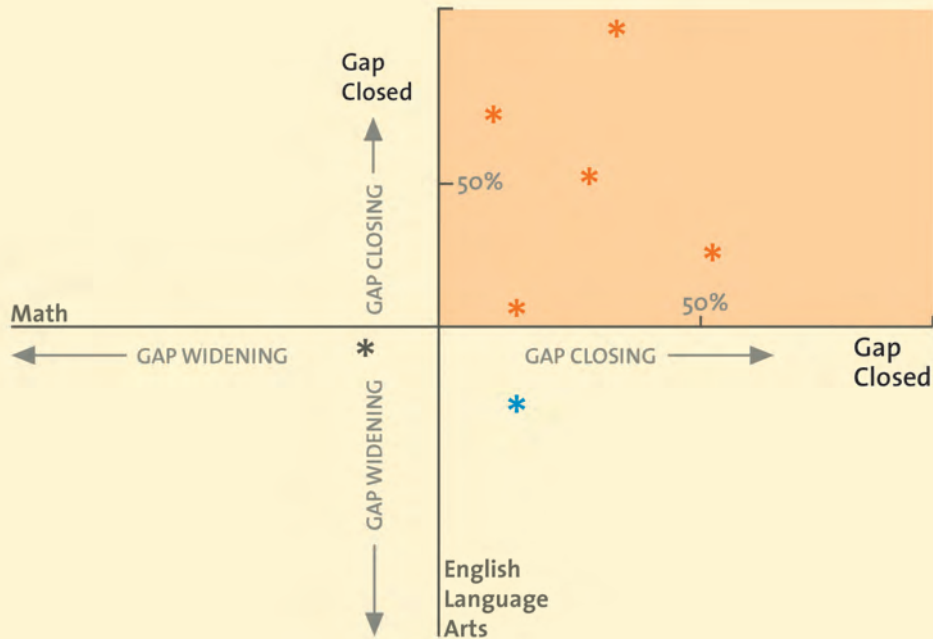
1—Annenberg Institute for School Reform, Emerging Knowledge Forum 2008, Profile on the Massachusetts Expanded Learning Time Initiative, 2008

Edwards Middle School Reduces Achievement Gap by More Than 50% for 8th Graders



CPI = Composite Performance Index. CPI measures how well a school or groups of students within a school are progressing toward proficiency on the MCAS in English language arts (ELA) and mathematics. Developed by the Massachusetts Department of Elementary and Secondary Education, CPI is a 100 point scale where 100 points means that all students are scoring proficient on MCAS. CPI is the measure used in Massachusetts to determine AYP status.

ELT Is Closing the Achievement Gap for Middle Grade Students

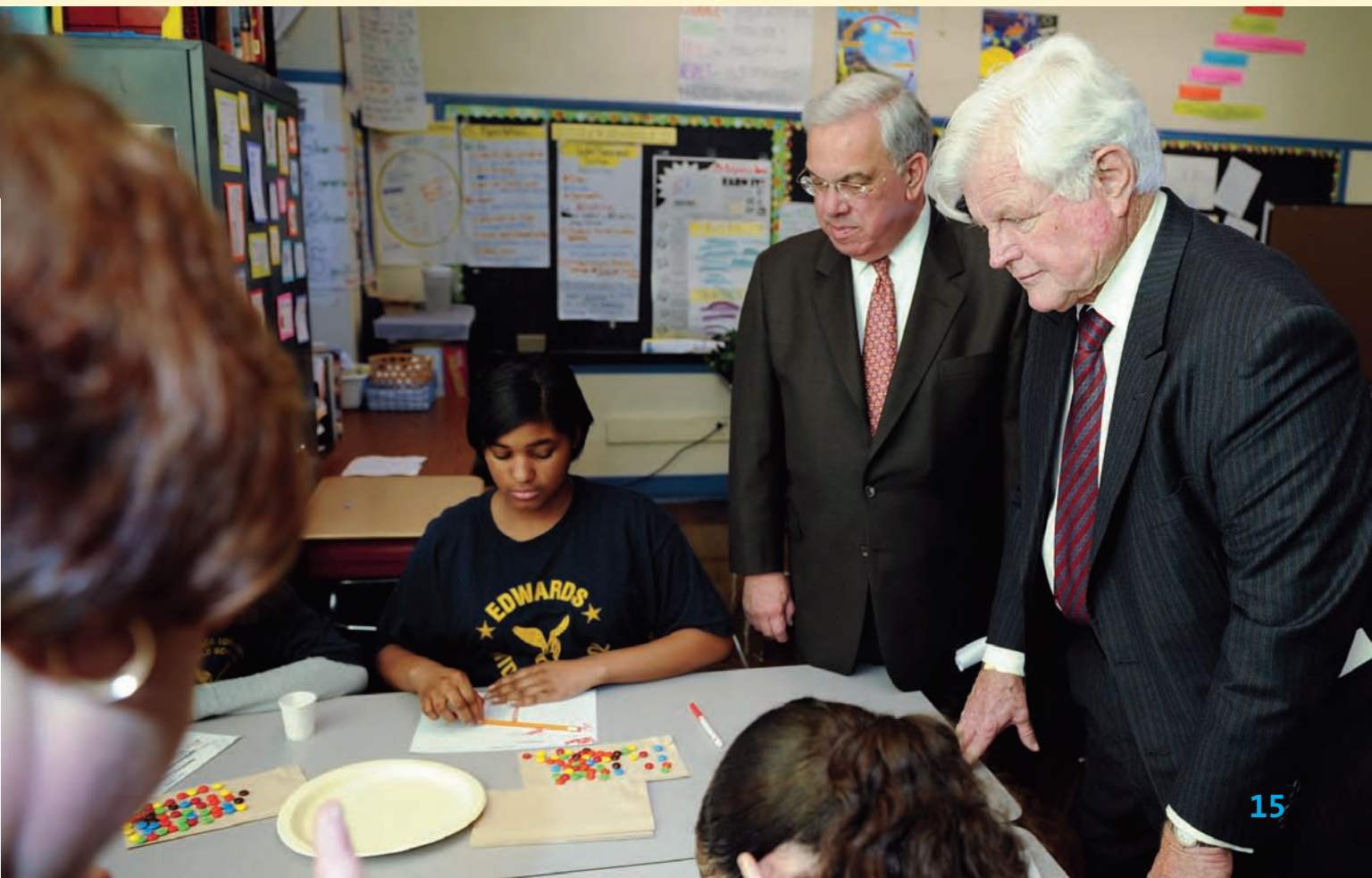


These five ELT schools narrowed the achievement gap with the state in English **and** math.

This ELT school narrowed the achievement gap with the state in math.

This graph tracks the change in the gap between an ELT school's performance for students in grades 6-8 and the state's during the two years of ELT implementation (2007, 2008). As measured by the state's Composite Performance Index, six of the seven schools narrowed the gap with the state's overall performance in math, and five of the seven schools narrowed the gap in ELA. One school lagged slightly behind the state in math and ELA.

Senator Edward M. Kennedy and Boston Mayor Thomas M. Menino visit the Edwards Middle School in Boston





Expanded Learning Time Brings “Discovery” Back to the City View Discovery School

City View School, a PK-6 magnet school in Worcester, was founded in 1991 with a science focus, but through the years, the school’s spotlight on science wavered. Heavy emphasis on MCAS and simply not enough hours in the school day made it increasingly difficult to maintain City View’s science-centric mission.

Last year, City View principal Al Ganem seized an opportunity to rejuvenate science curriculum by applying for an Expanded Learning Time grant. The City View’s Expanded Learning Time model has a strong emphasis on science—increasing science instruction at all grade levels and forging partnerships with community organizations and specialists in the field. At the start of the 2007-2008 school year, with more than 90 minutes added to each day, science was back.

Expanded Learning Time has given students additional time to study English language arts, math, and social studies—and students now attend science class every day plus an additional lesson each week in City View’s fully equipped science lab.

As a result of the redesigned school day, teachers also have the opportunity to participate in specialized professional development and science training throughout the year. The Science Through Experimentation Program (STEP) trains 5th and 6th grade teachers to teach science content to their students by encouraging students to work the way scientists would in a real-life environment.

Students and teachers at City View are most excited about the new elective classes made possible

by the introduction of Expanded Learning Time. For 45 minutes at the end of each day, students participate in a variety of exciting, hands-on math and science programs designed by City View teachers to be educational and engaging.

In these elective classes, science lessons are based on a variety of real-world applications such as robotics, inventions, and plants. Second grade students focused on rocks and minerals. Kindergarten students worked on a unit called “The Deep Blue Sea.” Recently, marine biologists from the New England Aquarium visited City View to share hands-on lessons about the ocean and its animals—constructing a life-size whale in the school gym.

City View is working closely with the New England Aquarium and several other community partners to bring innovative and enlightening programs to City View’s students. The school’s community partners include: Quinsigamond Community College; the Museum of Science; Tower Hill Botanic Garden (youth gardening and horticulture); Animal Adventures (live animal program for grades K-5); Massachusetts Audubon Society/Broad Meadow Brook (studies on trees/plants and weather); and the Worcester Art Museum (aquatic creations).

Exciting things are happening at City View. Students and teachers finally have the time to get their hands dirty, dig deep, and learn about science in a way that is fun, engaging, and educational.

A Typical Day at the Garfield Middle School

Before ELT

Homeroom 7:35-8:05	Homeroom
Period 1 8:08-8:55	Core Academics
Period 2 8:58-9:45	Core Academics
Period 3 9:48-10:35	Core Academics
Period 4 10:38-11:25	Enrichment
Period 5 11:28-12:15	Academic Enrichment
Lunch 12:18-12:38	Lunch
Period 6 12:40-1:28	Core Academics
Period 7 1:31-2:20	Academic Enrichment

With ELT

Homeroom 7:30-7:45	Homeroom
Period 1 7:45-8:45	Core Academics
Period 2 8:48-9:48	Core Academics
Period 3 9:51-10:51	Enrichment
Period 4 10:54-11:54	Core Academics
Lunch 11:57-12:27	Lunch
Period 5 12:30-1:30	Academic Enrichment
Period 6 1:34-2:54	Enrichment
Period 7 2:57-3:57	Core Academics

Academic enrichment includes technology, architecture, applied sciences, journalism, etc.

Enrichment includes computer animation, health, art, music, physical education, etc.

	Before ELT		With ELT
Total Time per Week by Category	15 hrs 40 min	Core Academics	20 hrs
	7 hrs 50 min	Academic Enrichment	8 hrs 20 min
	3 hrs 55 min	Enrichment	8 hrs 20 min
	1 hr 40 min	Lunch and Recess	2 hrs 30 min

“Our ELT schools, teachers, and students are more energized, more empowered, and more involved. In Revere, we are moving toward having every school participate in ELT. We see expanded time as a means to accomplish what is necessary to provide public education students with the skills and knowledge to be successful in the 21st century.”

Dr. Paul Dakin, Superintendent, Revere Public Schools



“More than ever, [the United States’] secret sauce comes from our ability to integrate art, science, music, and literature with the hard sciences. That’s what produces an iPod revolution or a Google.”

Thomas L. Friedman in *The School Administrator*, February 2008

Broadening Opportunities: Beyond the Basics

A well-rounded education requires more than reading, writing, and arithmetic. Expanded Learning Time provides students with unique, interdisciplinary educational opportunities that enhance the core curriculum and provide students with critical 21st-century skills. Enrichment and experiential learning—including arts, music, physical education, drama, apprenticeships, and more—complement students’ understanding of the core academic subjects. Additional enrichment classes made possible by a redesigned school day help students discover new interests and become more deeply engaged in school.

**Science,
Technology,
Engineering,
and Math
(STEM)**

Green River Watershed Project Newton Elementary School, Greenfield

Science curriculum at Newton Elementary School was expanded in a new and exciting way with ELT. Fourth grade students studied salmon and the local environment along the Green River in partnership with Artspace and the US Fish and Wildlife Service. The project incorporated critical science lessons with ELA and art standards. For 45 minutes twice a week, students studied a watershed pollution recycling project and Matthew Leighton’s

recycling art; wrote and created books about the salmon life cycle; crafted model salmon from clay; grew salmon from eggs and alevin in a tank; grew brine shrimp for salmon food; and released fish into the Green River. Students ended the project by creating a large, mixed media picture book about salmon, their environment, and lifecycle entitled *Surviving the Odds*.

Civic Engagement and Leadership Development

Voices of Change: Leadership, Theater, and Making a Difference

Umana Middle School Academy and Edwards Middle School, Boston

With their expanded school day, the Umana Middle School Academy and Edwards Middle School gave students participating in the Citizen Schools program the opportunity to do a 10-week apprenticeship program with Voices of Change in partnership with the Anti-Defamation League. In this apprenticeship program, students explored issues of identity, diversity, prejudice, and race

through a series of hands-on theater activities for 90 minutes per week. For their final project, students created an interactive theater performance, which included leading the audience through a series of thought-provoking activities designed to challenge and educate them on the power of unifying a diverse group of voices.

English Language Arts (ELA)

King Voices Magazine

Martin Luther King, Jr. School, Cambridge

The MLK School pioneered ELT in 2006, and teachers quickly realized that for students, the highlight of ELT was choosing from interesting, hands-on elective courses. One such course was *King Voices*, in which 6th, 7th, and 8th grade students, wrote, edited, and published a literary magazine. Led by an MLK humanities teacher, students worked

as a team to select and edit writing pieces—poems, book reviews, short stories, and essays—submitted by their peers for publication in the magazine. They also reported and wrote news features and editorials. The magazine was published by the school and presented for the entire community to read at the MLK end-of-the-year “Electives Exhibition.”

Health, Wellness, and Physical Education

Rock Climbing

Chandler Elementary and Jacob Hiatt Magnet School, Worcester

Rock-climbing classes are offered at both Chandler Elementary and Jacob Hiatt Magnet Schools in Worcester through a partnership with the YMCA of Central Massachusetts. All grade levels participate for one hour each week on a rotating basis throughout the year. Students walk to the Central Branch of the YMCA, escorted by their classroom

teachers, and participate in rock-climbing instruction and practice led by the YMCA’s certified rock-climbing instructors. The class allows students to use their whole body in an activity few of their peers have ever tried, and provides an opportunity for team-building between students, teachers, and YMCA staff.

Foreign Language and Cultural Studies

Portuguese Language and Culture

Silvia Elementary School, Fall River

Fall River has the largest percentage of Portuguese-American residents of any city in the United States—approximately 45% of residents claim Portuguese ancestry. The Silvia School has used part of its expanded day redesign to embrace and explore its population’s cultural history by offering classes in Portuguese language and culture. These classes include students across multiple grades and from diverse linguistic and ethnic backgrounds. Taught

by Silvia teachers with Portuguese backgrounds, the new classes are designed to expose students to the language and culture of their community through speaking, reading, writing, and listening to children’s literature. The classes also build students’ Portuguese vocabulary by learning colors, body parts, days of the week, animals, and seasons. One 2nd grade class created their own Portuguese-English picture books as a way to reinforce new vocabulary.

“Today’s students need an education system designed for their generation—not their grandparents’—one that focuses on 21st-century skills taught from the earliest learning years through higher education. They need a system dedicated to all students achieving world class standards in core academic subjects while simultaneously enabling them to enjoy the full benefits of a well-rounded education. Students need a schedule that allows for additional learning time, so that subjects like art or music and skills like computer literacy become staples of their everyday educational experience. The Expanded Learning Time Initiative has provided these opportunities to many students. We hope to continue to build on the success of this groundbreaking reform in the coming years.”

Paul Reville, Secretary of Education, Commonwealth of Massachusetts



Partner Organizations: Engaging the Community

Community partnerships are central to a successful Expanded Learning Time experience. Local organizations—including after-school and youth development programs, arts and cultural institutions, health and mental health agencies, and higher education institutions—form deep, collaborative relationships with ELT schools to enrich the experiences of students, teachers, partnering organizations, and families. These integrated, in-depth programs facilitate the relationship building between school and community that leads to an enhanced educational experience—one where education extends beyond the classroom walls—for all students.

After-School/ Out-of-School Time

Fall River YMCA, Boys & Girls Club, and Kuss Middle School, Fall River

In an effort to increase physical activity among its students and incorporate off-campus electives into their redesigned school day, Kuss Middle School forged partnerships with both the Fall River YMCA and the Boys & Girls Club. Both the YMCA and the Boys & Girls Club had worked with Kuss students in the past, but prior to ELT,

they were unable to establish formal partnerships due to the time constraints imposed by their old six-hour school day. By partnering with the YMCA and Boys & Girls Club, Kuss is able to offer its 600 students swimming, team sports, hip hop dance, and CPR/First Aid classes as part of their school day.

Arts

Worcester Art Museum, Japanese Consulate-General, Odaiko New England, and Jacob Hiatt Magnet School, Worcester

Teachers at the Jacob Hiatt Magnet School engaged a team of community partners—the Japanese Consulate-General, the Worcester Art Museum, and Odaiko New England—to teach 6th grade students about art and life in Japan. Each partner created a different piece of the curriculum, designed to complement history and social science standards and to incorporate arts into the classroom. The

Consulate educator taught four lessons focused on geography and modern life in Japan; the Worcester Art Museum provided a Sumi brush painting artist who discussed visual arts and led students in a Sumi Art workshop; and Odaiko New England provided an interactive Japanese taiko drum performance and spoke about the performing arts in Japan.

Science, Technology, Engineering, and Math (STEM)

The EcoTarium and the Jacob Hiatt Magnet, Chandler Elementary, and City View Discovery Schools, Worcester

The EcoTarium, an institution dedicated to engaging the community in the discovery of science and nature, has collaborated with all three Worcester ELT schools to develop a partnership that enhances the schools' earth/space science curriculum. Through this partnership, more than 350 4th and 5th grade students participate in a multi-year, interdisciplinary science and art initiative designed

to reinforce the earth and space strand of the Massachusetts Science Standards and Worcester Public Schools Benchmarks. Worcester teachers receive professional development from EcoTarium staff to support their subject matter knowledge and lay the groundwork for a replicable model in the district.

Physical Education

The U.S. Tae Kwon Do Center and Bowe Elementary School, Chicopee

P.E. Bowe students in grades 1-5 participated in a 10-week Tae Kwon Do program taught by Black Belt instructors from the US Tae Kwon Do Center in Wilbraham, Massachusetts. The classes consisted of mental and physical training, with an emphasis on teaching transferable skills students could take back to their classroom and homes, such as focus, discipline, and self confidence. Because of ELT, 300 Bowe students earned their Yellow Belts in Tae

Kwon Do. The program culminated with a testing and belt ceremony where students demonstrated their skills for family, teachers, and peers. Based on the success of this partnership, US Tae Kwon Do is now running the after-school program at Bowe and is partnering with six additional Chicopee schools—one of which is adding Tae Kwon Do as a permanent part of its physical education program.

Student Support/ Mental Health

The Trauma Center and Mario Umana Middle School Academy, Boston

During the 2007-08 school year, the Mario Umana Middle School Academy created "Trauma Drama" in collaboration with clinicians from The Trauma Center and Urban Improv actors. The result is an innovative partnership that provides a critical safety net for some of Umana's most at-risk students. Eighty 7th graders participated in Trauma Drama, which uses theater as a vehicle to engage students in dialogue about challenges they face,

such as witnessing violence, experiencing abuse, and encountering peer pressure. Each week, students analyzed real-life scenarios developed by Umana and Trauma Center staff and performed by Urban Improv actors. Staff and students discussed the day-to-day applications of these scenarios, with the goal of decreasing the likelihood that these students will become victims or perpetrators of violence.



Community Partners

BOSTON (4 ELT Schools)

Ailey Summer Camp
Artists for Humanity
Berklee City Music Program
Boston Ballet
Boston Partners in Education
Boston Red Sox
Boston Symphony Orchestra
Boston Urban Youth Foundation
Charlestown Boys & Girls Club
Charlestown Lacrosse
Children's Hospital
Citizen Schools
City Year
CityKicks
Community Music Center Boston
East Boston High School
East Boston Neighborhood
Health Center
Facing History and Ourselves
First Church Youth Program
Harborside Community Center
Junior Achievement
Massachusetts General Hospital
MATCH School
Medicine Wheel
Museum of Fine Arts
Museum of Science
Originations
Out of Harm's Way
Outdoor Explorations
Project: Think Different
SquashBusters
Tenacity
The Boston Museum
The Trauma Center
Urban Ecology Institute
YMCA
Zumix

CAMBRIDGE (2 ELT Schools)

Cambridge School Volunteers
CitySprouts
Jam'Nastics
Museum of Science
Peace Games
Science Club for Girls
Tutoring Plus
Young People's Project

CHICOPEE (1 ELT School)

Enchanted Circle Theatre
Fibre Arts Center
Hitchcock Center for
the Environment
US Tae Kwon Do Center

FALL RIVER (3 ELT Schools)

Boys & Girls Club
Junior Achievement
NASA
New Bedford Symphony
Rhode Island Futsal Association
SMILES
St. Anne's Youth Trauma Center
TJ's Music Store
YMCA Southcoast

FITCHBURG (1 ELT School)

Boys & Girls Club
GEAR UP
Montachusset Regional YMCA

GREENFIELD (2 ELT Schools)

Artspace
Baystate Franklin Medical
Community Action! Youth Programs
Cronin Salmon Center
DIAL/SELF Teen Services
Double Vision Theater Company
Food Bank of Western Mass
Greenfield Department
of Public Works
Hampshire Educational Collaborative
Hooping Harmony
Karen's Dance Studio
Pathways After-school Program
Pioneer Valley Symphony Orchestra
Tony Vacca
YMCA

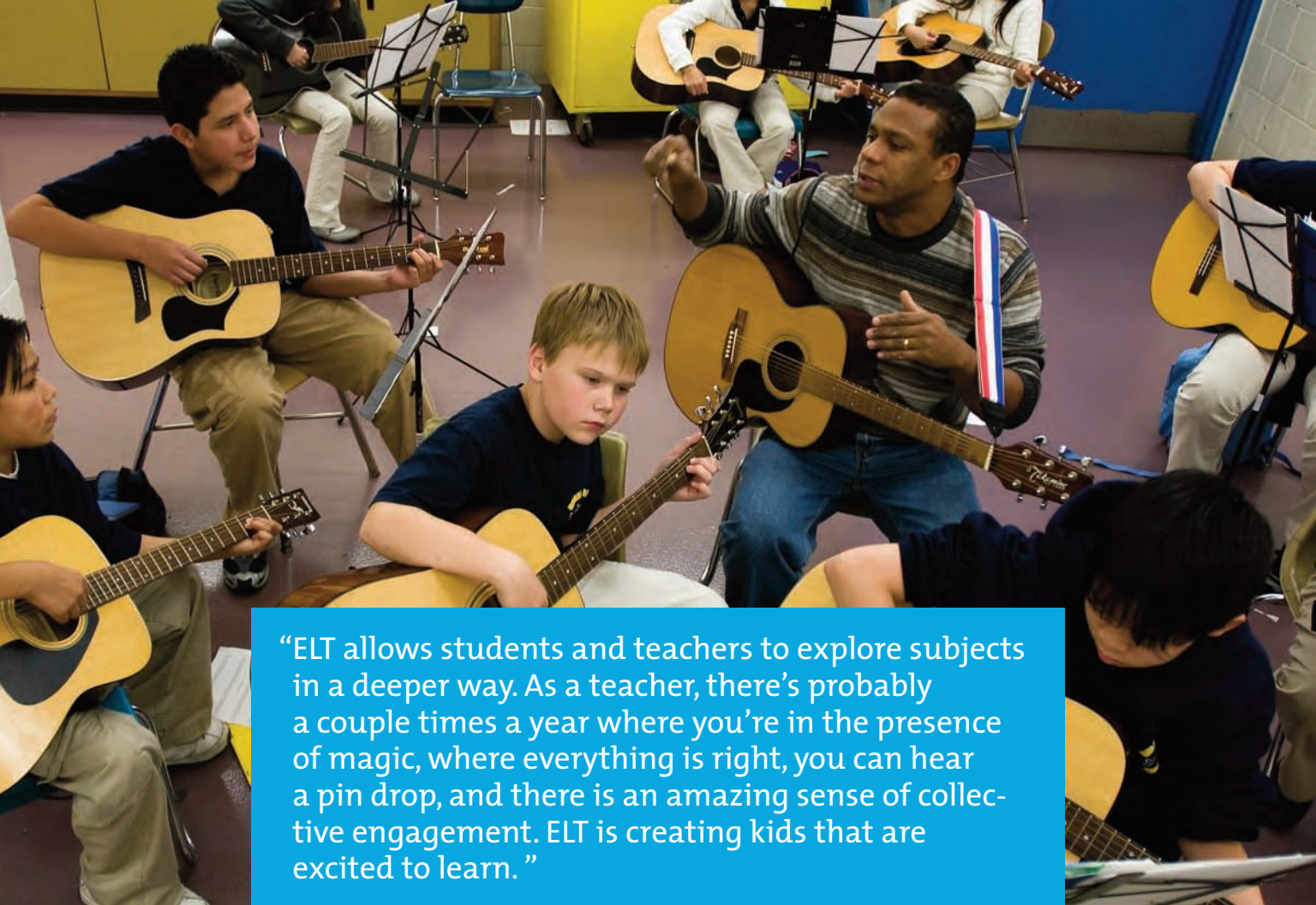
MALDEN (2 ELT Schools)

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

WORCESTER (3 ELT Schools)

Animal Adventures
Big Brothers/Big Sisters
Blues in Schools
Chuck Demers
Consulate General of Japan
DCU Center
EcoTarium
Junior Achievement
Mad Science of Central MA
Massachusetts Audubon Society
NED Show
New England Aquarium
New England Fitness Company
Old Sturbridge Village
Paul Revere House
Plimoth Plantation
Pumpnickel Puppets
Rainbow Child Development Center
S.T.E.P. (Science Through Experiments
Program, Inc.)
SPIRIT African Drumming
The Discovery Museums
Tin Cup Adventures
Tower Hill Botanic Garden
Wingmasters
Worcester Art Museum
Worcester Center for Crafts
Worcester Community
Action Council
Worcester District Attorney's Office
Worcester Tornadoes
YMCA of Central Massachusetts

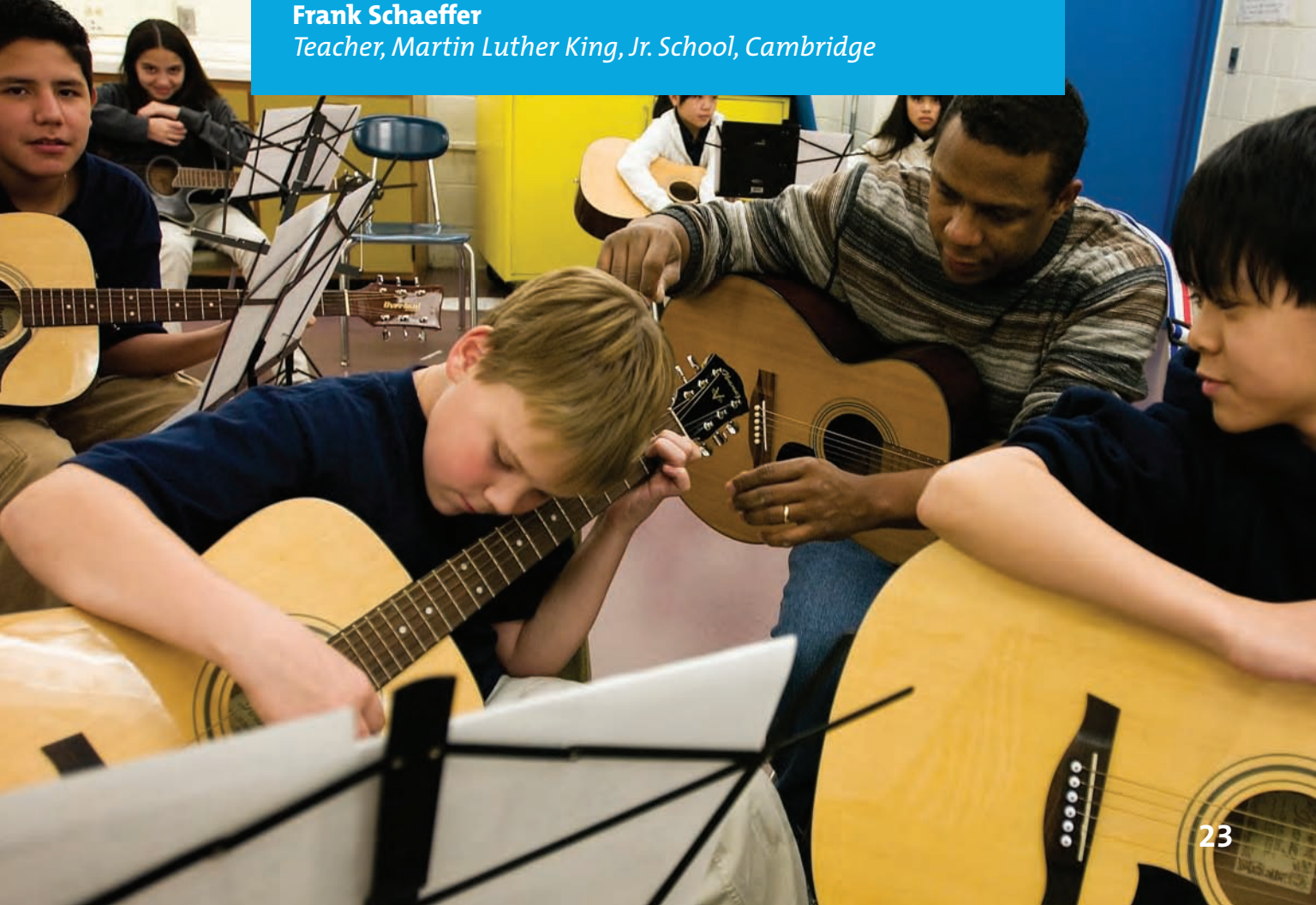
Partnerships between ELT schools and community organizations are constantly growing and evolving. This list presents a significant sample of ELT community partners during the 2007-2008 school year.



“ELT allows students and teachers to explore subjects in a deeper way. As a teacher, there’s probably a couple times a year where you’re in the presence of magic, where everything is right, you can hear a pin drop, and there is an amazing sense of collective engagement. ELT is creating kids that are excited to learn.”

Frank Schaeffer

Teacher, Martin Luther King, Jr. School, Cambridge



Supporting Partnerships Between ELT Schools and Community Organizations

ELT School-Community Partnership Grants

In July 2008, Massachusetts 2020 announced the award of 11 ELT School-Community Partnership Grants to support 15 partnerships in schools currently implementing Expanded Learning Time. Creating and supporting vibrant school-community partnerships has been a key goal of the Massachusetts ELT Initiative. Community partners in six districts were awarded more than \$175,000 to support and strengthen new or existing partnerships with ELT schools. The ELT School-Community Partnership Grants are funded through the generosity of the Lloyd G. Balfour Foundation, a Bank of America Trustee.

ELT School-Community Partnership Grant Recipients:

Partner	School
YMCA of Central Mass	Chandler Elementary Community School, Worcester
Citizen Schools	Clarence R. Edwards Middle School, Boston
YWCA of Malden	Ferryway School, Malden
Science Club for Girls	Fletcher-Maynard Academy, Cambridge
Seeds of Solidarity and Greening Greenfield	Greenfield Middle School, Greenfield
EcoTarium	Jacob Hiatt Magnet School, Chandler Elementary Community School, City View School, Worcester
CitySprouts, Museum of Science, Actor's Shakespeare Project	Dr. Martin Luther King, Jr. School, Cambridge
Young Audiences of MA	Salemwood School, Malden
Squashbusters and City Year	James P. Timilty Middle School, Boston
Tenacity	Mario Umana Middle School Academy, Boston
Battleship Cove	Carlton M. Viveiros School, Fall River

Massachusetts 2020 has worked with the Amelia Peabody Foundation to secure funding for a partnership between the Kuss Middle School, the Boys & Girls Club and the YMCA of Fall River. The Amelia Peabody Foundation is also supporting the SMILES mentoring program at the Kuss and other ELT schools in Fall River.

Colleges and Universities Partnering with ELT Schools

Colleges and universities across the Commonwealth have made significant contributions to the success of the Expanded Learning Time schools. During the 2007-2008 school year, the following higher education institutions partnered with at least one ELT school.

Anna Maria College	Lesley University
Assumption College	Massachusetts College of Art and Design
Berklee College of Music	Massachusetts College of Pharmacy
Boston Architectural College	Mt. Wachusett State College
Boston College	New England Conservatory of Music
Boston Conservatory	Northeastern University
Boston University	Quinsigamond Community College
Brandeis University	School of the Museum of Fine Arts
Clark University	Simmons College
Emerson College	Suffolk University
Emmanuel College	Tufts University
Fitchburg State College	University of Massachusetts
Greenfield Community College	Worcester Polytechnic Institute
Harvard University	



Teachers Need Time Too: Collaborative Planning Time in ELT Schools

Teachers benefit from Expanded Learning Time too. A redesigned school day means more time for teachers to communicate, collaborate, and learn from their peers. Before ELT, teachers were crunched for time in the classroom and lacked meaningful professional development and planning time. In Expanded Learning Time schools, teachers regularly work together to analyze data and gain a better understanding of their students' strengths and weaknesses. They apply this understanding during collaborative planning time—strengthening and targeting instruction in the areas where each individual student needs help. Teachers coordinating across subjects is critical to providing the well-rounded, multi-disciplinary education that will ready our children for the 21st century.

Kuss Middle School, Fall River

Collaborative planning time has been a key strategy for improving instruction and lifting student achievement at the Kuss Middle School. With Expanded Learning Time, teachers have the time to observe colleagues and make meaningful changes to instruction. Since implementing ELT in 2006, Kuss has incorporated approximately two hours of weekly collaborative planning time structured around three 45-minute weekly meetings. Faculty that teach a common “cluster” of students meet weekly; all school staff meet to review and discuss goals of the School Improvement Plan; and subject area meetings allow faculty to discuss common curricular and assessment issues.

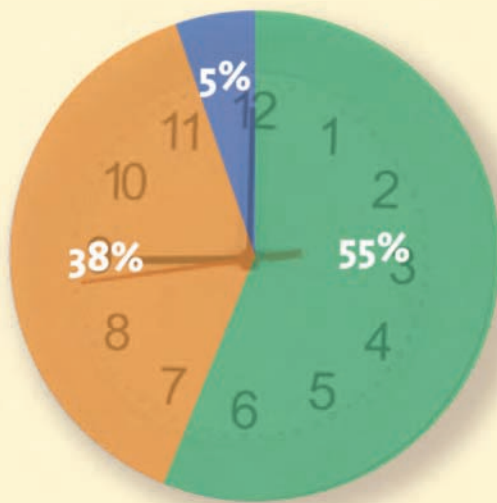
Martin Luther King, Jr. School, Cambridge

With ELT, the teachers and staff at the Martin Luther King, Jr. School have built a culture of continuous improvement through their use of professional development and collaborative planning time. A PK-8 school with a diverse student body, King added 30 minutes per day for teacher teams to meet while students had elective classes. In the second year of ELT, instead of 30-minute meetings each day, teachers opted for less frequent, but longer, uninterrupted blocks. Each group of teachers devoted one hour per week for literacy and one hour for math. All teachers—including special education teachers, teaching assistants, and graduate interns—worked together to develop the week's lessons in math and literacy. Classroom instruction is more coordinated and effective because all teachers and support staff are on the same page.

Teachers Need More Time

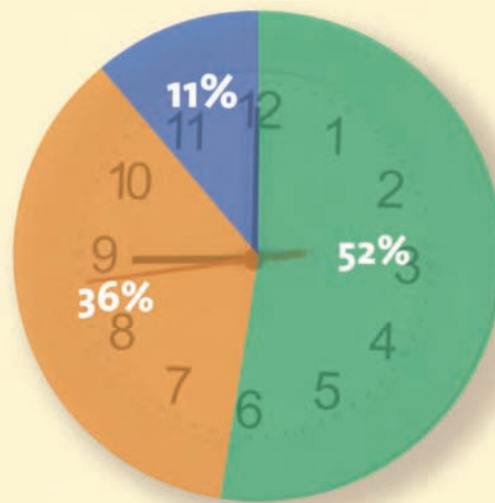
In February and March of 2008, nearly 40,000 public school educators (teachers, administrators, and other staff) from across Massachusetts were surveyed as part of the Massachusetts Teaching, Learning, and Leading Survey (MassTeLLS) to assess the existence of positive teaching conditions, including the time needed to be successful. A majority of respondents said they need more time.

Teachers have time available to collaborate with their colleagues.



● Disagree ● Agree ● No Opinion

Teachers have sufficient instructional time to complete the curriculum for their subject(s) and/or grade.



● Disagree ● Agree ● No Opinion

Source: Massachusetts Teaching Learning and Leading Survey Interim Report, November 2009, New Teacher Center, University of California Santa Cruz

“The Expanded Learning Time Initiative is a fine example of what can happen when we all work together to help every child learn and succeed. When schools are able to provide a combination of academics and enrichment over a longer day, more of our students have a better chance of reaching their true potential. The ELT program encourages collaboration among educators, and that provides real benefits to the students we teach. When groups of teachers have more time to work together, plan together, and analyze data together, it helps their teaching and helps students learn.”

Anne Wass, *President, Massachusetts Teachers Association*



Massachusetts State Representative Patricia A. Haddad (D-Somerset) speaks at the 2007 Expanded Learning Time Summit.

A New Day for Schools: The 2007 Expanded Learning Time Summit

Last autumn, more than 600 school and policy leaders from Massachusetts and around the country gathered for *A New Day for Schools: The 2007 Expanded Learning Time Summit*. Teachers, district leaders, school committee members, union leaders, community-based organizations, and policymakers joined 60 presenters and participated in 18 sessions to learn about the successes of Massachusetts' nationally recognized Expanded Learning Time Initiative. Remarks from

Massachusetts Governor Deval Patrick and a keynote from former Colorado Governor Roy Romer, chairman of Strong American Schools Campaign, were among the highlights of the Summit. Representative Patricia Haddad (D-Somerset), the House chair of the Committee on Education, gave remarks urging attendees to advocate in support of ELT and to make sure their legislators heard the need for growth in ELT funding.

2007 Summit Collaborating Partners

Associated Industries of Massachusetts
AFT Massachusetts
Massachusetts Teachers Association
Massachusetts Association of
School Committees
Massachusetts Afterschool Partnership
Massachusetts Association of
School Superintendents
Massachusetts Business Alliance
for Education

Massachusetts Business Roundtable
Massachusetts Charter Public
School Association
Massachusetts High Technology Council
Mass Insight Education
Rennie Center for Education Research & Policy
Stand for Children

Improving Quality, Raising Standards: The ELT Expectations for Implementation

The principles of Expanded Learning Time reach well beyond adding additional academic and enrichment hours to the day—the *quality* of time our children spend in school is equally important. To define high-quality ELT implementation, Massachusetts 2020 and the Massachusetts Department of Elementary & Secondary Education partnered with Focus on Results, a leading school improvement consulting firm, to develop the ELT Expectations for Implementation.

The Expectations for Implementation form the backbone of the ELT Initiative and are designed to help teachers, staff, and community partners set clear and focused goals, align stakeholders around a common purpose, reflect on their progress to inform future planning and implementation, and accelerate their ELT implementation to achieve improved results for students.

Listed below, the Expectations are supported by a series of indicators that describe effective practices in each area.

Expanded Learning Time Expectations for Implementation

- I. ELT redesign supports a **clear, school-wide academic focus** that drives instructional improvement and continuous growth in student learning.
- II. Additional time for **core academics** is used to accelerate learning in core academic subjects and improve the quality of instruction.
- III. Additional time is used for **enrichment opportunities** that connect to state standards, build student skills, and deepen student engagement.
- IV. Additional time for **teacher leadership and collaboration** is used to build a culture of collaboration focused on strengthening instructional practice and meeting school-wide achievement goals.
- V. ELT schools use **focused and collaborative leadership** to improve instructional practice and to include teachers, students, families, partners, and the community in the process of redesign and implementation.
- VI. ELT Schools **allocate resources** (time, people, talent, energy, and money) so they are focused on the successful implementation of the ELT redesign.
- VII. **District leadership supports ELT schools** by providing leadership, support, supervision, long-term district planning, and creative problem solving.



Evaluating the Impact of the Expanded Learning Time Initiative

In 2006, as Massachusetts first launched the Expanded Learning Time Initiative, the Massachusetts Department of Elementary & Secondary Education contracted with Abt Associates, Inc. to conduct an independent, three-year comprehensive assessment of the initiative's implementation and outcomes. Massachusetts 2020 provided critical support and guidance to the evaluation team and helped raise private funds from the William and Flora Hewlett Foundation and The Boston Foundation to support this work.

Abt has reviewed plans, schedules, budgets, and other relevant resources of ELT schools; interviewed key stakeholders, including principals, superintendents, and other personnel; held focus groups with teachers, parents, and others; surveyed teachers and students to test for changes in attitude over time; examined data collected by school districts and ESE to monitor changes in attendance, demographics, and other measurements; and conducted an analysis of MCAS scores in English/language arts, mathematics, and science.

Findings from the evaluation's first year indicate that the purpose and goals of ELT have been well received, and there

is great optimism about the initiative's transformative potential. District and school personnel, parents, students, and community partners believe ELT can revolutionize the school experience. Key findings include:

- Schools made the most progress in adding time for instruction and core academics, which is among ELT's key objectives;
- Through the introduction or expansion of enrichment activities, schools fostered better connections and more meaningful relationships between students and teachers;
- Teachers most frequently cited the advantages of increased instructional time, expanded enrichment opportunities, and improved student safety;
- Students responded positively across grade levels with younger students reporting the most intense and frequent positive feelings about ELT; and
- No adverse effect was found on indicators of student behavior, including rates of attendance, truancy, and suspension.

“Because teachers know that they hold our children’s future in their hands, they are always trying to improve how they teach and get better results for children. Expanding learning time is a really promising initiative, and one that allows teachers to do an even better job of preparing students for the complex world ahead.”

Thomas Gosnell

President, American Federation of Teachers Massachusetts



Senator Edward M. Kennedy Leads National Effort for Expanded Learning Time

There has been no more tireless advocate for the goals and dreams of American school children than Massachusetts Senator Edward M. Kennedy. And there is no more effective voice in Congress calling for a new school day that can make these goals and dreams come true.

It is education, Kennedy reminds us, that has been an engine of change in America—a force moving us forward in pursuit of the American dream. It is the key to a strong economy, to national security, to good citizenship, and the American values of opportunity and fundamental fairness. Senator Kennedy understands that the strength of America depends on the strength of our public schools, and he reminds us that we can always do better.

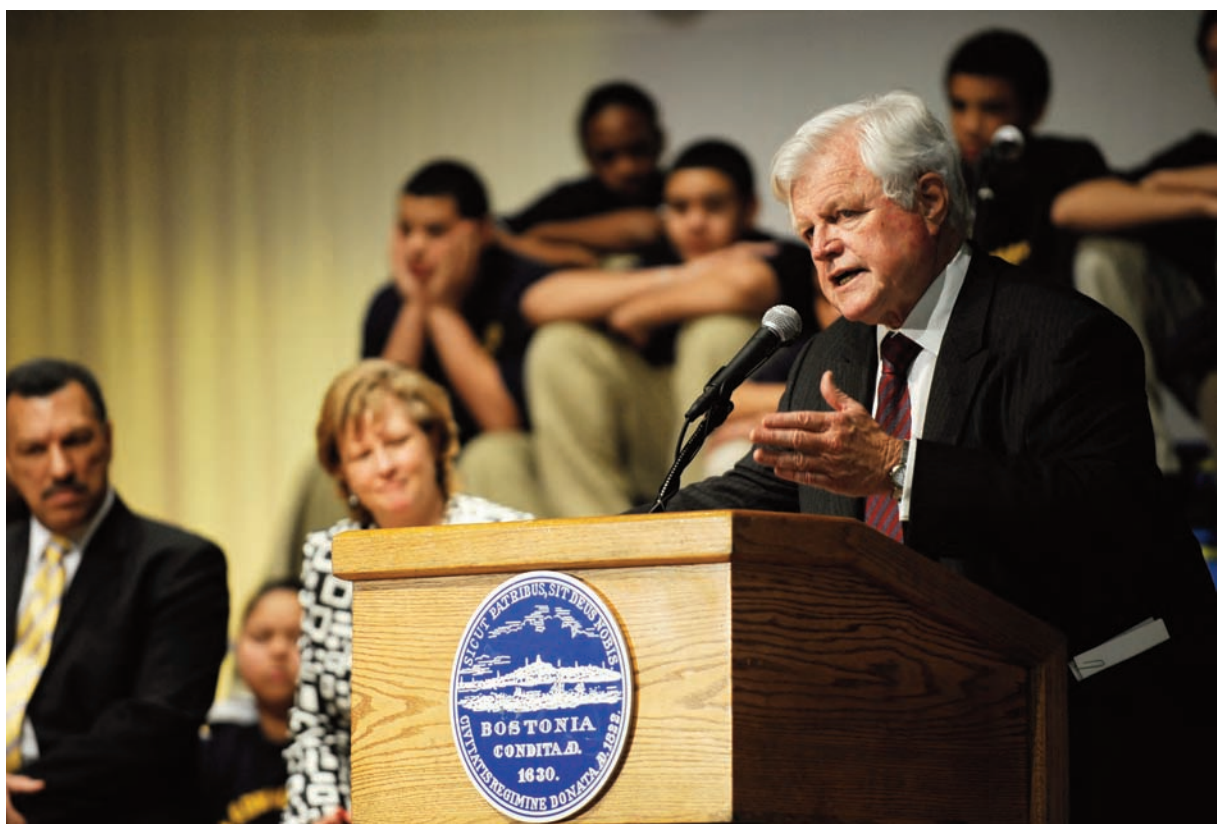
On August 1, 2008, Senator Kennedy introduced the *Time for Innovation Matters in Education (TIME) Act*, to expand learning time in targeted

public schools across America. Based on the Massachusetts model, the TIME Act, establishes a grant program for state education agencies and local school districts to support the school redesign and expansion process. The TIME Act will provide federal funding to support states' initiatives to expand learning time in low-performing, high-poverty schools in order to boost student performance, close academic achievement gaps, allow more time for teachers' professional development, and expand enrichment opportunities for our nation's most underserved students. Senators Jeff Bingaman (D-NM) and Bernie Sanders (I-VT) are co-sponsors of the proposal.

A similar proposal has been introduced in the House of Representatives by Representative Donald M. Payne (D-NJ), with the support of Representative George Miller (D-CA), chairman of the Committee on Education and Labor.

“There are few more promising strategies for helping all children get ahead in today’s global economy than expanding learning time. It gives students the time not only to master the basics, but also to expand their horizons through art, music, physical education, and other activities. It gives teachers additional time for collaboration and planning to improve instruction. The early results of the Expanded Learning Time Initiative here in Massachusetts are impressive and show real promise in preparing all children for a lifetime of success. I believe what we’re doing with expanded learning here in Massachusetts is a model for the nation.”

Senator Edward M. Kennedy





Expanded Learning Time Gains National Momentum

Fueled in part by the success of the Massachusetts ELT Initiative and the results achieved by individual schools across the country, national momentum for this reform has been building. In urban school districts across the country, education leaders are adding time to address chronic underperformance. New York's "Contracts for Excellence" has "Longer School Day Measures" as one of six allowable uses of the new state funds available due to a fiscal equity case. Mayor Richard M. Daley is pushing for Chicago to move beyond one of the shortest schedules in the country, and many of Chicago's "Renaissance 2010" schools are experimenting with additional time. In 2008, the Recovery School District in New Orleans increased the school day by up to 120 minutes in all schools. States including California, Oklahoma, Alabama, Rhode Island, and Delaware are exploring options for adding school time. The Expanded Learning Time proposals pending in Congress would help to move many of these state and local initiatives forward.

In October 2007, with support from The Eli and Edythe Broad Foundation, the William and Flora Hewlett Foundation, and the Nellie Mae Education

Foundation, Massachusetts 2020 and the Rennie Center for Education Policy and Research formed the National Center on Time & Learning (NCTL). The National Center is dedicated to expanding learning time to improve student achievement and enable a well-rounded education for all children. With the support of a national advisory board, the leadership and staff of the National Center advise policy-makers at the local, state, and federal levels and are actively supporting several states that are considering implementing Expanded Learning Time initiatives. The Center expects soon to launch a national research agenda to build broader knowledge around the impact of time on academic achievement. In partnership with the Center for American Progress, the National Center on Time & Learning also has a robust federal policy agenda to ensure that children around the country receive the high-quality, well-rounded education that they deserve.

"Schools, school districts, and states around the country should take a lesson from the successful expanded learning time model. Credit goes to leaders in Massachusetts for becoming the first in the nation to encourage—and fund—local school districts and schools to modernize their schedules and add learning opportunities for students."

Eli Broad, *The Eli and Edythe Broad Foundation*

Everything ELT at Mass2020.org

This fall, Massachusetts 2020 is launching a redesigned website that has hundreds of resources for schools, districts and communities that are implementing or considering Expanding Learning Time. The comprehensive tools and information on the site include videos of promising practices at implementing schools, a complete planning guide, tips on negotiating labor agreements, sample schedules, school and ELT partner profiles, research on additional time, and much more. Whether your school is just beginning to think about the possibilities of expanding time or is already implementing, you will find valuable information just a click away at www.mass2020.org.

The screenshot shows the homepage of the Mass2020.org website. At the top left is the logo for "Mass 2020" with a green arc over the number "2020". To the right of the logo is the mission statement: "Massachusetts 2020's mission is to expand educational and economic opportunities for children and families across Massachusetts." A search bar is located in the top right corner. Below the mission statement is a navigation menu with five items: "HOME", "ABOUT US", "EXPANDED LEARNING TIME INITIATIVE", "NEWS & EVENTS", and "CONTACT US". The main content area features a large photograph of a teacher and several students looking at a book together. To the right of the photo is the heading "Time matters." followed by a paragraph: "Massachusetts 2020 is dedicated to expanding learning time to improve student achievement and enable a well-rounded education for all children. We start with a simple premise - that time matters when it comes to education. In order to help close the achievement gap and see all our students excel, we need to give them more time in the school day." Below this is a link: "Click here to learn more about ELT." with a green arrow. Below the photo and text is a yellow banner with three news items, each with a date and a brief description. At the bottom left is contact information for Massachusetts 2020, including address, phone numbers, and an email address. In the center is an RSS feed icon. At the bottom right is a "Join our mailing list!" section with an input field for an email address and a submit button. Below the mailing list is the copyright notice: "Copyright © 2008 Massachusetts 2020".

Mass 2020 Massachusetts 2020's mission is to expand educational and economic opportunities for children and families across Massachusetts. Search

HOME ABOUT US EXPANDED LEARNING TIME INITIATIVE NEWS & EVENTS CONTACT US

Time matters.
Massachusetts 2020 is dedicated to expanding learning time to improve student achievement and enable a well-rounded education for all children. We start with a simple premise - that time matters when it comes to education. In order to help close the achievement gap and see all our students excel, we need to give them more time in the school day.
Click here to learn more about ELT.

News 10.22.08
State Secretary of Education, Paul Reville announced today that ELT would remain a high priority for Governor Patrick in the FY10 state budget process.

10.15.08
Expanded Learning Time Summit. Register now for the 4th Annual ELT Summit to be held in Boston on December 5th. Join ELT practitioners, policy leaders, and educators from around the country for a deep look into how ELT schools do what they do.

7.05.08
Governor Patrick and the Massachusetts Legislature agreed to increase funding for ELT by 33%. In FY2009, funding for ELT will be \$17.5 million dollars, allowing eight new schools to open with redesigned and expanded schedules to improve student achievement and opportunities.

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“We need to transform how we educate our citizens. It’s clear that people cannot learn everything they need to within a school day that was organized 100 years ago. Expanding our traditional notion of time as it pertains to learning is a critical step—one that could eventually contribute to a profound re-evaluation of how, when, where and from whom people learn.”

Nicholas C. Donohue

President & CEO, Nellie Mae Education Foundation

FUNDERS

Massachusetts 2020 is grateful to a growing group of funders who have made significant investments to help launch and grow the Expanded Learning Time Initiative.

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“We can no longer provide the level of education students need to compete in today’s world within the confines of the traditional school day or year. Expanded Learning Time provides educators with the flexibility to engage students in new ways and provide them with the additional support they need to succeed. This is an important and exciting initiative for Massachusetts.”

Commissioner Mitchell D. Chester
*Massachusetts Department
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Mass  2020

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