

Expanded Learning Time

Enabling Higher Achievement and Broader Opportunities for Students

May 2010

We are at a Critical Juncture in the Movement to Expand Learning Time

"We can no longer afford an academic calendar designed when America was a nation of farmers... That calendar may have once made sense, but today, it puts us at a competitive disadvantage."
 - President Barack Obama, March 9, 2009

- "Time" now at the forefront of education reform dialogue
 - Charter schools, the Massachusetts ELT Initiative and high-performing after-school programs show the value of more time for learning
- Education leaders highly focused on 4 **core concerns** - all 4 underscore the need for more learning time:
 - The unrelenting achievement gap
 - Trend toward the narrowing of the curriculum (arts, physical education, social studies and other important programs and subjects cut)
 - The need to enhance teacher quality
 - International competitiveness

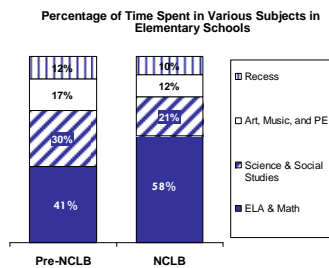
"I think our school day is too short, our week is too short, our year is too short."
 - Secretary of Education Arne Duncan, January 2009 Senate Confirmation Hearing

Why More School Time is Needed: Narrowing Curriculum

• As schools work to meet the benchmarks established by NCLB, they have increased time for English Language Arts and Math at the expense of other subjects.

• Time spent on science, social studies, art, music and PE has been cut by one-third since the start of NCLB.

• In today's knowledge-based economy that values problem-solving, teamwork and communications, our students need more exposure, not less exposure, to these subjects.



Massachusetts Expanded Learning Time Initiative:

First State Policy Initiative To Redesign School Schedules Adding At Least 300 Hours For All Students In Participating Schools

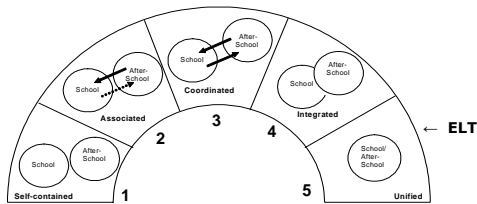
History Behind Expanded Learning Time Initiative Lessons from After-School and Education Innovation

Our Expanded Learning Time Initiatives (ELT) incorporate key lessons drawn from our work expanding and improving after-school opportunities for children and other education innovations. Some of the lessons learned include:

- **Need:** Data show that very often the most at-risk children are not in after-school programs, even though research shows that they would benefit the most from such programs.
- **Sustainability:** Concern about long-term financing
 - Philanthropy alone will never be sufficient to fund need
 - Past state budget shortfalls resulted in the elimination of most after-school funding
 - Funding for education reform continues to have strong support
- **Opportunities:** The best after-school programs engage children in learning in dynamic ways.

Charter schools are leading the way on expanded time → Need to translate innovation to traditional public schools.

Transitioning from After-School to a Redesigned School Day



Source: Program for Afterschool Education and Research, Harvard, 2002

Massachusetts Expanded Learning Time Initiative

In 2005, upon the advice of our statewide advisory board, Massachusetts 2020 partnered with the Governor, Legislature and State Department of Education to design and launch a policy initiative to redesign low performing district schools and add at least 300 additional hours for all students in the schools.

- 22 schools in 11 districts, selected competitively, serving 12,000 students currently participating.
- Mass 2020 provides deep technical assistance during planning and implementation phases; DOE selects schools and regulates program.
- Added time must address three areas: core academics, enrichment and teacher development.
- School redesign process focuses on using data to drive instructional improvements.
- Union agreements negotiated locally, often facilitated by Mass 2020.
- \$1,300 per child provided by the legislature (13% more per pupil for roughly 30% more time).
- Performance agreements, evaluation and knowledge capture key part of continuous improvement strategy.

ELT Impact Across Schools

Expanded Learning Time Initiative Results Across All Schools

Students have shown promising gains in achievement

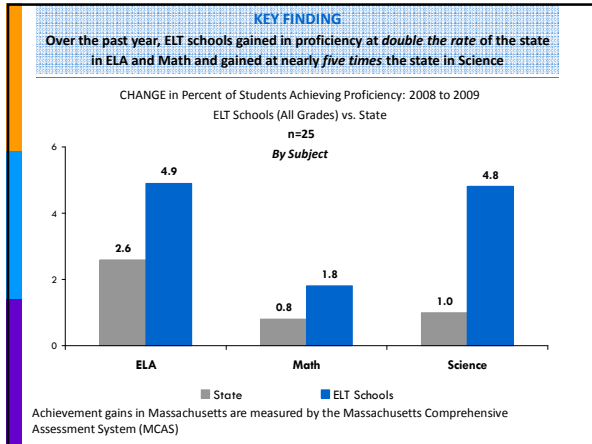
- Increases in proficiency rates in math, English language arts (ELA), and science are significantly higher than state averages. Over the past year, ELT schools gained in proficiency at *double* the rate of the state in ELA and math and gained nearly *five times* the rate of the state in science.
- Students in middle grades (6th-8th) performed especially well. In aggregate, middle grade students are significantly narrowing the achievement gap with the state in both ELA and math. Several middle school grades in a number of schools posted particularly impressive gains, narrowing the achievement gap by at least 50% in just two years.

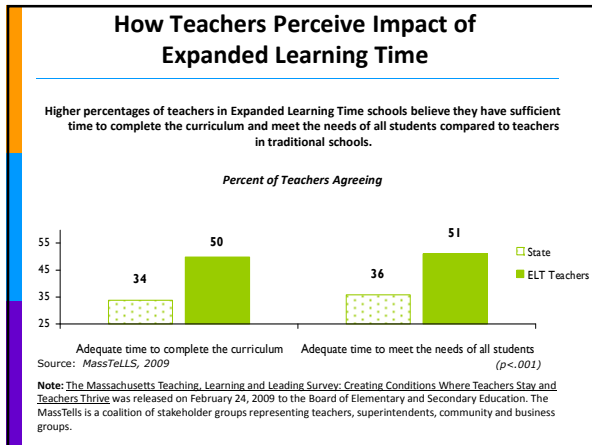
Parent and teacher satisfaction is high

- 77% of parents with students in ELT schools believe a longer school day has resulted in academic gains for their children.
- 70% of teachers indicated that ELT has had a positive impact on their students. Teachers in ELT schools indicate (at much higher rates) that they have adequate time to complete the curriculum and meet the needs of all students.

Students experience significant engagement opportunities

- Over 150 organizations -- from higher education, health, youth serving and the arts community--provide an exciting array of experiential learning opportunities for students, helping to build new skills, interests, and engagement in school.





More than 150 organizations partner with ELT schools to broaden opportunities for Massachusetts students

Logos include: Junior Achievement, EcoJarium, BOSTON BALLET, Tufts UNIVERSITY, Generations INCORPORATED, genzyme, UMASS, CITIZEN SCHOOLS, TENACITY, Y, SMILES Mentoring Program, MGH 1811, Young Audiences OF MASSACHUSETTS, ARTS FOR LEARNING, citysprouts, Saint Anne's Hospital, The Positive Place For Kids

Mario Umana Middle School Academy
Grades 6th – 8th
East Boston, MA
Boston Public School District

Corbett Coutts
Assistant Principal

Reasons Why the Umana Pursued Expanded Learning Time

- **Closing the Achievement Gap**
 - Increasing academic time
 - Differentiating instruction
 - Increased student engagement
- **Closing the Opportunity Gap**
 - Ensuring all students benefit from available resources and support services
 - Leveling the playing field
- **Building Cultural Capital**

The Process for Boston Public Schools

- **Middle Schools identified by the Superintendent**
- **All district Middle Schools were eligible and encouraged to participate in planning**
- **RFP process at the district level**
- **Technical Assistance provided by BPS Office of Curriculum & Instructional Practices and Mass 2020**
- **3 Middle Schools selected to be included in the BPS application to the MA Department of Education**

Implementation of ELT at Umana
I. Buy in from Constituency Groups

- **Students**
 - Initial push back
 - Acceptance
 - Appreciation
- **Families**
 - Free Child Care
 - Having a voice
 - Choosing our school

Implementation of ELT at Umana
I. Buy in from Constituency Groups cont.

- **School Staff**
 - Cautious “wait-and-see” approach
 - School hours and work hours no longer coincide
 - Opportunities and compensation
- **Community**
 - Inclusive vs. Threatening
 - Anecdotal feedback from businesses and police

Implementation of ELT at Umana
II. Staffing at Umana

- **Collective Bargaining Agreement**
 - Voluntary for all permanent teachers
 - Required for incoming provisional teachers
 - Voluntary for all other staff
 - Compensated at the Contractual Hourly Rate
 - Retirement worthy
 - Flexible scheduling and staggering work hours
- **Partnering with Individuals and Organizations**
 - Teachers and staff from other schools, retirees, CBO’s, Universities, volunteers, etc.
 - Supervision and Accountability
 - Student’s perceptions

Implementation of ELT at Umana
III. Integrating Partners at Umana

- **Point person**
- **Memorandum of Agreement**
- **Professional Development**
- **Sharing Best Practices**
 - What do partners do better than schools?
- **Challenges**
 - High stakes, high pressure work environment
 - Disengaged student populations
 - Requires CBOs to adapt to a new programmatic model

Implementation of ELT at Umana
III. Integrating Partners at Umana cont.

- **Benefits**
 - Recruitment
 - Attendance
 - Retention
 - Access to school and district resources
 - Professionalizing the field of OST/Youth Development

Implementation of ELT at Umana
III. Integrating Partners at Umana cont.

- Tenacity, Inc
- East Boston YMCA
- East Boston Neighborhood Health Center
- New England SCORES
- Boston Ballet
- Big Sisters
- Northeastern University
- Sports in Society
- Boston College Law School
- Urban Ecology Institute
- Girls LEAP Self Defense
- Squash Busters
- Outdoor Explorations
- Dive Kulture
- Boston Museum
- La Alianza Hispana
- Byrne's Tang Soo Do Karate Studio
- Paula Terenzi's Dance Complex
- Ray of Hope Children's Services, Inc.

Implementation of ELT at Umana
IV. Institutionalizing the Longer School Day

- **Change and innovation at the district level is difficult**
 - The round peg and the square hole
- **ELT is not an add-on, but rather redesigning the school day with a focus on the core**
- **Systems built around the 6 hour school day**
- **Redesigning the school day and schedule**
- **Capacity**

Implementation of ELT at Umana
IV. Institutionalizing the Longer School Day cont.

- **Changing needs of American society**
 - 21st Century Skills
 - Working parents
 - Competitive on a global scale
 - Public will and expectations
 - Intervention strategy for chronically underperforming schools

Outcomes from Umana's Experience

- **Academic Results**
 - Piloting new strategies annually
 - More time vs. more time used well
 - Staffing challenges
 - Disadvantage of being in Cohort 1
 - Ready, Fire, Aim
- **Enrichment Opportunities**
 - Adult driven vs. students' needs driven
 - Schools' ability to leverage resources and partners
 - Capacity of CBOs and other partners

Outcomes from Umana's Experience cont.

- **Special Education Population**
- **Financial Challenges**
 - Funding
 - State Budget line item
 - SES
 - 21st CCLC
 - ADA
 - Fixed per pupil allocation



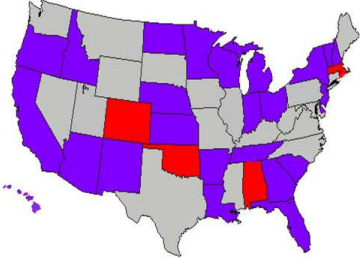
National Momentum

Time for Innovation Matters in Education Act (TIME Act) H.R. 3130; S.140

- On July 8, 2009, the late Senator Edward M. Kennedy (D-MA), along with Senators Jeff Bingaman (D-NM), Sherrod Brown (D-OH), Tom Harkin (D-IA) and Bernie Sanders (I-VT), [Senator Al Franken (D-MN)], reintroduced the *Time for Innovation Matters in Education (TIME) Act*. House Chairman George Miller (D-CA) and Congressmen Donald Payne (D-NJ) have introduced an identical companion bill in the House.
- Modeled after the Massachusetts Expanded Learning Time Initiative, this legislation would provide federal funding to support state and district initiatives to expand learning time in low-performing, high-poverty schools for students and teachers.
- Proposal focuses on improving high-need schools
 - At least 50% of students are eligible for free or reduced-price meals
 - Schools are identified as in need of improvement, corrective action or restructuring.

Policymakers across the country are exploring strategies to transform schools and increase learning time

Leaders in 30 states have expressed interest in launching Expanded Learning Time Initiatives. With the economic downturn, federal resources are the most realistic way to jumpstart this reform.



Important Federal Role

- Due to the recession, states have been unable to maintain level funding for education. This is a trend that is not expected to improve until the 2011-2012 school year.
- At the same time, ARRA is providing unprecedented federal funding to support dramatic education reforms and turnaround underperforming schools:
 - Race to the Top - \$4.35 billion (Competitive grant program)
 - School Improvement Grants - \$3.5 billion (Funding to all states)
 - Investing in Innovation Fund - \$650 million (Competitive grant program)
- Federal guidelines require "increased learning time" for two of the four models eligible for funding for the bottom 5% of low-performing schools in America.

The Obama Administration's blueprint for ESEA Reauthorization includes proposals to expand school time, with a particular focus on our most needy children.

For more information contact:

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To learn more about our work, visit us at:

www.timeandlearning.org

www.mass2020.org

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