



# Expanded Time, Enriching Experiences

Expanded Learning Time Schools and  
Community Organization Partnerships

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Kathleen Traphagen and Christine Johnson-Staub February 2010



Center for American Progress



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# Introduction and summary

Expanded learning time, or ELT, is gaining traction among educators and policymakers as a potent school improvement strategy. Over the past several years many high-performing charter schools and charter school networks across the country have used their autonomy to create longer school days and years for the express purpose of improving student outcomes.

These schools consider more learning time to be a fundamental ingredient of their success, particularly with low-income, high-risk students.<sup>1</sup> Standard public schools have been slower to implement ELT, but a database released by the National Center on Time & Learning in December 2009 shows that ELT is gaining momentum among these schools as well. More than one-quarter of the 655 expanded-time schools in 36 states included in the database are standard district public schools.<sup>2</sup>

Many schools seeking to maximize student success partner with external organizations that offer a variety of resources to students and teachers. Schools partner with community-based organizations, youth development agencies, health care and human service agencies, institutions of higher education, and cultural and arts institutions to deepen academic content, offer enrichments, train teachers, and ensure access to health, social, and other services for students and families.

ELT offers an opportunity for schools and external organizations to create strategic relationships that reach a new level of intensity and have a deep, substantive impact on students and teachers within the expanded school day. Managing and sustaining these partnerships, however, are complex and challenging tasks, as we learned from the five ELT school-community partnerships we examined for this report.

We chose to study four standard district public schools in Massachusetts and one public charter school in New Jersey. We focused on Massachusetts because it is the only state where ELT is a statewide, publicly funded initiative. The Massachusetts ELT initiative is administered by the state's Department of Elementary and Secondary Education, or ESE, and supported by a unique public-private partnership with the nonprofit intermediary Massachusetts 2020. We were interested in examining how the policy context and technical assistance infrastructure in Massachusetts has influenced the development and evolution of ELT school-community partnerships. We also looked at the LEAP University Charter School in Camden, New Jersey because of its commitment to an expanded time schedule and comprehensive student support services within the context of its strong partnership with Rutgers University.

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## Key findings

### Structure and scope of ELT school-community partnerships

Several ELT schools and their partners are pushing the envelope beyond what either side had imagined the role of an external organization in the life of a school could be. Among the roles we found partners playing in ELT schools:

- Providing instruction in academic and enrichment content to students
- Providing professional development for teachers
- Providing mental and physical health services to students
- Engaging in parent outreach and involvement
- Playing a key role in the governance, funding, policy development, and pedagogical practice of the school

In short, ELT has enabled many schools and their partners to collaborate more intensively and more strategically than they did when the schools were operating on a traditional school schedule.

Beyond providing the essential ingredient of more time, ELT has catalyzed schools to redesign their approach by developing a school-wide academic focus in response to student data. ELT schools are taking advantage of the additional time they now have to plan and implement new instructional strategies to better align core academics, enrichment, support services, and family engagement strategies closely to their instructional focus.

Many are also initiating and expanding partnerships with external organizations to enhance programming and services aligned to their instructional focus. As partner staff and schoolteachers work together to ensure that core academics and partner-led programs and services are aligned, they are engaged in side-by-side teaching and learning that represents a more intense level of collaboration than most traditional school-community partnerships.

### Features of successful ELT school-community partnerships

We have synthesized findings from our research, interviews, and on-site observations to offer a set of features present in many successful ELT school-community partnerships.

Our findings suggest that the most successful partnerships:

- **Bring new knowledge and approaches to the school day.** Partners are bringing deep content knowledge to the school and benefitting students and teachers in ways that would be impossible for the school to replicate on its own.

- **Influence multiple stakeholders.** Some partners are teaching students, engaging families, and providing professional development to teachers, resulting in a truly integrated presence and multidimensional impact throughout the school.
- **Display flexibility on both sides.** Successful partnerships require both schools and partners to change many ways they traditionally operate, with partners adapting to the school's policies and procedures and schools reaching a comfort level with the different pedagogical approaches practiced by partner staff.
- **Are supported by a management infrastructure.** Partnerships require extensive planning, assessment, and revision. They are most successful when supported by effective staffing and leadership at both the school and the partner organization.

## Common challenges

We found ELT practitioners and policymakers contending with several common obstacles to building and supporting effective partnerships, including:

- **Financing and sustainability.** The lack of sustainable and adequate funding limits the scope of programming within many partnerships and dissuades schools and partners from planning for the long term.
- **Defining outcomes to measure success.** Rarely have schools and their partners developed reliable, quantitative measurements to fully understand the impact of the partnership on student success.
- **Successfully aligning partner programs and services with the school's instructional focus.** Many schools and partners are at the beginning stages of aligning their work, while resource constraints often prevent deeper collaborative work.

Our recommendations below are designed to help schools and partners overcome these common challenges and build on the successes we found as we examined a set of five ELT school-community partnerships for this report.

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## Recommendations

We complete this report just as recent policy developments have the potential to catalyze ELT across the country. Increased learning time is a required component of both the school turnaround and transformation models in the Race to the Top Fund and School

Improvement Grants programs under the American Recovery and Reinvestment Act of 2009, and has a federal definition nearly identical to that of ELT in Massachusetts.

Similarly, the Time for Innovation Matters in Education Act, or TIME Act, which is modeled after the Massachusetts ELT initiative and currently being considered before the House and Senate, would provide federal funding to launch initiatives to expand learning time in high-poverty schools. We hope these recommendations offer useful insights for policymakers, school leaders, districts, and community organizations exploring the role of partnerships in expanded learning time in this dynamic policy environment.

### Key recommendations for ELT schools and districts considering new/expanded partnerships

- **Schools should involve partners early in the planning process**, share knowledge and data, and be open to considering new perspectives on how to ensure student success. Schools and partners should define the successful outcomes of the partnership early in the process and assess progress often to enable continuous improvement.
- **Schools should use a data-driven process to select partners that can enhance and deepen their instructional focus and/or meet students' nonacademic needs.** Partners with expertise in project-based learning, community engagement, youth leadership and voice, and other approaches honed in the out-of-school time environment have particularly good potential to ensure the expanded school day addresses the comprehensive needs of children and youth.
- **Partners must have the capacity to include *all* children and youth.** This is especially true for ensuring equity for students with physical, development, and learning disabilities, as well as for students who are English language learners.
- **Schools should designate partnership management to an ELT coordinator**, and ensure the coordinator is on the school's leadership team. Ongoing communication, clear expectations, and sustained support help partners adapt successfully to the cultural norms, policies, and procedures of the school.
- **Partner staff should be invited to participate alongside teachers in school-based professional development** as a powerful strategy for building partners' capacity and creating strong relationships among partner staff and teachers.
- **Schools should play a lead role in ensuring adequate funding and in-kind resources** for the partnership.

## Key recommendations for organizations considering partnering with an ELT school

- **External organizations should recognize the significant potential benefits to partnering with an ELT school.** Perhaps the most direct benefit is access to young people. ELT eliminates recruitment, attendance, and retention challenges for out-of-school time providers in particular. For cultural institutions, partnering with an ELT school ensures deeper and more substantive engagement with young people—and often their families—than possible through occasional field trips or limited school visits. Universities have found partnering with ELT schools a tangible way to fulfill their community involvement goals. Other benefits to engaging in a partnership with an ELT school include access to student academic data that can inform program design, participation in professional development for partner staff, and new avenues to reach and involve families.
- **Potential partners should consider their ability and willingness to adapt to the cultural norms of the school.** ELT schools often require their external partners to adjust their programs and services—it rarely works to insert an existing program into an expanded time school day.
- **ELT partners must be prepared to serve all children, not just those who affirmatively choose to participate in the program.**
- **Potential partners should fully understand the costs and assess their capacity to financially support their own work.** Financing and sustainability challenge many partnerships. Current ELT partners caution that schools should not be viewed as a funding source because partners inevitably contribute more than they receive.
- **Potential partners should work jointly with ELT schools to quantify how they will measure the effects of all the services they provide.** For example, if a partner provides enrichment content to students and engages in family outreach that results in increased parent involvement in the school, it is important to assess the impact on parent involvement as well as quantify student enrichment outcomes.
- Among other important considerations for potential partners: **does the school have the leadership, resources, willingness, staff capacity, and time** to jointly focus on the partnership?

## Key recommendations for policymakers designing ELT partnership initiatives

- **It is critical to ensure that the goal is not just more time, but more time used effectively** to meet children’s comprehensive needs. For example, the Massachusetts initiative includes three key components: increased time for core academics, broader

opportunities for student enrichment, and more time for teacher professional development and collaboration.

- **Policyholders should develop explicit strategies for ensuring that ELT partnerships are funded adequately and sustainably**, considering the potential role of schools, districts, states, and a variety of aligned federal funding streams to support partnerships over the long term. The Massachusetts ELT model encourages but does not require districts to participate in or fund partnerships. This approach has spawned dozens of creative partnerships, but many are struggling to sustain their efforts as the level of ELT funding per student remains stagnant and increasingly supports only teacher salaries.
- **Policyholders should ensure that technical assistance focused on ELT implementation includes external partners** as well as school and district leadership to build a strong foundation for school redesign.
- **Policyholders should consider the importance of intermediary organizations** to the successful implementation of ELT initiatives in multiple districts and schools. In particular, partnerships need more opportunities for disseminating promising practices and learning from each other, a role that intermediaries are well positioned to play.
- **Policyholders should also consider and plan for the impact of expanded learning time on community-based organizations**, particularly out-of-school time programs that serve children in a school considering lengthening its school day. There are transportation, financial, programmatic, and staff impacts that responsive policy development can significantly mitigate. Creatively solving these issues can ensure that community-based, out-of-school time providers have the capacity to engage in productive ELT school-community partnerships.
- **Policyholders and ELT leaders should work in collaboration with community school practitioners and out-of-school time leaders to develop better ways to measure the impact of partnerships.** More research and analysis is needed to focus specifically on how various models of school-community partnerships are assessing their impact. Given the movement to develop common core standards and more effective student assessments across the country, it would make strategic sense for ELT, community schools, and educational redesign proponents to engage in collaborative work in this area.

## Defining expanded learning time

As Elena Rocha explained in the August 2007 Center for American Progress report, “Choosing More Time for Students: The What, Why, and How of Expanded Learning:”

*Over the years, expanded or extended learning opportunities have been described as encompassing an array of activities, including before- and after-school programming, tutoring or summer programming, early childhood education, supplemental educational services, distance learning, and school-based or school-connected cultural and recreational activities. In addition, study hall, homework clubs, advanced coursework opportunities, and block scheduling or double periods have commonly been considered expanded learning time activities. While such programs and activities extend learning time or use earmarked periods of time in new or nontraditional ways, they differ in format and content from expanded learning time initiatives that redesign a school's entire educational program.<sup>3</sup>*

A variety of models to expand learning time are being tested throughout the country in a range of school environments. Models vary as to how they are funded, whether they include all students in a school, how much time is added, and how the time is spent. Because CAP defines the optimal ELT model as having the following core components, we have focused this study on schools with ELT efforts that align with:

- **A minimum of 300 additional hours of learning for every student**—Each participating school adds at least 300 hours over the course of the school year. This time can be added in the form of longer school days or additional days in the school year, but every student must participate.
- **A complete school redesign**—Each participating school must commit to a complete redesign of its educational program tied to student needs, student goals, and a clear, school-wide academic focus.
- **Academics, enrichment, and improving instruction**—Additional time must be aimed at improving academic outcomes and broadening opportunities in three key areas: core academics, enrichment opportunities, and teacher planning and professional development.
- **Flexible and innovative**—Participating schools and districts have the flexibility to create their own redesign approach, including goals, staffing plans, labor agreements, compensation, and schedules. This flexibility spurs innovation and has resulted in a wide range of solutions for the complex challenges of adding time.
- **Inclusive planning and preparation**—Schools that include a wide range of stakeholders, especially teachers and parents, in a comprehensive planning and redesign process have greater success when implementing ELT.
- **Partners bringing important new resources**—Partnerships are an essential component of all ELT schools. They contribute invaluable expertise and resources that schools don't have when working alone. Partners include universities, community-based organizations, health centers, businesses, artists, and many others.

# Goals of expanded learning time

Proponents of ELT point out that high-achieving schools and school systems throughout the world, including many public charter and district-run schools and private schools in the United States, use significantly more learning time than the traditional American public school calendar.

The belief driving ELT efforts is that more time, used effectively, is essential for students to achieve academic performance that meets high standards and equals or surpasses the international competition. Cases in point: Students in China, Japan, and South Korea who attend school 40 days more on average than American students significantly outperform American students in math and science according to the Trends in International Mathematics and Science Study.<sup>4</sup>

Increasing instruction time for core academic subjects is a key reason—but not the only reason—why many schools and districts are considering or implementing ELT. Broadening student enrichment opportunities and providing more time for teacher professional development and collaboration are other key components of ELT.

In many schools, the drive to increase English language arts and math performance results in significant narrowing of the curriculum. Time spent on science, social studies, art, music, and physical education across the nation's elementary schools has been cut by one-third since the implementation of the No Child Left Behind legislation in 2002.<sup>5</sup> Yet as the ability to innovate becomes a key attribute of success in the global economy, it is not sufficient for English and math proficiency to be the main focus of K-12 education. American young people need scientific knowledge, awareness of social and historical contexts, and the ability to problem solve, think creatively, and work in teams to succeed in the 21st century.

Thomas Friedman wrote in an October 2009 *New York Times* column that, “Those with the imagination to make themselves untouchable—to invent smarter ways to do old jobs, energy-saving ways to provide new services, new ways to attract old customers or new ways to combine existing technologies—will thrive. Therefore, we not only need a higher percentage of our kids graduating from high school and college—more education—but we need more of them with the *right* education.”<sup>6</sup> Expanded learning time offers the flexibility to teach a well-rounded curriculum in addition to spending needed additional time on core academics.

The ability of ELT schools and their partners to provide high-quality enrichment opportunities to all students may be a key reason why ELT is proving to be a particularly effective strategy for educating economically disadvantaged students. ELT schools in Massachusetts, for example, gained in proficiency at double the state's rate in English language arts and math and gained at nearly five times the state's rate in science from 2008 to 2009. This cohort of 25 schools serves an average low-income population of 70 percent, compared to 30.7 percent in the state.<sup>7</sup>

While higher-income parents have always ensured their children participate in extracurricular enrichment activities—including athletics, art, or music, among others—parents without the time or financial resources cannot provide similar opportunities for their children. Disadvantaged children miss out on these key developmental and skill-building experiences, particularly as the public school curriculum narrows and the economic recession eliminates low-cost and free afterschool opportunities.

# Structure and scope of ELT school-community partnerships

As we talked with leaders and supporters of ELT school-community partnerships, we discovered a broad range of creative models. Several ELT schools and their partners are pushing the envelope beyond what either side had imagined the role of an external organization in the life of a school could be. Among the roles we found partners playing in ELT schools:

- **Working directly with students.** Strategies for working with students include offering enrichment classes at the school throughout the expanded day, co-leading projects integrated into core classes, or offering off-site classes at community-based facilities. In some cases, entire grades of students take classes conceived and taught by the partner organization. For instance, the EcoTarium science and nature museum and the YMCA of Central Massachusetts provide instruction to elementary students in Worcester ELT schools.
- **Providing professional development for teachers.** CitySprouts in Cambridge, Massachusetts provided professional development for the entire faculty of the Martin Luther King Jr. Middle School, focused on enriching the science program using school gardens to create project-based, hands-on connections to the food cycle, sustainable agriculture, and the natural environment.
- **Providing supportive services.** Schools and community-based organizations have recognized that strengthening supportive services such as mental and physical health interventions can have a positive impact on students and their families and can improve students' academic performance. The LEAP Academy University Charter School in Camden, New Jersey, for example, partners with Rutgers University and Cooper Medical Center to provide health services to students and their families in the school building during the school day.
- **Engaging in parent outreach and involvement.** Tenacity, a Boston nonprofit organization providing literacy and tennis instruction to middle school students, conducts multiple home visits to talk with the families of students participating in its classes at the Umana Middle School Academy in East Boston. Tenacity's outreach catalyzes parents to increase their involvement in their children's education.
- **Playing a key role in the governance, funding, policy, and pedagogical practice of the school.** Rutgers University, as a founding partner of the LEAP Academy, has played a significant role in designing the LEAP model, raising resources to ensure its sustain-

ability, providing professional development to its teachers, and providing social services and academic support to students to ensure the school is successful in delivering an effective urban education model.

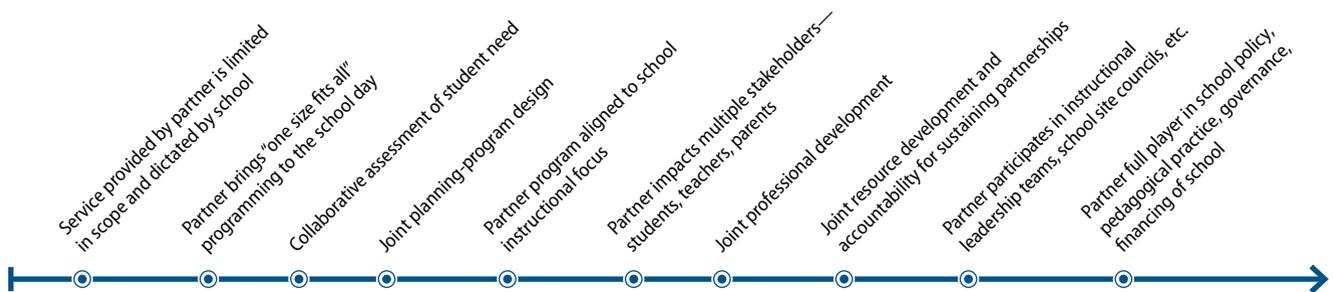
This schematic (see box) shows a continuum of ELT school-community partnerships, ranging from a partner playing a limited role providing a specific service to being a full stakeholder in the governance, policy setting, and finances of the school. In our limited outreach, we found examples of partnerships at many points along this continuum.

We offer this continuum as a tool for schools and partners, recognizing that progression is not always precisely linear, and that there is significant value in partnerships at many stages of the continuum. A partnership's place along the continuum is influenced by multiple factors, including financial resources, the school's prior experiences with external partners, the capacity of the partner organizations, and the openness of the school leadership to welcoming external voices into the life of the school.

The leaders of the Massachusetts ELT initiative point out how difficult it is for partnerships to reach the comprehensive end of the continuum. Emily Raine, manager of the Massachusetts expanded learning time initiative for Massachusetts 2020, the state's lead intermediary focused on ELT, remarked, "It is challenging for organizations and ELT schools to create a new kind of joint programming, given the differences between school and organizational cultures and the significant transformation that expanding the school day represents for schools and their communities."<sup>8</sup> Sarah McLaughlin, the administrator in Massachusetts ESE's Office of School Redesign, adds, "Financial resources also constrain schools and partners and push them back to the 'service provider' arrangement. Many partners do not have the capacity to provide the staff time necessary for greater participation in the school."<sup>9</sup>

## A partnership continuum

ELT school-community partnership continuum



# Features of successful ELT school-community partnerships

We have synthesized findings from our research, interviews, and on-site observations to offer a set of features present in many successful ELT school-community partnerships. Our findings suggest that the most successful partnerships:

- Bring new knowledge and approaches to the school day
- Influence multiple stakeholders
- Display flexibility on both sides
- Are supported by a management structure

We will briefly consider each of these features in turn.

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## Bring new knowledge and approaches to the school day

Successful partners bring deep content knowledge to the school by providing expert instruction for different grade levels, increasing access to cultural or educational facilities, and/or leading in-depth professional development. These partnerships benefit students and teachers in ways that would be impossible for the school to replicate on its own. Many partners integrate into the school day approaches that are fine tuned in their afterschool or community-based programming, including leading hands-on, interdisciplinary project-based learning; working with multiage groups of students; emphasizing youth leadership and civic engagement opportunities; and increasing family involvement.

The Science Club for Girls in Cambridge, Massachusetts, for example, serves the entire first and second grades of Fletcher-Maynard Academy through weekly single-gender science classes—for both girls and boys—collaboratively led by Science Club staff, volunteer scientists from nearby Cambridge bio-tech companies and universities, and Fletcher-Maynard teachers.

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## Influence multiple stakeholders

Some partners teach students, engage families, and provide professional development to teachers, resulting in a truly integrated presence and multidimensional influence throughout the school. Massachusetts 2020's Raine points out, "By integrating the work

of the external organizations into the school day, ELT partnerships open up lots of possibilities for programming and impact that are much harder to surface when the external organization is only on site afterschool, or less frequently due to time constraints. Many ELT partners that began by only working with students find it a natural extension to work with teachers and parents, once they understand the needs of the school. ELT gives them the time—and the attention of school staff and leaders—to be able to do that.”

We found that in particular, partnerships engaging teachers—through professional development, field trips, and/or as co-teachers with partner program staff—may have more influence than those that only offer programming to students. Co-teaching also reduces classroom management problems and the tendency among students to take the enrichment classes less seriously than their academic courses. Partnerships that engage teachers tend to establish strong personal and institutional relationships between partners.

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### Display flexibility on both sides

Successful partnerships require both schools and partners to change many ways they traditionally operate, with partners adapting to the school’s policies and procedures and schools reaching a comfort level with the different pedagogical approaches the partner staff practices. The cultural shifts can go in both directions.

At the Patrick E. Bowe Elementary School in Chicopee, Massachusetts, every child receives Tae Kwon Do instruction during the school day from a community-based partner. The school has adopted an incentive system for homework completion and behavioral change that is based on the yellow, green, and brown belts of Tae Kwon Do.

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### Are supported by a management infrastructure

Partnerships require extensive planning, assessment, and revision. They are most successful when supported by effective staffing at both the school and the partner organization. Says ESE’s McLaughlin, “There needs to be a school staff person who thinks deeply about partnerships. They don’t necessarily need to be full time but they need to understand the instructional focus of the school and know how to work with people outside of the building.”

District leadership can help forge strategic partnerships with multiple schools. In Worcester, Massachusetts, for example, the district staff played a lead role in developing a science-focused partnership among the EcoTarium and three ELT elementary schools.

# Common challenges of ELT school-community partnerships

We found ELT practitioners and policymakers contending with several common obstacles to their efforts to build and support effective school-community partnerships. Among the most intractable:

- **Financing and sustainability.** The lack of sustainable and adequate funding limits the scope of programming within many partnerships and dissuades schools and partners from planning for the long term.
- **Defining outcomes to measure success.** Rarely have schools and their partners developed reliable, quantitative measurements to fully understand the impact of the partnership on student success.
- **Successfully aligning partner programs and services with the school's instructional focus.** Many schools and partners are at the beginning stages of aligning their work, while resource constraints often prevent deeper collaborative work.

We examine each one of these challenges below.

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## Financing and sustainability

Financing partnerships is a difficult challenge, particularly for traditional public schools who have converted to ELT schedules using grant resources.

In Massachusetts, the ELT per pupil allocation of \$1,300 per year has not changed since the program's beginning in 2005, despite advocacy by ELT leaders for an increase to cover the rising costs of teacher salaries and community partnerships. Schools spend an increasing percentage of their ELT grants—upwards of 80 percent to 90 percent—on teacher compensation because there is no requirement that they direct any of the ELT resources to support partnerships. When an external evaluator interviewed 13 community partners working with 15 ELT schools for its second-year evaluation report, roughly half noted that they provide their services at no cost to the ELT schools. The partners who did receive financial support mentioned that the schools do not fully pay for the services provided.<sup>10</sup>

Massachusetts 2020 launched the ELT-School Community Grant Program in 2008 to help alleviate the financial pressure on partnerships. The program is funded through private philanthropy. Massachusetts 2020 chose 14 ELT school-community partnerships through a competitive process to receive grants ranging from \$10,000 to \$20,000. “These grants are supporting deep, integrated partnerships between ELT schools and community-based organizations that serve as models for other partnerships across the ELT network,” says Raine. Massachusetts 2020 also assists schools and partners to access additional financial resources by disseminating information on grant opportunities and providing feedback on grant proposals for school-community partnerships.

Charter schools have a greater degree of budget flexibility than mainstream district schools, although financing partnerships over the long term is also challenging for these schools. Charter schools have often designed schedules and created budgets incorporating partnerships and the lengthened school day and/or year from their inception.

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## Defining outcomes

School-community partnerships have long struggled to precisely define their influence, whether on student academic performance, teacher skill levels, or other appropriate measures. We found that ELT partnerships have similar struggles.

In Massachusetts, ESE and Massachusetts 2020 have developed several tools to assist ELT schools and partners to assess the effectiveness of their efforts, including the “Quality Expanded Learning Time Partnerships: Guiding Principles” (see Appendix A) and the “Massachusetts Expanded Learning Time to Support Student Success Performance Agreement Template” (see Appendix B). Both of these tools are based on a broad “Expanded Learning Time Expectations for Implementation” document (see Appendix C), developed in collaboration with Focus on Results to guide Massachusetts ELT schools in aligning the components of their school redesign to achievement goals.

The Performance Agreement offers the following objectives for use by ELT school-community partnerships focused on providing enrichment:

- Enrichment opportunities help to develop students’ skills and talents, explore special interests, and perform/demonstrate/exhibit the products of their work. Outcome measures for this objective may include the level of student skill or mastery appropriate to the amount of instruction received.
- Management is in place to support the integration of enrichment providers—both teachers and partners—and ensure alignment with the school’s area of academic focus, culture, and operations. Outcome measures for this objective may include assessments of the protocols schools and partners have in place to ensure that the enrichment instruction is high quality.

These Massachusetts tools provide a beginning framework that will be useful for partnerships focused on enrichment to define and measure their objectives. More research and analysis is needed to focus specifically on how various models of school-community partnerships are assessing their impact, especially given the movement to develop common core standards and more effective student assessments across the country. It would make strategic sense for ELT, community schools, and educational redesign proponents to engage in collaborative work in this area.

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## Achieving instructional alignment

The partner and school must ensure their joint efforts enhance the school's instructional priorities to build a partnership that is truly different in scope and degree in the context of ELT. Partners must understand the priorities and the pedagogical and instructional practices that are the school's focus.

Financial, logistical, and philosophical barriers prevent many partnerships from engaging in the deep collaborative work and joint professional development required to build and sustain this level of alignment. Community-based organizations with minimal staffing levels and overstretched infrastructure, for example, often do not have the staff capacity to engage in the professional development, data analysis, and planning that could better align their program design to the school's instructional priorities. Some ELT schools design their schedules so that partners act as replacement staff, enabling teachers to participate in common planning time and professional development. This model prevents partner staff from engaging with teachers in these activities. In some schools, the leadership and faculty view staff of external organizations more as service providers than as educators who could provide substantial value to the planning and goal-setting process of the school.

## Spotlight on Massachusetts

### ELT school-community partnerships in the context of a public-private initiative

The Massachusetts ELT initiative was designed to catalyze strategic partnerships between schools and community-based organizations. The language in the state budget line item authorizing ELT directs the Department of Elementary and Secondary Education, or ESE, to give preference to ELT applications from districts that:

*... plan to utilize partnerships with community-based organizations and institutions of higher education, and those districts with proposals that include a comprehensive restructuring of the entire school day and/or year to maximize the use of the additional learning time with an appropriate mix of additional time spent on core academics, additional time spent on enrichment opportunities such as small group tutoring, homework help, music, arts, sports, physical activity, health and wellness programs, project-based experiential learning, and additional time for teacher preparation and/or professional development.<sup>11</sup>*

The Massachusetts initiative does not require schools to enter into partnerships. Explains Sarah McLaughlin of ESE, “We want people to own this and not do it because they are told they have to. We encourage and support partnerships by sharing effective and interesting models with a broad group of schools so they can see what the potential is.”

Massachusetts 2020 recognized in 2007 that schools and partners needed focused technical assistance, capacity-building resources, and additional financing to expand and sharpen the impact of their efforts. The organization appointed Emily Raine to a full-time position supporting ELT school-community partnerships. Raine works with ELT schools and their partners across the state, facilitates introductory meetings, and provides support, coaching, and facilitation to build the capacity of key staff engaged in creating, managing, assessing, and sustaining partnerships.

Raine points out that part of her work is helping schools and partners understand when the effort is not working. “We coach ELT schools and partners to be selective about who they work with, and how they work together. This means helping people weed each other out where appropriate. That’s okay—figuring out what the roadblocks to progress are, and sharing that experience with others, is valuable.”

Massachusetts 2020 sponsored a statewide ELT Partnerships Forum in March 2008, bringing together representatives from 35 partner organizations and ELT schools to network, attend workshops, and share promising practices with each other. Massachusetts 2020’s website also features reports, tools, and information focused on effective partnerships.

# ELT school-community partnership profiles

## Mario Umana Middle School Academy and Tenacity, East Boston, Massachusetts

570 students grades 6-8

ELT schedule: 7:20 a.m.- 4:10 p.m. Monday through Thursday, 7:20 a.m. - 11:40 a.m. Friday

Former schedule: 7:20 a.m.- 1:40 p.m. Monday through Friday

### Student demographics

2008-09	Umana Middle School Academy, Boston	Massachusetts
African American	10.0	8.2
Asian	2.8	5.1
Hispanic	69.0	14.3
Native American	0.4	0.3
White	17.2	69.9
Native Hawaiian, Pacific Islander	0.0	0.1
Multirace, non-Hispanic	0.7	2.0
First language not English	62.7	15.4
Limited English proficient	32.4	5.9
Low-income	90.0	30.7
Special education	21.4	17.1
Free lunch	80.7	25.2
Reduced lunch	9.3	5.5

Source: Massachusetts Department of Elementary and Secondary Education, available at <http://profiles.doe.mass.edu/> (last accessed January 2010).

We conducted in-depth interviews with five expanded learning time schools and their partners to help understand the effects, complexities, and challenges of ELT school-community partnerships. We limited our inquiry to those schools that align their model to our core ELT components, and have chosen a diverse set of schools/partners to profile, including elementary, middle, and K-12 schools, and partners that include community-based nonprofit organizations, a science museum, and a major university.

## Mario Umana Middle School Academy and Tenacity, East Boston, Massachusetts

### Mario Umana Middle School Academy

Although the 570 students who attend the Mario Umana Middle School Academy in East Boston gaze every day across the harbor to the Boston skyline, many of them arrived at the sprawling waterfront middle school having rarely taken the brief subway ride to downtown Boston. East Boston is an insular neighborhood, geographically and psychologically separated from the rest of the city. Umana's student population is 90 percent low-income, while 7 out of 10 students are Hispanic and one-third are limited English proficient.

Academic challenges and a lack of exposure to a range of cultural and educational experiences were key reasons why school leaders applied to join the first cohort of the Massachusetts ELT schools in 2005. One of the priorities of the then-principal was increasing the "cultural capital" of the student population.

Corbett Coutts, currently assistant principal for ELT at Umana, brought to his current position knowledge and expertise gained through building partnerships between schools and community-based out-of-school time providers as the former assistant program director

of the Boston Public Schools Department of Extended Learning Time, Afterschool and Services.

Coutts describes his view of ELT’s potential to strengthen school-community partnerships: “ELT is an opportunity to integrate high-quality services for more young people. I believe ELT is the next step in the evolution of the out-of-school time field, which has gone from focusing on child care to quality improvement through standards and professional development for staff to aligning with schools—and now, with ELT, from alignment to integration.”<sup>12</sup>

Coutts explains that in his experience the relationship between the young people who most need out-of-school time enrichment opportunities and the young people who most often participate is portrayed accurately in a Venn diagram (see box).

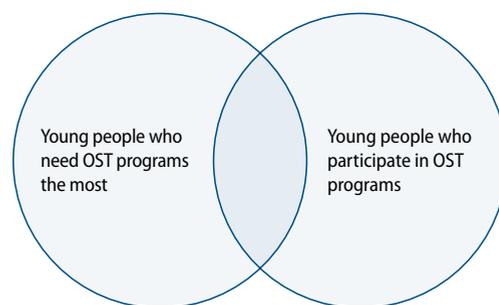
“There is a group of the most at-risk young people who are just not going to participate in the traditional setup of afterschool, whether due to lack of money, or their parents not being organized, or having to take care of siblings, or transportation issues, or whatever,” explains Coutts. “ELT absolutely levels the playing field. Everyone has access.”

Today, Umana’s cinder block hallways are warmed by the students’ colorful presentations reflecting a variety of enrichment experiences. A schedule of long days Monday through Thursday (7:20 a.m. to 4:10 p.m.) and shorter days on Fridays (7:20 a.m. to 11:40 a.m.) gives students time to participate in a rich diversity of programming offered by the East Boston YMCA, Boston Ballet, Boston Museum, East Boston Neighborhood Health Center, Girls LEAP, New England SCORES, the Museum of Science, Outdoor Explorations, Piers Park Sailing Center, SquashBusters, and Tenacity. Many of these organizations either partnered in some fashion with Umana or provided afterschool programming at the school or in their own community-based locations to a subset of Umana students before ELT was implemented.

Umana administrators have struggled with how the Boston Teachers Union contract and other scheduling and staffing constraints have prevented them from creating a seamless day of academics and enrichments using the longer schedule. The Umana school day is largely split between an initial six hours of core academics and the last 2.5 hours of enrichments. Staff of partner organizations teach most of the enrichments because about half of Umana’s teachers choose to work only the initial six hours of the day. This divided schedule has its challenges, according to Coutts: “We still have instances where teachers are leaving before the school day ends and, either consciously or subconsciously, sending the message to the students that the ‘ELT’ part of the day is not as important.”

### Out-of-school time enrichment

Students who need out-of-school time activities versus those who participate in them



Implementing a model where the partner staff teach enrichment classes without Umana faculty alongside them has created challenges—but also has had a positive effect overall on the school. “ELT raises expectations for everyone,” says Coutts. “Our partners are challenged to be as professional and knowledgeable as the veteran teachers; while the veteran teachers are challenged to be as hopeful, idealistic, and energetic as the partner staff. There is no longer a partner/teacher gap—only sometimes a generation gap because partner staff tend to be younger.”

Bridging the cultural gap between the school, with its necessary adherence to policy and procedure, and the partners, who often have not worked in a highly structured environment, is one of the major challenges at Umana, according to Coutts. Grading students has been a new—and sometimes unwelcome—experience for some partner staff. Many partner organizations, especially those who target middle-school age students, structure their programs around voluntary participation. They are used to serving young people who choose to be there. At Umana, they must teach any young person assigned to their class.

“Community-based organizations often encounter difficulty dealing with behavioral issues and students’ lack of engagement,” says Coutts. “Even though they may have designed their program for the most at-risk young people, they have never actually had the ‘most at risk’ in their program. With ELT, now they do and it’s an eye opener. There are young people who can negatively impact the learning in every class, every day. How do you deal with it? You cannot ask them to leave the program if it is part of their school day.”

Comments Mass 2020’s Raine, “Despite the challenges, the Umana is particularly good at sending a whole-school, whole-faculty, whole-child message. They struggle with creating a seamless day, and have many partners and many transitions for the students and for the adults during the day. But they are getting the message out.”

ELT has not been a panacea for Umana. It is a school with “a lot of work left to do” in the words of its current principal Alexandra Montes McNeil.<sup>13</sup> The school’s struggles are typical of an underperforming, urban middle school. Umana’s enrollment has decreased by 80 students over the past three years, as a new charter school has opened in the neighborhood and many families have chosen to send their children to other schools amid Boston’s complex school choice environment.

Umana students’ performance on standardized state English language arts and math tests has consistently lagged behind state and district averages. Math is a particular challenge and current focus for instructional improvement, with just 46 percent of students passing the 2009 exam and only 16 percent scoring proficient or above. In 2009, however, 77 percent of Umana students passed the English language arts exam, with 44 percent of those achieving “proficient” or above.<sup>14</sup>

Umana has adopted an academic focus for this school year of reading comprehension across all content areas. Montes McNeil explains, “Our focus is on ensuring that students can break down and analyze the question—so they know what is being asked. In STEM [science, technology, engineering and math], it’s listing the givens and showing your work, explaining the process that you used to get to your answer. In ELA [English language arts], it’s naming the key part of the question and providing a clear written expression of ideas.”

“We are just starting to collect data on how well the students know how to do this and have formed teams to plan and work on this over the coming months. Our partners are participating on these teams,” says McNeil. “We will post goals throughout the school, talk with the students, and make this the priority across content areas. At the end of the day, each individual must improve to show whole-school improvement. That’s the goal.”

We chose to profile Umana because it is a work in progress, like so many other schools, and because its leaders have made an exceptional commitment to creating school-community partnerships that influence the lives of their students and the work of their teachers. Umana’s partnership with Tenacity is one such example.

## Tenacity

Founded in 1999, Tenacity’s mission is to “improve the scholastic, character, and physical development of urban youth by combining tennis instruction and academic support with a focus on life skills.”<sup>15</sup>

Tenacity was founded with the goal of leveraging public-private partnerships to teach urban youth to play tennis and sharpen their literacy and life skills. Tenacity partners with the City of Boston and area institutions to gain access to tennis courts and raises both public and private resources to operate its programs. Said Tenacity President and Founder Ned Eames: “We were conceived as a public-private partnership so ELT is absolutely aligned with our mission—it has always been a cultural fit for us.”<sup>16</sup>

Tenacity offered summer programming to 4,400 Boston youth at 30 sites in 2009, and has five school-year sites in Boston: four traditional school-based afterschool programs and the Umana ELT site.

Tenacity, then an afterschool provider at Umana, was invited to join the ELT planning team in 2005. The Tenacity-Umana partnership has continually evolved since the first year of ELT implementation, school year 2006-07. Currently 70 students—one class each of sixth, seventh, and eighth graders—take the Tenacity class at Umana. The Tenacity model, across all of its sites, is structured for students to remain in the program for three years from sixth through eighth grade. The sixth graders attend Tenacity every day for an

average of 65 minutes per day—80 minutes Monday through Thursday and 50 minutes on Friday—and the seventh and eighth graders two times a week each for a 2.5 hour block. The instructional time is split evenly between literacy and tennis. Tenacity has full use of the gym for its time blocks, a dedicated storage space for its tennis equipment, a dedicated classroom, and office space at Umana.

The organization provides a free afterschool program from 4:10 p.m. to 5:00 p.m. four days a week focused on tutoring and homework help, in addition to the class during the school day. About 25 students from Tenacity’s classes attend the afterschool program daily.

#### *Literacy curriculum*

When Tenacity initiated its programs in 1999 the academic support focused on homework help. Tenacity introduced its own literacy curricula in 2004 that is aligned with the ESE’s learning standards. Tenacity developed its literacy curriculum after realizing that homework help alone was failing to have any effect on the students’ more basic academic performance problems. Tenacity augmented the curriculum in 2009 to further emphasize students’ needs for vocabulary development, reading comprehension skills, and writing.

Tenacity describes its literacy curriculum: “In addition to the concrete literacy skills students need for academic success in all subjects, teaching literacy provides a pathway for focusing on life skills. Reading and writing allows children to find positive ways to express themselves and their stories, and to learn the connections between themselves and the broader community.”<sup>17</sup>

In 2006 Tenacity became the first sports-based youth development program named by ESE as an official Supplemental Education Services provider. Having SES provider status is key to financing Tenacity’s Umana partnership.

#### *Tennis instruction*

Tenacity describes its focus on tennis instruction for urban middle schoolers: “Few sports are at the same time as physical and cerebral as tennis, requiring stamina and quickness, sudden conviction and exceptional patience. That’s why learning tennis helps young players improve their ability to focus their thoughts while developing physical strength, speed, and flexibility. The game of tennis helps a young person become both more self-aware and self-confident; more physically fit and mentally tough; more highly motivated on and off the court.”<sup>18</sup> Tenacity’s approach to tennis instruction focuses on ensuring students learn basic skills quickly so they can enjoy competing and playing the game.

Coutts describes additional benefits to giving Umana students the opportunity to learn tennis: “The urban environment is all about football and basketball. Teaching tennis allows these children to cross class lines,” he explains. “It’s an experience that’s similar to one that their suburban counterparts have. Tennis is a sport these young people can play

their whole lives, with each other, with their families. It's helping to build their cultural capital, equipping them to function effectively in many different environments.”

#### *Staffing model*

Tenacity has four full-time staff at Umana: an academic coordinator to teach the literacy curriculum, a tennis coordinator to teach the tennis curriculum, a family engagement coordinator to build relationships with parents and increase family involvement, and a site coordinator who is responsible for the overall site. Each coordinator is responsible for supervision and oversight of the classroom in addition to teaching. Tenacity staff also supervise their four AmeriCorps members and volunteers at Umana, who provide support throughout the day during the literacy and tennis instruction. Tenacity has two full-time staff and three AmeriCorps members each at its other afterschool sites.

Tenacity's site coordinator at Umana is a certified teacher who is in constant contact with faculty on behalf of Tenacity students. The coordinator attends Individualized Education Plan meetings—for students receiving special education—and cluster meetings of grade-level teachers. As Gary Phillips, Tenacity's school year program director, pointed out, Tenacity staff “understand and speak the language of the school.”<sup>19</sup>

Tenacity's leadership cites its intensive staffing model as the key to its quality programming. Phillips said, “Teachers often have a wall up: is this a partner—are they here to stay or are they in and out? Our staffing model helps break down barriers. Deep relationships develop between teachers and site coordinators.”

Said Eames: “The reason we put all this money and effort into this level of staff is the relationships they develop with the young people. Our staff and our young people form relationships that deepen over multiple years. We know from research and from our own practice that these relationships are the most important reason the program has any impact. The kids need these relationships very, very much.”

#### *Partnership impact*

**On students:** A sixth grader enrolled in Tenacity's class said, “I like that Tenacity cares about us and cares about our education. They contact our parents, they motivate us to do our best in school.” Added another: “They help me solve my problems. They are preparing us for college—helping us find the right school and scholarships.”<sup>20</sup>

Tenacity measures the influence of its program in several ways: a pre-post literacy test; gathering feedback from students, teachers, and parents; and testing the students' tennis skills according to a modified set of standards adapted from the National Junior Tennis Association.

Umana outperformed three of the four other Tenacity sites—all of which are traditional afterschool programs—on the pre-post literacy tests in 2009.<sup>21</sup> Among the members

of Tenacity's eighth grade class at Umana, 88 percent scored proficient or above on the English language arts test for the Massachusetts Comprehensive Assessment System versus 49 percent of the eighth graders in the school overall and 59 percent across the district.<sup>22</sup> "We know we are a contributor to that achievement," said Phillips. Coutts adds, "The instruction that Tenacity is providing is as good as that in the academic classrooms."

**On Umana:** Coutts acknowledged that "for our first two years, the attitude of the school was like, this is us, conform to us." In the last two years, however, Umana has seen Tenacity model best practices within its classroom that they want to replicate for the whole school. Two such practices are:

*Family engagement.* Tenacity conducts a minimum of two home visits per year for each student enrolled in one of their classes. Tenacity also organizes mid- and end-of-year ceremonies for students to showcase their work in front of their families and friends. The family engagement coordinator at Umana speaks Spanish and understands the cultural and linguistic barriers to family involvement many Umana parents face. "The family engagement work increases our credibility with the school and further embeds us in the school community," said Phillips. Montes McNeil and others commented that the Tenacity parents are more involved in their children's education as a result of Tenacity's outreach.

*High school selection.* High schools in Boston are not neighborhood schools—students from any neighborhood can apply to attend most of the 30-plus high schools citywide. Boston, like many urban school systems, has broken up large comprehensive high schools over the last several years into smaller, specialized learning communities, providing students with a diverse array of options throughout the city. Many of the high schools require students to write essays or submit portfolios as part of the application process. Umana had no program to help its eighth graders select high schools before Tenacity's partnership.

Tenacity has developed a comprehensive program for helping its eighth grade cohort across the city choose and apply to high schools that match their interests and preferences. This effort has special resonance in East Boston, where many students and their families do not even consider applying to high schools in other Boston neighborhoods. Tenacity staff members accompany their eighth grade students on the subway to various high schools throughout the city as part of the process, making the possibilities real for students in a way they had not previously experienced. Tenacity also requires each of its students to apply to at least one high school that requires an essay on its entrance application.

Massachusetts 2020's ELT School-Community Grants program funded Tenacity and Umana in 2008 to scale the eighth grade high school selection program to involve all eighth graders, not just those in Tenacity's class. Tenacity staff members are providing instruction for Umana teachers on the strategies of their initiative. Said Coutts, "We are in our second year of this effort. We are building the capacity of the eighth grade teachers, although we

cannot replicate Tenacity’s level of individualized attention. The shift for us is that the teachers own this process more and more—they are becoming invested in the effort to ensure that each of our students attends the high school that is his or her best choice.”

**On Tenacity:** Said Eames: “ELT has enhanced our organizational commitment to public-private partnerships. We took risks entering into this partnership financially and with the changes to our model we needed to make to integrate into the school day. That risk has paid off for us in many ways. ELT helps with recruitment, attendance, and year-to-year retention. It provides a different level of opportunity to influence kids’ trajectories, which is at the core of our mission as an organization.” Phillips notes, “With ELT, the degree of relationship with the kids and their families is more intense, deeper, because we are involved in the whole day. We are more involved with them because we see them during the day, we talk with their teachers. We don’t just see them after school.”

### *Finances*

Finances continue to challenge the Umana Tenacity partnership. Coutts points out that even though the grant revenue per student in ELT schools has been fixed at \$1,300 since the program began, the hourly contractual rate for Boston teachers has increased from \$36.24 to \$40.92 in the past few years. This increase leaves fewer resources to support community partnerships.

Coutts leverages the school’s annual ELT grant of \$740,000 to bring in a total of \$1.5 million per year to support Umana. Tenacity estimates its costs at Umana are \$350,000 per year. Umana provides Tenacity with just under half of the funding it needs to sustain its programming using a combination of ELT, Supplemental Education Services, and other funding. Tenacity makes up the difference with a combination of private and public funding. Remarks Eames, “We need a more sustainable model of financing ELT partnerships at a level that approaches what they actually cost.”

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## Worcester Public Schools, the EcoTarium, and the YMCA of Central Massachusetts

Worcester, Massachusetts is New England’s third-largest city. The district of 33 elementary schools (including five magnet schools), four middle schools, seven high schools, and nine alternative schools serves nearly 24,000 students. The partnership among Worcester’s three ELT elementary schools— Jacob Hiatt Magnet School, Chandler Elementary Community School, and City View Discovery School—and the EcoTarium, a science and nature museum, is an excellent example of how a district can leverage ELT to affect multiple stakeholders in multiple schools. The district has provided support and guidance since its inception of ELT, connecting the schools with partners that could contribute content expertise to each school’s instructional focus.

## Worcester Public Schools, EcoTarium and the YMCA of Central Massachusetts

### Jacob Hiatt Magnet School

461 students grades PK-6

ELT schedule: 7:50 a.m. – 3:35 p.m.

Former schedule: 7:50 a.m. - 2:20 p.m.

### Chandler Elementary Community School

328 students grades PK-6

ELT schedule: 7:40 a.m. – 3:25 p.m.

Former schedule: 8:30 a.m. - 2:30 p.m.

### City View Discovery School

578 students grades PK-6

ELT schedule: 8:25 a.m. – 4:10 p.m.

Former schedule: 8:25 a.m. - 2:25 p.m.

### Student demographics

2008-09	City View	Chandler	Jacob Hiatt	Massachusetts
African American	13.1	15.5	19.3	8.2
Asian	2.1	11.6	3.0	5.1
Hispanic	48.8	56.7	49.5	14.3
Native American	0.5	0.0	0.4	0.3
White	29.4	11.0	24.3	69.9
Native Hawaiian, Pacific Islander	0.0	0.0	0.0	0.1
Multirace, non-Hispanic	6.1	5.2	3.5	2.0
First language not English	61.6	37.0	36.0	15.4
Limited English proficient	53.4	31.3	26.0	5.9
Low-income	95.1	84.1	65.5	30.7
Special education	19.2	20.8	13.2	17.1
Free lunch	91.2	78.2	58.1	25.2
Reduced lunch	4.0	5.9	7.4	5.5

Source: Massachusetts Department of Elementary and Secondary Education, available at <http://profiles.doe.mass.edu/> (last accessed January 2010).

## The EcoTarium

The EcoTarium is a unique indoor-outdoor science and nature museum in Worcester located within close proximity of all three schools. The EcoTarium’s mission is “to contribute to a better world by inspiring a passion for science and nature through discovery.”<sup>23</sup> The museum focuses on hands-on exploration and discovery, and includes living wildlife exhibits and nature trails, a digital planetarium, and interactive exhibits focused on topics such as the local impact of climate change, freshwater and forest ecosystems, minerals, energy, water, and microscopic life. The EcoTarium attracts 130,000 visitors per year, including 25,000 visiting in school groups. The EcoTarium has developed extensive natural science programs and activity guides covering a range of content for Pre-K-12 students and teachers.

The museum was well positioned to contribute to the elementary science curriculum with interdisciplinary hands-on learning opportunities when district staff approached the EcoTarium to develop a partnership with ELT schools in 2007. “Our relationship with the school system actually goes back to the early 1900’s,” said Patricia Crawford, deputy director of the EcoTarium.<sup>24</sup> Partnerships with the schools in the past have focused primarily on one-time visits to the museum for individual classes or short-term, grant-funded programs for targeted populations.

EcoTarium staff worked with the ELT facilitators from the three schools and a representative from the district’s grants office to develop Mission Explore, the focus of the partnership, according to Kerrie Kelly, ELT facilitator at Chandler.<sup>25</sup> Classroom teachers, art teachers, and science specialists from each school chose the specific content based on data analysis from state standardized testing results, which showed that students were struggling with questions about specific topics, including the earth-space strand. Educators then attended a professional development day at the EcoTarium in the program’s first year. The planning meetings enabled teachers to work closely with EcoTarium staff to make sure the program’s content met their needs.

### *Mission Explore*

Mission Explore is a curriculum of hands-on learning based on the Massachusetts standards in the strand of earth-space science, which focuses on weather for fourth graders and the earth, moon, and sun for fifth graders. The program draws on lessons from past school-EcoTarium partnerships, but was designed for the three ELT schools to take advantage of the expanded schedule. The partnership is in its second year of operation after one year of planning.

Science instruction at the three elementary schools was shorter and more centered on textbook learning before ELT and Mission Explore. The schools are now able to more deeply explore these science topics and connect them to other areas of the curriculum, given the flexibility provided through ELT and the expertise of the EcoTarium. Mission Explore includes six components:

- **Teacher professional development:** The EcoTarium’s educational staff hosted 17 fourth and fifth grade classroom teachers, art teachers, science facilitators, and liaisons for a professional development day, enabling the educators to learn about the museum’s resources and the Mission Explore curriculum during the partnership’s first year.
- **School site visit:** Museum education staff conduct an initial site visit to each school to introduce the program to the students, administer a content pretest, and reorient teachers to the program content.
- **EcoTarium site visits:** Students in grades four and five—approximately 350 students—visit the EcoTarium twice each school year. Students participate in a content-oriented program, discover the museum’s exhibits, and visit the planetarium. “The planetarium is a wonderful learning tool, and it provides the opportunity for professional development for the teachers [through modeling],” said Teresa Wolcott, museum educator at the EcoTarium.<sup>26</sup> Teachers from the three schools learned new teaching strategies to incorporate into their classrooms by watching the museum educators model activities.
- **Arts component:** All three schools connect the science content to their arts classes. At Jacob Hiatt Magnet School, for example, each fourth and fifth grade student created an informational, interactive, multimedia space or weather book in art class. Chandler and City View students, art teachers, and parent volunteers produced a mural showing planets and the solar system using perspective drawing techniques.
- **Community outreach:** The partners collaborate on an end-of-the-year celebratory Family Night at the EcoTarium. By spring, students have become experts in weather or the solar system, and they are ready to share their knowledge. “The kids teach their families that night,” says Wolcott, “and we showcase their artwork.” She adds, “It was quite thrilling to see the kids so enthusiastic.”

- **EcoTarium passes:** Students receive passes to explore the EcoTarium with their families. Wolcott explains that the museum is interested in attracting families to its exhibits “... with the goal of making science less threatening, getting families learning together, and eliminating the feeling that science is too hard or inaccessible.”

This combination of activities supports the museum’s mission by bolstering its ability to reach children and families in the community, while helping the three ELT schools strengthen their science curriculum.

#### *Partnership impact*

**On students:** Worcester’s partnership with the EcoTarium has had a strong effect on students’ learning, and increased their enthusiasm about science, as evidenced by the post-test students complete at the end of the year. “They learned a lot,” says Wolcott. “It was wonderful to get the kids’ evaluations because they demonstrated what they learned. Many students also told us about something else they found out when they visited ... often unrelated to the curriculum. Very often it was an encounter with one of the staff members, someone who stopped to talk to them and answer their questions. The kids’ excitement shows how important these interactions are.”

“Our students don’t feel intimidated by the museums,” says Patty Genese, ELT facilitator at Jacob Hiatt.<sup>27</sup> “They feel secure in their knowledge.” Building that comfort level through the museum visits and classroom visits is key to creating lifelong learners, says Crawford. “Expanding the experience beyond one field trip really helps the kids make the connections,” agrees Chandler ELT facilitator Kerrie Kelly. “We have a large English language learner population, and experiencing the EcoTarium instead of only reading about the science makes a tremendous difference for them.”

**On teachers:** EcoTarium staff point out that Mission Explore contributed to teacher confidence in teaching the curriculum. “A lot of teachers were uncomfortable with the science content they were supposed to teach, especially at the elementary level,” says Wolcott. “You could really see the confidence of the teachers growing ... Mission Explore has helped show them how to explore the science with the students.”

**On the schools:** “Our partnerships now look nothing like we’ve ever had before,” says Genese. “They’re a natural component of our day.” Students and teachers have more time to complete complex projects like Mission Explore, and the teachers have more planning time to incorporate the content and teaching methods introduced by partners into their classroom work.

**On the EcoTarium:** “The cooperative development of Mission Explore between the EcoTarium and the Worcester Public Schools strengthened our relationship and set a new standard for working together,” says Crawford, adding, “Family Night is unique. We had put on similar events for our members, but we hadn’t done anything with a classroom or

school and the parents. Some [school] administrators were here as well, and our funders. The feedback we received was overwhelmingly positive.”

### *Finances*

The schools and EcoTarium share the cost of conducting the partnership, drawing primarily from grant funds. The schools’ district office took a lead role in accessing a grant from the Massachusetts Cultural Council to help fund the partnership, with the EcoTarium taking the lead on a complimentary grant from Massachusetts 2020, combining to provide approximately \$40,000 over two years. The EcoTarium made additional in-kind contributions of approximately \$9,000. The Cultural Council grant was reduced in the second year due to state budget cuts, and as a result the partnership eliminated the professional development workshop. The two grants together funded the professional development workshop for teachers in the first year, the pre-visit to each classroom, EcoTarium staff development, supplies, and materials for the related art/science projects, transportation, and admission to the EcoTarium (including family passes). Worcester Public Schools staff conducted the “post visit” in both years in order to stay within budget, although EcoTarium staff originally planned to conduct these visits. The project served a total of about 350 students and their families and 17 teachers and science facilitators and liaisons each year.

### *Challenges*

The schools and the EcoTarium have not yet identified funding to continue the partnership next year, when the current grants run out, and the costs are not integrated into the schools’ ELT budgets.

In addition, there were challenges implementing evaluation questionnaires and other elements of communication within the partnership. “Keeping communication open is really important,” says Crawford, highlighting the need to understand teachers’ access to technologies like email, and figuring out the best ways to communicate with them. Wolcott learned this lesson in implementing evaluation questionnaires with the teachers and finding that many of them did not respond to electronic forms. “If you can have those moments where you can actually get together and talk ... it’s really worth it, especially at the outset of the partnership,” Wolcott says.

## YMCA of Central Massachusetts

The advent of expanded learning time in two of the elementary schools adjacent to the central branch of the YMCA of Central Massachusetts provided the YMCA with an opportunity to broaden and expand its partnership with the schools. The YMCA has long partnered with Worcester Public Schools as a provider of afterschool programming and a host for physical education classes. For example, even before ELT, Jacob Hiatt students walked next door to hold their gym classes at the YMCA’s Central branch, which

is equipped with a newly renovated fitness center; basketball, racquetball, and squash courts; swimming pools; and an indoor climbing wall. Hiatt has continued this relationship with the YMCA.

After Chandler identified improving student health and wellness as one of its ELT priorities, the school approached the YMCA to bring its resources and expertise into a new role: teaching a comprehensive health curriculum, Kids on the Go, to all children in grades three through six. Each class spends one hour weekly in eight-week sessions at the YMCA branch, with half the time spent on classroom-based health and nutrition topics, and half the time in physical activity and team-building exercises.

There are two keys to the successful partnership with the YMCA, according to Chandler's ELT facilitator Kerrie Kelly. The first is proximity—even the youngest students are able to walk to the YMCA, and as neighboring institutions, both the school and the YMCA have committed to partnering over the long term. Second, Kelly points out that the YMCA staff members are very flexible and understand what it takes to work with a public school. "There's a lot of planning involved ... a lot of planning," says Kelly. The proximity also eases communication between the partners. "Both partners [the YMCA and the EcoTarium] spend time with me to make sure they know our instructional focus, and any issues we have with the kids," says Kelly. "We end up sitting together so often. ... I'll stop into the office [at either partner site] and it's easy because I'm right there."

"This is our neighborhood and Jacob Hiatt and Chandler are in our neighborhood," says Pam Suprenant, associate executive director at the YMCA's Central Community Branch.<sup>28</sup> "The school staff is very easy to work with. It is so helpful that we have a respectful relationship and the school does not have an attitude toward community organizations that we are just service providers."

#### *Partnership impact*

**On students:** The YMCA staff evaluates the activities of the partnership daily, using a checklist to document the effectiveness of particular activities with the students, then meeting to discuss changes or additions to the program as needed. The YMCA administered a pretest in fall 2009, and will do a post-test in the spring to measure the students' retention of the information taught through Kids on the Go. The YMCA also collected baseline health and fitness data in the fall from the students participating, and will measure the change at the end of the school year.

**On Chandler:** "The partnership with the YMCA has been one of the easiest," says Kelly. "The first year we did mostly swimming and rock climbing, then as the years went on and the [Kids on the Go program] got started, we put more eggs into that basket because it tied in with our instructional focus." "[In the beginning it was] 'We've got this block of time. Can the Y provide a service?'" says Suprenant. "It has become less of that and more of 'Here's what the Y's good at, how can we incorporate that into your programming ...'"

**On the YMCA:** YMCA of Central Massachusetts CEO Kathy Hunter noted that the overall impact on the YMCA has been extremely positive. “The Central Community Branch is nestled in a neighborhood with many needs. The impact has been that we have a deeper partnership with Chandler because of expanded learning time,” she says. “It’s a win-win. We have a better understanding of needs, and in turn the kids are more exposed and engaged with the YMCA.”<sup>29</sup> Hunter emphasizes that expanded time is critical to that impact. “Schools have many important priorities,” she says. “Without ELT there would be other priorities that wouldn’t allow for it.”

### *Finances*

Chandler’s partnership with the YMCA is funded through a two-year \$15,000 grant from Massachusetts 2020, which ends at the end of this school year. Kelly would like to see the partnership continue beyond the timeline of the grant, but she points out that funding it is not a protected part of the school’s overall budget. “(We) did assume that part of the ELT budget would be for partnerships,” she says. “But within a year or two that money has become very minimal.” Kelly and Suprenant have actively begun to seek resources to continue the partnership after this year.

### *Challenges*

Like other partnerships, sustainability is the main challenge facing Chandler and the YMCA. The YMCA is also trying to balance the positive effects and challenges of ELT on its overall organization. Some of the YMCA’s afterschool programs have experienced enrollment declines due to the longer school day, although Suprenant values the deeper partnership that ELT has made possible with Chandler. Hunter expresses concern that as ELT becomes more common across the state, it may be more difficult for afterschool programs to maintain their enrollment and sustain strong programs. The combination of declining afterschool enrollments and inadequate ELT partnership funding raises concerns that ELT will have negative financial consequences over the long term on organizations like the YMCA. She also noted that the support of an intermediary organization like Massachusetts 2020 helps significantly by providing both financial resources and technical assistance.

Hunter suggests that funders and policymakers consider requiring a community impact assessment as part of the ELT application process (ESE began requiring schools to investigate the impact of ELT in their communities in 2009). Hunter encourages organizations to get to the table as early as possible to participate in planning. “Show up early and talk often,” says Hunter. “Come together at the beginning and identify what success looks like.”

Suprenant would also like a deliberate effort by ESE to deepen the level of partnership between ELT schools and organizations. She would like to see requirements and supports that spur ELT districts and schools to plan early and involve partners more substantially. “The earlier you involve community organizations the better the partnership would be. I think there should be some basic requirements—for example, you won’t be considered as an ELT community or school if you don’t engage the partners in the earliest stages of the planning.”

## The LEAP Academy University Charter School and Rutgers University, Camden, New Jersey

LEAP Academy University Charter School in Camden, New Jersey, opened in 1997 as one of the first 13 public charter schools in New Jersey. Started as a K–5 school with 324 students, LEAP now serves 780 students in grades pre-K–12 and also houses a 90-student preschool program. LEAP was established through a partnership with the Rutgers University Center for Strategic Urban Community Leadership.

The partnership has been led by Dr. Gloria Bonilla Santiago since its inception. As the academy founder and chair of the board of trustees, Santiago led the multiyear planning process to develop LEAP Academy. University and community leaders and parents were all active in the process to create LEAP. “I was advocating very strongly for community schools, and to design something totally different to save children,” says Santiago.<sup>30</sup>

The school was developed with several critical design principles: a longer day; a longer year; excellent teaching; support for students’ outside needs through health (physical and emotional) and nutrition programs; comprehensive services; a variety of community service and experiential opportunities; and a foundational partnership among Rutgers, the school, parents, business, and community partners. Each LEAP student has a personalized learning plan that comprehensively addresses human services and family support needs. All four of LEAP’s graduating classes have achieved 100 percent college acceptance since 2005.

LEAP Academy’s school day begins at 8:00 a.m. and continues until 4:00 p.m., with community and family activities and services continuing until 7:00 p.m. In addition, LEAP extends the traditional 180-day academic calendar to 200 days. In total, the LEAP school year adds over 500 instructional hours to the traditional American 180 six-hour day schedule.

LEAP Academy was designed like many charter schools with an expanded schedule from its inception, so staff and students did not have to transition to a longer school day and year. “You have a gap between what students need and an old model, and that gap keeps growing,” Santiago said. The combination of an expanded day and the multiservice community school model, she said, enables students to succeed because it allows the school time to support the development of the whole student—not just his or her academic success.

### The LEAP Academy University Charter School and Rutgers University, Camden, New Jersey

780 students grades PK-12

Schedule: Monday – Friday 8:00 a.m. – 4:00 p.m., 200-day academic year

#### Student demographics

2007-08	LEAP Academy	New Jersey
African American	47%	17%
Asian	<1%	8%
Hispanic	52%	19%
Native American	0	<1%
White	<1%	55%
Limited English proficient	2.3%	2.6%
Special education	7%	15%
Free lunch	64%	22%
Reduced lunch	12.8%	6%

Source: National Center for Educational Statistics data, available at: <http://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=full&displaycat=1&s1=34> and [http://nces.ed.gov/ccd/schoolsearch/school\\_detail.asp?Search=1&DistrictID=3400078&ID=340007800487](http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&DistrictID=3400078&ID=340007800487); State of New Jersey Department of Education NCLB State Level Report 2008, available at: <http://education.state.nj.us/rc/nclb08/State07-08.pdf>.

## Rutgers University

The partnership between LEAP Academy and Rutgers University, defined in Rutgers Board of Governors Resolutions, is embodied in the Centers of Excellence. The Centers of Excellence are school-based health and educational services designed to provide holistic support for the students, families, and staff of LEAP Academy. The centers supplement the existing curriculum and services at LEAP by providing a two-year preschool program, onsite medical care and counseling, parent training, and intensive college awareness programming. Each of the centers was launched with funds Rutgers contributed and/or raised.<sup>31</sup>

The centers are operated and staffed through contracts between LEAP Academy and Rutgers University. The university provides faculty, graduate students, interns, and other staff for the centers. Unlike LEAP Academy itself, the Rutgers University Center for Strategic Urban Community Leadership governs the Centers of Excellence. All of the centers are located within LEAP Academy school buildings. They include:

**The Rutgers/LEAP Health Center**, housed at the LEAP elementary school, or Lower School, provides health care and other social services for students and their families. Rutgers raised the grant funds from the Robert Wood Johnson Foundation to launch the center in 1996, and has provided staff and raised additional grants to sustain the center. The center also receives operating support from Cooper Hospital.

Deanna Burney, superintendent and principal of the LEAP Academy, believes the onsite Health Center is a key element of the partnership with Rutgers. Burney says that a longer school day combined with individual health and wellness services that students access during the day contributes significantly to their academic success. “Really what we have is kids in risky environments,” says Burney. “A lot of our kids are viewed as not having the aptitude to succeed. This center helps us always view the kids for their strengths.”

“Kids have access to the center during the school day,” she adds. “We can go to the center with a student in crisis and get immediate help. We can bring in families. The health supports are integrated into the school experience.”<sup>32</sup>

**The Pre-College Office**, located at the LEAP Academy High School, engages students from elementary through high school years in preparation and planning for college attendance. The office provides students with college and university information, application assistance, academic counseling, access to university-level coursework through additional AP courses, a dual enrollment program with Rutgers and Rowan Universities, distance learning, a pre-college bookstore offering college-related resources, and other leadership opportunities such as student government, National Honor Society, and others. Rutgers received a federal grant to create the Pre-College Office.

**The Teacher Development and Performance Institute** provides Rutgers faculty to lead professional development for LEAP teachers and administrators, as well as teachers outside of LEAP.

#### *Finances*

Rutgers has been instrumental to the creation and sustainability of LEAP Academy, even beyond establishing and operating the centers. For example, as LEAP expanded, Rutgers secured bonds that allowed the school to negotiate a low-interest rate for constructing new buildings. “It has worked so well because we were creative in using the university assets and strengths,” Santiago says. “Those kinds of supports were really important.” Santiago believes it was critical for LEAP to be championed at the highest levels of the university. “We are doing this with the support of the president, chancellor, and board of governors of Rutgers. They are making this a priority of the university.”

#### *Governance*

The LEAP Academy governance functions through committees that include, but are not limited to, Rutgers faculty and administrators. The LEAP board of governors oversees these committees. Burney considers the university’s involvement in the governance of LEAP Academy as balanced and constructive, and she credits Rutgers and her relationship with Santiago as key components of the school’s success. Santiago and Burney both emphasize that the support they receive from each other allows them to take on challenges and make changes to the school knowing that the partnership will thrive. Burney says that the trust between the leaders empowers her to make bold moves in the best interest of the students, knowing she’ll be supported.

“I don’t think that there’s anything that I would ask for that the Rutgers Centers for Excellence would not help me get for the kids and the parents,” she says. “It’s support like I’ve never had before as a principal.”

#### *Partnership impact*

**On students:** LEAP and Rutgers do not measure the impact of the partnership separately from measuring overall student outcomes because the Rutgers partnership has been integral to the existence of LEAP Academy since its beginning. “LEAP has defined outcomes by our results,” says Santiago. “We see 100 percent high school graduation and college. We continue to see academic improvement. We struggle with the test scores, but we continue to see improvement.”

“[LEAP is] constantly collecting data about how our children are doing, and how our families are doing,” says Santiago. “We look at how students are functioning, socially, emotionally, economically.”

**On Rutgers:** Santiago says supporting LEAP allowed Rutgers to develop a lab school for its students in different disciplinary areas, which has increased the diversity of its student

population, led to the university creating new courses, and provided new ways of learning about urban schools, from early learning through grade 12. “We have faculty now that are looking at new ways to teach in urban schools,” says Santiago. LEAP Academy’s promising practices are now reaching beyond Rutgers. Burney recently helped craft a \$3.2 million grant proposal to provide in-classroom training to education students from Rowan University, Kean University, and William Paterson University, enabling them to see the model teaching practices happening within the LEAP Academy’s classrooms.

Santiago believes that the LEAP partnership allows Rutgers to fulfill its mission in a unique way in return for the university’s investment and support. “One of the biggest parts of [Rutgers’ mission is] to be engaged in service learning,” she says. “If we say that our role is to open our doors to our community and provide service learning, then what better opportunity is there for us to do that?”

# Recommendations

We compile these recommendations as schools, districts, and education policymakers around the country consider implementing expanded time programs in an effort to improve student achievement. We hope these recommendations offer useful insights into the role of external partnerships in ELT schools.

## *Recommendations for ELT schools and districts considering new or expanded partnerships:*

- **Schools should use a data-driven process to select partners that can enhance and deepen their instructional focus and/or and meet students' nonacademic needs.** Partners with expertise in project-based learning, community engagement, youth leadership and voice, and other approaches honed in the out-of-school time environment have particularly good potential to ensure the expanded school day addresses the comprehensive needs of children and youth. Schools that are specific about their needs up front provide partners with a clear framework to plan their interventions and services. Yet it is also important for schools to involve partners early, share academic and nonacademic data, and solicit partners' views on student needs. These strategy discussions will spark creative ideas and build the collaborative relationship.
- **Schools should consider existing relationships when selecting partners.** When schools and partners have a history of working together, they may be more flexible, have an easier time communicating at the staff level, and move more easily into a deeper relationship because they trust and recognize each others' areas of expertise.
- **Geographic proximity is desirable.** Partners who are part of the neighborhood may be more invested in the children and families the school serves, and have a higher stake in maintaining a long-term relationship with the school. Being close also facilitates flexibility and reduces transportation barriers for partner activities.
- **Schools should consider potential partners already within their purview.** Schools in urban areas often have more partnership opportunities than they can effectively manage. Even in smaller or rural communities where a network of partners is not readily apparent, however, there are most likely many potential high-quality partners who can reinforce the school's instructional focus or meet student needs in other ways. Raine advises schools to ask questions such as: Where have the teachers found excellent content on

one-time field trips? Is there a university or other institution that comes in for one-time workshops that could evolve into an ongoing, deeper relationship? Who are the existing OST providers in the community? Said Raine: “One of our biggest successes has been working with smaller schools and districts beyond greater Boston who three years ago said they couldn’t find any partners and had no intent to partner. Now these schools have some of the strongest partnerships.”

- **Schools should look for partners that have the capacity to work with multiple schools and multiple stakeholders within a school.** Choosing a provider that can work with a set of elementary schools—and can provide teacher professional development and family outreach in addition to student enrichment—can be a more efficient use of administrative resources than creating and maintaining relationships with multiple providers each providing more limited services.
- **Schools should consider the ability of the partner to adapt to the policies and procedural requirements of the school environment.** Partner organizations that rely heavily on AmeriCorps or other staff that transition out after a short time challenge schools with the need to continually familiarize new partner staff with school policies and procedures. Those organizations that have the capacity to provide full-time permanent staff onsite at the school may be better able to form trusting relationships with families, faculty, and school staff. Schools can ease their partner’s entrance into the school environment by providing a “tip sheet” of policies and procedures and ensure that partner staff have a school staff directory, school mailbox, and other materials.
- **Schools should assess the ability of the partner to serve *all* children and youth.** This is especially true for ensuring equity for students with physical, development, and learning disabilities, as well as for students who are English language learners.
- **Schools should consider how they can help build their partners’ skills—either through providing professional development or through implementing a staffing model that includes the classroom teacher alongside the partnership staff to assist in classroom management.** Many ELT schools that originally structured their partnerships with partner staff solely teaching classes—providing teachers time out of the classroom for professional development or collaborative planning—have revised their approach to keep the teachers in the classroom when the partner staff is teaching. These schools found the enrichment more successful when the classroom teachers helped manage the classroom. Teachers also connected more with partners and deepened their own understanding of the content.
- **Schools should assess the attitude and willingness of faculty to work with partners.** How can schools build their capacity to work effectively with external partners? Offsite professional development—at cultural institutions and museums—can provide an in-depth opportunity to introduce teachers to the resources and staff of a partner organization.

- **Schools and partners should define the successful outcomes of the partnership during the planning process.** Massachusetts 2020’s quality partnership tool and Massachusetts ESE’s Performance Agreement Template can be useful tools in this effort. School staff should routinely communicate with partners, observe their work, and examine assessments to revise and improve programming on a continuous basis.
- **Schools should consider partnerships that create a product of lasting value that does not need to be financially sustained.** Some partnerships are time limited and result in a specific outcome, such as new capacity of teachers to instruct in a specific content area or a revamped curriculum integrating project-based lessons or community resources.
- **Schools should understand and respect the fiscal needs of their partners.** They may not have the resources to fully or even partially fund the partnership, but schools can offer assistance with development research and grantwriting and provide in-kind resources such as professional development or transportation. Schools and partners should engage in ongoing sustainability planning together.
- **Schools should consider including partner staff in school-based professional development and planning.** Said Corbett Coutts, Umana assistant principal, “Two years ago we had a visioning process for our school and everyone—teachers and partner staff—had an equal voice at the table. We invite our partners to attend three days of professional development in August before school starts. We want the partners there for consistency and continuity in how the students experience their day.”
- **Schools should be open to learning from their partners in ways they might not have expected.** For example, Umana’s school community is learning from Tenacity’s model of helping eighth graders select the appropriate high school and conducting effective family outreach.
- **Schools should designate partnership management to an ELT coordinator and ensure the coordinator is on the school’s leadership team.** According to Umana Principal Montes McNeil, an ELT coordinator must bridge both cultures (building connections with partners and also representing the school and its instructional focus). The ability to develop and maintain relationships—and fundraise—is critical to success as an ELT coordinator.

*For organizations considering partnering with an ELT school:*

- **External organizations should consider the significant potential benefits of partnering with ELT schools.** Perhaps the most direct benefit is access to young people. For out-of-school time providers in particular, ELT eliminates recruitment, attendance, and

retention challenges. For cultural institutions, partnering with an ELT school can also ensure access to young people—and often their families—in a deeper and more substantive way than occasional field trips or limited school visits. Universities have found partnering with ELT schools a tangible way to fulfill their community involvement goals. Universities with teacher preparation programs find ELT schools have the capacity to work intensively with faculty and college students. Other benefits to engaging in a partnership with an ELT school include access to student academic data that can inform program design, participation in professional development for partner staff, and new avenues to reach and involve families.

- **Partner organizations should assess their ability to serve all the youth in the school.** Community partners in an ELT environment are often required to serve youth who do not choose to be there—unlike most out-of-school time programs. What is the staff capacity to successfully manage problematic classroom behavior and is the school offering resources to help in this area? Said Ned Eames of Tenacity, “I worry about the selection process. We lose a bit by not giving the kids an opt in.” Tenacity helps solve this problem by visiting area elementary schools and recruiting graduating fifth graders to their summer program—so children and families can experience Tenacity and choose its class in the fall at Umana.
- **Organizations should also assess their willingness to adapt their cultural norms to the school environment.** Coutts of Umana comments: “We have mutually agreed with a few partners that it was not working because of cultural issues. Even if they were already providing programming at the school site in the afternoons, it is very different to become part of the school day.” Among the points of contention: assigning grades to students or requiring youth to address partner staff as Mr. or Ms. instead of by their first names.
- **Potential partners should work jointly with ELT schools to quantify how they will measure the impact of all the services they provide.** For example, if a partner provides enrichment content to students and engages in family outreach that results in increased parent involvement in the school, it is important to assess the partner impact on parent involvement as well as quantify student enrichment outcomes.
- **Potential partners should fully understand the costs and assess their capacity to financially support their own work.** Financing and sustainability challenge many partnerships. Current ELT partners caution that ELT schools should not be viewed as a funding source because partners inevitably contribute more than they receive.
- Among other important considerations for potential partners: **Does the school have the leadership, resources, willingness, staff capacity, and time to jointly focus on the partnership?**

*For policymakers designing ELT initiatives:*

- **Policymakers should develop explicit strategies for ensuring that ELT partnerships are funded adequately and sustainably**, considering the potential role of schools, districts, states, and a variety of aligned federal funding streams to support partnerships over the long term. The Massachusetts ELT model encourages but does not require districts to participate in or fund partnerships. This approach has spawned dozens of creative partnerships, but many are struggling to sustain their efforts as the level of ELT funding per student remains stagnant and increasingly supports only teacher salaries.
- **Policymakers should ensure that technical assistance focused on ELT implementation includes external partners** as well as school and district leadership to build a strong foundation for school redesign.
- **Policymakers should consider the importance of intermediary organizations** to the successful implementation of ELT initiatives in multiple districts and schools. In particular, partnerships need more opportunities for disseminating promising practices and learning from each other, a role that intermediaries are well positioned to play.
- **Policymakers should also consider and plan for the impact of expanded learning time on community-based organizations**, particularly out-of-school time programs that serve children in a school considering lengthening its school day. There are transportation, financial, programmatic, and staff impacts that responsive policy development can significantly mitigate. Creatively solving these issues can ensure that community-based out-of-school time providers have the capacity to engage in productive ELT school-community partnerships.
- **Policymakers and ELT leaders should work in collaboration with community school practitioners and out-of-school time leaders to develop better ways to measure the influence of partnerships.** More research and analysis is needed to focus specifically on how various models of school-community partnerships are assessing their impact. Given the movement to develop common core standards and more effective student assessments across the country, it would make strategic sense for ELT, community schools, and educational redesign proponents to engage in collaborative work in this area.

# Conclusion: Learning from each other

Alexandra Montes McNeil, principal of East Boston's Umana Middle School Academy, commented on her school's relationship with Tenacity: "We are learning from each other. We have a symbiotic relationship."

New possibilities for partnering with external organizations are emerging as schools and districts consider lengthening the school day and/or year to improve student outcomes. These partnerships may start out replicating or simply expanding existing programs, but the ones that are creating the deepest impact on students, teachers, families, and partner organizations represent a paradigm shift about the role that external organizations can play inside school buildings, every school day.

These partnerships, like any significant collaboration, require all stakeholders to change the way they do business to create something new together. They require the schools and their partners to risk both time and money for the promise of achieving greater impact on young people and their families. They also require extensive support. The role of Massachusetts 2020 and ESE in documenting and sharing promising practices, accessing additional funding, and providing one-on-one guidance and advice has been invaluable for the public schools in Massachusetts participating in the ELT initiative and should prompt other states and districts to establish similar supports as they implement ELT.

Current ELT schools and their partners face many challenges. Partnerships need financing models that direct adequate and sustainable resources to their work. They need more effective strategies to measure their influence and more opportunities to learn promising practices from one another. As expanded time gains momentum, policy and funding frameworks should spur partnerships to ensure that students in expanded time schools have access to a broad range of opportunities and experiences that meet their comprehensive needs. Key to the success of these partnerships will be finding creative ways to address the impact of expanded time on community based out-of-school time providers.

With more time and effective planning, schools can tap the valuable expertise and talent of external organizations in new ways to improve the education of young people. Fulfilling that promise will require investing new resources and letting go of old ideas that separate schools from their communities. Perhaps an Umana eighth grader best summarizes the potential payoff as she explains how participating in Tenacity has influenced her over three years of middle school: "They have never doubted that I can succeed. They keep me focused and show me what I can achieve and what I can do."<sup>33</sup>

# Appendix A



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## Quality Expanded Learning Time Partnerships: Guiding Principles

Quality partnerships between schools and community learning organizations—arts and cultural institutions, afterschool and youth development programs, health and mental health services providers, and institutions of higher education—are central to the successful implementation of expanded learning time. Additional time in the school day and year creates increased opportunities for ELT schools to engage the broader community as partners in teaching and learning. In a successful ELT partnership, the two partners (a school and a community learning organization) collaborate to co-develop, co-manage, and co-sustain a partnership that enhances the experiences of students, teachers, community learning organization staff, and families. Five guiding principles support this work:

### I. Common purpose

The partnership supports a shared set of goals established by both partners. These goals are aligned to both partners' mission and vision.

### II. Complementary content

The school seeks out community learning organizations with expertise that complements that of their own teachers and staff, establishing partnerships that bring outcome-driven programs, resources and services to the school that correspond with its goals for expanded learning time.

### III. Communication

There is clear, consistent communication between partners on two levels: between the leadership of the school and community learning organization responsible for managing the partnership, and between the teachers and staff that work directly with students.

### IV. Flexibility and adaptation

Both partners are flexible in adapting existing programming to create a customized partnership that fits the unique context of expanded learning time.

### V. Continuous improvement and sustainability

The partnership is a multiyear endeavor, with responsibilities for relationship building, fundraising, and continuous improvement shared by both partners.

## I. Common purpose

The partnership supports a shared set of goals established by both partners. These goals are aligned to both partners' mission and vision.

Indicators	Rating	Rationale/Explanation/Notes	Next steps
1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree			
The community learning organization understands the school's vision for implementing expanded learning time, including its schoolwide academic focus			
The school understands the expertise and strengths of the community learning organization			
The partnership supports a set of common goals for students which is articulated, documented, and shared between both partners			
There is a process to revisit these goals as the partnership develops and ELT evolves			
Additional partnership-specific indicators of Common Purpose:			

## II. Complementary content

The school seeks out community learning organizations with expertise that complements that of their own teachers and staff, establishing partnerships that bring outcome-driven programs, resources and services to the school that correspond with its goals for Expanded Learning Time.

Indicators	Rating	Rationale/Explanation/Notes	Next steps
1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree			
The community learning organization meets an unmet need at the school, providing a service, program, or resource that the school could not provide on its own.			
Partnership programming aligns with the state curriculum standards and school-wide achievement goals. There is a system by which this is documented and shared between partners.			
Partners establish a set of academic and/or non-academic outcomes (such as communication, conflict resolution, or leadership skills) that the partnership programming seeks to meet.			
Partners have a system in place to determine whether the desired academic and nonacademic outcomes have been met.			
Additional partnership-specific indicators of complementary content:			

## III. Communication

There is clear, consistent communication between partners on two levels: between the leadership of the school and community learning organization responsible for managing the partnership, and between the teachers and staff that work directly with students.

Indicators	Rating	Rationale/Explanation/Notes	Next steps
1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree			
Expectations are clearly communicated in the planning and implementation phases of the partnership, including the roles and responsibilities of each partner.			
Both partners have the opportunity to share what they can contribute to the partnership, and what they need to make it successful.			
There are systems in place for teachers and community learning organization staff to communicate regularly around curriculum, instruction, assessment and student needs (e.g. individual meeting time, collaborative planning time, professional development, over email, school mail boxes, by phone).			
The leadership of the school and community learning organization meet or communicate over phone/email regularly (at least once/month).			
Additional partnership-specific indicators of complementary content:			

## IV. Flexibility and adaptation

Both partners are flexible in adapting existing programming to create a customized partnership that fits the unique context of expanded learning time.

Indicators	Rating	Rationale/Explanation/Notes	Next steps
1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree			
Both partners adapt existing programming, or create new programming, to meet the needs and goals of the partnership's target audiences(s), which could include students, teachers/staff, and/or families.			
The school supports the community learning organization's needs around enrollment, space, scheduling, orientation to school procedures/policies, professional development, and other key supports.			
There is an ongoing process to revisit and revise the partnership throughout the planning and implementation to meet the needs of both partners, and to ensure it is meeting the established goals.			
Additional partnership-specific indicators of flexibility and adaptation:			

## V. Continuous improvement and sustainability

The partnership is a multiyear endeavor, with responsibilities for relationship building, fundraising, and continuous improvement shared by both partners.

Indicators	Rating	Rationale/Explanation/Notes	Next steps
1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree			
Both partners provide opportunities for teachers and community learning organization staff to build collegial relationships (e.g. inclusion in faculty/staff meetings, open houses, social events, celebrations, etc).			
Financial sustainability planning is on-going with both partners committed to securing the necessary funding to support the partnership, individually and/or collaboratively.			
Systems are established to ensure continuation of the partnership if there is a change in leadership (either at the community learning organization or school) and/or significant teacher/staff turnover.			
There is a multiyear vision of how the community learning organization will be integrated into the school.			
Additional indicators of continuous improvement and sustainability:			

# Appendix B



## Massachusetts Expanded Learning Time to Support Student Success Performance Agreement Template

(Produced in collaboration with Massachusetts 2020) September 2009

Name of ELT school: \_\_\_\_\_

1. Using expanded time to improve academic outcomes

Goal: Our school will use additional time to accelerate student learning in core academic subjects by making meaningful improvements to the quality of instruction in support of schoolwide achievement goals (Expectation II).

**Objective 1: All students will make strong continual progress toward proficiency and excellence in reading and writing.**

Measure 1 (MCAS):

Measure 2 (Internal):

Measure 3:

**Objective 2: All students will make strong continual progress toward proficiency and excellence in mathematics.**

Measure 1 (MCAS):

Measure 2 (Internal):

Measure 3:

**Objective 3: (determined by school; can be subject/skill specific, achievement gap, etc.)**

Measure 1:

Measure 2:

Measure 3:

## 2. Using expanded time to improve teacher leadership & collaboration

**Goal:** Our school will effectively use additional time to build a professional culture of teacher leadership and collaboration (e.g. designated collaborative planning time, on-site targeted professional development) focused on strengthening instructional practice and meeting school-wide achievement goals (Expectation IV).

**Objective 1: Teacher teams meet regularly to discuss and analyze student work and data for the purpose of setting high standards, assessing student learning, and strengthening the use of schoolwide instructional practices.**

Measure 1:

Measure 2:

**Objective 2: Leadership team supports a community where faculty, staff, and administrators regularly engage in professional development, and data-driven analysis and planning to improve student learning.**

Measure 1:

Measure 2:

**Objective 3: (determined by school; can pick from the ELT Indicators\* or generate one that is school-specific)**

Measure 1:

Measure 2:

\*The ELT Indicators listed below would make strong objectives for this goal:

- Time is used to engage staff in results-oriented discussion directly connected to curriculum, instruction, and assessment issues related to supporting all students in meeting state standards.
- At least once annually, leadership team engages staff in review of the use of collaborative planning and professional development time to determine any necessary improvements.
- Leadership team enables inter-classroom visitations so teachers can observe peers and use information to improve instructional practice.
- The school has created opportunities for teachers to meet on a regular basis for structured collaboration to analyze student data and strategize effective instructional practices and individual student needs.
- Leaders coordinate whole-school professional learning activities, including suggesting professional readings, providing opportunities for teacher-led professional development in key areas, and structuring opportunities for cross-team collaboration (Expectation V).
- Enrichment staff collaborate with core academic teachers to share lesson plans, content, individual student information (Expectation III).

## 3. Using expanded time to provide integrated enrichment opportunities

**Goal:** Our school will effectively use additional time (in core and/or specialty classes) to offer enrichment opportunities that connect to state standards, build student skills and interests, and deepen student engagement in school/learning in support of school-wide achievement goals (Expectation III).

**Objective 1: Enrichment opportunities help to develop students' skills and talents, explore special interests, and perform/demonstrate/exhibit the products of their work.**

Measure 1:

Measure 2:

**Objective 2: Management is in place to support the integration of enrichment providers (both teachers and partners) and ensure alignment with school's area of academic focus, culture, and operations.**

Measure 1:

Measure 2:

**Objective 3: (determined by school; can pick from the ELT Indicators\* or generate one that is school-specific)**

Measure 1:

Measure 2:

\*The ELT Indicators listed below would make strong objectives for this goal:

- Leadership team has developed an internal assessment system that monitors the impact of enrichment activities on student learning (Expectation III).
- Enrichment staff collaborate with core academic teachers to share lesson plans, content, individual student information (Expectation III).
- The allocation of resources maximizes individual attention for all students in academic focus area and in nonacademic student support such as counseling, advisory groups, and student engagement in school (Expectation VI).
- Systems and safety nets are in place to help all students to overcome barriers to learning and increase their engagement in learning (e.g. small group learning, advisory, counseling, health and mental health support, etc.) (Expectation I).
- Students move beyond basic skills to master 21st century skills (oral and written presentation, problem-solving, teamwork, and use of technology) and employ across subject areas (Expectation II).

## Massachusetts Expanded Learning Time Performance Agreement Approvals

### For the Massachusetts expanded learning time school:

ELT school name:

Principal signature:

Principal printed name:

Date:

### For the Massachusetts expanded learning time district:

ELT district name:

Superintendent signature:

Superintendent printed name:

Date:

### For the Massachusetts Dept. of Elementary and Secondary Education:

Commissioner/designee Signature:

Commissioner/designee printed name:

Date:

# Appendix C



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## Expanded Learning Time Expectations for Implementation

### I. ELT redesign supports a clear, schoolwide academic focus

The school's plan for implementation of ELT is aligned with the school's overall academic focus. This academic focus drives instructional improvement and continuous measurable growth in student learning throughout the redesigned day and year. The design and implementation of ELT is based on a data-driven assessment of student needs and works to support a clear set of schoolwide achievement goals.

### II. Additional time for core academics

The school uses additional time in order to accelerate learning in **core academic** subjects by making meaningful improvements to the quality of instruction in support of schoolwide *achievement* goals.

### III. Additional time for enrichment

The school uses additional time (either in core and/or specialty classes) to offer **enrichment** opportunities that connect to state standards, build student skills and interests, and deepen student engagement in school/learning in support of schoolwide *achievement* goals.

### IV. Additional time for teacher leadership and collaboration

The school uses additional time to build a professional culture of **teacher leadership and collaboration** (e.g. designated collaborative planning time, on-site targeted professional development) focused on strengthening instructional practice and meeting schoolwide achievement goals.

## V. Focused and collaborative leadership

The principal as instructional leader and leadership team are fully committed to expanding learning time to improve instructional practice and to bringing many others—teachers, students, families, partners, and the community—into the process of redesign and implementation in support of school-wide achievement goals.

## VI. Resources are aligned and focused

The school demonstrates clear evidence that it is making decisions around resource allocation (Time, People, Talent, Energy, and Money) that are aligned with the successful implementation of the ELT redesign and focused on meeting schoolwide *achievement* goals.

## VII. District leadership supports ELT

The district actively supports all ELT schools around the ELT Expectations for Implementation by providing leadership, support, supervision, long-term district planning, and creative problem solving to remove barriers and ensure schools can meet rigorous achievement goals.

### Expectation I. ELT redesign supports a clear, schoolwide academic focus

The school's plan for implementation of ELT is aligned with the school's overall academic focus. This academic focus drives instructional improvement and continuous measurable growth in student learning throughout the redesigned day and year. The design and implementation of ELT is based on a data-driven assessment of student needs and works to support a clear set of schoolwide achievement goals.

PHASE I	PHASE II
<p>Evidence would include:</p> <ul style="list-style-type: none"><li>• Principal and leadership team lead the staff in a critical examination of current student performance based on data.</li><li>• The entire staff has participated in determining a schoolwide instructional focus for their improvement efforts.</li><li>• School collects baseline data on student performance at the beginning of each school year and continuously monitors the progress of all students toward goals.</li><li>• The adoption and regular use of at least two assessment measures—interim assessments that the school or district administers periodically during the year and the annual state-administered standardized assessment (MCAS).</li><li>• Student performance data are posted to show improvement during the year and between years.</li><li>• The school systematically implements a program of interim assessments (4-6 times per year) in English language arts and mathematics that are aligned to school curriculum and state frameworks.</li><li>• Teachers use the data from the interim assessments to monitor and adjust instruction.</li></ul>	<p>Evidence would include:</p> <ul style="list-style-type: none"><li>• Resources, especially TIME, used strategically to support the instructional focus.</li><li>• Most teachers engage in the collection and analysis of student performance data both for individual student's progress and the progress of particular cohorts/groups of students.</li><li>• Specific goals for improvement are set and data is publicly posted and showcased for the entire school community.</li><li>• Systems and safety nets are in place to help all students to overcome barriers to learning and increase their engagement in learning (e.g. small group learning, advisory, counseling, health and mental health support, etc.).</li></ul>

## Expectation II. Additional time for core academics

The school uses additional time in order to accelerate learning in core academic subjects by making meaningful improvements to the quality of instruction in support of schoolwide achievement goals.

PHASE I	PHASE II
<p>Evidence would include:</p> <ul style="list-style-type: none"> <li>• School leadership has begun to have meaningful discussions of what all students are capable of doing and expected to do in relation to core academic standards.</li> <li>• The school implements state-aligned, standards-based curriculum to support student attainment of explicit, academically rigorous, performance standards.</li> <li>• The school schedule for student learning provides adequate time for the delivery of instruction and provision of individualized support as needed in the core academic areas (English language arts, math, science, and social studies).</li> <li>• Changes in instructional practice to improve performance in core academic subjects have begun to be identified as a result of conversations about student work and data.</li> <li>• School provides opportunities for students to receive supplemental instruction as necessary for skill development and acceleration by qualified staff.</li> <li>• Students move beyond basic skills to master 21st century skills (oral and written presentation, problem solving, teamwork, and use of technology) and employ across subject areas.</li> </ul>	<p>Evidence would include:</p> <ul style="list-style-type: none"> <li>• 3-5 school selected effective instructional practices implemented consistently in every classroom in support of the school focus.</li> <li>• Principal and coaches provide supportive feedback through frequent classroom visitation, coaching, and modeling on the selected instructional practices.</li> <li>• School-based professional development in selected instructional practices includes modeling and demonstrations by content coaches and visiting other classrooms in the school.</li> <li>• The school has subject-area coaches, one each for English language arts/reading and one for mathematics, who are responsible to provide faculty with consistent classroom observation and feedback on the quality and effectiveness of curriculum delivery, instructional practice, and data use.</li> </ul>

## Expectation III. Additional time for enrichment

The school uses additional time (either in core and/or specialty classes) to offer enrichment opportunities that connect to state standards, build student skills and interests, and deepen student engagement in school/learning in support of schoolwide achievement goals.

PHASE I	PHASE II
<p>Evidence would include:</p> <ul style="list-style-type: none"> <li>• School integrates enrichment opportunities into school day and year (including both content and use of personnel and other resources).</li> <li>• Enrichment opportunities help to develop students' talents, explore special interests, and perform/demonstrate/exhibit the products of their work on group and individual projects.</li> <li>• School engages providers that provide enrichment activities (e.g. music, arts, drama, apprenticeships, etc.) that are connected to standards and engage students in active learning.</li> <li>• Management in place to support the integration of enrichment providers (both teachers and partners) and ensure their alignment with school's area of academic focus, culture, and operations.</li> <li>• Leadership team creates expanded list of possible enrichment partners to enhance curriculum and student exposure to content.</li> <li>• Classroom management practices consistent in all enrichment classes (and consistent with core academic classes).</li> </ul>	<p>Evidence would include:</p> <ul style="list-style-type: none"> <li>• Enrichment opportunities prepare students to engage in productive discourse, assume civic responsibility, participate in cooperative endeavors, and assume leadership roles.</li> <li>• Goals/objectives for enrichment classes aligned to curriculum in core academic classes.</li> <li>• Enrichment activities are shared with families and exhibited in ways that increase family and community engagement in the school.</li> <li>• Leadership team has developed an internal assessment system that monitors the impact of enrichment activities on student learning.</li> <li>• Enrichment staff collaborate with core academic teachers to share lesson plans, content, individual student information.</li> <li>• Partners, when appropriate, enhance the type and quality of safety nets provided for all students, (e.g. the areas of health, mental health, social services, counseling, advisory, etc).</li> </ul>

## Expectation IV. Additional time for teacher leadership and collaboration

The school uses additional time to build a professional culture of teacher leadership and collaboration (e.g. designated collaborative planning time, on-site targeted professional development) focused on strengthening instructional practice and meeting school-wide achievement goals.

PHASE I	PHASE II
<p>Evidence would include:</p> <ul style="list-style-type: none"><li>• The school has created opportunities for teachers to meet on a regular basis for structured collaboration to analyze student data and strategize effective instructional practices and individual student needs.</li><li>• The leadership team, working with the principal, provides school-wide leadership around implementation of ELT.</li><li>• The leadership team has been trained in effective meeting strategies and distributed leadership.</li><li>• Inter-classroom visitation in search of potential effective instructional practices has been adopted schoolwide in core academic subjects.</li><li>• Time is used to engage staff in results-oriented discussion directly connected to curriculum, instruction, and assessment issues related to supporting all students in meeting state standards.</li><li>• Agendas and minutes of meetings are maintained and are regularly shared with school leadership and the school community.</li><li>• Administrators, coaches, specialists, and interventionists actively participate in and support collaborative planning meetings.</li><li>• A variety of protocols are available for teachers to use during collaborative planning time in order to guide looking at student work, engaging in lesson study, building common assessments, and refining practice.</li></ul>	<p>Evidence would include:</p> <ul style="list-style-type: none"><li>• There is a collection of team meeting reports and schedules; these reports are used in schoolwide decision making.</li><li>• Teacher teams meet regularly to discuss and compare student work for the purpose of setting high standards, assessing their own and their students' performance.</li><li>• Leadership team enables interclassroom visitations so teachers can observe peers and use information to improve instructional practice.</li><li>• Professional development opportunities are linked directly to student and teacher needs.</li><li>• Leadership team supports a community where faculty, staff, and administrators regularly engage in professional discourse, study and data-driven evaluation and planning to improve student learning.</li><li>• Team meeting norms/protocols are continually revisited to ensure all team members operate as equals and demonstrate mutual respect.</li><li>• Professional development activities are delivered primarily by teachers and leaders from within the school — along with outside experts, when necessary.</li><li>• At least once annually, leadership team engages staff in review of the use of collaborative planning and professional development time to determine any necessary improvements.</li></ul>

## Expectation V. Focused and collaborative leadership

The principal as instructional leader and leadership team are fully committed to expanding learning time to improve instructional practice and to bringing many others – teachers, students, families, school partners, and the community - into the process of redesign and implementation in support of school-wide achievement goals.

PHASE I	PHASE II
<p>Evidence would include:</p> <ul style="list-style-type: none"> <li>Principal supports the instructional focus through classroom visits, coaching, and modeling.</li> <li>Principal is an instructional leader, knowledgeable about current instructional practice in every classroom.</li> <li>The expanded school schedule allows the principal to meet with teacher teams to review student performance data and discuss adjustments to instruction based on the data.</li> <li>Principal and leadership team create opportunities to communicate and engage with students, families, school partners, and the community in the process of redesign and implementation.</li> <li>Principal visits all classrooms at least once per week and collects, analyzes, and uses the data to inform decision making about instructional leadership.</li> <li>Principal and leadership team clearly communicate how instructional practices connect to area of academic focus.</li> <li>Leaders coordinate whole-school professional learning activities, including suggesting professional readings, providing opportunities for teacher-led professional development in key areas, and structuring opportunities for cross-team collaboration.</li> <li>Families introduced to the redesigned, expanded school day and the schoolwide academic focus.</li> <li>Principal and school leadership team hold themselves, school faculty, and staff to high standards of professional practice and personal conduct.</li> </ul>	<p>Evidence would include:</p> <ul style="list-style-type: none"> <li>Principal and leadership team sets specific instructional leadership goals that focus on monitoring and improving student learning throughout the year.</li> <li>Principal is a collaborative, supportive instructional leader committed to excellent teaching in every classroom.</li> <li>Principal uses data from classroom visits with leadership team to lead school in PD and allocating resources—especially time.</li> <li>Successes are celebrated regularly and frequently, and teams, individual teachers, and students are proudly upheld as exemplars.</li> <li>Teachers visit the classrooms of their colleagues on a regular basis and are use agreed-upon protocols.</li> <li>All family engagement activities (events, newsletters, conferences, etc.) support improving academic learning and broader student growth</li> <li>A formal system of two-way communication and collaboration is in place with students, families, school partners, and the community regarding design and implementation of the expanded learning time redesign.</li> </ul>

## Expectation VI. Resources are aligned and focused

The school demonstrates clear evidence that it is making decisions around resource allocation (Time, People, Talent, Energy, and Money) that are aligned with the successful implementation of the ELT redesign and focused on meeting schoolwide achievement goals.

PHASE I	PHASE II
<p>Evidence would include:</p> <ul style="list-style-type: none"> <li>Principal and leadership team evaluate resources from all sources (time, talent, dollars, and staff) to consider ways of more effectively supporting the instructional focus.</li> <li>The leadership team makes decisions regarding school day and school year schedules, the allocation of student learning time, position allocations, and discretionary spending.</li> <li>Principal and leadership team catalogue all programs and grants in the school and assess them in relation to instructional focus.</li> <li>Time has been allocated for regular meetings of the leadership team and teacher teams and for professional development during the school day.</li> <li>Teaching staff participates in investigating alternative uses of existing resources to better achieve schoolwide academic goals.</li> <li>Principal and leadership team implement process to regularly share information regarding resource allocation with teachers and staff.</li> </ul>	<p>Evidence would include:</p> <ul style="list-style-type: none"> <li>The resources at the school level (support staff, technology, time, and dollars) work together to support the school's instructional focus and the implementation of the ELT redesign.</li> <li>Review of current plan shows reallocation of resources in support of the school's instructional focus when compared to previous plan.</li> <li>A resource decision-making process that includes input from leadership team and a range of constituents aligns the organization, use of resources, and staffing to support student achievement in the instructional focus and the ELT redesign.</li> <li>The allocation of resources maximizes individual attention for all students in the academic focus area and in nonacademic student support such as counseling, advisory groups, and student engagement in school.</li> <li>At the end of each school year, student data and resource allocation are reviewed and implementation plan is revised for new school year.</li> </ul>

## Expectation VII. District leadership supports ELT

The district actively supports all ELT schools around the ELT Expectations for Implementation by providing leadership, support, supervision, long-term district planning, and creative problem solving to remove barriers and ensure schools can meet rigorous achievement goals.

PHASE I	PHASE II
<p>Evidence would include:</p> <ul style="list-style-type: none"> <li>District provides leadership in communicating the goals of the school's ELT work within the broader school community.</li> <li>District has identified a person in the central office who will work directly with ELT schools to provide guidance, leadership and decision-making support on challenges related to implementing ELT.</li> <li>District supports ELT schools in making instructional and curricular changes related to the ELT redesign.</li> <li>District helps institute additional time for teacher collaboration as part of the ELT redesign.</li> <li>District supports school's efforts to provide professional development and teacher collaboration that are aligned with ELT redesign.</li> <li>District provides support and leadership around specific logistical issues (staffing, school schedule, sharing of staff, negotiated agreements, transportation, food service, etc.) that may need group problem solving to address.</li> <li>The district aligns resources for ELT (support staff, technology, time, and dollars) to support the school's instructional focus and the implementation of the ELT redesign.</li> </ul>	<p>Evidence would include:</p> <ul style="list-style-type: none"> <li>Superintendent is seen as an active supporter of the ELT work being a catalyst for school and districtwide improvement.</li> <li>Expansion of the ELT work has been considered as an element in the development of the long-term strategic plan of the district.</li> <li>Lessons learned by schools implementing an ELT redesign are intentionally shared with all schools and replicated when possible.</li> <li>District communicates to the wider community how the implementation of ELT is linked to growth in student learning and progress on district and schoolwide achievement goals.</li> </ul>

# Endnotes

- 1 Among the charter school networks with expanded school schedules are KIPP schools, Achievement First, and Uncommon Schools. "More time" is one of the five core pillars of the KIPP model. KIPP students spend roughly 50 percent more time in school learning than students in traditional public schools. The 15 schools operated by Achievement First offer the equivalent of 50 more days of school when compared to other schools in their districts. More time on task is one of the 10 defining elements of the Achievement First model. Uncommon Schools, a network comprised of 11 schools that significantly outpace district and state averages in the number of students scoring proficient and advanced on state assessments, considers "Longer School Years and Longer School Days" one of their seven design features.
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- 3 Elena Rocha, "Choosing More Time for Students: The What, Why, and How of Expanded Learning" (Washington: Center for American Progress, 2007), p.2.
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- 5 Jennifer McMurrer, "Instructional Time in Elementary Schools: A Closer Look at Changes for Specific Subjects" (Washington: Center on Education Policy, February 2008).
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- 7 Data from Massachusetts Department of Elementary and Secondary Education, compiled by Massachusetts 2020, unpublished chart. Sent in electronic communication by Emily Raine, January 26, 2009.
- 8 Emily Raine, Telephone interview with authors, December 7, 2009, Amherst, Massachusetts.
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- 10 B. Peabody and others, "Year Two Report: 2007–2008 Evaluation of the Expanded Learning Time Initiative" (Cambridge: Abt Associates, March 2009), p.22, available at: [http://www.abtassociates.com/reports/MA-ELT\\_Year\\_2\\_Report\\_Final\\_3-26-09.pdf](http://www.abtassociates.com/reports/MA-ELT_Year_2_Report_Final_3-26-09.pdf) (last accessed January 2010).
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## About the authors

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As an independent consultant, Kathleen Traphagen's work focuses on building the capacity of nonprofit organizations, schools, government agencies, and philanthropists to achieve their goals. Kathleen developed expertise in school-community partnerships, after-school programming, youth development, early childhood education, and workforce development through nearly 20 years in the nonprofit and government sectors. Before becoming an independent consultant in 2003, Kathleen was executive director of the Mayor's 2:00-to-6:00 After-School Initiative in Boston, where she worked closely with the Boston Public Schools and community-based organizations to expand and improve afterschool programming for Boston's young people.

Previously, Kathleen was on staff of Boston Mayor Thomas M. Menino's Office of Intergovernmental Relations, or IGR. In IGR, Kathleen led efforts to encourage city departments and the Boston Public Schools to collaborate strategically with each other, nonprofits, and the funding community to meet the needs of Boston's children and families. Early in her career, Kathleen was a senior planner for Action for Boston Community Development, the city's antipoverty agency. She holds a B.A. in professional writing with university honors from Carnegie Mellon University and an MBA from Northeastern University.

### Christine Johnson-Staub

Christine Johnson-Staub is the principal and founder of Child and Family Policy Consulting, located in Massachusetts. For the past 20 years, Christine has worked in public policy as it relates to the lives of women, children, and families. With experience in legislative offices as well as a variety of public, private, and nonprofit agencies, she produces high-quality policy research and analysis, and strives to build the capacity of organizations to engage in the state and federal policy-making process. Christine's areas of expertise include early care and education, afterschool and out-of-school time, child welfare, and family support. She holds a bachelor's degree in journalism from the University of California-Santa Cruz, and a master's degree in public policy from The George Washington University in Washington, D.C.

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