



Expanding Learning Time

*How the Edwards Middle School in Boston
partnered with Citizen Schools
to transform the learning day*

by KATE CARPENTER BERNIER

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

SENATOR EDWARD KENNEDY
EDWARDS MIDDLE SCHOOL
JANUARY 9, 2008

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Introduction

EXPANDING LEARNING TIME in schools, particularly for students from low-income communities, is gaining currency in the education reform movement. Senator Edward Kennedy and Congressman George Miller, the committee leaders in charge of reauthorizing the No Child Left Behind Act (NCLB), are both pushing large demonstration programs to expand learning time as part of their reauthorization designs. In philanthropy, the \$60 million “ED in ‘08” advocacy campaign funded by Bill and Melinda Gates and Eli Broad identifies more learning time as one of three top priorities.

The recent heightened interest in learning time echoes a longer history of recommending more time to improve student outcomes. *A Nation At Risk*, published in 1983, and *Prisoners of Time*, released a decade later, both found fault with America’s antiquated agrarian-era school schedule. Children in the United States spend just 20 percent of their waking hours in school and many are released to the streets as early as 2:00 pm. But for the last several decades, the attention of education reformers has not been on time.

Instead, the primary focus has been on efforts to lift standards and accountability, improve teacher recruitment and training, increase and equal-

ize school funding, and increase choice and innovation. State and national reforms of recent decades did help increase and equalize funding, and clarify and raise standards and accountability. This has led to improved performance for younger children, particularly in math, but most agree that the changes have been incremental and ultimately insufficient. Among high school students, test scores have been flat for a generation and graduation rates have actually declined. Even in relatively high-achieving states like Massachusetts—with high standards, state-of-the-art testing, a “Robin Hood” funding formula to support low-income districts, charter schools, and alternative certification programs for teachers—the achievement gap remains large and almost half of low-income children fail to graduate from high school.

In 2006, the Massachusetts legislature decided to focus on time and learning by giving schools the opportunity to expand their hours by 30 percent or more for all students. In the budget that year, the legislature appropriated \$6.5 million for the “School Redesign: Expanding Learn-

ing Time to Support Student Success" initiative, known popularly as ELT. The initiative supported school and district planning efforts and enabled 10 schools to open in September 2006 and set up another nine to open in the second year.

"ELT comes along just as proponents of standards are saying standards-based education systems are necessary but insufficient to get all students to proficiency," commented Paul Reville, Massachusetts Secretary of Education and Chairman of the State Board of Education. "Even an optimized educational setting is not enough to equalize opportunity for children of poverty in comparison to their affluent peers. Clearly, economically disadvantaged children need more."

With this investment in learning time, the attention of educators and policymakers across the country has turned to the Massachusetts experiment. Will more learning time leverage other changes and significantly boost student learning and proficiency rates? Or will the ELT schools be just another reform that provides more money but little change?

For both educators and policymakers, the ELT initiative also raises important practical questions:

- How much more time is enough?
- What should happen in the extra time, and how can it influence teaching and learning throughout the whole day?
- Who should staff the added time?

This paper provides insight into these questions through a close examination of the planning and first-year implementation of one expanded day model -- that of the Edwards Middle School in the Charlestown neighborhood of Boston, a low-performing, urban school that achieved some of the greatest academic gains of the first cohort of 10 ELT schools.

In particular, the paper examines the partnership between the Edwards and Citizen Schools, a national after-school education program that played an integral role in the Edwards ELT initiative. The paper lays out the thinking behind the design, here described as a *partner-dependent ELT model*, and the details of its launch and provides recommendations to policymakers, funders, school leaders, and community partners interested in adopting a similar approach to expanding the school day. This paper should also serve as a reference for future analyses of this and other ELT models as they grow and mature.

"Time is a portal, an enabler, for
the other things that need to
happen in public education."

JENNIFER DAVIS
PRESIDENT
MASSACHUSETTS 2020
AND THE NATIONAL CENTER
FOR TIME & LEARNING

Origins of ELT

THE ELT INITIATIVE began by acknowledging a simple reality: American children spend only 20 percent of their waking hours in school and over 70 percent live in families where all the adults in the household work full-time

outside the home. Further, the expectations for educational success are higher today than ever and the conventional school schedule appears inadequate to enable many children to reach these expectations. The out-of-school time community has worked well to address the gap between how children and adults spend their day and has made significant strides in expanding learning opportunities for children beyond the traditional school day. Despite the growth of out-of-school-time services, however, only 50 percent of children typically participate in after-school or summer programs and many providers observe that the families most in need of additional enrichment and academic services have the greatest trouble accessing them (www.massachusetts2020.org).

In 2004, Massachusetts 2020, a leader in the after-school education movement, began to promote the idea that expanding the school day could be the most effective lever to reach educational goals, while simultaneously provid-

ing all children with the kinds of rich developmental experiences that after-school programs offer. Founders Jennifer Davis, former Deputy Assistant Secretary at the U.S. Department of Education, and Chris Gabrieli, a civic and business entrepreneur, and their team began to promote a policy that the state could adopt to enable traditional public schools to convert to an expanded schedule.

After conducting research on existing expanded time schools (the findings of which were published in their report, *Time for a Change: The Promise of Extended Time Schools for Promoting Student Achievement*), Massachusetts 2020 launched a movement that, in its first phase, gained the endorsement of the governor and state legislature. For fiscal year 2007, the legislature appropriated \$6.5 million to fund planning and implementation of ELT in schools across the Commonwealth in the form of the "School Redesign: Expanding Learning Time to Support Student Success" initiative.*

* TIn the 2008 fiscal year, the legislature appropriated \$13 million for ELT. As of this writing, the FY2009 budget is still in development; Governor Deval Patrick has proposed \$26 million for ELT.

Developing and launching partner-dependent ELT

SCHOOLS AND DISTRICTS involved in ELT planning each developed their own approach to redesigning the school day to meet the following state criteria:

- Increased core academic instruction
- Additional enrichment programming for all students
- More planning and professional development time for teachers

They were guided by the Massachusetts 2020 planning team, which recommended a process for creating new educational programs that emphasized setting data-driven educational and schedule priorities, investing in professional development, and creating realistic budgets. (More detail can be downloaded from www.citizenschools.org/publicpolicy/resources.cfm.)

Variability in ELT models was encouraged. “We have to get out of the compliance mode,” commented former Massachusetts Education Commissioner David Driscoll. “We are trying a new approach here— a developmental relationship. We are trying to change the way in which we do accountability. We are also trying to foster innovation. I do not see this as about building one model. I hope it will yield four or five models versus one best practice” (Pennington, p. 26).

Lise Zeig, administrator for the Massachusetts Department of Education (DOE) office responsible for intervention in low-performing schools and districts, saw the integration of partner

ABOUT MASSACHUSETTS 2020

Massachusetts 2020's mission is to expand educational and economic opportunities for children and families across Massachusetts. Since its founding in 2000, it has become a leader in combining research, policy, and practice to design and launch initiatives that expand learning opportunities for children. In 2004, in partnership with the legislature, the governor, and the state Department of Education, Massachusetts 2020 launched the Expanded Learning Time Initiative (ELT)—an initiative to redesign public schools to extend their day and year to include at least 300 additional hours of academic and enrichment time. For more information, visit www.mass2020.org.

providers as experimental. She wondered if their involvement would make a positive difference.

“We did encourage schools to partner with community organizations and other providers, but there are rules for delivering instruction. We needed to be thoughtful and hold firm on who could deliver instruction and still call it school. Supervision by qualified teachers and coherence with the school program is important to aim to get the gains in student performance that we’re hoping for. On the other hand, teachers do not need to deliver all the instruction” (Pennington, p. 24).

Twenty schools applied to the DOE for ELT grants through several rounds of a competitive process. The ten schools finally selected to implement ELT in 2006–2007, including the Edwards, were located in five urban districts. The majority of students in the schools were non-white and from low-income families. The schools were, according to state and federal measures, in need of improvement: five did not meet Adequate Yearly Progress (AYP) in English Language Arts, and seven did not meet AYP in

math. On Massachusetts Comprehensive Assessment System (MCAS) exams, approximately 35 percent of students across the ten schools achieved proficiency in the most recent English Language Arts exam, and only 20 percent achieved proficiency in math.

Most ELT schools expanded their hours an additional 1.5 to 2 hours per day five days per week and staffed all or most classes with regular school-day teachers. They utilized staff from community organizations to partner with teachers to deliver specific programming. For instance, CitySprouts, a local non-profit organization that provides garden-based lessons with practical learning applications, supports the core academic curriculum at the Dr. Martin Luther King, Jr. School in Cambridge by working with teachers, but not directly with students. Similarly, teachers at the Jacob Hiatt Elementary School in Worcester are joined during the day by community artists from the Worcester Art Museum and the Paul Revere House, among other cultural and educational institutions.

Compared to the other four districts participating in ELT, Boston schools were significantly more dependent on outside youth service providers for two reasons. First, the agreement with the Boston Teachers Union stipulated that teachers could not be compelled to work beyond the contracted school end time. Second, a complicated citywide busing schedule required

"I saw it as serendipitous that all teaching staff were not signed up to work the entire extended day so that there would be opportunity for partnerships with outside organizations to provide students with new experiences to give them skills not offered in our existing curricula."

TOM PAYZANT
FORMER SUPERINTENDENT
BOSTON PUBLIC SCHOOLS

students attending ELT schools (all three of which were middle schools) to be dismissed at 4:30—three hours past the usual dismissal time for most—Monday through Thursday. The fifth day was shortened to allow for professional development time for staff, with dismissal at 11:40 am.

As a result, in two of the three Boston schools, regular school teachers, paraprofessionals, and staff from outside providers came together to deliver academic and enrichment programming in the hours between 1:30 and 4:30. For the purpose of this paper, this model is called a “partner-dependent ELT model” and Citizen Schools at the Edwards Middle School is the featured partner as it served the greatest number of children in the largest block of time of any first cohort ELT school.

KEY FEATURES OF THE MASSACHUSETTS ELT INITIATIVE

- A significant increase in the length of the school day or year (30 percent or more) to help students meet higher performance standards
- Mandatory participation by all students in the expanded schedule at the selected ELT schools
- Comprehensive restructuring of the entire school schedule
- The approval of key constituents, such as teachers and parents, with evidence of support from collective bargaining units, community-based organizations, or higher education institutions involved in implementation
- Public financing rather than funding through private foundations; to pay for the predicted costs associated with the added time and programming, each ELT school in Massachusetts would receive \$1,300 for every child enrolled

The Edwards planning process and application

THE EDWARDS WAS a typical Boston school in its demographic profile: 90 percent of students were Black, Hispanic, or Asian; more than a quarter were in special education classes; and nearly 90 percent were free and reduced-lunch eligible. More than 80 percent of students rode buses between school and their homes 45 or more minutes away. Most Edwards students were not proficient in English or mathematics as measured by the MCAS.

Edwards Principal Mike Sabin, highly regarded by then-Superintendent Tom Payzant and others, was determined to move the school ahead. In four years leading the school, he had made important changes: academic class periods grew from 60 minutes to 80 minutes, increasing time for longer projects; every day contained common planning time for faculty; team leaders were designated to lead their peers; 50 percent of the faculty had been hired during Sabin's tenure; after-school program offerings were expanded through a partnership with Citizen Schools; more school-day arts activities were launched; Harvard University and the Boston Teacher Residency program infused the school with student teachers; and class size had been reduced by adding more teachers through outside grants the school secured.

Despite the reforms, however, the Edwards failed to meet AYP and suffered declining enrollment and low attendance rates. In the year prior to implementing ELT, only 27 percent of the 6th and 7th graders and 40 percent of Edwards 8th graders achieved proficiency in English

Language Arts and not more than 15 percent in any of the three grades achieved proficiency in math. Sabin felt strongly that added time was necessary to the school's turnaround and decided to work with his faculty to apply for the state grant.

EDWARDS ELT DESIGN PRIORITIES

One of Sabin's key levers for improvement was teaming, a management strategy that builds time for teachers to work in focused groups to advance student outcomes and the school as a whole. His approach to ELT planning during the 2005–06 academic year was similar: an ELT planning team of faculty and partner organization staff was formed and met regularly, every two to three weeks, to set priorities and craft the design. They established the following priorities for ELT planning:

1. **Mathematics.** The first priority was math and it was to take up one-third of the added time. "After a year or two of concentrated effort, we were in the middle of the pack in math for Boston," Sabin said. "The ELT strategy was to maintain a focus on math beyond that point so that a weakness would become a strength."
2. **The arts.** Edwards faculty had nurtured a specialization in the arts and wanted to invest further in more dance, theater, music, and the visual arts to engage students and distinguish the school.
3. **Smaller classes.** The ELT planning team pro-

jected staffing at a 1:15 teacher to student ratio to enable smaller, hands-on classes that culminated in products or presentations.

4. **Quality and alignment.** To ensure that all classes, regardless of content or teacher, were well planned and aligned to the state standards, the planning team developed a syllabus and grading rubric template for 7th and 8th grade electives that required teachers to detail the project-based nature of the course and how it mapped to the Massachusetts state learning frameworks. Citizen Schools also developed a grading rubric specific to performance in their program elements for the 6th grade. (The template and rubrics can be downloaded from www.citizenschools.org/publicpolicy/resources.cfm.)
5. **Choice.** Edwards faculty members and partner staff felt strongly that middle school programming needed to contain choice for students as a central component. Citizen Schools had an established practice of allowing students to choose their apprenticeships, and the ELT team decided that the 7th and 8th graders would similarly be able to participate in an “Elective Choice Fair” in the first two days of school and then name, via a parent-signed registration, their first three choices for electives.
6. **Simplicity.** The team wanted to add just two classes in the three additional hours in the afternoon to minimize decorum problems during transitions, enable teachers to work with students longer on projects, and allow for travel time to off-site classes such as swimming, dance, and downtown legal

apprenticeships. The ELT team also sought to streamline management of external partners and independent contractors by selecting a small number of partners who were flexible, competent, and had the capacity to teach and manage large numbers of students.

DEPENDING ON CITIZEN SCHOOLS

In the spring before ELT launched, the planning team, composed of non-profit providers and Edwards teachers and administrators, worked to nail down the staffing plan. They asked all staff to indicate their likelihood of working part or all of the expanded day. According to the ELT planning survey, no more than 25 percent of regular teachers would stay to work until 4:30, despite the opportunity to earn \$36 in retirement-worthy pay per hour in accordance with the Boston Teachers Union ELT agreement with Boston Public Schools.*

Sabin realized that the school needed more educators in the afternoon hours to make the program work, and he invited Citizen Schools

ABOUT CITIZEN SCHOOLS

Citizen Schools operates a national network of apprenticeship programs for middle school students, connecting adult volunteers to young people in hands-on learning projects after school. At Citizen Schools, students develop the academic and leadership skills they need to do well in school, get into college, and become leaders in their careers and in their communities. Citizen Schools operates programs at 37 locations in 15 school districts across six states, serving an estimated 3,500 students and engaging 2,800 volunteers annually. For more information, visit www.citizenschools.org.

* Each district in Massachusetts participating in ELT develops its own union agreement. In some districts, all teachers participate in the full extended day.

to the table along with a few other non-profit partners to discuss collaboration. "One of our basic values going into the planning process was to build on existing partnerships and existing strengths," said Sabin. "Citizen Schools was part of the conception from the beginning." Citizen Schools had been serving 50 students a semester in a voluntary after-school program at the Edwards. Sabin asked Citizen Schools to serve up to 120 students in a "seamless" way through ELT. He decided to assign the newest students, the sixth graders, to the program to best leverage Citizen Schools' emphasis on values and community building for the longer term benefit of the whole school. Sabin and his faculty reasoned that collaboration between the Citizen Schools staff and one grade or team of teachers would be smoother than spreading it across grades.

Though Citizen Schools operated 10 school-based after-school programs in Boston and had the capability to expand the program and make the necessary schedule and curriculum adjustments, leaders acknowledged that the new model would not be easy. The Edwards proposition meant doubling the size of the program and retooling the Citizen Schools model to accommodate the new math focus. It also required that staff beyond the full-time campus director be on site in the morning to attend meetings

"I love the fact that we are integrated because we have a 96 percent weekly attendance rate and can reach more students. We have an additional eight weeks that are used to pilot new approaches to tackling gains in academics. In year three of this initiative, the entire school will be filled with students who are experiencing or have experienced Citizen Schools as 6th graders. All of the work that we do will permeate throughout the halls of the school."

MORISKA SELBY
CITIZEN SCHOOLS
CAMPUS DIRECTOR

and work with teachers. The decision to partner with an ELT school spurred much debate at Citizen Schools.

"When I first heard about ELT, I had concerns that full integration with a school would be too difficult," said Eric Schwarz, Citizen Schools CEO and co-founder. "It required us to expand our schedule from 30 to 38 weeks, adjust our curriculum, increase the number of full- and part-time staff at the campus, recruit twice the volunteers to lead apprenticeships, and work more than

FROM THE EDWARDS ELT APPLICATION

"Our Grade 6 teachers voted unanimously to collaborate with Citizen Schools in the Extended Day, agreeing that the entire 6th grade class, 100 to 120 students, will participate in its research-based, structured model of character-building, project-based learning (all students participate in four apprenticeships annually, each one semester long), and

community service. Leveraging this partnership provides us with appropriate programming for the students and also sets the school up for a more unified culture in subsequent years—participating in Citizen Schools their first year at the Edwards will immerse the students in a culture that explains and rewards leadership, teamwork, perseverance,

and other values prized by the Edwards community. As these students progress to the 7th and 8th grades we hope to capitalize on that imprinting and use it to combat the tendencies toward bullying, disengagement, and disrespect we often see with middle school students."

ever before within a school system. The upside was that we were part of a potentially great innovation in education reform.”

“Looking back, it has absolutely made us better,” said Schwarz. “Historically we have been very attuned to the needs of students, but now we have become more sensitive to the needs and cultures of schools.”

For front-line Citizen Schools staff, ELT posed new challenges but also provided new supports. Challenges included: assigning grades—in its typical model, Citizen Schools’ staff evaluation of student performance was more informal; serving all students in a grade, including some who may not have wanted to be there; and, despite the enthusiasm of Sabin and the 6th grade teachers who had voted unanimously to partner with them, facing skepticism from teachers who questioned how effective they would be at delivering instruction and helping lift student performance.

On the other hand, ELT meant that recruiting students, typically a time-consuming activity for Citizen Schools staff, was no longer an issue. The ELT partnership also provided Citizen Schools staff with the opportunity to participate in school-run professional development activities and receive coaching on instructional methods. Further, Citizen Schools had a chance to infuse the entire school with its approach to hands-on real-world learning, its value stars (awarded daily to students demonstrating concepts such as teamwork, positive risk, pride, and respect), and its culture of community and high expectations.

The Expanded Day Schedule

PRIOR TO ELT, the school day ran from 7:20 to 1:35. With ELT, students arrived by 7:20 and stayed until 4:30 Monday through Thursday, and on Friday were dismissed early at 11:40 to afford time for staff meetings and professional development. Boston ELT schools provided 370 more hours of learning, more than the minimum required. At the Edwards, students participated in the traditional school schedule of 80-minute academic classes and shorter “specialties” classes in band, musical theater, and physical education from 1st period to 4th period, which ended at 1:30. During 5th period, the whole school was in Math League for a full hour. In 6th period, from 2:30 to 4:30, 6th graders continued to participate in Citizen Schools while 7th and 8th graders participated in electives.

7TH AND 8TH GRADE ELECTIVES

Students in 7th and 8th grade enrolled in elective courses such as robotics, swim team, English Language Arts (ELA) Allstars, Latin dance, karate, and musical theater. Electives were managed by the electives coordinator, a full-time teacher who assumed additional responsibilities, and taught by both regular Edwards teachers and paraprofessionals and outside educators. Organizations that provided teachers, curriculum, and/or space included Writers Express, Medicine Wheel, Project:Think Different, the Charlestown Boys and Girls Club, and the Charlestown Community Center.

7TH AND 8TH GRADES					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
5TH PERIOD 1:30–2:30	MATH LEAGUE	MATH LEAGUE	MATH LEAGUE	MATH LEAGUE	EARLY STUDENT DISMISSAL (11:40)
6TH PERIOD 2:30–4:30	ELECTIVE A	ELECTIVE B	ELECTIVE A	ELECTIVE B	TEAM MEETINGS & PROFESSIONAL DEVELOPMENT (12:00–2:35)
6TH GRADERS (CITIZEN SCHOOLS)					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:30–2:00	COMMUNITY BUILDING AND STUDENT RECOGNITION CIRCLE				
5TH PERIOD 2:00–3:00	MATH LEAGUE	MATH LEAGUE	MATH LEAGUE	MATH LEAGUE	EARLY STUDENT DISMISSAL (11:40)
6TH PERIOD 3:00–4:30	ORGANIZATIONAL /STUDY SKILLS AND TEAM BUILDING	APPRENTICESHIP A	EXPLORATION & CHARACTER DEVELOPMENT	APPRENTICESHIP B	TEAM MEETINGS & PROFESSIONAL DEVELOPMENT (12:00–2:35)

Medicine Wheel was an especially instrumental partner for the 7th and 8th grade ELT operation. A non-profit organization with a record of success using art and poetry to promote positive self-identity and diversity appreciation among young people, Medicine Wheel assigned its teachers to lead one class each semester and also agreed to function as the employer for a handful of other specialized educators identified by the school. Medicine Wheel hired and paid the swim coach, the Latin dance instructor, the world music percussion teacher, and the karate instructor, which expedited hiring and payroll management. Additionally, it submitted candidates for background checks required by the district and state. Medicine Wheel was reimbursed for its personnel outlays and administrative expenses by Boston Public Schools through

an agreement brokered by the principal and the electives coordinator.

The Charlestown Community Center and the Charlestown Boys and Girls Club expanded the “campus” of the Edwards Middle School by providing a pool for swim lessons and a studio for the Latin dance class. Both facilities were accessible by foot, though the community center also allocated its van and driver for most swim class days. The Writers Express, a highly regarded non-profit provider of ELA instruction and professional development for teachers, based a site director at the school. The site director, along with two other Writers Express teachers, taught ELA Allstars and Writers Express electives to students referred for additional support by their regular ELA teachers.

Key elements of the 6th grade Citizen Schools implementation

OVERALL MANAGEMENT

Citizen Schools Campus Director Moriska Selby, a recent graduate of the Citizen Schools National Teaching Fellowship program, was responsible for staff management, programming, and safety of all the 6th graders between 1:30 and 4:30. She was officially supervised by Amrita Sahni, Director of Instruction and the ELT Director at the Edwards, but also sought and received regular guidance from Principal Sabin. It was important to Sabin that Citizen Schools assumed responsibility for the students and their program and, when appropriate, sought help to address problems. "Citizen Schools brought a willingness to collaborate with the school and to modify certain elements of the program as long as the big picture remained true to their vision," said Sabin. "They brought a determination to make things work at the Edwards, and a feeling that 'these are our students.' They didn't try to hand off problems to the school when they arose, but took responsibility for trying to solve them."

Citizen Schools staffed the program to maximize integration in the school. Selby was supported by five teaching fellows and five part-time teaching associates as well as a full-time deputy director for 110 students. Two teaching fellows worked at the school all day, attending 6th grade team meetings, communicating with other Edwards staff, supporting learning activities, and tending to community relationships and lo-

THE CITIZEN SCHOOLS NATIONAL TEACHING FELLOWSHIP

The Citizen Schools National Teaching Fellowship is a two-year leadership development experience that includes service as a team leader at a Citizen Schools campus, professional development with a partner organization in the community, and the opportunity to earn a Master's degree in education from Lesley University. The National Teaching Fellowship is supported in part by AmeriCorps, a program of the Corporation for National and Community Service.

gistics, such as transportation for students to attend off-site apprenticeships. The Boston Citizen Schools office managed much of the volunteer recruitment and provided human resources and management support via the Boston Program Director and the Boston Executive Director. (A diagram of roles can be downloaded at www.citizenschools.org/publicpolicy/resources.cfm.)

COMMUNITY BUILDING AND VALUES

Community building and student recognition are integral features of the Citizen Schools program. The Citizen Schools staff emphasized the importance of community and collective responsibility by allocating time at the beginning and end of each program day for all students to gather together in the "student recognition circle." Values were reinforced with the value stars that students earned from staff and through "community trailblazer" nominations, which allowed students to nominate peers for exemplifying respect, teamwork, tenacity, courage, and pride. Also during circle, students played "Where in the World," learning facts about new countries and practicing introductions in new languages. Students "taught back" their apprenticeship learning in circle to receive credit in a highly promoted incentive program.

MATH LEAGUE

Math League was developed by an Edwards math teacher and piloted the year prior to the advent of ELT with a small group of students after school. Teams of 10–15 students worked together to learn and practice math concepts to make math engaging and social. Math league met daily for 5th period throughout the school. The primary goal of the 6th grade Math League program was to give students the opportunity to work on their math homework in small groups. Citizen Schools adapted Homework Investment Time, its program element most closely linked to the school day, to dovetail with the Edwards' math priorities. Because the Math League program depended on teamwork, it fit well with Citizen Schools' own values and developmental focus. Citizen Schools teachers encouraged students to seek out each other as a resource before looking to adults for help. Students also participated in team games and competitions designed to reinforce math skills for the MCAS. As an additional source of support for 6th graders, Sabin identified 15 boys who were on the verge of being proficient on the math MCAS. He asked a 6th grade math teacher to work with them for two hours a week to bring them to the next level of achievement.

"Math League for every student in the school came from the imperative to keep improving in math, and we put that on the table as a non-negotiable with Citizen Schools. To their credit, they had been trying to work on this previously, and were very willing to continue. Also to

Citizen Schools' credit, they accepted 6th grade math teacher Steve Lee working with students for even more time beyond Math League," Sabin recalled.

APPRENTICESHIPS

Citizen Schools apprenticeships are hands-on learning experiences taught by volunteer "Citizen Teachers." The Edwards Citizen Schools program recruited volunteers including a parent, a professional chef, and a retired college professor to teach 1.5 hours weekly for 11 weeks. The 6th grade "apprentices" at the Edwards attended an Apprenticeship Fair and chose two apprenticeships each semester in areas such as naval history taught by staff from the USS Constitution Museum, the stock market sponsored by Thomson Financial, and mock trials taught by lawyers at downtown law firms.

Apprenticeships concluded with a "WOW!" in which students demonstrated their newly gained knowledge through presentations or products explained to families, teachers, and community members. "Kids are so passionate to teach what they've learned in their apprenticeships," said Amrita Sahni, Director of Instruction. "They are exposed to career paths and outside organizations that we could never provide in our school with our resources and regular day teachers."

Former Boston Superintendent Tom Payzant had been a champion of Citizen Schools throughout his tenure as superintendent and made the

choice to implement ELT in the middle schools. A year after the launch of the Edwards partnership, he echoed Sahni's sentiments: "Citizen Schools exposes students to a variety of people who have different life, professional, and avocational experiences. They are exposed to different approaches to learning that are not what they get in the traditional school day, which is mostly textbook and didactic instruction. We want them to learn teamwork, thinking on their own, and the ability to demonstrate what they do and do not know, all of which Citizen Schools emphasizes."

FAMILY ENGAGEMENT

The Edwards faculty prized family relationships but had been frustrated by weak connections

compounded by the fact that 80 percent of its students are bused to the school from neighborhoods around the city. Citizen Schools had expertise in family engagement strategies and set to work building a bridge for communication between teachers, families, communities, and students. The staff employed a variety of outreach tactics, including weekly phone calls to parents and guardians and a weekly newsletter. The 6th grade teaching team also asked Citizen Schools to manage the 6th grade orientation night. In September 2006, the event was sparsely attended, with parents filling only one classroom. However, at the beginning of year two, Sahni reported that Citizen Schools had successfully recruited so many families to the event that the entire cafeteria was nearly overflowing with parents and siblings. *

* In contrast, the new 7th and 8th grade ELT teachers struggled with family contact. Time had not been budgeted for them to call parents, they had not received coaching on family communication, and an effective way to coordinate calls home with the morning teachers had yet to be established.

APPRENTICESHIP DESCRIPTIONS, APRIL 2007

Double Dutch. Citizen Teacher Crystal Edwards coaches 15 girls to learn skills and techniques of Double Dutch using teamwork and tenacity. The young ladies of Double Dutch have been practicing even beyond the set times of apprenticeships to polish and fine-tune their jumping routines! At their WOW! you can see them show off "1-2-Out" and self-styled tricks. Fun fact: Crystal is the mother of Krystal, one of our apprentices, and John, an apprentice in Citizen Schools 8th Grade Academy.

Bootstraps. The Citizen Teacher team at Thomson Financial, including Patti Kelliher, Yelena Victorov, and Dave Emhardt, has led students in an exciting apprenticeship experience that uses math skills and technology to teach students how to design their very own video game. Listen to what sixth-grade apprentice Yordanys had to say: "My favorite apprenticeship is bootstraps because we learn how to make our own video game. Also, we get computers to use and at the end of the whole apprenticeship we get to keep the floppy disk and put it in any computer and play your own video game you design, which is cool."

Each week, apprentices travel to the offices of Thomson Financial to use state of the art technology as a vehicle for their own creative game designs. Interested in playing a friendly game with the Edwards students? Mark your calendars now for a WOW! Showcase on Wednesday, May 9 and come support these eager computer programmers!

Tai Chi. Citizen Teacher Jane Arsham brings 12 years of Tai Chi experience to share with the Edwards' students in the Tai Chi apprenticeship. Students begin with a weekly warm-up and go through a series of exercises including the Seven Steps and two-person work. The day ends with a written reflection and a silent meditation. Throughout the semester, students have gained greater confidence in the way they move their bodies and many have shown courage as they teach back and lead the moves in front of the entire group.

When Jane is not WOW!ing Edwards students with her Tai Chi and swordswomanship, she teaches Tai Chi as part of a Harvard study on the benefits of Tai Chi for people with heart problems. You can see Jane and the Tai Chi apprentices as they present their WOW! at the Eddy Awards on June 4th at Bunker Hill Community College. Save the date!

People

Accessing talent from within and beyond the school doors

ACROSS THE STATE, ELT schools faced the challenge of finding the talent to deliver high-quality academic and enrichment programming to students from first period through dismissal, now 90 minutes to three hours later than before. Some schools expanded their days by the minimum mandated amount, required extended hours for teachers, and paid them extra for the time. In Boston, the agreement between the Boston Teachers Union and the Boston Public Schools meant that teachers could opt out of the extra three hours of time daily. State Board of Education Chairman Paul Reville brokered the agreement between the union and the school district. His view was that people working in the expanded day must be well-trained, competent in their subject area, effective at teaching, enthusiastic, and love children. "I don't think it's wise to compel teachers to work longer. It should be voluntary—get people in who want to do it. Quality is very important if the goal is ultimately to close the achievement gap," he commented.

Teachers at the Edwards generally agreed. Carolyn Smith, teacher and Chair of the Social Studies Department, said, "I look at how enthusiastic and into it the Citizen Schools staff are and I appreciate them. I don't always have that kind of energy at the end of the day." Smith discussed a strong preference to preserve the time she needs to plan lessons, give students feedback, and tend to her school leadership responsibilities.

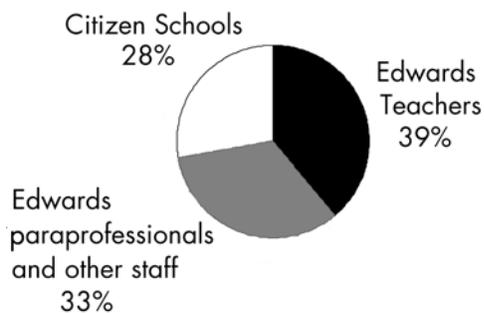
Boston Public Schools leader Mike Contompasis, who served as Chief Operating Officer and then Interim Superintendent during the ELT launch year, added a concern about sustainability. "It's a burn-out problem," he said. "Teachers can't do eight or nine hours a day and also do lesson prep, feedback, and grading well. Yet students need an extra hour of core instruction and the remaining time dedicated to what we now call 'enrichments.'"

Sabin saw employing outside staff, particularly those from proven education non-profit orga-

FIGURE 1 *Staffing of ELT Activities*

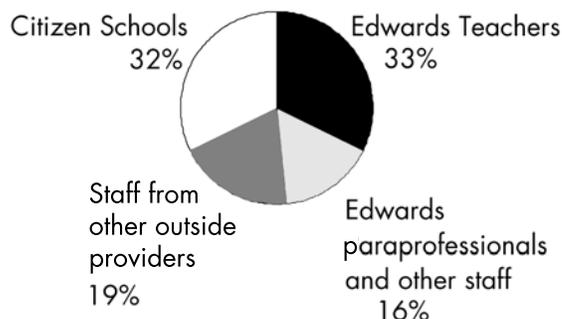
Daily Staffing: Math League

(1:30–2:30)



Daily Staffing: Citizen Schools & Electives

(2:30–4:30)



nizations, as an essential strategy to staff the day. "Faculty surveys made clear right away that having enough staff members was going to be a challenge. Having one organization that could hire and manage multiple staff members was a big advantage."

The Edwards ELT staffing challenge was to educate and develop its 350 students three hours per day, four days per week for 38 weeks. By working with the full 6th-grade class, Citizen Schools satisfied about one-third of the need overall (see *Figure 1*). In the first hour, slightly more than one third of Math League staff were Edwards teachers, one third were Edwards paraprofessionals and other employees, and slightly less than one third were Citizen Schools teachers. In the last period, from 2:30 to 4:30, 33 percent of staff were Edwards teachers, 16 percent Edwards paraprofessionals and other employees, and 51 percent Citizen Schools teachers and staff from other non-profit organizations.

There was variability in staff qualifications and experience. Generally, the paraprofessionals, long-term substitutes, and staff from outside partners were earlier in their education careers than the Edwards teachers. Most had earned undergraduate degrees and were building toward careers in education, either as classroom teachers or as specialists in the arts.

"Schools up until this time have been closed shops, inflexible in their employment schedules and therefore unable to tap into all sorts of talent that can benefit the kids. This model enables them to access a new range of people and skills."

CHRIS GABRIELI
CHAIRMAN
MASSACHUSETTS 2020

Money

ELT ATTRACTED SCHOOL principals because it represented a critical way to meet students' needs and because it came with state funding. Each implementing school received \$1,300 per pupil from the state Department of Education. According to a preliminary analysis of the first cohort of schools by Massachusetts 2020, a majority of schools were able to run their ELT programs with this or just a small amount more. For FY2009, Governor Patrick has proposed to increase the per-pupil funding to \$1,400, and the revised ELT budget language also allows schools the opportunity to apply for a hardship exemption to further increase the per-pupil allotment if needed because of extra costs related to special needs students, transportation, or other factors.

A detailed analysis of the finances of the Edwards and district is beyond the scope of this paper. However, actual costs for ELT at the Edwards are estimated to have run higher than the \$1,300 per-pupil state allocation. The school had a high proportion of high-needs students, which required lower student to teacher ratios; and a key tenet of the Edwards approach was small class sizes (1 to 15 or better) to allow for more individualized instruction and hands-on projects and electives.

Mike Contompasis said that transportation costs for children also were a significant expense for the district. Despite the burden on the school system, however, he believed they should pursue the opportunity. "We thought it was worthwhile. The added expense meant we could only give the go-ahead to three of the seven schools that wanted ELT, but we definitely wanted to get it started in Boston," he said.

The partnership with Citizen Schools provided a cost savings for the school and the district because Citizen Schools agreed to provide all instruction for the sixth graders for a reimbursement of \$1,000 per child (out of the \$1,300 in ELT funds) and an agreement to support the organization's additional fundraising from private and other public sources.

Given that the schedule in Boston made possible longer blocks of learning time and that in the future schools with similarly high numbers of special needs students are likely to choose ELT, it is important to consider whether a further increase to the per-pupil allocation from the state is needed. Further analysis, including cross-school comparisons of how programming and redesign choices affect student achievement and costs, is advisable.

Results

AT THE END of year one of implementing the partner-dependent ELT model, the Edwards faculty and partner staff were hopeful that their time, planning, and effort would pay off in improved student performance. They knew that the students were experiencing more arts, academics, athletics, and hands-on learning that they had ever before. They knew that students enjoyed the longer day and parents were pleased. But the Edwards had a history of disappointment when it came to the most public measure of their success: the MCAS exam.

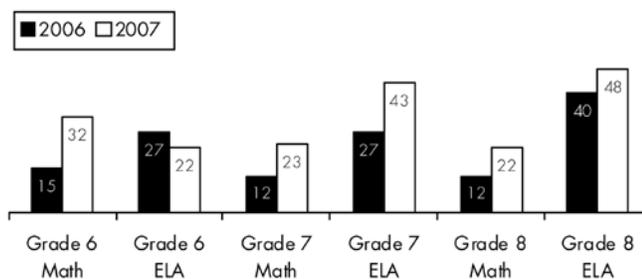
Despite four years of innovation and hard work under Sabin, MCAS proficiency and passage rates had barely budged. For 6th graders in math, for instance, MCAS proficiency rates had gone from 12 percent to 15 percent over the previous three years, despite the new block scheduling, a heavy investment in teaming, professional development, and significant turnover in Sabin's teaching staff. Would the results after a year of ELT be any different?

When the scores were released, new Principal Jeff Riley gathered Edwards faculty and their Citizen Schools partners together, and said he was proud to announce that overall the school had achieved dramatic gains on the MCAS. The across-the-board improvement in math scores was particularly encouraging considering the schoolwide focus in that area (see Figure 2). These improved MCAS results were a marked contrast to the trend over the past several years, when test performance had been flat.

Other ELT schools across the state also posted improved test scores, in most cases by more than the state average. While aware of how far it still had to go, the Edwards team was particularly proud. Of the seven middle schools in the statewide ELT pilot, it posted the greatest gains on both MCAS proficiency and MCAS passage rates (see Figure 3).

FIGURE 2 *Changes in MCAS Rates at the Edwards*

Changes in MCAS Proficiency Rates, Spring 2006–Spring 2007
Before and after implementation of ELT schedule and partnership



Changes in MCAS Passage Rates, Spring 2006–Spring 2007
Before and after implementation of ELT schedule and partnership

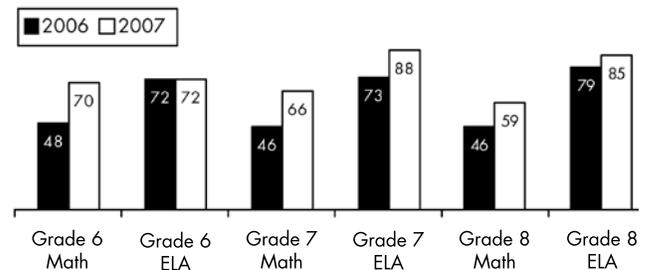
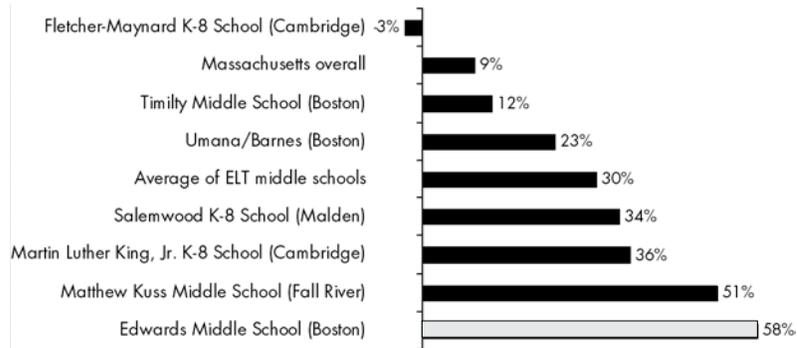


FIGURE 3 *MCAS Performance of Middle Schools Participating in the Expanded Learning Time Pilot**

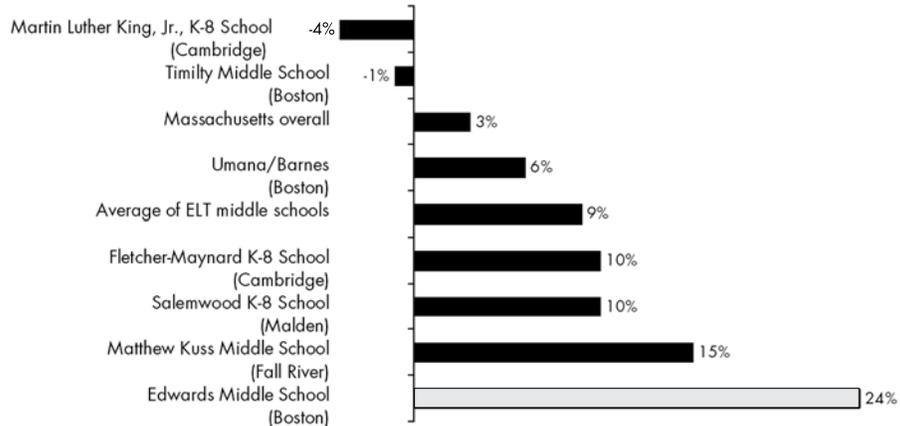
Changes in MCAS Proficiency Rates, 2006–2007

Average of percent changes across grades 6–8 in ELA and Math



Changes in MCAS Passage Rates, 2006–2007

Average of percent changes across grades 6–8 in ELA and Math



*The Timilty Middle School in Boston has had 90 additional minutes per day since the late 1980s, when it participated in the Project Promise program, and it has a strong reputation citywide and a waiting list for students. As part of the first cohort of state-funded ELT schools, the Timilty expanded its hours further to match its Boston counterparts, the Edwards and the Umana. It is possible that the Timilty's relative gains are not as dramatic because it was adding less time to its original schedule than the other schools.

At the Edwards, school attendance rates also improved slightly, even with the more demanding schedule, with average daily attendance of 91.3 percent (compared to 90.0 percent in 2003–04 and 89.8 percent in 2005–2006).

While the school's enrollment had decreased, figures from the Massachusetts Department of Education show that its demographic profile had remained similar. It still served a low-income, largely minority population with substantial numbers of Limited English Proficient and Special Education students (see *Figure 4*).

Citizen Schools' internal assessment showed that student outcomes at its Edwards campus generally improved compared to the previous year, even though the campus enrollment doubled. The proportion of students improving their leadership and communication skills over the year (based on pre- and post- assessments by staff) increased and, with all students staying in the afternoon, program attendance rose from 91 percent to 96 percent. More students also maintained a passing grade or improved a failing grade in their English and math courses.

FIGURE 4 *Student Demographics At The Edwards*

	2003–04	2004–05	2005–06	2006–07
ENROLLMENT	477	495	426	380
LIMITED ENGLISH PROFICIENT	12%	11%	11%	17%
LOW INCOME	87%	84%	88%	87%
SPECIAL EDUCATION	26%	26%	28%	28%
RACE AND ETHNICITY				
AFRICAN AMERICAN/BLACK	36%	34%	30%	32%
ASIAN	15%	13%	11%	16%
HISPANIC	30%	36%	43%	42%
WHITE	19%	17%	13%	9%

Conclusions and recommendations

THESE RESULTS WERE and are heartening for the adults involved in the new endeavor. In addition to moving many students to significantly higher levels of academic achievement, they witnessed young people grow—through swim-

ming, musical theater, math competitions, and more—in ways that they never had before.

Though there was a great deal of work and occasional bumps with students and each other, the Edwards community of teachers successfully navigated their pilot year.

The students were also aware of the gains they made, “At first I was tired and didn’t want to do the longer day. But after we saw the MCAS results—I went up 21 points in math—I saw that

the extra effort really makes a difference!” said Idalia Guillen, an Edwards student.

Questions remain about the financial costs of the improvements, how broadly the initiative can be scaled, and whether and how the range of ELT models will continue to show improved results. Among the teams at the Edwards and at Citizen Schools, however, the year built the foundation for a strong partnership, where both partners remain dedicated to advancing the school and its students.

IMPLEMENTING A PARTNER-DEPENDENT ELT MODEL

Below are two sets of recommendations, one geared toward practitioners and one toward policymakers, interested in implementing a partner-dependent ELT model. The recommendations have been distilled

from the people who contributed to this study (a complete list appears at the end of this report). Following the recommendations is a section with further detail on challenges that the Edwards and Citizen

Schools faced and solutions the two institutions developed to smooth their working relationship.

Recommendations for practitioners

1. **Start early**, ideally a year before the program is scheduled to launch. An ELT school needs to identify and prioritize its goals with input from faculty, families, and community partners. It then needs to convene regular, well-facilitated meetings to create the plan.
2. **Stage goals**. Most schools struggling with significant achievement gaps have a number of issues to address. Envision three years and stagger your targets (e.g., math in the first year at the Edwards).
3. Initiate and maintain a **close collaboration between school leadership and your partner organization** leadership. Trust your non-profit partner and invest in them as you would a valued new employee. The campus or site director will be the minority staff person in your school and will need ongoing problem solving and support from the school principal and administrative team. Include the campus director on school-based leadership teams.
4. Build time for **common planning and ongoing problem solving** between partner teachers and regular school teachers. Sabin warns, "A huge gap will spring up quickly and sink collaboration if this is not thoughtfully addressed and managed."
5. Select **teachers who are given responsibility for helping the partner(s) succeed**. This approach will spread responsibility and prevent blaming behavior. Allocating two enthusiastic school-day teachers to work with the partner staff builds integration and can also reduce the ramp-up period for new teachers.
6. **Target content to level the playing field**. Identify student deficits, academically and socially, and design programming to address them. Split extra learning time between core academics and enrichment and customize it for individuals based on their needs.
7. **Build longer periods** to minimize transitions and enable off-site classes that expose children to outside people and places. A key success factor of the Edwards partner-dependent ELT model was sufficient time so that Monday through Thursday every student had an extra hour of academic coaching (Math League) and an exciting elective of 90 to 120 minutes.
8. Intentionally **cultivate a love of learning** in disengaged students. Resist the urge to use all or most of ELT for traditional academic instruction. Struggling students will rebel if the longer day just means more time accentuating their weaknesses.
9. **Give young people choice**. Students are happier—and more ready to learn—when they have a say in the programming of their day.

Recommendations for districts and states

1. **Require all students in a school** or at least all students in a grade **to participate** in extra learning time to ensure a sense of community and fairness. The Edwards model worked well with every student in the school participating. However, in larger schools—or if there are budget or labor constraints – it may also make sense to pilot ELT for just one or two grades—such as for the entering grade (or grades) in a middle school, a 7–12 school, or a high school.
2. **Don't compel school-day teachers to work.** Quality service provision is paramount. Adjust the schedule so that in-school teachers have the option to work part but not all of the additional ELT time.
3. **More time.** Adding 2.5 to 3 hours per day, at least four days per week, allows for a full hour of extra academics and 90 to 120 minutes for meaningful enrichment activities, including sports, theater, apprenticeships, and service learning.
4. Anticipate that the **resource-heavy students** in your school **will need at least the same level of staff support in a longer day.** Build for hands-on and informal learning in groups of 12–15, rather than in groups of 20–30 as during the school day.
5. **Set a realistic budget** that allows for high-quality service to high-need students. Based on the experience at the Edwards, a realistic budget for this model (high need kids, 31 percent more learning time, small class sizes) is \$1,600 to \$1,800; other ELT models might cost somewhat less or more. When compared to total per-pupil spending in Boston, the partner-dependent ELT model at the Edwards added about 15 percent to the total cost per pupil (of about \$11,000), and yielded a 31 percent increase in learning time.
6. Plan for a **multi-year investment** in staff, both from the school and from external partners. Rough as it may seem in the beginning, new teachers from the outside improve quickly with coaching and support from school faculty. In year two, they will be even more valuable to the endeavor, so pay competitively and allocate resources to develop and retain them.
7. **Plan for private/public cost sharing.** Just as schools can't do it alone, neither schools nor their non-profit partners can fund ELT independently. In Massachusetts, the DOE allocation was critical to the success of the initiative. In addition, some private funding was raised by Massachusetts 2020 to launch ELT and other funders (and the partners themselves) brought additional resources to the endeavor to bolster quality and the chances of success.

Implementation challenges and responses

EDWARDS AND CITIZEN SCHOOLS leaders both reported knowing that there would be challenges in the implementation in year one. Staff from both the Edwards and Citizen Schools were relatively uninformed about the details of each others' work and needed to build common knowledge and respect. Regular structured communication time was necessary in a fast-moving environment to minimize misunderstandings and gossip. Tensions over space, particularly classroom space, were predictable. Citizen Schools staff brought energy and talent to the school but were typically younger and less experienced than their Edwards teacher counterparts. It was anticipated that students would challenge their new teachers' authority. Students normally in separate classrooms for behavior difficulties would be integrated in the Citizen Schools program. And because the Edwards was the district school designed to receive recent Chinese immigrants of middle school age, Chinese newcomer students would be similarly included and accommodations for language would have to be developed.

TWO TEACHING APPROACHES

Citizen Schools' educational emphasis is captured best in Richard Murnane and Frank Levy's book, *Teaching The New Basic Skills*. Murnane and Levy contend that young people today are entering adulthood without the skills required to get a middle-class job, not because schools are of lower quality than in the past but because the demands of the economy have changed. For example, in order to hold a job that supports a

"Getting the school culture and Citizen Schools culture to mesh was an ongoing issue involving age, world view, training, and basic issues of personalities and job descriptions. Since Citizen Schools teachers were generally advocates for students, I took this as a basically healthy tension that pushed the school in a good direction."

MIKE SABIN
EDWARDS SCHOOL PRINCIPAL

family at a middle-class level, employees need to know how to engage in expert thinking (the ability to solve new problems that cannot be solved by application of rules) and complex communication (the ability not only to transmit information, but to convey a particular interpretation of it to others).

The authors state that the following conditions help students develop expert thinking, complex communication, and other New Basic Skills that employers require for high-wage occupations.

- Small group activities that help young people develop teamwork and leadership skills.
- Choice-based activities and opportunities to interact with mentors provide opportunities for students to learn about different fields of interest.
- Venues to develop math and literacy skills in context, for example, by participating in service learning or hands-on apprenticeships.

*Richard Murnane and Frank Levy
presentation prepared for
Reimagining Afterschool Symposium, April 2004*

In contrast, the Edwards' effectiveness, like that of most public schools, is not measured by the New Basic Skills (sometimes called 21st Century Skills) but by standardized tests which primarily evaluate proficiency in more traditional skills. "Much of 21st Century Skills is content independent," observes Chris Gabrieli, co-founder and chairman of Massachusetts 2020. "Citizen Schools puts 21st Century Skills ahead of content; they lead with process goals. It's easier for outside partners to put their emphasis on New Basic Skills because they are not as accountable for the 'old basic skills' as the schools are. The bottom line is that kids need both."

Sabin, Selby, and the ELT and 6th grade teams created the following strategies to bridge the gap between the Citizen Schools approach and that of most of the Edwards staff.

1. **Common planning time.** Overlapping planning time, including twice weekly meetings of grade 6 and Citizen Schools teachers, worked well to build bridges and surface issues periodically to increase integration and investment in the program.
2. **Faculty coaches assigned to Citizen Schools.** One of the most obvious differences between the Edwards and Citizen Schools was the experience levels of the staff. Most of the teachers at the Edwards had at least five years working in a classroom environment. Most of the Citizen Schools staff members are in their early 20s and had part-time experience working with young people, largely in out-of-school environments. "I think the biggest challenge was how do a bunch of young, enthusiastic, inexperienced teachers

"I wanted to bridge the gap. I wanted the regular day teachers to stop blaming, and start valuing ELT. I encouraged them to ask their students what they're doing in the afternoon and to make it seem important. Additionally, I advocated to blend regular school events with Citizen Schools rituals, such as having parent-teacher night on the same night as the Citizen Schools apprenticeship WOW!s. On the Citizen Schools side, they worked really hard to earn respect. They started wearing the school uniform and more closely following protocols."

ANYA KENNEDY
6TH GRADE ENGLISH
LANGUAGE ARTS TEACHER
AND CITIZEN SCHOOLS COACH

make things work for hundreds of hours. This problem became larger because the time was now part of the school day and therefore accountability and liability (for me) became even more of an issue. To their credit, Citizen Schools willingly accepted this concern and was willing to work together with us," Sabin stated.

He created two part-time positions for his teachers to work more closely with Citizen Schools: a math tutor for the neediest math students in the afternoon, and a coach for Citizen Schools staff on behavior management and effective teaching practices who was a 6th grade English language arts teacher and could influence attitude and practices within her team.

3. Joint professional development. Every Friday following dismissal, teachers participated in all-faculty and team meetings. Citizen Schools full-time staff members were connected to the working teams. Teaching Fellow David Bryson, for instance, started the School Grounds Committee to install greenery, murals, and play structures on the bare, asphalt grounds and connect the school to members of the Charlestown community. Selby served on the Instructional Leadership Team (ILT) and, in the spring, Citizen Schools hosted the Edwards ILT Retreat at their headquarters in downtown Boston. "Being able to invite the Edwards teachers into our house was great in that we were able to return the hospitality they had extended to us at the school," she commented.

4. Constant communication and relationship tending. Selby created a buddy system between her staff and members of the 6th grade Edwards faculty to deepen relationships and streamline communication. "At the beginning of the year, I had each of my staff members connect face to face with the teacher with whom they were to share a room to determine the expectations for what a shared space looks like," said Selby. "We emphasized placement of tables, whether or not my staff could have a corner of the white board to post visuals, areas of the room that should always be off limits, and the standards for cleanliness." Selby coached her staff on effective communication and problem solving with the Edwards teachers. She also pointed to access to the principal as a major benefit. "Connecting with the school administra-

"Initially, when I signed on for this role I thought that it was going to be too complex — we were shifting from being an after-school organization to an integrated school-day program. I was worried about the integrity of our program and did not want Citizen Schools to be watered down and turned into something foreign. I no longer see a divide between our regular program model and the ELT model. I see my staff implementing the same academic and enrichment opportunities that make our program unique — with the support from the rest of the Edwards faculty."

MORISKA SELBY
CITIZEN SCHOOLS
CAMPUS DIRECTOR

tion is never a problem," Selby said. "I can walk into the principal's office at any point in the day and connect with him about logistics, visitors in the building, teacher communication, as well as my professional goals."

5. Bolstering behavior management skills.

In the first semester there was a significant ramp-up for the new Citizen Schools teachers in the areas of classroom management and maintaining decorum during transitions. Students were unaccustomed to a longer day and at times pushed limits. The ELT team saw the Citizen Schools staff members as new teachers with largely predictable management struggles and they sought to support them through the allocation of the 6th grade

teacher coach, instructional coaching from the director of instruction, and explicit reinforcement of their authority from Sabin and Selby.

The Edwards leadership wanted to avoid the isolation many students in the Learning Adaptive Behavior (LAB) program experienced during the regular school day. Until 1:30, these students attended classes with specially trained teachers and low teacher to student ratios (1:10). Smaller class sizes and more hands-on projects in the proposed ELT afternoon classes signaled the potential for all students to be successful together. Sabin and his team decided to integrate all students and, as the new schedule was being rolled out, less experienced staff began to have their student engagement strategies tested. Selby sought the help of the LAB Cluster director, Sean McIndoo, who ran three intensive sessions with Citizen Schools staff to provide background and context for individual students in the LAB, as well as best practices for working with the young people. Following the trainings, Selby assigned a teaching fellow to shadow the 6th grade LAB classes and provide a daily report on each child so staff could plan effective strategies for interaction before the start of the Citizen

Schools program.

Reflecting on the first year of ELT, Sabin observed, “The basic challenge of inexperienced young people working with difficult students is something that just needs to be managed thoughtfully and addressed directly. A support, leadership, and guidance structure needs to be in place for the Citizen Schools teachers and the Citizen Schools Campus Director.” Though progress was slow in year one, the structures Selby and the school staff developed succeeded in significantly easing student management challenges in year two. Amrita Sahni, the school’s Director of Instruction, said, “Citizen Schools has improved markedly in behavior management. When necessary, students go to a ‘Step Up’ classroom where Citizen Schools staff have one-on-one conversations with them about behavior and help them reflect and think through and anticipate what they can do differently. Moriska oversees the whole thing, acting as an administrator with us. She handles tough situations well.”

Jeff Riley, who succeeded Mike Sabin as principal in year two of the initiative (the 2007–08 academic year) affirmed this view: “I can rely on Citizen Schools. They work effectively and independently and their staff

works with the students well. Because they're competent, I can focus more on the 7th and 8th grades."

- 6. Sheltered English Immersion (SEI).** The Edwards hosts the district's SEI program for Chinese newcomers in the middle grades (approximately 40 percent of BPS's 56,000 students do not speak English at home). Consistent with the decision to integrate the LAB students, the ELT team chose to integrate the SEI students. Selby states, "We had students from mainland China who were not proficient in English mixed in with regular education kids. We tried to have a Chinese student who was proficient in English paired with those who were not to serve as translator during class but there were instances where the translator spoke Cantonese and the other student spoke Mandarin. We consulted with the SEI teachers, who recommended better pairings. The SEI teachers also called home and translated important dates and updates to these students' families."

To reciprocate, Citizen Schools invited the entire SEI program, including the 7th and 8th grades, on its monthly explorations to places such as Tufts University, the Museum of Science, Boston Common ice skating, and Fenway Park. The SEI teachers recognized

that though Citizen Schools lacked language and translating capacity, it was a gateway to resources throughout the city and a safe space for their students to hear and practice English. "Citizen Schools provides SEI students more opportunity to assimilate into mainstream culture and at the same time embrace SEI students' culture. Their staff are open-minded and always maintain a good working relationship with us to better serve these newcomers," said Fiona Wong, SEI teacher and leader of the SEI and Language Acquisition Teams.

- 7. Grading.** Citizen Schools developed a grading rubric that encompassed its values and program elements—essentially a tracker for 21st century skill development. Unlike their Edwards counterparts, the Citizen Schools staff did not use traditional class tools such as homework assignments, tests, quizzes, or final exams. They used the original Citizen Schools evaluation rubrics and consulted with partner teachers to inform a grading system that focused on the quality of students' participation, conduct, teamwork, and effort in each part of the program. (Rubrics can be downloaded from www.citizen-schools.org/publicpolicy/resources.cfm.)

INTERVIEWEES & REVIEWERS

Heather Campanella, Technology and Musical Theatre Teacher, Arts Team Leader, and ELT Registrar, Edwards Middle School

Helenann Civian, Expanded Learning Time Program Director, Massachusetts 2020

Mike Contompasis, Director of Inter-governmental Relations, City of Boston; former Chief Operating Officer and Interim Superintendent, Boston Public Schools

Jennifer Davis, President of Massachusetts 2020 and the National Center for Time & Learning

David Farbman, Director of Research, Massachusetts 2020

Chris Gabrieli, Chairman and Co-founder, Massachusetts 2020

Idalia Guillen, student, Edwards Middle School

Jessica Graham, Deputy Director of Corporate Relations, Citizen Schools, and former Teaching Fellow, Edwards Middle School

Joel Horwich, Executive Assistant to the President, Citizen Schools

Anya Kennedy, former English Language Arts teacher, Edwards Middle School, and Citizen Schools coach

Tom Payzant, Professor of Practice, Harvard Graduate School of Education; former Superintendent, Boston Public Schools (1995–2006)

Jim Peyser, partner, New Schools Venture Fund; former Chair of the Massachusetts Board of Education

Paul Reville, Chairman of the Massachusetts State Board of Education, President of the Rennie Center for Education Research and Policy, and Co-Chair of the National Center on Time and Learning

Jeff Riley, Principal, Edwards Middle School (2007 to present)

Mike Sabin, former principal of the Edwards Middle School (2002–07)

Amrita Sahni, Director of Instruction and Boston Teacher Residency Site Director, Edwards Middle School; former Director of ELT, Edwards Middle School (2006–07)

Eric Schwarz, President and Co-founder, Citizen Schools

Moriska Selby, Edwards Middle School Campus Director, Citizen Schools

Carolyn Smith, Social Studies Teacher and Chair of the Social Studies Department, Edwards Middle School

Fiona Wong, SEI teacher and leader of SEI and Language Acquisition teams, Edwards Middle School

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This paper would not be possible without the collaboration, dedication, and goodwill that the Edwards faculty, students, and associated non-profit partners devoted to launching the first year of ELT. I am grateful for them and for the people listed previously who were incredibly generous with their time and reflections.

KATE CARPENTER BERNIER

ABOUT THE AUTHOR

Kate Carpenter Bernier is an independent consultant specializing in education management. She served as a consultant for Massachusetts 2020 in its partnership with the Boston Public Schools to launch ELT. After completing her consultancy, she accepted a position as an English Language Arts teacher and coordinator of 7th and 8th grade ELT electives at the Edwards Middle School in academic year 2006–07, where she saw firsthand the implementation of the new model. Prior to her work on ELT, Kate worked with Citizen Schools as the director of the national network.

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