

 **AUDIO**  
6:11 min

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## Making Each Dollar Go Further

Jennifer Davis and Lucy N. Friedman  
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### Topic **INCREASED LEARNING TIME**

#### Highlights

- » Jennifer Davis, president of the Center on Time and Learning and co-founder of Massachusetts 2020, and Lucy Friedman, president of The After-School Corporation (TASC), provide an overview of current issues and challenges in designing a longer school day or school year.
- » The two leaders describe the benefits of expanding the school day or school year and share successes and challenges.
- » There are different ways in which districts and schools can effectively use resources to provide additional academic support and enrichment opportunities.

#### About the Interviewees

Jennifer Davis is the co-founder of Massachusetts 2020 (Mass 2020) and president of the National Center on Time & Learning (NCTL). Mass 2020 was formed in 2000 with a mission to expand educational and economic opportunities for children and families across Massachusetts. In 2005, in partnership with state leaders, Mass 2020 launched the Expanded Learning Time Initiative, which is focused on redesigning public schools by adding at least 300 additional hours of core academic and enrichment programming for students and time for teachers to meet, plan, and participate in professional development. In 2007, Mass 2020 launched NCTL, which, through research, public policy, and technical assistance, supports national, state, and local initiatives

that add significantly more school time to help high-poverty students prepare for success in high school, college, and careers.

Previously, Ms. Davis served as a presidential appointee in the U.S. Department of Education, on the staff of the National Governors Association, and as a senior official in the administration of Boston Mayor Tom Menino.

Lucy N. Friedman is founding president of The After-School Corporation (TASC), a nonprofit organization dedicated to giving all kids opportunities to grow through after-school and summer programs that support, educate, and inspire them. Under her leadership, TASC has partnered with New York City schools and community organizations to help more than 325,000 kids through daily after-school and expanded-learning-time programs. A Bryn Mawr College trustee and signatory of the Education Equality Project, she holds leadership positions in various organizations, including the Afterschool Alliance, the Coalition for Science After School, and the Collaborative for Building After-School Systems.

## Full Transcript

**Jennifer Davis**  **00:05** This is Jennifer Davis, and I am the president of the National Center on Time & Learning and also the cofounder of Massachusetts 2020.

**Lucy N. Friedman**  **00:14** : Hi, I am Lucy Friedman, and I am president of The After-School Corporation, known as TASC, and TASC works in New York City. And currently we are leading a network of 17 schools implementing expanded learning time, or ELT.

**Davis**  **00:28** It's important to understand the difference between our models. There are a lot of similarities, but there are some key differences. One is that our model includes all students in a school and a redesigned school schedule, and a part of that redesigned school schedule means an integrated approach to staffing. And I know this is true in some of the TASC schools, but in our schools, where there

are community partners, they are often working in the morning, not necessarily the afternoon. There is a very diverse array of staffing models that are in place, and it's a very integrated model. But it is school, and what that means is every child is expected to participate in that school schedule. One of the other key differences is that, and I know this is something Lucy is eager to see, which is we are publicly funded in Massachusetts. In other words, the legislature provides \$1,300 per child for the expanded schedule to be implemented in these redesigned schools.

**Friedman**  **01:31** Our goal, too, is that every child in a school should have that opportunity. And, in fact, until the whole school participates, some of the benefits cannot be realized because it really liberates a principal to do things very differently, for instance, to take a field trip every other Wednesday integrated or connected to what's going on in the school but a very different experience for kids. And one of the things we hear from kids, particularly middle school kids all the time, is they want more opportunities. I mean, they want the same opportunities that middle-class kids have and to learn their world, and so getting kids out of the school is critical to really get more exposure. But that does require a whole school, so we are not waiting until every school can serve every student before implementing it. But that certainly is our goal. And we also [are] different [in] that at the moment our model is \$1,600 a year per kid, and it is a mixture of public and private funds. But it is responsive to families because schools goes till 6 [pm], and so it helps families meet their childcare needs, plus giving those extra hours both for the core academics but also for the enrichments, the arts, and sports.

 **02:42** Mass 2020 encourages community partnerships. For the TASC model their community partnerships are front and center in the model because it really builds on what we have learned from our experience in supporting after-school programs and really examining those programs which were most effective, not only in achieving academic gains and closing the achievement gap and closing the opportunity gap, but most successful in making good use of resources was when the schools combined—whether it was Title I supplementary educational

services, 21st century—when they really thought creatively about using resources that were available to the school, or private sources from the community organization, or in New York City we have this major program called Out-of-School Time. When they really said, “Let’s think together as one structure, not as two separate efforts,” and when they came together, we see cost efficiencies, which, of course, will always be important but particularly important at this juncture.

**Davis**  **03:45** There has been a major effort in the last year or so because of the economic downturn to look at creative strategies to add learning time, and those include different staffing models, staggered scheduling so all students may be participating but not necessarily all adults or all teachers.

 **04:04** The use of technology to increase learning time can be very cost-effective; of course, it needs to be used in a way that’s very integrated with the learning models, but that’s another example. In many of the charter schools across America that have increased learning time, they make very different staffing decisions; they often have fewer administrators and more teachers in order to be able to add time. Some charters make decisions around class size that are different, so they may have slightly higher class sizes in order to be able to use resources to expand time instead of hiring additional staff. So there are all kinds of very creative things going on across America to increase learning time, being prompted with this administration’s strong support for this agenda. And over the next few years, we are going to really learn a lot about the most effective and also cost-effective strategies to add time for children.

 **05:01** I just think it’s critical that policymakers and educators watch and contribute and participate in this movement to provide our highest-poverty children the time they need to succeed. There are four really key reasons why that’s so critical: the persistent achievement gap; the fact that over the last few years it’s been a significant narrowing of the curriculum, which has meant that too many students aren’t having access to arts and physical education and a whole variety of other things; this issue of international competitiveness and the fact

that, if you look at our competitive nations, they are outperforming us and they are providing more and better time for students and student learning, and we can't succeed as a nation without addressing that deficiency; and of course, lastly, we are putting all kinds of new pressure on teachers and we are not giving them the time they need to cover the curriculum to meet the needs of students, to plan and review data, and all of the demands that are being put on them.