



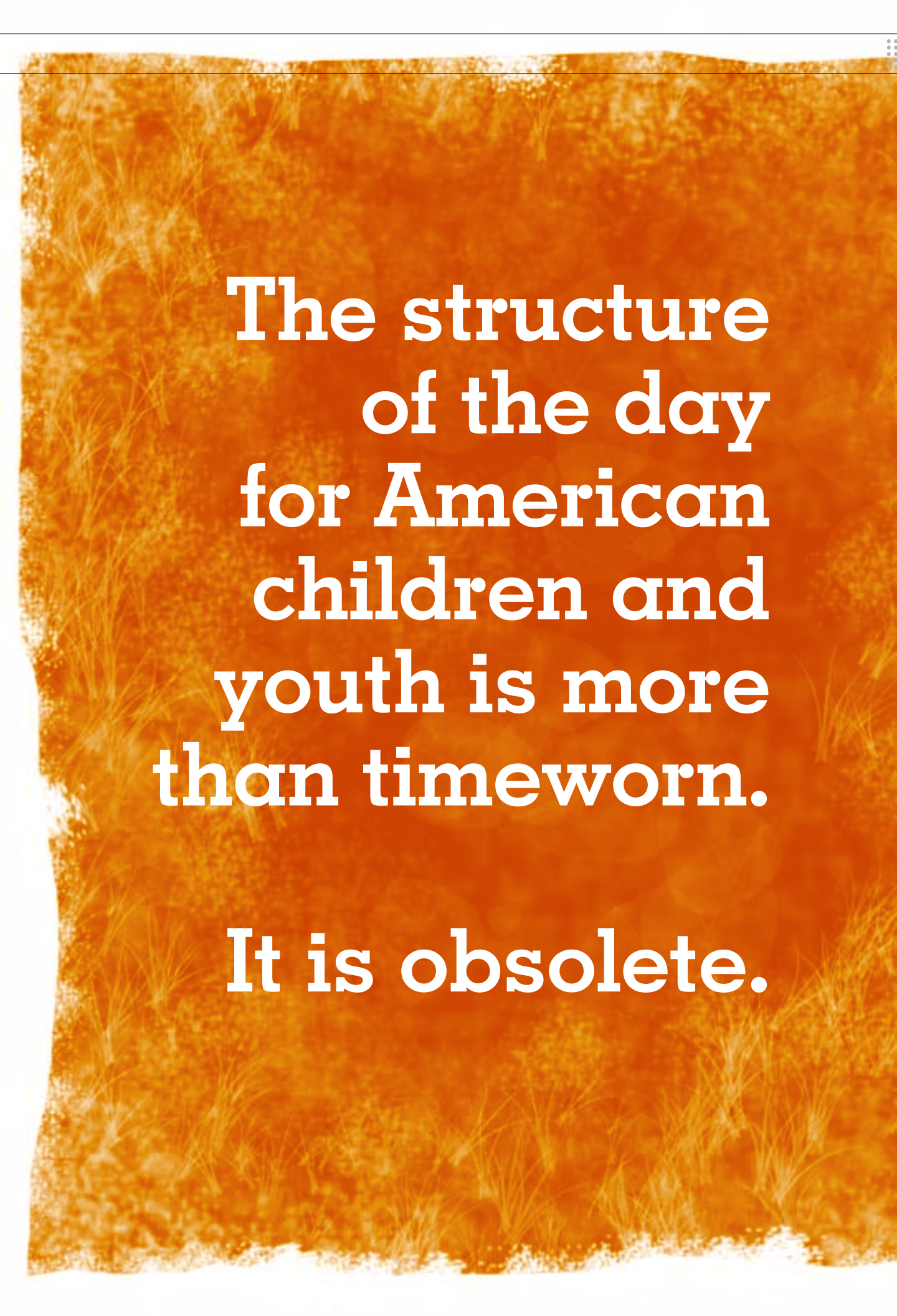
A New Day FOR Learning

A report from the Time, Learning, and Afterschool Task Force

JANUARY 2007



Funded by the C.S. Mott Foundation



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of the day
for American
children and
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It is obsolete.

FOREWORD

N

o one believes that when the bell rings at the end of the school day, children stop learning. Curiosity bubbles inside the minds of children from the moment they wake in the morning to when they go to bed at night.

Our challenge is to encourage, connect, and foster learning throughout a child's day. How do we help children make sense of all the information and experiences in their lives? In different words, it is the same challenge before policymakers: How do we ensure that all children have opportunities to reach their full potential in a competitive world where thinking skills are the most important asset of a society?

We can start by envisioning the new day for learning proposed in this report and considering what each of us can do. The idea of organizing time more effectively for learning isn't new, but the paradigm in this report is unique. It requires us to think beyond our individual responsibilities and consider the organizational, policy, and traditional barriers we impose on creating a seamless learning day for children. It asks us to consider the evidence and look beyond the obvious.

Two years ago the C.S. Mott Foundation brought together leaders in education and afterschool to create a new vision and consider the elements of "time," "learning," and "afterschool."

It was harder than we thought. At our first meetings, we explored how in- and out-of-school learning are different but also can complement and enhance each other. Over time, our ideas began to converge and we saw how different approaches to learning should co-exist in a child's day.

Ultimately we realized we needed to push further and consider a system that would support a "New Day for Learning"—a comprehensive, seamless approach to learning that values the distinct experiences that families, schools, afterschool programs, and communities provide for children. This document is designed to catalyze conversations, raise awareness, and initiate the development of specific next steps. We know this is the first step towards the kind of change that will require a long, deliberate, and intentional process.

The school leaders I represent understand that learning is holistic; we need to foster development of the whole child. We also operate in a context where our efforts are measured by test scores. We believe in high expectations and we know many children need more time to reach them. Time is a key factor to reconsider as we proceed in our work. And partnering in new ways with communities, business, social services and others can help us all make the most of learning time.

I urge you to read this report and think about a new day for learning through the eyes of children you know. How might they see the world as a place of wonder? How might they develop skills and talents in extraordinary ways? How might they be engaged in learning every minute of the day? What can you do to make it possible?

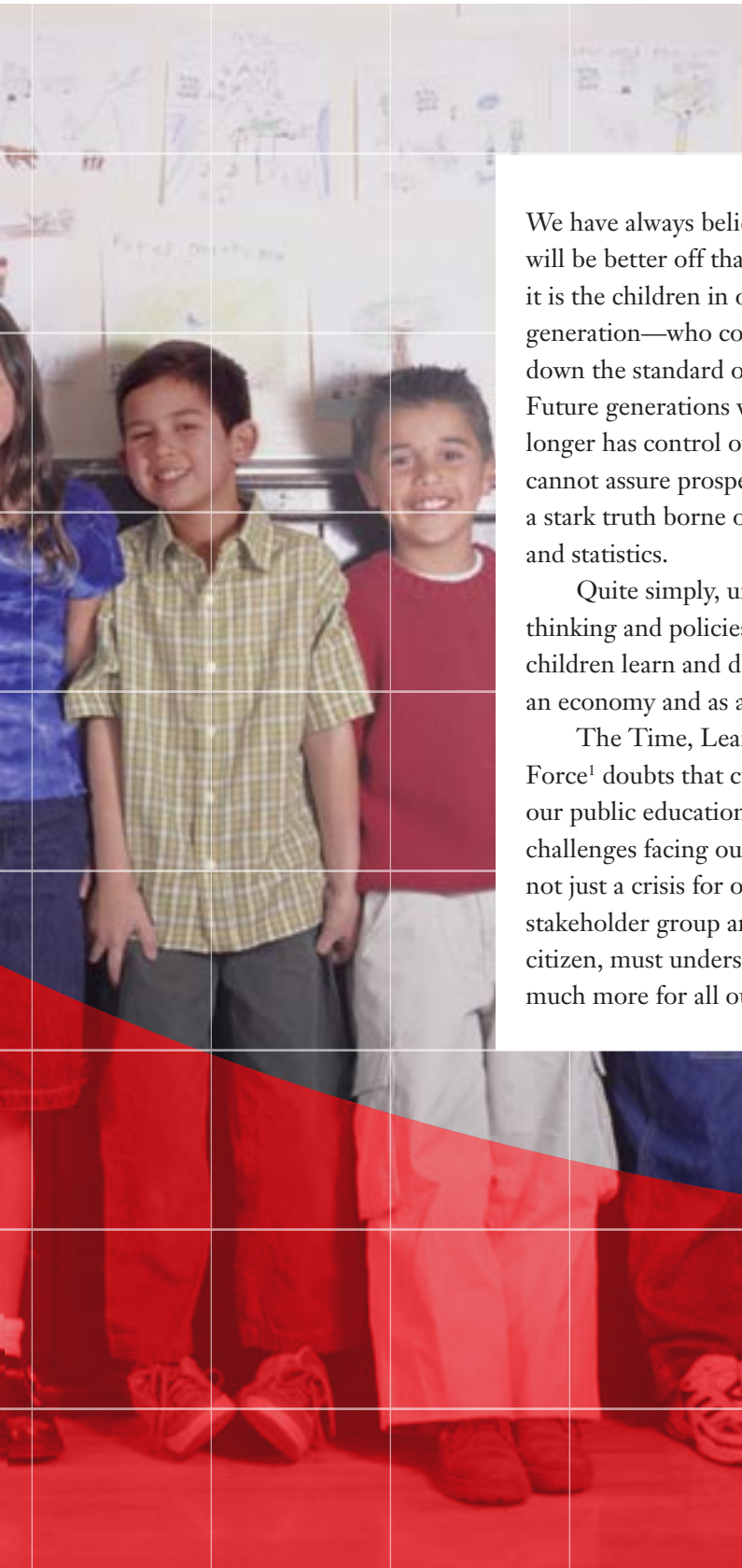
Dr. Vincent L. Ferrandino
Executive Director, National Association
of Elementary School Principals
Chair, Time, Learning, and
Afterschool Task Force

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America Needs a New



Day for Learning



We have always believed that each generation will be better off than the one before it. However, it is the children in our schools today—this generation—who could begin a slide that will bring down the standard of living for all Americans. Future generations will live in a nation that no longer has control over its economic destiny and cannot assure prosperity for its citizens. This is a stark truth borne out by relentless studies and statistics.

Quite simply, unless we profoundly change our thinking and policies about when, where and how children learn and develop, our steady progress as an economy and as a society will end.

The Time, Learning, and Afterschool Task Force¹ doubts that current incremental reforms in our public education system can meet the incredible challenges facing our country. Moreover, this is not just a crisis for our schools. Every institution, stakeholder group and community, as well as every citizen, must understand the critical need to do much more for all our children.

¹The C.S. Mott Foundation funded the Time, Learning, and Afterschool Task Force to develop recommendations aimed at accelerating the opportunity to utilize afterschool as a resource for rethinking time and learning, and restructuring the school day and year. (See Appendix A)



While almost everything touching children's lives today has changed dramatically, from how we work, live and organize family life to the availability of remarkable technology, we cling to an agrarian calendar for defining how children spend their time. We want them to achieve at higher levels, but we continue to isolate and fragment learning so that millions of students struggle to find learning relevant. We often disregard the many ways children learn outside of the current school day—from forming cultural bonds to multi-tasking with technology tools.

The Task Force acknowledges the intense efforts made for several decades to improve schooling outcomes.

In response to higher expectations, many schools and communities have made progress and are providing a fine education. At the same time, enormous investments in a variety of interventions to improve achievement for all children seem only minimally effective. We are not getting very far, very fast because we persist in placing all the responsibility for teaching on the schools and on a short school day. The aspirations of every community—affluent to low income, homogeneous to widely diverse—are limited by these habits. Without a broader view of learning, all American school-age children will be denied access to experiences that will help them be successful lifelong learners.

The Data, the Choices

Texas will be poorer in coming decades if it does not act to improve the education and work skills of what will be the majority population in the state. A demographic study by the Texas A&M System predicts a decline in the average income of Texas households of up to \$6,500 a year, increased public support burdens, and higher costs for education. On the other hand, if the gap in socio-economic differences were closed, the state's economy would be robust and its social costs would decrease by 60 percent. (See Appendix B)





We often disregard the many ways children learn outside of the current school day—from forming cultural bonds to multi-tasking with technology tools.



We Are at a Critical Point



The structure of the day for American children and youth is more than timeworn. It is obsolete.

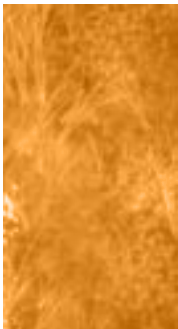
We know we must change the outcomes for *all* students, immediately. We can do this only by redesigning the whole day for children so that it is a seamless learning experience providing students with multiple ways of learning, anchored to high standards and aligned to educational resources throughout a community. In a new day for learning, there is no final bell.

The Elements of a New Learning System

The Task Force acknowledges that there is no complete model of this new day for learning. There are efforts across the country, however, that point the way toward restructuring and redesigning the education of children so that they have access to the best communities offer and can develop fully as learners and future citizens. Our review of research and emerging strategies has led to a concept of a new learning system that needs all the following elements:

- **Redefinition of student success**
- **Use of knowledge about how students learn best throughout the day, early to late—and year round**
- **Integration of various approaches to acquiring and reinforcing knowledge**
- **Intentional collaboration across local, state and national sectors**
- **New leadership and professional development opportunities**

ELEMENTS OF A NEW LEARNING SYSTEM



Redefine what student success means beyond the acquisition of basic skills, support the time it takes to experience success and develop sophisticated ways to measure it.



The curriculum, assessments and support for students enrolled at the more than 40 Big Picture Schools throughout the country are certainly nontraditional, but they result in high rates of college enrollment and in students who thrive as independent learners. Students design their own program aligned to the school's learning goals with the guidance of an adviser; the schools use multiple and frequent alternative assessments. Students also reinforce their learning each week through apprenticeships in the community.



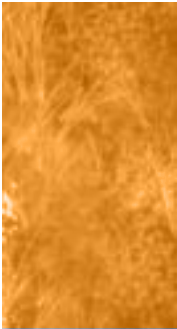
Student voices helped the Peekskill, New York, community define a good education. Consequently, the extended day for the city's students uses cultural, recreation and civic resources to complement instruction. The students learn leadership skills by serving as docents at art museums or volunteers at the community health center. Community partnerships give students many ways to display talents in performances, exhibitions, the district's "poets' café" and other venues. Students show significant academic progress and greater self-discipline.

(See Appendix C)

“Remarkably, 81 percent of them (Big Picture alumni) are either in college, enrolled for fall or have graduated. These high college-going rates are no accident. Big Picture Schools make postsecondary planning a core part of each student’s curriculum because we know it is the most reliable way to help our kids have successful careers and free themselves of poverty.”

Dennis Littky, co-director,
The Big Picture Company,
Providence, Rhode Island

ELEMENTS OF A NEW LEARNING SYSTEM



Use our knowledge about how children learn and become inquisitive and analytical thinkers to frame their cognitive and developmental experiences throughout the day, early to late—and year round.



Relevance is a major “hook” to engaging students in intensive academic work. The Build San Francisco Institute gives students interested in careers in architecture and engineering real problems to work on at more than two dozen San Francisco firms during the half-day program of the Institute.



In Boston, the Tenacity program combines tutoring and physical activity for middle school students with a passion to learn tennis.



The Rainier Scholars program in the Seattle area helps motivated minority students receive extra academic support, amounting to more than 80 additional days a year, to prepare them for high-level classes and challenging independent schools.



Students at the Fremont Business Academy in Oakland, California, and throughout rural Alabama have lots in common. Their school day spills into afternoon and evening hours as they manage businesses for their communities, from tax help for residents to publishing local newspapers. (See Appendix C)

“Since the high schools around Florala began requiring students to take part in the aquaculture facility projects, not one student has failed the state high school exam in science.”

Jack Shelton, director,
PACERS program,
Alabama

ELEMENTS OF A NEW LEARNING SYSTEM



Integrate various approaches to acquiring and reinforcing knowledge into a learning day.



Academic standards are high at the Chadwick School in Palos Verdes Estates, California, but so is the expectation for community service. Four afternoons a week vans driven by parents take students to sites where students work intensely with younger students, the elderly, the disabled and on environmental projects.



Citizen Schools of Boston operates a national network that involves 2,000 middle school students at 30 campus sites in hands-on learning afterschool with an adult mentor. The students' experiences with real work sites and apprenticeships improve attendance, grades and career planning for the mostly low-income youth in the program.

(See Appendix C)

“With some kids, it’s cool to be dumb, but in our Citizen Schools program, kids are learning to perform, they have improved achievement and we see cross-group discussions on policymaking conducted by young people. They have great camaraderie.”

Chris Harris, campus director for Citizen Schools, McKinley Middle School, New Brunswick, New Jersey

ELEMENTS OF A NEW LEARNING SYSTEM

Build new collaborative structures across sectors in communities and up and down government hierarchies that focus all resources on supporting academic and developmental goals for children.



The Dallas ArtsPartners program enables all Dallas elementary school students to have access to arts, humanities and sciences through community partners.



Partnerships in Pasadena, California, not only support seven high school academies, they also have marshaled community-wide resources that link in-school goals with afterschool learning.



The Harlem Children's Zone supports children and families in a 60-block area in upper Manhattan to build social networks and improve educational outcomes.



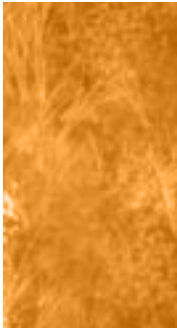
The Brooklyn Academy of Science and the Environment in Brooklyn, New York, uses the city's botanical garden and parks as the core resource for its curriculum, and many other new, small schools in New York City have similar partnerships with museums, other cultural organizations or community colleges.

(See Appendix C)

“You’ve gotta have playgrounds that families can go to, you’ve gotta have parks that people want to walk in, you’ve gotta have kids growing up not being afraid of being shot and killed, you’ve gotta have schools that make sense and real health care, kids gotta get their teeth fixed. I mean, you’ve gotta do everything.”

Geoffrey Canada, director of Harlem Children's Zone, New York City, New York

ELEMENTS OF A NEW LEARNING SYSTEM



Create new leadership possibilities and professional opportunities for teaching in and managing a different learning system.



The Teacher Advancement Program attracts teachers throughout the country who are willing to take on more responsibilities and create learning communities for their peers. While the program is school centered, it has the potential to be a model for more inclusive professional development that can cross school-community boundaries and compensate teachers who assume leadership roles.

(See Appendix C)

“The ultimate thing that we all want is for every child who walks into a classroom to get an excellent teacher. And that’s what TAP gives you because you share, you collaborate.”

Lynn Hall, master teacher,
Teacher Advancement
Program, Lamar, South
Carolina

Why Such a Proposal Now



Our nation has never had as many students or as diverse a student population in its schools as it does now. This diversity is American and should be celebrated and embraced. School enrollments, now at an unprecedented 55 million students, will increase every year in the foreseeable future.ⁱ Twenty years ago white students accounted for more than 70 percent of public school enrollment.ⁱⁱ Children of color now represent 41 percent of public school enrollment,ⁱⁱⁱ more than half of the students in seven states^{iv} and more than 90 percent of the students in seven of the top 20 largest urban districts.^v

Because poverty disproportionately affects children of color, overcoming poverty-related challenges is essential to them and to America's continued growth and development. Overall, 33 percent of black children, 28 percent of Latino children and 10 percent of white children live in poor families. Although black and Latino children are disproportionately likely to be poor, white children are 35 percent of all poor children and are the largest group of children living in poor families.^{vi}

Poor children and those of color, on average, are not well served by the structure of our current education system. For policymakers, the prospect of more of our population undereducated and ill prepared for the future is disturbing. The issue, however, is not just about poor and minority children. More advantaged students have been telling pollsters for years that they are not challenged academically in their schools, and the proportion of teenagers in this country who find part-time, often dead-end, work more fulfilling than school is far higher than in countries with the highest student achievement such as Japan, Sweden and Hong Kong.^{vii} Meanwhile, interest in careers that give our economy an edge—math and the sciences—cannot keep up with the demand.

In well-to-do communities, in-school and out-of-school learning times blend together. Families can afford home resources, cultural experiences, sports activities and safe, nurturing environments for their children. With almost three-fourths of mothers of school-age children in the workforce, not all advantaged families have stay-at-home parents, but they can *choose* to arrange a variety of enrichments for their children.^{viii}

are responsible for taking care of themselves after school.^x We know what often happens to children who are left alone. They spend more time watching TV^{xi} and risk obesity and health problems from lack of exercise.^{xii} These children are more likely to be victims of or commit crimes during the hours they are on their own, and they are more susceptible to the temptations of smoking, drug use and sexual activity.

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Yet there are many parents who do not have these choices. They are the nearly 40 percent of our families who are among the working poor or are receiving welfare.^{ix} Their children spend a good part of each day isolated from adults. We tolerate that more than 14 million K–12 youth (25 percent)

Close to 4 million young people become disconnected from families, schools and communities as teenagers and young adults.^{xiii} On average, 100,000 teenagers each year are held in the court system.^{xiv} Overall, every nine seconds in America, a student becomes a dropout.^{xv}

This young generation, poor and affluent alike, is the first to live in a technology-driven society where the Internet, iPods, digital cameras, video games, cell phones and instant messaging have created new forms of communication, entertainment and learning. These technology tools are changing our concept of knowledge and literacy. Unfortunately, schools are not often at the forefront in creative uses of technology, which exacerbates an inequitable situation for low-income students. They are more dependent on access to computers and other technologies at school.^{xvi} Even when access is not a problem, these students may miss the

potential for enhanced learning from using technologies.

Still, our students and schools are only at the beginning of changes induced by technology. Virtual classes already are an everyday experience for thousands of students, and access to digitized textbooks, which is just beginning, will further challenge the assumption that learning should be in a fixed place.

This is what we see: students coping with realities never imagined even one generation ago—and public schools trying to respond to growing academic demands by overloading an outmoded structure. In the six- to seven-hour day, basically unchanged

for decades, many educators must cram more subject-matter coverage—with extra drill in reading and math for millions of students—and administer more standardized testing as an answer to the pressure to improve student achievement. Generally left out of the picture is the research-based knowledge on how students learn best: with a rich curriculum, multiple ways of reinforcing it, and relevance. Communities and resources around schools often can provide these commodities. The development of essential skills is vital, but must be coupled with broader ways of schooling to fully prepare students to be effective workers and responsible citizens.



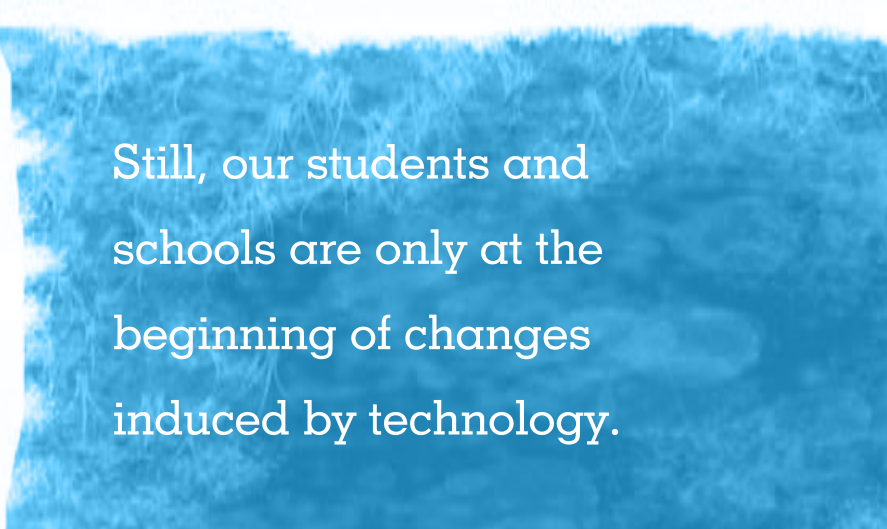
“As Marc Prensky has cleverly noted, the kids coming through the schools these days are digital natives. They understand and use technology naturally while those of us in the older generation are digital immigrants adjusting to this new land. Students are like the Jetsons, able to access information instantaneously and communicate across time and space, but they are being schooled in a Flintstones’ world.”

Milton Chen, executive director,
George Lucas Educational Foundation



The issue of giving American students enough time to learn is not new. Various reports, notably *Prisoners of Time* issued by the National Education Commission on Time and Learning in 1994^{xvii}, documented how our students are being shortchanged regarding time to learn, in and out of school. The actions that followed this report fell short of lengthening the school day, but did bring more states into line with the national average for the length of the school year. Although few youngsters today are needed to sow and harvest crops, we maintain the summer vacation because, some argue, teachers and students need a long break. In some communities, the demand for youth labor from the resort industry remains an obstacle to reducing summer vacation time. Our children have summers without school for up to 13 weeks, while most industrialized countries average only seven weeks off^{xviii}. Shorter periods of time off can prevent learning loss by students, particularly those who do not have access to summer enrichment activities provided by families.^{xix}

All of these changes might be disheartening were it not for a countervailing conclusion of the Task Force. Like working on a jigsaw puzzle, The Task Force put together pieces



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of a possible, different type of learning environment for children and youth. The pieces already exist somewhere at some level. We found them in the research literature about how children learn best. Policymakers in cities and states are collaborating to expand learning and development time. We understand better how technology can change the depth and breadth of learning. There is an emerging interest in building leadership capacity for aligning community resources around the support of children and youth. New professional development opportunities are on the horizon for bridging cognitive and developmental needs of students.

These emerging efforts promise another vision for our children and youth, one that reaches beyond conventional structures and expectations. We see communities of policymakers, institutions, and individuals, working together to make sure all students

have optimum opportunities to learn and grow into responsible citizens. Up to now, policymaking around how children use their learning time has been mostly school-based. Yet, the majority of time available for learning occurs outside of the traditional school day.

This report comes amidst many others that talk about expanded learning opportunities or after-school programs, all of them worthy ideas that need to be stretched into bolder actions. It is critical that the out-of-school learning time be full of rich opportunities for every student. Equally critical, however, is that a new day for learning encompasses the best knowledge we have about engaging students in high levels of learning from the moment the school day and year begin and draws upon the wealth of learning opportunities and of social supports available in most communities.

The Best Existing Evidence to



The Task Force examined data on children and on community and economic issues.

With opportunities for high-quality, engaging ways to spend afterschool time, children and youth can counter potential negative outcomes. Voluntary, structured activities help children learn persistence and concentrate on tasks; develop better work habits and attendance in school; increase their physical activity; improve their grades; build self-confidence through service learning, team sports and performances; and learn about careers.^{xx}

The evidence makes changing learning for millions of children absolutely urgent.



Support a New Day for Learning

The impact on the individual child:

The new “science of learning” research that draws from many disciplines has changed our understanding of how children learn. The research challenges the limited value of rigid drill and practice. Problem solving and reasoning come naturally to children and are supported by the scaffolding of experiences, which, neurologists contend, actually stretch the structures of the brain. Curricula that are “a mile wide and an inch deep,” on the other hand, deter children from connecting facts and developing concepts.^{xxi} An optimum learning environment recognizes that the informal learning taking place outside of school affects students’ achievement in important ways.

We know that some youth are more engaged in learning activities that differ from traditional classroom instruction. Being offered a variety of activities, a choice of interests and time to become intensely involved in a project gives young people experiences that complement learning in the school day.^{xxii}

Almost one-half (47 percent) of youth who drop out of school do so because they find school unchallenging or less important to them than other options. Many surveys indicate students would work harder academically if it were asked of them.^{xxiii} Dropouts who return to school through alternative programs say that one reason

they are willing to persist in school the second time around is that the program is relevant to them, offering internships, apprenticeships and other kinds of hands-on learning.^{xxiv}

Idle time leads to children’s reliance on TV, especially our youngest. One-third of children under age 12 spend more than four hours a day watching TV, as do one-fifth of 12th graders on weekdays.^{xxv}

Idleness after school and fewer opportunities in school for physical activity have contributed to an epidemic of obesity among American children. According to the Forum on Child and Family Statistics, the percentage of overweight children ages 6 to 17 has tripled in the past three decades.^{xxvi}



Issues for parents and communities:

Large percentages of parents want something better for their children, during all times of the day. The public and parents want higher academic expectations for students, yet they also value a greater emphasis on real-world learning and on college-level course work and



apprenticeships at schools, particularly high schools.^{xxvii}

The public strongly supports lengthening the supervised time for children and youth. Even if per-pupil costs increase, more than 80 percent of the public favors expanding afterschool programs. Parents of minority children are especially anxious to have afterschool opportunities.^{xxviii}

Public officials want to expand afterschool programs. Law enforcement personnel chose this strategy by a four-to-one margin over hiring

more police as the most effective way to reduce youth crime and violence.^{xxix} The investments being made by city governments in afterschool programs attest to their desire to give children more positive opportunities after school. Leaders in 65 percent of America's large cities said in a 2003 survey that their municipalities were providing direct afterschool services, compared to 49 percent seven years ago.^{xxx} California has launched a major expansion of afterschool programs with \$550 million in new money because of voter approval of Proposition 49.^{xxxi}

Issues for American society:

The achievement levels of American students lag behind those of students in the most competitive economies, and the longer American students are in school, the less competitive they become in math and science. The pipeline to careers in math, science, and engineering also narrows, leaving our future capacity for innovation and scientific research in jeopardy. At the undergraduate level, 32 percent of American students are pursuing degrees in science and engineering, while much larger percentages of young people are preparing for

careers in these fields in such countries as Germany, China and Japan.^{xxxii} In recent years, surveys of manufacturers have shown consistent worries about finding enough skilled engineers and scientists.^{xxxiii} According to high school transcripts, less than half of high school graduates are prepared for college-level math and science.

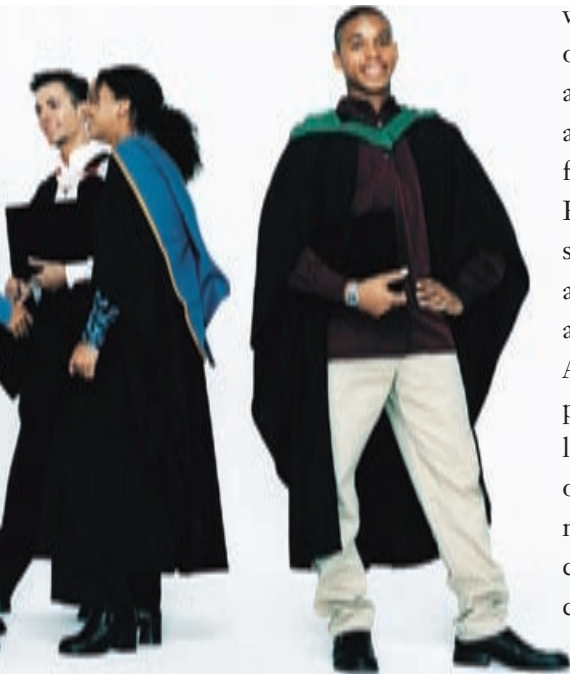
The "baby boom" represents 46 percent of the current workforce and will begin to be eligible for retirement in 2008. The Generation X that follows is only 26 percent of the

workforce, and the spurts in growth among younger age groups will not equal the labor force numbers of the last half century for a very long time.^{xxxiv} The U.S. Department of Labor's Bureau of Labor Statistics makes the same point in its projections for the next few years. The labor force will increase 10 percent through 2014, compared to 12.5 percent in the previous decade of 1994 to 2004. There will be fewer young and prime-age workers. Also, an associate or bachelor's degree will be needed for six of the 10 fastest growing occupations.^{xxxv}



Policy makers are trying to help our students catch up. They adopted standards-based reforms and greater accountability. **The No Child Left Behind Act of 2001** turned nationwide attention to improving all students' basic skills, and current government and business leaders are stimulating interest and achievement in advanced math, science and technology skills.

However, studies show that the curriculum, instruction and assessments traditionally used in American schools fail to support the development of critical thinking and creativity. The top-performing countries on international tests do well partially because they integrate higher-order skills with basic skills in their instruction.^{xxxvi}



The achievement levels of American students lag behind those of students in the most competitive economies.



The importance of so-called “soft skills” such as problem solving, teamwork and reliability have been part of the discussion about workplace and college readiness for several decades. A 2006 survey of employers by the Conference Board and other groups found that the workforce of the future will need “professionalism” on the job, knowledge of another language and culture, and personal responsibility for a healthy lifestyle.^{xxxvii}

Even more challenging for schools, however, is the role of analytical thinking abilities in a technology-driven economy. A high-skilled economy, which policymakers and business leaders expect for the future of American society, will need workers prepared to carry out complex communication tasks.^{xxxviii}

When schooling does not engage students productively and prepare them for success at higher levels, we all pay.

Consider the waste of money and effort in the outcomes we now have. For every 10 students who begin high school, less than two will receive a postsecondary degree within a reasonable time.^{xxxix} The income difference between dropouts and those who receive diplomas or degrees means that \$50 billion a year less is collected in state and federal taxes. Dropouts account for \$30 billion a year less in Social Security contributions. Economists also calculate that billions of dollars would be saved annually in lower crime and health care expenses by increasing the level of education by even just one year.^{xl}

What Needs to Happen



Children learn and develop in categorized and disjointed ways because that is the world we have constructed for them. Whether in-school or out-of-school, institutions ruled by laws, regulations and habits determine how children will spend their time. These same institutions can thwart even the best of ideas because they often are unwilling or unable to implement effective change. Moreover, policymaking in the past has focused on specific programs and their evaluations to enhance and supplement afterschool learning time, not on a broad vision that makes the whole day an opportunity for learning.

The Task Force seeks a total rethinking of purposes, practices and personnel in order to craft a new day for learning. The time that now exists for in-school and afterschool experiences must be part of the new learning day. We believe our challenge can overcome traditional resistance because it is not up to just schools or districts, or community-based organizations, or social services, or philanthropy, or business and civic leaders to make it happen. We are proposing a different culture of community-wide responsibility for providing children with the means to become successful learners and citizens.

How this culture of responsibility is implemented and nurtured depends on each community's needs, leadership and aspirations. Therefore, the Task Force cannot propose a cookie-cutter approach or suggest a legislative formula. As the late government and education leader John Gardner noted, legislative mandates often become "vending machine" strategies of "inserting a coin that delivers a law that is expected to solve the problem."^{xli} Communities must develop their own ways of creating productive, caring time for children, backed by federal, state and local policies that eliminate barriers and provide sufficient support.

Creating a new day for learning is an opportunity for multiple institutions and people to work together on a specific agenda. Instead of rewarding conformity, policymaking should encourage cross-agency leadership, provide flexibility and look for creative solutions. This is a time to value experimentation and to push for innovation.

Using a more sophisticated approach to policymaking, community leaders can begin by addressing certain issues that will confront them when planning a new day for learning, no matter their needs, starting point or timeline, including:



Information to frame decisions

Everyone involved in this effort will need basic information such as the status of children and youth in a state or district (population numbers, achievement, health, evidence of problem behavior, etc.); availability and use of out-of-school resources; exemplary practices that can be used in a new day for learning; use of technology by children, youth and data-gathering agencies; community resources; leadership capacities for new structures in learning and in community collaboration; and survey data on what parents, businesses and communities want and will support. Knowing the demographic changes expected within a state or community is vital.

We are proposing a different culture of community-wide responsibility for providing children with the means to become successful learners and citizens.

“A bright spot in the creative use of time is the development of ‘afterschool’ or ‘out-of-school’ programs and activities. These programs, in addition to providing safe havens and healthy places for children, contribute to student achievement in unique ways. The many hours spent in afterschool and out-of-school activities provide teaching and learning opportunities that often complement and enrich school-day instruction.”

Milton Goldberg and Christopher T. Cross

National Education Commission on Time and Learning, October 2005

Policymakers also need to assess the barriers (regulations, statutory language, unchallenged habits within organizations) that would discourage creative thinking.

Collaboration and coordination among services and across levels

Public policy has been evolving slowly in this direction—at all levels. Federal interagency efforts keep appearing, although they are underfunded and may offer not much more than discussion points. Some governors and mayors have worked on interagency supports for children and youth. Community schools and the afterschool movement have developed a foundation for moving ahead on truly comprehensive learning and developmental environments for the young. A new day for learning not only can move

these initiatives beyond the current stage, it can encourage shared expertise and focused leadership among all agencies and resources for children, youth and their families.

Expanding frameworks for student success and how to measure them

The public wants students to be well prepared and supports accountability. Standardized testing results are useful but have become an inappropriate arbiter of all the goals we hold for our students. We need assessments for attributes such as teamwork, civic engagement, aesthetic awareness and analytical thinking because these are important to children’s success as adults. If these attributes are part of the learning day, then we can apply what we have learned from using alternative assessments such as portfolios,

measures of school climate and persistence, and broader assessment of outcomes such as college persistence or full-time employment. Such assessments in addition to standardized test scores can provide a more complete picture of how well students are making progress in all of the areas that determine competence.

Provision of stable, sufficient and collaborative funding

To appropriately support a new day for learning through the day, year, and the continuum of K–12 education, an examination of *all* possible funding sources, public and private, is necessary to coordinate existing resources and assess additional resources needed.

Afterschool programs are an example of initiatives that are supported by blending a number of funding sources such

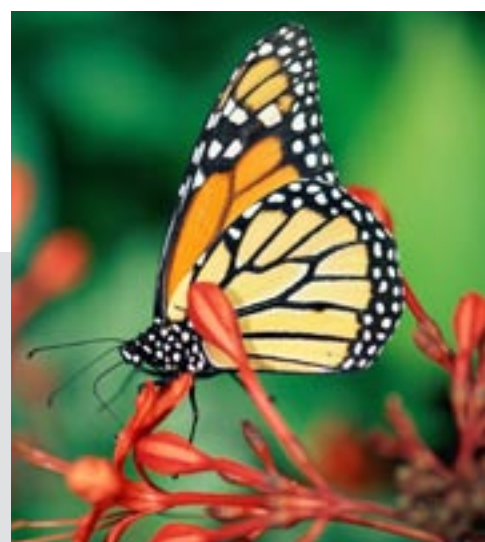
as 21st Century Community Learning Centers (21st CCLC), Temporary Assistance for Needy Families (TANF), Child Care Development Block Grant (CCDBG), tutoring, Safe and Drug-Free Schools, public and private sponsorship of arts and recreation, and business support for career development. Federal funding for the 21st CCLC grew almost exponentially for a few years only to flatline in 2004. With available funding covering only 38 percent of the applications, many students remain without needed afterschool programs.^{xlii}

Despite these investments and the integration of funding sources, many children who need afterschool programs are still not being served.

Quality of staff development

Children interact with all kinds of educators—their families, their teachers and those who provide them with support in different settings. Ideally, all educators should work as a team, sharing knowledge about students and using different strategies that complement each other. Equally important

is the need to consistently integrate new knowledge about optimum learning strategies in the regular school and in afterschool. Some states already are committed to developing standards across education, child care and youth development sectors. Similarly, associations recognize the role of their members in linking with community resources and broadening learning time for students.



On Funding a New Day for Learning

A new day for learning can build on funding streams and strategies already in place. Each community will need to assess available resources and identify gaps—and learn from each other.

The Columbine Elementary School in Denver, Colorado, has sustained a longer school day through more than eight years of ups and downs with funding sources. It began with some basic grants for a reading program that included tutoring in the afternoons, then added more academic subjects, healthy behavior support and a unique golf program that is tied to literacy efforts. A coordinator for the extended-day program convinced teachers to work on staggered schedules so that the academic emphasis would link to instructional goals. Even after federal grants ended, Columbine's extended learning time continued because of its reputation and leaders' constant search for funding.

Three rural counties in northwest North Carolina banded together to provide and sustain afterschool enrichment programs that often draw on “place-based” resources integrated with the curriculum. The NC NW 3 consortium developed a shared vision for its isolated, often at-risk students, made strategic financing choices and created broad-based community support for its programs. One middle school, for example, made a bird and butterfly habitat next to the school that has become a source of community pride. The consortium gets federal funding from Title I and other programs, uses school facilities and personnel, and draws on a number of supports such as community colleges, extension services, health departments and chambers of commerce.^{xliii}

Finding Solutions Together



The Task Force proposal for a new learning system is like a fledgling poised to fly. The proposal can find its wings if it is willing to take risks and to use what it knows already to create even better opportunities for our students. The term “stakeholder” becomes less trite if we truly understand that everyone has responsibility for making sure America’s children will have a chance to succeed in a complex and ever-changing world. Perhaps the best way to begin is for the various stakeholders to build upon existing efforts to move toward a new learning system.

“Too often, we think of education policy in terms of programs, not systems. We need to think of horizontal alignment of systems and also vertical alignment.”

Superintendent of Public Instruction Susan Tave Zelman, Ohio

To ensure a greater chance of success for every child, we must:

- **Commit to a new vision for learning based on data and collaborations across and within organizations.**
- **Make sure the data is reliable and accessible.**
- **Use funds effectively and establish priorities for additional funds.**
- **Allow time for results, while assuring the public that this new approach is accountable.**
- **Create new governance structures at any level when reliable assessments justify them.**

Using these points, let us look at how various stakeholders are contributing and how they might step up their efforts:

Federal officials

The educational well-being of the nation’s children is the primary responsibility of the U.S. Department of Education, but other federal agencies such as the National Science Foundation, U.S. Department of Health and Human Services, and the Office of Juvenile Justice and Delinquency Prevention have important roles. Federal officials have supported coordinating efforts across agencies; by this time, there should be substantial lessons learned from coordination of youth

services under the Workforce Investment Act. Seven federal agencies are involved in the Shared Youth Vision Federal Collaborative Partnership, which is providing technical assistance to selected states in aligning resources and staffing around the needs of young people. The Tom Osborne Federal Youth Coordination Act, passed by Congress in October 2006, involves 12 agencies in the effort to include youth, community and faith-based organizations in designing more effective strategies for youth. The challenge is to move these efforts to measurable outcomes and longer-term plans that support a new learning system.

“I set a very high standard for who teaches, who informs. You are either a juried professional—an artist who has been deemed professional by your field—or you are a well-trained, certified teacher. There are no compromises.”

Judith Johnson, superintendent, Peekskill City School District, New York

National organizations and state leaders

The Council of Chief State School Officers (CCSSO) has adopted a *Policy Statement on Extended Learning Opportunities* that defines quality out-of-school time and sees it as aligned with the school curriculum by offering different ways of learning.^{xliv} CCSSO pledges to use extended learning opportunities as part of a comprehensive school reform strategy. The policy statement suggests specific actions that state education leaders can take to more effectively integrate extended learning opportunities into existing systems of support

for students, schools and communities. The next step would be to use the statement as a springboard for stimulating discussions with state education leaders on going further and making a new learning system an underlying component of education reform efforts.

The National Governors Association, in its report *Supporting Student Success: A Governor's Guide to Extra Learning Opportunities*, cites promising practices in states to support more learning opportunities for students. A logical next step would be the development of action plans for policymaking that address some of the common issues involved

in creating a new day for learning, including gathering data on needs and resources, coordinating across agencies and resources, developing a funding base, reforming accountability, and building leadership and new professional opportunities.

Membership and advocacy organizations, and local leaders

The National League of Cities, The National Association of Elementary School Principals, the Afterschool Alliance, community-based organizations, and community schools are among many

“Communities must be engaged in our students’ education and strive to create partnerships with schools that expand opportunities available for our students.”

Governor Matt Blunt, State of Missouri

“There is no greater obligation that we have than to make sure that our kids get a great education before school, during school, and afterschool.”

Governor Jim Doyle, State of Wisconsin



organizations that have developed knowledge and practice about many of the components for a new day for learning. They are a resource for getting conversations started about collaboration across agencies; creating age-appropriate programs; connecting with community resources; and developing seamless, comprehensive learning and developmental experiences for children and youth. For example, mayors in such cities as Boston, New York City, Providence (RI), Chicago, Columbus (OH), Las Cruces (NM), and Pasadena (CA) have been crucial to creating citywide afterschool initiatives.

“People recognize that our social and educational responsibility to young people doesn’t begin and end with the school day. We need to maximize the benefits—both in terms of academic achievement and overall development—of the other hours available.”

Mayor David Cicilline, Providence, Rhode Island

Businesses and business organizations

Businesses are critical to creating a new system for learning. They are uniquely positioned to deepen their commitment and use their influence to steer public opinion and policies.

Business leaders understand the stakes our society faces from global competition. *Corporate Investments in Afterschool*, a report from Corporate Voices for Working Families, describes the commitment of various corporate interests to providing learning opportunities for students in afterschool time.^{xlv} The proposal for a new day for learning would encourage businesses to contribute to larger community visions for children and youth, focus their resources and utilize their expertise.

Foundations

Foundations not only provide resources but also direct efforts locally, statewide and nationally toward a new learning system. Public officials can convene, engage and develop partnerships with an array of private foundations.

Leveraging resources through these partnerships between public and private institutions can be instrumental in moving an initiative forward. The public-private partnership between the Mott Foundation and the U.S. Department of Education in support of the 21st CCLC initiative and other major afterschool efforts established a long-term commitment to integrate the assets and flexibility of philanthropy into the design and operation of a federal



program. In doing so, the Education Department and Mott established explicit and complementary responsibilities for each partner, allowing for the coordination of activities without duplicating funds. This partnership has resulted in the dramatic expansion of high quality afterschool programs and, in the process, has helped re-establish public schools as hubs of community life and learning.

The research community

Researchers and evaluators are essential to collecting and analyzing the data needed for a new learning system. The afterschool research community has made a valuable contribution to the literature about the effects of afterschool programs. Countless studies, documented in the Harvard Family Research Project's evaluation database and elsewhere, indicate that non-

school supports can contribute to in-school success.

Moving forward, however, the challenge for research and evaluation is to examine the different ways of learning throughout a learning day and to understanding the structures needed and the changes in policymaking habits that will make a new learning system possible.

This data can help communities understand about collaboration across

Steps for Collaborative Leadership

Like any bold public endeavor, creating a new day for learning needs leaders at all levels to work together. The conversations must focus on specific actions to be taken. Local, state and national leaders must begin by:

- Establishing a working group that includes every decision-making source, including those who make policy and those who implement it (education, youth development, child care, juvenile justice, health services, business, foundations, cultural and recreational institutions, parents and students, etc.)
- Going to the public with the facts—about student outcomes and the impact on local, state and national economic and social prospects, as well as what globalization means to every citizen
- Redefining student success as the ability to thrive in a global economy and to function as citizens of a progressive nation
- Seeking different perspectives, identifying common goals, and insisting on shared support for the goals
- Developing an action plan that leverages links among local, state and national efforts and resources
- Developing a strong and flexible infrastructure with shared responsibility for carrying out the action plan
- Assessing the resources available to change the learning environment for children
- Identifying and breaking through obstacles—whether they are policies, lack of resources or old habits—to making the necessary changes
- Inspiring public engagement by providing examples of programs that show students can thrive in environments that offer different ways of learning
- Regularly monitoring and reporting progress on the action plan to the public; looking for ways to expand partnerships and collaborations
- Making sure the infrastructure stays in place through changes in leadership by embedding a new day for learning in the culture of communities and institutions at every level



“I started to come here as a way to keep myself out of trouble. I needed help on homework, and I started understanding more here. If I weren’t in the program, I would just go home and watch TV. Here, we talk about serious stuff, and now I plan on becoming a lawyer.”

Kelechi Nwakuba, 11 years old, member of
PALs afterschool program, Baltimore, Maryland

sectors; the barriers to creating seamless, full experiences for students; promising practices that can be used to build a new learning system; and the kinds of funding systems that can support a new day for learning. Research can also provide insight on how to develop a comprehensive professional development system to foster collaboration among educators and youth development staff, what factors appeal to children and youth in a longer school day and year, and what age-appropriate afterschool experiences are successful.

In all efforts, new research and evaluation studies need to be theory-driven and identify new frameworks for student success and how to measure them. Research can provide the basis for continuous improvement and innovation.

Educators and youth development staff

Educators and youth development staff work directly with children and youth every day, in and out of school. It is imperative for educators and youth development staff to not only learn from each other, but also to establish mutual responsibility for the young people under their care.

A major advantage of a new learning system is that it could provide additional professional development time for educators and youth development staff. Under current structures, neither group can easily find time in a work day for their own professional growth. Under a shared structure, however, there could be flexibility and opportunities for collaborative professional development. A first step might be to map how afterschool programs can more effectively support and reinforce mutually agreed upon student outcomes.

In addition, it is essential to design teacher preparation and professional development opportunities to support a new day for learning. The full resources of higher education institutions—community colleges, schools of education, and departments of urban planning, sociology, business, the arts—need to align their roles and resources in supporting a new learning system in the communities around them.

We are fortunate to have in place considerable expertise and community resources to move us toward a new day for learning. Thus, education and youth advocates, community-based organizations, faith-based organizations, cultural institutions, libraries, social service supports, public safety networks and parents must use their expertise to work together to find solutions. Including youth voices will be essential to making sure the learning system is relevant to young people.

A Call to Action



We can no longer tolerate our traditional beliefs about time and learning. Our highly competitive world demands much more of us all. We must see these challenges as opportunities for improving the lives of our children. We can build on the public sentiment for changes in learning time. We can applaud and utilize existing successes and take research and practice to the next level of action. Most of all, we can, as a society, understand unequivocally that giving all of our children and youth maximum opportunities to succeed is imperative and urgent.



**For this generation,
time is running out.**

Appendix A

ABOUT MOTT

Mission and Values

Charles Stewart Mott's central belief in the partnership of humanity was the basis upon which the C.S. Mott Foundation was established. While this remains the guiding principle of its grantmaking, the Foundation has refined and broadened its grantmaking over time to reflect changing national and world conditions.

Through its programs of Civil Society, Environment, Flint Area and Pathways Out of Poverty, and their more specific program areas, the Foundation seeks to fulfill its mission of supporting efforts that promote a just, equitable and sustainable society.

Inherent in all grantmaking is the desire to enhance the capacity of individuals, families or institutions at the local level and beyond. The Foundation hopes that its collective work in any program area will lead toward systemic change.

Fundamental to all its grantmaking are certain values:

- Nurturing strong, self-reliant individuals with expanded capacity for accomplishment
- Learning how people can live together to create a sense of community, whether at the neighborhood level or as a global society
- Building strong communities through collaboration to provide a basis for positive change
- Encouraging responsible citizen participation to help foster social cohesion
- Promoting the social, economic and political empowerment of all individuals and communities to preserve fundamental democratic principles and rights
- Developing leadership to build upon the needs and values of people and to inspire the aspirations and potential of others
- Respecting the diversity of life to maintain a sustainable human and physical environment.

Funding Priorities for Learning Beyond the Classroom

Learning beyond the classroom can provide academic support and opportunities for children and youth to participate in stimulating activities, experiences and mentoring.

In January 1998, the Foundation entered into a private/public partnership with the U.S. Department of Education focused on the 21st Century Community Learning Centers (21st CCLC) initiative. This initiative's goal is to provide quality afterschool programming for low-income rural and urban children in thousands of schools across the country. Central to the initiative's design is the concept that schools partner with community-based organizations and other local institutions to provide broader learning opportunities.

Grantmaking builds on the opportunities presented by the Foundation's involvement in the 21st CCLC initiative, as well as on other major state and national projects that engage local communities in increasing and improving afterschool learning opportunities. Specifically, funding is directed at capacity-building, including training, technical assistance, research, evaluation, policy development and building public support for afterschool programs.

The Foundation funded the Time, Learning, and Afterschool Task Force to develop recommendations aimed at accelerating the opportunity to use afterschool as a resource for rethinking time and learning, and restructuring the school day and year.

Background

The C.S. Mott Foundation was established in 1926 in Flint, Michigan, by an automotive pioneer. It supports nonprofit programs throughout the U.S. and, on a limited geographic basis, internationally. Besides Flint, offices are located in suburban Detroit, Johannesburg (South Africa) and London. For more information, visit Mott.org.

Appendix B

THE DATA, THE CHOICES

The State of Texas demographics are changing dramatically, and while Texas may represent an extreme example, a study of the consequences of ignoring changes in the Lone Star State has implications for the rest of the country.

With the support of the Texas Legislative Council, the Center for Demographics and Socioeconomic Research and Education of the Texas A&M University System analyzed demographic trends, comparing year 2000 data with projected outcomes for 2040. The state, according to the study, will have a larger, older and increasingly diverse population that will challenge state resources. If there are no changes in the socioeconomic differences among the population groups, average incomes of households in the state will decline by \$5,000 to \$6,500 a year. In other words, "Texas will be poorer in the future," the study asserts. The percentage of the workforce employed in executive positions will decline, while the percentage in lower-skilled jobs will increase. The 3 million increase in the school population will be largely non-Anglo and will require higher levels of specialized programs such as English language and migrant education and higher levels of student aid in postsecondary education.

On the other hand, if the non-Anglo population were to equal the educational achievement level of the Anglo population in 2000, the scenario would be that of a strong economy. Total household incomes would be \$317 billion more a year; consumer expenditures would be up by \$224 billion; and expenditures for incarcerations, welfare and Medicaid would be 60 percent smaller.

Appendix C

REDEFINING SUCCESS

Big Picture Schools The curriculum, assessments and support for students enrolled at Big Picture Schools are nontraditional, but they spell success for students in the real world. Started in Providence, Rhode Island, with the Metropolitan Regional Career and Technical Center (“The Met”), the Big Picture Schools have grown to more than 50 throughout the country in 2006, largely through foundation funding. The students, who tend to have struggled in traditional schools, work with five Learning Goals: communications, empirical research, personal qualities, quantitative research and social reasoning. They have one adviser for their four years of high school, design their own education program with their families and spend two days a week in internships in their communities. The schools use a variety of assessments such as quarterly exhibitions, portfolios, narrative assessments, journals and a senior institute. The program successfully steers its students into college. In 2005, 98 percent of the seniors enrolled in Big Picture Schools graduated, and all were accepted at postsecondary institutions. Since the beginning of the Met, 75 percent of graduates have entered college immediately, and three-fourths of them are still enrolled or have earned postsecondary degrees.

Peekskill City School District When Judith Johnson became superintendent of the Peekskill City (NY) School District in 2002, she found no strategic plans and a hopeless feeling about a district that was experiencing dramatic changes in the student population. While overall enrollment growth has been modest for the 3,000-plus student school system, Hispanic students increased from less than 4 percent in 2001 to 13 percent in 2006. Johnson started a community-wide effort for serious planning, initially involving more than 500 citizens and students in the process. It was especially important to listen to the students, she says, because they described schooling that would inspire them—a program full of the arts, music, field trips, opportunities to display their work and “adults who cared about them.”

An extended day program that draws on many community resources is making this kind of school day possible. A partnership with the Field Library helps students develop leisure reading habits and participate in the “poets’ café” sponsored by the district. Students do research projects with faculty at SUNY-Purchase, visit other campuses and serve as docents at the local contemporary arts museum. They volunteer at the Hudson Valley Health Center, and the Center brings its services to middle school students. Other partners with the school district include public agencies and Big Brothers and Big Sisters. Teachers or properly trained adults staff the extended-day program and make seamless linkages to the regular school program. The district provides transportation services for all children at the end of the extended day. The number of students reaching proficiency in math and English/language arts increases every year, and schools report far fewer behavior problems since the extended day program began.

Appendix C, Continued

USING DIFFERENT WAYS OF LEARNING

Fremont Business Academy and Youth Empowerment School, Oakland, California

The ninth graders in Oakland's Youth Empowerment School (YES) spend part of each day gathering information from their community. This helps them decide on a community improvement project that will occupy them for the next three years. YES itself is an outgrowth of an entrepreneurial leadership project that students at the Fremont Business Academy developed as they combined classroom learning with enterprises they started such as tutoring and tax assistance. Their achievements, as well as the poise and confidence they learned in the process, earned them top awards in competition with other high school students from across the country. The Fremont Academy students helped plan the structure and curriculum for YES, one of Oakland's new small high schools.

PACERS, Alabama Student-developed businesses can also be found in a very different setting: rural communities in Alabama. Through a program (PACERS) started as an outreach initiative of the University of Alabama and now an independent community-based organization, teachers and students together have learned new skills that enable them to publish community newspapers where none were available before, set up photography labs for the newspapers and as new local businesses, and initiate agricultural projects for their communities.

Tenacity, Boston Like afterschool programs that use soccer as a hook to combine tutoring and physical activity, Boston's Tenacity program offers students in middle schools intensive tennis instruction, as well as academic tutoring provided by college students. Its summer program combines tennis lessons and reading; teamwork and leadership training are also basic to all of Tenacity's activities. The school-term program is held in various indoor facilities. The summer program, though, sometimes can get very creative. Using a community center without tennis courts, for example, the staff wrapped tennis nets around volleyball poles in the gym and played with foam tennis balls. Fundraising for the program involves big-name tennis stars such as John McEnroe, Michael Chang and Jim Courier in a Champion Cup Boston Tournament.

Build San Francisco Institute The Build San Francisco Institute is a half-day program for the city's high school students interested in careers in architecture, engineering, design and construction. Started 10 years ago as a six-week summer program, it has evolved into a fully accredited academic program. The Institute is sponsored by the Architectural Foundation of San Francisco, which began the program, and it now includes the school district and more than two dozen major San Francisco firms. As apprentices, students work on real problems using advanced technology, and each student has a mentor in one of the participating firms. Students can earn up to 15 credits toward high school graduation each semester.

Rainier Scholars, Seattle Using the summer months and afterschool time, the Rainier Scholars program selects 60 motivated minority students a year from the Seattle, Washington, area for extra academic time and supports. Entering in the summer before sixth grade, each Rainier Scholar accumulates more than 80 days of extra learning time in a year, preparing him or her to enter academically strong independent schools or honors classes. The students and families meet with academic counselors and support services staff every three weeks. For the last two years of high school, the Rainier Scholars enter a leadership development program with internships, summers on a college campus and career guidance. The program continues to support the students through their undergraduate years.

EXPANDING WHAT LEARNING IS ALL ABOUT

ArtsPartners, Dallas All elementary school students and teachers in the Dallas Independent School District in Texas can use a variety of arts, humanities and science partners through the Dallas ArtsPartners program. External evaluations found that where the ArtsPartners resources were integrated into classroom learning, students became more active learners, learned new possibilities for expressing themselves and performed better on all six traits of writing than students in a control group with minimal use of ArtsPartners. African-American and Latino students outperformed their peers on state standardized reading tests each year they were in the program. Moreover, the academic benefits continued for the students in the middle grades. An intermediary organization, Big Thought, organizes the workshops, cultural excursions, artists-in-residence participants and professional development.

Citizen Schools Middle school students enrolled in Citizen Schools use some of their afterschool time for traditional tasks such as homework and improving their study skills with the help of trained staff. Twice a week, however, they also could be working alongside an attorney in a law firm, or building a solar car, or organizing a public health campaign. During the 11 weeks of these apprenticeships, they are guided by volunteer “Citizen Teachers” from businesses, civic institutions and community resources. The combination of academic reinforcement, real-world learning and community involvement is paying off for low-income, urban students who ordinarily have few contacts with adult career mentors. A study of 10 Citizen Schools programs in Boston found that the young adolescents in the program had higher grades and test scores, less absenteeism and better behavior in schools. They also were more likely to select college-track high schools than peers in a control group. The 11-year-old Citizen Schools initiative now has 30 sites in five states. Its National Teaching Fellowship is a unique leadership development program specifically designed to prepare professionals for extended learning environments.

Appendix C, Continued

The Chadwick School, Palos Verdes Estates, California Located on a hill overlooking the affluent Palos Verdes Estates neighborhood in California, the Chadwick School expects its students to excel academically and to be able to compete for acceptance to the most prestigious colleges. It also has an ethic of community service, fully supported by parents, that pervades the school. Four afternoons a week, the upperclass students disperse in vans driven by parents to service-learning experiences throughout the community. They tutor students in public schools, work with developmentally disabled children, conduct environment projects or “adopt” residents of nursing homes. The school selects service opportunities that build students’ long-term connections with children and people in need. A 12-person Student Community Service Advisory Board helps determine appropriate service-learning opportunities, beginning them with second graders. “Our kids know they need to play a consistent role in these people’s lives if they really want to make a difference,” says Becky Noble, the school’s director of community service.

BUILDING COLLABORATION

Harlem Children’s Zone, New York City For more than 15 years, the Harlem Children’s Zone (HCZ) has been evolving as one of the country’s most successful efforts “to change the odds instead of helping a few kids beat the odds,” as one newspaper article described the New York City community-building initiative. Encompassing a 60-block area in central Harlem, the HCZ network helps parents and families to build their social and economic “capital” and provides an array of interventions to support children. It currently serves more than 8,500 children. While learning-centered from the beginning, in recent years HCZ has established its own charter schools, open early to late and into July in the summers. It receives public, private and foundation support and uses sound organizational strategies to effectively manage its 650 staff members and various sites.

Brooklyn Academy of Science and the Environment, Brooklyn, New York Among the more than 30 small schools launched and supported by New Visions for Public Schools, the Brooklyn Academy of Science and the Environment is a three-campus New York City Public High School that integrates the missions and resources of Prospect Park and the Brooklyn Botanic Garden to offer academic excellence and rigor. The community of staff, families and community partners supports students in becoming critical thinkers, active learners and problem solvers who are scientifically literate, engaged citizens who value and respect the environment.

City of Pasadena, California Pasadena really believes in partnerships. Citizens bring together a city of contrasts—one known for its Rose Bowl and highly regarded California Institute of Technology, but one whose school enrollment is overwhelmingly poor and children of color who struggle academically. The 21,000-student school district created seven Pasadena Partnership Academies in various high schools, each one linked to a higher education resource. The Geospace Academy, for example, offers students experience with such fields as aerospace research and laser technology, often in internships with scientists from Cal Tech or the Jet Propulsion Laboratory. The district also has

academies-within-schools for health, technology, visual arts, computers, graphic communications and business and finance.

The City of Pasadena also depends on partnerships to carry out its support for children and young people. A special assistant on school projects for the city manager guides several initiatives including afterschool programs at 16 schools offering supervised recreation, academic help and enrichment. With a National League of Cities grant, the city government gathered a broad-based team from the community to link in-school goals with afterschool resources. The team consisted of cultural institutions, the business community, the chamber of commerce, PTA, faith-based organizations, nonprofit groups, foundations and higher education institutions. It worked on four tasks: create public awareness about the links that need to be made, support project-based learning, tie afterschool standards to in-school academic standards and identify new or underutilized resources for the afterschool programs. The city and school district also collaborated on a joint-use primary center, used for K–3 classes during the school day and as a community center in afterschool hours. A committee of city elected officials and the school superintendent meets regularly to monitor and expand the partnership.

ON DEVELOPING NEW LEADERSHIP ROLES

Teacher Advancement Program The Teacher Advancement Program (TAP) of the National Institute for Excellence in Teaching specifically broadens teacher leadership roles and, consequently, teacher compensation in order to keep good teachers in the classroom. Chosen by their peers and administrators, master and mentor teachers support their school's staff by analyzing data, developing achievement and assessment plans, giving demonstrations, and developing shared expertise in cluster groups. The TAP program, sponsored by the Milken Family Foundation, provides training and certification to assure that the master and mentor teachers can participate in teacher evaluations and conduct professional development. The extra compensation for master teachers, who do not have classroom duties, ranges from \$5,000 to \$11,000 a year; mentor teachers, who remain in the classroom but spend a minimum of 10 hours a week as teacher-leaders, receive an extra \$2,000 to \$5,000. The TAP program is now in 130 schools around the country. Endorsed by the American Federation of Teachers, TAP expansion is being supported by federal and state funding.

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A New Day for Learning Ackn

The Time, Learning, and Afterschool Task Force is grateful to writer Anne Lewis for her many years of experience in education; and her extraordinary ability to listen, question and transform the many ideas into a cohesive and powerful document.

The Task Force also acknowledges the reviewers of this document, including Ayeola Fortune, Council of Chief State School Officers; Daniel Princiotta and Ilene Berman, National Governors Association Center for Best Practices; Jennifer Stedron, National Conference of State Legislators; and Heather Weiss and Priscilla Little, Harvard Family Research Project. A special thanks to Eugene Hillsman of the C.S. Mott Foundation for the many drafts he reviewed and his commitment to furthering the ideas. Thank you all for your expertise, thoughtful feedback, and prompting new ideas and actions.

Our kudos to the schools and programs cited here for your exceptional work in educating our children and youth.

Thanks to the Education Commission of the States for incubating this task force and being a part of the transition on how we think about time and learning.

Our appreciation to Collaborative Communications Group for their support of the Task Force and the development of the report. Thanks to Terri Ferinde Dunham, Beth Schuster, Becky Gibbons, Ellen Parker, Jon Olson, and Jessica Schwartz Hahn. Bill Glover designed the report with creativity and compassion regarding a new day for learning.

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there is no
final bell.**

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Funded by the C.S. Mott Foundation



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