



SPECIAL PRESENTATION

**“RESOURCE ALLOCATION, REINVESTMENT,
AND EDUCATION REFORM”**

**SCHOOL IMPROVEMENT STRATEGIES: INVESTING IN
EXPANDED LEARNING TIME**

MODERATED BY:

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FEATURED PANELISTS:

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MS. CYNTHIA BROWN: I hope you enjoyed this morning's remarks by Secretary [Arne] Duncan and the plenary discussion of the stimulus funding opportunities and resources. As the Secretary made clear, and as the superintendents made clear, the nation must place a high priority on turning around persistently low-performing schools. Clearly, the two superintendents we just heard from are focused on intensive intervention in such schools and employing a comprehensive reform strategy to reinvent them.

One of those promising elements in such turnaround efforts is the expansion of learning time that involves a comprehensive restructuring of how time is used throughout the school day and year. Indeed, we believe most high-poverty schools can benefit from better and expanded use of their students' time to learn, as long as it's approached with the kind of strategies that both superintendents talked about.

The Center for American Progress, along with our partners at the National Center on Time and Learning, has developed a clear policy definition of expanded learning time aimed at high-poverty and underperforming schools. Expanded learning is the lengthening of the school day, week or school year for all students in a given school ideally by at least 25 to 30 percent, for most schools, around two hours per day.

As I said, to be effective, the concept of expanded learning requires the complete redesign of the schools' education program in a way that combines academics with enrichment for a well-rounded student experience. That supports teachers by giving them more time for planning and training in their professional development.

Core design principles of the expanded learning time initiatives for which we advocate include schools as the focus of reform in order to improve academic achievement and close achievement gaps.

Secondly, a core concept about redesigning the school day—and ideally the year, too—is not just adding additional time at the end of the school day. There must be a significant expansion of time, at least an hour or more. Expanded time must be for all students in a school; otherwise, it is not really a redesigned school. The target should be low-income schools. There must be time and support to plan for a redesigned school calendar before implementing it. Ideally, schools should volunteer to participate in the process of expanding their day or year rather than having the change thrust upon them. Without strong school leadership and school staff support and a stable school environment, a change is not likely to have as positive an effect. The key elements and focus must be on core academics, enrichment, and teacher professional development.

As many of you know, the Center has released several papers on expanded learning time over the past few years. Today, we are very pleased to be releasing two more that look at the promise of expanded time for student learning in unique ways. One explores distance learning, and the other focuses on literacy strategies, both for use with expanded time. You will hear about these papers in a few moments from the authors. And then you will hear more about the Massachusetts state initiative that has been the groundbreaker in demonstrating the power of expanded learning time.

So let me get right into it now and introduce the panelists. First, our authors: Cathy Cavanaugh is the author of “Getting Students More Learning Time Online: Distance Education in Support of Expanded Learning Time in K-12 Schools.” She is an associate professor of educational technology in the School of Teaching and Learning at the University of Florida in Gainesville. Her research focuses on effective technology enhanced physical and virtual learning environments including virtual schools.

Claire White and James Kim are the co-authors of “Putting the Pieces of the Puzzle Together: How Systematic Vocabulary Instruction and Expanded Learning Time Can Address the Literacy Gap.” Claire, who is with us today, is the research board mayor for the Strategic Education Research Partnership, where she directs a middle school literacy program developed in cooperation with the Boston Public Schools, Harvard University, and others. She is also an adjunct lecturer at the Harvard Graduate School of Education where she teaches courses on the language and literacy development of English language learners.

Next we will hear about Massachusetts. Jennifer Davis is the co-founder and president of Massachusetts 2020 and the National Center on Time and Learning. Over the last eight years, Massachusetts 2020 has led eight strategic initiatives impacting over 25,000 children. And since October 2007, the National Center has advanced issues of time and learning nationally.

And then we will hear from José Salgado who is currently the principal of the Mario Umana Middle School Academy in East Boston, and he will tell us more about that school. Dr. Salgado has taught both at Harvard University and the Boston Teacher Presidency program. He’s a man of many talents.

Each panelist will speak for about eight to 10 minutes. Then I’ll lead a dialogue among them and ask a few questions. Then I will open the session to you, the audience, for questions and comments. So Cathy, we’ll start with you.

MS. CATHY CAVANAUGH: I’m talking about distance education to expand learning time in schools from the perspectives of having been a classroom teacher, a professional developer, a teacher educator, and also a researcher into virtual schools. I’ve been looking at this for the past 12 years, since the inception of virtual schools.

The report responds to several forces in education that tend to be growing right now: the growth into one-to-one computing initiatives in schools, growth in online learning exponentially year over year, increases in emphasis on differentiation of instruction for students, and pressure to increase graduation rates and college readiness. I think that virtual schooling within the expanded learning time model builds on those foundations and help to address some of those challenges.

There are many benefits that virtual schools or online courses can have for students in schools. I distilled them in this graphic to show levels of differentiation that I think

virtual schooling and online courses provide for students. When there are more available courses in the course catalogue for students, then there's the opportunity for a better match between the students' readiness, the students' current abilities, and the students' goals. I see that as differentiation of instruction at the course level, so the students can find courses that are a better match for them.

Then, within high-quality virtual courses, students have opportunities for both more contact, interpersonal contact with teachers through communication technology, and more focused contact with teachers to address their specific questions when they need the assistance. And I see that as differentiation at the student level, so the student's getting the attention that the student needs to master the content of the course.

When a student is in that course, the student has, within a pacing framework, a flexibility about when, where, and how to do the activities of the course. The student can take the course when it's convenient and at a pace that it's convenient or effective for that student. Virtual schools have data within their systems that show that there are students in their systems participating in course activities every hour in the 24-hour day, every day of the week. I see that as differentiation within the student according to the student's work on specific tasks. So these are more and more granular levels of differentiation that can happen.

Through the last decade or so, virtual schooling has collected a good deal of data that show us that virtual schools are meeting many needs of students. Millions of students have taken online courses at this point, within hundreds of virtual schools in the U.S. There are many programs that succeed in helping students at varying points.

Many students choose virtual schooling because they want acceleration. They want a level of course that's not available in their neighborhood school. There are also students who I call them "refugees" from their neighborhood school. They have not had success for a variety of reasons, and are able to succeed in a virtual school because of the individualized attention. This is possible because of the flexible scheduling and because of the mastery model that many virtually schools have adopted.

We have seen at statewide levels that even within the first two years of a student participating in a virtual school, students have been able to move from basic to proficient levels on tested skills. We've also seen virtual schools succeed in helping students recover credits that they did not achieve in their neighborhood schools, and also increase graduation rates and bring back some of the students who had dropped out or who were at risk of dropping out of school.

In addition to that, virtual schools provide a group of skills that are provided less in a classroom that doesn't have the high access to technology, those 21st century skills that are so valued. The results, these results are on a basis of effective programs as well as years of research much of which was federally funded. And there are details about those studies in the report, but instead of going into those details, I want to focus on a group of models.

These models are schools that are in operation. They have been in operation four years now. They were not developed specifically as expanded learning time programs. They were developed to meet local needs of students. But they are *de facto* expanded learning time programs because students are taking more courses than they would in a traditional schools calendar. So I believe that there are promising models to give us some direction. And I'll talk about them in order from what I feel are the least disruptive to the most disruptive when we think about the current schools cells and bells structure that exists in those schools.

In the first model, we add virtual courses, online courses to the traditional calendar. That might be supplementing the courses that students take during the school day with tutoring or additional opportunities for help those courses. It also may be courses that students do not take during the regular school day, additional courses for enrichment or for remediation.

The Florida virtual school is one of many examples. I'll give you one example, but there are many more. The Florida virtual school is developing e-learning centers around the state in school districts and in schools where students can take online courses as part of their school calendar in addition to the courses that they take in their schools.

Then slightly more disruptive than adding courses onto a school day is infusing courses within a school day. That means either breaking apart the schedule and inserting courses within it, or replacing some of the face-to-face courses with online courses.

In some states, there are blended systems that are in place where teachers are blending online experiences within their classroom courses so this infusion of online learning can happen within the course or can happen within the school day schedule.

Kentucky is one of those states that's a leader right now in experimenting with the blended models and supporting blended models and providing resources for teachers to move in that direction. Cincinnati does something like this with virtual courses for gifted students in particular to differentiate for them.

Well, Louisiana's program is relatively unique. It serves, in particular, rural high-need schools that don't have access to qualified teachers in certain subjects, for example, mathematics at the high-school level. It partners an online teacher with a classroom tutor who is working to become a certified teacher, to make sure that the students have access to qualified teachers in their schools.

Chicago has a unique program as well that provides teachers to students in self-paced courses.

Then moving to another level of disruption, we have students who don't attend a neighborhood school fulltime. They're there part of the day. That part of the day may be at any point within the day, and then the rest of their schooling they do with their virtual

courses that they take offsite. They might take them onsite and they also they might take them at a community center. We're moving into an area where there is more flexibility and fluidity within the calendar. And there are several schools that do this.

As part of their structure, students might come to a school site one day a week or two days a week and the schools have been very strategic in optimizing the experiences that they offer physically face-to-face and those that they offer virtually to take advantage of the strengths of both of those learning environments. Most of those schools have days on site. The students can interact with their peers face-to-face, as well as have special attention from their teachers face to face, and then they have access to their peers and their teachers within their online learning during the rest of their schedule.

And then the most disruptive or fluid model is on a per student basis, and I see this as the model that will be increasingly adopted because it treats students as individuals. It treats students as people with rapidly changing and very diverse brains. It kind of moves away from the models that we've seen described earlier: the agricultural-industrial models. It adopts more of a medical approach in diagnosing what a students needs are today and thinking about how that might change tomorrow or next week. Then it allows flexibility in the time the students spend face to face with peers and with teachers and the time that they're able to spend online.

There is a model that offers that flexibility to students on a completely open basis. It's definitely on the spectrum of individualization. It combines the high-tech and the high-touch methods that connect students with the learning environments that they need at the time that they need them.

Now, all of these models depend on certain promising practices that support them. This is where I think stimulus funding can play a role in helping schools to move in the direction of differentiation through both expanding learning time and virtual education.

Most of these practices are school-level practices, course-level practices, but they do require systemic change. We've heard these themes already this morning. Teacher education needs to change to support them. Teacher certification systems need to change to support them. State and federal student data systems need to expand to support them. And preparation for the support staff, the counselors, and immediate specialists, the coaches, the literacy specialist, the leaders; all of those things need to shift to support the success of these kinds of fluid structures in schools.

It's my belief that we have successful models. Again, to echo some of the words that we've heard already: we know that these models work, and we need to find the fortitude and foresight to adopt them on larger scales to be able to study them in more detail.

And I look forward to hearing from you about examples that you have, questions, and ideas in this regard.

MS. BROWN: Thank you, Cathy. That's a great paper. I urge you to look at it in more detail. I learned a lot from reading it as I did from the next one we're going to hear about on literacy.

MS. CLAIRE WHITE: Thank you. So I'm here also representing James Kim from the Harvard Graduate School of Education who is my coauthor on this report. And again, as I am an adjunct lecturer at the school of education, my primary affiliation is with the Strategic Education Research Partnership, SERP, which is a nonprofit organization based here in Washington, D.C. It is an organization that partners with school districts around district nominated challenges.

For example, we partnered with the Boston Public Schools around what the superintendent showcased as the most urgent problem of practice: middle school literacy. And together, in collaboration with the Boston Public Schools, we've developed various responses to this particular challenge. One in particular that I highlight in the report is an academic language and vocabulary program for the middle schools.

The quick agenda here is to describe the nature of the problem, reminding ourselves of struggling readers with a focus on low-income children and English language learners. The nature of the solution recommendations for expanded learning time and systematic vocabulary instruction.

So we know that low-income children and English language learners often have limited word knowledge. When entering first grade, children from higher income families know at least twice as many words as do children from less affluent families. And we also know that these gaps contribute to the negative effect on their reading comprehension in the upper elementary and middle school grades.

When we look at the reading scores of low-income children, they've been shown to diverge from those of middle class children after the primary grades. Many of you are familiar with what Chall and her colleagues called the "fourth-grade slump" which appears to occur for low-income children, because they're unfamiliar with the linguistic and cognitive demands of texts which grow more dense, more literary, more technical, more abstract after the third grade. In a sense, these children's skills don't decrease but the demands of the texts increase. Without the kind of vocabulary and academic language needed to access these texts, these children begin to lose their way. English language learners are much more school dependant for English and need richer linguistic environments than do English proficient children.

So if we look at the 2007 NAEP data for fourth and eighth grades, by family incomes and English language learner status. The blue bar represents middle income children versus low-income children and the purple bar represents English proficient learners versus English language learners. And if you look at grade 4, we see that middle-class children score 0.81 or about eight-tenths of the standard deviation higher than low-income children. If we look at English language proficient children versus English language learners, we see that English proficient children score almost a full standard deviation

higher than English language learners. And if we go further to the right we see that in grade eight the trend continues with ELLs slipping even further behind.

The nature of the solution of how policymakers and practitioners can address disparities in vocabulary and spoken language based on income and English language proficiency, we look to expanded learning time and systematic vocabulary instruction.

We know that expanded learning time in school has shown that time spent beyond the traditional school day can play an important role in influencing student achievement outcomes. We believe that implementing systematic vocabulary instruction during expanded learning time can be especially beneficial for low-income children and English language learners who struggle with reading and writing.

Our model example of systematic vocabulary instruction put into action, there are three strategies: the school-wide adoption of the vocabulary intervention, assessments of students' actual vocabulary knowledge, and targeting of the right words for instruction all within the context of expanded learning time.

What I want to do is highlight the differences between what commonly occurs in schools and what we believe are best practices.

If we look at school-wide intervention and school-wide instruction, we believe that the best practice would be for practitioners to adopt a school-wide vocabulary curriculum that all content area teachers teach vocabulary. The school-day instruction would be coordinated with expanded learning time. In fact, what happens in schools traditionally is that practitioners emphasize vocabulary and often not very often, only during ELA class. Vocabulary is restricted to the English language arts classroom and instruction is only provided during the regular school day, again, only by ELA teachers.

Our second recommendation is to target the right words to teach students. Best practices would be to teach the right words that are actually connected to the curriculum, and to embed the target words in engaging texts, books, classroom discussions, debates. Also, teach words across all content areas so words like “analyze” and “affirm” and “interpret” cross-content areas there and they are the mortar words which connect kids to the text. You know, you can talk about policies without the word analyze, affirm or interpret, it's impossible to understand these texts. But what occurs traditionally is that these words are considered to be acquired incidentally through wide reading and are rarely explicitly taught. But without these, it is impossible for kids to access middle school texts, for example.

The common practice is to teach isolated words infrequently used in the curriculum. We spend a lot of time having kids define words like “hollyhock” and “crystal” and “sarcophagus” and “utter”, when in fact they are completely disconnected from texts and from the curriculum themselves. We had them memorize words with narrow meanings to these words again not embedded in anything connected to the classroom curriculum. And again, these words are only taught in ELA classrooms.

Finally, about measuring vocabulary knowledge; the best practices would be to really pre- and post-test high-leverage words that are found in the curriculum. Use these assessments to measure vocabulary directly several times a year through end of year test, as well as formative assessments. Also, assess word use in writing and have these results shared with all teachers in order to address proper instructional approaches to these specific problems.

In fact, the common practice is to use an end of year standardized test, which is usually a test of comprehension. They measure vocabulary very indirectly through end of year state reading tests, and there is almost never a writing assessment unless it organically occurs at this end of year on the state reading and writing test. On these assessments, the results are shared only with the ELA teachers.

Our conclusion is that embedding systematic vocabulary instruction school wide in expanded learning time policy has the greatest potential to accelerate reading achievement of low-income students and English language learners. If we look at expanded learning time and systematic vocabulary instruction, they share common, underlying principles. They both use schools as the focus of reform, targeting high-poverty schools, believing that systematic curriculum should be aligned with content areas, and have classroom teachers actually deliver instruction during the regular school day as well as the expanded learning time. But of course, we need a rigorous experimental test of this strategy. Thank you.

MS. JENNIFER DAVIS: So I want to start by thanking Cindy and the Center for American Progress for her leadership and the organization's leadership on this important topic, on education reform, particularly, at this critical time.

I'm going to put a little bit of a context around some of our discussion to add learning time in schools across America, and focus on one particular strategy that my organizations in Massachusetts and then nationally are particularly focused on.

There are very important initiatives underway in a number of areas around time and learning, whether it is summer learning, which is critical, after school programs, or targeted interventions.

I'm going to talk more specifically about the movement to redesign traditional public schools to expand learning time by a significant amount of time that allows for a new approach to English language. This new approach ensures that we can cover the curriculum and have a well-rounded education for children to bring the arts back into the curriculum where they've been cut from some of the early schools.

I'm going to talk a little bit about what we did in Massachusetts to create that initiative, and then you're going to hear from one of our wonderful principals in Boston that is implementing it first hand.

We are now at the forefront of one of the key areas of education reform we've discussed. There are four core concerns that are really pushing to moving forward, of course, the unrelenting achievement gap we talked a lot about. This issue around improving teacher quality, in longer day schools, teachers have more time meet together, to think about students individually, and to spend time one on one with the students. There's a whole variety of research that talks about what teachers need to succeed at high levels for children. More time allows so many of those things to happen.

I'm going to show you some data on this narrowing of the curriculum in just a second. The bottom line is that schools today are not structured to meet their needs.

This is just one data point of this narrowing of curriculum challenge. And basically, under No Child Left Behind, what we have seen is a shrinking of time particularly in poor schools. Science, social studies, art, music, physical have been cut by one-third. Our belief is, in today's knowledge-based economy, we need to go in the opposite direction. We need to focus more on ELA and math, and make sure that our students are reaching proficiency but we cannot sacrifice those other subjects that are so critical to a well-rounded education.

So I wanted to show you this very stark data on some of the most successful charter school networks in the United States. I was on a panel last week with some of those leaders and the first question was: could you do what you're doing now without the added time? Could you achieve at the levels you're achieving without the added time? And every one of them said, no, we could not.

How can we expect that our traditional public schools in America can even come anywhere near to compete with some of these high performing charter schools without at least this component of more time? The next slide is just going to show you a little bit of the data.

These data show networks of charter schools, compared to their surrounding districts, with regard to math and ELA. They are out performing them at very significant levels. I'm not saying that time is the only factor. I'm saying that without more time, traditional public schools serving poor children are not going to bring students to proficiency at the rate they need to.

In 2004, in Massachusetts there was a state policy to redesign school schedules to add at least 300 hours to the schools' schedules for all students in those participating schools. Today, this year, we have 10 elementary, 4 K-8s, 11 middle, and 1 high school participating in the initiative. So we have 13,500 students with state funding to support the initiative and 30 schools that have plans that have been submitted to the state for funding to grow the initiative.

There was an annual report that has many more data slides in it. What we're excited to show is that across the schools that launched the initiative two years ago, we're seeing a narrowing of the achievement gap, particularly for middle-grade students. We're a

wealthy state. To compare our low-income students in these schools, to the state average of a wealthy state, on closing the achievement gap in both ELA and mathematics, is really promising early data. Again, there's more in the report.

The other thing that we've just recently released is a teacher report where 4,000 teachers were surveyed across Massachusetts. They identified time as one of the most important criteria for them to succeed at their profession. Those in expanded learning time schools felt that they did have a much higher range of adequate time in curriculum, whereas teachers in schools that didn't have added time did not. With regard to meeting the needs of all students, individualization is critical. The teachers are saying across the board that they need more time, particularly when they're teaching poor students.

I also want to say that academic achievement isn't the only thing that we're measuring or looking to measure in the future. All of our schools have partnered with organizations that have broadened opportunities for students. They fall into four buckets: one, health and mental health institutions; two, higher education institutions; three, art and cultural institutions; and four, community-based organizations that typically would offer after school programming. They're now integrated into the school and again. Dr. Salgado will talk about that in school in a few minutes. So it's a very exciting set of new opportunities for students in those schools because of those partnerships.

The national momentum is growing. We have state leaders in many states looking at the Massachusetts experiment, looking to implement a similar pilot. We've got court suits that are calling for more time for learning. We have local districts that have been experimenting and of course, over two-thirds of charter schools in America have more learning time as part of their schedule.

Cindy talked about the design principles. They're critical to the work that we do to support schools. We feel a planning process is critical for schools to step back and say we're going to redesign our school's schedule to better meet the needs of students. We are not going to look at just added time; we're going to look at how we're currently using time and resources. We're going to be very thoughtful about the balanced use of expanded time.

The key principles we see as this movement expands across the country are without strong evaluation and continuous improvement approach and so forth. We are concerned that we're not going to see the education impact we want to see, and so that is why we and CAP, together, developed some principles based on our experience and based on the experience of the high performing charter schools.

So I just want to take a minute to talk a little bit about ARRA. First of all, I've been talking to people all over the country and it is extremely clear that there is a great deal of confusion about ARRA funding, the timelines, how to access it, and it's very unfortunate.

It seems to me that between the national organizations representing states, principals, and contact people in the U.S. Department of Education better do a better job of clarifying.

School districts across the country are slashing budgets, not really fully comprehending the fact that there's another chunk of Title One money we have left.

We're starting to talk to state leaders primarily, with some district leaders as well. We basically laid out the fact that the core assurances that the U.S. Department of Education is looking at for all of the ARRA funds and the expanded learning time model I've just described can help them meet all of those goals.

We're talking about raising academic standards in America, making sure students are college ready. To do that, for example, you want every child in the eighth grade to get access to algebra. We're hearing from many people across the country who can't do it within the context of the current school schedule. We need more time.

This whole data system issue, it's wonderful that states are going to invest more in the quality of systems. I think that's really important. What we're finding on the ground is that teachers and administrators need more time to use data well. So that's got to be a critical part of this next phase of work.

Teacher effectiveness, I've talked about the importance of teachers having the time for professional development to meet in teams and so forth, and turning around low performing schools.

We do have a need, as the secretary and others in the earlier presentations have talked about, if you're completely blowing up the school, this is not a good initiative for your school. You've got to have some stability. You've got to have visionary leaders. You've got to have a strong relationship between teachers and the administration. You've got to have a trajectory moving in the right direction to really take on this kind of redesign in the traditional public schools. We feel that's pretty important, and we need to be honest about the fact that not every school can take on this very significant set of work. Again, Dr. Salgado will talk about that, because it was a very challenging transition for his school.

So we can get into the discussion later but just there are several parts of ARRA funds that can support expanded learning time initiatives. Of course, Title I, the School Improvement dollars for eligible schools is another \$3 billion that has not been released yet. The guidelines are being written as we speak. The same is true with local innovation funds and Race to the Top funds. The local innovation fund will focus on local districts and Race to the Top on the states. In the future there is the ESEA reauthorization and the TIME Act, which Cindy referenced, which we've been working on reintroducing in the next month. Again, we'll support initiatives in the future to expand this kind of work.

So I'm going to turn it over to Dr. Salgado. One month ago, I brought the Urban Education Task Force for the Governor of Rhode Island to visit the Umana School, Dr. Salgado's school. There were 15 leaders from the business, education, and legislature, as well as a broad array of folks from across the state serving on the governor's task force.

One of the many things that I heard said at the end of the day, was when a senior official from the State Department of Education turned to me and said, “I want to go to this school”. It’s not only an educationally effective environment, but it’s a very exciting place for middle school students who used to get out of school at 1:30 p.m. in the afternoon. They now stay until after 4:00 p.m., so it better be exciting. So now I want to turn over to Dr. Salgado.

MR. JOSÉ SALGADO: Thank you, Jennifer. I feel like now I have to perform. I am José Salgado. I am the proud and honored principal of the Mario Umana Middle School Academy in East Boston. What I want to talk to you about today is about how we went from being the lowest performing school in the Commonwealth of Massachusetts with 300 arrests of the middle school students a year, with about 700 kids, and about 500 suspensions a year of the students, to having zero arrests and to be one of the highest performing schools. Now we are obviously a national model.

We were able to do that because of the expanded learning time. I want to just echo the words that everybody has been saying. We just did not extend the day. That’s not what we did. We rethought it. We recreated everything that we did. And when Jennifer was talking about how difficult it was, it was also cultural change. It was a procedural change. It was a teacher training change. It was a health change for students and a change for parents. And this is what we did.

If we look at the context, the achievement gap in Boston it’s quite high. Out of our nearly 57,000 students, we have a majority of students of color. If you look at the achievement gap in Massachusetts, one of the things that they were talking about today is the dropout rate. Even though Boston has about a 21-percent dropout rate, the number that really frightens me is the fact that 40 percent of the students that we send from Boston Public Schools to college, drop out within the first year. So even though they have achieved this success in high school, we’re failing them because they cannot have access to higher education.

Let’s look at Umana. By the way, all these pictures are from Umana students and activities that have happened throughout this process, and I will explain those later. Just by looking at these pictures you can see that the majority of students of color. At the Umana, the majority of the students are Latino.

But most importantly, I am not looking at just data on academics. I’m going to repeat that. I’m not looking at only academic data. What happens when you a seventh grader and you’re overweight? They’re not going to be happy at school. Fifty-two percent of my students at the Umana are obese and 17 percent have juvenile diabetes.

Most importantly, [the] number of students who are homeless has doubled since the beginning of the 2009. But probably more detrimental to the students is that 50 percent of our students live in a house where there are 18 people or more. Where families, especially immigrant families, rent a three-bedroom and each family lives in one room. How do they do homework? How do they have a quiet time?

Only by addressing all of these impediments to learning, whether they are health impediments to learning, academic impediments to learning, language impediments to learning, will you be able to ensure that students actually are successful.

There is a story that I always tell, that it made me change the way I think about education. A student who had arrived from El Salvador was raped at her house, and then the mother then dragged her by the hair to apologize to the man who had raped her. She lived in one of those houses where there are multiple families. In her house, there were 22 people living in the house. When she was coming to school, she was really detrimental to herself. We created a whole comprehensive system to support not just Rita, but everybody. Rita is now a junior in one of Boston's public schools and has been accepted to Brown University next year. So that's one of our success stories.

How did we do this? It is not only about changing time. Students now are in the first year of the change. We told the eighth graders that the year before they were going home at 1:30 p.m., and now they're going to 4:30 p.m.

But this is what happened: We had an extensive learning after-school program, and out of the 700 kids, we had about 450 staying until about 4:00 p.m. in the afternoon. However, the 250 students that were not staying were the ones who were police involved and DSS involved. They were the ones with the lower scores. Extending the time was a response to the needs of the community, the needs of the students, the needs of the parents, and the needs of the teachers.

So we created a self-mechanism where we defined the way we felt about the academics of the school. And this is our academic program. What is important about the academic program is that the academic program puts the child in the center.

One of the things that we did in the expanded learning time is we gave two extra hours of mathematics for students and two extra hours of English language arts. And I only have two minutes but I want you to think of the populations of special needs students, regular students, and English language learners. I have 157 recent immigrants who are five or six years below level but they are 14 or 15. So we have a transition program, where we had actually doubled the time of the popular requirement of the states with English language training where also they're receiving instruction in math, science, social studies.

We have tutoring for students through several courses. I have about 400 kids that stay until 6:00 p.m. in the afternoon. Whether they're playing soccer or swimming or doing homework, et cetera, through our homework help program. We also have alternative educational programs, and this is where there the issue of partnership comes in. Someone had a question earlier, should there be expanded day for everybody and how do you make decisions about that? One of the things that we educators are very good at is giving kids more of what does not work.

What we decided to do is we changed everything in the school. So for instance, if you look at the academic programs for middle schoolers so they signed in sixth grade and all sixth graders receive a class called AVID. They learn organizational skills, how to ask questions, note making. We even changed that from note taking to note making, and how to use the notes to actually develop conversations, develop reports, all the sixth graders.

But more importantly is in regular class. All the teachers were trained in this so they way they make notes in science, math, social studies is through the same method. Most important, one of the things we did is in Mario Umana is made every teacher a language teacher. Every teacher is working on activities reading for comprehension, writing to communicate, and we're also differentiating instruction. So we have adopted the Wilson program for special needs students and English language learners in the afternoon.

And from the rest of the students we have a reading and writing course, which the goal is not just reading and writing, but the work actually is publishing. Students have published several things, doing newspapers and so on and so forth.

The mutual projects that we have in social studies, and I won't be able to talk about the all the academic programs, is my students are creating the first historical society of east Boston from their perspective, and that's the social studies curriculum. They also created the posters that you will see, the history poster here. The students from the Umana created it. They designed it, they understood the color of the ink, and those are the alternative programs. Before, we had kids in social studies classes. Now we have a humanity school.

For special needs students, we had two teachers in the classroom: the social studies and ELA. It's not just to reduce the classes; it's bringing another teacher into the classroom. The students were studying the same thing in math, science, social studies, ELA, music, art, dance, and created several different projects and integrated all of this.

When we look at data, we also look at BMIs. We also look at all these data. It is a very strong program of teacher training. What has the expanded time allowed me to do? I now have 5.4 hours a week with all teachers.

So how do we use that time? Every Tuesday, we have a child study meeting where I also have two full-time trauma therapists. I'm not therapist. I'm a very good principal but I'm not a therapist. So we went and we brought two full-time trauma therapists who deal with these issues of our students. We have interventions at every level. We run a class called "trauma drama" run by the Trauma Center. And we have several ways in which we are really allowing kids to become the human they were meant to be with all of these interventions.

However, in order to do this, we also have a wellness program. Again, if you come to this school, it runs from 7:00 a.m. to 6:00 p.m. It's not expanded at any time. It's not an add-on. It's not something that happens at some time. It's the way we think about schooling.

So in order to do that we have a series of mechanisms and support systems that support the social emotional culture and the environmental development of students.

So how does that look like? So in the child study meeting every Tuesday we look at student work. We create a portrait. There's a person that does this. And we create systems so some of the students there are sent to, for instance, a therapy group. For example, for kids whose parents are divorcing or they just came here after they had not met their parents for 10 years because their parents came first and now they came. So we have a lot of support for these families as well as support for the students.

And how does this look like? So part of the wellness program, I just want to say, is the academic program. We don't see those as two separate things. When a kid gets in a fight with another child, instead of all the adults intervening, we have a school-wide peer mediation program. It is actually students from the high school, which is just over the street, come down. We don't really have discipline issues. It's something, today is May 18, and I have 12 suspensions and zero arrests.

Individual therapy, therapeutic groups, mentor classes, single-gender classes and every teacher is now training in what we call positive behavior management. We never say no. We never yell at kids. We always approach this with: Are you okay? It's the first question we ask. What's going on that you're acting this way? Ninety-eight percent of the time there's something happening with them. And we then create mechanisms to support them throughout the day.

But we also have nutrition classes. We post the caloric contents at the cafeteria of everything they're eating, and we have a chef that we got through our grant. And last week, lunch was the squash with nut crême sauce. How many of you have had that in your cafeteria?

But most importantly, we have reduced the caloric content of the food by 40 percent. So we only use whole-grain bread, we use whole-grain rice. We have diversified the food so we set hot sauce and we have no wasted food. We have more fruits and vegetables. And the most popular vegetable at the Mario Umana is collard greens. Try that in middle school.

And how we've done that is because the kids are also having a cooking class and they're partly deciding what they eat. In my philosophy of education, I'm less interested in democratic theory and more interested in democratic practice. And so the kids are deciding on their classes. They are deciding on the foods they eat, how they spend their time.

And then the other aspect is the way that the teachers look at student work. We have curricular meetings on Thursdays, and we have a general meeting on Friday where different things happen.

What were our outcomes? We had improved our proficiency scores. We had increased promotion rates. Before we had middle schoolers who took five years in a three-year school, but they were there for five years. We have reduced that completely. Improved the performance in grade levels, but we also have attendance. When I arrived, it was 70 percent attendance. We have 98 percent attendance now.

We have decreased discipline referrals, increased leadership activities for students. This is a picture of one of my students. Police came to his house, raided the house at 2:00 a.m. in the morning and threw the drugs out. Now, he's one of the top students. He's now going to one of the academies, has gotten scholarship to do work in after school. But we have also lower BMIs. We have vision screening. We have access to information.

And most importantly, to engage the parents, I have a parent school twice a month. You know, when I first arrived, the parents had keys to the building. How is that parent engagement? And that didn't make sense to me. What we do now is we train parents first of all how to support their kids, even if they do not know the content, how to support them in their academics.

So we teach parents, that yes, in San Salvador, in Central America, you still walk two or three miles a day, now you don't. We need to change the way we eat. A class marker in Central America is junk food, because it's very expensive in Central America. They come here, and for \$1 they get a two-pound bag of Doritos. So what do the kids eat? And so we retrained the parents in all these things.

For those of us who want to see what happened, these are my results. I want you to look at the 1 percent advanced to 9 percent advanced. They went from 58 [percent] warning to 42 [percent] warning in the time that we have had expanded learning time.

And anecdotally, the kids don't want to leave. They say, why do I want to go home? It's boring. The teachers have reported that this is the best year of their lives teaching.

I have a fantastic school. I invite you all to come. We are doing fantastic things and there are some new plans for next year and increasing now. We have to separate lunch, snack, and dinner for the students. So thank you very much.

MS. BROWN: This is great. It's a very diverse panel. They're talking about quite an array of topics but it's always – it's fantastic that we can hear about a school that is using these strategies fairly wisely. Claire, do you work with this school at all?

MS. WHITE: Well, José and I go way back. We were doctorate students together, actually. I actually tried to promote my academic language program in Umana and José refused me because I had to take over, so I'm going to work on it after the presentation. He has been very kind, and he's one of our comparison schools. We have eight Boston public schools that are participating in our intervention, and José at Umana is one of our comparison schools.

MS. BROWN: He might outperform you.

MS. WHITE: That's going to be a problem.

MS. BROWN: José, I wanted to ask, are you using technology in your school? I think I really heard you discuss it. I really urge you to read Cathy's paper because it really gets into this issue of virtual learning in a much deeper way than at least I have been used to looking at it. So I'm curious what you think.

MR. SALGADO: Let me answer that question in the context of how I thought about it. One of the things that I'm interested in is the achievement gap. I'm more interested in the access gap. How much access do poor Latino students have to theater, music, dance? So I also have classes in music, dance, and theater, we go to the museum and so forth.

But the other thing is that we do not think that we wanted the students to use computer only for Facebook, or whatever kids are doing now. We want to teach them that typing is actually a tool for learning, a tool for research. One of the things that we are doing is that instead of creating a class separate for technology, we have brought technology into every class. For instance, in social studies, the presentations are done in PowerPoint. In mathematics, they have to learn spreadsheets, and it becomes part of what they do.

One of the things that our special needs students were working on is a project to design a play. And with the teachers, they designed the set on CAD. That is how we're using technology. I don't want to personally use technology for students as a game, but also to learn and create knowledge.

MS. BROWN: Cathy, is it the younger teachers that are more open to working with technology and virtual learning? Where do you get the most resistance?

MS. CAVANAUGH: The profile of the virtual teacher is a little bit younger than the average teacher in the U.S. It seems that they kind of gravitate with the technology maybe a little bit easier, or they're going online themselves and grew up with the technology. But there are some veteran teachers who are master online teachers as well. What the virtual schools are beginning to find is that having experience in classroom teaching helps, but it's not a critical success factor in being an effective virtual teacher.

One of the major factors tends to be a student-centered orientation. So the virtual schools are not looking for people that necessarily have the technology skills. That's something that they can acquire easily. They're looking for people who want to interact, who want to work with students, want student success, want to be able to work with them one on one, know their content areas, and know how to teach it. These schools are looking for people that share a lot of the same skills that we want to see in the classrooms.

In terms of resistance, I think that resistance comes from people who haven't experienced virtual education or haven't talked to someone who has experienced it one on one. There

tend to be misperceptions based on some models that we might hear about that don't represent quality or effectiveness, or even what's going on in the mainstream.

MS. BROWN: Great. My last question and then we'll open it to the audience. I get very concerned about early reading and lack of focus on comprehension and the relationship of building vocabulary through comprehension.

Claire, I sometimes worry that we go through these fads, and that we can't seem to deal with high schools at the same time we're dealing with early literacy. I want to stop sending kids two or three years behind into middle schools and high schools. And I wonder, to what extent you think your message is it penetrating? Do you see us making more progress?

MS. WHITE: Well, though the middle school focus at this point, I don't know if I can speak to whether or not this message is being refused at the lower grades. I think we're sort of battling what's sort is the inoculation model, where it was good enough to sort of teach kids how to decode and once they learned, they cracked the code everything sort of fell into place.

So I think that there definitely is going to be a push for greater development for language proficiency starting hopefully in pre-K. But what I think is the real issue is teacher professional development in this area. A lot of teachers know, unfortunately, very little about language and language development. There's been a focus on reading without the language components. So I'm hoping that teacher training programs and professional development really focuses on K-12. That oral language development has to be the most paramount focus in early literacy.

MS. BROWN: Actually, I have one more question. So José, what's going to happen to kids when they go into high school?

MR. SALGADO: That's a really good question, but you know, the impact of expanded learning time has been only a positive one. So one of the things that happened is that the students at the Umana very politely, and we were training them for that, went to the principal of the high school and asked for different food and asked for different teachers. Most importantly, they also now have AVID at the high school and other high schools have adopted that. So it has made the students not just recipients of knowledge, but most importantly constructors of knowledge for themselves so they are now the ones asking what they deserve.

MS. BROWN: They're the ones that are going to reform their high schools. That's great. So questions from the audience. Wait for the mic. Say who you are.

Q: Claudio Sanchez from National Public Radio. If I may ask a couple of questions. I had a question for the Umana school. Isn't there a fear that you will lose so much of the things that you taught once these kids enter ninth or tenth grade, because here you were talking about changing high schools, which is an extraordinarily difficult thing.

The second question is: we're putting together a series on second generation, U.S. born, immigrant children of Chinese and Dominican parents. And now I was struck by the fact in Boston, so many of these kids who were native born are still arriving at least in high schools, ninth grade, with incredibly poor language skills. Every ELL teacher we've met said that academic literacy is non-existent, at least in these cases. They may seem to speak as an English speaker, but once they read a textbook or need to write an essay, their language just falls apart.

And I wonder whether both Professor White and Dr. Salgado, could address what's going on. Why is Boston still struggling with kids in terms of the language? And I'm sorry. One final clarification. Didn't Boston just become majority Latino, so your data is a little bit outdated?

MR. SALGADO: Yes.

Q: Okay.

MR. SALGADO: I don't think that Boston is unique in this. I don't think that we need to look as a special system. I think that if you look at the 10 largest cities in the United States, they have 90 percent of the people of color in this country. And that if you look at the literacy rates in Chicago, L.A, Florida, and Houston, they mimic Boston Public Schools. I think that the difference is that the training that principals and administrators must have. It must be about, first and foremost, the understanding of second language acquisition.

You are quite right, Mr. Sanchez. Many people often think that because a person can speak fluently, colloquially almost, in the second language, it gives him or her the ability to actually construct concepts in their heads in English and be able to use these concepts to create new knowledge. I think that that is we have failed at this as a nation, and it has happened for several reasons.

One of problems that we have in the Commonwealth is that we have eliminated bilingual education. We had known that more students are dropping out because of the ending of bilingual education, which I think is a tragedy. I mean, we are the industrialized nation that has the majority of people who do not speak another language. Even in Latin America, the educated classes are at least bilingual. And, in Europe, most people speak several foreign languages. We are fighting here. We have immigrant children come into the United States we spend a lot of money for removing that first language. And they would spend a lot of money again in high school to teach a second language as part of the language requirement for high school.

It is about rethinking of education, because we also have foreign language program at the Umana. We need to think about how do we use the strength that children already have in their native language? For the 157 students that I have, we have native literacy. You cannot acquire a second language when there's no understanding of the first language and

that happens to English language learners. Especially for the ones who speak one language at home. They make meaning of the word in one language, and go to school to be recipients of another language.

It has to be the way we think about teaching, where the students are actually really at the center where we develop language. We have clear benchmarks of what it is they should be able to do and how to construct knowledge and make meaning in a different language.

That's the part in which I want to answer your question. Are we failing students? Definitely. It is just Boston? No. But we need to rethink the meaning of education. We have to rethink our pedagogy and especially in intercity schools. We cannot treat English language learners from the Dominican background the same way we treat English language learners from a different ethnic and cultural and linguistic background, Chinese, Haitian, Creole, Vietnamese, or Somali.

It has to be treated in a manner in which we consider the whole child. Well, I believe in that, but I had to create a school that actually did address the whole child individually. By eliminating bilingual education, or for not having access to enrichment activities, these students are not going to perform. I mean, the idea of having glass making at the Umana, and ceramics and pottery is an issue of access to culture and cultural capital. Having Shakespeare & Company be part of the school is an issue of culture and language.

So we have integrated all of these things and you see the data that the data will be that minority students are performing equally as native speakers. Does that answer your question?

MS. BROWN: Very good.

MR. SALGADO: Thank you, sir.

MS. WHITE: Well, clearly, this is what's missing from the majority of underperforming middle schools in Boston, where I spend a lot of time. If you look at the data on adolescent English language learners, 57 percent of them are born in the United States. So clearly U.S. public education has failed these students.

ELLs need more oral language development. They need more reading. They need more writing. They need more opportunities to speak and from classroom observations. From my 12 years in the Boston Public Schools conducting research, I have found that there are very few opportunities for these students to engage in meaningful activities and develop their oral language proficiency to the point where they can access English text and write proficiently in English.

And what we also found in the middle schools. We obviously we didn't go to José's school, because what we found in most of the underperforming schools where we've been, is that vocabulary is not usually taught. Oral language development rarely occurs.

There's a lot of silent reading. There's a lot of teacher-dominated classrooms when, in fact, the ELLs need clearly a very, very different model.

And again, when I was mentioning the common practices in traditional school days, science, social studies, and math teachers need to become language teachers as well. Math is word problems. There are studies that show that a lot of ELLs know math, but they can't access or display their knowledge because they cannot decipher what the word problem says because of the cultural and linguistic demands.

And of course, ELA teachers and ESL teachers have been given the de facto role of promoting oral language and vocabulary and academic literacy when, in fact, it really has to cross both the content areas across the curriculum. And I hope that answers your question.

Q: The Josh Quincy School in Chinatown, for example, swears that without those cram schools that parents pay for, their kids would be much farther behind in language for English language mastery.

MS. DAVIS: I mean, I worked with the Quincy schools. I think the bottom line is they need more time. Now, if you look across Boston, some schools are doing before-school programs, some schools are doing after-school programs, some schools are doing it at the end of the day. Some schools have created partnerships with groups like Stepping Stone, and others that have intensive programming beyond the traditional school day throughout the summer. So I think the bottom line is that if you're expecting to take any group of students, particularly those for which English is not their first language, and move them toward proficiency and to proficiency, we need more time in a thoughtful, focused, quality way.

Q: So why not have cram schools for Latinos?

MR. SALGADO: Are you suggesting that we put Latinos in different schools and segregate schools? Personally, if I were to speak as a middle school principal, I think that my kids come to school already from seven to six. Even though Fridays are shorter days, I also want my students to have social development and be team leaders, and spend time with their families and so on and so forth on the weekends. If I didn't have expanded learning time, then I would consider that. But I'm not sure that I can say we need to do this for Latinos. I think that we need to read the context and the problem at each location. And what I talked about today is my response to the needs of the Mario Umana. If I were in Baltimore, or if I were in Houston, my response would be slightly different to the needs of that community.

MS. BROWN: All right. Claudio had three. The woman back there.

Q: Hi. My name is Erica Lee. I'm with the U.S. Education Department. José, I had two quick questions for you. One, it sounds really wonderful and I'm wondering how much it

costs per person. Also, how does that figure relate to the other schools which are located near you? What the average cost is of your school district?

And then, the second question, because Massachusetts has very high state standards, I'm wondering if your school is meeting AYP. If it's not, I'm just wondering, how is that changing what you're trying to do? Is that helping or that's hurting education?

MR. SALGADO: I'm going to answer about the funding first. We get an allocation of \$1,300 per kid, even though after our analysis, it actually costs about \$2,700 per kid. That's why we use partners like Citizen Schools and Tenacity in order to do that. But also it's going to be an equitable education. So it's not that the partners just come in. The partners have the same rules as the school. They are introduced as teachers. They have classroom space. So it's really an integration of them into the school of the community partners. It is what actually makes it work.

The kids don't know that their fifth class is actually taught not by a Boston Public School teacher, but by whether it's Healthy Kids or Let's Get Moving. And the allocation serves also to pay extra for teachers and the time that they do that, and also to pay some of the other partners.

In regard to AYP, you know, I sometimes feel like AYP is like a subprime mortgage. You'll never be able to pay that. It keeps increasing. So even though I have a humongous increase that you saw, if you look at the formula of AYP, my increase for next year has to be even higher.

Right now, I'm using other formative assessments in order to be able to actually understand what the kids are doing. And my hope is to really have not only made AYP, but do right by the kids. Because for me, the bottom line is: where are my kids five years from now? How are we creating mechanisms so that our students won't be behind in high school. This cannot be just at middle school or elementary. And the issue with high schools is: How are you going to deal with work programs for 16-years-olds who want to work and have to have work in the afternoon? It will require a lot of thinking about that.

I was also thinking about what the proficient student should be able to do at the end of 12 years of education? I think that we haven't answered that question.

MS. DAVIS: Just on the financing issue, the Massachusetts Expanded Learning Time Initiative provides \$1,300 per child for every child in the 26 participating schools in Massachusetts. We estimate nationally the cost to add at least 200 more hours to be between 10 and 15 percent more than the annual per child, per state allocation. There is a fact sheet on Umana that gives you another set of data that also shows the wonderful trajectory. But you are right. I mean, Massachusetts is the head of the game in America with regard of how we compare to NAEP. We have very high standards. We still have a long way to go, but we're trying to push the envelope with initiatives like this.

MS. BROWN: The woman back there.

Q: Thank you. Yes. My name is Annabelle. I'm a mental health provider. However, I have worked with two school districts in Seattle and D.C., and after my undergraduate degree, I moved to Boston and served in Boston Public Schools not a long time ago. That was quite an experience.

I'm very glad to hear about the inclusion of parents in this process for the child, to educate the children. I pushed it sometimes, setting programs in schools in Seattle, and home-based work in D.C.

My question is when you talk about language learning, ESL. Alexander, where I live is fighting and struggling with this problem, as are other major cities. Is it voluntary? Or do you mandate that parents learn English? I've worked with Head Start and I love it, but you can't mandate the parent involvement. I think the child is learning English and speaks oral language at the school, but goes home to the native language because the parent can't speak English. You have a breakdown in the learning process, comprehension, and whatever. High-tech is great, but I worry the kids can't think or problem solve or communicate without a computer or a laptop, or whatever else is out there.

So how do you work with that? That is a problem, the parents' inability to speak English help the children when they come home from school.

MS. WHITE: Can I speak to that just for a minute? I think it's really important for – and to be clear that the child's native language is being – (inaudible) – as developed as possible for effective reasons, clearly. But anything that happens in the family that involves the school-valued behaviors, like book reading, et cetera, I mean all of that, no matter what the language is, of course, translates into the school setting. But, you know, if you're literate in one language, it's easy enough to become literate in the second language. So I would sort of disagree with you on a couple of counts. I certainly wouldn't want children going home to a very silent home where low-level English is being spoken.

To get back quickly about having parents learn English, I mean, having been an ESL teacher for many, many years in adult education, there are two-year waiting lists in the places where I used to teach in Boston. And so I don't think it's for want that they haven't learned English. I think it's because of access and really opportunities. I think if it was mandated, that as many English programs were available to these parents, they would be filled to the brim. There is nothing that they would like more than to help their children.

I also think that I could speak to and José can speak to this. Parents came here mostly for their children and for their education. And the big difference is that in America, the school is the locus of the teacher and the home is moral development. Now, about 20 years ago or 30 years we had this holy notion of parental involvement which involves reading at home, teaching your kids. I'm a middle-class parent whose child has a lot more currency

than the parents who speak Spanish and don't know how to navigate the U.S. school system.

Public education has to be a leveled playing field for everyone. So those children should be getting as much English and quality instruction as any middle-class child. I think what we've done often to poor parents, non English-speaking parents, and immigrant parents is that we're making them responsible for what the schools aren't providing for them.

And so I used to work in the Department of Education in the English Language Learner Office and I would get teachers saying to me, oh, these parents don't read to their kids. And I would say, let's say they don't. What are you going to do about it? It's really not something that you can mandate parents to do. Parents want to help their children.

And as José can speak to this. He is teaching the parents how the U.S. school systems work, what parent involvement means here. It is really disrespectful in Latin America to tell the teacher what you want for your child. Here, of course the obnoxious middle-class family goes in and demands every afternoon what he or she should be doing for her very special child. That middle-class parent could never tolerate the schooling that some immigrant children are given on a daily basis in under-performing schools.

I think José's model, training parents, so you can look at a picture book and have them ask the kids questions without actually understanding the English language. I did this for my dissertation as well. I think we should stop putting the emphasis on parents, especially poor, immigrant parents who have struggled so hard. I think there's too much that's been placed on the children here.

Q: I agree with you and I think we have to look at the cultural issues of the children from other countries with respect. Now, I've worked with these families in school, out of school, on the streets, in their homes, what have you. However, we have to also look at this is our culture. If I go to Latin America, I respect your values and mores, and you come here, these kids have to assimilate. Because you've got gang problems, I don't care what you say. These kids are in trouble. José, you are doing a wonderful job. Boston, I'm so surprised having lived there seen the Boston education system.

But we have cultural issues. We have family issues. We have assimilation issues in this country that many people don't get, don't understand. When I say I had Head Start parents who wanted to see me privately and that's uncomfortable to a white person. They don't get it. You know, and I get it. You know there different cultures. So I kind of disagree with that. And I think we need to have a look at that.

MS. BROWN: All right. So we don't agree on that. Another question? Right there.

Q: Yes. My name is Chris Bradshaw. I'm a co-founder and executive director of Dreaming Out Loud. We're a nonprofit here in D.C. I have a question for the panel regarding No Child Left Behind and the schools partnering with community-based organizations and other nonprofits. What implications do the requirements for highly

qualified teachers, and highly qualified care professionals have for organizations who want to work with the students?

MS. BROWN: That's an interesting question.

MR. SALGADO: I'll take that, Chris. You are asking for probably one of the key elements of the success. One of the things is that it's not bringing partners into a building, because then it becomes a separate entity within the school and confuses children because then you have two philosophies, two approaches. You may have different standards of understanding how a child actually learns.

That's one of my goals. To really think that more fairly, what we have done at the Umana is one philosophy, one approach, one system for all the time that they're there because it's bringing the partners into the organization and negotiating the political part. You know there are theoretical things that are very important, but they didn't have the time to get into that. But we're also asking ideological issues. When a partner, for instance, thinks that students only learn by doing, how does that jive with the schools thinking? What skills are we actually teaching?

I don't think that you can do it in schools. This is my own belief. You cannot have two philosophies, two approaches in a school. What you should have is a different variety of options for students to adjust how they learn. So for instance, Citizen Schools provides apprenticeships for my school. Our students are working at the Anti-Defamation League. They're actually producing marketing for products so they create chocolate themselves and other uses of marketing and all those things. But it's also within the mechanism of the theory of learning that Boston Public School uses.

So that's something that is very important and I hold dear. You cannot have somebody who is alternating or has a different approach to discipline, for instance. We don't yell at kids. We have a system of discipline and if someone comes and changes it, it is really disruptive. So, in order to do that as a nation, as a culture, we need to have a definition of what we want the student to be able to do, and what skills should they have, by the end of 12 years of education.

MS. DAVIS: And if I could just say across 26 schools, this initiative has created a number of very good questions for the State Department of Education, and they tried to be incredibly flexible. But let me just say, they're not being flexible about it. Core subjects must be taught by certified highly qualified teachers. That is the standard and that is the goal.

But José is referring to the fact that students in these schools have a vast array of other opportunities, enrichment programs, art, music, and so forth. Many of those are taught by professionals from the community, by partners who are in businesses, doing apprenticeships and so forth. And so we figured out a way through this framework in Massachusetts to really make both possible, but in the context of a redesigned school day with an integrated model which is quite different and very important.

MS. BROWN: All right. We're down to our last question.

Q: Yes. Hi. I'm from D.C. Public Schools. I'm originally from Massachusetts, so it's great to see the cutting edge work that you're doing in education in my home state. I wanted to just make a comment in terms of replication of models that actually do work. What's being done in the Boston Public School system to replicate the Umana approach to the holistic child model of education?

MS. DAVIS: We've created a replication approach in supporting schools, not only in Boston, but other parts of the state, to basically working with the State Department of Education to go through a redesigned year-long process to recreate the schools' schedule and their approach to teaching learning.

Boston has four schools currently that are part of the initiative. And the superintendent has indicated possibility expanding this to all middle schools, if possible, in Boston. There's a movement which José can talk about more, a body of middle school principals to embrace this model, again, throughout the system for middle schools. We're encouraged by that. I think it's exciting. And we, as an organization, are now putting in place the ability to replicate beyond Massachusetts.

MS. BROWN: Okay. I think this has been a great panel, very informative. I want to let you all go to lunch now which will be in conference rooms C, D, E. Just turn left. By the way, you are interested in a vegetarian meal, let the wait-staff know. The most important thing is that you return here at 1:30 p.m. because we want to start on time to look more deeply at the issues of teachers and teacher effectiveness. So thank you.