

# TIME TO LEARN

## THE EXPANDED LEARNING TIME SUMMIT

Friday, December 5, 2008

The Westin Boston Waterfront  
Boston, Massachusetts

HOSTED BY:

Massachusetts 2020  
Massachusetts Department of  
Elementary & Secondary Education

## AGENDA

Friday, December 5, 2008

7:30 am  
Grand Ballroom Foyer

### REGISTRATION

8:30 am – 10:15 am  
Grand Ballroom A/B

### PLENARY SESSION

#### Featured Speakers:

Jonah Edelman – Executive Director, Stand for Children

Jon Schnur – Co-Chair, Obama Campaign Education Policy Committee, and CEO  
and Co-Founder of New Leaders for New Schools

Commissioner Mitchell Chester – Massachusetts Department of Elementary & Secondary  
Education

Representative Patricia A. Haddad (D-Somerset) – Massachusetts House of Representatives

Jennifer Davis – Co-Founder & President, Massachusetts 2020

Chris Gabrieli – Co-Founder & Chairman, Massachusetts 2020

Sherri Carvalho – Teacher, Frank M. Silvia Elementary School

Valeria Lowe-Barehmi – Principal, James P. Timilty Middle School

Eric Schwarz – Co-Founder and President, Citizen Schools

10:15 am – 10:30 am

### Break

**10:30 am – 11:45 am**

**BLOCK ONE SESSIONS**

Commonwealth A	Leading and Supporting Innovation: Superintendents and Union Presidents Discuss Expanded Learning Time
Commonwealth B	An ELT Primer: What Exactly <i>Is</i> Expanded Learning Time?
Commonwealth C	The Power of Partnership: A Strategic Approach to Engaging Multiple Partners in an ELT School
Grand Ballroom C	The Seven Hallmarks of an Effective ELT School: Using the ELT Expectations and Indicators
Grand Ballroom D	Using Data as a Gift Instead of a Club: How ELT Schools Use Data to Inspire, Motivate, and Lead
Grand Ballroom E	The Future of Education Reform in Massachusetts: Expanded Learning Time and Other Innovations
Otis	The Evolution of an ELT School: Three Years at the Kuss Middle School
Stone	Innovations in Mathematics: Beyond the Basics
Webster	Focus on Literacy: Using a School-Wide Literacy Block to Engage All Learners
Faneuil	Educating All Students to Success: English Language Learners and ELT at the City View Discovery School

**11:45 am – 1:00 pm**  
Grand Ballroom A/B

**LUNCH WITH FEATURED SPEAKER  
MASSACHUSETTS GOVERNOR DEVAL PATRICK**

**1:00 pm – 2:15 pm**

**BLOCK TWO SESSIONS**

Commonwealth A	What It Really Takes: Expanded Learning Time from the Principals' Perspective
Commonwealth B	Case Study of Framingham: Lessons from a District Planning for ELT
Commonwealth C	Using More Time to Prepare Today's Students for Tomorrow: ELT and the Development of 21st-Century Skills
Grand Ballroom C	The Seven Hallmarks of an Effective ELT School: Using the ELT Expectations and Indicators
Grand Ballroom D	Collaborative Planning Transformed: How One School Uses More Time to Continually Improve Teacher Practice
Grand Ballroom E	When ELT Comes to Town: Connecting ELT Schools and the Broader Community
Otis	Schools <i>Can</i> Address the Socio-emotional Needs of their Students: A Living Resource Guide
Stone	Innovations in Mathematics: Beyond the Basics
Webster	Supporting Students with Special Needs: How More Time Allows for Innovative Practices and Tailored Instruction
Faneuil	Saving Social Studies: ELT Schools Explore New Terrain to Teach History and Civics

**2:15 pm – 2:30 pm**

**Break**

2:30 pm – 3:45 pm

**BLOCK THREE SESSIONS**

Commonwealth A	What It Really Takes: Expanded Learning Time from the Principals' Perspective
Commonwealth B	Surviving and Thriving: The First Year of ELT at the PE Bowe School
Commonwealth C	ELT Planning 101: How to Get Started Redesigning and Expanding Your School Day and Year
Grand Ballroom C	Way Beyond Filmstrips: Using More Time to Integrate Technology Across the Curriculum
Grand Ballroom D	Using Data as a Gift Instead of a Club: How ELT Schools Use Data to Inspire, Motivate, and Lead
Otis	Bringing Afterschool Into School: Deep Partnerships with Multiple ELT Schools
Stone	It Isn't Either/Or—Arts are Core!: Integrating the Arts into an Expanded School Day
Webster	Ready to Learn: Health and Fitness in ELT Schools

## SESSION DESCRIPTIONS

### **An ELT Primer: What Exactly Is Expanded Learning Time?**

New to ELT? Not sure if it's school reform or afterschool? This session will fill you in on the ins and outs of the Massachusetts Expanded Learning Time Initiative from its humble beginnings to its current status as a model for states, districts, and schools around the nation. Learn what it is, how it works, how it is being evaluated, and the lessons learned along the way. This session is appropriate for anyone interested in getting an in-depth look at the initiative, including teachers, administrators, policymakers, elected officials, state leaders, community members, and parents.

*Speakers: Ben Lummis, Massachusetts 2020; Sarah McLaughlin, Massachusetts Department of Elementary & Secondary Education*

**Block One**

**Room: Commonwealth B**

### **Bringing Afterschool Into School: Deep Partnerships with Multiple ELT Schools**

This session will present a case study of how one organization, Citizen Schools, has adapted their well-established afterschool program to partner with three ELT schools in three distinct ways. A key partner in the ELT Initiative since its inception in 2005, Citizen Schools has worked with their school partners to focus and refine their model to meet the changing needs brought on by ELT for students, families, teachers, and program staff. This session will take an in-depth look at the three models they have implemented, with a focus on the evolution of these partnerships over the past three years, as well as highlight the benefits and challenges involved in this “deep partnership” approach from both a partner and school perspective.

*Moderator: Emily Raine, Massachusetts 2020*

*Speakers: Stephanie Edmeade, Clarence R. Edwards Middle School; Carol Keenan, Salemwood K-8 School; Pat Kirby, Citizen Schools Massachusetts; Moriska Selby, Clarence R. Edwards Middle School; Alison Stahl, Salemwood K-8 School*

**Block Three**

**Room: Otis**

### **Case Study of Framingham: Lessons from a District Planning for ELT**

This session will focus on the planning process for two Framingham Schools that led to successful implementation of ELT beginning in August 2008. Staff from the Brophy Elementary School and the Cameron Middle School will share lessons learned from their extensive planning process and how they have now transitioned to their first year as an ELT school.

*Moderator: Tony Caputo, Massachusetts 2020*

*Speakers: Margaret Doyle, Brophy Elementary School; Aisling O'Neill Falzone, Cameron Middle School; Judith Kelly, Cameron Middle School; Dawn Mendelsohn, Framingham Public Schools; Kathryn Reilly, Brophy Elementary School*

**Block Two**

**Room: Commonwealth B**

### **Collaborative Planning Transformed: How One School Uses More Time to Continually Improve Teacher Practice**

Successful collaborative planning time requires thoughtful design, dedicated educators and TIME. Since they started implementing ELT two years ago, classroom teachers, special educators, and curriculum coaches from the Martin Luther King, Jr. School in Cambridge have dramatically improved their approach to planning math and English lessons together. Join this session to learn how additional time helps teachers use collaborative planning to improve teacher instruction and student learning. Session leaders will share key activities, the structures used to make collaborative planning effective, and how they have improved their work from very humble beginnings in their first year of ELT.

*Speakers: Tori Corpas, Christine Fetter, Joan Kerwin, Kelly Langan, Monica Leon, and Frank Schaeffer, Martin Luther King, Jr. School*

**Block Two**

**Room: Grand Ballroom D**

### **Educating All Students to Success: English Language Learners and ELT at the City View Discovery School**

After two years of implementing their expanded day, City View Discovery School in Worcester has many stories to tell about better meeting the needs of its English Language Learner (ELL) students. A panel of practitioners will describe their experience with ELL students before the school began implementing the expanded day, how its ELL program changed during the first year of the expanded day, and the development of the ELL lab that is now a centerpiece of their approach. Different challenges and solutions will be addressed. The panel will detail how the use of differentiated instruction and variable grouping (among other strategies) can aid in tailoring instruction for students who are learners of the English language.

*Speakers: Albert Ganem, Lynda Ganem, and Elizabeth Iandoli, City View Discovery School*

**Block One**

**Room: Faneuil**

### **ELT Planning 101: How to Get Started Redesigning and Expanding Your School Day and Year**

This session, designed for schools newly interested in ELT, will provide participants with an overview of the ELT planning process including some suggestions for launching an inclusive process that builds school and community buy-in. Participants will review the steps involved in planning, key milestones in the process, a suggested timeline, and strategies for communicating with key stakeholders early in the ELT planning process. Participants will also hear first-hand from an ELT principal about the process she went through to open as an ELT school this past September.

*Speakers: Claire Kaplan, Massachusetts 2020; Pat Massa, Garfield Middle School*

**Block Three**

**Room: Commonwealth C**

### **The Evolution of an ELT School: Three Years at the Kuss Middle School**

Come to this session to get an in-depth look at a school in its third year of ELT implementation. Hear how the Matthew J. Kuss Middle School has transformed from the first school labeled “chronically underperforming” by the state to a school with a Gifted & Talented program and an ever-increasing enrollment by adding time, expanding their curriculum, and deepening student and teacher relationships. These ELT pioneers will share their lessons learned and how ELT changed and evolved from its first year to now and what they are thinking about for years four and beyond!

*Speakers: Sarah Chapin, Tom Coogan, Andrea Mullarky, Nancy Mullen, and Ken Ward, Matthew J. Kuss Middle School*

**Block One**

**Room: Otis**

### **Focus on Literacy: Using a School-Wide Literacy Block to Engage All Learners**

This session will highlight the implementation of a two-hour uninterrupted literacy block at the Jacob Hiatt Magnet School in Worcester. Participants will learn about the rationale for the model, logistics of implementing such a model, and how to include the whole school in teaching literacy. Classroom teachers will share activities and routines that allow for better differentiation and a more complete literacy curriculum at both the primary and intermediate level.

*Speakers: Patricia Genese, Mary Labuski, Kim Langhill, and Ann Ruchala, Jacob Hiatt Magnet School*

**Block One**

**Room: Webster**

## **The Future of Education Reform in Massachusetts: Expanded Learning Time and Other Innovations**

Join key Massachusetts educational leaders as they discuss the current state of education in the Commonwealth and what it will take to support and move forward with deeper innovation even in tight budget times. This distinguished panel will share their perspectives from the business, government, and higher education sectors.

*Moderator: Chris Gabrieli, Massachusetts 2020*

*Speakers: Representative Patricia Haddad, Massachusetts House of Representatives; Jackie Jenkins-Scott, Wheelock College and Commonwealth Readiness Project Tri-Chair; Secretary Paul Reville, Massachusetts Department of Elementary & Secondary Education; Robert Richardson, Intel Corporation; Anne Wass, Massachusetts Teachers Association*

**Block One**

**Room: Grand Ballroom E**

## **Innovations in Mathematics: Beyond the Basics**

This workshop will focus on how to use more time to deepen math understanding. Using the Every Day Counts Calendar Math program, the Frank M. Silvia Elementary School goes beyond the typical textbook and adds math enrichment to help students understand the math standards more thoroughly. Workshop leaders will explain how their new approach to math has benefited students and increased their engagement in math. In addition to sharing instructional and assessment methods, the session leaders will lead a hands-on demonstration of two lessons aimed at different grade levels.

*Speakers: Sherri Carvalho and Jean Facchiano, Frank M. Silvia Elementary School*

**Block One**

**Room: Stone**

**Block Two**

**Room: Stone**

## **It Isn't Either/Or—Arts are Core!: Integrating the Arts into an Expanded School Day**

This panel will highlight how additional time allows for more robust arts programming to stimulate students' engagement and support learning. Representatives of the Massachusetts Cultural Council, the Clarence R. Edwards Middle School, and the Boston Arts Academy will speak about the central role the arts must play in education of young citizens and how ELT allows for much more effective arts education. Diane Daily from the Cultural Council will focus on the role of arts education in public schools, the ways in which more time can be a vehicle to better integrate the arts, and tips and resources for including art in the curriculum. Teachers from the Clarence R. Edwards Middle School and the Boston Arts Academy will discuss in detail how they use additional time in the expanded day to integrate the arts across the curriculum, and offer innovative arts electives and programs outside of core classes.

*Moderator: Beth Herbert, Massachusetts 2020*

*Speakers: Fernadina Chan, Boston Arts Academy; Diane Daily, Mass Cultural Council; Cindy McKeen, Clarence R. Edwards Middle School*

**Block Three**

**Room: Stone**

## **Leading and Supporting Innovation: Superintendents and Union Presidents Discuss Expanded Learning Time**

Why pursue a strategy for expanding learning time? Listen in as these district and union leaders discuss their reasons for embracing expanded learning time and why they aren't looking back. Panelists will share their experiences moving their schools and communities forward and how the teachers unions and districts worked together to bring innovation to schools. Participants will hear key lessons learned and advice for districts and policy leaders thinking about expanding learning time.

*Moderator: Helenann Civian, Massachusetts 2020*

*Speakers: Cheryl DeSignore, Educational Association of Worcester; Nicholas Fischer, Fall River Public Schools; Dale Hanley, Southbridge Public Schools; Beth Kaake, Fitchburg Education Association; Andre Ravenelle, Fitchburg Public Schools; Dave Williams, Southbridge Education Association*

**Block One**

**Room: Commonwealth A**

### **The Power of Partnership: A Strategic Approach to Engaging Multiple Partners in an ELT School**

This session is a case study of how one current ELT school—the A.C. Whelan Elementary School in Revere—has engaged multiple community partners to enhance their expanded school day. Presenters will include the principal, deputy superintendent, and leaders from two partner organizations. This team will explain how the school included one key existing partner in their ELT planning process and incorporated additional partners as they began to implement ELT, and discuss the critical role district support has played in this approach.

*Moderator: Emily Raine, Massachusetts 2020*

*Speakers: Anne-Marie Costa, Revere Public Schools; Lillian Guido, KidSmart Afterschool Program; Mary Gunn, Generations Incorporated; John Macero, A.C. Whelan Elementary School*

**Block One**

**Room: Commonwealth C**

### **Ready to Learn: Health and Fitness in ELT Schools**

Expanded Learning Time presents increased opportunities to attend to the health and wellness of all students throughout the school day and year. This session will showcase innovative initiatives in two different ELT schools that focus on two key areas: physical education and nutrition. Panelists will include a physical education teacher and a community partner engaged in health and fitness programming. Participants will also hear from the director of education policy at Project Bread, Massachusetts' leading anti-hunger advocate, about the role that access to healthy foods plays in an expanded school day.

*Moderator: Leigh Hopkins, National Center for Time & Learning*

*Speakers: Ken Goodrich, US Tae Kwon Do; Jennifer Hendry, Brophy Elementary School; Elaine Taber, Project Bread*

**Block Three**

**Room: Webster**

### **Saving Social Studies: ELT Schools Explore New Terrain to Teach History and Civics**

This session will examine how teachers in ELT schools use additional time to engage students in Social Studies through projects focused on the historic relationship between their communities and Boston. These projects are the result of collaboration between ELT schools and The Boston Museum, which leads summer institutes for ELT teachers. Participants will learn about the interdisciplinary approaches to teaching that local history teachers have adopted through presentations and discussion led by the staff of The Boston Museum, Facing History and Ourselves, and teachers from ELT schools.

*Speakers: Katy Abel, The Boston Museum; Lenore DiLiegro and Lucille Ferregamo, A.C. Whelan Elementary School; Jimmie Jones, Facing History and Ourselves*

**Block Two**

**Room: Faneuil**

### **Schools Can Address the Socio-Emotional Needs of their Students: A Living Resource Guide**

Come participate in our "resource guide come to life" as experts—research practitioners, advocates, ELT schools and their partners—share the various resources and strategies they use to successfully address the social and emotional needs of their students at the individual, classroom, and school levels.

*Speakers: Susan F. Cole, Massachusetts Advocates for Children; Rick Weissbourd, Harvard Graduate School of Education; Jim Mathes, SouthCoast Mentoring Initiative for Learning, Education, and Service; Deborah Hood-Brown, Fletcher Maynard Academy*

**Block Two**

**Room: Otis**

## **The Seven Hallmarks of an Effective ELT School: Using the ELT Expectations and Indicators**

Come to this session to learn about the newly released ELT Expectations for Implementation. Jointly developed by the Massachusetts Department of Elementary & Secondary Education, Massachusetts 2020, and Focus on Results, the ELT Expectations form the backbone of the ELT Initiative. The Expectations describe the seven most important practice areas of an ELT school and what ELT schools should do to achieve these expectations. Participants will learn how planning and implementing schools use the Expectations on a daily basis to develop a successful redesign and accelerate their implementation.

*Speaker: Joe Rull, Massachusetts 2020*

**Block One**

**Block Two**

**Room: Grand Ballroom C**

**Room: Grand Ballroom C**

## **Supporting Students with Special Needs: How More Time Allows for Innovative Practices and Tailored Instruction**

This interactive session will discuss both the successes and challenges around serving students with special needs. We will hear from both experts and ELT school practitioners on what their best practices include, while speaking to the broader question of how more time can benefit these students. Experts from our featured organizations will showcase the programs they offer to assist both schools and families in meeting the learning needs of special education students. We will hear from our school practitioners on how the transition from having a regular school day to becoming an Expanded Learning Time school has changed their special education practices and instruction.

*Moderator: Nancy Spencer, Massachusetts 2020*

*Speakers: Sandy Carreiro, Salemwood K-8 School; Leslie Lockhart, Massachusetts Advocates for Children; Jennifer Mulcahy, Martin Luther King, Jr. School; Regina Snowden, Partners for Youth Disabilities, Inc.*

**Block Two**

**Room: Webster**

## **Surviving and Thriving: The First Year of ELT at the PE Bowe School**

Get an in-depth look at how one school transformed itself by adding time and expanding its curriculum. This session will focus on how ELT helped the Patrick E. Bowe rethink its approach during its first year of implementation. Teachers, enrichment providers, and the principal will share the successes they have had and the challenges they have faced while adding 300 hours to their school year. Tips on transitioning into the second year of implementation will also be shared.

*Speakers: Sheri Benton, Lori Cognac, Ken Goodrich, Megan Hendry, Sam Karlin, Michelle Lukasiewicz, and John Porvino, Patrick E. Bowe School*

**Block Three**

**Room: Commonwealth B**

## **Using Data as a Gift Instead of a Club: How ELT Schools Use Data to Inspire, Motivate, and Lead**

ELT schools that get results have figured out how to use data to motivate, inspire, and lead. This session will look at how schools use internal and external data on a regular basis to help teachers modify and strengthen instruction, to help students develop high expectations and motivation for success, and to help the entire school community rally around improved results for all students.

*Speakers: Joe Palumbo, Focus on Results; A team of school leaders from the Chandler Elementary School and City View Discovery School*

**Block One**

**Block Three**

**Room: Grand Ballroom D**

**Room: Grand Ballroom D**

## **Using More Time to Prepare Today's Students for Tomorrow: ELT and the Development of 21st-Century Skills**

This session will discuss both the successes and challenges around serving students with special needs. Experts and ELT school practitioners will share best practices and discuss how more time can benefit these students. Session leaders will showcase the programs they offer to assist both schools and families in meeting the learning needs of special education students. ELT teachers will highlight how the transition from a regular school day to an expanded school day has forever changed their special education practices and instruction.

*Speakers: Heidi Guarino, Massachusetts Department of Elementary & Secondary Education; Carol Keenan, Salemwood K-8 School; Eric Schwarz, Citizen Schools*

**Block Two**

**Room: Commonwealth C**

## **Way Beyond Filmstrips: Using More Time to Integrate Technology Across the Curriculum**

This session will describe the 5th grade learning unit on the Saugus Iron Works, as an example of how the Ferryway School integrates technology throughout academic and enrichment learning. Panelists will demonstrate how the unit blends various subjects—science, technology, literature, and history—into one project, and will explain how to use technology and hands-on activities in the classroom to lead to engaged learning with a focus on problem solving. Finally, panelists will explain how this one project led to other curriculum innovations in the school, with student achievement rising in response.

*Speakers: Margaret Briatico, Thomas DeVito, Robert Simpson, and Paul Teixeira, Ferryway School*

**Block Three**

**Room: Grand Ballroom C**

## **What It Really Takes: Expanded Learning Time from the Principals' Perspective**

In this session, participants will have an opportunity to hear from school leaders as they discuss their experiences in planning for and implementing a redesigned school day. Participants will have an opportunity to “virtual visit” an ELT school through the lens of the panelists, who will provide a first-hand view of what to expect during the process of ELT implementation. Panelists will share lessons learned, opportunities embraced, and challenges confronted through the addition of time to their school day.

*Moderator: Helenann Civian, Massachusetts 2020*

**Block Two** *Speakers: Pat Massa, Garfield Middle School; Nancy Mullen, Matthew J. Kuss Middle School; Jeff Riley, Clarence R. Edwards Middle School; Jose Salgado, Mario Umana Middle School Academy; Joany Santa, West Street School*

**Room: Commonwealth A**

**Block Three** *Speakers: Craig Chalifoux, B.F. Brown Arts Vision School; Jason DeFalco, Mary E. Wells Middle School; Judith Kelly, Brophy Elementary School; Valeria Lowe-Barehmi, James P. Timilty Middle School; Denise Ward, Frank M. Silvia Elementary School*

**Room: Commonwealth A**

## **When ELT Comes to Town: Connecting ELT Schools and the Broader Community**

This session will focus on the impact of an expanded school schedule on the community outside the four walls of a school. When schools and communities consider expanding the day or year, they need to consider the potential positive effects and challenges families, community organizations, afterschool providers, and neighborhoods will face. Panelists will address how schools in the planning and implementing stages can work with community members, families, and organizations to ensure ELT has a positive impact inside and outside of school. Panelists will share success stories as well as tips for creating an inclusive planning process and developing win-win partnerships.

*Moderator: Ben Lummis, Massachusetts 2020*

*Speakers: Mayor Thomas G. Ambrosino, City of Revere; Mary Beth Buglio, Fall River Police Department; Claire Crane, Ford School; Peg Crowe, YWCA Malden & Malden School Committee*

**Block Two**

**Room: Grand Ballroom E**

## BIOGRAPHIES OF THE FEATURED SPEAKERS

### **Mitchell Chester**

Mitchell Chester began serving as commissioner of the Massachusetts public schools in May 2008 after being unanimously selected by the Board of Elementary & Secondary Education in January.

In 2001, Chester moved to Ohio, where he served as the senior associate superintendent for policy and accountability for the Ohio Department of Education and oversaw standards, assessments, accountability, policy development, and strategic planning. In 1997, he was named the executive director for accountability and assessment for Philadelphia, where he headed the offices of Assessment, Research and Evaluation, Student and School Progress, and Pupil Information Services. Chester also worked with the Connecticut State Department of Education, where he oversaw curriculum and instructional programs. He began his career as an elementary school teacher in Connecticut, and later served as a middle school assistant principal and district curriculum coordinator.

Chester has presented nationally on accountability, assessment, and teacher induction and retention. He has served as a consultant to states and school districts regarding curriculum and instruction, teacher evaluation, student achievement, assessment, and accountability.

Chester holds a doctorate in administration, planning, and social policy from Harvard University, as well as advanced degrees from the University of Connecticut and the University of Hartford.

### **Jennifer Davis**

In 2000, Jennifer Davis became the co-founder and president of Massachusetts 2020, an education organization dedicated to expanding learning opportunities for children across Massachusetts. Over the last seven years Massachusetts 2020 has led eight strategic initiatives impacting over 15,000 children and in 2004, launched the Expanded Learning Time Initiative (ELT)—a research, policy, and technical assistance effort to redesign public schools to extend their day and year to include at least 25% more learning and enrichment time. Since 2005, the Massachusetts legislature has invested \$20 million to support this ambitious policy reform. In 1998, Mayor Thomas M. Menino of Boston appointed Jennifer executive director of his citywide after-school learning initiative, the Boston 2:00-to-6:00 After-School Initiative. In 1988 and 1992, Jennifer managed presidential campaign operations in several East Coast states, overseeing press strategy, field organization, volunteer operations, constituency groups, and candidate visits.

For the last 20 years, Jennifer has held numerous positions at the federal, state, and local levels focused on improving educational opportunities for children across the U.S. Her positions have included serving in the Clinton administration as a deputy assistant secretary of education as well as special assistant to Secretary of Education Richard W. Riley, responsible for supporting the Congressional passage and implementation of the Goals 2000: Educate American Act (the first federal law dedicated to raising educational standards for all U.S. children). Prior to serving in the federal government Jennifer was the special assistant to the executive director of the National Governors' Association (NGA). While at NGA, she served as a liaison to the White House in coordinating the 1989 Education Summit between the president and the nation's governors, which led to the creation of the National Education Goals. Jennifer began her career as a consultant to the youth organization Communities in Schools and developed case studies on their innovative program to support at-risk youth in Houston, Texas; Atlanta, Georgia; Columbia, South Carolina; and Charlotte, North Carolina.

Jennifer has a master's degree in public policy from the Claremont Graduate School in Claremont, California, and a bachelor's degree with a concentration in government and sociology from Connecticut College. She was named a Coro Fellow in public policy in 1984 and participated in this leadership training program in St. Louis, Missouri.

**Jonah Edelman**

Jonah Martin Edelman is the co-founder and executive director of Stand for Children. Jonah's personal stand for children began when he taught a six-year-old bilingual child in New Haven, Connecticut, to read. More volunteer efforts followed. He ran a teen pregnancy prevention speakers' bureau, founded a mentorship program for middle school students, and served as an administrator of an enrichment program for children living in public housing called Leadership Education and Athletics in Partnership (LEAP).

Since 1999, Stand for Children members in Oregon, Massachusetts, Tennessee, and Washington have won 99 state and local victories, achieving a number of important education reforms and leveraging more than \$2 billion in public funding for programs that are improving the lives of more than 2.5 million children.

In 1996, Jonah moved from direct service to activism, helping to organize Stand for Children Day. Since Stand for Children's historic founding rally in Washington, DC, in 1996, Jonah has helped Stand for Children become a pathbreaking child-advocacy organization. In 1998, after closely studying the work of a range of organizations, he conceptualized Stand for Children's grassroots advocacy approach and then moved to Oregon to field-test it himself.

Jonah is the first Oregon resident to be awarded a prestigious Ashoka Fellowship and is a Hunt Alternatives Fund Prime Mover. He attended Oxford University on a Rhodes Scholarship, where he earned both a doctor of philosophy degree and master's in politics. Jonah is also a graduate of Yale University.

**Chris Gabrieli**

Chris Gabrieli is an entrepreneur across the fields of business, nonprofits, and public policy. As a committed participant in the civic life of Boston and Massachusetts, he currently serves as chairman of Massachusetts 2020, which he co-founded in 2000, with the mission to expand the economic and educational opportunities for children and families across Massachusetts. Massachusetts 2020 is currently leading Massachusetts' first-in-the-nation initiative to redesign and expand learning time at public schools.

Chris is also the chairman of the National Center on Time & Learning, a national education policy organization that works to research how schools that expand time can strengthen learning; supports public policy at the local, state, and federal level; and provides technical assistance to schools, districts, and states seeking to expand time for learning. In addition, Chris is currently the chairman of the Springfield Finance Control Board, overseeing the finances and operations of that city, a position to which he was appointed by Massachusetts Governor Deval Patrick.

Following the success of GMIS, the healthcare software company he co-founded, Chris joined Bessemer Venture Partners. Throughout his 22 years as a partner with Bessemer, Chris has worked to help other entrepreneurs start and grow their companies. Chris' firm has invested over \$1 billion in start-up high-tech and biotechnology companies, helping to create more than 100,000 new jobs. Chris remains active as a senior partner at Bessemer Venture Partners, focused on biotechnology.

Chris' book (with co-author Warren Goldstein), *Time to Learn: How a New School Schedule Is Making Smarter Kids, Happier Parents, and Safer Neighborhoods* was published in 2008 by the Jossey-Bass imprint of Wiley and is now available in bookstores and online.

He has served on numerous civic and university boards in Massachusetts. In 2002, he won the Democratic primary for Lieutenant Governor, and he came in second in the Democratic primary for Governor of Massachusetts in 2006.

**Representative Patricia A. Haddad**

Patricia Haddad has served as state representative for the Fifth Bristol District since 2000. A former educator, she chairs the Massachusetts House of Representatives Education Committee. Other legislative appointments include chair of the House of Representatives Commission on Early Education and Care, and a member of the Special Task Force on the Economy and Workforce Development.

She is a member of the University of Massachusetts/Dartmouth Center for Policy advisory board and the Drug-free Schools advisory council, among others. Representative Haddad earned an undergraduate degree from Bridgewater State College.

**Governor Deval Patrick**

Governor Deval Patrick was elected in November of 2006. He brings to the governor's office a broad range of leadership experience at the top levels of business, government and non-profits. From an early age, he has built his life on hope, and traced a trajectory from the south side of Chicago to the U.S. Justice Department, Fortune 500 boardrooms, and now the Massachusetts Statehouse. The Commonwealth's first African-American Governor, Deval Patrick came into office with a grassroots message of hope, community, and hard work. By focusing on transparency and inclusion, he hopes to increase accessibility to government and encourage the civic engagement so crucial to shared progress in education, health care, economic development, and other issues.

In 2001, Patrick joined The Coca-Cola Company as executive vice president and general counsel. He was elected to the additional role of corporate secretary in 2002, and served as part of the company's senior leadership team as a member of the executive committee. Governor Patrick has served on numerous charitable and corporate boards, as well as the Federal Election Reform Commission under Presidents Carter and Ford, and as vice chair of the Massachusetts Judicial Nominating Council by appointment of Governor Weld.

In 1997, Patrick joined the private practice of Boston firm of Day, Berry & Howard. That same year, he was appointed by a federal district court to serve as the first chairperson of Texaco's Equality and Fairness Task Force. Working with employees at all levels, Patrick and his task force examined and reformed Texaco's complex corporate employment culture, and created a model for fostering an equitable workplace. Patrick was hired by Texaco in 1999 to serve as vice president and general counsel leading the company's global legal affairs. In 1994, President Clinton appointed Patrick Assistant Attorney General for Civil Rights, the nation's top civil rights post. At the Justice Department, Patrick worked on a wide range of issues, including prosecution of hate crimes and abortion clinic violence, employment discrimination and enforcement of fair lending laws and the Americans with Disabilities Act. During his tenure, Patrick led the largest criminal investigation prior to September 11th, coordinating state, local, and federal agencies to investigate church burnings throughout the South in the mid-1990s.

Following law school, Patrick served as a law clerk to a federal appellate judge before joining the NAACP Legal Defense and Education Fund. In 1986, he joined the Boston law firm of Hill & Barlow and was named partner in 1990, at the age of 34. Patrick came to the commonwealth at the age of 14. An excellent student despite the difficult circumstances of under-funded and often violent Chicago schools, he was awarded a scholarship to Milton Academy through A Better Chance, a Boston-based organization. After graduating from Milton, Patrick went on to Harvard, the first in his family to attend college. He received his degree, with honors, in 1978 and spent a post-graduate year working on a United Nations youth training project in the Darfur region of Sudan. Patrick returned to Cambridge to attend Harvard Law School in the fall of 1979.

**Jon Schnur**

Jon Schnur is chief executive officer and co-founder of New Leaders for New Schools, a national nonprofit organization with one mission: ensuring high academic achievement for every student by attracting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale. Since co-founding New Leaders, he has led the development of the organizations' strategy, management team and board, core values, performance metrics, partnerships, and fundraising. Having advised Barack Obama on education issues since he became a US Senator, Jon recently served as co-chair of the Education Policy Committee for the Obama for President Campaign.

Based on its results, New Leaders has received important national recognition, including being honored as one of 10 organizations in the country to have been awarded a Fast Company Monitor Group Social Capitalist Award for five consecutive years as a nonprofit organization that has demonstrated a consistent and unusually large impact on society. In addition, New Leaders was one of only six programs—and the only national program—highlighted in a “Best Practice Guide to School Leadership” by the U.S. Department of Education being distributed to all 50 states nationally. Jon has been recognized by *Time* Magazine, National Public Radio, *Fast Company* magazine, the *New York Times*, and his hometown newspaper the *Milwaukee Journal-Sentinel*, in addition to others.

Jon is also a member of the board of directors of College Summit and Be the Change, is an Aspen Institute-NewSchools Entrepreneurial Leaders for Public Education Fellow, and member of Harvard University's Kennedy School Executive Session on Transforming Cities Through Civic Entrepreneurship, as well as a member of the Education Advisory Group for the Clinton Global Initiative. He has served as special assistant to Secretary of Education Richard Riley, President Clinton's White House associate director for educational policy, and senior advisor on education to Vice President Gore. He has developed national educational policies on teacher and principal quality, after-school programs, district reform, charter schools, and preschools.

Jon graduated from Princeton University and a Wisconsin public high school. He is deeply committed to educational excellence for every child.