

**Institutionalizing Expanded Schools:
Evaluation Findings from the Second Year
of TASC's National Demonstration**

Beth Sinclair
Christina A. Russell
Colleen McCann
Jeanine L. Hildreth

With assistance from
Pamela Stevens, PS Consulting NOLA, LLC

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Policy Studies Associates, Inc.
1718 Connecticut Avenue NW
Suite 400
Washington, DC 20009
(202) 939-9782
www.policystudies.com

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Summary

Policy Studies Associates (PSA) is conducting a five-year evaluation of the implementation and impact of the national demonstration of a model for expanded learning time developed by The After-School Corporation (TASC). This model, called ExpandedED Schools, aims to transform the educational experiences of students in ways that will enhance their engagement in learning and in school, and ultimately will lead to improvements in academic performance. In 2012-13, the model was implemented in 11 schools in New York City, Baltimore, and New Orleans.

Central to TASC's model are four core elements. First, ExpandedED Schools is a whole-school reform model: by adding at least 35 percent more learning time to a traditional school day, all students in the school are exposed to a balanced curriculum of instruction and enrichment activities that meet both their academic and developmental needs. Second, ExpandedED Schools rely on a strong collaboration between the school and a lead community partner organization to engage families and offer a seamless and intentional learning experience to students. Third, data drive the implementation of engaging and personalized instruction throughout the expanded day, with academic supports and enrichment opportunities differentiated, based on the identified needs and interests of students. Fourth, both the school and community partner invest in sustaining the expanded day, leveraging and integrating both existing and new resources, at a cost model that can be sustained over time.

The evaluation of the first two years of the national demonstration of ExpandedED Schools (the 2011-12 and 2012-13 school years) focused on the implementation of TASC's model and on strategies used by schools and community partners to scale up and institutionalize expanded learning. Although some challenges remain, based on the findings from 2012-13 discussed in this report, ExpandedED Schools demonstrated significant progress towards implementing the model with fidelity, including moving towards an expanded day for all students in the school, strengthening collaborations, offering balanced learning opportunities, and developing plans to sustain expanded learning.

Evaluation findings highlight both successes and continuing challenges for schools as they move towards an expanded day:

- Successful implementation of ExpandedED Schools requires a substantive rethinking of the traditional relationship between schools and community partner organizations. Both the school staff and community educators must articulate a vision that is strategic, comprehensive, and intentional, going beyond thinking of expanded learning as afterschool activities offered by the community partner.
- Both teachers and community educators need support in using data to differentiate instruction while still providing engaging, inquiry-based learning opportunities. The evaluation found evidence of success in using data to guide ability groupings and content for activities that supported academic performance, including core academic instruction, test preparation, and tutoring, but these activities were

rarely experiential. In contrast, enrichment activities were often designed to provide students with inquiry-based activities, although data about student needs were not generally used to inform those activities.

- Schools continue to grapple with the challenge of sustaining an expanded day. A successful expansion requires both schools and community partners to leverage human and financial resources to change staffing patterns and school schedules, decisions that are influenced by families, teachers, and district policies.
- The results of the student survey administered in spring 2013 showed that students in ExpandedED Schools perceived their school environment, particularly the presence of caring adults, positively. They also reported both motivation and confidence in their ability to succeed academically.

The findings in this report lay a strong groundwork for a study of the impact of ExpandedED Schools planned for the 2013-14 school year. This next phase of the evaluation will examine the impact of ExpandedED Schools on student academic mindsets, student engagement in school, and academic performance, and will explore the elements of TASC's model most strongly associated with these impacts.

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Evaluation Overview

The After-School Corporation (TASC) launched the national demonstration of ExpandedED Schools, a model of expanded learning time, in five New York City schools, three Baltimore schools, and three New Orleans schools in fall 2011.^{1,2} Five of these 11 schools serve students in pre-K through fifth grade, and the remaining six schools serve students in pre-K through eighth grade.

Central to TASC's ExpandedED Schools model is a strategic collaboration between a school and a lead community partner organization that work together to expand the school day (at least 35 percent more learning time than the traditional school day) through a balanced and intentional curriculum of instruction and enrichment activities that meet both the academic and developmental needs of students. ExpandedED Schools is a whole-school reform model in which staff from the school and community partner share, communicate, and implement a joint vision for an expanded day for all students. In ExpandedED Schools, data drive personalized instruction, with academic supports and engaging enrichment opportunities differentiated based on the needs and interests of students. In this model, both the school and community partner invest in the expanded day, leveraging and integrating both existing and new resources, at a cost model that can be sustained over time.

Policy Studies Associates, Inc. (PSA) is conducting a five-year evaluation of the implementation and impact of ExpandedED Schools. This evaluation is grounded in three hypotheses about the ways in which the ExpandedED Schools model can transform the education experience for students and in turn lead to increases in student learning:

- When fully implemented, the model is capable of transforming the in-school educational experiences of students. In a school in which the model is implemented with fidelity, it will improve and enrich learning opportunities to produce significant improvements in students' instructional experiences.
- Fully implemented, ExpandedED Schools can transform the learning environment through instruction that reflects students' interests, enhances their sense of belonging in school, and helps students see the value of academic work to their life beyond school.
- Implementing the model with fidelity will result in improved student learning.

Exhibits 1 and 2 present a glossary of terms used in this report, with definitions reflecting the ExpandedED Schools model and priorities.

¹ The ExpandedED Schools in New York City were part of a TASC expanded learning time pilot: three schools began implementing an expanded learning model in 2008-09, and the other two in 2009-10.

² One Baltimore school that began the demonstration in 2011-12 did not continue in 2012-13. It was replaced by another school in 2012-13. One of the three New Orleans schools will not continue with the national demonstration in 2013-14 and will not be replaced.

**Exhibit 1:
ExpandedED Schools terminology**

Term/title	Definition
Expanded hours/expanded day	The time available to students in an ExpandedED School beyond what would be included in the traditional school day
Community partner organization	The youth-serving nonprofit organization that serves as a lead partner to the ExpandedED School, bringing resources, staffing, and other supports
ExpandedED Director	Employed by the community partner organization to manage its daily operations in the school, and work closely with school leaders to deliver an expanded day
ExpandedED Instructional Coordinator	Typically, a teacher or assistant principal in the school who serves as the day-to-day liaison between the school and the community partner
Community partner staff/community educators	Staff hired and supervised by the ExpandedED Director to deliver instruction in the expanded hours
Whole-school expanded day	All students in the school have an expanded school day; the expanded day is not a “program” that students experience separately from the school day

**Exhibit 2:
Terminology for instructional approaches in ExpandedED Schools**

Term	Definition
Balanced curriculum	Instruction offered by school teachers and community educators that together exposes students to rigorous, skill-based academic instruction and to other enrichment opportunities that may include arts, physical activity, and community service
Data-driven instruction	Information about specific student needs (whether behavioral, academic, or other) is used to strategically guide programming and staffing decisions
Differentiated instruction	Instruction is tailored to the needs of students, including both providing targeted support to students with the greatest needs and challenging high-performing students to continue to grow and achieve
Inquiry-based instruction	Hands-on, experiential projects that provide opportunities for students to apply and expand their knowledge in ways that complement and enhance the academic curriculum

In 2012-13, the second year of the national demonstration, ExpandedED Schools were expected to be scaling up implementation of the model, as demonstrated by progress towards whole-school implementation of an expanded day, deepened collaboration between the school and community partner, intentional identification of learning opportunities to address the needs of students in the school, and joint leveraging of resources to help expanded learning become institutionalized and sustained in the school.

Evaluation Methodology

PSA's evaluation of ExpandedED Schools is designed to evolve over time to first address the implementation of the model and the ways in which schools change the use of learning time, then the impact of the expanded hours and opportunities on students. In the first year of the national demonstration, we focused on examining the extent to which participating schools implemented each element of TASC's model with fidelity. In the second year, the evaluation built on the approaches used in the first year, allowing us to explore the strategies adopted by the schools as they deepened the implementation of the model. The evaluation also began to explore student attitudes towards learning. In future years, the evaluation will focus increasingly on the impact of ExpandedED Schools on student- and school-level changes in academic performance and mindsets.

Data Sources

For the 2012-13 school year, the evaluation relied on three main data sources—interview and observation data from site visits, a student survey, and data on student enrollment and attendance in expanded hours.

Site visits. The research team visited each of the ExpandedED Schools in spring 2013. During these visits, we interviewed the school principal, the ExpandedED Instructional Coordinator (a member of the school staff), the ExpandedED Director (hired by the community partner), and other teachers and community educators. We also conducted observations to gain context and insight into the implementation and impact of expanded learning in each school. Based on the site visits, we rated the fidelity of implementation to each of the core elements of the TASC ExpandedED Schools model for each school. The fidelity of implementation rubric used to guide these ratings is described in detail in the next chapter and included in Appendix A.

Student survey. A student survey was administered to students in grades 3 through 8 in each of the schools in spring 2013. The survey asked students about their attitudes toward school and engagement in learning in order to understand the academic mindsets of students. A copy of the student survey is included in Appendix B.

Student enrollment and attendance data. We conducted analyses of student participation in expanded hours to assess the extent to which an expanded school day was institutionalized as an integral part of the day, across the whole school. This analysis relied on data from two sources: publically available data on school enrollment and data tracking

attendance in expanded hours maintained by community partner organizations.³ We obtained the school enrollment figures for New York City and Baltimore from district websites and for New Orleans schools from the Louisiana Department of Education website.

Report Structure

This report first describes fidelity of implementation of TASC’s ExpandedED Schools model in 2012-13, including a comparative analysis to implementation in 2011-12. For each of the four core elements of the TASC model, we provide a brief overview of shifts in fidelity ratings from 2011-12 to 2012-13 and then provide a more detailed discussion of implementation in 2012-13, including strategies schools used to implement specific components of the model. The report then presents findings on student academic mindsets, based on the survey administered to students. There are two appendices at the end of the report—the fidelity of implementation rubric (Appendix A) and the student survey (Appendix B).

³ As schools achieve whole-school implementation of the ExpandedED Schools model, there will be no need to track participation in expanded learning time separately from school attendance. For now, analysis of participation in expanded learning opportunities offered by the community partner is useful to determine school progress in scaling up to whole-school implementation of an expanded day.

Fidelity of Implementation of ExpandedED Schools

The central hypothesis of this evaluation maintains that when fully implemented, the TASC ExpandedED Schools model will transform the school and the educational experiences of students in ways that will enhance their engagement in learning, and ultimately will lead to improvements in academic performance. In collaboration with TASC, we developed a fidelity of implementation rubric to examine the extent to which the model is taking root in each school (Appendix A).

The fidelity of implementation rubric aligns with the ExpandedED Schools model, which is built on four core elements—(1) More time for a balanced curriculum, (2) School-community partnership, (3) Engaging and personalized instruction, and (4) Integrated funding model. Each of these elements is described below. Using the fidelity rubric, the research team rated each school on a scale that ranged from Excellent to Unsatisfactory on a variety of indicators operationalizing these core elements, based on interviews with school staff, observations, and an analysis of student enrollment and participation in the expanded day. This resulted in ratings of the level of fidelity of implementation for each of the core elements as follows:

- Excellent (E)** – Exemplary implementation; a model for other ExpandedED Schools
- High (H)** – School demonstrates consistent fidelity of implementation
- Medium (M)** – School demonstrates fidelity to the model, but inconsistently
- Low (L)** – Improvement needed; school implements the model with limited fidelity
- Unsatisfactory (U)** – Needs substantial work; school does not demonstrate fidelity to the model

We used this rubric to guide analysis of implementation in both 2011-12 and 2012-13. This report focuses primarily on implementation of the core elements in 2012-13, the second year of the national demonstration, but also looks at changes in the fidelity of implementation. Discussions of strategies in 2012-13 include all 11 schools implementing the model during that school year; however, the analysis of changes in fidelity ratings are restricted to the 10 schools that implemented the model in both years.

Core Element 1: More Time for a Balanced Curriculum

The ExpandedED Schools model emphasizes a redesigned and expanded school day for the entire school, creating opportunities for all students to have access to both core academics and enrichment learning opportunities. This core element of the model includes two components:

- ***All students are engaged in expanded learning.*** A central tenet of ExpandedED Schools is that all students in the school can and should benefit from an expanded day. The model is intended to be a whole-school reform effort, although achieving this standard is not a requirement for the national demonstration schools until the 2013-14 school year.

In order to achieve a fidelity rating of Excellent on this component of Core Element 1, schools must not only have whole-school enrollment, but students

must attend the expanded hours at very high rates, creating a truly expanded school day for all students.

- **The curriculum is balanced.** In TASC’s vision of expanded learning time, the school and community partner organization collaboratively provide a curriculum that exposes students to rigorous, skill-based academic instruction and support, as well as enrichment and other youth development opportunities that may include arts, physical activity, and community service. All opportunities are strategically selected to support the goals of the school and address student needs.

In order to achieve a rating of Excellent on this component of Core Element 1, there must be evidence that the activities during the expanded hours are selected and designed strategically to meet identified needs of the students and of the school. At a broad level, the principal and other school leaders should be able to articulate the overall vision for the expanded day and how the activities fit within that vision. Learning opportunities are scaffolded to help students learn, practice, and master skills, whether those skills are academic, athletic, artistic, or interpersonal.

Changes in fidelity on Core

Element 1. In the evaluation of the first year of the national demonstration, we rated the implementation of more time for a balanced curriculum as Medium in six of the schools, High in two schools, and Low in two (Exhibit 3). These ratings were an indication that while stakeholders in each school understood the goal of integrating the work of the school and community partner organization to provide a balanced and expanded school day, they were still in the process of taking steps to make this vision a reality. In 2012-13, our fidelity ratings on this core element generally increased, with two schools earning ratings of Excellent and six earning ratings of High. These higher ratings reflect the fact that in 2012-13 schools made progress in their efforts to implement an expanded school day that engaged students in building academic skills and exposed them to a range of enrichment and youth development opportunities.

Exhibit 3
Change in fidelity ratings
on Core Element 1

Core Element Rating	ExpandedED Schools in:	
	2011-12	2012-13
Excellent		●●
High	●●	●●●●●●●●
Medium	●●●●●●	
Low	●●	●●
Unsatisfactory		

Exhibit reads: The first column shows the number of schools receiving each fidelity rating in 2011-12. The second column shows the fidelity ratings for these same schools in 2012-13, color-coded to show how the ratings changed. Green circles represent the schools with an increased rating from 2011-12 to 2012-13. Yellow circles represent schools where there was no change in the rating across the two years and red circles indicate a drop in fidelity rating.

Note: This exhibit only includes the 10 schools that implemented the ExpandedED Schools model in both 2011-12 and 2012-13.

Engaging All Students in Expanded Learning

We used data on participation during the expanded hours as well as interviews with teachers and community educators to explore the ways in which schools were progressing towards the goal of engaging all students in the school in an expanded day in 2012-13, the second year of the ExpandedED Schools national demonstration.

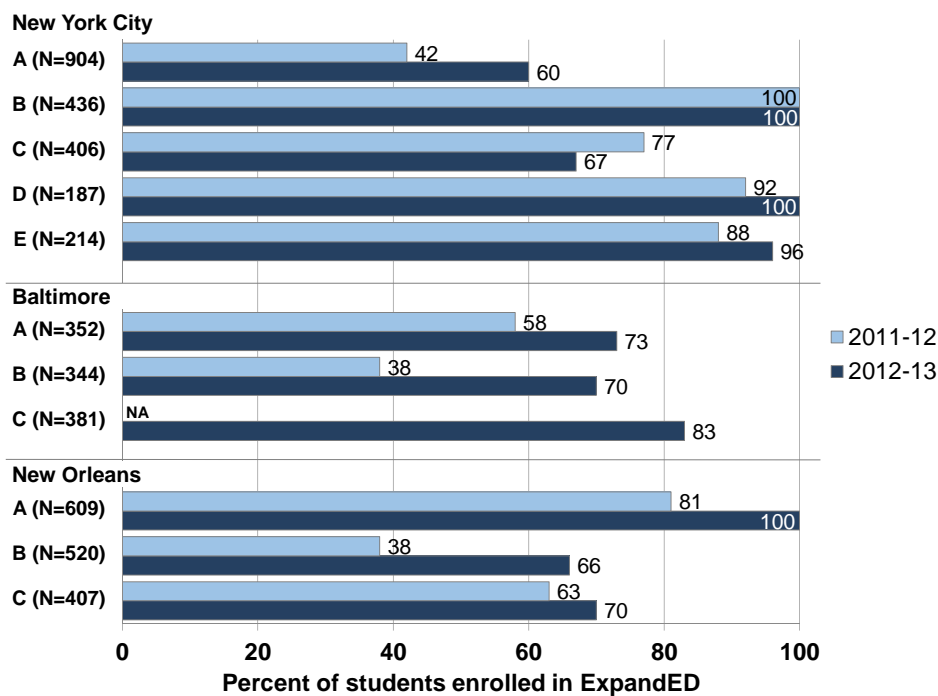
In 2012-13, we found that overall schools enrolled a greater percentage of their students in the expanded hours. However, as in the first year of the demonstration, there was a disconnect between enrollment and attendance in expanded learning time: in many of the schools, a much smaller number of students attended the expanded hours on a regular basis throughout the school year than were enrolled.

Expanded day enrollment. Analysis of the student-level enrollment and attendance data collected by community partners (Exhibit 4) revealed that schools made significant progress enrolling students in expanded hours in 2012-13.⁴ Nine of the 10 schools that were part of the ExpandedED Schools demonstration in both years increased the percent of students who enrolled in expanded learning from 2011-12 to 2012-13, including one school that enrolled the entire student population in both years. The principal and ExpandedED Director in the school with a decrease in the percentage of students enrolled reported that the school had an increase in the number of older students in the 2012-13 school year, and that it was difficult to get these students to buy into the expanded day.

Even with the increases in the overall percentage of students enrolled in expanded hours, there remained considerable variation across schools. The percent of students enrolled ranged from 60 to 100 percent of the school population in 2012-13, with four of the 11 schools enrolling more than 90 percent of the school population.

⁴ We analyzed participation data for students in all grades in the schools in the study. We excluded enrolled students who attended expanded learning activities for fewer than six days during the 2012-13 school year.

Exhibit 4
Percent of students enrolled in expanded hours in
2011-12 and 2012-13, by city and by school



Note: The numbers shown by the school names are the October 2013 school enrollment figures for each school.
 Exhibit reads: In 2011-12, School A in New York City enrolled 42 percent of its students in expanded hours; in 2012-13 enrollment increased to 60 percent.
 Sources: School and community partner records of student enrollment and attendance.

Expanded day attendance. In a fully implemented ExpandedED School, attendance in the expanded hours is an integral and expected part of the school day. Our analysis of student attendance is based on a school year of approximately 180 days and assigns students to one of four categories based on the number of days they were present during the expanded hours—fewer than 45 days, 45-89 days, 90-134 days, and more than 135 days. Students who attended the expanded hours for more than 135 days participated in expanded hours for three-quarters of the days in an average school year.

In 2012-13, a substantial portion of students enrolled in expanded hours also attended on a regular basis: in six of the 11 schools, more than half of the students attended for at least 135 days during the school year (Exhibit 5). Two schools, however, had high enrollment rates but low attendance rates. In one of these schools, 70 percent of all students in the school were enrolled in expanded hours, but only 6 percent attended for at least 90 days, or half of the school year. In the other school, 83 percent of all students were enrolled, but only 7 percent attended for 135 days or more.⁵

⁵ Students who were enrolled in the school for less than the entire school year (e.g., came late in the year or left the school before the conclusion of the school year) are included in this analysis as long as they were enrolled in expanded learning for more than six days.

Exhibit 5
Student attendance in expanded hours, 2012-13,
by city and by school

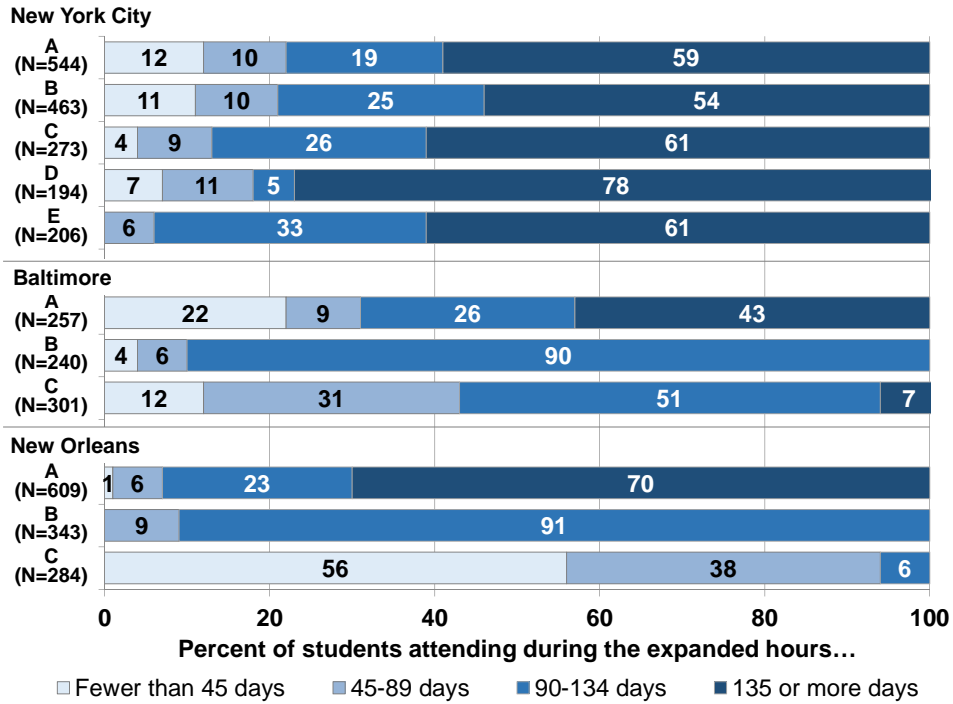


Exhibit reads: Fifty-nine percent of the 544 students enrolled in expanded hours in School A in New York City attended for 135 days or more; 12 percent attended fewer than 45 days.

Source: Community partner records of participation in the expanded hours.

To better understand attendance during the expanded hours, we conducted two additional analyses. First, we looked at the percentage of students attending 135 or more days by grade to explore whether schools that said they were targeting specific grades for enrollment in expanded learning were achieving higher levels of attendance in those grades. This analysis was inconclusive. In some schools a greater percentage of students in targeted grades regularly attended expanded learning, but in others the greatest percentage of students achieving the 135-day benchmark was in a grade (or grades) the school did not report as being targeted for expanded learning.

Second, we used the community partner databases to determine the total number of days in each school that expanded hours were available to students and the mean number of days students attended (Exhibit 6). As a group, the five schools in New York City offered the largest number of expanded days to students, ranging from 154 to 167 days. In contrast, one school in Baltimore and two schools in New Orleans offered expanded hours for fewer than 135 days, or less than three-quarters of a typical school year.

Examining the mean number of days students attended expanded hours within the broader context of the number of days offered provides additional insight into the level at which the Expanded Schools model is operating as whole-school reform. While School C in New Orleans offered 105 days of expanded hours in 2012-13, the average number of days students attended was 38, an indication that the low attendance rates shown in Exhibit 6 are not solely due to the low number of days available. We found these substantial differences in attendance in the expanded hours despite the fact that the overall school attendance rates across the 11 schools in 2012-13 ranged from 89 to 95 percent.

ExpandedED Schools with the greatest success in achieving high levels of whole-school implementation in 2012-13 employed two primary strategies, described below.

Establish expectations through school communications and policies. Schools with a high level of engagement in expanded learning had a unified expectation among all stakeholders that all students stay through the expanded hours. In all of these schools, the principal played a key role by providing a strong, consistent message that the expanded day is an important part of the school day, which helped to cultivate increased buy-in from parents and school staff. One school formalized this expectation through school policy. Rather than make the expanded day an option for parents and students, this school officially extended the school day to 5:30 for all students. In another school, the push for whole-school participation in expanded learning was reflected in intensive efforts to recruit middle grades students, a group that had not been as actively recruited in the first year of the demonstration.

Exhibit 6
Number of days expanded hours were offered and mean number of days students attended in 2012-13, by city and by school

District School Name	Number of days with expanded hours	Mean number of days students attended
New York City		
School A	167	119
School B	163	118
School C	160	129
School D	167	137
School E	154	130
Baltimore		
School A	143	100
School B	114	104
School C	136	92
New Orleans		
School A	170	139
School B	128	104
School C	105	38

Exhibit reads: At School A in New York, the expanded hours were available to students 167 days over the course of the 2012-13 school year. Students at this school attended an average of 119 of these days.

Focus first on whole-grade implementation. As part of the scale-up process, some schools targeted specific grades for expanded learning, taking grade-by-grade steps towards whole-school enrollment. For example, one school prioritized enrolling all students in grades 2, 3, and 4 in expanded hours in 2012-13, targeting those students in recruitment and outreach efforts, although students from other grades could also enroll. In the targeted grades, enrollment rates ranged from 67 to 93 percent; in the non-targeted grades, enrollment ranged from 44 to 65 percent of the student population. This targeted approach also led to high participation rates in grades 2 and 4: 73 percent and 75 percent of students in these grades, respectively, attended expanded hours for 135 days or more. However, it is also important to note that the targeted approach was not a complete success, as only 56 percent of third-graders attended during the expanded hours at that level.

Balanced Curriculum

We drew on interviews with school and community educators to explore the ways in which the demonstration ExpandedED Schools were progressing towards the goal of implementing a balanced curriculum. In 2012-13, we found many examples of approaches to implementing this component of the model, as described below.

Intentionally designing enrichment activities to complement the academic curriculum. In 2012-13, all 11 schools engaged students in enrichment activities such as dance, choir, musical theater, or field trips. The schools with the highest fidelity offered enrichment activities with strong tie-ins to the school day. In one school, community educators provided enrichment instruction throughout the school day. In this school, one of the teaching artists offered dance, singing, and music instruction to all students during the traditional school hours, which complemented academic instruction delivered by teachers. Students learned about African music from the teaching artists and then, working with their teachers, created maps of Africa and learned about wildlife on the continent. In another school, staff worked together to develop and deliver engaging social studies lessons: community educators used the arts as a creative vehicle to expand students' knowledge of academic topics taught by the school-day teachers, sequencing themes and activities throughout the year to align with the sequence of the school curriculum.

Using the expanded hours to help students build skills. Performance-based enrichment experiences also allow students to develop and master skills in a range of areas. For example, in one school students staged a performance of Cinderella. Many students took on acting roles, while others were responsible for building sets, creating costumes, and writing the stage bill. From the perspective of school and community partner leaders, this enrichment opportunity balanced well with core academic instruction to help students develop skills in other developmental areas. According to the principal:

We would not have the time to do anything nearly like that if we didn't have an [expanded learning] program of this capacity because with the new standards there just is no time. We're hardly getting to all the Common Core during the day, never mind being able to do that extra stuff, and that extra stuff is character-building and leadership building and it's important that we include it.

Implementing consistent youth development approaches. Several schools deliberately implemented a consistent set of youth development approaches that spanned the school and expanded hours, tying together instruction offered through the school and by community educators. For example, one school used the Heartwood curriculum, which focused on teaching character skills such as loyalty and honesty. Community educators and school staff shared responsibility for teaching lessons from this curriculum. To further institutionalize the curriculum, the expanded day provided the school the opportunity to hold a daily “circle time.” As part of circle time, students assembled by grade and staff encouraged them to talk positively about things other students have done, as well as what was not going well for them. In this way, the expanded day provided an opportunity for the school to enhance its culture and create a positive learning environment for all students.

Several of the schools in New York City had federal Carol M. White Physical Education Program (PEP) grants to support health campaigns in the school and used them to help create a positive and engaging learning environment throughout the school, supporting the school’s goals for the expanded day. In one school, the PEP-funded staff member led students in a Tai Chi practice during lunch in the cafeteria, and teachers and community educators adopted similar practices to use Tai Chi as a tool to help students settle down and focus on learning.

Core Element 2: School and Community Partnership

The ExpandedED Schools model distinguishes itself through an emphasis on a collaborative approach to expanded learning among all stakeholders, including the community partner organization and parents and families of students in the school. This partnership includes two key components, each of which we explore in this section:

- ***School and community partner share responsibility for implementation of expanded learning.*** A strong school-community partnership begins with clear, consistent leadership from the principal, who communicates a well-articulated vision of how expanded learning enhances the school. Leaders and staff employed by the school and community partner share this vision for expanded learning and joint responsibility for student learning. The school and its community partner organization collaborate to design the expanded day.

In order to earn a rating of Excellent on this component of Core Element 2, the instruction offered by teachers and community educators together must provide comprehensive and holistic learning opportunities for students. Instruction by both types of staff is respected and seen as contributing to the school’s overall goals. The integration may take various forms and may include co-teaching, but co-teaching is not required for an excellent rating to be achieved. What is most important is that learning opportunities offered by teachers and community educators are both seen as valuable from the students’ perspective and that there are no significant differences in the norms and expectations for students.

- ***The school engages families in expanded learning.*** Families are an essential ingredient in student success, and must be bought into the value and importance of expanded learning for the school to achieve whole-school implementation of a longer school day.

In order to earn a rating of Excellent on this component of Core Element 2, schools need to engage parents and families beyond inviting them to attend performances and culminating events. This can include offering supports through a parent resource center or by offering workshops to parents that provide them with skills necessary to support their children’s learning. In schools that receive a rating of Excellent on this component, families accept that the expanded hours are an integral part of the school day.

Changes in fidelity on Core

Element 2. We found less change in our ratings between 2011-12 and 2012-13 on Core Element 2 than on Core Element 1. The greatest improvements in fidelity of school and community partnerships were seen in the schools that had been rated the lowest ratings in 2011-12. Three schools were rated High in both years and two schools earned a score of Medium in both years (Exhibit 7).

We found that successful implementation of the ExpandedED Schools model required a substantive rethinking of the partnership that schools and community organizations typically develop around the provision of afterschool programming, as well as a change in the perception of parents of the role of the community organization. In cases where schools and community organizations previously had a traditional afterschool relationship, staff from both organizations had to work together to define and apply a new type of working partnership in which they collaborated more closely to create a seamless and intentional learning experience. Although in 2012-13 partnerships between schools and community partner organizations continued to mature, and schools made efforts to engage families in expanded learning, the fact that the ratings remained unchanged in five of the 10 schools is an indication that establishing a true partnership that promotes a seamless expanded school day is an ongoing process.

Exhibit 7
Change in fidelity ratings on Core Element 2

Core Element Rating	ExpandedED Schools in:	
	2011-12	2012-13
Excellent		
High		
Medium		
Low		
Unsatisfactory		

Exhibit reads: The first column shows the number of schools receiving each fidelity rating in 2011-12. The second column shows the fidelity ratings for these same schools in 2012-13, color-coded to show how the ratings changed. Green circles represent the schools with an increased rating from 2011-12 to 2012-13. Yellow circles represent schools where there was no change in the rating across the two years and red circles indicate a drop in fidelity rating.

Note: This exhibit only includes the 10 schools that implemented the ExpandedED Schools model in both 2011-12 and 2012-13.

Shared Responsibility for Expanded Learning

In 2012-13, we found that in schools where the partnership between the school and the community organization was rated highly, progress towards shared responsibility for learning had been achieved through very focused and concrete efforts. In these schools, staff from both the school and community partner articulated a vision for expanded learning that was strategic and intentional, going beyond thinking of the expanded hours as simply afterschool activities offered by the community partner. Rather, staff had a vision of a more comprehensive approach to learning that supported students and their families. This vision was strengthened and communicated through a range of strategies described below.

Elevating expanded learning through school policies. The principal plays an important role in making explicit the expectations for teachers and community educators to deliver integrated instruction that aligns with the school needs. In several schools, the principal assigned a senior member of the school staff as the ExpandedED Instructional Coordinator, elevating the importance of the expanded day within the school community.

School input in hiring community educators. The community partner asked for input from one school when hiring new staff, including a new ExpandedED Director. Although the school had had a relationship with this community organization for more than 10 years, this was a shift in the partnership that demonstrated a greater commitment to shared responsibility.

Common language. In one school, both the teachers and community educators used the same social-responsibility language throughout the day in an intentional effort to create a common set of school norms and culture among both staff and students. The guidance counselor who oversees the social-responsibility initiative described this approach as follows:

It's a common language across the board. So if the ELA teacher says, "I don't know that you're demonstrating accountability right now," [students] already know what that means because they've heard it. Not only through first or second period but in eighth period [the expanded day], we're all using the same language and we all have the same expectations.

Developing schedules to promote collaborative planning and instruction. Some schools reworked staffing schedules so that community educators came in earlier to deliberately overlap and explicitly provide opportunities for classroom teachers and community educators to work together. During this time, community educators worked alongside teachers, most often during the last period of the traditional school day, before transitioning to the expanded hours, typically administered by the community partner. This approach enabled the school and community educators to share instructional information, develop relationships, demonstrate seamlessness to students, and share strategies.

In another model, community educators provided enrichment during the school day, often to the school as a whole (rather than just to students enrolled in expanded hours), as in the

example noted earlier in this report of students learning African music from the teaching artists and then learning about related academic topics from their teachers.

When implemented well, both of these approaches to scheduling allowed staff to develop relationships and to create an uninterrupted learning experience for students. It is critical, however, that the teachers and community educators plan these activities carefully to maximize the value of the effort. A teaching artist described frustration with coming in to a class to assist the teacher: rather than working to support the teacher on substantive projects, such as integrating the arts and science, he primarily served in a classroom management role.

In addition, intensive collaborative planning, particularly over the summer, allowed the partners to build on the lessons from the first year of the national demonstration to develop a more cohesive expanded day and to lay the foundation for continued coordination between the school and community educators during the school year. These joint planning activities helped give the teachers a better sense of the work of the community educators and vice versa, and in the process built respect and understanding on both sides.

Engagement of Families

Meaningfully engaging parents and other family members in learning remained a challenge for nearly all the schools in 2012-13. While several of the schools were working to provide extra resources for parents, many still struggled to successfully communicate to parents the value of the expanded hours as distinct from a traditional afterschool or homework help program. Schools experiencing success in this area employed some common strategies aimed at slowly altering the perceptions of families about the expanded day.

Reinforcing messages about the value of expanded learning. In schools making inroads to having families embrace an expanded day, school and community educators continually delivered the message that the expanded hours were an integral part of school. According to one ExpandedED Director:

Some parents were a little resistant to [the expanded day], but once we explained this is what's happening during the day and if you leave, this is what your children are missing, it really clicked for them...So if we see that somebody is picking up their child early, we try to say, "This is what you're missing." And we always ask for a reason. Is it a doctor's appointment? Is it something else? Just so that we know that they understand what they're really missing when they're pulling [their children] out.

Encouraging family engagement in the school community. Engaging families in the school can reinforce the value of additional opportunities that support student learning. One school offered a wide variety of services to families, including a health center, an Internet Café, and ESL and GED classes. The school administration in another school changed the parent coordinator's schedule to arrive later in the morning and stay through the expanded hours. A third school took a very different approach to family engagement, asking parents to volunteer in

the school during the expanded hours. The school offered a variety of times and ways in which parents could help out in order to accommodate parent work schedules.

Core Element 3: Engaging and Personalized Instruction

ExpandedED Schools are designed to offer engaging and personalized instruction throughout the school day, including during the expanded hours. This core element includes two components, which we explore in this section:

- ***Instruction is inquiry-based and addresses the individual needs of students.*** In order to earn a rating of Excellent on this component of Core Element 3, instruction (both academic and non-academic) should be experiential and inquiry-based. Teachers and community educators must differentiate instruction so that it meets the individual needs of students to help them advance. Instruction should provide support to low-performing students as well as provide extra challenges for high-performing students.
- ***Instruction is data-driven.*** School and community partner leaders (e.g., the principal or other senior administrator and the ExpandedED Director) regularly review and discuss the needs of students in the school, whether academic, behavioral, or other.

In order to earn a rating of Excellent on this component of Core Element 3, the school must provide data to the community partner in a way that is accessible and useful, providing guidance on interpretation, as necessary. Teachers and community educators must then use data strategically to guide programming and staffing decisions. These decisions should be revisited periodically and there are structures in place to ensure that this occurs (e.g., meetings specifically about data-driven decision-making).

Changes in fidelity on Core Element 3. In 2011-12, our ratings on engaging and personalized instruction were fairly evenly distributed across the Low, Medium, and High ratings. In general, we found in the first year of the national demonstration that schools were more successful in delivering instruction that addressed the individual needs of students than they were in using data to drive instructional practices. In 2012-13, while we saw some upward movement in fidelity to this element in three schools, the fidelity rating for five schools remained unchanged and the rating for one school dropped (Exhibit 8). The areas in which schools had the most success were providing differentiated instruction in activities that supported academic performance, including core academic instruction, test preparation, and tutoring. Although schools often used data to determine the ability groupings and content for these activities, academic activities were rarely inquiry-based. In contrast, enrichment activities, especially those based in sports and arts, were designed to provide students with experiential learning activities, although data were not generally used to guide those activities.

Instruction Is Inquiry-Based and Addresses Students' Individual Needs

Overall, we found that schools embraced the expanded day as an opportunity to implement inquiry- and project-based enrichment activities and differentiated academic support. Some strong examples of instruction we observed in spring 2013 are described below.

Inquiry-based instruction.

Most schools implemented experiential and inquiry-based activities during expanded hours in 2012-13, many of which were based in the arts. These activities included both long-term projects that took place over most of a semester as well as shorter-term activities that took place over just one or two sessions.

- ***Projects to support core academics.*** As described above, in one school, teaching artists from the community partner worked with teachers to plan experiential projects that enhanced the academic curriculum. For example, during one cycle (about four to six weeks), the teaching artist led students in creating newspapers reflecting what they learned about World War II in social studies. Students conducted research, wrote stories, illustrated, and created layouts for these newspapers, engaging them in the content area in new ways.

In another school, students built bridges using toothpicks and glue and then tested the strength of the bridges in a subsequent session by placing weight on their bridges. In a third school, students created helicopters of different sizes and out of different materials. The students dropped their helicopters to see how the materials affected the amount of time it took them to fall to the ground. Students videotaped the activity and discussed the connection between the velocity of the falls and the materials used.

- ***Experiential opportunities to help youth develop non-academic skills.*** The expanded hours provide opportunities for students to practice and master artistic skills through project-based learning. For example, two schools staged musical theater performances that were developed over the course of a semester. Students

Exhibit 8
Change in fidelity on Core Element 3

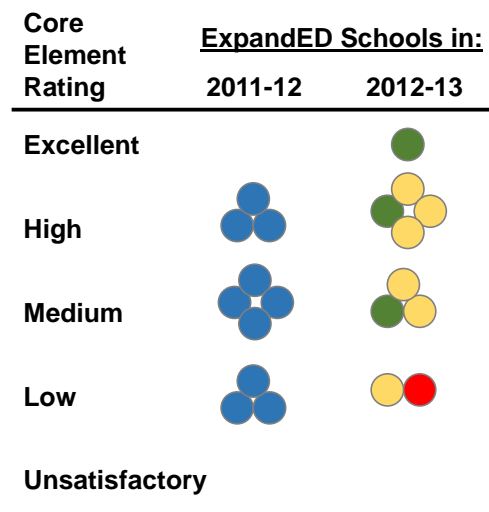


Exhibit reads: The first column shows the number of schools receiving each fidelity rating in 2011-12. The second column shows the fidelity ratings for these same schools in 2012-13, color-coded to show how the ratings changed. Green circles represent the schools with an increased rating from 2011-12 to 2012-13. Yellow circles represent schools where there was no change in the rating across the two years and red circles indicate a drop in fidelity rating.

Note: This exhibit only includes the 10 schools that implemented the ExpandedED Schools model in both 2011-12 and 2012-13.

not singing or acting provided support in numerous areas including creating costumes, sets, and playbills. These performances relied on extensive planning and collaboration among staff as well as significant commitment from students. Preparation for the performance created a common thread and goal throughout the expanded day.

In another school, students were engaged in a six-week photography workshop. They took photographs of each other and then critiqued these portraits, in a discussion facilitated by a staff member. They discussed elements such as the composition, lighting, and other features of each picture.

Grouping students for differentiated academic support. Some schools used flexible grouping structures to facilitate differentiated instruction. For example, staff grouped students so that the school-day teacher could provide targeted and intensive instructional support to students with the greatest needs, while the community educator circulated through the class to serve as a resource to provide assistance and guidance to other students in the classroom. In another school, differentiated tutoring groups were put in place during the expanded hours to support both low- and high-performing students, to ensure that all were challenged to achieve at the highest possible level on the state assessments.

Some schools also grouped students by ability in a specific content area rather than by grade, and developed activities to help students improve in that area during the expanded hours. In one school, the ExpandedED Instructional Coordinator worked with community educators to develop lessons on idioms to address weak student performance on a diagnostic test. In another, community educators created a game played in the gym that used flash cards to reinforce math skills with which students were struggling.

Reflecting student interests in learning opportunities. Several schools gave students, particularly older students, input in choosing the types of learning experiences they participate in during the expanded hours. One principal commented that letting students make a choice and working with them to stay with that choice was a learning opportunity in itself, providing youth with an important lesson that “I’ll make a choice and then I make it work” and in committing to, and finding value in, their choices.

An ExpandedED Director in a school that encouraged students to select “majors” and “minors” for their activities during the expanded hours described choice as an effort to help prepare students for the demands of middle and high school, where they must make choices about what classes and interests to pursue:

[We are] trying to change their mindset and their thinking about what they’re going to choose going forward....If we put a child on a major track, then it’s helping to promote their skills and their confidence in these things while giving them a higher expectation of their [ability to] push forward in these content areas.

Instruction Is Data-Driven

Schools used data primarily to identify needs of students in core academic areas and to develop instructional strategies to meet those academic needs. We found that much of this data use was driven by school staff, although there was more evidence in 2012-13 than in 2011-12 that teachers and community educators in some schools were sharing and discussing data collaboratively to determine how best to support students.

Using informal systems for data sharing. As reported earlier, in the second year of the national demonstration, several schools put schedules in place to allow teachers and community educators to have an overlap in their schedules, creating opportunities to informally share information about student needs and progress. Community educators reported that during these overlap periods, they communicated with teachers both broadly about homework assignments and more specifically about students' individual needs.

Using performance data to guide programming. One school developed multiple strategies to incorporate data into programming. In this school, community educators felt a sense of shared responsibility for student performance, fostered through ongoing communication with teachers and review of assignments and student progress. While the school found that community educators were not necessarily prepared to use data in the same way teachers do, several mechanisms were implemented to facilitate this process. First, the ExpandedED Instructional Coordinator worked with teachers and community educators to create student groups for activities during the expanded hours based on student abilities. Second, in addition to regular conversations, teachers and community educators regularly tracked and shared information about student work using student-specific assignment binders and smartboards.

In a few cases, data sharing was ongoing. For example, some schools used standardized assessments administered by the community partner during the expanded day to understand and identify student needs. An Instructional Coordinator in one school commented that with these diagnostic data both community educators and school staff can target instruction and “drill down” to specific needs of each student or group of students:

We assess the students, everyone has the assessment. And then we can actually pull [data by] grade level, we can pull just for a particular pod of students, [or] we can drill it all the way down to that individual student and what specific areas of instruction need to be targeted.

Using data about student needs to inform staffing. Using data to make staffing decisions was a fairly uncommon practice across the demonstration schools. Ideally, staff would be recruited and hired based on their capacity to provide instruction aligned to the specific needs of students and the school. One school did exactly this in 2012-13. This school, which has a large population of English Language Learners, adjusted its staffing model for the expanded day specifically to address the needs of these students. During the first year of implementation, not all community educators were bilingual, creating a gap in the alignment between the instructional approaches used by school and community educators. In the second year, the

community partner hired only bilingual staff to work in the school, therefore strengthening the level of support provided to students throughout the school day.

Core Element 4: Integrated Funding Model

The ExpandedED Schools model requires that the school and community partner both use existing funds and resources creatively and also raise new funds to support the expanded day. These funds can come from a combination of public and private sources, some to the schools directly and some to the community partners. Therefore, both the school and community partner organization must be committed to identifying and leveraging funds to support expanded learning.

In order to earn a rating of Excellent on this core element, the school must show a creative and shared use of resources to change and implement policies and structures that support a seamless and integrated day. Both the school and the community partner support fundraising efforts, showing significant initiative in this area.

In our evaluation of the first year of the national demonstration, we found limited evidence of this integrated funding and significant challenges as schools grappled with issues of sustainability. The fidelity ratings on this core element bore this out with four schools receiving a rating of Unsatisfactory in 2011-12 (Exhibit 9). In schools that made the greatest progress towards this goal, the principal was actively engaged in fundraising to sustain expanded learning in the school, and the community partner was involved in discussions about school budgeting.

In 2012-13, eight of the 10 schools increased their fidelity rating, with five earning a rating of High, largely because these schools and their community partners made progress in working together creatively to maximize the benefit from existing funds and identifying other funds that can be used to support the program. However, it should be noted that the higher ratings on this core element in 2012-13 are not an indication that questions of sustainability have been resolved.

Exhibit 9
Change in fidelity on Core Element 4

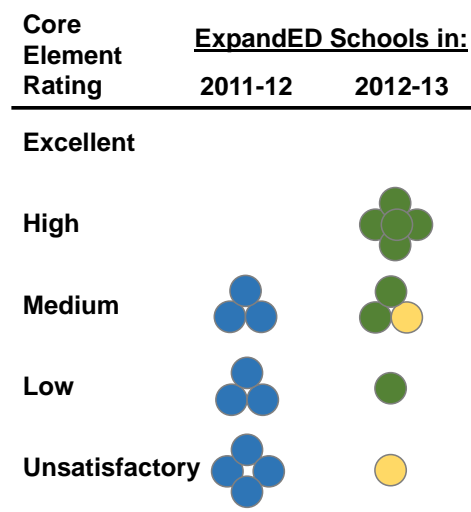


Exhibit reads: The first column shows the number of schools receiving each fidelity rating in 2011-12. The second column shows the fidelity ratings for these same schools in 2012-13, color-coded to show how the ratings changed. Green circles represent the schools with an increased rating from 2011-12 to 2012-13. Yellow circles represent schools where there was no change in the rating across the two years and red circles indicate a drop in fidelity rating.

Note: This exhibit only includes the 10 schools that implemented the ExpandedED Schools model in both 2011-12 and 2012-13.

Identifying and strategically allocating new resources. Some schools leveraged outside grants to support the expanded hours. One school and its community partner co-wrote a grant proposal that funded two additional counselors for the school. Another school and its lead community partner established partnerships with several additional organizations that provided resources and volunteers to support expanded learning throughout the school. This is not, however, an area in which all the schools excelled. While some of the schools have had success writing grants, others have struggled. A principal of one of the schools that had successfully raised funds commented on the piecemeal approach to funding the expanded day and the ongoing need to fundraise; even if one grant application is successful, the school needs to continue to raise funds to sustain the expanded day beyond the life of that grant.

Reallocating existing resources. Where schools have made the biggest steps towards a sustainable funding approach for the expanded school day, the school leaders have demonstrated their commitment by making significant changes in the ways in which existing resources were allocated. Similarly, community partner organizations have committed significant resources to the school. For example:

- **Reconfiguring staff schedules.** Two schools shifted the work hours of key staff to better support the expanded day. One of these schools changed the schedule of both the assistant principal (who serves as the ExpandedED Instructional Coordinator) and the parent coordinator so that they arrive at the school later in the day and then stay through the end of the expanded hours. The second school made a similar change to the hours of the parent coordinator. These changes did not add any costs to the school but greatly increased the presence of school-day staff during the expanded hours, enhancing the integration of the school day.
- **Shifting bus schedules.** Another school reworked the bus schedule to have more busses take students home at the end of the expanded learning time. Many of the students rely on busses to get home from school and the school could not afford to operate a full set of busses at the conclusion of the traditional school day as well as at the end of the expanded day. By shifting more busses to the later schedule, the school sent a message that the expanded learning time is important without substantially increasing transportation costs.
- **Funding positions in the school.** At one school where funding for the part-time music teacher was cut, the community partner provided funding to reinstate this position, helping to ensure a continued balanced learning experience for the school's students.

ExpandedED Schools and Academic Mindsets of Students

The ExpandedED Schools national demonstration and evaluation are unfolding concurrently with a heightened awareness among educators, researchers, and youth development experts about the importance of cultivating certain attitudes and dispositions (often referred to as academic mindsets) in students that are precursors to academic performance. A detailed rationale and analysis of the relationship between the ExpandedED Schools model and the development of academic mindsets that are foundational to student learning is presented in a 2014 research brief that PSA developed for TASC.

The ExpandedED Schools model aims to transform the school's learning environment through instruction that reflects students' interests, enhances their sense of belonging in school, and helps students to see the value of academic work in their life beyond school. Students participate in learning activities that are interesting, engaging, and tailored to their needs. The evaluation of the third year of the national demonstration (2013-14) will explore the impact of ExpandedED Schools on three outcome areas: student mindsets, school attendance, and student performance on state assessments.

In preparation for the comparative study planned for 2013-14, in 2012-13 we developed a survey to administer to students in grades 3 through 8 that asked about three aspects of academic mindsets, consistent with a framework developed by the University of Chicago Consortium on Chicago School Research (CCSR).⁶ These mindsets included: (1) sense of belonging in school, (2) belief in academic effort and success, and (3) educational motivation. To develop this survey, we distilled specific constructs of academic mindsets, and reviewed existing survey items that had been created and tested by PSA, CCSR, and the Developmental Studies Center, including instruments compiled by the PerformWell partnership. We adapted these measures as appropriate for ExpandedED Schools, and further refined the wording and response scales based on feedback received from a pilot test of the survey.

Although over 900 students completed the survey, survey administration met with several challenges. First, there was confusion in some schools as to whether the survey should be administered to all students or just to students enrolled in expanded hours. Second, the survey instructions asked ExpandedED Directors in schools targeting specific grades for enrollment in expanded hours to survey all students in those grades only. This part of the administration instructions seemed to have led to confusion in some of the schools. Finally, the total number of completed surveys varied substantially across the 11 schools, ranging from 21 to 201, with fewer than 50 students completing surveys in five of the schools. All 11 schools returned surveys; response rates ranged from 30 percent to 97 percent, and averaged 67 percent across schools. We have made numerous changes to survey administration for 2013-14 to clarify the process.

⁶ Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago: University of Chicago Consortium on School Research.

Despite the limitations described above, the survey findings provide an opportunity to learn more about the academic mindsets and behaviors of students in the 11 demonstration schools as of spring 2013.⁷ Below, we describe the survey findings for all students completing the survey.

Sense of Belonging in School

Students who have positive connections with their classmates and teachers are more likely to feel that they belong or fit in the school. The student survey revealed that students had relatively high levels of belonging in their school. Approximately two-thirds of all students who completed the survey reported that it was “very true” that teachers cared about them (69 percent) and that they felt safe and comfortable at school (65 percent). Students were least likely to report that it was “very true” that the school was like family (46 percent) and that the other students in the school really cared about them (25 percent) (Exhibit 10).

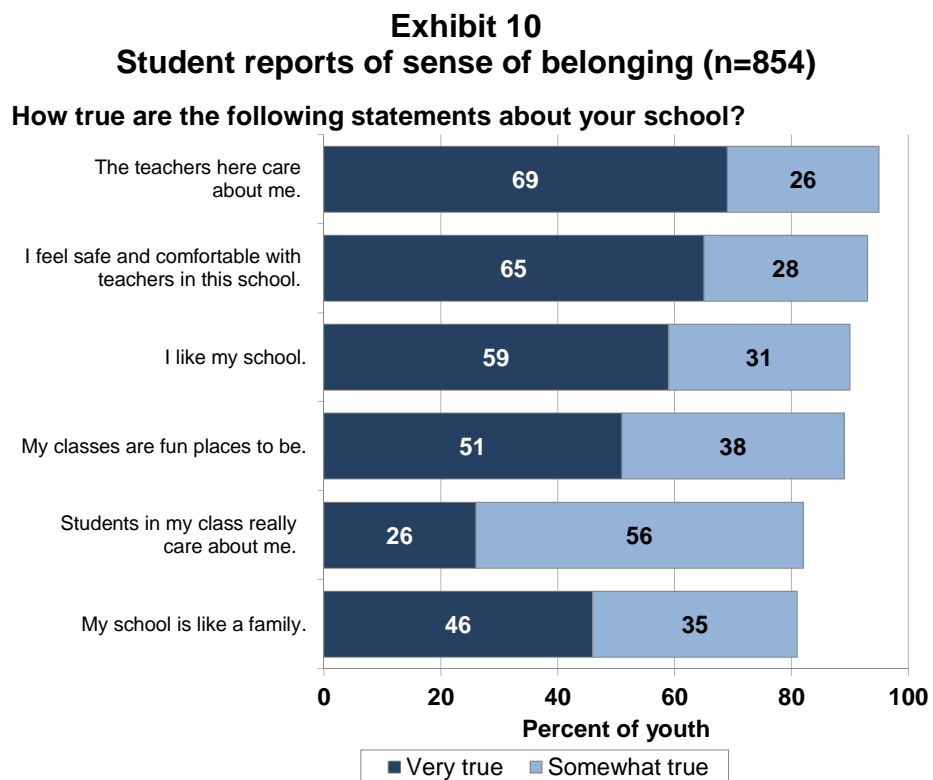


Exhibit reads: Among the 854 students responding to this survey item, 69 percent responded that the statement “The teachers here care about me” was very true and another 26 percent said the statement was somewhat true.

⁷ It is not appropriate to draw conclusions about the impact of the ExpandedED Schools model on student mindsets because there are no data available on the students’ mindsets prior to their exposure to expanded learning.

Beliefs about Academic Effort and Success

While the second year of the evaluation did not examine the impact of the ExpandedED Schools model on student academic success as measured by performance, analyses of survey data reveal that students are generally confident in their ability to be successful in school. The percentage of students reporting that they could “always” or “most of the time” be successful academically ranged from 71 to 86 percent. Fifty-seven percent of students reported that they could “always” finish their homework when they tried, and 56 percent reported that they could “always” read well when they tried (Exhibit 11).

Exhibit 11
Student reports of academic effort and success (n=896)

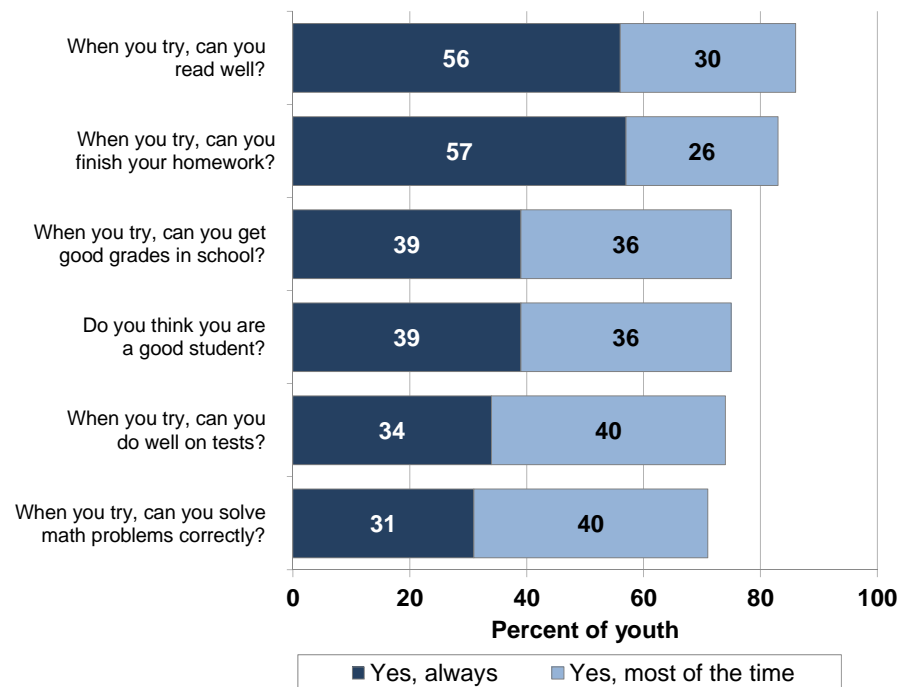


Exhibit reads: Among the 896 students responding to this survey item, 56 percent reported that when they tried they can “always” finish their homework. An additional 30 percent of the student reported that when they tried they can finish their homework “most of the time.”

Educational Motivation

The survey asked students about future academic plans and the extent to which they saw a connection between what they were learning in school and their futures (Exhibit 12). Overall, students were very positive about the value of education. Nearly all students reported that it was “very true” that they expected to graduate from high school (90 percent) and that it was important to them to do well in school (88 percent). Eighty-seven percent of students said that it was “very true” that they wanted to go to college when they were older.

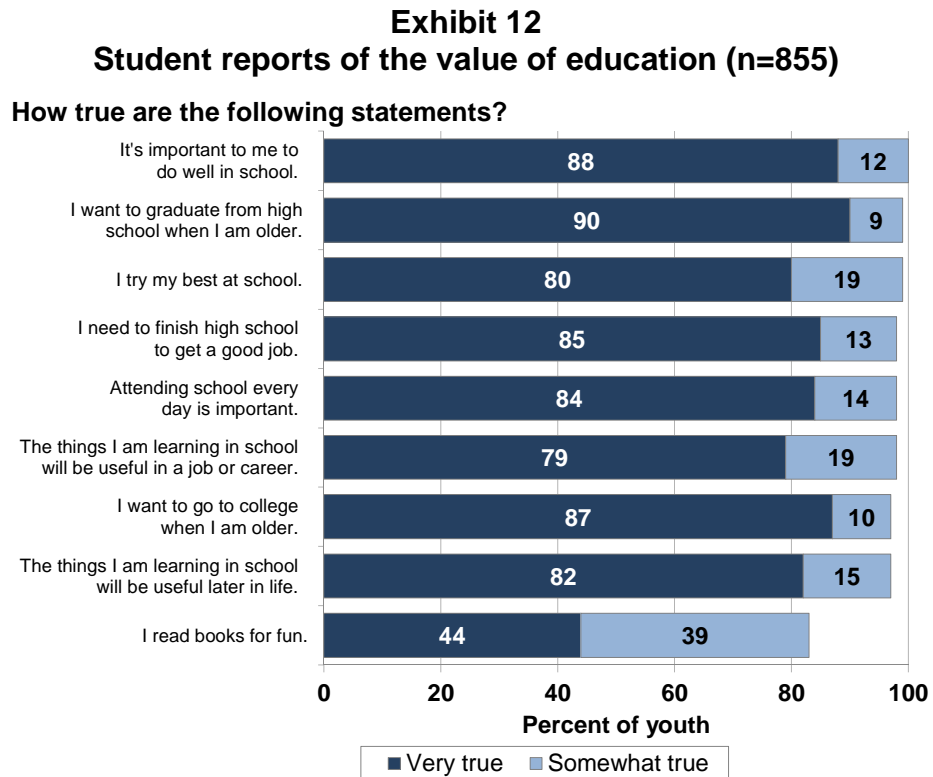


Exhibit reads: Among the 855 students responding to this survey item, 88 percent said the statement “I want to graduate from high school when I am older” was very true. An additional 12 percent of respondents said this statement was somewhat true.

Implications and Next Steps

This report lays a strong groundwork for the study of the impact of ExpandedED Schools planned for the 2013-14 school year. Although the analyses of student academic mindsets presented in this report do not allow us to yet draw conclusions about the impact on student outcomes, preliminary findings are encouraging and highlight the importance of continued efforts of ExpandedED Schools to achieve whole-school implementation.

Future years of the evaluation will focus on examining the impact of the ExpandedED Schools model as it goes to scale within the national demonstration schools. Research questions for the evaluation going forward will include:

- What is the impact of ExpandedED Schools on the academic performance of students and schools?
- What is the impact of ExpandedED Schools on student academic mindsets and engagement in school?
- What elements of the ExpandedED Schools model are most strongly associated with impact?

It will be important to continue to monitor and support the fidelity of implementation of the ExpandedED Schools model in order to contextualize and understand the impact analyses and findings. In the second year of the evaluation, we found that schools had made substantial progress in engaging students in the expanded day, deepening the partnership between the school and the community partner organization, and offering an intentional and balanced curriculum. However, we also identified some areas, discussed below, in which additional fidelity to the model may contribute to stronger impact on student outcomes.

Agreeing on a common vision for expanded learning. For an integrated and effective expanded day to take root within the school, it is important that the school vision for expanded learning be clear and that stakeholders understand and agree on the purpose and the role of expanded learning. In some schools, in 2012-13, school and community partner leaders disagreed about the primary purpose and focus of the expanded hours. In some schools, the programming offered by the community partner was more academically-oriented than the school wanted. In other instances, the school administration wanted to use the expanded time for test preparation while the community partner was committed to using the time to provide arts-based enrichment for the students. Homework help is also an area where goals sometimes conflicted. Schools reported that parents want their children to arrive home with their homework done, while the community partner preferred to minimize the amount of time devoted to homework in order to focus more on enrichment activities.

Strengthening collaboration to build on the capacities and skills of schools and community partners. Creating and maintaining a strong partnership between the school and community organization can be a challenge even when there is a clearly articulated common

vision for expanded learning. There are many competing priorities for time, making it difficult to implement common planning time between the teachers and community educators. For example, although creating overlapping schedules for teachers and community educators opens up new avenues for integrating instruction, schools may need additional training and support to make this practice effective and ensure that all staff can contribute optimally. Teachers and community educators bring different skillsets to the school; acknowledging those differences while identifying opportunities to build on the skills of each to bring a balanced learning experience to students is a priority of the model.

Addressing logistical and contextual challenges that hinder full implementation.

ExpandedED Schools are by design in high-needs neighborhoods serving high-needs populations. As such, they face significant contextual challenges to whole-school implementation of expanded learning. The first is **transportation**. Many students rely on school or public transportation to get to and from school. Some schools made adjustments to bussing schedules to reflect the later end to the school day, but this flexibility is not available to all schools. In other schools, unsafe surrounding areas increase parental reluctance to have their children stay at school later without reliable and safe public transportation home.

Second, enrolling **special education students** in the expanded day remains a challenge for nearly all schools. Not only do special education students often rely on different busses, compounding the transportation issue, but there is a perception that the expanded day will not meet the needs of special education students. One principal, for example, noted that special education students in self-contained classrooms required one-to-one accommodations, for which additional resources were not available during the expanded hours. Staff at another school commented that although the enrichment opportunities available in the expanded day could benefit special education students, additional specialized training was required for community educators to work effectively with those students.

Third, schools do not have the resources to serve **pre-kindergarten** students during the expanded day, which contributes to challenges to expanded day participation across all grades. Parents who have more than one child in the school would like to have all their children enrolled in the same program and sometimes rely on older children to care for their younger siblings during the afterschool hours. As a result, parents select afterschool programs with pre-K over the expanded hours at the school. The principal in one school reported that he is exploring a partnership with a childcare center that is located in the same building, effectively adding a pre-K option that meshes with the expanded day.

Address attendance holistically, not just for the expanded day. Several schools reported struggles to raise school attendance in general, not just during expanded hours. Achieving high rates of attendance during the expanded hours is impossible with low school-day attendance. Other schools struggle to get parents to see the expanded day as an integral part of the school's educational offerings. Continued efforts to reinforce that “we’re not a baby-sitting service, nor are we drop-in drop-out—this is an extended day and not an afterschool program per se” are essential.

Appendix A

Fidelity of Implementation Rubric

TASC Expanded Schools Fidelity of Implementation Rubric

Guidelines for Using the Rubric

All ratings should be based on high expectations for implementation of the Expanded Schools model, regardless of a school's particular context. Use all available data, including document reviews, interviews, and observations to rate the fidelity of each Expanded School in each of these areas.

Assign the ratings as follows:

- Excellent** Exemplary; model for other Expanded Schools
- High** School demonstrates consistent fidelity of implementation of the Expanded model
- Medium** School demonstrates fidelity to the Expanded model, but inconsistently
- Low** Improvement needed; school implements the Expanded model with limited fidelity
- Unsatisfactory** . Needs substantial work; school does not demonstrate fidelity to the Expanded model

To select a rating, start by considering the MEDIUM rating. Determine whether MEDIUM reflects the consistency and clarity of Expanded fidelity throughout the school. If a rating of MEDIUM is not accurate, move up or down to the next rating that more precisely reflects the fidelity level. Use the narrative sections to explain ratings and to highlight particularly effective approaches.

Throughout the rubric, *learning opportunities* refer to lessons, activities, or other programming throughout the Expanded School. These opportunities may be led by school-day teachers or by community educators, and may occur at any point during the entire school day.

Contact Information	
School name	
School address	
School principal	
Instructional coordinator	
School contact	Telephone: _____ Email: _____
Community partner	
Community partner address	
Executive director	
ExpandedED Director	
Community partner contact	Telephone: _____ Email: _____

Overall Rating of School Fidelity to the ExpandedED Model				
Excellent	High	Medium	Low	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Core Element 1: More Time for a Balanced Curriculum

In an excellent ExpandED School, expanded learning time is implemented throughout the whole school, and students engage in skill-based academic and enrichment opportunities.

Comprehensive Rating for Core Element 1: More Time for a Balanced Curriculum

Excellent	High	Medium	Low	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Core Element 1a: All students are engaged in expanded learning.

Indicators	Fidelity Rating				
	E	H	M	L	U
<p>1. Whole-school implementation of expanded learning; all grades and all students.</p> <p><i>Whole-school (all students) implementation is rated Excellent. Whole-grade implementation is rated Medium. An ExpandED School with open enrollment is automatically rated Low. All Excellent, High, and Medium ratings assume that a policy requiring regular participation in ExpandED is in place. An ExpandED School with ONLY a drop-in model is automatically rated Unsatisfactory.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Core Element 1b: Students are exposed to rigorous, skill-based, academic instruction and support, as well as enrichment and other youth development opportunities, which may include arts, physical activity, and community service.

Indicators	Fidelity Rating				
	E	H	M	L	U
<p>1. All learning opportunities are implemented with an intentional focus on helping students develop and build specific skills.</p> <p><i>Targeted skills are made explicit, and can include either academic or non-academic skills. If an activity occurs over several sessions, the connection from one session to the next is clear. Staff should be able to articulate the plan and objectives for each activity. An overall curriculum plan is written and shared, even if daily lesson plans are not on paper.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All learning opportunities have clear benchmarks for measuring success. Benchmarks are communicated to students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. All <u>academic</u> learning opportunities explicitly align with the school's learning standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students participate in both academic and non-academic learning opportunities. Academic enrichment extends beyond homework help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *
<p>5. Learning opportunities engage students in experiences in which they might not otherwise be able to participate.</p> <p><i>These may include arts, cultural, or other enrichment opportunities or experiences that students would otherwise not be exposed to.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary Rating for Core Element 1b

Excellent	High	Medium	Low	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*An unsatisfactory rating for this indicator (#4) is an automatic unsatisfactory rating for Core Element 1b

Core Element 2: School-Community Partnership

In an excellent ExpandedED School, the school and community partner share responsibility for the delivery of an integrated school day and for helping students achieve positive outcomes. Family engagement in learning is encouraged and evident.

Comprehensive Rating for Core Element 2: School-Community Partnership

Excellent	High	Medium	Low	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Core Element 2a: School and community partner share responsibility for implementation of ExpandedED.

Indicator	Fidelity Rating				
	E	H	M	L	U
<p>1. Schedule and staffing structures promote seamless integration of instruction by school staff and community educators.</p> <p><i>For example, co-teaching, aligned behavioral norms, complementary instructional approaches, and/or efficient transitions between activities and learning environments reinforce the perception of an integrated school day for both students.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The principal <u>demonstrates commitment</u> to the whole-school model for ExpandedED.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *
3. The principal demonstrates commitment to ExpandedED through support for joint design and implementation involving school staff and community educators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *
<p>4. Community partner staff are included in school leadership.</p> <p><i>Examples include contributing to the school leadership team or other planning committees. Inclusion in school leadership entails meaningful participation in decisions, not just invitations to meetings.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *
5. ExpandedED is staffed by both teachers and community educators, using structures that build on the strengths of each group to teach students important academic and non-academic skills. Where appropriate, teachers and community educators co-teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teachers and community educators participate in <u>joint planning throughout the year</u> to identify student needs and plan academic support and enrichment activities to meet those needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. Teachers and community educators engage in formal and/or informal joint professional development.</p> <p><i>Teachers and community educators share knowledge and instructional approaches and learn from each other. This could include ongoing professional learning (such as staff meetings and peer mentoring), coaching, and joint participation in workshops.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary Rating for Core Element 2a

Excellent	High	Medium	Low	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*An unsatisfactory rating for this indicator (#'s 2, 3, or 4) is an automatic unsatisfactory rating for Core Element 2a

Core Element 2b: Family engagement in learning is encouraged and evident.					
Indicators	Fidelity Rating				
	E	H	M	L	U
1. The ExpandedED School engages families in students' learning and provides resources to help families support academic growth and youth development. <i>For example, school and community educators offer supports through a parent resource center or workshops on how navigating the school and helping children with homework. This item goes beyond solely inviting parents to attend events.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Families accept that expanded learning time is an integral part of the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary Rating for Core Element 2b					
Excellent	High	Medium	Low	Unsatisfactory	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Core Element 3: Engaging and Personalized Instruction

In an excellent ExpandED School, instruction is differentiated to address the individual needs of students and is data-driven.

Comprehensive Rating for Core Element 3: Engaging and Personalized Instruction

Excellent	High	Medium	Low	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Core Element 3a: Instruction addresses the individual needs of students.

Indicators	Fidelity Rating				
	E	H	M	L	U
1. Students' individual needs and strengths are recognized in instruction delivered by both teachers and community educators. Instruction is differentiated to help all students advance to the next level, including both high- and low-performing students. <i>Teachers and community educators differentiate instruction to focus on specific strengths and weaknesses of students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *
2. Learning experiences (both academic and non-academic) are experiential and inquiry-based.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Learning opportunities reflect student interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary Rating for Core Element 3a

Excellent	High	Medium	Low	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*An unsatisfactory rating for this indicator is an automatic unsatisfactory rating for Core Element 3a

Core Element 3b: Instruction is data-driven.					
Indicators	Fidelity Rating				
	E	H	M	L	U
<p>1. Community educators and school staff <u>work together</u> to review student needs (as indicated through student-level data) and student progress.</p> <p><i>There is an explicit shared plan for data use. Ongoing use of data throughout the year (e.g., weekly or monthly) indicates a higher level of fidelity than using data only at the start of the semester or the start of the school year.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. School-day data are used to inform decisions about programming (e.g., instructional content, instructional methods, group assignments).</p> <p><i>For example, student data drive decisions on student assignment to groups and adoption of content priorities in programming. Data may include metrics developed for ExpandED or other school data.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. School-day data are uses to inform decisions about staffing (e.g., professional development needs, staff assignments).</p> <p><i>For example, the school provides additional training in an area or re-assigns staff to address instructional needs identified in student data.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary Rating for Core Element 3b					
Excellent	High	Medium	Low	Unsatisfactory	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Core Element 4: Integrated Funding Model

In an excellent ExpandED School, funding streams are braided to support a school-wide expanded learning framework.

Comprehensive Rating for Core Element 4: Integrated Funding Model

Excellent	High	Medium	Low	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	Fidelity Rating				
	E	H	M	L	U
<p>1. School and community partner leaders coordinate budgets to allocate resources strategically (including public and private funds from education, youth development, health, childcare, and other sources), in order to create a seamless expanded day. This includes integrated budget planning and/or joint discussions about resource allocation. The budget school and CBO budgets can be developed and managed separately.</p> <p><i>This coordination includes allocations of funds for staff salaries, professional development, enrichment materials, and other resources to be used in instruction by both school and community educators.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. All partnerships in the school are strategically managed to promote an integrated school day.</p> <p><i>All partnerships contribute to the ExpandED model; there are no separate activities or after-school programs offered by outside organizations that are distinct from the integrated school day.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. The school and community partner both support fundraising efforts for ExpandED.</p> <p><i>Examples include identifying funding opportunities, contributing to grant-writing, hosting promotional visits, and advocating for ExpandED with potential funders and supporters. The school and community partner must both show initiative in this area to move the rating higher than U.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *
*An unsatisfactory rating for this indicator (#3) is an automatic unsatisfactory rating for Core Element 4.					

Appendix B
Student Academic Mindsets Survey–2012-13

Evaluation of ExpandedED

Student Survey – 2012-2013

- Use a pencil or blue or black pen.
- Fill bubbles completely.
- Do not mark answers with ✓s or Xs.

Like this:



Not like this:



Dear Student,

Your school is part of a national effort called ExpandedED. The goal of ExpandedED is to expand learning time and provide additional learning opportunities for students. Policy Studies Associates, Inc. is conducting an evaluation of ExpandedED and how it is changing schools and helping students. Your answers will help make your school better. This survey will take 5 to 15 minutes to complete.

This survey is voluntary. If you do not want to fill out the survey, you do not have to. However, we hope that you will take a few minutes to fill it out because your answers are important.

This survey is private. No one at your school or home will see your answers. Please answer all the questions as honestly as you can. If you are not comfortable answering a question, you may leave it blank.

This is not a test. There are no right or wrong answers, and your answers will not affect your participation or place in this program in any way.

Thank you for your help!

Fill in the circle to continue:

Yes, I agree to take this survey.

No, I do not agree to take this survey.

1. What grade are you in? (Fill in the bubble for your grade.)

- 3rd 4th 5th 6th 7th 8th

2. Please answer the following questions about yourself.

(Fill in one bubble in each row.)

Do you...	No, never	Yes, some of the time	Yes, most of the time	Yes, always
a. Think you are a good student?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Pay attention in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Follow the rules at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ask questions when you don't understand something?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

— OVER →

DO NOT WRITE IN THIS BOX



3. Please answer the following questions about how you do in school.

(Fill in one bubble in each row.)

When you try, can you...

	No, never	Yes, some of the time	Yes, most of the time	Yes, always
a. Get good grades in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Finish your homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do well on tests?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Solve math problems correctly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Read well?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How true are the following statements about your school?

(Fill in one bubble in each row.)

	Not at all true	Somewhat true	Very true
a. Students in my class really care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My school is like a family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I like my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My classes are fun places to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I feel safe and comfortable with the teachers in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The teachers here care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How true are the following statements about you?

(Fill in one bubble in each row.)

	Not at all true	Somewhat true	Very true
a. I want to graduate from high school when I am older.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. It's important to me to do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I try my best at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I read books for fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I want to go to college when I am older.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How true are the following statements?

(Fill in one bubble in each row.)

	Not at all true	Somewhat true	Very true
a. The things I am learning in school will be important later in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I need to finish high school to get a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The things I am learning in school will be useful in a job or career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Attending school every day is very important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. On most days, what time do you leave school? (Fill in the bubble for the option that is true for you.)

- Before 4pm 4pm or later

THANK YOU!