TASC

ExpandED Schools Toolkit

Is your district ready to ExpandED?
A System-Level Readiness Tool

This tool was designed for school districts, cities and intermediaries to assess their readiness to implement the core elements of ExpandED Schools:

> 1) more time for a balanced, hands-on curriculum;
> 2) strong school-community partnership;
> 3) personalized and engaging instruction; and
> 4) a sustainable cost model.

The readiness areas listed within this tool were informed by education systems already implementing the ExpandED Schools model.

What Are ExpandED Schools?

ExpandED Schools aim to expand the learning day to at least 1,600 learning hours per year for all students in a school. A blended staff of teachers, community educators, teaching artists and instructional specialists work collaboratively to personalize learning and to engage students. Students receive nutritious meals daily and families are encouraged to engage actively in the education of their children.

Readiness Areas

TASC has identified four key areas of readiness to evaluate prior to implementing the ExpandED schools core elements:

- Leadership
- Capacity and partnerships
- Resources
- Data Systems

This tool can help districts explore their readiness in each of these areas by considering a series of indicators.

How You Can Use This Tool

As you move through the indicators on the following pages, mark one of the following readiness levels:

- **Not in place**: This indicator is not currently met in your district.
- **Under consideration:** This indicator has been explored and/or considered, but no progress has been made yet.
- **In progress:** Some work has been done to accomplish this indicator, but it is not yet complete.
- **In place:** This indicator represents a resource, system or process that is in place in your district.

Some of the indicators in this tool may be more critical than others, but all are important.

For those indicators not in place in your community, use the Action Plan on page 7 of this toolkit to determine how you will make progress or identify an alternative solution when an indicator is not in place.

Readiness Area 1: Leadership

Strong leadership from multiple partners is critical for an expanded learning time initiative to be successful.

	Not in Place	Under Consideration	In Progress	In Place
1. An intermediary, public agency and/or school district is prepared to lead and oversee the initiative.				
2. The oversight agency has capacity to invest ample time (8-12 hours per month for 6–12 months) in planning and launching the initiative.				
3. The oversight agency is committed to appointing a lead staff member and small leadership team dedicated to this work.				
4. Leaders have articulated their goals for expanded learning time.				
5. The local school district leadership supports the initiative and is poised to collaborate by promoting the model, recruiting schools and supporting the initiative throughout implementation.				
6. Leaders have explored the practice and policy contexts in the district and have considered potential opportunities and barriers to implementation.				
7. Local education and youth development leaders, including professional associations, funders and family advocacy groups, are briefed and their feedback is incorporated into expanded learning time plans.				

Notes

Readiness Area 2: Capacity and Quality of Partnerships

Schools and community-based organizations (CBOs) must be prepared to work together to offer high-quality services to students and families.

	Not in Place	Under Consideration	In Progress	In Place
1. Youth-serving organizations are present in the community.				
2. There is a track record of schools and CBOs working in partnership.				
3. Local teacher unions and professional associations are supportive of the ExpandED Schools core elements and are open to exploring community partnerships and blended (teachers and community educators) staffing patterns.				
4. Professional development for youth development staff, teachers and principals is available through an intermediary, public agency and/or the district.				
5. After-school or summer program quality standards and/or regulations for CBOs working in schools are in place to promote engaged learning and positive youth development.				

Notes

Readiness Area 3: Data Systems and Practices

Effective use, analysis and sharing of data supports quality management and continuous improvement.

	Not in Place	Under Consideration	In Progress	In Place
1. After-school and youth development programs use a data system that tracks enrollment, attendance and activities.				
2. A culture and practice of using data for continuous improvement exists among schools and CBOs working together.				
3. There is commitment from schools, CBOs and the school district to evaluate implementation and student outcomes.				
4. Schools and CBOs are positioned to share data and are open to joint accountability for academic, social and emotional youth outcomes.				

Notes

Readiness Area 4: Resources

Expanded learning time requires coordination of sufficient resources.

	Not in Place	Under Consideration	In Progress	In Place
1. School, after-school, and youth development funding sources are available and can be used to implement the ExpandED Schools core elements.				
2. School leaders are willing and ready to share facilities and redeploy human resources (e.g. security staff) for the expanded school day.				
3. Transportation is available or can be negotiated to support an expanded schedule.				
4. Local funders have interest in expanding learning time and opportunities.				

Notes

Evaluation Scale

Count the number of indicators your district has in place in order to determine whether or not your district is ready to implement the ExpandED Schools core elements.

0 – 5 Indicators In Place	Your district needs time to consider and address the readiness indicators. Ask yourselves: What foundational structures might we develop before launching an expanded learning time initiative? What resources and relationships must we develop in order to begin this process?
6 – 10 Indicators In Place	Your district needs time to implement more of the readiness indicators before it is ready for the ExpandED Schools core elements. Ask yourselves: What resources and strategies should we employ to address more of the readiness indicators? What in-progress indicators can we move toward completion?
11 – 15 Indicators in Place	Your district may be ready to implement the ExpandED Schools core elements. Your team might consider reviewing the readiness indicators not in place to determine if any are feasible in the near future. Ask yourselves: Which of these things can we implement or address with existing resources to be more ready for this initiative?
16 or More Indicators in Place	Your district seems ready to implement the ExpandED Schools core elements. If any indicators are not currently in place, you might consider creating an action plan for those which need to be accomplished before launching your initiative.

TASC is a national nonprofit organization dedicated to giving all kids expanded learning opportunities that support, educate and inspire them. For more information about this tool and the ExpandED Schools model, please contact Jennifer Siaca Curry, Director of National Technical Assistance, at (646) 943-8746 or jsiaca@tascorp.org. Visit TASC on the web at www.tascorp.org.

Readiness Action Plan

The following grid can assist you in turning your assessment results into an action plan. Thinking through each part of your plan will ensure a more successful implementation of the ExpandED core elements.

Readiness Category	Task/Activity	Timeline	Lead Role	Measurement/ Deliverable	Resources Needed

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