

DOINGWHATWORKS



PRESENTATION

3:48 min



Observing Implementation in Expanded-Learning-Time Schools

Saskia Traill, Ph.D.

March 2011

Topic INCREASED LEARNING TIME

Practice EVALUATE PROGRAM

Highlights

- » The vice president of policy and research at The After-School Corporation (TASC), Saskia Traill, explains the model, reasoning, and planning behind the New York City expanded-learning-time pilot initiative.
- » TASC collects and analyzes data from federal statistics, conducted surveys, interviews, and site visits to pinpoint areas of success and areas that need improvement.
- » To continually improve the longer-school-day model, site visits are conducted on a regular basis to examine practices connected to leadership, engagement, and collaboration between schools and community-based organizations.

About the Interviewee

Saskia Traill is the vice president of policy and research at The After-School Corporation (TASC), dedicated to giving all kids opportunities to grow through expanded learning opportunities that support, educate, and inspire them. She is currently leading policy efforts surrounding TASC's 17-site network of schools that are expanding learning time. She has co-authored articles for peer-reviewed journals and books, as well as written policy briefs and reports on a range of issues, including family economics, early care and education, family mental illness,

advocacy, and after-school programming. Prior to working at TASC, she was a program manager for the Insight Center for Community Economic Development, working to build state systems for early care and education.

Dr. Traill currently serves on the Public Policy Committee of the Society for Research on Adolescence and was a co-leader of the National Science Foundation's Center for the Advancement of Informal Science Education Policy Study Inquiry Group. She received her B.A. from Columbia University and a Ph.D. in research psychology from Stanford University.

Full Transcript



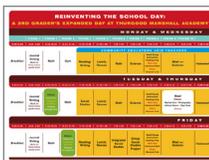
Slide 1: Welcome

Welcome to Observing Implementation in Expanded-Learning-Time Schools.



Slide 2: Introducing Dr. Traill

My name is Saskia Traill. I am the vice president of policy and research at the After-School Corporation, or TASC, in New York City.



Slide 3: Reinventing the school day

About three years ago TASC started an expanded-learning-time initiative in New York City. What TASC was trying to do with our expanded learning time was really to reinvent the school day. What that really looks like in terms of the model is that schools partner with community organizations, most of whom have been operating after-school programs in New York City for as much as a decade or longer. And those two groups come together in a blended staffing system, so that certified teachers who are part of the traditional school team are working alongside community educators.

Slide 4: Collecting data

Collecting data to measure expanded learning time success is actually really difficult. We collected a number of different indicators from the Department of Education here in New York City. TASC also collects a variety of information on our own to measure the success of our schools. So we have program officers who go out and visit the school twice a year, who look at a number of different things. First is an overall student profile in the school. So we look at basic student demographics like how many students are enrolled in this school, the percentage of students that are English language learners, the percentage of students who are identified as having special needs, the percentage of students or the number of students who are bussed or need transportation home at the end of the day, as well as some specific demographic factors like the percentage of students who are in foster care or in transitional housing or have some other particular factor that you probably want to take into account as you think about an expanded-learning-time program.



Slide 5: Elements of leadership

The other things that we look for in our site visit reports are elements of principal leadership in expanded learning time. In TASC's ELT Initiative—Expanded Learning Time Initiative—it's really critical that the principal is engaged in the longer school day and has a voice, really sets the vision for what that longer school day looks like.



Slide 6: Collaboration

The other things that the program officers look for are school and community organization collaboration. And then we do some activity observations where we look to see what kinds of enrichment and engagement activities have been added to the school day. So we look to see what kinds of content is being taught and what kind of curriculum they are using and whether students really seem engaged, excited, challenged, and enthused about what they are working on.



Slide 7: Site visits

When we do our site visits, we ask questions about the types of barriers that schools are facing to implementing expanded learning time the way that they would like to. Examples of that are problems they have with blending or braiding different public funding sources. We also ask research questions about how the school has developed a shared accountability, what they are looking for in terms of their measures of student success and how those things are doing. And then when we think about practice, both the logistics of operating an expanded-learning-time initiative, the challenges of doing joint professional development between certified teachers and community educators, or the logistics of offering a longer school day.



Slide 8: Key factors

But one of the other things that we are really interested in are what are the key factors in our model that seem to make the difference. When we think about replicating expanded learning time to other schools in New York City and beyond and creating expanded learning time as a national movement, it's really important that we understand what are the things that absolutely have to be in place for us to get the kind of successful outcomes we want for our kids.



Slide 9: Learn more

To learn more about Observing Implementation in Expanded-Learning-Time Schools please explore the additional resources on the Doing What Works website.