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New York State 21st Century Community Learning Center Program

Statewide Annual Evaluation Report
Contract Year 2
(6/1/18 –6/30/19)

Prepared for

The New York State Education Department

Office of Student Support Services

MI MEASUREMENT INCORPORATED

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Executive Summary

Project Overview

The New York State Education Department (NYSED) has awarded Measurement Incorporated (MI) a 5-year contract (running from June 1, 2017 through May 31, 2022) to conduct the external statewide evaluation of the Round 7 funding cycle of the New York State 21st Century Community Learning Center (21st CCLC) initiative. This initiative focuses primarily on children who attend high poverty and low-performing schools and provides expanded learning opportunities for academic enrichment, youth development, and family literacy to help students meet state academic standards.

MI's scope of work under the contract includes the following six deliverables:

Deliverable 1: Evaluation of NYSED's achievement of objectives related to statewide improvements in participating students' academic performance and behavior

Deliverable 2: Evaluation of the effectiveness of the 21st CCLC Technical Assistance Resource Centers (RCs)

Deliverable 3: Evaluation of the performance of local 21st CCLC programs

Deliverable 4: Review and assessment of the quality and completeness of local program-level annual evaluation reports

Deliverable 5: Provide guidance to NYSED on transition to a state-level data collection and reporting system

Deliverable 6: Provide support to local program evaluators

Summary of Year 1 Project Activities, Outcomes and Findings

Deliverable 1: *Evaluation of NYSED's achievement of statewide objectives*

Measurement Incorporated (MI) is tasked with conducting analyses of state-level outcome assessments specified by federal reporting requirements, which require associating student-level outcome measures, program participation data and demographic information. While NYSED owns much of the data needed for these analyses, all of the program level data are maintained by the program sub-grantees. However, the existing data management systems used by these sub-grantees vary tremendously in the platforms used, how data are entered and stored, the adequacy of quality control and validation, and the flexibility with which stored data can be summarized and reported. In quite a few cases, data records are fragmented even within a single program, often including paper records.

Previously, to conduct any statewide analyses, the State was almost completely reliant on using aggregate data reported to the Tactile Group for local programs' Annual Performance Reports (APRs). To facilitate more rigorous analyses, MI is working with NYSED to develop standardized statewide data collection and reporting procedures, and to determine how data sharing can be accomplished within federal, state and regional confidentiality laws and regulations.

The first stage of this process, which began in Year 1, involved developing a more reliable system for reporting student enrollment and attendance data. In Year 1, MI developed a data collection template for programs to use, which includes built-in validation rules to help ensure accurate data entry. This template was further improved in Year 2, requiring disaggregated attendance reporting to strengthen quality control. In addition, consistent with our previous recommendations, in Year 2 programs were required to begin reporting participants' State or District ID codes. As a result, even while a State-wide data system is not yet in place, NYSED expects to be able to merge these attendance roster data with the demographic and outcome data maintained by the state, enabling MI to conduct analyses that reflect students' level, and to some extent, focus of participation.

The second major task in this process is to create a Statewide data system which provides all programs with a standardized channel through which to report attendance data and program details, to be linked to State data. This process is discussed under Deliverable 5, below.

Analyses of the Year 1 rosters only focused on attendance data, since student IDs were not required. These analyses were presented to NYSED in April 2019; highlights from these Year 1 analyses include the following:

- Reporting programs served over 46,000 "official" participants who attended for a total of at least 30 hours. Two-thirds of these official participants attended for 90 hours or more.
- The majority (65%) of official participants were in elementary school.
- Only 37% of programs reached 95% of their target enrollment.
- Among official students, attendance averaged 178 hours per participant.
- Official elementary students attended far more hours than those in middle or junior high school.
- Virtually all programs (98%) offered after-school programming. Summer programming and Expanded Learning Time programming were each offered by just over a quarter (28%) of programs.

<u>Recommendations</u>

- To encourage sharing of student data, emphasize that federal analysis and reporting requirements for the 21st CCLC program clearly require states to obtain student level data, and that both federal and state laws state that an educational agency may disclose personally identifiable information, without consent, to a contracted organization conducting studies for the purpose of improving instruction.
- Ensure that the vendor that is awarded the grant to create a state data system will provide flexibility so that local evaluators who have obtained data security agreements can also use it to access student level data.

- Ensure that the data system vendor build validation rules into the system to minimize the amount of manual quality control needed after data are submitted.
- Require programs to further disaggregate attendance hours to better support quality control, including verifying compliance with Expanded Learning Time and field trip guidelines. Remind all program directors early in the year that such reporting will be expected so that they maintain records to support it.
- Remind all program directors that reporting of State or District Student ID codes will remain a requirement through the remainder of the cycle and provide support in helping them locate the codes as necessary.

Deliverable 2: Evaluation of the Effectiveness of the 21st CCLC Technical Assistance Resource Centers (RCs)

Goals for effectiveness of the Technical Assistance Resource Centers (RCs) were defined by best practices and quality indicators derived from the literature, government guidance, and discussions with the State Program Director. Data on effectiveness were obtained through conference and workshop observations, surveys of workshop participants, interviews with Resource Center Directors and key staff, and review of Resource Center documents. MI's participation in the State's development of procedures and guides to support inter-rater reliability among Resource Center site monitors also contributed to our understanding of the Centers' effectiveness. Additional data to inform this deliverable will be derived from a survey of all sub-grantee program directors, which will be administered in early fall 2019.

A review of these data sources revealed several positive aspects of the Year 2 conferences.

- All four conferences were well attended by program personnel. Indeed, program representation was proportionately higher compared to Year 1, particularly within NYC. The larger difference from NYC in the spring conferences likely resulted from the shift from a statewide event in Albany in spring 2018, to separate regional events in spring 2019.
- All conferences exhibited high quality in their overall design and delivery.
- Participants attending these events were generally very satisfied with their learning experiences.
- With insights gained from last year's experience, the RoS Resource Center re-organized the structure of their conferences—which serve as the primary source of in-person professional development for this highly dispersed region—to maximize the number of participants benefitting from high priority topics by offering more of them during general sessions.
- Several comments on the spring 2019 RoS conference survey expressed appreciation for having fewer sessions with more participants.
- Where known, workshop survey response rates were in most cases much improved compared to Year 1.
- Both conferences in both regions placed an appropriate emphasis on the importance of state and local evaluation as integral components of the 21st CCLC initiative.

While the conferences remained a strong point of the Resource Centers' support services, there remained areas with room for improvement:

- While the increased use of general sessions was beneficial, program staff from both regions expressed a desire for additional, more differentiated professional learning opportunities beyond those offered during the conferences.
- Attendance was not documented at the majority of workshops at both RoS conferences. As a result, workshop survey response rates could not be determined for these workshops, rendering results uninterpretable. Attendance rates also provide useful feedback on staff's interest in particular topics.

Recommendations:

- For multi-day conferences, explore, through brief program staff surveys, whether scheduling two full days would make more efficient use of time than one full and two half-days.
- To make the most out of limited workshop time, review conference survey responses to identify topics of interest for breakout sessions, and conduct a separate 1 to 2 question survey to get better representation on topic interests.
- The State Evaluator and the Resource Centers should continue to work together to find a more effective approach to obtain both conference and workshop ratings that achieve better representation without fatiguing the participants.
- Methods for ensuring that both conference and workshop attendance are promptly and accurately documented should also be explored.

Deliverable 3: Evaluation of the Performance of Local 21st CCLC Programs

The MI State Evaluation Team conducted exploratory site visits with ten new sub-grantees (that had not been visited in Year 1), with the purpose of gaining insights into programmatic challenges and strategies that can inform statewide program improvement. Because findings from these visits were not intended for use in evaluating individual programs, results are aggregated across programs to maintain confidentiality. A summary of findings and recommendations for each focus topic is presented at the beginning of each topic. Topics explored included:

- Student Identification, Recruitment & Enrollment
- Attendance & Retention (Participation/Program Dosage)
- Academic Linkages to School Day
- Administrative Coordination

Student Identification & Recruitment

Student identification and recruitment efforts utilized multiple methods, including orientations, open houses, website postings, mailings, and personal interactions. Program sites identified students in need of services with the assistance of school staff and administrators and built programming designed to fit the needs of their after-school populations.

Findings:

- Programs generally used open enrollment, as well as targeted strategies to identify students who would benefit from academic and/or social-emotional support.
- High schools tended to use more individualized strategies aligned to their populations to recruit students.
- CBOs leveraged their reputation and name-recognition in the community to recruit students.

Recommendations:

- Build identification and recruitment efforts into the school culture, with administrators and staff collaborating with after-school directors to identify students most in need of academic and/or social-emotional support.
- Use data such as school day attendance and academic performance information to further inform targeted recruitment efforts, and to develop programming for specific groups of students.
- Continue to provide programming that balances student preferences for special activities with their academic and social-emotional needs.
- Consider training staff to infuse social-emotional support into all program activities.
- To reduce competition for students, build programming to fill in gaps in services that other school programs may not offer.

Attendance, Retention and Enrollment Targets

Findings:

Difficulty meeting enrollment and attendance targets was a common challenge in Year 1. Obstacles included competition with other activities and obligations, challenges within the context of the schools, understaffing and lack of branding of the program. While challenges remained, most programs visited were on track to meet enrollment targets in Year 2.

- Attendance and retention among middle and high school students continued to pose challenges across all school environments, as competing interests and obligations trumped after-school participation.
- Seasonal and weather challenges impacted attendance in all geographic areas, but these issues were often intensified in rural environments.

- Even though programming designed around student needs and interests was more common at the sites visited in Year 2 compared with Year 1 findings, programs often encountered attendance problems even at activities that students had requested.

Recommendations:

- Build trust with school staff, parents, and students through consistency, communication and data sharing.
- Collaborate with and work in tandem with school staff and coaches to serve students with flexible scheduling and programming targeted to student needs and interests.
- Provide more voice and choice for students through needs assessments, interest surveys, and through allowing students to select activities in which they want to participate. Repeat interest and needs assessments regularly to reflect current enrollment. Such opportunities can bolster attendance, and provide a means for building special-interest programming targeted for students who would not otherwise have access to those activities.
- Communicating strict attendance policies can help remind participants that the program is not a drop-in, but requires a commitment.
- Use out of school time (OST) attendance reports to identify students whose attendance is lagging, allowing programs to contact parents to encourage consistent participation, or to dismiss students with inconsistent attendance in favor of others who express greater interest.
- Field trips, special events, and celebrations all offer opportunities to engage students in after-school programming, and were often used effectively to motivate consistent attendance.
- Although school-day scheduling can only be used by approved Expanded Learning Time programs, flexible scheduling before school, or on weekends, holidays or summers, might reduce competition with students' paid employment.

Academic Linkages to School Day

Findings:

- Overall, communication between 21st Century and school-day staff varied widely across school sites. Most programs were characterized by fairly open communications; however, most communication was informal and inconsistent.
- Communications were often hampered by turnover among principals or after-school directors, and perceptions of the after-school program as separate from the school day.

- One program formalized communications by asking teachers to complete a daily form to update after-school staff about participating students' academic and social-emotional needs.
- At some programs, communications were strengthened and formalized by including the after-school director in school-day meetings.

Recommendations:

- Examine student and school-wide data to determine the areas of greatest need, both across the student body as a whole and for individual students. After-school programming should be planned to help support those areas in a way that engages students and supports them at the same time.
- Provide professional development for program directors to develop specific strategies for aligning academic curricula and developing enrichment activities to engage students while supporting their academic needs.
- Academic linkages to the school day should be strengthened through collaboration between 21st CCLC grantees and their schools' administrators, facilitating program coordination so that the Learning Centers support the schools' needs as a whole. This coordination can be facilitated in several ways:
  - Encourage school leaders to involve 21st CCLC staff in the School Leadership Team and other school meetings.
  - Encourage school leaders to visit 21st CCLC activities, get to know the activities offered, and provide guidance regarding academic alignment. This is especially important when the 21st CCLC director and staff are not pedagogues.
  - Site visits by the local evaluator should include a focus on academic alignment.
  - Create templates to report specific information (to/from teachers and 21st CCLC staff) about student academic needs, behavioral/emotional issues, homework, curriculum focus, learning standards and objectives, etc.
  - Encourage school leaders to include program alignment in meeting agendas, and incorporate this focus into communication templates.
  - Encourage school leaders to appoint a school-based staff person (preferably a pedagogue) as an educational liaison to advise the 21st CCLC program.
  - Develop a program guide that outlines the Learning Center goals, activities and practices, to help orient new after-school staff, and familiarize experienced as well as new school staff and administrators with the program.
  - Incorporate explicit strategies for academic alignment into the program logic model. Involve school staff in the creation and updates of the logic model if possible, or at least share the document with them.

Administrative Coordination

Findings:

Among the programs visited in Year 2, there was much less staff turnover than was seen in the programs visited in Year 1. Customized 21st CCLC handbooks made the process of onboarding new staff smoother and easier at programs that had developed these materials. However, cumbersome and slow hiring practices created problems in maintaining programming for programs experiencing mid-year staff turnover, especially when other school, district, or CBO staff were not readily available to assist on a temporary basis.

School support for 21st CCLC programs was fairly strong and consistent in Year 2, although program coordinators and directors still saw some room for improvement of communication, planning, and commitment.

Recommendations:

- In order to improve onboarding of new staff, all programs should develop or share 21st CCLC-specific handbooks, which can include an overview of the grant and its activities, performance indicators, the QSA, sample lesson plans, an onboarding checklist, and all policies and procedures that need to be followed.
- Other best practices for onboarding include shadowing experienced staff for a short period of time to acclimate to and understand the program and its procedures.
- School support is critical to the success of 21st CCLC programs. Directors should make every effort to build relationships with school staff and administrators toward developing a strong partnership that will benefit students. Use collaborative communication techniques to discuss the 21st CCLC grant requirements and benefits.

Outcome Data: Analysis and Dissemination

Findings:

- Student outcome data was universally gathered and analyzed on an aggregate level only, with no analysis of needs or activity participation for individual students.
- Sharing of data and findings from local evaluations was inconsistent across sites. Most evaluators shared outcome data with program staff, but the extent to which programs shared it with families varied widely, and there were no mechanisms for monitoring how often it was accessed.

Recommendations:

- Analyses of individual student data linked with their academic or SEL needs and activity participation would be valuable for assessing program effectiveness. Many programs that have difficulty accessing such data due to district rules might be able to do so by entering into a confidentiality agreement with the district.

- Programs should explore systems and platforms for sharing outcome data with staff, parents, and students. This information sharing could improve programming and staff-student relations, as well as serve as a means for communicating the benefits of the 21st CCLC program to school staff, students, parents, and families.
- Data and findings that are shared with these groups must be presented in a non-technical way that is accessible for these stakeholders.

Deliverable 4: Review and Assess Quality and Completeness of Local Program-Level Annual Evaluation Reports

In Year 1, although format was left up to the authors, each local program's annual evaluation report was required to include the following components:

- Program description and logic model;
- Evaluation framework;
- Evaluation plan;
- Engagement of program staff in the evaluation;
- Process evaluation findings;
- Summative evaluation findings, if applicable;
- Program utilization of evaluation feedback;
- Conclusions and recommendations for next year; and
- Sustainability plans, if applicable.

These components informed the development of a rubric for assessing the quality and completeness of the reports.

<u>Findings</u>:

- Only 56% of programs measured all of their objectives/performance indicators.
- Most implementation objectives focused on schedules and activity level; only a few focused on quality of implementation.
- In about one in four of the program reports we reviewed, each of the established goals and performance indicators (PIs) met all "SMART" criteria for appropriately designed goals.
- Where they were lacking, goals and PIs fell short most often in terms of specificity and/or measurability.
- Many programs continue to use standard instruments (OST and SSOS) for program assessment.
- Often there was a disconnect between the goals that were established and the indicators that were assessed.

- Alignment with the school day was pursued primarily through communications with day-time teachers, which was a frequent occurrence. However, specific strategies for achieving alignment were rarely described.
- Although reporting was inconsistent, where collaboration with school administrators or school teachers was described, it was most often categorized as active collaboration (deciding or acting together).
- Two-thirds of objectives established for numbers of regular attendees were met.
- About two-fifths of objectives for population served, scheduling or level of activity were met.
- Two-thirds to four-fifths of academic objectives were met.
- Many of the above successes were asserted in the reports without providing specific data.
- More often than not, results for social-emotional and community involvement objectives were not reported.

Recommendations:

- Strengthen focus on implementation quality review.
- Disaggregate results by activities, dosage, and population representativeness where applicable.
- Ensure all objectives/indicators are measured.
- Ensure that all stakeholders are informed of findings and recommendations, and actively involved ongoing program improvement.
- To inform ongoing improvement, strengthen focus on existence of and reasons for program modifications and drift.
- Incorporate reasons for program drift, and any agreed upon modifications, in logic model updates.

To help ensure more consistency in reporting, Year 2 AERs were required to conform to a defined template. The quality indicators that informed the identification of required report components were closely aligned with those that informed the Exploratory Site Visits (Deliverable 3) and, to a lesser extent, the indicators that informed the RC evaluations (Deliverable 2).

Deliverable 5: Provide guidance to NYSED on transition to State-Level Data Collection and Reporting System

Activities:

- MI continues to work with NYSED to identify requirements for a State data system, including compatibility with the federal APR reporting and State IRS data systems, as well as validation rules similar to those incorporated into the student enrollment rosters.

- We are exploring options for establishing data sharing agreements between MI, NYSED, and the New York City Department of Education (NYCDOE), as well as other districts.

Recommendations:

- Continue to work with staff from NYCDOE's Office of Community Schools (OCS), which manages the NYC district grantees and has a vested interest in these evaluations, to help negotiate a data sharing agreement between NYSED and NYCDOE's data division.
- Build flexibility into the state data system so that local evaluators who have obtained data security agreements can also use it to access student level data.
- Once a State data system is established, have all program data submitted directly to NYSED through the State system, so that MI only needs to obtain a data security agreement with the State in order to receive data needed for analyses.

Deliverable 6: Provide Support to Local Program Evaluators

The State Evaluation Team is contracted to serve as "a resource for local program evaluators in order to improve the quality and consistency of local program evaluation throughout the state." Following conversations with the State Coordinator about how this role should be interpreted, MI has agreed that it should also include helping program staff learn to make the best use of their evaluation services (see, for example, Deliverable 4 above).

Throughout Program Year 2, MI continued to provide local evaluators with support through an Evaluators' Network, designed to raise awareness of State priorities, increase their access to resources, facilitate inter-program communication and sharing of best practices, and provide a platform for local evaluators to provide feedback and recommendations on State-wide policies and procedures. Supports have included:

- An Evaluators' Network listserv and email address to facilitate communications with the State Evaluator,
- A web page for evaluators posting guidance and resource documents,
- Networking meetings to help the State Evaluation Team to better understand and support evaluators' needs, and
- An evaluators' discussion board to facilitate sharing of best practices.

The discussion board, which has piggy backed on the general 21st CCLC discussion board at NYS21CCLC.org, was taken down for several months due to a sudden explosion of spam postings. It was re-established using a more secure application in spring 2019 at the "NY21CCLC" workspace at slack.com, which can also be accessed through the NYS21CCLC.org "contact us" page.

Participation in these activities remains quite active, particularly in the listserv and networking meetings. A total of 3 formal networking meetings were held during Year 2, including one each at the October 2018 NYC Conference, November 2018 RoS Symposium, and the May 2019 RoS Conference. Because of scheduling conflicts, there was no formal meeting during the May 2019 NYC Conference; however, members of the State Evaluation team met with those local evaluators who did attend this conference to get their feedback. Topics covered in these meetings included discussing ideas for the future direction of the Evaluability process, and clarifying guidelines and the purpose of the AERs. In addition, an evaluators' advisory group was convened in November 2018 to discuss ideas for the Evaluability process.

Surveys of meeting participants have revealed that they have generally found them to be very well aligned to their skills and knowledge, to have clear goals, and to be engaging and well organized. They were frequently appreciative of the openness to feedback and the opportunities to network and learn from their colleagues. In contrast, others preferred a more structured format, or were frustrated that the structure and time frame were not always sufficient to arrive at consensus. The State Evaluator has attempted to address this shortcoming by maintaining ongoing, open channels of communication between meetings and at times, following up networking sessions with advisory group meetings.

Although the statewide networking session in the spring, where a proposed draft of a new AER template was rolled out, did receive a lot of positive feedback, it also generated the largest amount of frustration. Concerns were expressed about the session's open-ended format, which was more difficult to manage with the larger group; some perceptions that not all voices were being heard; and a perception of lack of organization that resulted from the presenters shifting their strategy mid-stream when it became apparent that the originally planned jig-saw activity could not be completed given the time frame and large group.

Recommendations from local evaluators attending these meetings included:

- Circulate a summary of types of technical assistance available to sub-grantees from the RCs.
- Allow for a rolling submission process for program staff to submit TA requests.
- Develop a Program Director's manual analogous to the Evaluation Manual.
- For the Year 2 AER:
    - Consider Year 2 as a pilot year for implementing the new AER structure;
    - Report activity summaries/examples rather than describe every activity;
    - Add a requirement to the new AER for reporting on observations; and
    - Use a reporting structure that provides enough flexibility that "allows us to meet the clients' needs."
- Require grantees to have a written program implementation plan for the upcoming year.
- To avoid duplication of effort, create a data warehouse that combines key elements from multiple sources beyond the AER.

Communications through the listserv have centered around sharing of messages from NYSED, guidance for preparation of the local Annual Evaluation Reports (AERs), distributing minutes from networking meetings, discussing evaluators' feedback about proposed changes for the Year 2 AER format, guidance on use of the student attendance roster template, clarifications around activity regulations and student attendance data, and announcements for evaluators about upcoming networking meetings, as well as maintaining updated contact information.

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Deliverable 5: Provide guidance to NYSED on transition to a state-level data collection and reporting system

Deliverable 6: Provide support to local program evaluators

The remainder of this report describes the methods used to achieve each deliverable, the status of that work, and any applicable findings and recommendations.

Summary of Year 2 Project Activities, Outcomes and Findings

JUNE 1, 2018 – JUNE 30, 2019

Deliverable 1: Evaluation of NYSED's achievement of objectives related to statewide improvements in participating students' academic performance and behavior

Measurement Incorporated (MI) is tasked with conducting analyses of state-level outcome assessments specified by federal reporting requirements, which require associating student-level outcome measures, program participation data and demographic information. While NYSED owns much of the data needed for these analyses, such as State assessments and certain demographic data, all of the program level data, including identifiers of program participants, are maintained by the program sub-grantees. However, the existing data management systems used by these sub-grantees vary tremendously in the platforms used, how data are entered and stored, the adequacy of quality control and validation, and the flexibility with which stored data can be summarized and reported. In quite a few cases, data records are fragmented even within a single program, often including paper records.

Previously, to conduct any statewide analyses, the State was almost completely reliant on using aggregate data reported to the Tactile Group for local programs' Annual Performance Reports (APRs). To facilitate more rigorous analyses, MI is working with NYSED to develop standardized statewide data collection and reporting procedures, and to determine how data sharing can be accomplished within federal, state and regional confidentiality laws and regulations.

The first stage of this process, which began in Year 1, has involved developing a more reliable system through which sub-grantees report student enrollment and attendance data. In Year 1, MI developed a data collection template that includes built-in validation rules to help ensure accurate data entry, for programs to report student enrollment and attendance. This template was further improved in Year 2, requiring disaggregated attendance reporting to strengthen the quality control process. In addition, consistent with our recommendations from the Year 1 Statewide AER, in Year 2 programs were required to begin reporting participants' State or District ID codes. As a result, even while a State-wide data system is not yet in place, NYSED expects to be able to merge these attendance roster data with the demographic and outcome data maintained by the state, enabling MI to conduct analyses that reflect students' level, and to some extent, focus of participation. In Year 1, however, since student ID codes were not required, we were only able to analyze attendance data from the rosters themselves. These attendance analyses were presented to NYSED in April 2019 and are summarized in this section. More rigorous outcome analyses will be possible once quality control of Year 2 rosters is completed and State data are provided by NYSED.

The second major task in this process is to create a Statewide data system which provides all programs with a standardized channel through which to report attendance data and program details, to be linked to State data. This process is discussed under Deliverable 5, below.

Recommendations

- In the event that any programs, schools or districts express reluctance to share student data, re-emphasize that federal reporting requirements for the 21st CCLC program clearly require states to obtain student level data to conduct required analyses; and that both federal and state laws (including the Code of Federal Regulations; the Family Educational Rights and Privacy Act under U.S. Code, Title 20; and the New York State Education Law Section §2-D all state that an educational agency may disclose personally identifiable information, without consent, if it is disclosed to an organization conducting studies on behalf of that agency for the purpose of improving instruction.
- Ensure that the vendor that is awarded the grant to create a state data system will provide flexibility so that local evaluators who have obtained data security agreements can also use it to access student level data.
- Ensure that the data system vendor build validation rules into the system to minimize, as much as possible, the amount of extremely time consuming manual quality control that is needed to ensure meaningful data.
- Whether part of the state data system, or the locally created attendance rosters in case the data system is not ready in time, require programs to further disaggregate attendance hours to better support quality control, including verifying compliance with guidelines around providing activities during the mandatory school day, and limitations on duration of field trips. Remind all program directors early in the year that such reporting will be expected so that they maintain records to support it.
- Remind all program directors that reporting of State or District Student ID codes will remain a requirement through the remainder of the cycle. ID codes have been received for most students from most programs for Year 2, but in some cases delays have resulted from programs that state that they "can't find" some students' codes.

Methods

According to federal reporting requirements, NYSED, and the State Evaluator are expected to examine how program successes might vary under different conditions and for different types of students. As previously discussed (see Year 1 Statewide Annual Evaluation Report [S-AER]), MI's approach to addressing deliverable one is based on the recognition that the local program data that is currently being reported to the State, in accordance with the standard APR indicators, are insufficient to fulfill State reporting requirements. Such analyses require associating student-level outcome measures, program participation data, and demographic information, whereas the federal APR system only supports aggregate data. Although strengthening state-wide data collection and reporting systems (see Deliverable 5) would greatly strengthen MI's ability to conduct such analyses, some analyses should still be possible using student level data obtained from NYSED, and other existing data sources as discussed below.

In the Year 1 S-AER, MI presented an outline of the types of analyses that NYSED might want to conduct in the service of answering questions about achievement of state performance objectives. MI's State Evaluation Team has also continued to work with NYSED to come to agreement on what data sources, data formats, and specific variables – including but not limited to those required for APR reporting – would be needed to most effectively evaluate state objectives. Finally, strategies are being explored to identify the best way to obtain the desired data in the necessary format.

State Performance Objectives and Proposed Analyses for Student Outcomes

The federally-required State Performance Objectives and Government Performance and Results Act (GPRA) indicators that guide these analyses were reproduced in the Year 1 S-AER. That report also presented a summary of MI's proposed analyses to assess the student outcome objectives. Data required to conduct these analyses include, primarily, student level demographic and performance data maintained by the New York State Education Department's Student Information Repository System (SIRS), and student level program participation data maintained by the local sub-grantees.

These analysis proposals are still under discussion with NYSED. More recently, discussions have begun to explore the possibility of additional data sources that might help to further strengthen the analyses. Most notably, we are addressing possible strategies to avoid misleading outcome analyses that can result if analyses do not take program quality and fidelity into account. It is not unusual that programs that do not adhere well to their original design would tend to produce weaker outcomes. Excluding program quality and fidelity data can therefore result in erroneously weakened associations between outcomes and program activity.

Unfortunately, the program data obtained through programs' annual attendance reports includes only very limited information about quality and fidelity, mostly relating to levels of activity, but not content. MI has proposed exploring additional data sources that could support incorporating better program quality data into these analyses. These might include, for example, the sub-grantees' program design information from the original grant applications, annual mid-year reports and evaluation reports, Risk Assessments conducted by NYSED, Site Monitoring Visit (SMV) reports prepared by the Resource Centers, and associated indicators of program success that are submitted as part of the SMV process. The feasibility of using these sources still requires further exploration, however, as some of them (especially activities and documents associated with the SMVs) are only produced for selected programs and would therefore not be representative.

Activities

Although the specific analyses that MI will be performing are still under discussion with NYSED, the general approach of conducting analyses across all grantees, using statistical methods based on individual student data, are consistent with federal evaluation and reporting requirements for a State level evaluation. In order to conduct such analyses, MI would need access to outcome measures that: are reported at the student level; are consistent across programs; include a measure of progress (e.g. gains from pre- to post-program); and can be associated with individual student records of dosage, program activity, and demographics.

While logistics for providing the State Evaluator with full access to student records are being worked out, the State Coordinator requested that we conduct an analysis of student participation and attendance based on the data that are provided through the annual Student Attendance Rosters. MI analyzed student rosters for all 138 Round 7 sub-grantees that covered the period from July 1, 2017 through June 30, 2018. These records were analyzed to determine how actual enrollments compared with the targets established in program contracts, and variations in students' average attendance rates. These analyses were also disaggregated by where the program activities were located, the type of grantee organization, and the grade levels of participating students. Highlights from these analyses, which were reported in April 2019, are presented under Findings, below.

Challenges and Solutions

As discussed in last year's S-AER, due to the inconsistencies in local data collection systems, the types of detailed student- and program-level data that can be obtained from sub-grantees will remain extremely limited until a Statewide data collection system can be established (this is discussed under Deliverable 5). State level data linked to individual program participants, however, could be obtained, assuming that concerns about data privacy rules are resolved, and that programs provide reliable and complete information on students' State or District identification codes.

To help resolve concerns about data privacy, the State Evaluator investigated the federal, state and local laws and regulations that are designed to protect student confidentiality by restricting access to student level records. At the local level, regulations vary in different districts. While federal and state laws appear to permit access to such records for the purpose of research and evaluation, some localities impose their own, more restrictive regulations. Some, including New York City, require active parent consent in order for records to be released, while others allow parents to opt out of sharing their child's data but do not otherwise require explicit consent. The following points are raised to help address these impediments.

- The federal reporting expectations for the 21st CCLC program clearly require states to obtain student level data to conduct required analyses. This point has been emphasized by NYSED in a memorandum dated December 21, 2018, to emphasize to reluctant localities that they need to share these data.

- MI also conducted a review of state and federal laws and regulations pertaining to conditions under which personally identifiable information ("PII") about students can be released. These laws seem clear about the allowability of sharing such data with a state evaluator – although it is unclear whether stricter local regulations can override these laws. Relevant excerpts from state and federal laws include the following:

    Code of Federal Regulations (CFR) (emphasis added):[1]

    FERPA allows schools to disclose those [education] records, without consent, to *the following parties or under the following conditions [including...]*

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[1] CFR § 99.31: Under what conditions is prior consent not required to disclose information?

- ***Specified officials for audit or evaluation purposes;***
- ***Organizations conducting certain studies for or on behalf of the school;...***

*(a) An educational agency or institution **may disclose personally identifiable information** from an education record of a student without the consent required by [CFR] § 99.30 if the disclosure meets one or more of the following conditions [including...]:*

- *(6) (i) The disclosure is to **organizations conducting studies for, or on behalf of, educational agencies or institutions to:***
  - *(A) Develop, validate, or administer predictive tests;*
  - *(B) Administer student aid programs; or*
  - ***(C) Improve instruction.***

Family Educational Rights and Privacy Act – U.S. Code, Title 20 (emphasis added):[2]

*(b)(1) No funds shall be made available under any applicable program to any educational agency or institution which has a policy or practice of permitting the release of education records (or personally identifiable information contained therein other than directory information, as defined in paragraph (5) of subsection (a)) of students without the written consent of their parents to any individual, agency, or organization, **other than to the following**-*

- *(b)(1)(F) organizations conducting studies for, or on behalf of, educational agencies or institutions **for the purpose of** developing, validating, or administering predictive tests, administering student aid programs, and **improving instruction**, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted;…*

New York State Education Law 2-D (emphasis added):[3]

State education law relating to unauthorized release of personally identifiable information recognizes a "third party contractor" as “any person or entity…, that **receives student data** or teacher or principal data from an educational agency **pursuant to a contract** or other written agreement **for purposes of providing services to such educational agency, including** but not limited to data management or storage services, **conducting studies for or on behalf of such educational agency**…”

- To provide further assurance of the availability of student education data that are needed to fulfill relevant State and Federal contracts, MI worked with NYSED staff to develop and advise on the content of State-recommended student enrollment forms that incorporate either active or passive (depending on district regulations) parent consent language, to help ensure availability of such consent for release of students’ education records.

In the meantime, some student level participation data is already provided through attendance rosters that sub-grantees are required to submit for documenting participation targets. However, until now these rosters have been insufficient for the required analyses: because many programs did not report student IDs in Year 1, State data could not be obtained that year. In addition, many programs construct

[2] 20 USC 1232g
[3] New York Consolidated Laws, Education Law - EDN §2-D, par. 1-k.

these records by hand, and in the past the data have included numerous gaps and inaccuracies in student ID codes as well as participation records.

- MI continues to work to improve the quality of sub-grantee data obtained through the annual attendance rosters. We continually review and strengthen validation procedures so that potentially inaccurate data can be identified and corrected as needed. Such validation was implemented in Year 1, already resulting in greatly improved data compared to previous cycles.

- For Year 2, additional validation improvements included programming the report template to flag or prevent duplicates in IDs or names; ID codes that don't meet the expected format; and unexpectedly high or low average hours per day, with expected values adjusted to reflect type of activity (after-school/expanded learning time vs. summer or weekend activities or field trips).

- In addition, our Year 1 report recommendation to require reporting of official State or District ID codes from all programs for all students was implemented this year. While ID codes have already been obtained for the vast majority of participating students, we will not know how successful this effort was until we attempt to link these codes to the SIRS data.

For the enrollment and attendance analyses, ensuring quality control of the data supplied by sub-grantees proved to be an extremely lengthy and laborious process. Errors or apparent errors (based on validation criteria) were present in a large proportion of rosters, and a great deal of time was invested in reviewing the original submission, contacting program staff with inquiries about red flags, and reviewing validation rules on the corrected data. On multiple occasions this cycle of review and correction had to be completed more than once before data quality was assured. In addition, several programs submitted attendance records that were based on inappropriate assumptions (for example, that a student who participated in both the fall and spring "cycles" of program activities could be counted twice) and had to be completely revised. This time-intensive quality assurance process was implemented across the data submissions from all 138 programs, which inevitably delayed the production of the final analysis report.

Findings

Highlights from analyses of the Year 1 program attendance rosters, which were described in detail in a report submitted to NYSED on April 8, 2019, include the following:

- Reporting programs[4] served over 57 thousand students during the 2017-2018 program year, including over 46 thousand "official" participants who attended for a total of at least 30 hours. Two-thirds (67%) of these official participants were "regular" participants who attended for 90 hours or more.

- The majority (65%) of official participants were in elementary school, while almost all of the rest were in middle or high school.

- Despite the large numbers served, programs struggled to meet their attendance targets in Year 1: only 37% of programs reached 95% of the target enrollment they had defined in their grant application.

[4] Two programs out of 138 were excluded from the analysis because their reported enrollments were based on inappropriate and unapproved criteria, as explained in the April 2019 report.

- While most programs struggled to meet attendance targets, among students who did reach a minimum of 30 hours for the year, attendance was much higher, averaging 178 hours per official participant.
- Official elementary students attended far more hours than official middle or junior high school students (averaging 208 hours each, vs. 134 hours and 113 hours, respectively).
- Virtually all program (98%) offered after-school programming. Summer programming and Expanded Learning Time programming were each offered by just over a quarter (28%) of programs.

Full analyses of NYSED's achievement of objectives related to statewide improvements in participating students' academic performance and behavior will be conducted beginning with Year 2 data, once these data are received from NYSED. These analyses will follow the plans outlined in Table 1 in the Year 1 report, pending modifications and enhancements currently under discussion with NYSED, as alluded to above. Results will be reported by November 15, 2019, or within 90 days of receipt of all data, as specified in the Request for Proposals (RFP) for Statewide evaluation.

Deliverable 2: Evaluation of the Effectiveness of the 21st CCLC Technical Assistance Resource Centers (RCs)

Methods

Goals for effectiveness of the Technical Assistance Resource Centers (RCs) were defined by best practices and quality indicators derived from the literature, government guidance, and discussions with the State Program Director. Data on effectiveness were obtained through conference and workshop observations, surveys of workshop participants, and interviews with Resource Center Directors and key staff. MI's participation in the State's development of procedures and guides to support inter-rater reliability among Resource Center site monitors also contributed to our understanding of the Centers' effectiveness. Additional data to inform this deliverable will be derived from a survey of all sub-grantee program directors, which will be administered in early fall 2019.

Identification of Quality Indicators and Best Practices

Best practices and quality indicators of effectiveness of the Technical Assistance Resource Centers (RCs) were derived from discussions with the State Program Director, and from reviews of the following documents:

- Federal Legislation for 21st CCLC Programs;
- 21st CCLC Non-Regulatory Guidance;
- The NYS RFP that was used to identify entities to serve as resource centers, and associated grant applications;
- RC contracts, work plans and quarterly reports;
- The RC site monitoring visit report template, including recently established modifications that have been implemented as of July 1, 2019; and
- Evaluation findings reports from prior rounds.

Identified best practices include the following:

- Provide high quality Professional Development and Technical Assistance support;
- Promote research-based Quality Standards of effective afterschool/ out of school time (OST) programming;
- Identify and prioritize needs based on data and information from programs;
- Provide explicit support around Quality Element #6, alignment with school day;
- Provide explicit support around Quality Element #5, emphasizing extended learning opportunities (ELO) and social-emotional learning (SEL);

- Maintain communication and collaboration with project coordinator and state partners;
- Assist programs with timely APR data entry; and
- Incorporate evaluation and continuous improvement.

Detailed descriptions of each of these best practices are provided in Appendix I.

The State Evaluator used these best practices as the basis for establishing detailed quality indicators for each major activity specified in each RC's contract and work plan. An outline of these activities and associated outputs, quality indicators and data sources used to assess each quality indicator is also provided in Appendix I. Descriptions and status of the evaluation activities and reviews of data sources that informed our assessment of these quality indicators are provided in the next section, followed by a summary of findings.

Descriptions and Status of Evaluation Activities, Instruments and Data Sources

Activities and Instruments Specific to Professional Development Conferences

Members of the State Evaluation Team attended all four conferences conducted by the Resource Centers during the 2018-2019 program year. These included the New York City regional conferences that convened on October 29, 2018 and May 30, 2019 at the Interchurch Center in Manhattan; and the Rest of State regional conferences that convened on January 9 and 10, 2018 and May 29 to 31, 2019 at the Desmond Hotel in Albany.[5] The specific strategies employed for assessing the success of these conferences are described below.

Conference Observations

The State Evaluators were present for the entirety of all four conferences, and obtained and reviewed all related documentation, including event announcements, registration procedures, agendas and session descriptions. We attended (and in some cases participated in) all conference-wide activities, such as general sessions, keynote addresses, and conference-wide trainings. These activities were observedwith an eye towards comprehensiveness of content and relevance for local program staff; consistencywith State program objectives and priorities, including the Elements of Quality from the Quality Self-Assessment 3rd Edition (QSA) tool published by the NYS Network for Youth Success; preparedness of presenters and skills in engaging participants; and participant reactions, which were further explored through unstructured conversations during and between activities. State Evaluators also conducted formal, structured observations of four full workshops during the October 2018 NYC conference, four during the November 2018 Albany conference, and two during the May 2019 NYC conference.[6] These observations are discussed further in the next section.

[5] Because the dates of the spring regional conferences overlapped, local evaluators from NYC were asked to attend the Albany conference, although a handful attended the NYC conference.

[6] Because of the overlap in the scheduling of the two spring conferences, the state evaluation team had to split up in order to observe both conferences, allowing less time for observing workshops as well as meeting with local evaluators. At the May conference in Albany, no workshops could be observed because the workshop breakout session was scheduled at the same time as the evaluators track session.

Workshop Observations

Because we were unable to cover a representative proportion of the large number of workshops offered during each breakout session, workshops were purposefully selected for observation from among those that were most directly related to State program objectives and priorities. Selection also prioritized workshops addressing topics related to program implementation and evaluation strategies over those providing demonstrations of potential student activities. At each of these workshops, the observer obtained copies of all handouts and sat amongst the participants so that their conversations, comments and reactions, as well as the presenters' comments, could be observed. Other than introductions, however, observers generally did not participate actively in these conversations or other group activities. Observers kept detailed notes of all aspects of the workshop, from which a structured observation protocol was later completed (this was the same protocol that was used during Year 1; see sample protocol in Appendix II). The observations and protocol focused on the following:

- the extent that training objectives were defined, and achieved;
- the types of training activities that occurred;
- effectiveness of the content design and structure;
- effectiveness of the content delivery, including
    - skills, attitude and preparedness of presenter(s), and
    - engagement of participants;
- conduciveness of the training space for learning; and
- overall highlights of successes and challenges.

Overall Conference and Professional Development Satisfaction Surveys

During the fall 2018 conferences, conference organizers and workshop facilitators were asked to request all participants to complete a brief satisfaction survey at the end of each workshop, as well as after each general session. Facilitators were asked to remind participants and allow five minutes at the end of their session to complete them and leave them at the front of the room. For the general session ratings, however, in lieu of distributing individual surveys to obtain ratings of each session, an overall conference survey was distributed electronically to every participant who had signed up for the conference, immediately after each conference ended. This comprehensive survey enabled participants to respond about all general sessions, as well as overall characteristics of the conference, in one place.

However, we still found that the diffuse efforts for distributing, completing and collecting individual workshop surveys simultaneously among multiple workshop rooms was frequently resulting in low response rates. For this reason, during the spring conferences, all ratings—individual workshops, general sessions, and overall conference ratings—were included in a single, electronic post-conference survey that was distributed to all registrants immediately following each conference.

The individual workshop surveys that were used for the fall 2018 conferences were the same as those used in the prior year; while the overall conference survey included ratings of the relevance to responsibilities and alignment to skills of each of the general sessions. The conference survey also included ratings of overall conference characteristics such as physical space, connectivity, and opportunities to network.

With individual workshop response rates still remaining highly variable, for the spring 2019 conferences, all ratings of individual workshops, general sessions, and overall conference characteristics were included in the post-conference survey.

Samples of these workshop and conference surveys are provided in Appendices III, IV and V.

Shadowing a Resource Center Monitoring Visit

As discussed in the Year 2, third quarterly report, MI provided substantial support for initiatives from NYSED and the RCs to improve the rigor, and increase inter-rater reliability, of the site monitoring visit process. This support was informed by our shadowing of welcome and monitoring visits conducted during spring 2018, observation of the rater training conducted as part of the site monitoring visit at the Mt. Vernon Youth Bureau in February 2019, and participation in debriefing calls and emails following that visit. The State Evaluator provided comments on the strengths and challenges of the observed process, summarized in a memorandum submitted March 12, 2019 (see Year 2, Quarter 3 report; memorandum shown in Appendix VI).

Our support of this initiative included participating as a thought partner in the development of the revised Site Monitoring Visit (SMV) Report Template, and providing reviews and recommendations for conceptualizing, phrasing and formatting of the revised Template, with the goal of clarifying the indicators and evidence needed to demonstrate compliance. The revisions are expected to increase the reliability and utility of the instrument: it will help grantees by articulating criteria and practices that support successful program implementation and sustainability; and will help state monitors by providing more explicit specification of the site visit processes. Both parties benefit from definitions of specific look-fors that can help them co-create responsive, actionable improvement plans. The evaluators is currently also working with NYSED and the RCs to develop a "short cycle feedback" process to provide rapid turn-around on input from the field about the effectiveness of newly developed instruments, templates and procedures.

Resource Center Visits

Research staff from the State Evaluation Team visit each Resource Center once per year. These visits consist of interviews of the RC Director (and, at the discretion of the Director, the Center's After School Specialist or other staff that they want to attend), and reviews of documentation. These visits focus on all components of the Resource Centers' role in supporting the implementation of local 21st CCLC grants throughout the state. Specific themes that were addressed during the Year 2 visits focused on lessons learned from the prior year and from results of the state evaluation, and how the Center's approach to communications, monitoring and technical assistance may have changed since the prior year. Center visits were completed in September 2019 and will be reported in the first Year 3 quarterly report.

Program Director Survey

In the early fall of 2019, MI will administer a second electronic survey to all local program directors. This survey will again request their feedback regarding their perceptions of the support they receive from the Resource Centers, including the adequacy and usefulness of professional development opportunities; availability of technical assistance around programming strategies, APR preparation, the QSA process and other needs; and sufficiency of communications. They will also be asked about their use of the NYS 21CCLC website and the value of the resources it provides, and the value of their local formative evaluation (including the QSA process) and their relationship with their evaluator. Those respondents who were not new to the program in Year 2 will also be asked to contrast their experiences in these areas between the first two years. Results will be reported in the next Quarterly Report.

Results

A review of multiple data sources used to assess the success of the four in-person conferences held in Year 2 revealed several positive aspects of these events.

- All four conferences were well attended by program personnel. Indeed, program representation was proportionately higher compared to Year 1, particularly within NYC. NYC's representation increased from 79% of subgrantees in fall 2017 to 95% in fall 2018; and most notably, from 57% in spring 2018 to 95% in spring 2019. The latter difference likely resulted from the shift of the spring conference from a statewide event in Albany in 2018, to separate regional events in 2019.
- All conferences exhibited high quality in their overall design and delivery.
- Participants attending these events were generally very satisfied with their learning experiences.
- With insights gained from last year's experience, the RoS Resource Center re-organized the structure of their conferences—which serve as the primary source of in-person professional development for this highly disperse region—to maximize the number of participants benefitting from high priority topics by offering more of them during general sessions.
- Several comments on the spring 2019 RoS conference survey expressed appreciation for having fewer sessions with more participants.
- Where known, workshop survey response rates were in most cases much improved compared to Year 1.
- Both conferences in both regions placed an appropriate emphasis on the importance of state and local evaluation as integral components of the 21st CCLC initiative.

While the conferences remained a strong point of the Resource Centers' support services, there remained areas with room for improvement:

- While the increased use of general sessions was beneficial, several program staff from both regions still expressed a desire for additional, more differentiated professional learning opportunities beyond those offered during the conferences.
- Attendance was not documented at the majority of workshops at both RoS conferences. As a result, workshop survey response rates could not be determined for these workshops, rendering results uninterpretable. Attendance rates also provide useful feedback on staff's interest in particular topics.

Recommendations:

- For multi-day conferences, explore, through brief program staff surveys, whether scheduling two full days would make more efficient use of time than one full and two half-days. If so, this might encourage higher attendance from NYC programs, as well as allowing for more variety in breakout sessions without detracting from opportunity to provide essential topics during general sessions.

- To make the most out of limited workshop time, review conference survey responses to identify topics of interest for breakout sessions, and conduct a separate 1 to 2 question survey to get better representation on topic interests. Consider whether topics can be categorized to avoid overlap of workshops that are of interest to programs with similar characteristics.
- The State Evaluator and the Resource Centers should continue to work together to find a more effective approach to obtain both conference and workshop ratings that obtains better representation without fatiguing the participants.
- Methods for ensuring that both conference and workshop attendance are promptly and accurately documented should also be explored.

Findings about best practices and quality indicators were obtained from the above data sources; detailed highlights of successes and challenges relevant to each individual quality indicator that were derived from these sources are shown in Appendix VII, Activities 1.1-1 through 1.1-3, and are summarized below for each major category of RC activities.[7]

Professional Development Opportunities Provided by the Resource Centers

Response Rates

- Following the fall NYC conference, overall conference surveys were received from 75 respondents, representing 47% of all registered participants. For the spring NYC conference, overall surveys were received from 73 respondents, representing 56% of all registered participants.
- For the RoS conferences, fall conference surveys were received from 111 respondents, or 56% of all conference participants. Following the spring RoS conference, surveys were received from 102 respondents, representing 63% of all participants.
- Average survey response rates from conference workshop participants varied from 92% at the fall NYC conference and 81% for the spring NYC conference, to 90% at the fall RoS conference and 36% for the spring RoS conference.[8] Because participation in these evaluations was

[7] Documentation of the RCs' monthly professional development activities, webinars and videoconferences, and networking events (Activities 1.2 through 1.7 in the Quality Indicators Organizer in Appendix II); website and communications (Activities 3.1 and 3.2); support of the QSA process (Activities 4.1 and 4.2); and support of submission of APRs (Activity 5.1) are still being collected. Additional evidence of these activities was also obtained through the recently completed Resource Center Director interviews, and the local Program Director surveys to be administered this fall. Findings from these additional evaluation activities will be reported in a later quarterly report.

[8] Where attendance was recorded; sign-in sheets were not provided for 9 of the 12 fall RoS workshops, nor for 3 of the 4 spring 2019 RoS workshops. These ratings do not include the evaluator track or finance track sessions.

considered one of the quality indicators, more detail about survey response rates is discussed in the Findings section.

- The evaluation team conducted structured observations of a total of 10 program staff development workshops, including:
    - Four at the NYC conference in October 2018;
    - Four at the RoS conference in November 2018; and
    - Two at the NYC conference in May 2019.[9]
- Unstructured observations were conducted at all general sessions and keynote addresses.

Findings

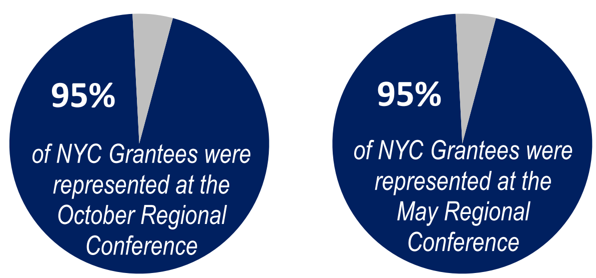
New York City (NYC) Fall 2018 and Spring 2019 Regional Conferences

The fall Regional Conference provided by the NYC Resource Center was held on October 29th at the Interchurch Center in Manhattan. The event was marked by an opening session that introduced new staff and reviewed norms for the day, and got participants energized by sharing their motivations for what they do for the program, followed by concurrent workshops.

During the 2018-19 program year, in lieu of a State-wide spring conference, both RCs held individual conferences in May. The NYC conference convened on May 30, 2019.

Representative Attendance

- A large majority of programs in the NYC Region sent representatives to attend the one-day conference in October 2018: 95% of the sub-grantees from the Region were represented, totaling 158 individual participants.
- The same majority of NYC programs – 95% - were represented at the May 2019 conference, totaling 131 individuals.



Event Schedules and Design

At both conferences, the event schedule allowed a single participant to attend multiple, valuable information sessions.

- ***General sessions.*** These sessions were dedicated to themes and messages consistent with NYSED program objectives and policies. Lead presenters – the 21st CCLC Coordinator, Elizabeth Whipple, and RC Director, Laurie Crutcher, and their teams – were clearly well-prepared and demonstrated

[9] Because the spring NYC and RoS conferences were scheduled on overlapping dates, the State Evaluation team had to split up in order to observe and present at both conferences. As a result, we were not able to observe as many PD workshops in NYC, and in Albany, we were unable to observe any PD workshops, which were scheduled at the same time as the Evaluators' Networking session.

skill in engaging the audience. In the fall session, presentations included a review of student attendance results from Year 1, fiscal reminders, and highlights of the timeline of milestones for the year. There was also an overview of the types of resources available from NYSED, a detailed presentation about EDGAR policies, and Resource Center updates about training opportunities, site monitoring and the updated QSA tool. Measurement Incorporated provided an overview of the paths of accountability among the various different federal, state and local program partners in the NYS 21st CCCLC program, as well as highlights of findings from the Year 1 State evaluation.

At the spring conference, following introductions from the Resource Center staff, the opening session included an agenda overview and review of norms for the day. These were followed by NYSED updates presented by the 21st CCLC State Coordinator, Fiscal Coordinator and Assistant in Education Services, including a review of the updated program timeline; revisions to the Site Monitoring Visit (SMV) tool, including associated updates to compliance options and fiscal guidelines; safety drills required for SACC programs; and program modified enrollment forms. The NYSED team also discussed other recently released or modified documents and guidelines, including contents expected to be included in all lesson plans, and the newly released Program Activity Implementation Review form to be used to guide program management's oversight of implementation. Finally, the SED team reviewed the challenge opportunities and resources made available through NYS Learning Center sites offering programs through the You for Youth NASA STEM challenges supported by the U.S. Department of Education (USDOE).

Following the presentations from NYSED, staff from the NYC Resource Center provided updates relating to submission of attendance data, and reminding programs about the revised QSA Tool. Measurement Incorporated also presented highlights of findings from the Year 1 AER reviews.

- ***Concurrent professional learning workshops.*** During the fall session, concurrent workshops were presented over the course of two 90 minute time slots focusing on a comprehensive selection of topics that touched upon virtually all of the QSA Elements of Quality. The only element that was not clearly apparent from the workshop descriptions was Element 6, Establishing Strong Links to the School Day. However, not having observed every workshop, it is quite possible that at least some of the several workshops that focused on Programming also incorporated strategies to link to the school day. Workshop topics for the fall session included staff culture, using the QSA, personal mission statements, EDGAR updates, site monitoring, social emotional learning, building accountability, parent/family partnerships, communication boosters and managing behavior, as well as a networking meeting for local evaluators.

  The spring conference also provided two concurrent, 90 minute workshop series, which again covered virtually all of the QSA Elements of Quality. Workshop topics included supporting students in temporary housing, culturally responsive practices, practicing behavior management strategies, understanding NYCDOE school-level data, engaging families, obtaining program resources, reflecting on challenges and successes, boosting productivity, and engaging middle and high school youth. Due to the overlapping schedule with the Rest of State conference, most local evaluators attended the conference in Albany, so there was no formal evaluator networking meeting at the NYC conference. However, the two members of the State Evaluation Team who attended the NYC conference had a productive informal meeting with local evaluators during the lunch hour.

- ***Event design.*** Event designs at both conferences covered multiple topics designed to meet the varied learning needs of the majority of program attendees. Topics for the spring conference were culled from a summary of sub-grantees' responses to a question on their mid-year reports about their professional development needs. At the fall conference, there was also a track for Evaluators that focused on discussions of successes and challenges from Year 1, and experiences with writing the local Annual Evaluation Reports.

Participant Satisfaction

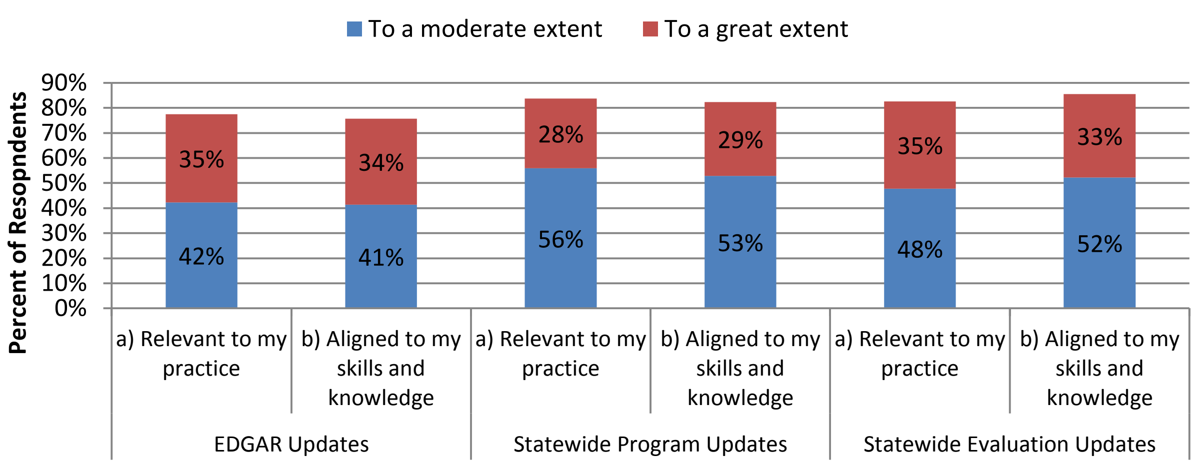
Participants at both conferences reported satisfaction with the quality and utility of the professional learning experiences, as indicated by their overall conference ratings as well as their workshop survey responses, presented below.

Fall 2018 NYC Conference – General Session Ratings

Among the three general sessions offered at the fall NYC conference—EDGAR Updates, Statewide Program Updates, and Statewide Evaluation Updates—three-quarters or more of respondents felt that all sessions were at least moderately relevant to their practice and aligned to their skills and knowledge. About a third of respondents (ranging from 33% to 35%) felt that the Statewide Program Updates and Statewide Evaluation Updates were relevant and aligned "to a great extent." These results are shown in Figure 1, below.

Figure 1:

Fall 2018 NYC Conference Survey: General Session Ratings

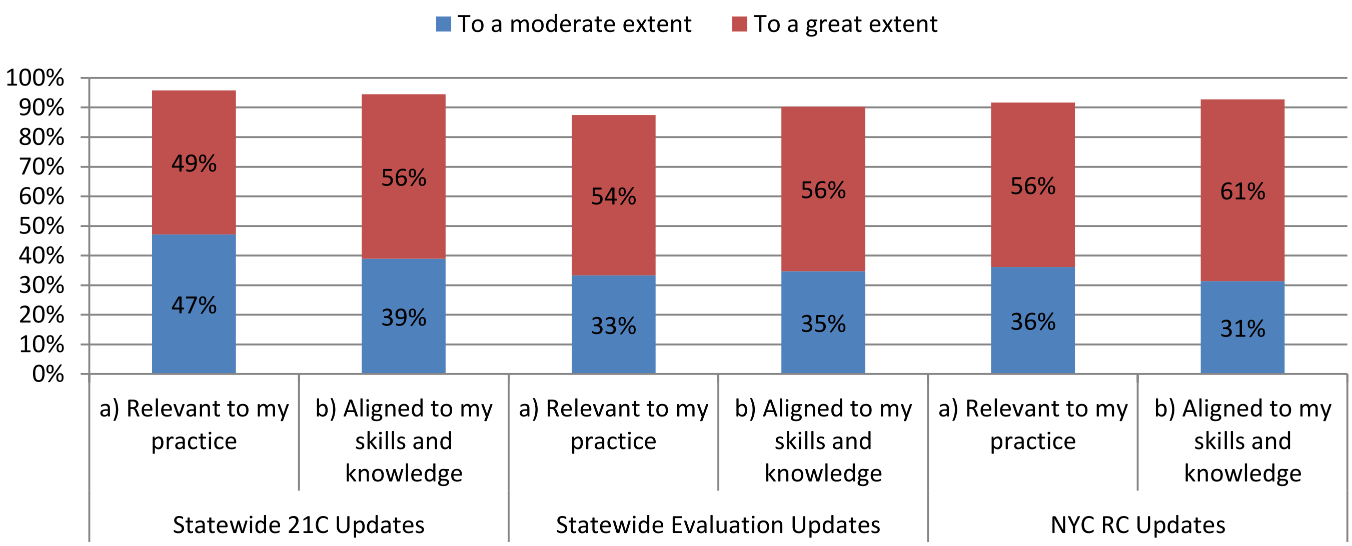


Spring 2019 NYC Conference – General Session Ratings

Survey respondents were even more positive about the spring general sessions in NYC. The large majority (87% or more) felt that all sessions were at least moderately relevant to their practice and aligned to their skills and knowledge. About half or more of respondents (ranging from 49% to 61%) felt that all three sessions were relevant and aligned "to a great extent." These results are shown in Figure 2, below.

Figure 2.

Spring 2019 NYC Conference Survey: General Session Ratings



<u>Fall 2018 NYC Conference – Concurrent Workshop Ratings</u>

- Virtually all respondents (99%) felt the workshops were at least moderately well organized, and a strong majority (80%) felt they were well organized to a great extent.
- Almost all respondents (99%) felt the workshop goals were clear to at least a moderate extent, including a very strong majority (87%) who felt the goals were clear to a great extent.
- Almost all respondents (98%) felt the workshop goals were achieved to at least a moderate extent, and a strong majority (82%) felt the goals were achieved to a great extent.
- Virtually all respondents (99%) felt the sessions were engaging to at least a moderate extent, and a strong majority (77%) felt they were engaging to a great extent.
- Almost all respondents (99%) felt the sessions were aligned to their skills to at least a moderate extent, and a strong majority (84%) felt they were applicable and relevant to a great extent.
- Almost all respondents (98%) felt the sessions provided content they can apply to their practice to at least a moderate extent, and a strong majority (79%) felt the content could be applied to a great extent.
- The large majority of respondents (92%) felt the sessions provided useful resources to at least a moderate extent, and the majority (68%) felt they provided useful resources to a great extent.
- Virtually all respondents (98%) agreed that they were likely to apply what they had learned in the sessions.

Spring 2019 NYC Conference – Concurrent Workshop Ratings

- Virtually all respondents (97%) felt the workshops were at least moderately well organized, and the majority (73%) felt they were well organized to a great extent.
- Almost all respondents (97%) felt the workshop goals were clear to at least a moderate extent, including a strong majority (75%) who felt the goals were clear to a great extent.
- The vast majority of respondents (95%) felt the workshop goals were achieved to at least a moderate extent, and the majority (72%) felt the goals were achieved to a great extent.
- Virtually all respondents (97%) felt the sessions were engaging to at least a moderate extent, and a strong majority (76%) felt they were engaging to a great extent.
- The vast majority of respondents (96%) felt the sessions were aligned to their skills and knowledge to at least a moderate extent, and the majority (70%) felt they were aligned to a great extent.
- The vast majority of respondents (95%) felt the sessions provided knowledge, skills and/or strategies applicable to their practice to at least a moderate extent, and the majority (69%) felt they were applicable to a great extent.
- The vast majority of respondents (95%) felt the sessions provided useful research, references and/or resources to at least a moderate extent, and the majority (70%) felt they provided useful resources to a great extent.

Evaluation Participation

- At the fall conference in NYC, the average participant survey response rate for all workshop sessions far exceeded the target rate of 50%, with 92% of workshop participants, overall, completing surveys – a large improvement over Year 1 response rates. This result provides clear evidence that communications with the workshop facilitators were greatly improved – and included RC staff circulating to each workshop room at the end of each time slot to remind them to complete surveys. For the spring conference, the overall workshop survey response rate was slightly lower, in part perhaps because the surveys were distributed electronically after the end of the conference—but at 81%, still far exceeded the target rate.
- Although workshop survey response rates were excellent, there remained room for improvement in the participation of attendees in the overall conference evaluations. In an effort to improve upon general session response rates from the prior year—and to provide an opportunity to survey participants about overall conference characteristics—surveys addressing these topics were distributed via email immediately after the conference ended. This method resulted in a response rate to the overall conference survey of only 43% of registered participants for the fall conference. At the spring conference, individual workshop ratings were also included with the overall conference survey, which was again distributed via email after the conference. This method still resulted in a high average workshop rating response rate (albeit slightly lower than the fall), as discussed above. However, the overall spring conference survey response rate (56%), while modest and only slightly above the target, was higher than the fall response rate, and higher than the opening session survey response rate that had been obtain in Year 1.

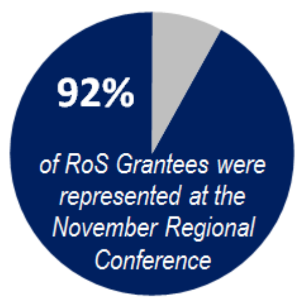
Rest of State (RoS) Regional Conferences

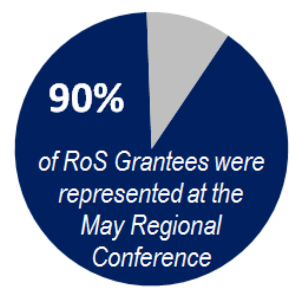
The fall Regional Conference provided by the Rest of State (RoS) Resource Center was held from November 13th through the 15th at the Desmond Hotel in Albany. Although the event got off to a late start due to a prior event, the Resource center Director, Dr. Felicia Watson, and the Director of Community Action, effectively broke the ice and got participants engaged by asking them to introduce themselves to each other and emphasizing inspiring notions such as the assertion that we must be "allergic to average," and discussing "what does human justice mean to you?" Participants were generally very satisfied with overall conference characteristic, particularly with the registration process, physical space and opportunities to network. Enthusiasm about the options of workshop topics however was more mixed.

The spring conference, which convened at the Desmond from May 29th to 31st, was launched with a "Kahoot" session where Liz Forster, the CROP Program manager from Roxbury, NY, conducted a live, informal survey to test participants' knowledge about the 21st Century program and history. Participants were once again highly satisfied with the registration process, physical space and opportunities to network, but less so about the options of available workshops.

Representative Attendance

- Almost all programs in the RoS Region sent representatives to attend each of the three-day conferences: 92% of programs were represented at the fall conference, totaling 199 individual participants; and 90% at the spring conference, totaling 171 individuals.





Event Schedule and Design

The event schedule allowed a single participant to attend multiple, valuable information sessions, as described below.

- ***General Sessions.*** The Rest of State Resource Center placed a greater emphasis on time devoted to general sessions (vs. concurrent workshops) during Year 2. This strategy was implemented partly in response to a recommendation from the State Evaluator to ensure that essential training topics be made available to all sub-grantees, and the general sessions conducted during these two conferences were aligned to themes consistent with NYSED program objectives and policies. Lead presenters—the 21st CCLC Coordinator, Elizabeth Whipple, and RC Director, Dr. Felicia Watson, and their teams—were clearly well-prepared and demonstrated skill in engaging the audience. For the fall conference, after welcoming remarks and icebreakers, representatives of several NYS 21st CCLC programs talked about their experiences implementing best practices for developing partnerships, involving families and communities, linking the after-school program to the school day, engaging students in storytelling, and taking a systemic perspective in program management. A late afternoon session kept participants alert with hands-on practice in emergency management. On Day 2, general sessions began with a historic overview of the 21st CCLC program, and updates from NYSED and from the State Evaluator. Later that afternoon, Ms. Forster and her team coordinated a powerful simulation that enabled all participants to experience the extreme challenges of living in poverty. On the morning of the third day, following a debrief on the prior day's poverty simulator, Dr. Jim Bostic of the Nepperhan Community Center discussed strategies for recruitment and retention, and Attorney Steven Spillan reviewed EDGAR updates.

During the spring conference, presentations included an agenda overview, the "Kahoot" session that tested participants' knowledge of all things 21st Century, and updates from the NYS Education Department. Carri Manchester, a NYSED Associate, discussed the connections between social-emotional learning and mental health. Afterwards, a Senior Vice President from Scholastic Education presented the keynote address on "Building a World of Equity, Empathy, and Excellence for All Our Students." On Day 2, two general sessions were presented: a keynote address on trauma-informed care, and an update on the state evaluation. The final general session on Day 3 included an update from the Rest of State Technical Assistance center; a presentation by Liz Forster on "Visualizing Our Programs;" and Afterschool Resources in Action.

- ***Concurrent professional learning workshops.*** As explained above, Year 2 featured a larger number of general sessions, but somewhat fewer concurrent sessions. Nevertheless, over the course of three 90-minute time periods—two during the fall conference and one during the spring conference—concurrent workshops were presented that focused on a comprehensive selection of topics, touching upon most of the QSA Elements of Quality. Among these were workshops focusing on foundational topics such as program management, program improvement through the QSA, data use, engaging families, managing academic enrichment and social-emotional learning, as well as a variety of more specific content topics.

- ***Event Design.*** The two conferences provided multiple, differentiated tracks formulated to meet the varied learning needs of the majority of program attendees. The increased focus on general sessions ensured that high priority topics that were important for all personnel were attended by all participants, and beginning each conference with general sessions helped participants kick off their networking efforts. As during Year 1, there were also separate, parallel tracks for program personnel, finance managers, and local evaluators. There were sessions, such as program management and using the QSA, of particular interest to program directors, as well as one targeted to the unique challenges of operating a program in a rural environment. In the spring conference, a 45 minute "Hot Topics" session accommodated the shorter time frame of the third day to provide interactive sessions on the McKinney-Vento law, strengthening skills through professional development, and maintaining target enrollment.

Participant Satisfaction

Participants at both conferences reported satisfaction with the quality and utility of the professional learning experiences, as indicated by their overall conference ratings as well as their workshop survey responses, presented below.

<u>Fall 2018 RoS Conference –General Session Ratings</u>

The RoS Resource Center offered a total of 13 general sessions during the fall conference. Among these, more than two-thirds of survey respondents felt that all sessions but one were at least moderately relevant to their practice and aligned to their skills and knowledge (only about half felt that the NYSED Connection tour was at least moderately relevant to their practice). More than two-thirds of respondents felt that the Poverty Simulator and the Trauma Sensitive Schools keynote were relevant to their practice "to a great extent." These results are shown in Figure 3, below.

Figue 3.
Fall 2018 RoS Conference Survey:
General Session Ratings

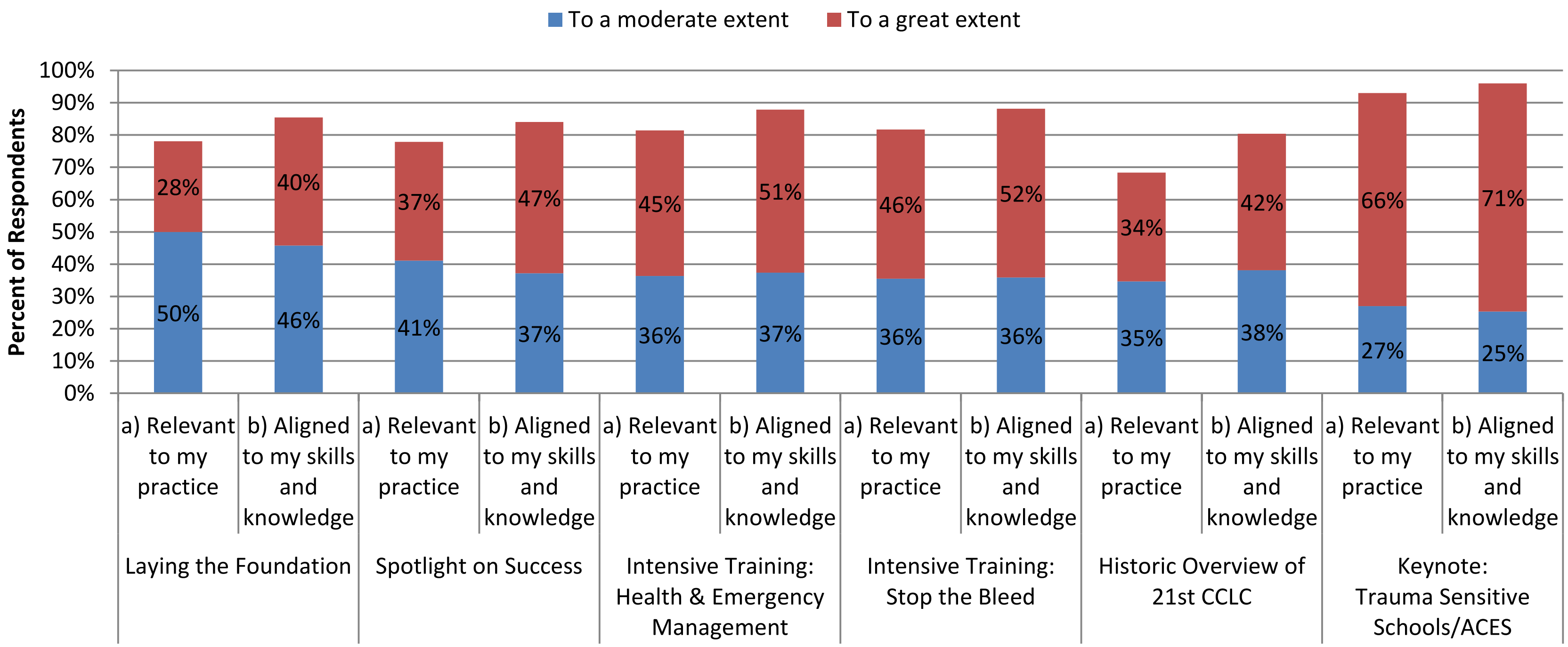
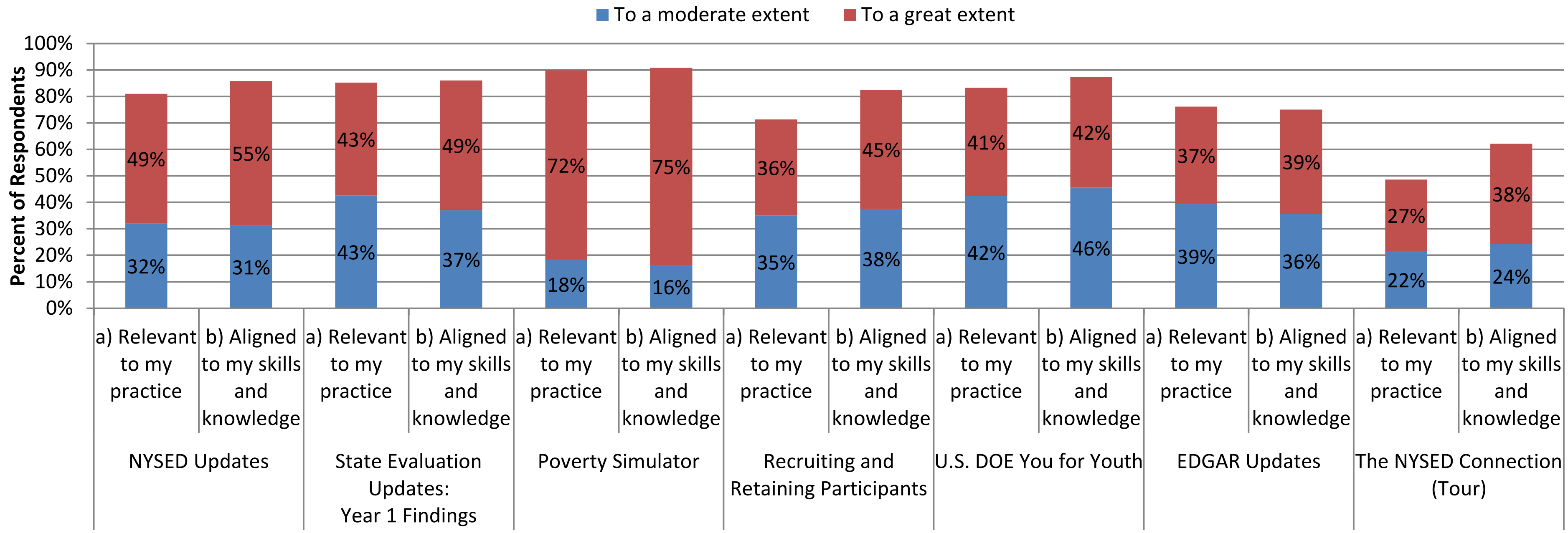


Figure 3 (continued).

Fall 2018 RoS Conference Survey: General Session Ratings



Spring 2019 RoS Conference –General Session Ratings

Among the nine general sessions offered at the spring conference, 70% or more of survey respondents felt that all sessions were at least moderately relevant to their practice, and about three-quarters (74%) or more felt that all sessions were at least moderately aligned to their skills and knowledge, with the largest proportions (66% and 71%, respectively) rating the session on Trauma Informed Care as relevant and aligned "to a great extent." These results are shown in Figure 4, below.

Figure 4.

Spring 2019 RoS Conference Survey General Session Ratings

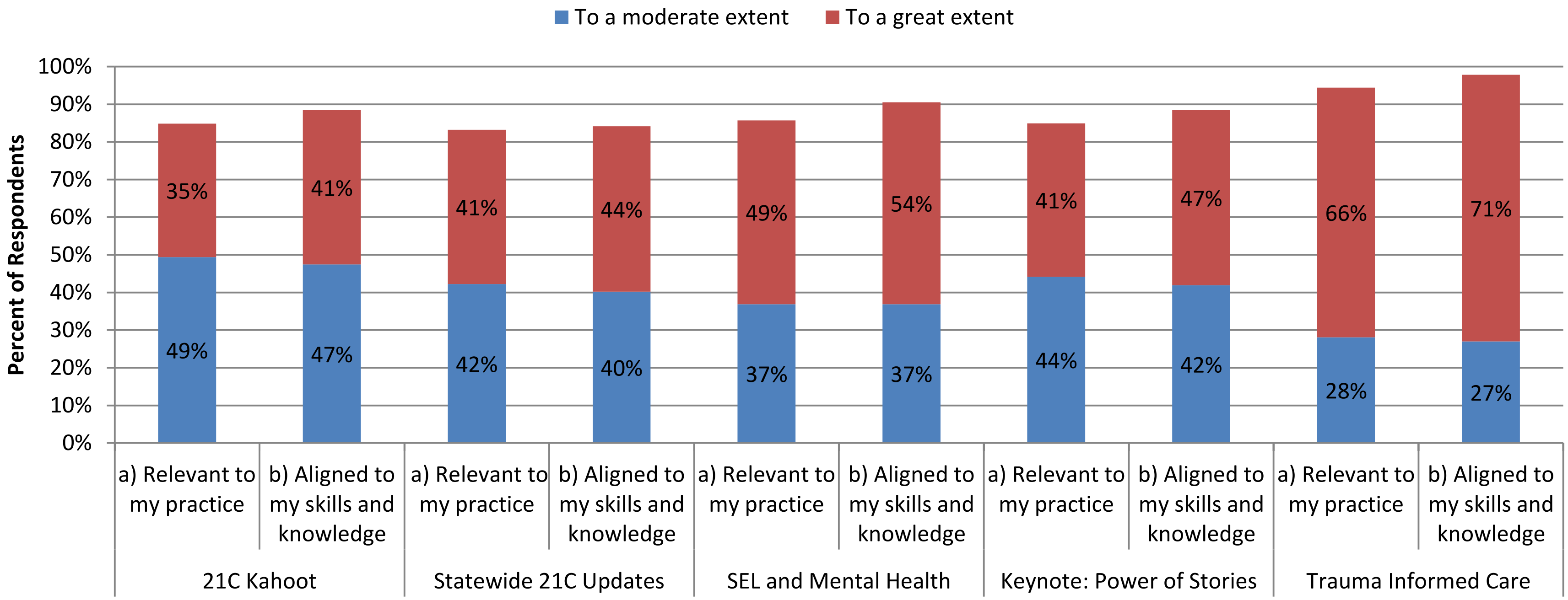
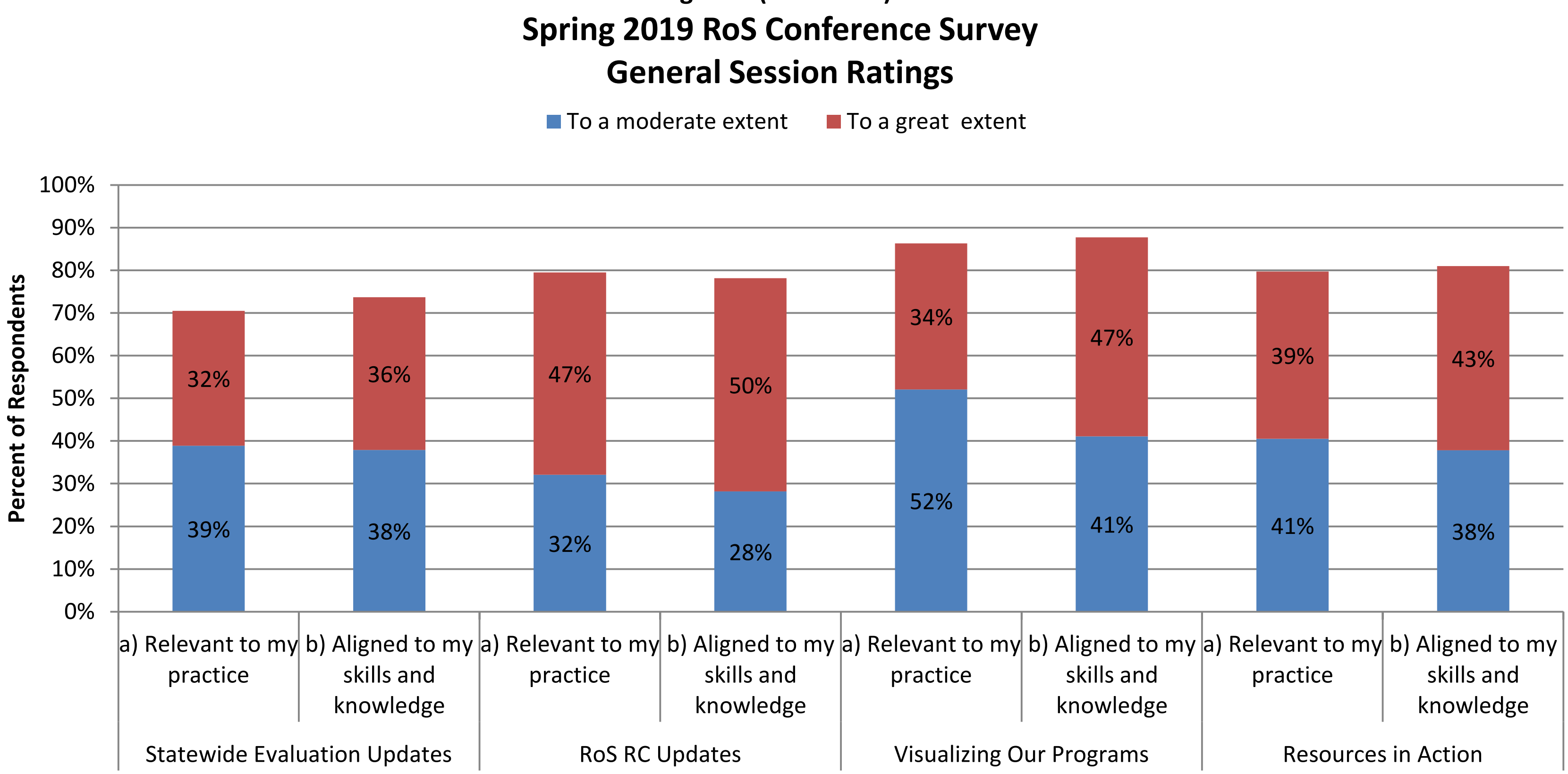


Figure 4 (continued).



<u>Fall 2018 RoS Conference—Concurrent Workshop Ratings</u>

- The vast majority (95%) of respondents felt the workshops were at least moderately well organized, and the majority (70%) felt they were well organized to a great extent.
- A very strong majority of respondents (87%) felt the workshop goals were clear to at least a moderate extent, and the majority (70%) felt the goals were clear to a great extent.
- A very strong majority of respondents (89%) felt the workshop goals were achieved to at least a moderate extent, and the majority (72%) felt the goals were achieved to a great extent.
- The vast majority of respondents (93%) felt the sessions were engaging to at least a moderate extent, and the majority (69%) felt they were engaging to a great extent.
- The vast majority of respondents (94%) felt the sessions were aligned to their skills and knowledge to at least a moderate extent, and the majority (65%) felt they were aligned to a great extent.
- The vast majority of respondents (93%) felt the sessions provided content they can apply to their practice to at least a moderate extent, and the majority (65%) felt the content could be applied to a great extent.
- The vast majority of respondents (96%) felt the sessions provided useful resources to at least a moderate extent, and the majority (70%) felt they provided useful resources to a great extent.
- The large majority of respondents (88%) agreed that they were likely to apply what they had learned in the sessions

<u>Spring 2019 RoS Conference—Concurrent Workshop Ratings</u>

- The vast majority (94%) of respondents felt the workshops were at least moderately well organized, and the majority (67%) felt they were well organized to a great extent.
- The vast majority of respondents (94%) felt the workshop goals were clear to at least a moderate extent, and the majority (66%) felt the goals were clear to a great extent.
- A very strong majority of respondents (91%) felt the workshop goals were achieved to at least a moderate extent, and the majority (68%) felt the goals were achieved to a great extent.
- The vast majority of respondents (95%) felt the sessions were engaging to at least a moderate extent, and a strong majority (74%) felt they were engaging to a great extent.
- A very strong majority of respondents (86%) felt the sessions were aligned to their skills and knowledge to at least a moderate extent, and the majority (70%) felt they were aligned to a great extent.
- A very strong majority of respondents (87%) felt the sessions provided content they can apply to their practice to at least a moderate extent, and the majority (66%) felt the content could be applied to a great extent.
- A very strong majority of respondents (87%) felt the sessions provided useful resources to at least a moderate extent, and the majority (64%) felt they provided useful resources to a great extent.

Evaluation Participation

- For most workshops offered during the fall 2018 spring 2019 RoS conferences, attendance rates were not recorded and response rates could not be determined. Among the few workshops for which attendance records were provided (3 of the 12 workshops from November and one of the four full-length workshops from May[10]), response rates were strong, averaging 74% across all workshop sessions. These results hint that attendee participation in the conference evaluation—an area that both the RoS Resource Center and the Statewide Evaluator had previously identified as a place for improvement, has improved since Year 1. However, the lack of documentation of attendance at many of the workshops makes it impossible to determine the overall trend in response rates.

Key Observations of a select sample (N=10) of Professional Learning Workshops[11]

Following are some of the highlights of these observations. Because of the small sample size, in order to protect participant and facilitator anonymity, workshop-specific statistics are not reported here, and results for the New York City and Albany conferences are combined. This summary presents an update of the results for the eight workshops observed in fall 2018 (originally summarized in an April 2019 memorandum to NYSED), to include the two additional workshop observations in conducted in NYC in May 2019.[12]

Bright spots

- Each workshop had anywhere from one to four specified **training objectives**. Among each workshop's primary one or two objectives, the majority (62%) were seen to have been achieved to a *great extent*, as documented by the observer.
- On average, the effectiveness of most of the various aspects of these workshops' **content design and structure** ranged from *moderate* to *strong*.
- On average, the effectiveness of the presenters' **skills, attitude and preparedness for content delivery** was *strong* in most respects.
- Most of the workshops were at least *moderately* effective at **engaging participants**, including half or more of the workshops that were *strong* in:
    - checking for understanding,

[10] Surveys were not distributed at the shorter "hot topics" sessions in May.

[11] This summary includes observations of four workshops from the fall conference in Albany, four from the fall conference in NYC, and two from the spring conference in NYC. The selection of workshops that the evaluators observed was based on the expressed, professional learning priorities of the conference and on recommendations from NYSED. This sample is not intentionally representative of the professional learning workshops as a whole; therefore, the aggregated findings presented in this report cannot be generalized to describe any of the other workshops outside the sample.

[12] Because the spring 2019 NYC and RoS conferences were held on the same date, the State Evaluation Team had to split up to be able to observe, and present at, both conferences. As a result, we were only able to observe two workshops at the NYC conference; while at the Albany conference, these professional learning sessions were held during the same time slot as the evaluators' networking session, so we were not able to observe any of the spring workshops in Albany.

  - encouraging questions and providing clear answers, and
  - providing participants with opportunities to share insights.

- Highlights of these sessions included the following:
  - small group activities which were particularly effective at engaging attendees;
  - use of structured engagement activities with clear instructions for quiet reflection, turn and talk, table talk, and whole-group share;
  - a good balance of perspectives featured on the panel, with rich, valuable tips, advice and encouragement;
  - plenty of opportunities for participants to observe and participate in the hands-on materials being demonstrated;
  - a rich discussion of partnerships for bringing SEL into the program, and openness in sharing strengths and weaknesses for each program;
  - a very engaging presentation that flowed smoothly from exploring participants' challenges, to categorizing them from a theoretical lens, to strategies for addressing them; a very knowledgeable & experienced facilitator drew out insightful ideas from participants;
  - providing clarity about different kinds of data available to different districts, and demonstrating practical and relevant examples about how to use a wide variety of websites to obtain data; and,
  - a particularly dynamic presenter who was very open about sharing her personal experiences and perspective.

Limitations/Areas for improvement

- A relatively minor limitation observed in workshop content was that two-thirds of the observed workshops did not discuss norms.
- Even while most workshops were effective in providing useful resources, about two-thirds of the observed workshops afforded limited or no **opportunities for participants to practice skills and receive feedback**.
- Some workshops may have overreached in the amount of material to be covered, attaining less success in achieving some of their **training objectives**. In one observed workshop, activities focused primarily on one training objective, and there was *limited* success in achieving the other three of its four objectives.
- The effectiveness of one workshop was *limited to moderate* in most aspects of **content delivery**, most notably in terms of the presenter's lack of engagement with participants.
- In two of the observed workshops, the presentation did not flow well, the objectives were not clear, and the focus was hard to follow at times. In another session, which was scheduled as two back-to-back workshop time slots, participants' energy and attention waned and content was skipped.

- A workshop with a small group missed the opportunity to apply concepts to their individual situations in greater depth.
- Insights were gained through the participants' input but no record was created for trainees to take back with them.
- Even where participant engagement was generally good, there were times when a presentation went on for a long stretch, presenting a lot of material that might have been easier for participants to absorb if the presentation was broken up with more discussion.
- In one session, the observer found the presenter to have been overly opinionated and presumptuous, leaving little room for a healthy exchange of ideas.
- One session seemed to be promoting the use of published materials for an activity that might have been performed as easily with simple home-made materials.
- The presenters did not offer sufficient focus on a need that was expressed by participants for strategies to engage parents.

Deliverable 3: Evaluation of the Performance of Local 21st CCLC Programs

In spring 2018, the MI Evaluation Team conducted "exploratory site visits" of 10 local programs, as required by contract. As established by the State Director in consultation with the State Evaluation Team, the purpose of these visits was not to evaluate the individual programs (which are already participating in local evaluations and receiving monitoring and supports from the Resources Centers), but to gain insights into common programmatic challenges, and strategies for overcoming them, that can inform program improvement statewide. It is anticipated that the insights obtained from this process will be applicable to continuing improvement of policies and procedures at the State level. The methodology employed for this process and the findings from the spring 2010 visits are discussed in the next two sections.

Methods

The MI State Evaluation Team conducted exploratory site visits with ten new sub-grantees (that had not been visited in Year 1), with the purpose of gaining insights into programmatic challenges and strategies that can inform statewide program improvement. Because findings from these visits were not intended for use in evaluating individual programs, results are aggregated across programs to maintain confidentiality. A summary of findings and recommendations for each focus topic is presented at the beginning of each topic. Topics explored included:

- Student Identification, Recruitment & Enrollment
- Attendance & Retention (Participation/Program Dosage)
- Academic Linkages to School Day
- Administrative Coordination

MI developed a framework for studying these local programs by identifying evaluation questions and quality indicators derived from the following sources:

- Federal legislation and Non-Regulatory Guidance for 21st CCLC,
- the 21st CCLC Evaluation Manual,
- Network for Youth Success Quality Self-Assessment guide,
- proposals from local applicant agencies (sub-grantees),
- data dictionaries and data guides for the USDOE 21st CCLC Annual Performance Reports and for software systems from YouthServices,
- the NYS Risk Assessment process,
- the RC monitoring rubric,

- a sample of local Annual Evaluation Reports,
- findings from Year 1 local grantee site visits, and
- literature on best practices for participatory evaluation and assessing evaluability.[13]

However, the primary focus of the visits was on the parameters defined by the QSA, and issues that emerged from the interim reports and prior year Annual Evaluation Reports as among the most frequently encountered challenges.

Data on these topics were collected through structured interviews with the program directors and local evaluators, and through observations of program activities. To ensure confidentiality and encourage candid conversation, evaluator interviews were conducted separately from program personnel. The observations were conducted with the understanding that a single day of observations at a single program site cannot provide a representative picture of how the program conducts these activities. Program directors were also invited, at their discretion, to provide any program documentation for review that they felt would help the evaluator better understand the program. In New York City, Community School Directors from the NYC Department of Education Office of Community Schools (OCS) were also invited to the program director interviews in schools with OCS grants.

Focus of Visits in Year 2

The major topics that would form the focus of the Year 2 site visits were identified, in collaboration with NYSED staff, to address both issues that emerged as challenging in Year 1 and those most relevant to programs in Year 2. The identified topics are summarized below.

Student identification, recruitment and enrollment. This theme was included to follow up on similar questions raised in Year 1, especially because meeting enrollment and attendance targets proved to be a major challenge for many sub-grantees during the first year. This focus included inquiries about recruitment and engagement strategies; developing appropriately targeted and well-designed services; and encouraging students to sign up for appropriate activities that balance student interests with meeting their academic and/or social-emotional needs.

Attendance & Retention. This theme was included because it arose as one of the most common challenges that surfaced overall in Year 1, and therefore warranted follow up to ascertain how sites addressed attendance and retention challenges during their second year. The visits focused on attendance challenges and solutions; retention of students in the program; and effective engagement strategies, including student choice and parent involvement.

Academic Linkages to School Day. This topic follows up on an initial exploration of alignment with the school day from Year 1 local site visits. We collected information on collaboration and communication; program alignment with regular academic programming and student needs; learning objectives and their operationalization; and alignment with student needs and with state and local standards. This theme is closely aligned with questions of recruitment and attendance/retention, in that programs clearly need to attract students to participate, but the rigor of program characteristics designed to address student needs (which may not always be as enticing) is expected to be strengthened by school day alignment.

[13] References included: Better Evaluation, n.d.; Canadian International Development Agency, 2001; Guijt, 2014; Kaufman-Levy & Poulin, 2003; Trevisan & Huang, 2003; and Viswanathan, 2004.

Administrative Coordination. Exploration of program operations revealed that certain challenges tended to rise to the surface as programs begin to mature. This line of inquiry addressed issues surrounding staff turnover, onboarding new staff, support from school and community partners, and data sharing.

Outcome data, including the kinds of analyses conducted by local evaluators and how data is shared by grantees with families and staff, was explored with both Directors and evaluators.

Data Collection

Structured interviews and observations conducted at each Exploratory Site Visit were guided by the protocols describe below. (Copies of these protocols are provided in Appendices VIII and IX.)

- **After-School Director Interview**

This semi-structured interview obtained information on the strategies and challenges for student identification, recruitment, engagement, attendance and retention, as well as school-day alignment and staffing challenges.

- **Program Evaluator Interview**

This interview addressed topics parallel to those in the Director interview, delving into the local evaluator's perspective on those topics.

- **Site Visit Observation**

The State Evaluator visiting each program conducted a structured observation of activities from one program site during each visit. The observation protocol covers a description of all observed academic and enrichment activities; ratings of characteristics of each activity in areas such as developmental appropriateness; encouragement of participation, collaboration, and student leadership; and adequacy of space and materials; and ratings of instructional strategies, establishment of positive culture, and of pro-social youth attitudes. A sample of classrooms and activities within each site were observed, and efforts were made to observe a range of grade levels and content areas, including academic enrichment; recreation, arts and physical activity; and tutoring.

Selection of Programs for Exploratory Site Visits

Measurement Incorporated was contracted to conduct 10 program visits a year, for a total of 50 programs over the course of the 5-year grant. However, because it was decided in early discussions with the NYSED team that the focus of the visits might change each year, MI and NYSED leadership agreed to make the 10 programs selected for each year's visits as representative as possible. The program characteristics that were identified by NYSED and MI for defining a sample that reflects the distribution of Round 7 programs remained the same as those used during Year 1, including: region (NYC or RoS), type of grantee (LEA or CBO), locale type (Big 5, other urban, suburban, rural), program size (number of students served), grades served, and type of data management system in use (YouthServices or other). In addition, only programs that had prior experience managing 21st CCLC grants were considered, as it was expected that staff with more experience in the program would have greater depth of insight into challenges and strategies.

Selections were also weighted according to the five-year goal, as stated in the RFP for the state evaluation,[14] of obtaining the following total sample:

- 32 from NYC
- 18 from RoS, including
    - 1 each of "Big 4"
    - 4 in Western
    - 2 in Mid-West
    - 2 in Mid-State
    - 1 in Eastern Region
    - 5 in Hudson Valley

Status

Ten grantees were selected for Exploratory Site Visits based on the criteria described above; all ten were visited during March through June of 2019. Although the identities of the programs are being shared with the State Director, because the visits were not designed as evaluations of individual programs, program staff were assured that their programs' identities would not be shared in this report. For this reason, the summary of program characteristics provided below only provides the number of selected programs with each characteristic. While a profile of each program would be informative, it is not provided because this much detail could reveal a program's identity. Characteristics of selected programs are summarized in Table 1, below.

[14] This goal was modified slightly from the original RFP because there are no Long Island programs in Round 7.

Table 1. Characteristics of Programs Selected for Spring 2018 Exploratory Site Visits

Characteristic	Value and # Programs/Sites Visited
Region	NYC (6 programs) RoS (4 programs)
Region within RoS	Big-4 (2 programs) Mid-State (1 program) Mid-West (1 program)
Type of Grantee	LEA (5 programs) CBO (5 programs)
Locale Type	Big 5 Urban (8 programs) Urban Cluster (1 program) Rural (1 program)
Program Size[(a)]	Small (< 200 students served) (4 programs) Medium (400 – 600 students served) (2 programs) Large (700 or more students served) (4 programs)
Grades Served[(b)]	Elementary (3 sites) Middle School (1 site) High School (2 sites) Elementary/Middle School (3 sites) Middle/High School (1 site)
Data Management System	Youth Services (6 programs)[(c)] Other (4 programs)

(a) For programs operating more than one school site, program size was defined as the total number of students served across all sites.

(b) For programs operating at more than one school site, grades served was based on the grades of the site that was visited. However, several of these programs operate at schools serving different grade ranges.

(c) Most programs in NYC use Cityspan's YouthServices data management system through a contract with the NYC Department of Education. Other sites were also selected from among several outside of New York City that have individual contracts with Cityspan.

During all visits, the After-School Director interview was conducted in-person at the program site. A few Directors elected to invite additional staff to the interview who could contribute details about daily program operations. In New York City Community Schools,[15] when possible, the Community School Program Manager was also interviewed alongside the After-School Director. On visits to CBO-held grantee sites, CBO directors were invited to the interview, although some CBOs elected to send a different staff person in their place.

Interviews were conducted with 10 After-School Directors and 12 additional program staff. Interviews also included 13 local evaluators, including three programs that each had two evaluators from the same agency working with them, and five programs that had contracted with the same evaluator for more than one of the sites visited. Across the ten programs visited, the State Evaluators observed a total of 8 academic activity sessions representing eight of the ten programs,[16] and 18 enrichment activity sessions, representing all ten programs.

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[15] All of the LEAs visited in NYC were Community Schools.
[16] At two programs, the State Evaluator was only able to observe enrichment activities due to scheduling.

Findings and Recommendations

Because the intention of the Exploratory Site Visits was to form generalizations about program insights at the state level and not to evaluate individual programs, and because of the need to maintain confidentiality about individual programs, the findings are reported here aggregated and summarized across programs. Identification of the visited programs and sites were provided separately to the State Coordinator.

Student Identification and Recruitment

Student identification and recruitment efforts utilized multiple methods, including orientations, open houses, website postings, mailings, and personal interactions. Program sites identified students in need of services with the assistance of school staff and administrators and built programming designed to fit the needs of their after-school populations.

Findings:

- Programs generally used open enrollment, as well as targeted strategies to identify students who would benefit from academic and/or social-emotional support.
- High schools tended to use more individualized strategies aligned to their populations to recruit students.
- CBOs leveraged their reputation and name-recognition in the community to recruit students.

Recommendations:

- Build identification and recruitment efforts into the school culture, with administrators and staff collaborating with after-school directors to identify students most in need of academic and/or social-emotional support.
- Use data such as school day attendance and academic performance information to further inform targeted recruitment efforts, and to develop programming for specific groups of students.
- Continue to provide programming that balances student preferences for special activities with their academic and social-emotional needs.
- Consider training staff to infuse social-emotional support into all program activities.
- Build programming to fill in gaps in services that other school programs may not offer. Particularly in large urban schools, other programs often compete for students. By working together, each program can offer distinct activities with less duplication and potentially less competition.

Across all 10 sites, programs used multiple methods to recruit students and identify those most in need of after-school services. All sites had open enrollment, while many also used targeted means for identifying students in need. Recruitment always occurred at the beginning of the academic year through school-based open houses and at orientations. In addition to in-person contact, some CBO-led programs advertised on their websites and through newsletters sent to families. As noted in Year 1 findings, well-established CBOs leveraged their reputations and name recognition in their communities, and had few issues recruiting students. One of these CBOs bundled all of their program applications together with a central mass recruitment effort, and then divided students into programs according to school level.

In addition to open houses and orientations, many programs utilized referrals from teachers, administrators, guidance counselors/social workers or even program site directors to obtain more targeted referrals. Several sites targeted English Learners (ELs) or students with individualized education programs (IEPs). High schools in particular used more individualized recruitment methods which were particularly aligned to their populations. For example, a school with a large English learner (EL) population targeted all students while relying heavily on guidance counselors and teachers to refer students for both social-emotional and academic reasons. Another high school used a personal approach, with CBO staff members visiting the cafeteria to speak with students, and by building on past relationships from the feeder school as well as with upperclassmen in the high school.

A few programs used recruitment methods particular to their schools, communities or agencies, such as reaching out to new families in a rural community, or giving priority to siblings in an established CBO site where there was a waiting list for the program. One site targeted students with 80-90% school attendance, on the presumption that these students attended regularly enough to be in an after-school program, but may nevertheless need extra support to better engage in school. This site also used State Assessments and report card data to target students, building academic intervention for those students scoring lower academically, and enrichment activities for higher-achieving students. Another site with a special population of students employed very targeted identification strategies, working especially with students who had limited time left in the school and needed particular skills (such as job training) or creative outlets to maintain their connection with the school and graduate.

While some program sites identified student needs prior to or alongside recruitment and identification efforts, others developed activities that met the needs of the students they enrolled. A couple of programs conducted a formal needs assessment survey of students to ascertain interests, and built programming around it. Others enrolled students and then requested information from school staff about their needs. Regardless of strategy, most programs noted that programming reflected a fusion of student needs and interests.

In spite of these efforts, while some sites felt they were serving those students most in need, others were not as sure.

> *[Students] come because of the relationships they develop with us. Not sure if they're in the most need. Some kids just don't want to go home.*
>
> *A lot of parents sign up because they work late. But because it's first come, first served, it's hard to navigate when kids really need it. We try to make accommodations and over-enroll if students are referred.*

At sites targeting ELs or students with special education designations, staff felt they were better able to accommodate them when the numbers of such students was limited. As one program director noted, "Yes, we have been serving those [with special education referrals]. I usually make room for those kids, since we're not always fully booked." Some recognized the necessity of training their staff to serve such students but felt they had not yet been able to fully accommodate them.

Attendance, Retention and Enrollment Targets

Findings:

Difficulty meeting enrollment targets was a common challenge in Year 1. Obstacles, which impacted both enrollment numbers and attendance rates, included competition with other activities and obligations, challenges within the context of the schools, understaffing and lack of branding of the program. While challenges remained, most programs visited were on track to meet enrollment targets in Year 2.

- Attendance and retention among middle and high school students continued to pose challenges across all school environments, as competing interests and obligations trumped after-school participation.
- Seasonal and weather challenges impacted attendance in all geographic areas, but these issues were often intensified in rural environments.
- Even though programming designed around student needs and interests was more common at the sites visited in Year 2 compared with Year 1 findings, programs often encountered attendance problems even at activities that students had requested.

Recommendations:

- Build trust with school staff, parents, and students through consistency, communication and data sharing.
- Collaborate with and work in tandem with school staff and coaches to serve students with flexible scheduling and programming that serves student needs and interests.
- Provide more voice and choice for students through needs assessments, interest surveys, and through allowing students to select activities in which they want to participate. Repeat interest and needs assessments regularly to reflect current enrollment.
- Strict attendance policies, when communicated to parents and students initially, can provide programs with an opportunity to remind participants that the program requires a commitment, rather than acting as a drop-in program.
- Use attendance reports to identify students whose attendance is lagging, allowing programs to contact parents to encourage consistent participation, or to dismiss students with inconsistent attendance in favor of others who express greater interest.
- Providing all students, regardless of grade level, with an opportunity to voice their opinions can bolster attendance. Whether formal or informal, student feedback provides a means for building special-interest programming targeted for students who would not otherwise have access to those activities.
- Field trips, special events, and celebrations all offer opportunities to engage students in after-school programming, and were often used effectively to

motivate consistent attendance.

- Although school-day scheduling can only be used by approved Expanded Learning Time programs, flexible scheduling before school, or on weekends, holidays or summers, might reduce competition with students' paid employment.

Enrollment

With the benefit of hindsight, programs were asked about their enrollment issues in their first year of programming. Due to both enrollment and attendance problems, many sites struggled with meeting their targets in Year 1: only three of the 10 sites visited in Year 2 had reached their targets in their first year. Challenges with meeting these targets centered around three broad themes, as outlined below:

- Students: Conflicts with other student commitments such as jobs, sports, family obligations, and other activities made it difficult for some students to enroll. Some younger students whose parents did not want them walking home in the dark were dissuaded from enrolling, or were less likely to attend during winter months. Program Directors also noted that older students were more often simply uninterested in staying after-school.

- School Context: Several sites experienced staffing changes, either in their own leadership, the building leadership or both. Principal turnover made implementing a new after-school program particularly difficult, and school administrators who were new to a school tended to be less likely to fully support the program, as discussed in the 'Administrative Coordination' section below. Some CBOs were new to a building, and needed to build trust with students, parents, and staff. In one rural site, overall declining enrollment in the school and district presented challenges to serving the targeted number of students. Finally, most schools in NYC had competing after-school programs.

- After-school Program: There were several issues inherent to after-school programs that created enrollment challenges: branding of the program sometimes proved difficult when it was new to the school; the application process was often perceived as too long, and for undocumented students, the application itself served as a barrier to enrollment due to fears of being identified. Some programs struggled with understaffing: many grants held by LEAs require the hiring of district staff to fill afterschool positions, but there is often a lack of interest among these staff to extend their work day. One program that experienced difficulties finding consultants noted that it might be due to their location in a dangerous part of the city. Such staffing shortages in turn impacted enrollment capacity. Finally, one program could not afford to provide services five days per week, as parents wanted, resulting in parents selecting other options that better met their needs.

Attendance

All sites visited faced attendance challenges, which varied by school level and geographic location. The competing schedules and demands of sports plagued many middle and high school programs—regardless of location—even among enrolled students. In general, students were more committed to sports teams than any after-school program, which led to either serial or seasonal attendance issues. Many students participated in more than one sport, leading to more chronic absences from after-school programs.

Another challenge for middle and high school programs was that many students had jobs to help support their families or to have money for themselves. This was less of a challenge in rural communities primarily for circumstantial reasons, as jobs were harder to come by in more remote settings, where there are fewer opportunities, and adults tend to occupy the positions that youth might fill elsewhere. In urban settings, however, the competition with paying jobs was substantial. In addition, even students who did not have jobs often had responsibility for younger siblings after school. Learning Center directors recognized students' other responsibilities and supported them in whatever way possible.

> *Young people wanting to work is a huge issue. I can offer them career readiness, but I can't be selfish when I know they need to support their families.*

At least one program, however, was able to reduce these conflicts with students' time through scheduling options: by offering services during the school day and on Saturdays, they were able to provide opportunities for students to participate without interfering with family and work responsibilities.

> *Once we understand their needs, we can build programming out for them.*

Weather was a challenge for many programs, although the origins of those issues differed for urban and suburban/rural programs. In urban programs, short winter days presented problems for parents who did not want their children to walk home in the dark. This may have been a particular problem at the site mentioned above that was located in a dangerous neighborhood. Although this program did have bus service, buses were only provided at 4:00 p.m. One program had a policy of not enrolling children who had no other option but to walk home after dark unless parents gave written and verbal permission. Warmer weather, on the other hand, presented other challenges, with increasing numbers of students wanting to play outside rather than attend after-school programs.

The rural program faced different weather and seasonal problems. With a shortage of bus drivers in rural districts, the drivers also had greater power to refuse to drive late in the evening during bad weather. This program noted that with their remote location and poor cell phone service, the district often cancelled after-school programming when the weather was bad. These frequent cancellations led to concerns about meeting after-school attendance targets.

Retention

Many programs reported that retention was not a significant issue: when students enrolled, most continued to attend at least sporadically. However, a few programs noted that students left the program when they transferred schools or moved, and a few students in each program were removed due to behavior issues each year. In addition, some of the same factors associated with reduced attendance, such as work obligations, could ultimately lead to attrition.

In high schools, students occasionally stopped coming for reasons unrelated to the program itself. One of the directors observed that "some kids come for a couple weeks; but kids are cliquey—so if one kid stops coming, others stop as well. We leave the door open for them to come back." A couple of programs noted that parents did not always intervene when their children stopped coming. When a child stopped attending a program, the parent would be contacted to be sure they were aware of it; but as one director noted, "there's not much we can do once the parent knows."

Two programs noted that retention problems may have been due to their own programming, which was not as diverse in Year 2 due to staffing constraints and an inability to find specialists to teach specific enrichment classes. As a result, some students may have enrolled expecting specific activities to be offered, but not all of those activities were actually put into place.

Strategies for Improving Enrollment, Attendance and Retention

While some of the above challenges were beyond the programs' control, there were several strategies that programs used to make themselves more attractive to students as well as their parents. Their most effective strategies included:

- **Building trust:** Maintaining consistency and establishing a positive reputation with students, parents and the community;
- **Working closely with school staff:** Building relationships with administrators and teachers and supporting the school culture.
- **Providing flexible scheduling,** including serving students in intensive camps during school breaks, and coordinating with coaches to schedule academic programming around students' sports practice.
- **Providing students with more voice and choice,** and customizing program activities to meet student interests as well as needs. Some grantees accomplished this through student surveys or needs assessments, building programming around the results. Others, particularly those serving elementary students, had less formal means for gathering student preferences, such as focus groups or informal student polling. Students at many sites also selected the activities they attended for each cycle in the year, as many programs switched programming a few times per year.

  However, many grantees also noted a downside to student involvement in programming decisions. There were often miscommunications about what the activities might entail, and students sometimes changed their minds about activities in which they had initially expressed interest. For example, students at one site loved their drama class when they were studying the lines of a play, but they did not want to perform. Cautions were also expressed about keeping the interest assessments up to date. In Year 1, softball was highly successful at one site, but in Year 2 it generated little interest. Overall, however, grantees found that giving students more meaningful roles in program planning was beneficial.
- **Instituting strict attendance policies**. Run attendance reports to identify students with low attendance, and follow up with parents to encourage consistent attendance or remove their children from the program in favor of others with greater interest.
- **Developing deep relationships with students,** particularly in high school. Some directors and staff worked hard to get to know students and act as a mentor to them.
- **Planning special events** such as field trips and celebrations to keep students engaged. Some programs built an academic component into their special events—for example, requiring students to attend an academic activity in order to play Saturday Sports. Programs also provided targeted enrichment of interest to their populations. Art activities, murals, dance, and music clubs seemed very popular with many students. One program serving older students provided training for certifications that are required for many jobs available in the food industry. Since

the certification requires a minimum number of hours, the program was able to use the training opportunity to increase program attendance.

These strategies proved to be effective in bolstering overall enrollment, attendance and retention. Notably, most of the 10 program sites reported being on track to meet enrollment targets in Year 2.

Academic Linkages to School Day

Findings:

- Overall, communication between 21st Century and school-day staff varied widely across school sites. Most programs were characterized by fairly open communications; however, most communication was informal and inconsistent.
- Communications were often hampered by turnover among principals of after-school directors, and perceptions of the after-school program as separate from the school day.
- One program formalized communications by asking teachers to complete a daily form to update after-school staff about participating students' academic and social-emotional needs.
- At some programs, communications were strengthened and formalized by including the after-school director in school-day meetings.

Recommendations:[17]

- Examine student and school-wide data to determine the areas of greatest need, both across the student body as a whole and for individual students. After-school programming should be planned to help support those areas in a way that engages students and supports them at the same time.
- Provide professional development for program directors to develop specific strategies for aligning academic curricula and developing enrichment activities to engage students while supporting their academic needs.[18]
- Academic linkages to the school day should be strengthened through collaboration between 21st CCLC grantees and their schools' administrators, facilitating program coordination so that the Learning Centers support the schools' needs as a whole. This coordination can be facilitated in several ways:
  - Encourage school leaders to involve 21st CCLC staff in the School

[17] Several of these recommendations were derived from successful practices being used at the sites included in the Exploratory Site Visits.

[18] For resources, see https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf and http://afterschoolalliance.org/documents/issue_briefs/issue_schoolDay_50.pdf. Resource Centers also have additional resources.

Leadership Team and other school meetings.

- Encourage school leaders to visit 21st CCLC activities, get to know the activities offered, and provide guidance regarding academic alignment. This is especially important when the 21st CCLC director and staff are not pedagogues.
- Site visits by the local evaluator should include a focus on academic alignment.
- Create templates to report specific information (to/from teachers and 21st CCLC staff) about student academic needs, behavioral/emotional issues, homework, curriculum focus, learning standards and objectives, etc.
- Encourage school leaders to include program alignment in meeting agendas, and incorporate this focus into communication templates.
- Encourage school leaders to appoint a school-based staff person (preferably a pedagogue) as an educational liaison to advise the 21st CCLC program.
- Develop a program guide that outlines the Learning Center goals, activities and practices, to help orient new after-school staff, and familiarize experienced as well as new school staff and administrators with the program.
- Incorporate explicit strategies for academic alignment into the program logic model. Involve school staff in the creation and updates of the logic model if possible, or at least share the document with them.

Communication

Overall, there were wide variations in the levels of communication between after-school and school day staff. At most sites, communication was informal, with conversations in the hallway or during the transition to after-school, occasional emails, or classroom visits by after-school staff. However, consistent communication was a hallmark of several programs and was often an explicit expectation for after-school staff.

> *All staff have relationships with teachers. We were always encouraged to ask teachers about what happens during the day. Teachers let us know if kids have a rough day, if something has happened.*

In these programs, an after-school staff member or director was present at School Leadership Team or other school-day meetings. One program had a formal template in place for teachers to communicate with after-school staff regarding individual students about behavioral issues, specific academic needs, homework assignments, or any other information the teacher felt was pertinent. At this site, one form was completed daily for each student in the program, and was further supplemented by input from the school principal (who served as the Educational Liaison to the Learning Center) as well as more informal conversations. Only two programs had formal educational liaisons to facilitate communication, while the remainder did not (or were unaware of them).

At some CBO-run programs that lacked an official educational liaison, 21st Century staff had relationships with a school staff member, such as a master teacher, who provided information regarding testing and school-wide initiatives. However, other CBOs noted that there should be better communication with school personnel, particularly around suspensions, referrals, and emotional issues with which students might be struggling. Schools with new principals had the hardest time establishing an effective communication system. Across all programs visited, reports on the levels of communication ranged from very little communication to collaboration in all aspects of program planning and implementation. The comments below illustrate this broad range:

> *There's not enough communication. The Principal is new and overwhelmed and not dealing with after-school programs.*

> *It's blended in a way where we're seen as vital in the school culture. We all have the same goals for students and we share values. We're invited into all faculty meetings, and the CBO voice is heard.*

Even where communications with school day staff were strong, however, the communications did not always seem to result in and good alignment of academics. This is discussed in the next section.

Academic Alignment

Even in programs characterized by good, consistent communication with school administrators and staff, the analysis of the site visit data revealed that academic alignment of after-school programs with school day curricula was not guaranteed. Good communication is necessary but not sufficient to achieve academic alignment, which is a particular aspect of the program that many directors and staff were unprepared to fully address. In fact, very few programs were even aware of the extent to which their offerings were aligned with school-day academics. LEA-led grants outside of New York City were more likely to report some alignment between school-day and after-school activities and curricula. However, even these grantees reported that the alignment was inconsistent: homework activities were more likely to follow the school curricula, but some enrichment activities were only loosely connected to concepts taught during the day. For example, cooking classes included some discussion of measures and fractions, but did not provide a consistent thread throughout each class period. From both observations and interviews, it was clear that in many enrichment classes, opportunities to provide connections to school-day content were missed. The intention of academic alignment in the grant should go beyond homework assistance and be infused into as all academic enrichment activities, and into as many non-academic activities as possible. The extent of the alignment that did occur seemed dependent on the particular personnel leading the after-school activity.

> *Some enrichment is aligned to the school curriculum, if [the Learning Center instructor is] a strong district teacher. It requires knowing the common core and how to facilitate that.*

Since many of the visited programs employed teacher aides to provide after-school activities, not all were equally prepared to connect the day and after-school programs. In New York City LEA-led grants, CBOs were generally partnering to provide activities within the schools. Therefore, the level of knowledge regarding academic connections was as limited as in CBO-held grants. One NYC Community Schools Director noted:

> *I think we can work that out better. With a CBO who is not a pedagogue, I've been telling principals to go and observe and ensure [academic] quality. I'm not sure if that's regularly happening. We need to keep messaging that. [The CBO program manager] does monitor quality to the extent she can.*

Many of the CBO-held grantees conceded that academics was not their area of strength. Most provided non-academic activities (e.g., sports, social-emotionally focused activities, arts) and hired teachers or other specialists to provide some academic support, trusting that person or team to implement high-quality activities. There was a pervasive lack of knowledge about how this was actually accomplished.

> *There are no nitty-gritty conversations about academics.*
>
> *We have no clear idea of how/if alignment is happening.*
>
> *There is no purposeful vision around academic alignment.*
>
> *Our program is not academically based, so we refer kids to outside resources or internal supports based in the school.*

For the most part, local evaluators concurred with program directors that academic alignment was difficult to assess, was probably not occurring to the degree it could, and did not necessarily occur even when there was good communication with school personnel. As noted by one evaluator who worked with a few of the programs visited,

> *It seems they are having those communications, but that does not necessarily result in good alignment.*

Alignment with Grade Levels and Standards

Specific alignment of after-school activities with grade level and state and local standards was inconsistent. While a few smaller programs provided individualized academic and social-emotional support to students based on their grade level and aligned with standards, most program directors simply assumed that academic content was appropriate for grade levels and standards, particularly when academic activities were provided by school-day teachers. Some NYS learning standards were noted in curriculum units, especially when a purchased curriculum was used. Several programs reported that they had discussed college and careers with their students, including offering some workshops on career readiness. However, they were unsure if these activities were actually aligned with college and career readiness standards.

> *Part of the issue is the culture of after-school as a separate program than the school day.*
>
> *We don't see a huge alignment between after-school curriculum and what they're learning during the school day.*

There may be several reasons for the general perception that the after-school program was separate from the school day. First, even with LEA-held grants, a local CBO was often the partner implementing the program on-site. Rather than approaching this as a true partnership, many overwhelmed principals who were busy with staff relations, student behavior, State assessment scores and their consequences, and a host of other concerns lacked the time and bandwidth to make after-school more of a priority, instead letting the CBOs operate the after-school program on their own. Second, new school principals prioritized getting acclimated and building relationships with school-day staff in their first year in a building. They were transparent with the Learning Center directors that they could not focus on after-school in their first year as administrators. Finally, many Learning Center program directors were not proactive in fostering partnerships with school administrators or did not follow up their efforts with enough consistency to create strong partnerships. While it may take time and energy, there is evidence that a CBO can propel a program toward better collaboration. One program that experienced challenges in implementation in their first year altered their course before Year 2, with the program director educating the principal about the grant requirements and benefits. This resulted in the school principal and staff becoming completely integrated with the CBO Learning Center personnel, to the point that many students assumed the CBO staff were school employees. The change has been dramatic for all:

> *[Last year] the kids did not have their arms wide open. If faculty and administrators are not promoting the program, kids won't come. Now we've built rapport with teachers, stepped into faculty meetings, and have [school] staff providing programming. The principal, assistant principal and attendance person are in our office every morning. There's a lot of collaboration. The principal does a lot of promotion – if he knows a kid has an interest or need, he suggests staying for 21st CCLC. The shape of the culture has changed.*

This strategy of being proactive, persistent, and persuasive is a valuable one for all programs to follow in cases where collaboration with the school needs to be strengthened.

Lesson Plans and Learning Objectives

Overall, program directors noted that most activities had lesson plans and learning objectives. However, while many grantees reported that all academic and academic enrichment activities had lesson plans, this was much less consistent for sports, arts, and other activities. Since many of the grantees that were visited hired outside consultants and vendors to provide specialized activities such as dance and music, obtaining lesson plans was not always practical. Outside vendors and consultants were either unaccustomed to developing lesson plans (and lacked the skill to do so) or did not want to invest the extra time it would take to create them. Even those grantees who had lesson plan outlines and guides found that getting consultants to complete them was challenging. A couple of CBOs noted that while their agencies provided lesson plans for all activities, these tended to be "generic" and not school-specific either for enrichment or for sports and arts activities.

When asked about how lesson plans aligned with student needs, most grantees were vague in their answers. A few noted that academic specialists sometimes spoke with classroom teachers to determine a particular focus that might be helpful for individual students. However, for the most part even academic enrichment and intervention seemed more general than individually-oriented. Where they existed, lesson plans for other enrichment activities, including dance, art, sports, robotics, cooking, etc. were reported to be based on general student interest, but not necessarily student needs. This strategy was tied to program efforts to ensure student attendance and retention, as previously discussed.

Administrative Coordination

Findings:

Among the programs visited in Year 2, there was much less staff turnover than was seen in the programs visited in Year 1. Customized 21st CCLC handbooks made the process of onboarding new staff smoother and easier at programs that had developed these materials. However, cumbersome and slow hiring practices created problems in maintaining programming for programs experiencing mid-year staff turnover, especially when other school, district, or CBO staff were not readily available to assist on a temporary basis.

School support for 21st CCLC programs was fairly strong and consistent in Year 2, although program coordinators and directors still saw some room for improvement of communication, planning, and commitment.

Recommendations:

- In order to improve onboarding of new staff, all programs should develop or share 21st CCLC-specific handbooks, which can include an overview of the grant and its activities, performance indicators, the QSA, sample lesson plans, an onboarding checklist, and all policies and procedures that need to be followed.
- Other best practices for onboarding include shadowing experienced staff for a short period of time to acclimate to and understand the program and its procedures.
- School support is critical to the success of 21st CCLC programs. Directors should make every effort to build relationships with school staff and administrators toward developing a strong partnership that will benefit students. Using collaborative communication techniques (which emphasize listening to concerns and sharing common beliefs, ideas or thoughts working towards a common goal), directors can discuss the 21st CCLC grant requirements and benefits with school administrators and staff.

Staff Turnover

In the second year of program implementation, there were fewer issues with staff turnover than in Year 1. Eight of the ten visited programs reported either no staff leaving, or only moderate turnover. Where they did exist (including during the Year 1 visits), more serious challenges with staff turnover did not seem to be related to whether it was a CBO or LEA grant, nor to geographic location. Both rural and urban programs have experienced problems holding onto staff over the course of a year or from one year to the next. Some factors that have led to low staff retention rates include:

- Burnout and exhaustion related to working long hours (particularly for school-day teachers who also worked in after-school programs)
- Low pay rates
- Young adults moving from job to job quickly
- College students negotiating college class schedules

The personnel involved in different types of grants often impacted the staffing issues encountered. In grants held by school districts, hiring was often restricted to school district staff, or they were given priority over hires from outside the school system. This presented problems in finding enough teachers who did not have other obligations or priorities after-school, such as family or coaching, since school district personnel have more often been in the age range where they have such obligations. Programs where the grant was held by or staffed by a CBO had their own hiring practices, and often hired younger people who wanted to work part-time and/or were in college. The larger CBOs had full-time teams at their main offices to handle hiring, and sometimes had a pool of employees from which to place staff at 21st CCLC programs as needed. Smaller CBOs, however, struggled to hire people, and the hiring process was often slow.

While for the most part turnover was not as problematic in Year 2, some best practices for onboarding new staff did emerge from the interviews:

- All programs reported having an employee handbook, which was deemed helpful to most sites. However, those who found it most helpful had customized handbooks specifically for the 21st CCLC program.

  > *We have policies and procedures, and a digital binder with performance indicators, the QSA, lesson plans, and an onboarding checklist. We have a Site Coordinator Welcome Guide, so we created one for Activity Leaders as well. The checklist is helpful.*

- In addition to a 21st CCLC program handbook, having a smooth onboarding procedure was critical. CBOs and districts with slow hiring procedures experienced the most challenges, while those who had teams devoted to the process found it painless. Onboarding staff mid-year presented particular challenges, as it often impacted programming due to the necessity of maintaining staff-student ratios.

  > *We have no capacity to onboard new people. In hiring, that was a nightmare last year. Onboarding takes about 4 weeks after the interview, if it's fast. Procedures of getting hired are slow.*

School and Partner Support for 21st CCLC Program

All ten sites visited received some support from their schools and partners. While the majority reported strong partnerships and support, others felt there was room for improvement and better use of resources. Programs in schools with recent changes in administrative personnel (especially principals or assistant principals) noted that support was lacking for the 21st CCLC program, as new school leaders took time to acclimate to the school overall, and often lacked the time and energy to embrace after-school programs, especially since they were not the ones who originally signed onto the grant. Strategies cited that might improve the partnerships included:

- Better academic alignment, including test preparation provided by the school

  > *It would be more cohesive if all kids have academic support and then went to other programming.*

- Better communication with the school district

- More effective and time-efficient procedures to get contracts and supplies
- More proactive involvement of partners in program offerings

> *I wish our partner was more involved, although they are supportive when needed.*

Outcome Data: Analysis and Dissemination

Findings:

- Student outcome data was universally gathered and analyzed on an aggregate level only, with no analysis of needs or activity participation for individual students.
- Sharing of data and findings from local evaluations was inconsistent across sites. Most evaluators shared outcome data with program staff, but the extent to which programs shared it with families varied widely. While most program directors reported sharing data, it was unclear how many families actually accessed it, as there were no mechanisms for monitoring their access.

Recommendations:

- While analysis of individual student data linked with their academic or SEL needs and/or activity participation is not required, analyses of such data would be valuable for assessing program effectiveness. Many programs that have difficulty accessing such data due to district rules might be able to do so by entering into a confidentiality agreement with the district.
- Programs should explore systems and platforms for sharing outcome data with staff, parents, and students. This information sharing could improve programming and staff-student relations, as well as serve as a means for communicating the benefits of the 21st CCLC program to school staff, students, parents, and families.
- Data and findings that are shared with these groups must be presented in a non-technical way that is accessible for these stakeholders.

Student Outcome Data Gathered and Analyzed

Local evaluators were asked about the extent to which they considered individual academic needs and/or activity participation in assessing program outcomes. In other words, was data gathered and analyzed in the aggregate only, or was outcome data from surveys or academic reports/scores linked to the particular after-school activities in which each student participated (e.g., math tutoring; STEM; poetry writing) or their needs, whether academic or social-emotional learning.

None of the evaluators interviewed reported using individual data in their analyses and reporting. Reasons included cost factors (some had small evaluation budgets), challenges with obtaining data in a timely way (and therefore inhibiting the ability to analyze and report more detailed data), a lack of access to individual student data, and the need to gather survey data anonymously. One local evaluator also noted that this level of analysis was not required by the 21st CCLC Evaluation Manual—although it *is* recommended.

Data Dissemination/Sharing

Interviews with both program coordinators/directors and local evaluators addressed the ways in which data and findings were communicated to students, families, and staff. Information about procedures for gathering data was universally communicated through initial program application, intake, and consent forms. Outcome data collected by evaluators was shared through several different methods. Some evaluators provided program directors with data newsletters and 'placemats,'[19] in addition to the mid-year and annual evaluation reports that all were required to submit. While these data reports were universally required, their format and content varied greatly. While they were required to present results on program goals and objectives, they were not always aligned in the extent to which they focused on student outcomes, not just enrollment, activity and attendance data.

Regardless of how the evaluation data were provided to the program administrators, most evaluators advocated sharing the findings with all stakeholders. However, evaluators were unsure of the extent to which this was actually being put into practice, and there appeared to be a lack of consistency in sharing outcome data with stakeholders. Several programs used Advisory meetings to report on data, although it was unclear if parents and students attended these particular meetings. In New York City, grants administered by the Office of Community Schools used their spring Community Schools Forums to share 21st CCLC outcome data. Again, the extent to which parents accessed this information was ambiguous, since this event was open to all families in the school but was not mandatory. Two programs posted a newsletter highlighting some evaluation findings on their websites but were unsure of how many families had seen it. Three programs maintained that their outcome data was shared only with their own staff and not externally to families. Most program directors thought that increased transparency in sharing outcome data would be beneficial to their programs but seemed to have no concrete plans or systems in place for doing so.

[19] A data 'placemat' is similar to a 'dashboard,' except that dashboards are dynamic and interactive. Placemats display thematically grouped data using visual elements such as charts, graphs, and quotes that summarize program results in a way that is understandable to non-technical stakeholders.

Deliverable 4: Review and Assess Quality and Completeness of Local Program-Level Annual Evaluation Reports

In Year 1, although format was left up to the authors, each local program's annual evaluation report was required to include the following components:

- Program description and logic model;
- Evaluation framework;
- Evaluation plan;
- Engagement of program staff in the evaluation;
- Process evaluation findings;
- Summative evaluation findings, if applicable;
- Program utilization of evaluation feedback;
- Conclusions and recommendations for next year; and
- Sustainability plans, if applicable.

These components informed the development of a rubric for assessing the quality and completeness of the reports. A PowerPoint report summarizing these assessments was finalized in May 2019 and presented to all attending stakeholders at general sessions at each of the two regional conferences on May 30, 2019.

Findings:

- Only 56% of programs measured all of their objectives/performance indicators.
- Most implementation objectives focused on schedules and activity level; only a few focused on quality of implementation.
- All goals and performance indicators (PIs) met all criteria for appropriately designed goals at about one in four of the programs we reviewed.
- Where they were lacking, goals and PIs fell short most often in terms of specificity and/or measurability.
- Many programs continue to use standard instruments (OST and SSOS) for program assessment.
- Often there was a disconnect between the goals that were established and the indicators that were assessed.
- Alignment with the school day was pursued primarily through communications with day-time teachers, which was a frequent occurrence. However, specific strategies for achieving alignment were rarely described.
- Although reporting was inconsistent, where collaboration with school administrators or school teachers was described, it was most often

categorized as active collaboration (deciding or acting together).

- Two-thirds of objectives established for numbers of regular attendees were met.
- About two-fifths of objectives for population served, scheduling or level of activity were met.
- Two-thirds to four-fifths of academic objectives were met.
- Many of the above successes were asserted in the reports without providing specific data.
- More often than not, results for social-emotional and community involvement objectives were not reported.

Recommendations:

- Strengthen focus on implementation quality review.
- Disaggregate results by activities, dosage, and population representativeness where applicable.
- Ensure all objectives/indicators are measured.
- Ensure that all stakeholders are informed of findings and recommendations, and involved in solutions.
- To inform ongoing improvement, strengthen focus on existence of and reasons for program modifications and drift.
- Incorporate reasons for program drift, and any agreed upon modifications, in logic model updates.

Methods

Working from past report guidelines and templates that had been developed by previous state evaluators, MI had developed guidelines for the required contents of the Round 7, Year 1 Annual Evaluation Reports (AERs) that are generally due each September 30. However, because many of the reports among the sample that MI in Year 1 were missing key information and/or were organized in a way that made some information difficult to find, local evaluators were required to follow a pre-defined format for the Year 2 reports. Because of the reduced flexibility, it was important to ensure that this format aligned with the focus of local evaluations, and the information that the evaluators had agreed to present to their program directors. For this reason, a draft of the template was provided to all local evaluators, who were given the opportunity to comment on the format during and following the spring 2019 Evaluators' Networking meeting. The focus of that discussion is presented in detail under Deliverable 6, below.

The "Annual Evaluation Report Template" for Year 2 (see Appendix X) was distributed to all local program evaluators in June 2019. The quality indicators that informed the identification of required report components were closely aligned with those that informed the Exploratory Site Visits (see Deliverable 3) and, to a lesser extent, the indicators that informed the RC evaluations (see Deliverable

2), both described above. The particular components that are being required for the Year 2 reports include the following:

- Basic program information;
- Evaluation plan, as aligned with the GPRA performance measures, including performance indicators (PIs) of success, supporting activities, and measures of PIs;
- Evaluation outcomes for Year 2;
- Indicators of program fidelity and quality from required program observations;
- Logic model, including any modifications implemented during Year 2;
- Description of efforts to communicate evaluation findings to local stakeholders; and
- Conclusions and recommendations.

Although Year 2 reports are still being drafted, a review of the quality and completeness of Year 1 reports was completed in fall 2018. The Year 1 report guide (described in the Year 1 State Annual Evaluation Report) was used to inform the development of the rubric for assessing the content and completeness of a selected sample of reports. The specific focus of these assessments was established in collaboration with NYSED leadership at the fall quarterly staff meeting on October 29, 2018. To standardize the review process and ensure consistency among reviewers on the State Evaluation Team, an AER review template was developed to help reviewers focus on the key components described in last year's S-AER. This template, which is shown in Appendix XI, was broken down into three major sections: Program Description and Goals, Evaluation Plan, and Evaluation Implementation. Within each of these sections, the template guides the reviewer to assess and comment on details of the report, as follows:

- Program Description and Goals: clarity of definition, alignment and completeness of goals, objectives and performance indicators, and alignment with described activities; strategies for alignment of activities with school-day academics; and completeness of presented logic model;
- Evaluation Plan: clarity of connections among goals, performance indicators (PIs), variable(s), data collection methods, sources of data, analyses, and date/time frame of data collection; involvement of stakeholders; and alignment of data sources to goals and PIs; and,
- Evaluation Implementation: relevance of the analysis plan; adequacy of reporting of results; summary of which formative and summative goals were met, disaggregated by focus of the goals; how findings are reported and to whom; and whether they are used for program improvement.

The revised (Year 2) report template will be used, in collaboration with NYSED leadership, as the basis for modifying the rubric for assessing the quality and completeness of a sample of Year 2 reports.

Findings

The reviewed Year 1 reports were examined for the types of objectives that were established, both for program implementation and outcomes, as well as the extent to which the objectives met standards to facilitate meaningful evaluation. We also reviewed these reports for evidence of strategies used to align

Learning Center activities with school-day academics, involvement of stakeholders in program development. Finally, the reports were assessed to determine the frequency with which programs met implementation and outcome objectives of different types. Results of this review are presented below. A summary of the AER review findings, which was discussed during general sessions at both the NYC and RoS spring conferences, is presented in Appendix XII. These findings are discussed in more detail below.

Variations in Focus and Quality of Program Objectives

The focus of implementation objectives most often referred to level of activity and activity schedules; only a third included goals for proportions of “regular” participants, and very few included fidelity to best practices or representativeness of target population. Objectives defined around program outcomes were very diverse. All included academic outcome objectives, while the large majority also had social-emotional or behavioral objectives. Smaller majorities had objectives for parent participation and community collaboration.

Of course, establishing and measuring objectives is only meaningful when they are appropriate to program activities and relevant to desired outcomes. In addition, they must be defined in such a way that their measurement would allow for a meaningful assessment of program success. Criteria for the characteristics of an appropriately defined objective have often been summarized as “SMART” goals.[20] Using these criteria, we found that only a little over a quarter of programs met all “SMART” criteria for all outcome objectives. The criteria that were most often not met included *specificity* and *measurability.* For example, a goal that stated, “[80% of] participating students will gain content area learning targeted for core educational services activities" is (theoretically at least) measurable, but it is not specific, as it does not define the particular types of content learning, nor indicate how the learning will be assessed. Another performance indicator that stated that “50% [of students] show affective gains” is not measurable because it does not specify the population to which it applies (*e.g.,* is this based on all Learning Center participants, or only those participating in youth development activities). Goals and indicators were much more successful in meeting the relevance criterion: in almost three-fourths of programs, *most* or *all* activities were aligned with objectives and performance indicators. All of the goals and indicators seemed achievable, and there was an accepted implication that all were time-bound because they were intended as annual goals.

Assessing Program Implementation and Outcomes

To assess program implementation, two-thirds of programs continued to use, or adapt, the Out of School Time Observation Instrument for rating point of service activity observations, even though they were no longer required to do so as of Round 7. One-third of programs used or adapted the Short-Term Student Outcomes Survey to determine students’ self-assessments of the program’s impact on their academics, life skills and attitudes. Despite using these instruments, however, quite a few programs either had not established goals relevant to the constructs that the instruments measure, or had not included the instrument results when reporting on whether they met their goals.

[20] According to Smart-Goals-Guide.com, “The SMART acronym first appeared in the November 1981 issue of Management Review.” Although there have been numerous variants on the acronym, a commonly used version, which we are using for this report, is, “Specific, Measurable, Attainable, Relevant and Time-bound.”

Many programs were somewhat perfunctory in discussing the strategies they used to align their programming with school-day academics. Most asserted that collaboration with school day teachers was used to achieve alignment; while about half mentioned ensuring appropriateness for targeted grade level(s), identifying needs of targeted students, and/or alignment to the grade-specific curriculum; and half asserted alignment with state and local standards. However, often times the reports asserted such strategies, but did not describe how they worked.

Programs were also asked to comment on how other stakeholders became involved in helping to optimize program implementation. Unfortunately, half of the reviewed reports did not address the question, and even larger proportions did not comment on involvement of particular stakeholders. Regarding involvement of school administrators, only half of all programs addressed the question, one-third described school administrators' involvement in optimizing implementation through activities that would be categorized as deciding or acting together with 21st CCLC staff, while one in six said that school administrators were involved only at the level of information or consultation.[21] Only 40 percent of programs commented on school day teachers' involvement, including a little over a quarter who said teachers were involved through deciding or acting together, and one in ten said that school day teachers were involved only at the level of information or consultation. For the remaining stakeholder groups—students, parents, CBO leaders and community members—two-thirds or more of the programs did not comment on whether or how they were involved in program implementation.

Success in Meeting Implementation Objectives

By far the largest proportion of implementation objectives were established around level of activity or outputs, while almost as many established objectives about program quality. In the latter case, however, quality was almost universally defined as the extent to which scheduling and programming were aligned with the original plans. Virtually no implementation quality objectives were defined in terms of best practices for OST programs. Only a small handful of programs established objectives relating to the programs' success in providing substantial hours of participation (numbers of "regular attendees"), or in terms of the success in serving the targeted populations.

While few programs established objectives for the numbers of regular attendees participating, among those that did, programs reportedly met two-thirds of these objectives (although in a number of cases, their success was merely asserted, but with no data presented to substantiate this claim). However, only about two-fifths of objectives established for population served, consistency of scheduling and programming, or level of activity, were met. In the latter two categories (programming and level of activity), data were simply not reported about a substantial proportion of the objectives.

Success in Meeting Outcome Objectives

[21] Involvement level definitions were obtained from the University of Kansas' Community Toolbox at https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/participatory-approaches/main, which defines lower to higher levels of involvement as follows: *Information*: Program staff (or evaluator) tell people what is planned; *Consultation*: Program staff offer a number of options and listen to the feedback; *Deciding together*: Encourage others to provide additional ideas and options, and join in deciding the best way forward; *Acting together*: Different interests decide together what is best and form a partnership to carry it out.

Reporting on results of academic outcome objectives was much more complete, with anywhere from two-thirds to four-fifths reported to have been met. Reporting on social/emotional, behavioral objectives, and parent or community involvement, was much less complete; indeed, less than half of the established behavioral objectives were reported on. Success on these more qualitative objectives ranged from two-fifths meeting (or asserting) for behavioral objectives, to three-fifths meeting (or asserting) parent involvement objectives.

One curious pattern that stood out in the reporting of outcome objectives was that almost none of them were reported as *not* being met. In most cases, the report either demonstrated or at least asserted that an objective was met, or it was simply was not reported. Sometimes results were omitted because the data were still pending; but more often, they were omitted with no explanation provided.

Conclusions

In many cases, the Year 1 AERs presented at least preliminary evidence of academic progress, even though, because of delays in obtaining district records, such evidence was taken mostly from teacher surveys or student self-assessments. Many programs also reported making social-emotional or behavioral progress.

Several of the reviewed AERs exemplified strategies for optimizing the usefulness of evaluation information to promote continuous program improvement. For example, presenting disaggregated attendance data in frequent, formative reports, rather than in summaries in the middle and end of year reports, was useful to help programs to identify activities, populations or seasons where attendance was off target, and to help them know where to focus to increase participation. Generally speaking, programs that emphasized participatory evaluation and data-informed decision making were well positioned for implementing enrollment and attendance promoting strategies and other program improvements.

One of the strongest components of the AERs that we reviewed was the recommendation section: almost all AERs included explicit recommendations for action. In the best scenarios, recommendations were developed collaboratively with multiple stakeholders, and included explicit plans on how to follow up to achieve the recommendations. Guidelines for the Year 2 AERs, which are currently being written, require evaluators to report on the status of implementing last year's recommendations, as well as any evidence of impact of these recommendations. These results will be reported in the Year 2 AER reviews.

Deliverable 5: Provide guidance to NYSED on transition to State-Level Data Collection and Reporting System

Activities:

- MI continues to work with NYSED to identify requirements for a State data system, including compatibility with the federal APR reporting and State IRS data systems, as well as validation rules similar to those incorporated into the student enrollment rosters.
- We are exploring options for establishing data sharing agreements between MI, NYSED, and the New York City Department of Education (NYCDOE), as well as other districts.

Recommendations:

- Continue to work with staff from NYCDOE's Office of Community Schools (OCS), which manages the NYC district grantees and has a vested interest in these evaluations, to help negotiate a data sharing agreement between NYSED and NYCDOE's data division.
- Build flexibility into the state data system so that local evaluators who have obtained data security agreements can also use it to access student level data.
- Once a State data system is established, have all program data submitted directly to NYSED through the State system, so that MI only needs to obtain a data security agreement with the State in order to receive data needed for analyses.

Challenges and Solutions

Existing local systems vary tremendously in the platforms used, how data are entered and stored, the adequacy of quality control and validation, and the flexibility with which stored data can be summarized and reported. In quite a few cases, data records are fragmented even within a single program, often including paper records. As a result, with the exception of participation records provided annually on student enrollment rosters, the State is almost completely reliant on using aggregate data reported to the Tactile Group for local programs' Annual Performance Reports (APRs) in order to conduct any statewide analyses. As NYSED itself has made clear, however, aggregate APR data are insufficient for such purposes. MI is collaborating with NYSED to establish a statewide data collection and reporting system that is intended to facilitate access to student level records.

There are, however, several specific challenges associated with this analysis plan that a statewide data system would need to address. These include the following:

- The proposed student outcome analyses would currently require accessing data from multiple sources. In some districts, a Statewide data management system may need to import data from district- or school-based data systems that maintain local records that are relevant to the evaluations. It would also need to import local program data such as dosage and activity participation.

- The State data system also needs to be able to export data—or data reports—back to local sub-grantees to use for local evaluation analyses.
- The system would need to be able to distinguish different levels of data access security so that it can provide student-level data to those evaluators who have entered appropriate confidentiality agreements, but restricts reporting to others to only aggregate-level data, while still being able to report individual data entered *by* the program back to program staff.
- Pending a legal review of the federal and state privacy regulations discussed under Deliverable 1, as well as any applicable local regulations, each program would need to work with its host district(s) and NYSED to determine the steps required to obtain an appropriate confidentiality agreement.
- Requirements for the final State data system, which were discussed in more detail in the Year 1 S-AER, include built-in validation rules, an interface that works with student level local data and links directly to the State IRS data system, and generates and transmits reports that meet APR requirements.

Deliverable 6: Provide Support to Local Program Evaluators

The State Evaluation Team is contracted to serve as "a resource for local program evaluators in order to improve the quality and consistency of local program evaluation throughout the state." Following conversations with the State Coordinator about how this role should be interpreted, MI has agreed that it should also include helping program staff learn to make the best use of their evaluation services (see, for example, Deliverable 4 above).

Throughout Program Year 2, MI continued to provide local evaluators with support through an Evaluators' Network, designed to raise awareness of State priorities, increase their access to resources, facilitate inter-program communication and sharing of best practices, and provide a platform for local evaluators to provide feedback and recommendations on State-wide policies and procedures. Supports have included:

- An Evaluators' Network listserv and email address to facilitate communications with the State Evaluator,
- A web page for evaluators posting guidance and resource documents,
- Networking meetings to help the State Evaluation Team to better understand and support evaluators' needs, and
- An evaluators' discussion board to facilitate sharing of best practices.

The discussion board, which has piggy backed on the general 21st CCLC discussion board at NYS21CCLC.org, was taken down for several months due to a sudden explosion of spam postings. It was re-established using a more secure application in spring 2019 at the "NY21CCLC" workspace at slack.com, which can also be accessed through the NYS21CCLC.org "contact us" page.

Participation in these activities remains quite active, particularly in the listserv and networking meetings. A total of 3 formal networking meetings were held during Year 2, including one each at the October 2018 NYC Conference, November 2018 RoS Symposium, and the May 2019 RoS Conference. Because of scheduling conflicts, there was no formal meeting during the May 2019 NYC Conference; however, two representatives of the State Evaluation team had an informal and productive lunch meeting with local evaluators. Topics covered in these meetings included discussing ideas for the future direction of the Evaluability process, and clarifying guidelines and the purpose of the AERs. In addition, an evaluators' advisory group was convened in November 2018 to discuss ideas for the Evaluability process.

Surveys of meeting participants have revealed that they have generally found them to be very well aligned to their skills and knowledge, to have clear goals, and to be engaging and well organized. They were frequently appreciative of the openness to feedback and the opportunities to network and learn from their colleagues. In contrast, others preferred a more structured format, or were frustrated that the structure and time frame were not always sufficient to arrive at consensus. The State Evaluator has attempted to address this shortcoming by maintaining ongoing, open channels of communication between meetings and at times, following up networking sessions with advisory group meetings. Although the statewide networking session in the spring, where a proposed draft of a new AER template was rolled out, did receive a lot of positive feedback, it also generated the largest amount of frustration. Concerns were expressed about the open-ended format, which was more difficult to manage with the larger group, some perceptions that not all voices were being heard, and a perception of lack of organization that resulted from the presenters shifting their strategy mid-stream when it became apparent that the originally planned jig-saw activity could not be completed given the time frame and large group.

Recommendations from local evaluators attending these meetings included:

- circulating a summary of types of technical assistance available to sub-grantees from the RCs,
- allowing for a rolling submission process for program staff to submit TA requests; and
- developing a Program Director’s manual analogous to the Evaluation Manual.
- Consider Year 2 as a pilot year for implementing the new AER structure, as the timing of the release of the revised structure did not allow some programs to collect all requested information.
- Report activity summaries/examples rather than describe every activity.
- Add a requirement to the new AER for reporting on observations.
- Use a reporting structure that provides enough flexibility that “allows us to meet the clients’ needs.”
- Require grantees to have a written program implementation plan for the upcoming year.
- To avoid duplication of effort, create a data warehouse that combines key elements from multiple sources beyond the AER.

Communications through the listserv have centered around sharing of messages from NYSED, guidance for preparation of the local Annual Evaluation Reports (AERs), distributing minutes from networking meetings, discussing evaluators’ feedback about proposed changes for the Year 2 AER format, guidance on use of the student attendance roster template, clarifications around activity regulations and student attendance data, and announcements for evaluators about upcoming networking meetings, as well as maintaining updated contact information.

The State Evaluation Team is contracted to serve as “a resource for local program evaluators in order to improve the quality and consistency of local program evaluation throughout the state.” Throughout the second program year, the State Evaluation Team provided support to local evaluators through a variety of activities and events that were designed to raise awareness of State priorities, increase their access to resources, facilitate inter-program communication and sharing of best practices, and provide a platform for local evaluators to provide feedback and recommendations on State-wide policies and procedures. To address these goals, MI continues to facilitate an Evaluators’ Network, which involves all 21st CCLC local program evaluators and their staff and, in the spirit of participatory evaluation, are also open to other program stakeholders. Activities of the Evaluators' Network during Year 2 are described below.

Activities

- **Evaluators' Network listserv and email address**

MI continually updates the Evaluators' distribution list and maintains the Evaluators' Network email address and toll free number (21Ceval@measinc.com; 800-330-1420 x203) to facilitate timely, two-way communications with all local evaluators across the State.

The Evaluators' Network email and toll free number are available to all evaluators as well as program staff, providing any stakeholders with interest in the evaluation with direct contact with MI staff. This distribution list and email address have been used quite actively by the State Evaluation Team and by numerous local evaluators, to extend communications about upcoming events, update the network on the outcomes of past events and continue conversations initiated at those events, alert programs to changes or clarifications about evaluation requirements, share documentation, solicit volunteers for advisory groups, etc. Local evaluators have also used the email address actively to inquire about many of the above topics.

- **"For Evaluators" web page**

The RoS Resource Center continues to support the separate page for evaluators on the nys21cclc.org website, http://www.nys21cclc.org/for-evaluators/. Among the guidance documents residing on this page, we continue to update the list of evaluation- focused FAQs and addenda to the Evaluation Manual as needed, as well as minutes and PowerPoint slides from evaluator networking sessions and presentations, and evaluation reports as they are approved.

- **Networking meetings**

Communications with local evaluators through networking and advisory group meetings help the State Evaluation Team to better understand and support evaluators' needs. MI held a total of four networking meetings during the second program year, including three during the "evaluators track" sessions at Resource Center conferences and one advisory group meeting via telephone conference. While we would normally hold an Evaluators' Track session at every RC conference, it was not possible to do so at both of the spring regional conferences because they were scheduled on the same day.

The four networking meetings included the following:

  - **Evaluators' Networking meetings** were held at each of the fall regional conferences, each focusing on the same topics. A total of 16 local NYC evaluators attended the October 2018 conference in Manhattan, and 26 local evaluators (mostly from Rest of State) attended the November 2018 symposium in Albany. Objectives for these meetings, as for all Networking meetings, included identifying issues of interest or concern to local evaluators, exploring relevant topics that are of interest to local evaluators as well as those that align with state priorities, and learning from experienced evaluators in the network and share besting practices. Specific topics that aligned both with evaluator concerns and state priorities included discussing plans for modifying the structure and format of the Evaluability Process and Checklist, and describing and obtaining feedback on the planned review process for the local Year 1 Annual Evaluation Reports. Discussions about modifications of the Evaluability Process became moot when the State Coordinator determined that the process only needed to occur in Year 1, while subsequent years will focus on program modifications through required annual updates of the program logic models. Discussions of the AERs included clarification that the purpose of the reviews was not to evaluate individual programs; clarifications about the intended audience for the reports; the historical trends for increasing rigor and increasing requirements accompanied by increasing funding caps; evaluators' feedback on the usability of the AER guide; the importance of program leaders' participation in preparation of the AER; and discussion of the State's need for, and local implications of, standardization of the reports. Other topics that arose on prompting from local evaluators included a request for further breakdown of the Year 1 attendance results (which was provided in a memorandum circulated in April 2019), the availability of technical assistance, the notification process for monitoring visits, and challenges resulting from staff turnover. Recommendations that arose from the local evaluators included:

- *circulating a summary of types of technical assistance (TA) available to sub-grantees from the RCs,*
- *allowing for a rolling submission process for program staff to submit "TA Request" Checklists, and*
- *developing a Program Director's manual (analogous to the Evaluation Manual) to help smooth the transition when staff turnover occurred. One of the local evaluators volunteered to help with the development of such a manual.*

The fact that some evaluators also requested that the Site Monitoring Visit tool be circulated further in advance of the visits indicated that they were unaware that the tool had been discussed at earlier conferences and had already been available through the NYS21CCLC.org website.

- Following the second regional fall conference, an **advisory group meeting** was conducted by phone on November 30, 2018 with seven local evaluators, representing both regions, who had volunteered to participate. This meeting was used to solidify suggested modifications to the Evaluability Process. As noted above, however, these suggestions were no longer needed due to the State's decision to not require the process after Year 1.

- The fourth **Evaluators' Networking Meeting** during Year 2 was held on May 30, 2019 during the spring Rest of State conference in Albany. Because the spring conference in New York City fell on the same day, all NYC evaluators were asked to attend the Albany conference and networking meeting if they were able to. Nevertheless, two members of the State Evaluation Team did attend the NYC conference, at which they presented results of the AER review during the general session and observed workshops (as discussed above), and held an informal lunch meeting with the few evaluators who attended the Manhattan conference. The networking meeting in Albany was attended by 34 participants, representing both NYC and RoS evaluators, as well as four program representatives and a Senior Manager for the NYC DOE Office of Community Schools.

The spring networking meeting focused on a presentation of and opportunities to respond to the proposed revisions to content and format for the Year 2 AERs. This topic included discussions of the different purposes of the AER (beyond serving the needs of the local program), how they align with program expectations specified in the new Site Monitoring Visit tool, and the reasons for the new format. The meeting entailed a broad ranging and spirited discussion about these topics that resulted in substantial modifications to the AER template, which are expected to better accommodate local evaluators' and subgrantees' needs and avoid duplication of reporting efforts, while providing more consistent and reliable information needed by the State. Suggestions received from participants included the following:

- *Provide more clarity about reasons for (perceived) changes in NYSED's evaluation requirements.* (It should be noted that the Evaluation Manual is somewhat ambiguous on the point of whether the purpose of the AERs is to support the sub-grantees, to inform the State evaluation or both.)
- *Consider Year 2 as a pilot year for the new structure, as the timing of the release of the revised structure did not allow some programs to collect all requested information.*
- *Report activity summaries/examples rather than describe every activity.* (Because evaluators do not have direct access to activity information, and program directors report activity summaries in their mid-year reports, the only activity reporting required in the final AER template was summaries of the evaluator's observations and the updated logic model.)
- *Add a requirement for reporting on observations.* (This was included, as noted above.)
- *Use a reporting structure that "allows us to meet the clients' needs"—for example, put details in an appendix.* (Flexibility was included to allow any desired additional reporting in any format, either at the end of each section and/or in the appendix.)
- *Require grantees to have a written program implementation plan for the upcoming year.* (MI will discuss this suggestion with NYSED, with an eye to the possibility of discussing the requirement at the next conference.)
- *Create a data warehouse that combines key elements from multiple sources (evaluators reports, program mid-year reports, SMV reports, modification applications, risk assessments, etc.) to avoid duplication of effort.* (This idea will be explored as a possible addition to the pending statewide data system, but it is not clear whether it can be implemented before the next round of funding.)

Networking also occurs on an ongoing basis through informal conversations with local evaluators by phone, email and at conferences.

- **Discussion Board**

In an effort to further expand local evaluators' opportunities to learn from each other's experience, during Year 1 MI had established an Evaluators' Network "category" on the Discussion Board on the

Resource Center website. Unfortunately this discussion board had to be taken down in the middle of Program Year 2 due to a sudden explosion of spam postings, and any momentum that was established on the original board was lost as the RoS Resource Center searched for a more secure application to support a new board. A new discussion board was established using Slack software towards the end of the second program year, at which time the RC notified all sub-grantees and local evaluators. This board, which includes an "evaluation" channel, can be accessed at the "NY21CCLC" workspace at slack.com, or through the NYS21CCLC.org "contact us" page. To encourage evaluators to (re-)join the new board, it will be used to post Evaluators' Network meeting minutes, as well as memoranda, interim-reports and PowerPoints through which interim evaluation findings are reported. Postings of such documents will be announced to all evaluators through the listserv, and evaluators will again be encouraged to use the resource to communicate directly with each other about evaluation-related topics.

Participation In and Satisfaction With the Network

MI conducts ongoing self-assessment of all Evaluators' Network activities. Highlights of assessments conducted to date are presented below.

- **Evaluators' Network listserv and email address**

The evaluation listserv has remained very active throughout Program Year 2, with well over 1,000 emails received from or sent out to the network during Year 2. Emails sent out to the listserv have included meeting announcements and distribution of minutes, information about other networking opportunities, resources and guidelines from the State, sharing ideas and resources offered by local evaluators, and guidelines for completing the annual evaluation reports and enrollment rosters, among others. Emails received from local evaluators have contained suggestions, inquiries and responses to conversations around numerous topics, ranging from APR procedures, evaluation requirements, reporting deadlines, and alerts about changes in staffing, among many. Virtually all emails received at the Evaluators' Network address requiring a response were answered within 24 hours.

- **"For Evaluators" web page**

Although numerous emails have been received through the Evaluators' Network listserv inquiring about resources and materials posted on the "For Evaluators" page, the Resource Centers do not maintain a count of times the website is accessed so there is no direct information about frequency of use. When we begin using the discussion board to post materials, it may be possible to obtain a better estimate of such use.

- **Networking meetings**

Attendance at these meetings was somewhat variable but generally good. Sixteen individuals attended the October 2018 meeting in Manhattan, representing eight of 13 NYC evaluation firms plus the Senior Manager for the NYC DOE Office of Community Schools. Twenty-six individuals attended the November 2018 meeting in Albany, representing 48% (12 of 25) of RoS evaluation firms, as well as several CBOs and school districts. At the joint statewide evaluator meeting in Albany in May 2019, there were 34 participants, including representation of 50% (6 of 12) of NYC evaluation firms and 52% (13 of 25) of RoS evaluation firms, as well as the Senior Manager for the NYC DOE Office of Community Schools, and several school district and program representatives.

Fall 2018 NYC Networking Session

Responses to the workshop survey for the October session were received from 14 of the 16 participants (88%), of whom over one-third (36%) were new to evaluating 21st CCLC programs. Responses included the following:

- Almost four-fifths (79%) or more of respondents felt that the sessions met all of the listed criteria except providing resources to share to at least a "moderate extent."
- More than two-thirds (69%) felt that the sessions provided useful resources to at least a "moderate extent."
- Half or more of respondents (from 50% to 64%) felt that the content aligned to their skills and knowledge, and that the session was engaging and well organized "to a great extent."
- Forty-three percent (43%) felt that session goals were clear "to a great extent."
- Almost four-fifths (78%) agreed that they were "likely to apply what I learned in my program."

Participants commented that they were particularly appreciative of the opportunity to network and share ideas, the openness to feedback and discussing concerns, and the opportunity to "[learn] how other people solve problems." Suggestions for improvement included wanting more time, more focus on the initiatives of the OCS programs, using the time as a working session (e.g. to develop policy recommendations), and more structure to keep the session more focused.

Fall 2018 RoS Networking Session

For the November 2018 evaluators' networking session, survey responses were received from 20 participants, for a 77% response rate. Respondents included four project staff; only three (15%) were new to the program. Responses included the following:

- Almost four-fifths (79%) or more of respondents felt that the session was well organized, the goals were clear and were achieved, and the content was aligned to their skills and knowledge to at least a "moderate extent."
- Almost two-fifths (39%) or more of respondents felt that the session was well organized, the goals were clear, the session was engaging and the content was aligned to their skills and knowledge "to a great extent."
- More than two-thirds (68%) agreed that they were "likely to apply what I learned in my program."

Comments about what was most useful included opportunities for meeting other 21st CCLC evaluators, networking and sharing ideas; the relevance of the meeting and tone and level of dialogue, including the open format; and the importance of particular topics that were addressed, including the value of making best use of the Evaluability Checklist, feedback on content of the End of Year (AER) reports, the possibility of developing a program manual, and evaluators' need for additional technical assistance.

> *The overall tone and attitude of the state level evaluator is a breath of fresh air! The outlook of participatory evaluation is a strong focus and very valuable.*

> *The dialogue was informative & excellent. The moderator controlled the goal to produce excellence.*
>
> *Highly informative—applicable to all programs—very clearly stated what needs to be improved.*

Comments about how the session could have been improved included some participants' feelings that (1) the conversation was not sufficiently focused, and (2) the format and time frame were not sufficient to help the group arrive at consensus about next steps. The corollary recommendations to the latter comment included a proposal to convene longer sessions, or create additional smaller group discussions, to help advance the agenda. Some participants also suggested that other, less open-ended formats could be better for identifying programs' TA needs. Others suggested different topics that would be of interest, or that sessions should be differentiated to focus on the needs of more experienced evaluators vs. those new to the program.

However, not all participants expressed concerns about the session. When asked what might be improved, three participants responded that none was needed, including one program representative who responded, "As always, [the facilitator] was right on target and attendees were engaged and shared. Every word was of great value, expectations were clearly defined. I will tell the evaluator in our program to look out for any future trainings from this source!"

Spring 2019 Networking Session

Session surveys were received from 30 participants in the spring 2019 statewide evaluators' networking session, representing an 84% response rate. Respondents included ten (33%) program staff; one-third of all respondents (33%) were new to the program. Responses included the following:

- Two thirds (67%) or more of respondents felt that the session was well organized, the goals were clear and were achieved, and the session was engaging and aligned to their skills and knowledge to at least a "moderate extent."
- Between 40 and 52 percent of respondents felt that the session was engaging, the goals were clear, and the content was aligned to their skills and knowledge "to a great extent."
- While only about one in six respondents (17%) felt that goals were *achieved* "to a great extent," it was the intention of the session to gather feedback about the proposed AER format and synthesize evaluators' suggestions in a final AER template at a later date.

In their comments, survey respondents said that they appreciated the open and "spirited" communication, which they found to be "thorough," "informative" and "insightful." Several participants again noted their appreciation that the State Evaluator is not only open to but proactively seeks feedback from local evaluators and program staff. One of the program directors commented that other program directors should be encouraged to attend.

Participants were frustrated, however, that there were not enough materials for the unexpectedly large turnout, and that the timing was too last minute for establishing new requirements for end of year reporting. With the largest turnout to any Networking Session to date, it also proved difficult to ensure that feedback was obtained, acknowledged and commented on from all who wanted to contribute. Inconsistencies between the State's goals for the AER reporting versus many sub-grantees' and local evaluators' perceptions of their contractual responsibilities for this report created confusion, and the time frame may have been too short to adequately address such an important and complex topic with a group with such varied backgrounds. As one participant pointed out, the State Evaluator could have accomplished this more effectively by providing context and distributing the initial draft of the AER template prior to the meeting. It may also have been unclear to many the extent to which the State Evaluator embraced and integrated many of the suggestions until they received the final AER template.

- **Discussion Board**

Among all of the evaluator networking initiatives mentioned above, getting the discussion board off the ground presented a challenge from the beginning – despite the fact that it was an initiative strongly supported by a number of the local evaluators. The consistent use of this communication forum was further hampered this past year by the need to shut down the space and switch to a different application. It is expected that the ability to use the new discussion board as a means of distributing reports and resources from the State Evaluator—an approach that was not used with the previous board—will help encourage evaluators to use it more actively.

CONCLUSIONS & RECOMMENDATIONS

New York State's 21st Century Community Learning Centers project is uniquely designed as a collaborative effort among six primary entities. These include the New York State Education Department, the NYC Technical Assistance Resource Center (under the NYCDOE Office of Community Schools), the Rest of State Technical Assistance Resource Center (under Ulster BOCES), the State Evaluator (Measurement Incorporated), funded sub-grantees throughout the state, and a network of Local Evaluators. NYSED believes that these stakeholders and partners should be meaningfully engaged in the statewide evaluation, and that this participatory team approach is pivotal to ensuring the quality and the utility of the statewide evaluation.

The statewide evaluation discussed in this report was designed around four primary strategies to support assessment of program impact at the state level. These include:

- ***Promoting grantee capacity*** *to collect and communicate accurate data on both program level and state level activities, outputs and outcomes;*
- ***Enhancing the quality of support*** *provided to grantees via Resource Centers and local evaluators;*
- ***Improving the quality of program implementation and statewide outcome indicators*** *through quality control of participation reporting; and*
- ***establishing a standardized data collection and reporting system*** *at the state level.*

To help promote the use of accurate and meaningful program data, the State has identified research-based elements of program quality, and the State Evaluator has established quality indicators derived from those guidelines that are being used to assess program activities, including activities of the programs themselves, as well as the supports provided by the Resource Centers and the local evaluators.

The open flow of communication amongst all players that was established in the first program year has continued and even increased in Year 2, supporting this highly collaborative initiative. MI has continued efforts to promote and encourage this communication throughout Year 2, including a presentation during general sessions at the fall conferences explaining the accountability and provision of documentation amongst the various stakeholders, some of whom were unaware of some of these relationships. During conferences, we have conducted other presentations for all stakeholders during general sessions, and have always invited program staff to participate in the Evaluators' Network listserv and Networking Sessions. We have also supported communications with the U.S. Department of Education (USDOE): similarly to how we supported NYSED in Year 1, in the development of a presentation for the USDOE's webinar on evaluation approaches, in Year 2, we provided input to the State Coordinator to inform her meeting with the federal evaluator, American Institutes for Research, about the USDOE's consideration of changes to GPRA requirements. The State Evaluator also helps inform improvements in local program implementation through exploratory site visits and selected AER reviews that help identify trends in challenges, successes and best practices. In addition, our support of the Resource Centers and technical assistance for the local evaluators can also help those entities further strengthen their support of sub-grantees.

The six deliverables established by the State evaluation contract define MI's role in these collaborations. Working hand in hand with NYSED, and, through quarterly meetings, quarterly reports, and ongoing memoranda, emails and phone conversations, MI is making progress and providing ongoing formative feedback towards providing access to student level data for State *and* Local Evaluators, supporting the Resource Centers, exploring statewide trends in best practices among local programs, and supporting the local evaluators strategies and reporting processes.

Following is a summary of the recommendations that MI is offering in each of these areas, as described elsewhere in this report.

Recommendations for Deliverable 1 (Evaluation of Statewide Objectives)

- In the event that any programs, schools or districts express reluctance to share student data, re-emphasize that federal reporting requirements for the 21st CCLC program clearly require states to obtain student level data to conduct required analyses; and that both federal and state laws (including the Code of Federal Regulations; the Family Educational Rights and Privacy Act under U.S. Code, Title 20; and the New York State Education Law Section §2-D all state that an educational agency may disclose personally identifiable information, without consent, if it is disclosed to an organization conducting studies on behalf of that agency for the purpose of improving instruction.

- Ensure that the vendor that is awarded the grant to create a state data system will provide flexibility so that local evaluators who have obtained data security agreements can also use it to access student level data.

- Ensure that the data system vendor build validation rules into the system to minimize, as much as possible, the amount of extremely time consuming manual quality control that is needed to ensure meaningful data.

- Whether part of the state data system, or the locally created attendance rosters in case the data system is not ready in time, require programs to further disaggregate attendance hours to better support quality control, including verifying compliance with guidelines around providing activities during the mandatory school day, and limitations on duration of field trips. Remind all program directors early in the year that such reporting will be expected so that they maintain records to support it.

- Remind all program directors that reporting of State or District Student ID codes will remain a requirement through the remainder of the cycle. ID codes have been received for most students from most programs for Year 2, but in some cases delays have resulted from programs that state that they "can't find" some students' codes.

Recommendations for Deliverable 2 (Evaluation of the Effectiveness of the Technical Assistance Resource Centers)

- Explore the possibility of scheduling multi-day conferences as two full days instead of one full and two half-days.
- If this scheduling proves more efficient, consider using the extra time to allow for more variety in breakout sessions, while continuing to provide essential topics during general sessions.
- Review conference/workshop survey responses to identify topics of interest for breakout sessions
- Conduct a separate 1 to 2 question survey to get better representation on topic interests, and/or use comments about PD needs in the program interim reports.
- Consider whether topics can be categorized to avoid overlap of workshops that are of interest to programs with similar characteristics. For example, just as both RCs have used parallel Finance Track, Evaluator Track and Program Track sessions, for some topics the sessions for program staff might be further separated into grade level tracks, rural vs. urban tracks, or tracks for new vs. experienced program staff.
- The State Evaluator and the Resource Centers should continue to work together to find a more effective approach to obtain both conference and workshop ratings that obtains better representation without fatiguing the participants.
- Methods for ensuring that both conference and workshop attendance are promptly and accurately documented also still need to be established.

Recommendations for Deliverable 3 (Evaluation of the Performance of Local 21st CCLC Programs)

Student Identification and Recruitment

- Build identification and recruitment efforts into the school culture, with administrators and staff collaborating with after-school directors to identify students most in need of academic and/or social-emotional support.
- Use data such as school day attendance and academic performance information to further inform targeted recruitment efforts, and to develop programming for specific groups of students.
- Continue to provide programming that balances student preferences for special activities with their academic and social-emotional needs.

- Consider training staff to infuse social-emotional support into all program activities.
- Build programming to fill in gaps in services that other school programs may not offer. Particularly in large urban schools, other programs often compete for students. By working together, each program can offer distinct activities with less duplication and potentially less competition.

Attendance, Retention and Enrollment Targets

- Build trust with school staff, parents, and students through consistency, communication and data sharing.
- Collaborate with and work in tandem with school staff and coaches to serve students with flexible scheduling and programming that serves student needs and interests.
- Provide more voice and choice for students through needs assessments, interest surveys, and through allowing students to select activities in which they want to participate. Repeat interest and needs assessments regularly (at least annually) to reflect current enrollment.
- Strict attendance policies, when communicated to parents and students initially, can provide programs with an opportunity to remind participants that the program requires a commitment, rather than acting as a drop-in program.
- Use attendance reports to identify students whose attendance is lagging, allowing programs to contact parents to encourage consistent participation, or to dismiss students with inconsistent attendance in favor of others who express greater interest.
- Providing all students, regardless of grade level, with an opportunity to voice their opinions can bolster attendance. Whether formal or informal, student feedback provides a means for building special-interest programming targeted for students who would not otherwise have access to those activities.
- Field trips, special events, and celebrations all offer opportunities to engage students in after-school programming, and were often used effectively to motivate consistent attendance.
- Although school-day scheduling can only be used by approved Expanded Learning Time programs, flexible scheduling before school, or on weekends, holidays or summers, might reduce competition with students' paid employment.

Academic Linkages to School Day

- Examine student and school-wide data to determine the areas of greatest need, both across the student body as a whole and for individual students. After-school programming should be planned to help support those areas in a way that engages students and supports them at the same time.
- Provide professional development for program directors to develop specific strategies for aligning academic curricula and developing enrichment activities to engage students while supporting their academic needs (see body of report for resources).
- Academic linkages to the school day should be strengthened through collaboration between 21st CCLC grantees and their schools' administrators, facilitating program coordination so that the Learning Centers support the schools' needs as a whole. This coordination can be facilitated in several ways:
  - Encourage school leaders to involve 21st CCLC staff in the School Leadership Team and other school meetings.
  - Encourage school leaders to visit 21st CCLC activities, get to know the activities offered, and provide guidance regarding academic alignment. This is especially important when the 21st CCLC director and staff are not pedagogues.
  - Site visits by the local evaluator should include a focus on academic alignment.
  - Create templates to report specific information (to/from teachers and 21st CCLC staff) about student academic needs, behavioral/emotional issues, homework, curriculum focus, learning standards and objectives, etc.
  - Encourage school leaders to include program alignment in meeting agendas, and incorporate this focus into communication templates.
  - Encourage school leaders to appoint a school-based staff person (preferably a pedagogue) as an educational liaison to advise the 21st CCLC program.
  - Develop a program guide that outlines the Learning Center goals, activities and practices, to help orient new after-school staff, and familiarize experienced as well as new school staff and administrators with the program.
  - Incorporate explicit strategies for academic alignment into the program logic model. Involve school staff in the creation and updates of the logic model if possible, or at least share the document with them.

Administrative Coordination

- In order to improve onboarding of new staff, all programs should develop or share 21st CCLC-specific handbooks (program director manual), which can include an overview of the grant and its activities, performance indicators, the QSA, sample lesson plans, an onboarding checklist, and all policies and procedures that need to be followed.

- Other best practices for onboarding include shadowing experienced staff for a short period of time to acclimate to and understand the program and its procedures.
- School support is critical to the success of 21st CCLC programs. Directors should make every effort to build relationships with school staff and administrators toward developing a strong partnership that will benefit students. Using collaborative communication techniques (which emphasize listening to concerns and sharing common beliefs, ideas or thoughts working towards a common goal), directors can discuss the 21st CCLC grant requirements and benefits with school administrators and staff.

Outcome Data: Analysis and Dissemination

- While analysis of individual student data linked with their academic or SEL needs and/or activity participation is not required, analyses of such data would be valuable for assessing program effectiveness. Many programs that have difficulty accessing such data due to district rules might be able to do so by entering into a confidentiality agreement with the district.
- Programs should explore systems and platforms for sharing outcome data with staff, parents, and students. This information sharing could improve programming and staff-student relations, as well as serve as a means for communicating the benefits of the 21st CCLC program to school staff, students, parents, and families.
- Data and findings that are shared with these groups must be presented in a non-technical way that is accessible for these stakeholders.

Recommendations for Deliverable 4: (Assessment of Local Program-Level Annual Evaluation Reports)

- Strengthen the reports' focus on implementation quality review.
- Disaggregate results by activities, dosage, and population representativeness where applicable.
- Ensure that all objectives/indicators are measured.
- Ensure that all stakeholders are informed of findings and recommendations, and involved in solutions.
- To inform ongoing improvement, strengthen focus on existence of and reasons for program modifications and drift.
- Incorporate reasons for program drift, and any agreed upon modifications, in logic model updates.

Recommendations for Deliverable 5: (Transition to State-Level Data System)

- Continue to work with staff from NYCDOE's Office of Community Schools (OCS), which manages the NYC district grantees and has a vested interest in these evaluations, to help negotiate a data sharing agreement between NYSED and NYCDOE's data division.
- Build flexibility into the state data system so that local evaluators who have obtained data security agreements can also use it to access student level data.
- Once a State data system is established, have all program data submitted directly to NYSED through the State system, so that MI only needs to obtain a data security agreement with the State in order to receive data needed for analyses.

Recommendations for Deliverable 6: (Supporting Local Program Evaluators)

Recommendations from local evaluators attending Evaluators' Networking Sessions included the following (all of those related to the AER were implemented with the new template, which programs are currently completing):

- Consider Year 2 as a pilot year for the new AER structure, as the timing of the release of the revised structure did not allow some programs to collect all requested information.
- Report activity summaries/examples rather than describe every activity.
- Add a requirement to the new AER for reporting on observations.
- Use a reporting structure that provides enough flexibility that "allows [local evaluators] to meet the clients' needs."
- Require grantees to have a written program implementation plan for the upcoming year.
- Circulate a summary of types of TA available from the RCs.
- Allow for a rolling submission process for submitting TA requests.
- Develop a Program Director's manual analogous to the Evaluation Manual (see also Deliverable 3).
- To avoid duplication of effort, create a data warehouse that combines key elements from multiple sources beyond the AER.

APPENDICES

Appendix I: Best Practices and Quality Indicators for Resource Centers

TABLE IIA

General "Best Practices" to be used by RCs across all activities[1]

	Best Practices	Description from RFP and other supporting documents
1	**Provide high quality PD and TA support**	■ High Quality PD is characterized by (1) sharing the latest research; (2) offering hands-on applications of content, where appropriate; (3) sharing resources (e.g., tools, fact sheets, articles, website links); and (4) offering engaging, interactive networking opportunities ■ High Quality Technical Assistance is characterized by being (1) responsive, targeted and sensitive to programs' unique needs (i.e., meet programs where they are); (2) ongoing, with time-sensitive follow-up
2	**Promote research-based Quality Standards of effective afterschool/ OST programming**	The Research-based Quality Standards identified for NYS 21CCLC grantees are NYSAN's 10 Elements of Quality: (1) Environment & Climate (2) Administration & Organization (3) Relationships (4) Staffing & Professional Development (5) Programming & Activities (6) Linkages Day & Afterschool (7) Youth Participation & Engagement (8) Parent, Family, & Community Partnerships (9) Program Sustainability & Growth (10) Measuring Outcomes & Evaluation
3	**Identify and prioritize needs based on data and information from programs**	Use needs assessments, information from mid-year reports, analysis of APR data, and evaluation findings shared by Statewide Evaluator
4	**Provide explicit support around Quality Element #6**	Help schools align 21CCLC activities with regular school day programs and practices
5	**Provide explicit support around Quality Element #5, emphasizing ELO and SEDL**	Support implementation of effective practices in Extended Learning Opportunities (ELO) and Social Emotional Development and Learning (SEDL) ELO programming
6	**Communication & Collaboration with Project Coordinator and State Partners**	Maintain collaboration with NYSED to ensure activities are aligned with NYSED policies; collaborate to assist Statewide Evaluator with required data collection, etc.
7	**Assist programs with timely APR data entry**	Ensure accuracy of grantees' APR data entry into Tactile system; send communications/ reminders about data entry windows; distribute updates, tips, guides for data entry
8	**Incorporate Evaluation & Continuous Improvement**	Incorporate continuing evaluation, identification and implementation of improvement strategies

[1] Sources used to identify best practices include: Federal 21st CCLC legislation; 21st CCLC Non-Regulatory Guidance; the NYS RFP and RC grant applications; RC contracts, workplans and quarterly reports; the RC monitoring rubric; and evaluation findings reports from prior rounds.

TABLE IIB

Quality Indicators for the Evaluation of Professional Development provided by Resource Centers (RCs)

ACTIVITY CATEGORY	ACTIVITIES	OUTPUTS	QUALITY INDICATORS	DATA SOURCES
PROFESSIONAL DEVELOPMENT CONFERENCES provided by BOTH Resource Centers **NYC Regional Conference** **RoS Regional Conference** **Statewide Conference**	**1.1** Deliver TWO full-day PD conferences in the Fall and Spring of each year with engaging, interactive workshops targeting the needs of programs in the region. One of these conferences can be a joint conference delivered by BOTH RCs. **1.1-1** **1.1-2** **1.1-3** Participants are involved in the evaluation of the conferences.[2]	■ Two full-day PD conferences with multiple workshop sessions are designed and delivered to grantees ■ 100% of programs from each region have the opportunity to receive (1) training from the regional RC, and (2) networking opportunities with other participants ■ 100% of conference attendees have the opportunity to participate in the evaluation (surveys, etc.)	**(A) Representative Attendance.** The proportion[3] of programs from each region that attend/ send representatives to each conference (targets TBD). **(B) Overall Event Design & Delivery.** *(1) Event Schedule.* (a) A single grantee participating in the conference had the opportunity to attend multiple General Sessions and Training Workshops, adequate to meet their expressed needs.[4] (b) High-priority trainings were made accessible to attendees; i.e., workshops focused on priority topics were offered during typically high attendance time periods,[5] and/or there were multiple offerings of a workshop/ workshops focused on priority topics scheduled at different times during conference. *(2) Event Design.* Overall design was relevant and targeted to meet the needs of MOST program attendees. Specifically, the design is (a) differentiated to include multiple tracks for different groups of attendees; and (b) based on participant feedback[6] and/or needs assessment data, and NYSED priorities. *(3) Selection of Workshops/ Breakout Sessions within tracks.* PD topics were comprehensive, focusing on multiple NYSAN Elements of Quality. *(4) General Sessions.* Themes and messages demonstrate coherence and consistency with NYSED program objectives and policies; lead presenters demonstrate requisite skills and preparedness, and work to engage participants when	■ Conference attendance records ■ Event agendas ■ Observation checklists/ notes ■ Participant surveys ■ RC staff interviews ■ Program director surveys

[2] The responsibility for this evaluation activity is shared with the Statewide Evaluator.
[3] This proportion can be defined by the Regional Resource Centers based on prior attendance trends and targets, with input from the Statewide Evaluator and approval from NYSED.
[4] The adequacy of this number can be defined in terms of providing enough opportunities to meet the needs expressed by participants historically, and in recent needs assessment studies conducted by the Resource Centers and the Statewide Evaluator.
[5] According to reports from the Resource Centers, and supported by observations at the Year 1 events, attendance levels at the 3-day conferences is typically higher on Days 1 and 2, than Day 3; at the single, all-day conference, attendance is typically higher in the morning and early afternoon, than late afternoon.
[6] Participant feedback can include data provided from previous conference surveys.

TABLE IIB

Quality Indicators for the Evaluation of Professional Development provided by Resource Centers (RCs)

ACTIVITY CATEGORY	ACTIVITIES	OUTPUTS	QUALITY INDICATORS	DATA SOURCES
			appropriate. **(C) SAMPLED Individual Workshops – High Quality Content Design, Structure & Delivery.**[7] *Examining the sample of Workshops overall*: *(1)* Training Objectives were achieved to a great extent. *(2)* There is strong evidence supporting the effectiveness of the Content Design & Structure. *(3a)* There is strong evidence supporting the effectiveness of Content Delivery in terms of the *presenter's skills* *(3b)* There is strong evidence supporting the effectiveness of Content Delivery in terms of the *participant engagement* **(D) Evaluation Participation & Results.** *(1) Participation*[8]*.* Average survey response rate for workshop sessions where attendance was recorded[9] is more than 50%; *(2) Results*. Participants report satisfaction with the quality and utility of the professional learning experiences	

[7] See definition of High Quality PD in Best Practices for PD #1 in Table IIA, above.
[8] Encouraging adequate participation in the evaluation of PD Conferences is a responsibility shared by the Statewide Evaluator and the Resource Centers.
[9] Attendance at sessions is recorded by evaluators on the Observation Protocol: Section I. *Session Background*, *Number of Trainees*.

TABLE IIC

Quality Indicators for the Evaluation of the TA & Monitoring Visits conducted by the Resource Centers (RCs)

ACTIVITY CATEGORY		ACTIVITIES	OUTPUTS	QUALITY INDICATORS	DATA SOURCES
TECHNICAL ASSISTANCE (TA) VISITS provided by BOTH Resource Centers **NYC RC TA/Welcome Visits** **RoS RC TA/Welcome Visits**	**2.1** 2.1-1 2.1-2	**TA Visits**: Each Regional RC provides 3-hour TA visits to 15% of programs each year, with the goal of 1 visit per grantee over the life of the grant. The focus of these visits is results-based accountability. **Year 1 TA Visits are called "Welcome Visits;" the structure and practices operationally defining a model Welcome Visit have been developed jointly by the two RCs, with approval from NYSED*	■ TA Visits to target % of programs in each region are scheduled and delivered **In Year 1, **ALL** new grantees receive a Welcome Visit*	(A) Required % of programs in each region receive a TA Visit **In Year 1, 100% of new programs receive a Welcome Visit* (B) Sample of observed TA Visits demonstrate fidelity to the model/ standards; i.e., adhering to the critical components, protocols and practices developed jointly by the RCs, approved by NYSED (C) Content of discussions at Welcome Visits align with NYSAN Quality Standards (D) Welcome Visits include clear communication about follow-up procedure and RC follows up as planned	■ Record of RC site visit protocols developed and completed for each site ■ Annual grantee surveys ■ Documentation of TA site visits and site visit reports ■ RC Staff interviews ■ Observation checklist/ notes from shadowing (sample of visits)
MONITORING VISITS provided by BOTH Resource Centers **NYC RC Monitoring Visits** **RoS RC Monitoring Visits**	**2.2** 2.2-1 2.2-2	Monitoring Visits: Each RC (or their contractor) provides Monitoring Visits to target number of grantees each year (20 for RoS, 25 for NYC). The identification of sites is determined in part by results of SED's Risk Assessment process. The visits focus on reviews of documentation of indicators of success from the NYSAN QSA tool.	■ Visits to all programs in each region identified as requiring a visit are scheduled and delivered	(A) All targeted programs in each region receive a Monitoring Visit (B) Sample of observed Monitoring Visits demonstrate fidelity to the model/ standards; i.e., adhering to the critical components, protocols and practices developed jointly by the RCs, approved by NYSED (C) Content of discussions align with priorities identified for each visited program (D) Monitoring Visits include clear communication about follow-up procedure (if needed). (E) Follow-up plans are made to address all indicators that are non-compliant; RC follows up as planned	■ Record of RC site visit protocols developed and completed for each site ■ Annual grantee surveys ■ Documentation of Monitoring site visits and site visit reports ■ RC Staff interviews ■ Observation checklist/ notes from shadowing (sample of visits)

Appendix II: Professional Development Workshop Observation Protocol

OBSERVATION PROTOCOL

Instructions

STEP 1: Review all sections of this instrument prior to conducting your observation; familiarize yourself with the quality indicators and consider the potential look fors: written/ oral signifiers, events, behaviors.

STEP 2: Take notes, separating Objective Observations (low inference) from Subjective Comments & Interpretations. Consider using the T-Chart to organize your notes (see *Observation Notes Worksheet*).

STEP 3: Review your notes. Think about how you can categorize or codify your observations as evidence of the different indicators. Complete Sections I – VII of this Protocol.

I. SESSION BACKGROUND

Date	
Observer	
Location	
Duration	
Workshop Title	
Name of presenter/s	
Number of trainees	

II. WORKSHOP TOPICS (check all that apply)

**QSA Indicators*

- ❑ APR data entry
- ❑ Environment & Climate*
- ❑ Administration & Organization*
- ❑ Relationships*
- ❑ Staffing & Professional Development*
- ❑ Programming & Activities*
- ❑ Linkages Between Day & Afterschool*
- ❑ Youth Participation & Engagement*
- ❑ Parent, Family, & Community Partnerships*
- ❑ Program Sustainability & Growth*
- ❑ Measuring Outcomes & Evaluation*
- ❑ *Other*:
- ❑ *Other*:

III. TRAINING OBJECTIVES

As stated by the presenter/facilitator	*Extent achieved*
A	❒ Great ❒ Moderate ❒ Limited ❒ DK
B	❒ Great ❒ Moderate ❒ Limited ❒ DK
C	❒ Great ❒ Moderate ❒ Limited ❒ DK
D	❒ Great ❒ Moderate ❒ Limited ❒ DK
E	❒ Great ❒ Moderate ❒ Limited ❒ DK
F	❒ Great ❒ Moderate ❒ Limited ❒ DK

IV. TRAINING ACTIVITIES

	Planned Activities	Observed	Time spent
A	Facilitator introduction, instructions, statement of objectives	☐	
B	Discussion of prior knowledge of participants, learning from previous session, or learning needs of participants	☐	
C	Small group work	☐	
D	Whole/large group work	☐	
E	Networking & Resource Sharing	☐	
F	Other:	☐	

V. EFFECTIVENESS OF CONTENT DESIGN & STRUCTURE

	Quality Indicators	Evidence	Comments
A	Norms/ground rules for the session were explained	❐ Strong ❐ Moderate ❐ Limited	
B	Training content was well-organized and sequenced appropriately	❐ Strong ❐ Moderate ❐ Limited	
C	Training content reflected NYSED policies and priorities	❐ Strong ❐ Moderate ❐ Limited ❐ Don't Know	
D	Training content was based, in part, on needs assessment data or other information to ensure timeliness and relevance	❐ Strong ❐ Moderate ❐ Limited ❐ Don't Know	
E	Training content was evidence-based and grounded in research, reflecting effective practices in ELO and SEDL programming	❐ Strong ❐ Moderate ❐ Limited ❐ Don't Know	
F	Appropriate resources were provided (e.g. fact sheets, articles, templates, web links)	❐ Strong ❐ Moderate ❐ Limited	
G	Content was designed, in part, to enable program leaders to replicate/ turnkey train program staff	❐ Strong ❐ Moderate ❐ Limited	

VI. EFFECTIVENESS OF CONTENT DELIVERY

	Quality Indicators	Evidence	Comments
(1)	**SKILLS, ATTITUDE, PREPAREDNESS OF PRESENTER**		
A	Presenter's voice was clear and audible	❐ Strong ❐ Moderate ❐ Limited	
B	Presenter created and reinforced a climate of respect among participants	❐ Strong ❐ Moderate ❐ Limited	
C	Presenter moved around the room or used other effective non-verbal communication techniques (e.g. eye contact) to capture the attention of the audience	❐ Strong ❐ Moderate ❐ Limited	

D	Presenter demonstrated awareness of time limits and paced the training accordingly (i.e., not rushing, and not dragging)	❒ Strong ❒ Moderate ❒ Limited	
E	Presenter demonstrated deep knowledge and command of the material	❒ Strong ❒ Moderate ❒ Limited	
F	Presenter demonstrated cultural competence	❒ Strong ❒ Moderate ❒ Limited	
G	Presentation materials (handouts, PowerPoint slides, etc.) were relevant and of high quality	❒ Strong ❒ Moderate ❒ Limited ❒ NA	
(2)	**ENGAGEMENT OF PARTICIPANTS**		
H	Presenter incorporated appropriate interactive/ hands-on methods to engage with the material (e.g., role play, small group activities)	❒ Strong ❒ Moderate ❒ Limited	
I	Presenter frequently asked questions to engage the audience and to check for understanding	❒ Strong ❒ Moderate ❒ Limited	
J	Presenter made efforts/ used additional techniques to attempt to draw out less engaged participants	❒ Strong ❒ Moderate ❒ Limited ❒ NA	
K	Presenter encouraged trainees to ask questions	❒ Strong ❒ Moderate ❒ Limited	
L	Presenter provided clear answers to questions posed by trainees	❒ Strong ❒ Moderate ❒ Limited	
M	Multiple opportunities were provided for participants to share experiences and insights	❒ Strong ❒ Moderate ❒ Limited	
N	There were opportunities for participants to practice practical skills related to important concepts of the training and receive feedback	❒ Strong ❒ Moderate ❒ Limited	
O	Intellectual rigor, constructive criticism, and the challenging of ideas were valued	❒ Strong ❒ Moderate ❒ Limited ❒ NA	

VII. SUMMARY OBSERVATIONS

(1) Comments on training space. *Was the space conducive for learning?* ☐ YES ☐ NO

(2) Overall, what worked well? *What were some key highlights of the training?*

(3) What did not work well?

OBSERVATION NOTES WORKSHEET

STEP 2 Instructions:

Take notes throughout the session. Consider using the T Chart illustrated below, to separate your Objective Observations and your Subjective Comments and Interpretations about what you're observing.

(A) Data-based Objective Observations:

This is only what you **see** and **hear** from both facilitator(s) and participants.

Note some of the following:

- How the learning session was set-up by the facilitator/ presenter
- What participants said in response to the instructions (were there questions?)
- What participants and facilitator(s) said during the session and activities
- How the group debriefed the session
- How time was used
- What questions were asked
- How questions were answered

(B) Subjective Comments & Interpretations:

Write down **impressions** and **questions** you have about what you are seeing and hearing.

- Did the facilitator(s) set-up the exercise adequately?
- Was there lively interaction during the exercise?
- Did participants appear engaged in the exercise?
- How well did the facilitator monitor the exercise?
- Was there a clear learning objective reached during the exercise?
- Was the debriefing done effectively?
- Did participants learn or improve upon an important skill?

Sample T Chart:

Data-based Objective Observations	Interpretations/Comments/Questions

Appendix III: Professional Development Workshop Survey (fall 2018)

New York 21st Century Community Learning Centers — SOARING BEYOND EXPECTATIONS

MI MEASUREMENT INCORPORATED

NYS 21st CCLC Rest of State Conference: November 13 – 15, 2018
Professional Development Satisfaction Survey

Please take a few moments to complete this short survey. Your feedback will be used to improve and inform the Professional Development provided by the 21st CCLC Resource Center. Your responses will remain anonymous.

WEDNESDAY, NOVEMBER 14 WORKSHOP SESSION I 2:15 p.m. – 3:45 p.m.

Please place a checkmark next to the workshop you attended:

- ☐ A Year with The QSA
- ☐ Building a Culture of Data Use
- ☐ From Start to Finish: Program Management with Y4Y (Part 1)
- ☐ How To Design a STEAM Curriculum For Your Program
- ☐ Kinesthetic Strategies to Improve Math Outcomes
- ☐ Level the Technology Learning Field
- ☐ No Place for Bullying: Leadership for Schools that Care for Every Student
- ☐ FINANCE TRACK (Part 1)
- ☐ EVALUATORS TRACK

1. Please indicate your role in the 21st CCLC program.

- ☐ a. Project Director/Program Manager/Program Coordinator
- ☐ b. Program Staff (please specify):
- ☐ c. Program Evaluator
- ☐ d. Other (please specify):

2. What is your experience with 21st CCLC programs?

- ☐ a. New to 21st CCLC (as of Round 7)
- ☐ b. Previous experience with 21st CCLC programs (as of Round 7)

3. To what extent did the learning session exhibit the following qualities?	To a Great Extent	To a Moderate Extent	To a Small Extent	Not At All
a. The session was well organized, and included adequate time and structure for sharing and questions	☐	☐	☐	☐
b. The goals of the session were clear	☐	☐	☐	☐
c. The goals of the session were achieved	☐	☐	☐	☐
d. The session was engaging	☐	☐	☐	☐
e. The content was well aligned to my level of skills and knowledge	☐	☐	☐	☐
f. The sessions provided me with knowledge, skills and/or strategies that I can apply to my practice	☐	☐	☐	☐
g. The session provided research, references and/or resources that will be useful	☐	☐	☐	☐

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
4. I am likely to apply what I learned within my program	☐	☐	☐	☐	☐

Please provide your comments about this session on the back of this form.

5. What did you find <u>most valuable</u> about this session?

6. What could have been <u>improved</u>?

Thank you!

Appendix IV: Overall Conference Evaluation Survey Sample (fall 2018)

NYS 21st CCLC: The Afterschool Experience Conference
Albany, November 13-15, 2018
Overall Conference Evaluation Survey – Cover Email

Subject: RoS Resource Center Conference Follow-up Survey

Dear Conference Participants,

Thank you for your responses to the individual workshop surveys from this week's conference.

In addition to your evaluation of the individual workshops, we would also like your feedback on the conference as a whole, including the general sessions that were not surveyed separately.

[Project Directors please note: you should also have received another brief, online survey recently that asks about your overall impressions of the first year of your program. We hope that you will complete that survey as well.]

This survey will take about 10 minutes to complete, and your responses will remain confidential.

Follow the link below to begin the survey. **Please complete this survey no later than November 23, 2018.**

SURVEY LINK

Thank you for your feedback.

21st CCLC Statewide Evaluation Team

NYS 21st CCLC: The Afterschool Experience Conference
Albany, November 13-15, 2018

Overall Conference Evaluation Survey

Please take a few moments to complete this short survey. Your feedback will be used to improve and inform the Professional Development provided by the 21st CCLC Resource Center. Your responses will remain confidential.

Please return this survey no later than Thursday, November 23, 2018.

****Note: Throughout the survey, if you need to go back to the previous page, use the "BACK" button located at the bottom of the page.****
****Do not use your browser's "BACK" button****

1. Please indicate your role in the 21st CCLC program.

- ☐ a. Project Director/Program Manager
- ☐ b. Program Financial Officer
- ☐ c. Site Coordinator
- ☐ d. Program Evaluator
- ☐ e. Other (please specify):

2. What is your affiliation?

- ☐ a. CBO
- ☐ b. District
- ☐ c. School
- ☐ d. Evaluation firm
- ☐ e. Other (please specify):

3. What grade levels does your program serve? (Check all that apply; if you are working with multiple grantees, indicate the grade levels of all programs you work with.)

- ☐ a. Early elementary (pre-K through 3rd)
- ☐ b. Late elementary (4th through 6th)
- ☐ c. Middle school
- ☐ d. High school

4. What is your experience with 21st CCLC programs?

- ☐ a. New to 21st CCLC (as of Round 7)
- ☐ b. Previous experience with 21st CCLC programs (prior to Round 7)

5. For each of the General Session presentations listed below, please rate the extent to which the presentation exhibited the following qualities, using the indicated scale.

DAY 1 GENERAL SESSIONS

a) Day 1: General Session (Laying the Foundation)

The session provided me with knowledge, skills and/or strategies that are relevant to my practice --Click Here--

The content was well aligned to my level of skills and knowledge --Click Here--

b) Day 1: General Session (Spotlight on Success)

The session provided me with knowledge, skills and/or strategies that are relevant to my practice --Click Here--

The content was well aligned to my level of skills and knowledge --Click Here--

c) Day 1: Intensive Training: Health & Emergency Management

The session provided me with knowledge, skills and/or strategies that are relevant to my practice --Click Here--

The content was well aligned to my level of skills and knowledge --Click Here--

d) Day 1: Intensive Training: Stop the Bleed

The session provided me with knowledge, skills and/or strategies that are relevant to my practice --Click Here--

The content was well aligned to my level of skills and knowledge --Click Here--

New York 21st Century Community Learning Centers SOARING BEYOND EXPECTATIONS

MEASUREMENT INCORPORATED

DAY 2 GENERAL SESSIONS

e) Day 2: General Session (Historic Overview of 21st CCLC)

The session provided me with knowledge, skills and/or strategies that are relevant to my practice --Click Here--

The content was well aligned to my level of skills and knowledge --Click Here--

f) Day 2: Keynote – Trauma Sensitive Schools/ACES

The session provided me with knowledge, skills and/or strategies that are relevant to my practice --Click Here--

The content was well aligned to my level of skills and knowledge --Click Here--

g) Day 2: General Session (NYSED Updates)

The session provided me with knowledge, skills and/or strategies that are relevant to my practice --Click Here--

The content was well aligned to my level of skills and knowledge --Click Here--

h) Day 2: General Session (State Evaluation - Year 1 Findings)

The session provided me with knowledge, skills and/or strategies that are relevant to my practice --Click Here--

The content was well aligned to my level of skills and knowledge --Click Here--

i) Day 2: General Session – Poverty Simulator

The session provided me with knowledge, skills and/or strategies that are relevant to my practice --Click Here--

The content was well aligned to my level of skills and knowledge --Click Here--

DAY 3 GENERAL SESSIONS

j) Day 3: General Session (Recruiting and Retaining Participants)

The session provided me with knowledge, skills and/or strategies that are relevant to my practice --Click Here--

The content was well aligned to my level of skills and knowledge --Click Here--

k) Day 3: General Session (U.S. DOE You for Youth)

The session provided me with knowledge, skills and/or strategies that are relevant to my practice --Click Here--

The content was well aligned to my level of skills and knowledge --Click Here--

l) Day 3: General Session (EDGAR Updates)

The session provided me with knowledge, skills and/or strategies that are relevant to my practice --Click Here--

The content was well aligned to my level of skills and knowledge --Click Here--

m) Day 3: The NYSED Connection (Tour)

The session provided me with knowledge, skills and/or strategies that are relevant to my practice --Click Here--

The content was well aligned to my level of skills and knowledge --Click Here--

6. Considering the conference as a whole:

a. Please rate your satisfaction with the following characteristics of the conference:

	Very Satisfied	Mostly Satisfied	Somewhat Satisfied	Not Important	Somewhat Dissatisfied	Mostly Dissatisfied	Very Dissatisfied
i. Registration process	☐	☐	☐	☐	☐	☐	☐
ii. Physical space	☐	☐	☐	☐	☐	☐	☐
iii. Clarity of conference agenda	☐	☐	☐	☐	☐	☐	☐
iv. Options of workshop topics	☐	☐	☐	☐	☐	☐	☐
v. Connectivity (WiFi, cellular)	☐	☐	☐	☐	☐	☐	☐
vi. Opportunities to network	☐	☐	☐	☐	☐	☐	☐

b. What did you find most valuable?

c. What could have been improved?

d. What are your suggestions for future professional development?

You are done with this survey. Thank you for your time!
After printing, make sure to close the print window and press the Submit button to send your responses.

Appendix V: Combined Workshop and Overall Conference Evaluation Surveys (spring 2019)

NYC 21st CCLC Spring Conference May 30, 2019

Conference Evaluation Survey

MEASUREMENT INCORPORATED

** Note: Throughout the survey, if you need to go back to the previous page, use the "BACK" button located at the bottom of the page.**
**Do not use your browser's "BACK" button **

1. Please indicate your role in the 21st CCLC program.

- ◯ Project Director/Program Manager
- ◯ Program Financial Officer
- ◯ Site Coordinator
- ◯ Program Evaluator
- ◯ Other (please specify): ____________

2. What is your affiliation?

- ◯ CBO
- ◯ District/Municipality
- ◯ School
- ◯ College/University
- ◯ Evaluation firm
- ◯ Other (please specify): ____________

3. What grade levels does your program serve? (Check all that apply; if you are working with multiple programs, indicate the grade levels of all programs you work with.)

- ☐ Early elementary (pre-K through 3rd)
- ☐ Late elementary (4th through 6th)
- ☐ Middle school
- ☐ High school
- ☐ Other (please specify):

4. In what region(s) is(are) the program(s) you work with located? (Check all that apply)

- ☐ New York City
- ☐ Rest of State

5. What is your experience with 21st CCLC programs?

- ◯ New to 21st CCLC (as of Round 7)
- ◯ Previous experience with 21st CCLC programs (prior to Round 7)

6. **For each of the General Session presentations listed below, please rate the extent to which the presentation exhibited the following qualities, using the indicated scale.**

1) STATEWIDE 21ST CCLC UPDATES

a) The presentation provided me with knowledge, skills and/or strategies that are relevant to my practice

--Click Here--
Not at all
To a small extent
To a moderate extent
To a great extent

b) The content was well aligned to my level of skills and knowledge

--Click Here--
Not at all
To a small extent
To a moderate extent
To a great extent

2) STATEWIDE EVALUATION UPDATES

a) The presentation provided me with knowledge, skills and/or strategies that are relevant to my practice

--Click Here--
Not at all
To a small extent
To a moderate extent
To a great extent

b) The content was well aligned to my level of skills and knowledge

--Click Here--
Not at all
To a small extent
To a moderate extent
To a great extent

3) NYC RESOURCE CENTER UPDATES

a) The presentation provided me with knowledge, skills and/or strategies that are relevant to my practice

--Click Here--
Not at all
To a small extent
To a moderate extent
To a great extent

b) The content was well aligned to my level of skills and knowledge

--Click Here--
Not at all
To a small extent
To a moderate extent
To a great extent

For each of the Interactive Workshops listed below, please indicate which ones you attended, and rate the extent to which those workshops exhibited the following qualities, using the indicated scale.

WORKSHOP SESSION 1 (10:45am - 12:30pm)

7. Supporting Students in Temporary Housing
Charlene Mitchell, STH Regional Manager, NYC Department of Education

Did you attend this workshop?

○ Yes ○ No *[If no, skip to next workshop]*

To what extent did this workshop session possess the following characteristics?

	Not at all	*To a Small Extent*	*To a Moderate Extent*	*To a Great Extent*
The session was well organized, and included adequate time and structure for sharing and questions	○	○	○	○
The goals of the session were clear	○	○	○	○
The goals of the session were achieved	○	○	○	○
The session was engaging	○	○	○	○
The content was well aligned to my level of skills and knowledge	○	○	○	○
The session provided me with knowledge, skills and /or strategies that I can apply to my practice	○	○	○	○
The session provided research, references and/or resources that will be useful	○	○	○	○

What did you like best about this workshop?

What, if anything, could have been improved in this workshop?

WORKSHOP SESSION 1 (10:45am - 12:30pm)

8. Exploring the Application of Culturally Responsive Practices
Stephanie Stolzenbach, LMSW, Director of Clinical Services, and Carl Jackman, Social Worker, The Leadership Program

Did you attend this workshop?

○ Yes ○ No [*If no, skip to next workshop]*

To what extent did this workshop session possess the following characteristics?

	Not at all	*To a Small Extent*	*To a Moderate Extent*	*To a Great Extent*
The session was well organized, and included adequate time and structure for sharing and questions	○	○	○	○
The goals of the session were clear	○	○	○	○
The goals of the session were achieved	○	○	○	○
The session was engaging	○	○	○	○
The content was well aligned to my level of skills and knowledge	○	○	○	○
The session provided me with knowledge, skills and /or strategies that I can apply to my practice	○	○	○	○
The session provided research, references and/or resources that will be useful	○	○	○	○

What did you like best about this workshop?

What, if anything, could have been improved in this workshop?

WORKSHOP SESSION 1 (10:45am - 12:30pm)

9. Facilitation Gym

Tom Armstrong, Senior Director of Programming, The Leadership Program

Did you attend this workshop?

○ Yes

○ No *[If No, skip to next workshop]*

To what extent did this workshop session possess the following characteristics?

	Not at all	*To a Small Extent*	*To a Moderate Extent*	*To a Great Extent*
The session was well organized, and included adequate time and structure for sharing and questions	○	○	○	○
The goals of the session were clear	○	○	○	○
The goals of the session were achieved	○	○	○	○
The session was engaging	○	○	○	○
The content was well aligned to my level of skills and knowledge	○	○	○	○
The session provided me with knowledge, skills and /or strategies that I can apply to my practice	○	○	○	○
The session provided research, references and/or resources that will be useful	○	○	○	○

What did you like best about this workshop?

What, if anything, could have been improved in this workshop?

WORKSHOP SESSION 1 (10:45am - 12:30pm)

10. Understanding NYCDOE School-Level Data

Shannon Stagman, Director, Evaluation and Data Quality, ExpandED Schools

Did you attend this workshop?

○ Yes

○ No *[If No, skip to next workshop]*

To what extent did this workshop session possess the following characteristics?

	Not at all	*To a Small Extent*	*To a Moderate Extent*	*To a Great Extent*
The session was well organized, and included adequate time and structure for sharing and questions	○	○	○	○
The goals of the session were clear	○	○	○	○
The goals of the session were achieved	○	○	○	○
The session was engaging	○	○	○	○
The content was well aligned to my level of skills and knowledge	○	○	○	○
The session provided me with knowledge, skills and /or strategies that I can apply to my practice	○	○	○	○
The session provided research, references and/or resources that will be useful	○	○	○	○

What did you like best about this workshop?

What, if anything, could have been improved in this workshop?

WORKSHOP SESSION 1 (10:45am - 12:30pm)

11. How to Engage Families to Support the Achievement of Students, Schools & Community
Jacqueline Lamb, Training Manager, NYC Department of Education

Did you attend this workshop?

○ Yes

○ No *[If No, skip to next workshop]*

To what extent did this workshop session possess the following characteristics?

	Not at all	*To a Small Extent*	*To a Moderate Extent*	*To a Great Extent*
The session was well organized, and included adequate time and structure for sharing and questions	○	○	○	○
The goals of the session were clear	○	○	○	○
The goals of the session were achieved	○	○	○	○
The session was engaging	○	○	○	○
The content was well aligned to my level of skills and knowledge	○	○	○	○
The session provided me with knowledge, skills and /or strategies that I can apply to my practice	○	○	○	○
The session provided research, references and/or resources that will be useful	○	○	○	○

What did you like best about this workshop?

What, if anything, could have been improved in this workshop?

WORKSHOP SESSION 2 (1:30pm - 3:15pm)

12. How to Get Resources for your Program
Luis Eladio Torres, Principal, NYC Department of Education

Did you attend this workshop?

○ Yes

○ No *[If No, skip to next workshop]*

To what extent did this workshop session possess the following characteristics?

	Not at all	***To a Small Extent***	***To a Moderate Extent***	***To a Great Extent***
The session was well organized, and included adequate time and structure for sharing and questions	○	○	○	○
The goals of the session were clear	○	○	○	○
The goals of the session were achieved	○	○	○	○
The session was engaging	○	○	○	○
The content was well aligned to my level of skills and knowledge	○	○	○	○
The session provided me with knowledge, skills and /or strategies that I can apply to my practice	○	○	○	○
The session provided research, references and/or resources that will be useful	○	○	○	○

What did you like best about this workshop?

What, if anything, could have been improved in this workshop?

WORKSHOP SESSION 2 (1:30pm - 3:15pm)

13. Looking Back, Looking Forward

Danielle Dimare, Consultant, NYCDOE Office of Community Schools

Did you attend this workshop?

○ Yes

○ No *[If No, skip to next workshop]*

To what extent did this workshop session possess the following characteristics?

	Not at all	*To a Small Extent*	*To a Moderate Extent*	*To a Great Extent*
The session was well organized, and included adequate time and structure for sharing and questions	○	○	○	○
The goals of the session were clear	○	○	○	○
The goals of the session were achieved	○	○	○	○
The session was engaging	○	○	○	○
The content was well aligned to my level of skills and knowledge	○	○	○	○
The session provided me with knowledge, skills and /or strategies that I can apply to my practice	○	○	○	○
The session provided research, references and/or resources that will be useful	○	○	○	○

What did you like best about this workshop?

What, if anything, could have been improved in this workshop?

WORKSHOP SESSION 2 (1:30pm - 3:15pm)

14. Getting Stuff Done

Abe Fernandez, Director of Collective Impact, Children's Aid National Center for Community Schools

Did you attend this workshop?

◯ Yes

◯ No *[If No, skip to next workshop]*

To what extent did this workshop session possess the following characteristics?

	Not at all	***To a Small Extent***	***To a Moderate Extent***	***To a Great Extent***
The session was well organized, and included adequate time and structure for sharing and questions	◯	◯	◯	◯
The goals of the session were clear	◯	◯	◯	◯
The goals of the session were achieved	◯	◯	◯	◯
The session was engaging	◯	◯	◯	◯
The content was well aligned to my level of skills and knowledge	◯	◯	◯	◯
The session provided me with knowledge, skills and /or strategies that I can apply to my practice	◯	◯	◯	◯
The session provided research, references and/or resources that will be useful	◯	◯	◯	◯

What did you like best about this workshop?

What, if anything, could have been improved in this workshop?

WORKSHOP SESSION 2 (1:30pm - 3:15pm)

15. Engaging Middle and High School Youth

Janice Chu-Zhu, Senior Director of National Capacity Building, Children's Aid National Center for Community Schools

Did you attend this workshop?

○ Yes

○ No *[If No, skip to Question 16]*

To what extent did this workshop session possess the following characteristics?

	Not at all	*To a Small Extent*	*To a Moderate Extent*	*To a Great Extent*
The session was well organized, and included adequate time and structure for sharing and questions	○	○	○	○
The goals of the session were clear	○	○	○	○
The goals of the session were achieved	○	○	○	○
The session was engaging	○	○	○	○
The content was well aligned to my level of skills and knowledge	○	○	○	○
The session provided me with knowledge, skills and /or strategies that I can apply to my practice	○	○	○	○
The session provided research, references and/or resources that will be useful	○	○	○	○

What did you like best about this workshop?

What, if anything, could have been improved in this workshop?

Please answer the following questions considering the conference as a whole.

16. **Please rate your satisfaction with the following characteristics of the conference:**

	Very Satisfied	*Mostly Satisfied*	*Somewhat Satisfied*	*Not Important*	*Somewhat Dissatisfied*	*Mostly Dissatisfied*	*Very Dissatisfied*
Registration process	○	○	○	○	○	○	○
Physical space	○	○	○	○	○	○	○
Clarity of conference agenda	○	○	○	○	○	○	○
Options of workshop topics	○	○	○	○	○	○	○
Connectivity (WiFi, cellular)	○	○	○	○	○	○	○
Opportuniti es to network	○	○	○	○	○	○	○

17. **Overall, what did you find <u>most valuable</u> about this conference?**

18. **Overall, what could have been <u>improved</u>?**

19. **What are your suggestions for future professional development?**

You are almost done!
When you are done, CLICK THE SUBMIT BUTTON TO SEND YOUR RESPONSES.
Thank you for your time!

Appendix VI: Memorandum Regarding the Observed Site Monitoring Visit

MEASUREMENT INCORPORATED

MEMORANDUM

TO: Elizabeth Whipple

FROM: Jonathan Tunik

SUBJECT: Comments On Site Monitoring Visit Norming

DATE: March 12, 2019

CC: Grant Miller, Jolynn Thaickal, Laurie Crutcher, Felicia Watson, Nicholas Canino, Elida Martes, Lisa Rochford, Melissa Ocasio, Lily Corrigan, Nina Gottlieb

---

Thank you (and our hosts) for permitting me to sit in on your Monitoring Visit and training session on February 11, 2019 at Mt. Vernon Youth Bureau. I found it to be an extremely productive day (as well as all the follow up communications so far), both for MVYB as well as for norming of the monitoring visit process. I would like to share some observations of the day and the follow up, including what I saw as successes as well as some suggestions, that I hope will be helpful for furthering the standardization of this process. Since my purpose was more about observing the norming process than about the monitoring visit per se, I will focus my comments on procedural concerns.

<u>Highlights of successes in standardizing the process</u>:

- During the visit, the whole review team was highly effective at establishing a tone that encouraged candor without being threatening. During the debriefing, there was a recognition of the importance of celebrating successes, while remaining concrete and factual.
- The agreed-upon focus of using the monitoring tool as a training tool for program staff, especially in newly-established areas such as Fiscal Administration, is a good example of this constructive tone.
- Update of the Fiscal Administration section of the SMV tool, and creation of the accompanying "Fiscal Policies" template, should prove invaluable tools in helping programs follow the highly detailed and often confusing EDGAR guidelines.
- The team's debriefing meeting provided an opportunity for all players to shift their focus towards process as much as the program review at hand, and was effective in resolving numerous questions. Several other questions that were not fully resolved during the meeting were explicitly identified for further attention.
- The planned creation of an observation guide, as well as a list of what documents should be collected, can provide much-needed resources to help standardize aspect of the monitoring process.
- Plans to make sample staff performance review, lesson plan and other templates available to sites will provide valuable resources to help them remain or become compliant.

Suggestions and Considerations:

- Although the monitoring process unavoidably includes a considerable degree of subjectivity, as was noted during the debriefing, efforts should be made to standardize the definition of compliance for all indicators, to the extent possible. A few examples include:
    - How should the program be rated if one site is in compliance but another is not?
    - What are the expectations for a program to "reflect students' needs," for example if student interests "seem to take precedence" over student needs at one site?
    - What are the expectations for "obtaining feedback from stakeholders," for example if feedback surveys are not administered at all sites?
    - When are documents required, vs. verbal evidence? When is a small sample of documents, or a single example, considered sufficient? Are there particular documents that must be produced during (or before) the monitoring visit? When should (samples of) documents be obtained for every site, vs. only for the visited site(s)?
- Who should decide which site(s) to visit and on what basis? What role should the program's site coordinator play, if any, in conducting the tour?
- What should the visitors focus on during the tour of program sites? How should the focus be distributed between observing activities vs. confirming the presence of documents, resources, etc.? Should an effort be made to observe all activities at a given site, or should there be more focus on certain, higher priority activities (e.g. those with explicit academic or social-emotional goals, vs. recreational activities)?

Stated plans to establish written guidelines for reviewers providing a summary of decisions and definitions that emerge from this process should be given a high priority to support subsequent monitoring visits.

However, because there is so much inherent subjectivity in many of the compliance criteria, and because many programs have multiple sites which may vary widely in the extent to which they are compliant, it may be useful for the next revision of the monitoring tool to have more options on the compliance rating. For example, as suggested in our comments last January, a rating of "in progress" may be relevant for indicators that are time dependent; while something like "partially compliant" may be applicable in certain cases such as where some sites are compliant but others are not.

Appendix VII: Assessment of Quality Indicators for the Technical Assistance Resource Centers

Activity 1.1-1:
FALL Regional Professional Development Conference (10/29/18)
provided by the ***New York City Resource Center (NYC RC)***

TABLE 1
Findings for PD Activity 1.1-1: NYC Fall Regional Conference 10/29/18
Indicator A: Representative Attendance

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[a]
1.1-1A	A substantial majority[b] of programs from the NYC region attend/ send representatives to the conference.	✓ There were a total of 158 participants from 73 programs who signed in as attendees at the event ✓ This represents 95% of the 77 grantees from the New York City region

(a) ✓ = positive evidence; ☐ = challenges
(b) **Substantial majority** can be defined by Regional Resource Centers based on prior attendance trends and targets, with input from the Statewide Evaluator and approval from NYSED.

TABLE 2
Findings for PD Activity 1.1-1: NYC Fall Regional Conference 10/29/18
Indicator B: Overall Event Design & Delivery

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[(a)]
1.1-1B*(1)*	**Event Schedule** (a) A single grantee participating in the conference has the opportunity to attend multiple General/Whole Group Sessions and Training Workshops, adequate to meet their expressed needs.[(b)] (b) High-priority trainings are made accessible to attendees; i.e., workshops focused on priority topics are offered during typically high attendance time periods,[(c)] and/or there are multiple offerings of a workshop/ workshops focused on priority topics scheduled at different times during conference.	✓ There were a total of **2 General/Whole Group Sessions** scheduled for participants at times when all had arrived and could attend on 10/29/18: "Welcome & 21st CCLC Updates" – 9:00-10:45 AM, and "NYC Resource Center Updates" – 1:30-2:00 PM ✓ There were a total of **2 PD/ information session periods** scheduled where attendees could select from among **6 unique workshop offerings** ✓ The first PD period (high attendance time) included 6 workshops, 4 of which were geared towards program personnel with reported "focus areas" that could be considered highly relevant to Year 2 grantees: "Developing Frontline Staff" ("Staff Culture: building Efficient & Dedicated Teams"/"Know Your Why & Personal Mission Statement"), and "Program Development" ("Spread the Word: Tips & Strategies for Site Monitoring Visits," et al)
1.1-1B*(2)*	**Event Design** is relevant and targeted to meet the needs of MOST program attendees. Specifically, the design is (a) differentiated to include multiple tracks for different groups of attendees; and (b) based on participant feedback[(d)] and/or needs assessment data, and NYSED priorities.	✓ Offerings for Program personnel (Primary) ✓ Offering for Local Evaluators (1 session) ✓ Offering for Fiscal managers (1 session) ? NYSED reviewed midyear reports to identify programs' expressed need for PD; however, evidence of the use of participant feedback/ needs assessment data to select topics was not observed/ made explicit in the NYC RC's event documents or verbal announcements
1.1-1B*(3)*	**Selection of Workshops/ Breakout Sessions**[(e)] within tracks demonstrate the PD topics were comprehensive, focusing on multiple QSA Elements of Quality	✓ (Element 1) Environment & Climate: "Rituals and Routines" ✓ (Element 2) Administration & Organization: "Spread the Word: Tips & Strategies for Site Monitoring Visits" ✓ (Element 3) Relationships: "Facilitating Groups to Build Ownership and Accountability," "Communication Boosters" ✓ (Element 4) Staffing & PD: "Staff Culture: Building Efficient & Dedicated Teams," "Managing Challenging Behaviors" ✓ (Element 5) Programming and activities: "Why Kids do Stupid Things" ? (Element 6) Linkages to school-day programming: *Don't Know*[22] ? (Element 7) Youth Participation and Engagement: *Don't Know* ✓ (Element 8) Partnerships with families and communities: "This is not your mother's Cinderella Story"

[22] "Don't Know" = there was not enough evidence/information to determine whether this was a topic covered in any of the workshops, based on observation of the sample and the listing descriptions.

		? (Element 9) Program Sustainability & Growth: *Don't Know* ✓ (Element 10) Measuring Outcomes & Evaluation: "A Year with the QSA," Evaluator's Session ✓ Other topics framed to be timely for grantees: ☐ Based on the review of the listed workshop offerings – titles and descriptions – it was sometimes difficult to identify each of the critical QSA Elements of Quality that may have been covered. The "focus areas" were broad and undefined categories (e.g., "Program Development"), leading to a perceived lack of variety and differentiation between selections. It is recommended that these categories be more clearly defined/ described, and linked to the QSA Elements. ☐ On closer inspection of one of the workshops dedicated to the focus area of "Program Development" – "Know Your Why & Personal Mission Statements" – the description of the content and learning objectives does not appear to be closely aligned to any of the QSA Elements of Quality. Greater clarification is needed to understand the relevance and connection between this content and any of the identified, priority learning needs of NYS 21CCLC grantees.
1.1-1B*(4)*	**General Session**(f) themes and messages demonstrate coherence and consistency with NYSED program objectives and policies; lead presenters demonstrate requisite skills and preparedness, and work to engage participants when appropriate.	✓ 2 General Sessions ("Welcome and 21st CCLC Updates" and "NYC Resource Center update") were delivered as scheduled *General Sessions featured:* ✓ Discussion of logistics, norms (remain present, honor time boundaries, etc.), agenda, social media connections, signing in to each session, completing evaluation forms ✓ Whole group/ small group engagement activity led by Tamekia Flowers-Ball, CEO of Epiphany Blue ✓ NYSED Project overview, updates from Jolynn Thaickal; the audiences' response to the speaker's energetic delivery was visibly positive; the powerpoint visuals were text heavy, prompting audience members to inquire if they could be re-shown, or then made available for review ✓ State Evaluator presented enrollment & attendance data, findings, recommendations; the audience's response during and after the presentation indicated that this was of high interest and relevance to many

(a) ✓ = positive evidence; ☐ = challenges; ? = status uncertain

(b) The adequacy of this number can be defined in terms of providing enough opportunities to meet the needs expressed by participants historically, and in recent needs assessment studies conducted by the Resource Centers and the Statewide Evaluator.

(c) According to reports from the Resource Centers, and supported by observations at the Year 1 events, attendance levels at the 3-day conferences is typically higher on Days 1 and 2, than Day 3; at the single, all-day conference, attendance is typically higher in the morning and early afternoon, than late afternoon.

(d) Participant feedback can include data provided from previous conference surveys.

(e) **Workshops / Breakout Sessions** are sessions intended for SOME conference attendees – i.e., they are scheduled at the same time as other events – and they are designed to focus on more specific subjects relevant to sub-groups of attendees.

(f) **General Sessions** are sessions intended for ALL conference attendees – i.e., they are the only ones scheduled during a given time slot – and they are designed to cover broad, universal themes relevant to the group at large.

TABLE 3
Findings for PD Activity 1.1-1: NYC Fall Regional Conference 10/29/18
Indicator D: Evaluation Participation & Attendee Satisfaction

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[(a)]
1.1-1D*(1)*	**Evaluation Participation.**[(b)] *Overall survey response rate* compared to total number of conference attendees[(c)] is more than 50%; *Average survey response rate* for workshop sessions where attendance was recorded[(d)] is more than 50%; Survey participants constitute a *heterogonous sample* of conference attendees[(e)]	✓ The overall conference survey response rate was 47% of conference attendees ✓ The average workshop survey response rate was 92% *Characteristics of surveyed attendees.* ✓ Role/Affiliation: 52% Program Directors/Managers; 17% Other (typically Program Staff); 13% Program Evaluators; 9% Financial Officers; 9% Site Coordinators ✓ New/Prior to Round 7: 56% new sub-grantees; 44% sub-grantees who received prior funding
1.1-1D*(2)*	**Attendee Satisfaction.** Participants report satisfaction with the quality and utility of the professional learning experiences	***Overall Conference Characteristics*** ✓ Registration Process: All respondents reported a level of satisfaction with the registration process; the large majority (80%) reporting they were very satisfied. ✓ Physical Space: The large majority of respondents (91%) reported they were very or mostly satisfied with the physical space. ✓ Clarity of Conference Agenda: The large majority of respondents (91%) reported they were very or mostly satisfied with the clarity of the conference agenda. ✓ Options of Workshop Topics: The majority of respondents (77%) reported they were very or mostly satisfied with the options of workshop topics; some (15%) were only somewhat satisfied, while others (8%) reported a level of dissatisfaction. ✓ Connectivity (WiFi, cellular): The majority of respondents (59%) reported they were very or mostly satisfied with the connectivity at the event; some (20%) were only somewhat satisfied, while others (11%) reported a level of dissatisfaction. Some respondents (10%) reported that this was not important to them. ✓ Opportunities to Network: Nearly all respondents (96%) reported a level of satisfaction with the opportunities to network. ***General Sessions***[(f)] ✓ Across all rated General Sessions, on average a strong majority of respondents (81%) felt the sessions provided them with knowledge, skills and/or strategies that were relevant to their practice, to a great or moderate extent. ✓ The session featuring the Statewide Program Updates was the highest rated (84%) for providing this type of relevance, and a majority of respondents (56%) felt it was provided to a great extent. From among the five general sessions the Future Now session received the lowest ratings in this indicator, but still included a healthy majority of respondents (77%).

- ✓ Across all rated General Sessions, on average a strong majority of respondents (83%) felt the content of the sessions was well aligned to their level of skills and knowledge, to a great or moderate extent.
- ✓ The session featuring the NYC Resource Center Updates was the highest rated (88%) for demonstrating this level of alignment, and a majority of respondents (54%) felt it was provided to a great extent. From among the five general sessions the EDGAR Updates session received the lowest ratings in this indicator, but still included a healthy majority of respondents (76%).

Individual Workshops(d)

- ✓ Across all rated workshops, almost all respondents (99%) felt the workshops were at least moderately well organized, and a strong majority (80%) felt they were well organized to a great extent.
- ✓ Across all rated workshops, almost all respondents (99%) felt the workshop goals were clear to at least a moderate extent, and a strong majority (87%) felt the goals were clear to a great extent.
- ✓ Across all rated workshops, almost all respondents (98%) felt the workshop goals were achieved to at least a moderate extent, and a strong majority (82%) felt the goals were achieved to a great extent.
- ✓ Across all rated workshops, almost all respondents (99%) felt the sessions were engaging to at least a moderate extent, and a majority (77%) felt they were engaging to a great extent.
- ✓ Across all rated workshops, almost all respondents (99%) felt the sessions were aligned to their skills and knowledge to at least a moderate extent, and a strong majority (84%) felt they were aligned to a great extent.
- ✓ Across all rated workshops, almost all respondents (98%) felt the sessions provided content they can apply to their practice to at least a moderate extent, and the majority (79%) felt the content could be applied to a great extent.
- ✓ Across all rated workshops, the large majority (91%) of respondents felt the sessions provided resources or content they could share to at least a moderate extent, and the majority (68%) felt they provided shareable resources or content to a great extent.
- ✓ Across all rated workshops, the large majority (98%) of respondents agreed that they were likely to apply what they had learned in the sessions.

(a) ✓ = positive evidence; ☐ = challenges
(b) Encouraging adequate participation in the evaluation of PD Conferences is a responsibility shared by the Statewide Evaluator and the Resource Centers.
(c) N= 158 conference attendees
(d) N=7 Rated Workshops
(e) A *heterogeneous sample* indicates that the survey population demonstrates a degree of variety/ multiplicity across key characteristics. These characteristics include self-identified role/affiliation, and whether it is a new or previously funded sub-grantee. This heterogeneity, however, is not an indication of the overall representativeness of the survey sample with regards to the total population of conference attendees.
(f) N=5 General Sessions

Activity 1.1-2:

FALL Regional Professional Development Conference (11/13-11/15/18)

provided by the ***Rest of State Resource Center (RoS RC)***

TABLE 4

Findings for PD Activity 1.1-2: RoS Fall Regional Conference 11/13-11/15/18

Indicator A: Representative Attendance

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[(a)]
1.1-2A	A substantial majority[(b)] of programs from the RoS region attend/ send representatives to the conference.	✓ There were a total of 200 participants from 61 programs who signed in as attendees at the event ✓ This represents 92% of the grantees from the Rest of State region

(a) ✓ = positive evidence; ☐ = challenges

(b) **Substantial majority** can be defined by Regional Resource Centers based on prior attendance trends and targets, with input from the Statewide Evaluator and approval from NYSED.

TABLE 5
Findings for PD Activity 1.1-2: RoS Fall Regional Conference 11/13-11/15/18
Indicator B: Overall Event Design & Delivery

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[(a)]
1.1-2B*(1)*	**Event Schedule** (a) A single grantee participating in the conference had the opportunity to attend multiple General Sessions and Training Workshops, adequate to meet their expressed needs.[(b)] (b) High-priority trainings were made accessible to attendees; i.e., workshops focused on priority topics were offered during typically high attendance time periods,[(c)] and/or there were multiple offerings of a workshop/ workshops focused on priority topics scheduled at different times during conference.	✓ Across the three days, the **Whole Group/General Session blocks were segmented into 13 different presentations** scheduled for participants at times when all had arrived and could attend: Day 1: 4 sessions (Laying the Foundations, Spotlight on Spotlight, Health & Emergency Management, Stop the Bleed – Intensive Training); Day 2: 5 sessions (Historic Overview of 21CCLC Program, Trauma Sensitive Schools/ACES, NYSED Updates, State Evaluation Updates, Poverty Simulator – Intensive Group Learning Activity); Day 3: 4 sessions (Recruiting and Retaining Participants, US DOE You for Youth, EDGAR Updates, NYSED Connection Tour) ✓ There were a total of **2 PD/ information session periods** scheduled (both on Day 2) where attendees could select from multiple options: Session 1 included 9 workshop offerings, Session 2 included 7 options (one workshop spanned both session, “”From Start to Finish: Program Management with Y4Y”)
1.1-2B*(2)*	**Event Design** was relevant and targeted to meet the needs of MOST program attendees. Specifically, the design is (a) differentiated to include multiple tracks for different groups of attendees; and (b) based on participant feedback[(d)] and/or needs assessment data, and NYSED priorities.	✓ Track for Program personnel (Primary, Plenary panel) ✓ Track for Finance Managers (Day 2, Session I offering) ✓ Track for Local Evaluators (Day 2, Session I offering; Social Networking in the evening) ✓ The event program lists ten goals, termed “steps,” driving the process of PD design. Four of these goals in particular relate to this Quality Indicator: goal (1) mentions using evaluation data and feedback from sub-grantees; goal (3) mentions use of research-based practices; goal (5) mentions differentiating offerings to meet the learning needs of all stakeholder; and goal (6) mentions covering the three 21CCLC program objectives – academic enrichment, youth development, and family literacy (page 1).

1.1-2B*(3)*	**Selection of Workshops/ Breakout Sessions**(e) within tracks demonstrated the PD topics were comprehensive, focusing on multiple QSA Elements of Quality	? (Element 1) Environment and Climate: *Don't Know*[23] ✓ (Element 2) Relationships: "The Rural Experience" ? (Element 3) Administration & Organization: *Don't Know* ? (Element 4) Staffing and Professional Development: *Don't Know* ✓ (Element 5) Programming and Activities: "The Rural Experience" ? (Element 6) Linkages to school-day programming: *Don't Know* ? (Element 7) Youth Participation and Engagement: *Don't Know* ✓ (Element 8) Parent/Family/Community Partnerships: "Actively Engaging Families," "The Rural Experience" ? (Element 9) Program Sustainability & Growth: *Don't Know* ? (Element 10) Measuring Outcomes and Evaluation: *Don't Know*
1.1-2B*(4)*	**General Session**(f) themes and messages demonstrated coherence and consistency with NYSED program objectives and policies; lead presenters demonstrated appropriate skills and preparedness, and work to engage participants when appropriate.	✓ The 6 Whole Group/General Sessions were delivered as scheduled; attendance at the final session consisting of a trip to NYSED was diminished due to a number of people departing early from the conference. ✓ Themes and content of the sessions touched upon important issues and common experiences relevant to Year 2 grantees – specifically, working to meet target enrollment ✓ Sessions were aligned with NYSED program priorities: continuous improvement of quality programming, demonstrating accountability to funders and stakeholders, collecting high quality data, prizing and developing partnerships, focusing on sustainability ✓ Session featured presentation from State Program Coordinator, Elizabeth Whipple, and team ✓ Lead presenters often demonstrated skill and preparedness: strong audible voices; created climate of respect; cultural competence ✓ Lead presenters often used engagement strategies for the large group: dynamic movement, audience prompts, open Q & A, etc.

(a) ✓ = positive evidence; ☐ = challenges

(b) The adequacy of this number can be defined in terms of providing enough opportunities to meet the needs expressed by participants historically, and in recent needs assessment studies conducted by the Resource Centers and the Statewide Evaluator.

(c) According to reports from the Resource Centers, and supported by observations at the Year 1 events, attendance levels at the 3-day conferences is typically higher on Days 1 and 2, than Day 3; at the single, all-day conference, attendance is typically higher in the morning and early afternoon, than late afternoon.

(d) Participant feedback can include data provided from previous conference surveys.

(e) **General Sessions** are sessions intended for ALL conference attendees – i.e., they are the only ones scheduled during a given time slot – and they are designed to cover broad, universal themes relevant to the group at large.

(f) **Workshops / Breakout Sessions** are sessions intended for SOME conference attendees – i.e., they are scheduled at the same time as other events – and they are designed to focus on more specific subjects relevant to sub-groups of attendees.

[23] "Don't Know" = there was not enough evidence/information to determine whether this was a topic covered in any of the workshops, based on observation of the sample and the listing descriptions.

TABLE 6
Findings for PD Activity 1.1-2: RoS Fall Regional Conference 11/13-11/15/18
Indicator D: Evaluation Participation & Attendee Satisfaction

<table>
<tr><th>Indicator</th><th>Quality Indicators</th><th>Summary of evidence/ critical criteria documenting achievement of indicator[a]</th></tr>
<tr><td>1.1-2D(1)</td><td>Evaluation Participation.[b]
Overall survey response rate compared to total number of conference attendees[c] is more than 50%;
Average survey response rate for workshop sessions where attendance was recorded[d] is more than 50%;
Survey participants constitute a heterogonous sample of conference attendees[e]</td><td>✓ The overall conference survey response rate was 56% of conference attendees
✓ The average workshop survey response rate was 90%
Characteristics of surveyed attendees.
✓ Role/Affiliation: 46% Program Directors/Managers; 21% Site Coordinators; 17% Program Evaluators; 9% Other (typically Program Staff); 7% Financial Officers;
✓ New/Prior to Round 7: 65% sub-grantees who received prior funding; 35% new sub-grantees
☐ In the post-conference debrief, RCs' expressed the opinion that emailing the surveys after the conference was not conducive to high response rates because participants no longer had the experience fresh in their minds, and conference evaluation is a lower priority once they are re-engaged in their program work.
☐ N.B.: Due to the fact that the majority of conference attendance was captured in the form of hand-written records, that information took longer to input electronically and then upload email addresses to create the distribution list; this delayed the survey deployment, thus decreasing the salience of the conference experience and the inclination to respond. although part of the problem with RoS was that it took a lot longer to get it to them because except for pre-registrants (<50% of total), their registration info was hand-written).</td></tr>
<tr><td>1.1-2D(2)</td><td>Attendee Satisfaction.
Participants reported satisfaction with the quality and utility of the professional learning experiences</td><td>Overall Conference Characteristics
✓ Registration Process: The large majority of respondents (91%) reported they were very or mostly satisfied with the registration process; 71% reporting they were very satisfied.
✓ Physical Space: The large majority of respondents (91%) reported they were very or mostly satisfied with the physical space.
✓ Clarity of Conference Agenda: The majority of respondents (73%) reported they were very or mostly satisfied with the clarity of the conference agenda.
✓ Options of Workshop Topics: A slight majority of respondents (57%) reported they were very or mostly satisfied with the options of workshop topics; some (30%) were only somewhat satisfied, while others (12%) reported a level of dissatisfaction.
✓ Connectivity (WiFi, cellular): The majority of respondents (71%) reported they were very or mostly satisfied with the connectivity at the event; some (16%) were only somewhat satisfied, while others (6%) reported a level of dissatisfaction. Some respondents (10%) reported that this was not important to them.
✓ Opportunities to Network: The large majority of respondents (92%) reported a level of satisfaction with the opportunities to network.
General Sessions[f]
✓ Across all rated General Sessions, on average a strong majority of respondents (78%) felt the sessions provided them with knowledge, skills and/or strategies that were relevant to their practice, to a great or moderate extent.
✓ The Trauma Sensitive Schools/ACES session was the highest rated (93%) for providing this type of relevance, and a majority of respondents (66%) felt it was provided to a great extent. From among the 13 general sessions the NYSED Connection Tour</td></tr>
</table>

received the lowest ratings in this indicator (49%).

- ✓ Across all rated General Sessions, on average a strong majority of respondents (84%) felt the content of the sessions was well aligned to their level of skills and knowledge, to a great or moderate extent.
- ✓ The Trauma Sensitive Schools/ACES session was the highest rated (96%) for demonstrating this level of alignment, and a majority of respondents (71%) felt it was provided to a great extent. From among the 13 general sessions the NYSED Connection Tour received the lowest ratings in this indicator, but still included a majority of respondents (62%).

Individual Workshops(d)

- ✓ Across all rated workshops, almost all respondents (96%) felt the workshops were at least moderately well organized, and a majority (76%) felt they were well organized to a great extent.
- ✓ Across all rated workshops, a large majority of respondents (88%) felt the workshop goals were clear to at least a moderate extent, and a strong majority (71%) felt the goals were clear to a great extent.
- ✓ Across all rated workshops, a large majority of respondents (90%) felt the workshop goals were achieved to at least a moderate extent, and a strong majority (75%) felt the goals were achieved to a great extent.
- ✓ Across all rated workshops, a large majority of respondents (94%) felt the sessions were engaging to at least a moderate extent, and a majority (78%) felt they were engaging to a great extent.
- ✓ Across all rated workshops, a large majority of respondents (95%) felt the sessions were aligned to their skills and knowledge to at least a moderate extent, and a majority (63%) felt they were aligned to a great extent.
- ✓ Across all rated workshops, a large majority of respondents (95%) felt the sessions provided content they can apply to their practice to at least a moderate extent, and the majority (73%) felt the content could be applied to a great extent.
- ✓ Across all rated workshops, almost all respondents (97%) of respondents felt the sessions provided resources or content they could share to at least a moderate extent, and the majority (70%) felt they provided shareable resources or content to a great extent.
- ✓ Across all rated workshops, the large majority (88%) of respondents agreed that they were likely to apply what they had learned in the sessions.

(a) ✓ = positive evidence; ☐ = challenges
(b) Encouraging adequate participation in the evaluation of PD Conferences is a responsibility shared by the Statewide Evaluator and the Resource Centers.
(c) N=200 conference attendees
(d) N=3 Rated Workshops with recorded response rates
(e) A *heterogeneous sample* indicates that the survey population demonstrates a degree of variety/ multiplicity across key characteristics. These characteristics include self-identified role/affiliation, and whether it is a new or previously funded sub-grantee. This heterogeneity, however, is not an indication of the overall representativeness of the survey sample with regards to the total population of conference attendees.
(f) N=13 General Sessions

Activity 1.1-3:

SPRING Regional Professional Development Conference (5/30/19)

*provided by the **New York City Resource Center (NYC RC)***

TABLE 7

Findings for PD Activity 1.1-3: NYC RC Spring Conference (5/30/19)

Indicator A: Representative Attendance

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator(a)
1.1-3A	A substantial majority(b) of programs from the NYC Region attend/ send representatives to the conference.	✓ There were a total of 131 participants who signed in as attendees at the event representing 73 out of 77 NYC programs ✓ This represents 95% of grantees from the New York City region

(a) ✓ = positive evidence; ☐ = challenges

(b) **Substantial majority** can be defined by Regional Resource Centers based on prior attendance trends and targets, with input from the Statewide Evaluator and approval from NYSED.

TABLE 8
Findings for PD Activity 1.1-3: NYC RC Spring Conference (5/30/19)
Indicator B: Overall Event Design & Delivery

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[(a)]
1.1-3B*(1)*	**Event Schedule** (a) A single grantee participating in the conference had the opportunity to attend multiple General Sessions and Training Workshops, adequate to meet their expressed needs.[(b)] (b) High-priority information was made accessible to all attendees at the General Session and the two workshop slots provided enough variety for attendees to select topics of particular interest. (c) The event was limited to one day based on feedback from previous conference attendees.[(c)]	✓ There was 1 **General Session** scheduled for participants at the beginning of the day, at 9:00am. ✓ There were **2 PD/ information session periods** scheduled where attendees could select from multiple options; these included five Workshops offered at 10:45 AM and four Workshops offered at 1:30 PM. ✓ The morning Workshops focused on issues of particular importance to New York City grantees, including supporting students in temporary housing, applying culturally responsive practices, strategies to train staff in behavior management techniques, understanding and using publicly available NYCDOE data to inform programming and practices, and how to engage families and create school/home partnerships. ✓ Afternoon Workshops offered information and resources relevant to all program attendees, including getting resources and funds for 21st CCLC programs, creating program action plans based on past challenges and successes, tips and tools for boosting productivity, and strategies for engaging middle and high school youth.
1.1-3B*(2)*	**Event Design** was relevant and targeted to meet the needs of MOST program attendees. Specifically, the design was based on participant feedback[(d)] and/or needs assessment data, and NYSED priorities.	✓ There were no 'tracks' for this conference; all workshops were open and relevant to all attendees. ✓ The variety of personnel in each workshop session created opportunities for rich and diverse perspectives on each topic. ✓ The General Session presented critical new information relevant to all grantees at a time when most attendees were likely to be present. ☐ Because the NYC and RoS conferences occurred on the same day, NYC evaluators were asked to attend the Albany session (as most did) so they could participate in the Evaluators Network session on AER requirements. As a result, there was no formal evaluation track activity for those evaluators that did attend the NYC conference. ☐ The lack of tracks for different groups of attendees, while contributing to a more global, rich experience in many ways, might have been frustrating for some who did not review the agenda carefully prior to attending the conference.
1.1-3B*(3)*	**Selection of Workshops/ Breakout Sessions**[(e)] within tracks demonstrated the PD topics were comprehensive, focusing on multiple QSA Elements of Quality	✓ (Element 1) Environment and Climate: "Culturally Responsive Practices" ✓ (Element 2) Relationships: "Supporting Students in Temporary Housing"; "Culturally Responsive Practices" ✓ (Element 3) Administration & Organization: "Looking Back, Looking Forward" ✓ (Element 4) Staffing and Professional Development: "Facilitation Gym" (behavior management strategies); "Getting Stuff Done" ? (Element 5) Programming and Activities: *Don't know* ? (Element 6) Linkages to school-day programming: *Don't know* ✓ (Element 7) Youth Participation and Engagement: "Engaging Middle and High School Youth

		✓ (Element 8) Parent/Family/Community Partnerships: "How to Engage Families to Support the Achievement of Students, Schools & Communities"; "Supporting Students in Temporary Housing" ✓ (Element 9) Program Sustainability & Growth: "Understanding NYCDOE School-Level Data"; "How to Get Resources for Your Program" ✓ (Element 10) Measuring Outcomes and Evaluation: "Understanding NYCDOE School-Level Data"
1.1-3B*(4)*	**General Session**(f) themes and messages demonstrated coherence and consistency with NYSED program objectives and policies; lead presenters demonstrated requisite skills and preparedness, and work to engage participants when appropriate.	✓ The General Session was delivered as scheduled. ✓ Themes and content of the session touched upon important issues and common experiences relevant to grantees. It started with a review of the Agenda, logistics of the building, norms, and conference folder contents. Topics in the General Session included NYSED updates; focusing on a presentation of the newly revised Site Monitoring Visit Report form; a presentation form Measurement Incorporated on the Annual Evaluation Report Review process and overview of results; and NYC Resource Center updates on Youthservices, using the 3rd edition of the QSA, contact information updates, and a PD survey. ✓ The General Session was aligned with NYSED program priorities: continuous improvement of quality programming, demonstrating accountability to funders and stakeholders, collecting and reporting high quality data, and prizing and developing relationships. ✓ The use of an inspirational video to start the General Session was effective in engaging the audience and focusing them on the power of after-school programming. ✓ Lead presenters demonstrated skill and preparedness: strong audible voices; created a climate of respect; cultural competence ✓ Lead presenters often used engagement strategies for the large group: dynamic movement, audience prompts, open Q & A, use of humor and conversational voice to invite personal connection with participants

(a) ✓ = positive evidence; ☐ = challenges
(b) The adequacy of this number can be defined in terms of providing enough opportunities to meet the needs expressed by participants historically, and in recent needs assessment studies conducted by the Resource Centers and the Statewide Evaluator.
(c) According to reports from the Resource Centers, and supported by observations at the Year 1 events, attendance levels at the 3-day conferences is typically higher on Days 1 and 2, than Day 3; at the single, all-day conference, attendance is typically higher in the morning and early afternoon, than late afternoon.
(d) Participant feedback can include data provided from previous conference surveys.
(e) **Workshops / Breakout Sessions** are sessions intended for SOME conference attendees – i.e., they are scheduled at the same time as other events – and they are designed to focus on more specific subjects relevant to sub-groups of attendees.
(f) **General Sessions** are sessions intended for ALL conference attendees – i.e., they are the only ones scheduled during a given time slot – and they are designed to cover broad, universal themes relevant to the group at large.

TABLE 9
Findings for PD Activity 1.1-3: NYC RC Spring Conference (5/30/19)
Indicator D: Evaluation Participation & Attendee Satisfaction

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[(a)]
1.1-3D*(1)*	**Evaluation Participation.**[(b)] *Overall survey response rate* compared to total number of conference attendees[(c)] is more than 50%; *Average survey response rate* for workshop sessions where attendance was recorded[(d)] is more than 50%; Survey participants constitute a *heterogonous sample* of conference attendees[(e)]	✓ The overall response rate from conference attendees was 54% ✓ The average workshop response rate was 80% *Characteristics of surveyed attendees.* ✓ Role/Affiliation: 55% Program Directors/Managers; 25% Site Coordinators; 12% Other (typically Program Staff); 4% Program Evaluators; 4% Community School Directors ✓ New/Prior to Round 7: 66% new sub-grantees; 34% sub-grantees who received prior funding
1.1-3D*(2)*	**Attendee Satisfaction.** Participants reported satisfaction with the quality and utility of the professional learning experiences	***Overall Conference Characteristics*** ✓ Registration Process: The large majority of respondents (94%) reported they were very or mostly satisfied with the registration process; 76% reporting they were very satisfied. ✓ Physical Space: The majority of respondents (86%) reported they were very or mostly satisfied with the physical space. ✓ Clarity of Conference Agenda: The large majority of respondents (91%) reported they were very or mostly satisfied with the clarity of the conference agenda. ✓ Options of Workshop Topics: A majority of respondents (76%) reported they were very or mostly satisfied with the options of workshop topics; some (18%) were only somewhat satisfied, and only a small number (6%) reported they were somewhat dissatisfied. ✓ Connectivity (WiFi, cellular): The majority of respondents (73%) reported they were very or mostly satisfied with the connectivity at the event; a small number (5%) were only somewhat satisfied, while others (10%) reported a level of dissatisfaction. Some respondents (12%) reported that this was not important to them. ✓ Opportunities to Network: The large majority of respondents (92%) reported a level of satisfaction with the opportunities to network. ***General Sessions***[(f)] ✓ Across all rated General Sessions, on average a large majority of respondents (92%) felt the sessions provided them with knowledge, skills and/or strategies that were relevant to their practice, to a great or moderate extent. ✓ The Statewide Program Updates Session was the highest rated (96%) for providing this type of relevance. ✓ Across all rated General Sessions, on average a large majority of respondents (93%) felt the content of the sessions was well aligned to their level of skills and knowledge, to a great or moderate extent.

	✓ The Statewide Program Updates Session was the highest rated (95%) for demonstrating this level of alignment, and a majority of respondents (56%) felt it was provided to a great extent. ***Individual Workshops***(d) ✓ Across all rated workshops, almost all respondents (97%) felt the workshops were at least moderately well organized, and a majority (73%) felt they were well organized to a great extent. ✓ Across all rated workshops, almost all respondents (97%) felt the workshop goals were clear to at least a moderate extent, and a majority (75%) felt the goals were clear to a great extent. ✓ Across all rated workshops, almost all respondents (95%) felt the workshop goals were achieved to at least a moderate extent, and a majority (72%) felt the goals were achieved to a great extent. ✓ Across all rated workshops, almost all respondents (97%) felt the sessions were engaging to at least a moderate extent, and a majority (76%) felt they were engaging to a great extent. ✓ Across all rated workshops, almost all respondents (96%) felt the sessions were aligned to their skills and knowledge to at least a moderate extent, and a majority (70%) felt they were aligned to a great extent. ✓ Across all rated workshops, almost all respondents (95%) felt the sessions provided applicable content knowledge, skills, and strategies to at least a moderate extent, and the majority (69%) felt it was provided to a great extent. ✓ Across all rated workshops, almost all respondents (95%) of respondents felt the sessions provided resources or content they could share to at least a moderate extent, and the majority (70%) felt they provided shareable resources or content to a great extent.

(a) ✓ = positive evidence; ☐ = challenges
(b) Encouraging adequate participation in the evaluation of PD Conferences is a responsibility shared by the Statewide Evaluator and the Resource Centers.
(c) N=134 conference attendees
(d) N=9 Rated Workshops with recorded response rates
(e) A *heterogeneous sample* indicates that the survey population demonstrates a degree of variety/ multiplicity across key characteristics. These characteristics include self-identified role/affiliation, and whether it is a new or previously funded sub-grantee. This heterogeneity, however, is not an indication of the overall representativeness of the survey sample with regards to the total population of conference attendees.
(f) N=3 General Sessions

Activity 1.1-4:

SPRING Regional Professional Development Conference (5/29-5/31/19)

provided by the ***Rest of State Resource Center (Ros RC)***

TABLE 10

Findings for PD Activity 1.1-4: RoS RC Spring Conference (5/29-5/31/19)

Indicator A: Representative Attendance

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[a]
1.1-4A	A substantial majority[b] of programs from the Rest of State Region attend/ send representatives to the conference.	✓ There were a total of 171 participants who signed in as attendees from 61 RoS programs ✓ This represents 57% of grantees from the New York City region and 82% of grantees from the Rest of State region; this equates to 90% of all 140 statewide grantees

(a) ✓ = positive evidence; ☐ = challenges

(b) **Substantial majority** can be defined by Regional Resource Centers based on prior attendance trends and targets, with input from the Statewide Evaluator and approval from NYSED.

TABLE 11
Findings for PD Activity 1.1-4: RoS RC Spring Conference (5/29-5/31/19)
Indicator B: Overall Event Design & Delivery

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[(a)]
1.1-4B*(1)*	**Event Schedule** (a) A single grantee participating in the conference had the opportunity to attend multiple General Sessions and Training Workshops, adequate to meet their expressed needs.[(b)] (b) High-priority trainings were made accessible to attendees; i.e., workshops focused on priority topics were offered during typically high attendance time periods,[(c)] and/or there were multiple offerings of a workshop/ workshops focused on priority topics scheduled at different times during conference.	✓ There were a total of **6 General Sessions** scheduled for participants at times when all had arrived and could attend. ✓ There were a total of **2 PD/ information session periods** scheduled where attendees could select from multiple options; these included the Day 2 Interactive Workshops at 2:45 PM, and the "Hot Topics" Interactive Discussions offered on Day 3 at 10:15 AM. ✓
1.1-4B*(2)*	**Event Design** was relevant and targeted to meet the needs of MOST program attendees. Specifically, the design is (a) differentiated to include multiple tracks for different groups of attendees; and (b) based on participant feedback[(d)] and/or needs assessment data, and NYSED priorities.	✓ Track for Program personnel (Primary) ✓ Track for Local Evaluators: 1 interactive session, 1 social networking session ✓ NYSED general session presentation to introduce new policies and resources, and address specific questions/ critical issues grantees may have ✓ The conference was designed to use the General Sessions to focus attention on two topics critical for ALL grantees: Integrating engaging literacy strategies into programming, and SEL & Trauma-Informed Care training.
1.1-4B*(3)*	**Selection of Workshops/ Breakout Sessions**[(e)] within tracks demonstrated the PD topics were comprehensive, focusing on multiple QSA Elements of Quality	✓ (Element 1) Environment and Climate: Start Doing Social Emotional Learning Now" ✓ (Element 2) Relationships: "Hip-Hop Education and Culturally Responsive Pedagogy," Hot Topic: Services for Homeless Youth, Hot Topic: Participant & Family Engagement ✓ (Element 3) Administration & Organization: Hot Topic: Program Quality ✓ (Element 4) Staffing and Professional Development: "Start Doing Social Emotional Learning Now," "PBL + SEL + 21st Century Skills = Whole Student Success," Hot Topic: Recruiting & Developing Staff ✓ (Element 5) Programming and Activities: "Start Doing Social Emotional Learning Now," "Hip-Hop Education and Culturally Responsive Pedagogy,""Dungeons and Dragon: It's your story…," "PBL + SEL + 21st Century Skills = Whole Student Success," Hot Topic: Program Quality ✓ (Element 6) Linkages to school-day programming: "PBL + SEL + 21st Century Skills = Whole Student Success," Hot Topic: Participant & Family Engagement ✓ (Element 7) Youth Participation and Engagement: "Hip-Hop Education and Culturally Responsive Pedagogy", "Dungeons and Dragon: It's your story…," Hot Topic: Participant & Family Engagement

		✓ (Element 8) Parent/Family/Community Partnerships: "PBL + SEL + 21st Century Skills = Whole Student Success," Hot Topic: Services for Homeless Youth, Hot Topic: Participant & Family Engagement ✓ (Element 9) Program Sustainability & Growth: Hot Topic: Program Quality, Hot Topic: Participant & Family Engagement ✓ (Element 10) Measuring Outcomes and Evaluation: "Evaluators Track Session" ✓ Other topics framed to be timely for grantees: Trauma-Informed Care and SEL
1.1-4B*(4)*	**General Session**(f) themes and messages demonstrated coherence and consistency with NYSED program objectives and policies; lead presenters demonstrated requisite skills and preparedness, and work to engage participants when appropriate.	✓ All General Sessions were delivered as scheduled ✓ Themes and content of the sessions touched upon important issues and common experiences relevant to Year 2 grantees: Strategies for engaging programs to recruit and retain students, Trauma-informed care practices ✓ Sessions were aligned with NYSED program priorities: continuous improvement of quality programming, demonstrating accountability to funders and stakeholders, collecting and reporting high quality data, prizing and developing relationships. ✓ Lead presenters often demonstrated skill and preparedness: strong audible voices; created climate of respect; cultural competence ✓ Lead presenters often used effective engagement strategies for the large group: dynamic movement, music, audience prompts, open Q & A, use of humor and conversational voice to invite personal connection with participants

(a) ✓ = positive evidence; ☐ = challenges

(b) The adequacy of this number can be defined in terms of providing enough opportunities to meet the needs expressed by participants historically, and in recent needs assessment studies conducted by the Resource Centers and the Statewide Evaluator.

(c) According to reports from the Resource Centers, and supported by observations at the Year 1 events, attendance levels at the 3-day conferences is typically higher on Days 1 and 2, than Day 3; at the single, all-day conference, attendance is typically higher in the morning and early afternoon, than late afternoon.

(d) Participant feedback can include data provided from previous conference surveys.

(e) **Workshops / Breakout Sessions** are sessions intended for SOME conference attendees – i.e., they are scheduled at the same time as other events – and they are designed to focus on more specific subjects relevant to sub-groups of attendees.

(f) **General Sessions** are sessions intended for ALL conference attendees – i.e., they are the only ones scheduled during a given time slot – and they are designed to cover broad, universal themes relevant to the group at large.

TABLE 12
Findings for PD Activity 1.1-4: RoS RC Spring Conference (5/29-5/31/19)
Indicator D: Evaluation Participation & Attendee Satisfaction

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[(a)]
1.1-4D*(1)*	**Evaluation Participation.**[(b)] *Overall survey response rate* compared to total number of conference attendees[(c)] is more than 50%; *Average survey response rate* for workshop sessions where attendance was recorded[(d)] is more than 50%; Survey participants constitute a *heterogonous sample* of conference attendees[(e)]	✓ The overall response rate from conference attendees was 60% ✓ The response rate of participants who attended the Evaluator's Track Session was 86% ☐ The average workshop response rate could not be calculated for this conference because sign-in sheets were not fully completed for three of the four full 90-minute workshops. *Characteristics of surveyed attendees.* ✓ Role/Affiliation: 45% Program Directors/Managers; 23% Site Coordinators; 18% Program Evaluators; 13% Other (typically Program Staff); 2% Program Financial Officers ✓ New/Prior to Round 7: 38% new sub-grantees; 62% sub-grantees who received prior funding
1.1-4D*(2)*	**Attendee Satisfaction.** Participants reported satisfaction with the quality and utility of the professional learning experiences	***Overall Conference Characteristics*** ✓ Registration Process: The majority of respondents (84%) reported they were very or mostly satisfied with the registration process; 67% reporting they were very satisfied. ✓ Physical Space: The majority of respondents (77%) reported they were very or mostly satisfied with the physical space. ✓ Clarity of Conference Agenda: The majority of respondents (77%) reported they were very or mostly satisfied with the clarity of the conference agenda. ✓ Options of Workshop Topics: A majority of respondents (56%) reported they were very or mostly satisfied with the options of workshop topics; some (26%) were only somewhat satisfied, and others (18%) reported a level of dissatisfaction. ✓ Connectivity (WiFi, cellular): A slight majority of respondents (54%) reported they were very or mostly satisfied with the connectivity at the event; some (15%) were only somewhat satisfied, while a quarter of respondents (25%) reported a level of dissatisfaction. A small number of respondents (6%) reported that this was not important to them. ✓ Opportunities to Network: The majority of respondents (76%) reported a level of satisfaction with the opportunities to network. ***General Sessions***[(f)] ✓ Across all rated General Sessions, on average a majority of respondents (82%) felt the sessions provided them with knowledge, skills and/or strategies that were relevant to their practice, to a great or moderate extent. ✓ The Trauma Informed Care Session was the highest rated (94%) for providing this type of relevance, and a majority of respondents (66%) felt it was provided to a great extent. ✓ Across all rated General Sessions, on average a majority of respondents (82%) felt the content of the sessions was well aligned to their level of skills and knowledge, to a great or moderate extent. ✓ The Trauma Informed Care Session was the highest rated (98%) for demonstrating this level of alignment, and a majority of

respondents (71%) felt it was provided to a great extent.

Individual Workshops(d)

- ✓ Across all rated workshops, a large majority of respondents (94%) felt the workshops were at least moderately well organized, and a majority of those (67%) felt they were well organized to a great extent.
- ✓ Across all rated workshops, a large majority of respondents (93%) felt the workshop goals were clear to at least a moderate extent, and a majority of those (66%) felt the goals were clear to a great extent.
- ✓ Across all rated workshops, a large majority of respondents (91%) felt the workshop goals were achieved to at least a moderate extent, and a majority of those (68%) felt the goals were achieved to a great extent.
- ✓ Across all rated workshops, a large majority of respondents (95%) felt the sessions were engaging to at least a moderate extent, and a majority of those (74%) felt they were engaging to a great extent.
- ✓ Across all rated workshops, a majority of respondents (86%) felt the sessions were aligned to their skills and knowledge to at least a moderate extent, and a majority of those (71%) felt they were aligned to a great extent.
- ✓ Across all rated workshops, a majority of respondents (87%) felt the sessions provided applicable content knowledge, skills, and strategies to at least a moderate extent, and the majority of those (66%) felt it was provided to a great extent.
- ✓ Across all rated workshops, a majority of respondents (87%) of respondents felt the sessions provided resources or content they could share to at least a moderate extent, and the majority of those (64%) felt they provided shareable resources or content to a great extent.

(a) ✓ = positive evidence; ☐ = challenges
(b) Encouraging adequate participation in the evaluation of PD Conferences is a responsibility shared by the Statewide Evaluator and the Resource Centers.
(c) N=171 conference attendees.
(d) N=1 Workshop with a recorded response rate; N=5 Workshops rated by respondents
(e) A *heterogeneous sample* indicates that the survey population demonstrates a degree of variety/ multiplicity across key characteristics. These characteristics include self-identified role/affiliation, and whether it is a new or previously funded sub-grantee. This heterogeneity, however, is not an indication of the overall representativeness of the survey sample with regards to the total population of conference attendees.
(f) N=9 General Sessions

TABLE 13
Aggregated Findings for PD Activities 1.1-1 – 1.1-4: All Four Y2 Regional PD Conferences
Indicator C: SAMPLED Individual Workshop Observations (N=10) – Content Design & Delivery

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[(a)]
1.1-1C*(1)*	Examining the sample of Workshops, overall, **Training Objectives** are achieved to a great extent. **This is a strong indication of coherence and effective presentation design*	✓ On average across the sample, the majority of training objectives stated by the facilitators were achieved to a great or moderate extent, as documented by the observers.
1.1-1C*(2)*	Examining the sample of Workshops, overall, there is strong evidence supporting the effectiveness of the **Content Design & Structure**	✓ On average across the sample, there was strong or moderate evidence the training content was well-organized and sequenced appropriately (sub-indicator V.B) ✓ On average across the sample, there was strong or moderate evidence that appropriate resources were provided to support the learning (sub-indicator V.F) ✓ On average across the sample, there was moderate evidence the training content was designed, in part, to enable program leaders to replicate/ turnkey train program staff (sub-indicator V.G) ✓ One workshop offering, "Spread the Word: Tips & Strategies for Site Monitoring Visits," featured a rich, interactive discussion about best practices for programs to implement in order to operate at a level that complies with policies and quality standards. It was observed to be (1) well delivered by the two skilled facilitators and the panel of four, seasoned 21CCLC administrators/ practitioners; and (2) covering content that was highly relevant for program personnel in a practical, utilization-focused applications.
1.1-1C*(3a)*	Across all sampled workshops, there is strong evidence supporting the effectiveness of the **Content Delivery** in terms of *presenter's skills*	✓ Across ALL the observed workshops, there was strong evidence that the presenter's voice was clear and audible (sub-indicator VI.A). ✓ On average across the sample, there was strong or moderate evidence that the presenter reinforced a climate of respect among participants (sub-indicator VI.B). ✓ On average across the sample, there was strong or moderate evidence that the presenter demonstrated awareness of time limits and paced the training accordingly (sub-indicator VI.D). ✓ On average across the sample, there was strong or moderate evidence that the presenter demonstrated deep knowledge and command of the material (sub-indicator VI.E). ✓ On average across the sample, there was strong or moderate evidence that the presenter demonstrated cultural competence (sub-indicator VI.F). ✓ On average across the sample, there was strong or moderate evidence that the presenter used relevant and high quality presentation materials (sub-indicator VI.G).
1.1-1C*(3b)*	Across all sampled workshops, there is strong evidence supporting the effectiveness of the **Content Delivery** in terms of *participant*	✓ On average across the sample, there was at least moderate evidence that the presenter frequently asked questions to engage the audience and to check for understanding (sub-indicator VI.I). ✓ On average across the sample, there was at least moderate evidence that the presenter encouraged trainees

engagement	to ask questions (sub-indicator VI.K). ✓ On average across the sample, there was strong or moderate evidence that the presenter provided clear answers to trainees' questions (sub-indicator VI.L). ✓ On average across the sample, there was at least moderate evidence that multiple opportunities were provided for participants to share experiences and insights (sub-indicator VI.M). ☐ On average across the sample, there was more limited evidence that there were opportunities for participants to practice practical skills and receive feedback (sub-indicator VI.N).

(a) ✓ = positive evidence; ☐ = challenges

Appendix VIII: Exploratory Site Visit Interview Protocols

NYS 21st CCLC Statewide Evaluation
Program Director or Site Coordinator Interview Protocol – Spring 2019

As part of our role as 21st CCLC Statewide Evaluator, Measurement Incorporated is conducting a series of mini-case studies of local grantees. We are focusing on districts and agencies that have achieved some success in implementing previous 21st Century programs, and that are demographically representative of the Round 7 grantees.

These visits will help us gain insight into the successes and challenges experienced by 21st CCLC programs so that we may apply these insights towards continuing improvement of State policies and procedures. We appreciate your taking the time to meet with us today.

[Request permission to record the interview]

I. Student identification, recruitment & Enrollment

Recruitment Strategies

(A) How does the program recruit students? (communications, outreach, criteria, prioritizing)

Identification

(B) Who do you focus your recruitment efforts on? I.e., How do you identify students who can benefit most from the services that the program focuses on, AND/OR develop program activities that meet participant needs?

(C) How do you balance focusing on enrolling students who need support with meeting enrollment targets? (Is the program serving the students most in need of services? How are these needs identified? Does recruitment of students take into account student performance during the school day, or placements in support services such as special education, RTI, counseling, etc.?)

Enrollment

(D) Did you meet enrollment targets in Year 1? *[Interviewer should check MI's records for meeting target in Y1]* If not, what were the primary obstacles to meeting those targets, and how have you adjusted your recruitment/enrollment strategies in Year 2? Which of those strategies have been most effective? Less effective? Is there a tradeoff between meeting targets and reaching students in need? Are you on track for meeting your targets this year?

Sample Strategies: creative scheduling, focus on attendance, shorter program cycles (for HSs), program modifications, monitoring attendance continually (for individual students), better identification and referrals from teachers/staff, etc.

II. Attendance & Retention (Particiaption/Program Dosage)

Attendance

(A) Have you encountered any challenges with <u>attendance</u> (i.e., regular daily/weekly attendance and participation of enrolled students)? How have you worked to address those challenges?

(B) To what extent do you focus on maximizing hours of attendance beyond what is needed to meet the target? How do you do this, in practical terms? Do you focus on activity-specific attendance/hours in alignment with individual students needs?

Retention

(C) Have you encountered any challenges with <u>retention</u> (i.e., students dropping out of the program)? How have you worked to address those challenges?

Engagement Strategies (linked to improved attendance and retention)

(D) What *programming* strategies have been most effective in meeting your target numbers? What has been less effective?

(E) How does programming match students' needs with appropriate services, and with their interests? How do you accomplish this? (Probe: examples of enrichment strategies that go beyond what is normally encountered during the school day)

(F) To what extent do you involve students in planning and taking ownership of programming? Does the program provide students with choices about which activities they participate in?

- [If yes]: How does the program encourage students to sign up for activities that best meet their needs? Is there a trade-off between addressing students' needs and ensuring their engagement? How do you balance meeting students' needs with ensuring theirengagement, retention, and regular program attendance?
- [Ifthere are any activities that students are assigned to]: How do you select which students will attend each activity? Do you think there is value to finding ways to involve students in programming? What are the obstacles to doing so?

(G) To what extent are parents engaged in student recruitment and activity placement? (Successes, challenges)

(H) Do you engage parents in planning activities that meet student needs and motivate them to attend? (Successes, challenges, methods of engagement) Do parents have input on aligning activities to student needs related to the regular academic program?

III. Academic Linkages to School Day

Collaboration

(A) How much communication/collaboration occurs between program staff and school day teachers and administrators? What forms does this take? (e.g., is there a system in place, is it ad hoc, etc.).

Probes: Is there an educational liaison? To what extent are you satisfied with the level of collaboration and coordination between school day and after school staff? How do you think it could be improved or enhanced?

Program Alignment

(B) What (other) strategies are used to align programming with the regular academic program and with student needs? To what extent do you provide academic content in subjects where students may need extra support?

(C) Do activities have lesson plans or learning objectives? (Probe: may be only true for some activities) How does the program ensure that lesson plans and learning objectives relate to student needs? Are project staff aware of the learning objectives?

(D) How do you ensure that activities are appropriate for targeted grade level(s) and aligned with the grades' curricula (with differentiation, where applicable)?

(E) How do you ensure alignment with state and local learning standards?

(F) How do you ensure alignment with college and career readiness standards?

IV. Administrative Coordination

(A) How much staff turnover has there been in your program? What challenges has that presented, and how have you dealt with them?

(B) Do you have an employee handbook that communicates and clarifies internal policies and procedures? [as appropriate]: Has this helped with orienting/onboarding new staff?

(C) To what extent do you feel the school and community partners support the 21st CCLC students and families? Where are there places for improvement or better use of resources?

(D) How does the program communicate with students, families, and staff about policies and procedures for gathering and sharing data? [e.g., student survey results, student outcomes, etc.] Have you encountered issues with doing this? What have been the benefits from doing so?

NYS 21st CCLC Statewide Evaluation
Local Program Evaluator Interview Protocol – Spring 2019

As part of our role as the 21st CCLC Statewide Evaluator, Measurement Incorporated is conducting a series of mini-case studies of local grantees. We are focusing on districts and agencies that have achieved some success in implementing previous 21st Century programs, and that are demographically representative of the Round 7 grantees.

We are speaking with the program director and local evaluator at each program to obtain a broader perspective on successes and challenges. We understand that, depending on the focus of your evaluation, you may not be able to speak to everything I will ask about during this interview, so just let me know if that is the case.

These visits will help us gain insight into the successes and challenges experienced by 21st CCLC programs so that we may apply these insights towards continuing improvement of State policies and procedures. Your individual comments will remain confidential and will not be provided to NYSED or the Resource Center for monitoring or for any other purpose. We appreciate your taking the time to meet with us today.

[Request permission to record the interview]

According to your observations of the program…

I. Student Identification Enrollment

Identification

(A) How successful has the program been in identifying students who can benefit most from the services that the program focuses on, AND/OR developing program activities that meet participant needs? (challenges, successes. Effectiveness in identifying needs, including those related to the regular academic program.)

Enrollment

(B) Did the program meet enrollment targets in Year 1? *[Interviewer should check the program's results for meeting target in Y1]* Is it on track for meeting its target this year? Is there a tradeoff between meeting targets and reaching students in need? How have such challenges been addressed?

II. Attendance & Retention (Particiaption/Program Dosage)

Attendance

(A) Has this program encountered any challenges with attendance (i.e., regular daily/weekly attendance and participation of enrolled students)? How has the program worked to address those challenges?

(B) To what extent does this program focus on maximizing hours of attendance (beyond what is needed for the target)? Does the program focus on activity-specific attendance/hours in alignment with individual students' needs? Which strategies have been most effective? Less effective?

Retention

(C) Has the program encountered any challenges with retention (i.e., students dropping out of the program)? How has the program worked to address those challenges?

Engagement Strategies (linked to improved attendance and retention)

(D) In what ways has the program been most successful in balancing students' needs with ensuring their engagement? What challenges have been encountered and how were they managed?

(E) How effectively does the program provide a positive environment for learning? (Probe: staff-student respect, clear expectations, inclusion, social-emotional supports)

(F) How effectively does the program engage student participants in planning activities? (Successes, challenges)

(G) How effectively does the program engage parents in student recruitment, activity planning and activity placement?

III. Academic Linkages to School Day

Collaboration

(A) How much communication/collaboration occurs between program staff and school day teachers and administrators? What forms does this take? (e.g., is there a system in place, is it ad hoc; is there an educational liaison?)

Program Alignment

(B) What (other) strategies does the program intentionally use to align programming with the regular academic program and with student needs? To what extent does the program provide academic content in subjects where students may need extra support?

(C) Do activities have lesson plans or learning objectives? (<u>Probe</u>: may be only true for some activities) How successful has the program been in ensuring that lesson plans and learning objectives relate to student needs? Are project staff aware of the learning objectives?

(D) How successful has the program been in ensuring that activities are appropriate for targeted grade level(s) and aligned with the grades' curricula (with differentiation, where applicable)?

(E) How successful has has the program been in ensuring alignment with state and local learning standards?

(F) How successful has the program been in ensuring alignment with college and career readiness standards?

Outcome Assessment

(G) To what extent are students' individual academic needs considered in assessing 21C outcomes? How are students' individual program activity participation considered in assessing 21C outcomes?

IV. Administrative Coordination

(A) How much staff turnover has there been in the program? What challenges has that presented, and how has the program dealt with them?

(B) Does the program have an employee handbook? If so, how effectively does it communicate and clarify internal policies and procedures?

(C) To what extent have you observed the school and community partners supporting the 21^{st} CCLC program and particpants? Are there places for improvement or better use of resources?

(D) How does the program communicate with students, families, and staff about policies and procedures for gathering and sharing data? [e.g., student survey results, student outcomes, etc.]

Appendix IX: Exploratory Site Visit Observation Protocol

NYS 21st CCLC Evaluation
Local Site Visit Observation Instrument – Spring 2019

Date: ___________________ Observer: _____________________________________

School District or Community-Based Organization (CBO): _________________________

21st CCLC program site visited: ____

Number of students enrolled at the observed site: _________

Number of staff and volunteers present during the site visit:

- ❑ Site coordinator
- ______ School instructional staff
- ______ School aides and/or assistants
- ______ CBO staff
- ______ Other staff (specify):
- ______ Parent volunteers
- ______ Other volunteers (specify):

Weekly Schedule (please attach if available):

Activity	**Hours**						
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
#1							
#2							
#3							
#4							

2) ACADEMIC ACTIVITIES [Also complete Sections 4-6]

Observed educational enrichment activity (refer to above weekly schedule): ______________________________

# of students present at observed session:	Grade(s)/age range of participants:	# of adult staff present:
Girls: _____ Boys: _____	_________	_________

Major content focus (check all that apply):

- ❑ Mathematics
- ❑ ELA
- ❑ science/scientific inquiry
- ❑ social studies
- ❑ computers/technology
- ❑ Reading
- ❑ Other (specify): ________________________
- ❑ Writing
- ❑ Spelling
- ❑ speaking/listening

Provide a brief description of the observed educational enrichment session:

Rate the quality of each aspect of this educational enrichment activity using the following 5-point scale and provide brief comments explaining the rating:

NA= Not Applicable 1= Poor 2= Fair 3= Adequate 4= Good 5= Excellent

Academic activities…	***Rating***	***Comments***
a. Support clearly established learning objectives.		
b. Utlize a lesson plan that defines how activities relate to those objectives.		
c. Utlize a lesson plan that defines how learning objectives relate to school-day academics.		
d. Encourage participation from all students.		
e. Are developmentally appropriate.		
f. Are appropriate/differentiated to participants' knowledge and skills and address their challenges		
g. Are differentiated to include students of different abilities, interests and/or learning styles		
h. Promote collaborative work among students.		
i. Encourage student input and leadership.		
The work space is conducive to the activity and age group		
Materials are in adequate supply		

3) ENRICHMENT AND DEVELOPMENT ACTIVITIES [Also complete Sections 5 & 6]

Observed enrichment activity (refer to above weekly schedule): ____________________________

# of students present at observed session: Girls: _____ Boys: _____

Grade(s)/age range of participants: ________

# of adult staff present: ________

Major activity focus (check all that apply):

- ❑ Visual arts & Crafts
- ❑ Music
- ❑ Dance
- ❑ Theater/Film
- ❑ Organized sports
- ❑ SEL development
- ❑ Service learning
- ❑ Nutrition and health
- ❑ Drug/violence prevention
- ❑ Counseling
- ❑ Free Play/Recreation
- ❑ Other (specify): ________________________

Provide a brief description of the observed enrichment session:

Rate the quality of each aspect of this enrichment activity using the following 5-point scale and provide brief comments explaining the rating:

NA= Not Applicable 1= Poor 2= Fair 3= Adequate 4= Good 5= Excellent

Enrichment activities…	***Rating***	***Comments***
a. Encourage participation from all students.		
b. Are developmentally appropriate.		
d. Are differentiated to include students of different abilities or interests		
e. Promote collaboration among students.		
f. Encourage student input and leadership.		
g. Include opportunities for student choice.		

Rating	4) ACADEMIC INSTRUCTIONAL STRATEGIES. Staff…: 1= Poor 2= Fair 3= Adequate 4= Good 5= Excellent
	a. Communicate goals, purpose, expectations. Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish.
	b. Verbally recognize youth's efforts and accomplishments. Staff acknowledge participation and progress in order to encourage youth.
	c. Assist youth without taking control. Staff may coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. Staff refrain from taking over a task or doing something on behalf of the youth. This assistance goes beyond checking that work is completed.
	d. Ask youth to expand upon their answers and ideas. Staff encourage youth to explain their answers, evidence, or conclusions. They may ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond staff-elicited Q&A.
	e. Challenge youth to move beyond their current level of competency. Staff give constructive feedback that is meant to help youth to gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.
Comments:	

Rating	**5) ESTABLISHING A POSITIVE CULTURE. Staff…:** **1= Poor 2= Fair 3= Adequate 4= Good 5= Excellent**
	a. Use positive behavior management techniques. Staff set consistent limits and communicate clear expectations for behavioral standards, and these are appropriate to the age of the youth and the activity type. When disciplining youth, they do so in a firm manner, without unnecessary accusations, threats, or anger.
	b. Are equitable and inclusive. Students are provided equal opportunity to participate in an activity and are rewarded/disciplined similarly for like actions. Staff encourage the participation of all youth, regardless of gender, race, language ability, or other evident differences among students. They try to engage students who appear isolated; they do not appear to favor a particular student or small cluster of students.
	c. Show positive affect toward youth. Staff interact with youth, and these interactions are generally friendly. For example, their tone is caring, and/or they use positive language, smile, laugh, or share good-natured jokes.
	d. Attentively listen to and/or observe youth. Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting. They pay attention to youth as they complete a task and appear interested in what they are saying/doing.
	e. Encourage youth to share their ideas, opinions and concerns. Staff actively elicit youth ideas, opinions and concerns through discussion and/or writing. This item goes beyond basic Q&A.
	f. Engage personally with youth. Staff show interest in youth as individuals, ask about youth's interests, and engage about events in their lives.
	g. Guide positive peer interactions. Staff intentionally encourage positive interactions and/or directly teach interpersonal skills. They teach these skills through planned activity content or through intervening constructively and calmly to address bullying or teasing behavior, redirecting youth and/or explaining or discussing why negative behavior is unacceptable. This item does not refer to behavior management, as described above
Comments:	

Rating	**6) YOUTH ATTITUDES. Participants…**: **1= Poor 2= Fair 3= Adequate 4= Good 5= Excellent**
	a. Are friendly and relaxed with one another. Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.
	b. Respect and listen to one another. Youth refrain from causing disruptions that interfere with others accomplishing tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about the individual person and the work s/he is doing; if disagreements occur, they are handled constructively.
	c. Show positive affect to staff. Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.
	d. Assist one another. One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. [If program culture discourages collaboration (e.g. to promote independence), rate as "NA" and explain in the comments.]
	e. Are collaborative. Youth work together/share materials to accomplish tasks (rather than one student assisting/mentoring/tutoring another). This item can include working together on assigned teams, if youth are working together to get a better result.
	f. Are on-task. Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry-on an individual or group task.
	g. Contribute opinions, ideas and/or concerns to discussions. Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A.
	h. Take leadership responsibility/roles. Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.
Comments:	

Appendix X: Year 2 Annual Evaluation Report Template

Year 2 (2018-2019) 21CCLC Annual Evaluation Report

Purpose of this Document

This Year 2 Annual Evaluation Report (AER) Template and Guide for evaluators of local 21st CCLC programs was developed at the request of the **State Program Coordinator.**

It is recognized, as stated in the Evaluation Manual, that "Evaluation first and foremost should be useful to the program managers at all levels of the system…" and that "The Annual Report's primary function is to present findings on the degree to which…objectives were met." The Evaluation Manual further specifies that the AER should report on the study methodology, findings, and recommendations and conclusions.

While these represent the report's "primary" functions, they do not reflect its only purpose. The AER also serves – along with other data sources – to inform NYSED Project Managers, Resource Center support specialists, and the Statewide Evaluator about program performance and accomplishments, which help guide the monitoring review and technical assistance processes. Indeed, many of the components of this report are directly aligned with NYSED policies and program expectations that are the focus of the monitoring visits that all programs receive. These alignments are highlighted throughout this template with references to **required indicators and evidence** in the revised Site Monitoring Visit Report ("SMV Report").[1] Because NYSED and the Resource Centers review a program's AERs before each visit, information provided in this report that aligns with those indicators can be used to fulfill the documentation requirements of these visits.

Additional purposes of this report include helping to inform NYSED and the State Evaluator about trends across sub-grantees, which help to guide NYSED's policy decisions, as well as its mandated reporting to the U.S. Department of Education. In short, the AER supports program improvement at both the state and local levels, and contributes to evidence that the federal government needs to make funding decisions.

[1] Retrieved from http://www.p12.nysed.gov/sss/documents/21C%20Onsite%20Monitoring%20Report%202017-19.doc.

For all of these reasons, the information requested herein should be of interest to all stakeholders, and is consistent with that required by the **Evaluation Manual** [1] per the **Request for Proposals** for local program funding,[2] as well as **State monitoring guidelines**.[3]

The purpose of this report guide and template is to clearly identify, and to organize within a consistent structure, the information that is necessary for each of the above stakeholders. The template has been designed with the varying needs of these different stakeholders in mind. It is designed to strike a compromise between the brevity and accessibility that program managers require, and the depth of detail that state and federal stakeholders require. Summaries or graphics that would be useful to program staff can always be included within or appended at the end of each section.

Please contact the State Evaluation Team at Measurement Incorporated with any questions. Thank you for your cooperation.

New York State 21st CCLC State Evaluation Team

Jonathan Tunik, Project Director
Lily Corrigan, Project Associate
Nora Phelan, Project Assistant
Dr. Nina Gottlieb, Senior Research Consultant
21CEval@measinc.com | 1-800-330-1420 x203

[1] "New York State's 21st Century Community Learning Centers Evaluation Manual." Retrieved from: http://www.p12.nysed.gov/sss/21stCCLC/NYSEvaluationManual.pdf
[2] Retrieved from http://www.p12.nysed.gov/funding/2017-2022-21st-cclc/2017-2022-21st-cclc-grant-application.pdf.
[3] As outlined in New York State's revised 21st CCLC "Site Visit Monitoring Report," cited above.

Table of Contents

I. Project Information

Program Name	
Project Number	0187-19- __ __ __ __
Name of Lead Agency	
Name of Program Director	
Name(s) of Participating Site(s) and grade level(s) served at each site	Site 1: ______________________________ Grade(s) Served: ____________________ Site 2: ______________________________ Grade(s) Served: ____________________ Site 3: ______________________________ Grade(s) Served: ____________________ Site 4: ______________________________ Grade(s) Served: ____________________ Site 5: ______________________________ Grade(s) Served: ____________________ Site 6: ______________________________ Grade(s) Served: ____________________ Site 7: ______________________________ Grade(s) Served: ____________________ Site 8: ______________________________ Grade(s) Served: ____________________ Site 9: ______________________________ Grade(s) Served: ____________________ Site 10: _____________________________ Grade(s) Served: ____________________
Evaluator Name and Company	
Evaluator Phone and Email	

II. Evaluation Plan & Year 2 Results

- Use the tables below to identify your program objectives, performance indicators (PIs) of success, evaluation and measurement plan, and results of your evaluation data collection and analysis for Year 2.
- Add rows, and copy and paste the sections provided below, as many times as needed in order to accommodate all of your program's objectives and PIs.
- <u>**Note**</u>: This table is derived from the Template of Goals & Objectives submitted with the grant. If the activities and measurability of the PIs indicate a strong adherence to this original plan, then this completed table may be used by grantees as evidence to support compliance with SMV Indicator E-3(a): "Adherence to the Program's Grant Proposal: Programming aligns with the ***Template for Goals and Objectives*** as it appears in proposal and/or *NYSED-approved* program modifications".
- If you have an existing table that includes some of the information below, you may copy and paste it at the end of this section or attach as an appendix. *You must then reference the appended table(s)* by writing "See Appendix X" or "See table below" in the appropriate columns, and *completing all additional columns* that require information not included in your original table(s).

Objective 1: 21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

Sub-Objective 1.1: Core educational services. 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.								
Program Objective 1.1-1 (specify):								
Performance Indicator(s) (PI) of success	**Target Population(s)**[1]	**PI Meets SMART Criteria?**[2] **(Y/N)**	**Activity(ies) to support this program objective**[3]	**PI Measures** data collection instruments & methods[4] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate**[5] (if applicable):	**Was this PI Met? (Yes, No, Partial**[6]**, Data Pending, Not Measured)**	**EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial**, indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. **If not measured,** explain why not.
						# in Pop: ___ # w data: ___		
						# in Pop: ___ # w data: ___		

[1] Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.
[2] "SMART" = **Specific:** targets a specific area of improvement; **Measurable:** has a defined target that can be assessed (can include qualitative assessment); **Achievable:** realistic given baseline conditions and available resources [note this may be difficult for State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].
[3] List activity titles, or attach a list (in any format) as an appendix, and reference here.
[4] E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.
[5] **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.
[6] A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.

Sub-Objective 1.2: **Enrichment and support activities.** 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.								
Program Objective 1.2-1 (specify):								
Performance Indicator(s) (PI) of success	**Target Population(s)**[1]	**PI Meets SMART Criteria?**[2] **(Y/N)**	**Activity(ies) to support this program objective**[3]	**PI Measures** data collection instruments & methods[4] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate**[5] (if applicable):	**Was this PI Met? (Yes, No, Partial**[6]**, Data Pending, Not Measured)**	**EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. **If not measured,** explain why not.
						# in Pop: ___ # w data: ___		
						# in Pop: ___ # w data: ___		

Sub-Objective 1.3: Community Involvement. 100% of Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.[7]								
Program Objective 1.3-1 (specify):								
Performance Indicator(s) (PI) of success	**Target Population(s)**[1]	**PI Meets SMART Criteria?**[2] **(Y/N)**	**Activity(ies) to support this program objective**[3]	**PI Measures** data collection instruments & methods[4] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate**[5] (if applicable):	**Was this PI Met? (Yes, No, Partial**[6]**, Data Pending, Not Measured)**	**EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. **If not measured,** explain why not.
						# in Pop: ___ # w data: ___		
						# in Pop: ___ # w data: ___		

[1] Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.
[2] "SMART" = **Specific:** targets a specific area of improvement; **Measurable:** has a defined target that can be assessed (can include qualitative assessment); **Achievable:** realistic given baseline conditions and available resources [note this may be difficult for State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].
[3] List activity titles, or attach a list (in any format) as an appendix, and reference here.
[4] E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.
[5] **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.
[6] A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.
[7] Note that this table might serve as a supplemental source of evidence documenting activities to engage and communicate with families, helping support grantees' compliance with Indicators in SMV Section G, particularly G-3, G-5, G-6, and G-7.

Sub-Objective 1.4: Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children.[1]								
Program Objective 1.4-1 (specify):								
Performance Indicator(s) (PI) of success	**Target Population(s)[2]**	**PI Meets SMART Criteria?[3] (Y/N)**	**Activity(ies) to support this program objective[4]**	**PI Measures** data collection instruments & methods[5] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate[6]** (if applicable):	**Was this PI Met? (Yes, No, Partial[7], Data Pending, Not Measured)**	**EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. **If not measured,** explain why not.
						# in Pop: ___ # w data: ___		
						# in Pop: ___ # w data: ___		

Sub-Objective 1.5: Extended hours. More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and on holidays.								
Program Objective 1.5-1 (specify):								
Performance Indicator(s) (PI) of success	**Target Population(s)[2]**	**PI Meets SMART Criteria?[3] (Y/N)**	**Activity(ies) to support this program objective[4]**	**PI Measures** data collection instruments & methods[5] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate[6]** (if applicable):	**Was this PI Met? (Yes, No, Partial[7], Data Pending, Not Measured)**	**EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. **If not measured,** explain why not.
						# in Pop: ___ # w data: ___		
						# in Pop: ___ # w data: ___		

[1] Note that this table might serve as a supplemental source of evidence documenting "Adult Learning Opportunities" helping to support grantees' compliance with SMV Indicator G-8(d).
[2] Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.
[3] "SMART" = **Specific:** targets a specific area of improvement; **Measurable:** has a defined target that can be assessed (can include qualitative assessment); **Achievable:** realistic given baseline conditions and available resources [note this may be difficult for State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].
[4] List activity titles, or attach a list (in any format) as an appendix, and reference here.
[5] E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.
[6] **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.
[7] A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.

Objective 2: Participants of 21st CCLC Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Sub-Objective 2.1: Achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.

Program Objective 2.1-1 (specify):

Performance Indicator(s) (PI) of success	**Target Population(s)**[1]	**PI Meets SMART Criteria?**[2] **(Y/N)**	**Activity(ies) to support this program objective**[3]	**PI Measures** data collection instruments & methods[4] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate**[5] (if applicable):	**Was this PI Met? (Yes, No, Partial,**[6] **Data Pending, Not Measured)**	**EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. **If not measured,** explain why not.
						# in Pop: ___ # w data: ___		
						# in Pop: ___ # w data: ___		

Sub-Objective 2.2: Behavior. Regular attendees in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

Program Objective 2.2-1 (specify):

Performance Indicator(s) (PI) of success	**Target Population(s)**[1]	**PI Meets SMART Criteria?**[2] **(Y/N)**	**Activity(ies) to support this program objective**[3]	**PI Measures** data collection instruments & methods[4] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate**[5] (if applicable):	**Was this PI Met? (Yes, No, Partial**[6]**, Data Pending, Not Measured)**	**EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. **If not measured,** explain why not.
						# in Pop: ___ # w data: ___		
						# in Pop: ___ # w data: ___		

1 Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.
2 "SMART" = **Specific:** targets a specific area of improvement; **Measurable:** has a defined target that can be assessed (can include qualitative assessment); **Achievable:** realistic given baseline conditions and available resources [note this may be difficult for State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].
3 List activity titles, or attach a list (in any format) as an appendix, and reference here.
4 E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.
5 **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.
6 A designation of “Partial” can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.

(Optional): Additional comments on evaluation plan and Year 2 PI results. Include a discussion of any particular strengths or limitations of above assessments, and describe any efforts to minimize limitations

III. Observation Results

In this section you are asked to provide data and findings from each of the two required annual evaluator visits per site, as specified in the Evaluation Manual. The specified purposes of these visits include:

First visit: to observe program implementation fidelity
Second visit: to conduct point of service quality reviews.

- First visit: Append observation protocol results.[1] Alternatively, you can paste on this page any summaries of findings on **fidelity to program design** from the first required visit.

Please specify approximate date(s) of *first* round of Year 2 observations (MM/YY): ____

Results:

[1] Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), "evidence of two site visits per site."

- Second visit: Append observation protocol results,[1] or paste on this page, any summaries of findings on **point of service quality review observations** from the second observation conducted as part of the program evaluation.

Please specify approximate date(s) of *second* round of Year 2 observations (MM/YY): ___________________________________

- Observation protocol used for point of service observations:[2]
  - ❒ Out of School Time (OST) Protocol
  - ❒ Modified Out of School Time (OST) Protocol
  - ❒ Other observation protocol (attach sample in Appendix, or if published, indicate name): _____________________________________

Results:

[1] Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), "evidence of two site visits per site."

[2] Note: As specified in SMV Indicator D-3, grantees are also required to conduct program activity implementation reviews, using a form consistent with the research-based OST observation instrument. Evidence of the activities specified in Indicator D-3 [see D-3(a) and (b)] can be strengthened if the evaluator and grantee collaborate on learning from the findings of these similar point-of-service observations and grantee quality reviews.

IV. Logic Model (LM)

- This should represent the most up-to-date version, highlighting any modifications since the program began[1]. A simplified example of a program logic model template is provided below. For a more in depth description of the components included in a logic model, refer to the Evaluation Manual, Appendix 4: *The Logic Model Process Deconstructed* (p.8).
- The Logic Model should do more than simply list inputs, activities, outputs, etc.; it should depict how these components relate to each other (*e.g.,* which activities are supported by each particular input; which outcomes are expected to result from a particular activity; etc.).
- Short-term and long-term outcomes should align with described project goals.

Inputs	Activities (reference Section I)	Outputs	Short-term Outcomes	Long Term Outcomes/ Impacts
• *Resources* • *Staff* • *Facilities* • *Equipment* • *Funds*	• *Services for students* • *Services for family/ community members*	• *Number of students who received services* • *Number of family members who received services* • *Hours of activity provided*	• *Participating students increased targeted skills, knowledge, behavior, attitudes* • *Family members increased targeted skills, knowledge, attitudes*	• *Participating students:* *increased school attendance* *improved GPA/ exam scores* *decreased behavior incident reports*

COPY AND PASTE YOUR LOGIC MODEL HERE, using the above template as a guide.

- Use the space below to summarize any aspects of the LM that have changed since the prior program year,[2] or are still under development, and if so, why.

Comments:

[1] Note: the up-to-date/annually reviewed logic model is a piece of required documentation that all programs must be prepared to present in order to achieve full compliance for SMV Indicator H-2. (See SMV Indicator H-2(b).)

[2] Note that annual reviews of the logic model are required, as per SMV Indicator H-2(b).

V. Engagement & Communication

- Use the table below to describe the ongoing efforts you/ your team undertook (processes used and products created) to communicate formative and summative findings to program stakeholders.[1] Add additional rows as needed.

Type of communication	If this communication type was used, give a brief description	How often	**Which stakeholders received this communication or were included in this communication activity?** (program director, site director, community school director, front line staff, principal, evaluator, CBO partners, community members, parents, students, etc.)
Annual Evaluation Reports			
Interim Evaluation Reports			
Memos/Weekly or Monthly reports			
Advisory Group Meetings			
Other Meetings			
Email/phone			
Other (specify): ______________			

[1] Ongoing communication is a joint responsibility of the program manager and local evaluator in order for the grantee to meet full compliance. Required evidence of these activities is specified in SMV Indicator H-3(b) and (c). In addition, communication of evaluation findings to multiple stakeholders is required, as specified in SMV Indicator H-7.

- In the box below, describe any strategies used to help ensure that evaluation findings were used to inform program improvement.

(*Required*) To your knowledge, were evaluation findings and recommendations used for program improvement?[1] (Y/N) ____ If YES, describe how.

[1] Data driven program improvement is a joint responsibility of the program manager and local evaluator in order for the grantee to meet full compliance. Required evidence of how "formative and summative evaluation findings are [being] used to inform continuous program improvement" is specified in SMV Indicator H-5(b).

VI. Conclusions & Recommendations

Program's successes and lessons learned based on your evaluation findings from Year 2.[1] (Include results of implementation of recommendations from Year 1, as applicable):

Key recommendations from Year 2 (including any relevant to other OST programs):[2]

[1] Note: as specified in SMV Indicator H-7, grantees are required to communicate evaluation findings to families and community stakeholders. Evidence of implementation of the activities specified in Indicator H-7(a) and (b) can be strengthened if the evaluator can help provide the grantee with a summary of sharable findings, such as reported in this summary.

[2] Note: As specified in SMV Indicator H-5(a), local evaluators are required to provide grantees with "Annual Evaluation Reports (AERs) that include actionable recommendations linked to key, implementation and impact evaluation findings."

VII. Appendices

Required:

- Copies of any *locally developed* measurement tools/assessments (surveys, observation tools, etc.)
- Full, tabulated results of any quantitative assessment tools (surveys,[1] observation protocols, skills assessments, etc.)

Optional:

- Sample of memo or weekly/monthly report used to share ongoing evaluation results/data with program[2]
- Any additional narrative, analysis, graphics or other information that did not fit into any section in this report that you would like to include

[1] Note: As specified in SMV Indicator H-4(a), local evaluators and program administrators are jointly responsible for administering annual surveys to student participants, and grantees are required to maintain documented evidence of this activity.
[2] Note: As specified in SMV Indicator H-3(b), local evaluators and program administrators are jointly responsible for maintaining ongoing communication with each other, and grantees are required to maintain documented evidence of this activity.

Appendix XI: Year 1 Annual Evaluation Report Review Template

NYS 21st CCLC 2018 AER Review Assessment Rubric
Background Information

Annual Evaluation Report: Background Information	
Grant number	
Grantee (LAA)	
Number of program sites	
Local Evaluator Name	
Local Evaluator Company	
Reviewer	
Grade Levels Served	

NYS 21st CCLC 2018 AER Review Assessment Rubric

Program Description and Goals

I. Program Description and Goals

"SMART" = Specific: targets a specific area of improvement; Measurable: has a defined target that can be assessed (can include qualitative assessment); Achievable: realistic given baseline conditions and available resources [note this may be difficult for State Evaluator to assess]; Relevant: aligned to program mission, program activities, school day academics, GPRA indicators, etc.; Time-bound: specifies when the goal will be achieved

	Rating		Comments	Examples
[I-A1] Do the formative goals/ objectives/ performance indicators meet ALL criteria for "SMART" goals?		Indicate which aspect of SMART was most commonly not met and explain why		
[I-A2] Do the summative goals/ objectives/ performance indicators meet ALL criteria for "SMART" goals?		Indicate which aspect of SMART was most commonly not met and explain why		
[1-A3] For goals that do not meet all SMART crtieria, were limitations addressed?		If yes, how were they addressed? Discuss for both formative and summative goals.		
[I-A4] Are performance indicators aligned with goals/ objectives?		For performance indicators not fully aligned, indicate common areas of misalignment. Discuss for both formative and summative Pis.		
[I-A5] Do performance indicators fully assess all components of goals?		For goals not fully assessed, indicate common gaps (scheduling, attendance, targeted population, activity structure, activity characteristics, quality, other) Discuss for both formative and summative goals.		
[I-A6] Do activities align with stated goals/ objectives /performance indicators? (i.e. do activities have a reasonable expectation to achieve the stated goals?)		For activities not fully aligned, indicate common areas of misalignment		

NYS 21st CCLC 2018 AER Review Assessment Rubric

Program Description and Goals (continued)

[I-A7] Alignment of activities with School day Academics - for academic goals ONLY (Select all that apply - answer generally for all activities)	Not mentioned	Asserted	Examples Described	Fully Described	Inappropriate			
[I-A7a] Strategies for collaboration with school-day teachers						General comments		
[I-A7b] Academic content in appropriate subjects						General comments		
[I-A7c] Appropriateness for targeted grade level(s) (with differentiation, where applicable)						General comments		
[I-A7d] Appropriateness for identified needs of targeted students (where applicable)						General comments		
[I-A7e] Alignment with content of that grade's curriculum						General comments		
[I-A7f] Alignment with state and local learning standards						General comments		
[I-A7g] Alignment with college and career readiness standards						General comments		

[I-B1] Is a logic model included with the report? (Y/N)		**[I-B2] If NO, what was the reason given (if any)?**	

Logic Model components	**[I-B3] Does the logic model show connections among each of the following components?**	**[I-B4] Are the short and long-term outcomes aligned with the goals described above?**
Inputs		
Activities		
Outputs		
Short-term Outcomes		
Long Term Outcomes/ Impacts		

[I-C] Comments on Program Description	

NYS 21st CCLC 2018 AER Review Assessment Rubric
Evaluation Plan

II. Evaluation Plan	
[II-A1] Is an Evaluation Plan provided?	
[II-A2] If YES, does the evaluation plan show connections among each of the following components?	
Goal/objective/performance indicator	
Variable(s)/ Indicator(s)	
Data Collection Methods/ Instruments	
Analyses	
Date/time frame of Data Collection	
[II-A3] What format is the Evaluation Plan provided? (tabular as in Appendix B of AER instructions, narrative, other?)	
[II-A4] Comments on Evaluation Plan	

[II-B] Stakeholder	**[II-B2] What was this stakeholder's level of participation in developing the logic model?**	**[II-B3] What was this stakeholder's level of participation in identifying and/or implementing assessments?**	**[II-B4] What was this stakeholder's role in helping to optimize implementation?**	**[II-B5] Comments**
Students				
Parents				
School day teachers				
21st CCLC staff				
School administration				
CBO leaders				
community members				
other partners: _______________				
other: _______________________				

(a) Level definitions: Information: Program managers/evaluator tells people what is planned; Consultation: Offer a number of options and listen to the feedback. Deciding together: Encourage others to provide additional ideas and options, and join in deciding the best way forward. Acting together: Different interests decide together what is best and form a partnership to carry it out. Level definitions obtained from Community Toolbox, https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/participatory-approaches/mai. **NOTE: INCREASED INVOLVEMENT IS NOT NECESSARILY DESIRABLE FOR ALL STAKEHOLDERS.**

NYS 21st CCLC 2018 AER Review Assessment Rubric

Evaluation Plan (continued)

	Rating		Comments	Examples		
[II-C1] List all types of assessments used						
surveys						
skills assessments [other than State]						
observations						
interviews						
focus groups						
report cards						
attendance						
behavior/ disciplinary records						
State Assessments						
other						
[II-C2] If standardized/published instrument used, give name		Identify which goals/PIs the instrument was used to measure				
[II-C3] For locally developed assessments, was any validation done?		Identify which goals/PIs the instrument was used to measure				
[II-C4] Is the program measuring all of their goals?		If No or Partial, which goals are not being measured?				
[II-C5) Were response rates/representativeness an issue?		If Yes, for which assessments and for which goals?				
[II-C6] Any limitations of assessments, as identified by evaluator?		If Yes, for which assessments and for which goals?				
[II-C7] Any limitations of assessments, as identified by reviewer?		If Yes, for which assessments and for which goals?				
[II-C8] For assessments with limitations identified by reviewer or evaluator, were limitations addressed?		If Yes, how were they addressed?				
[II-C9] Were there any types of goals that were more challenging to assess?		If Yes, which type(s)?				

[II-D1] How many of the related <u>formative</u> goals/PIs were met?

**Official attendees defined as at least 30 hours in programming; Regular attendees defined as at least 90 hours in programming*	Official attendees*		Regular attendees		Population Served		Implentation quality/fidelity		Level of activity (outputs)		Other formative (write-in)		Other formative (write-in)	
	Target # students	Actual # students	# goals…	Assessment Type(s)	# goals…	Assessment Type(s)	# goals…	Assessment Type(s)	# goals…	Assessment Type(s)	# goals…	Assessment Type(s)	# goals…	Assessment Type(s)
# related goals														
Met														
Asserted														
Not Met														
Not measureable/defined														
Data pending														
Results not presented														

***Assessment types** : surveys, skills assessments, observations, interviews, focus groups, report cards, attendance, behavior/disciplinary records, State assessments, other*

[II-D2] How many of the related <u>summative</u> goals/PIs were met?

	English		Math		Other academic		Social/emotional		Behavioral		Parent		Community	
	# goals…	Assessment Type(s)	# goals…	Assessment Type(s)	# goals…	Assessment Type(s)	# goals…	Assessment Type(s)	# goals…	Assessment Type(s)	# goals…	Assessment Type(s)	# goals…	Assessment Type(s)
# related goals														
Met														
Asserted														
Not Met														
Not measureable/defined														
Data pending														
Results not presented														

[II-E] Comments on Assessments	
[II-F] Relevance/appropriateness of analysis plan (Analyses of *<u>Formative</u>* *assessments): appropriateness to data structure, sample sizes, disaggregation groups, etc.*	
[II-G] Relevance/appropriateness of analysis plan (Anallyses of *<u>Summative</u>* *assessments): appropriateness to data structure, sample sizes, disaggregation groups, etc.*	

NYS 21st CCLC 2018 AER Review Assessment Rubric

Evaluation Implementation

III. Evaluation Implementation			
[III-A] Adequacy of reporting of Formative analysis results (aligned with objectives, important highlights identified). ** Did formative evaluation include assessment of quality of implementation?* ** Are strengths and limitations of the formative evaluation discussed?* ** How are limitations addressed?*			
[III-B] Adequacy of reporting of Summative analysis results (aligned with objectives, important highlights identified)**.** ** Are strengths and limitations of the summative evaluation discussed?* ** How are limitations addressed?*			
	Rating		**Comments**
[III-C1] List all types of communication identified in the report (AER, memoranda, weekly meetings, quarterly advisory board meetings, etc.)		How often and to which stakeholders?	
[III-C2] Are evaluation findings are used for program improvement?		If yes, explain. Include discussion of formative vs. summative findings, as appropriate.	
[III-C3] Are findings/results/feedback regularly shared with the advisory committee?		If yes, explain. Include discussion of formative vs. summative findings, as appropriate.	
[III-C4] Were recommendations for action included in the AER, and/or any other listed communications?		If yes, summartize recommendations and in which listed communication types they were included. Include discussion of formative vs. summative findings, as appropriate.	

Appendix XII: Year 1 Annual Evaluation Report Review Findings

21st CCLC
The Afterschool Experience Conference:
Year 1 AER Review Findings

Thursday, May 30, 2019

Jonathan Tunik, Project Director
Lily Corrigan, Project Associate
Nora Phelan, Project Assistant
Dr. Nina Gottlieb, Senior Research Consultant

Presentation Objectives

- **Purpose of the reviews**
- **Selection criteria**
- **Variations in Program Objectives**
- **Implementation and Outcomes**
- **Conclusions**
- **Announcements**

Purpose of the AER Reviews

- To help program staff become better informed consumers of evaluation
- To identify patterns of strengths and challenges
  - In program implementation
  - In program evaluation
  - In communication of findings

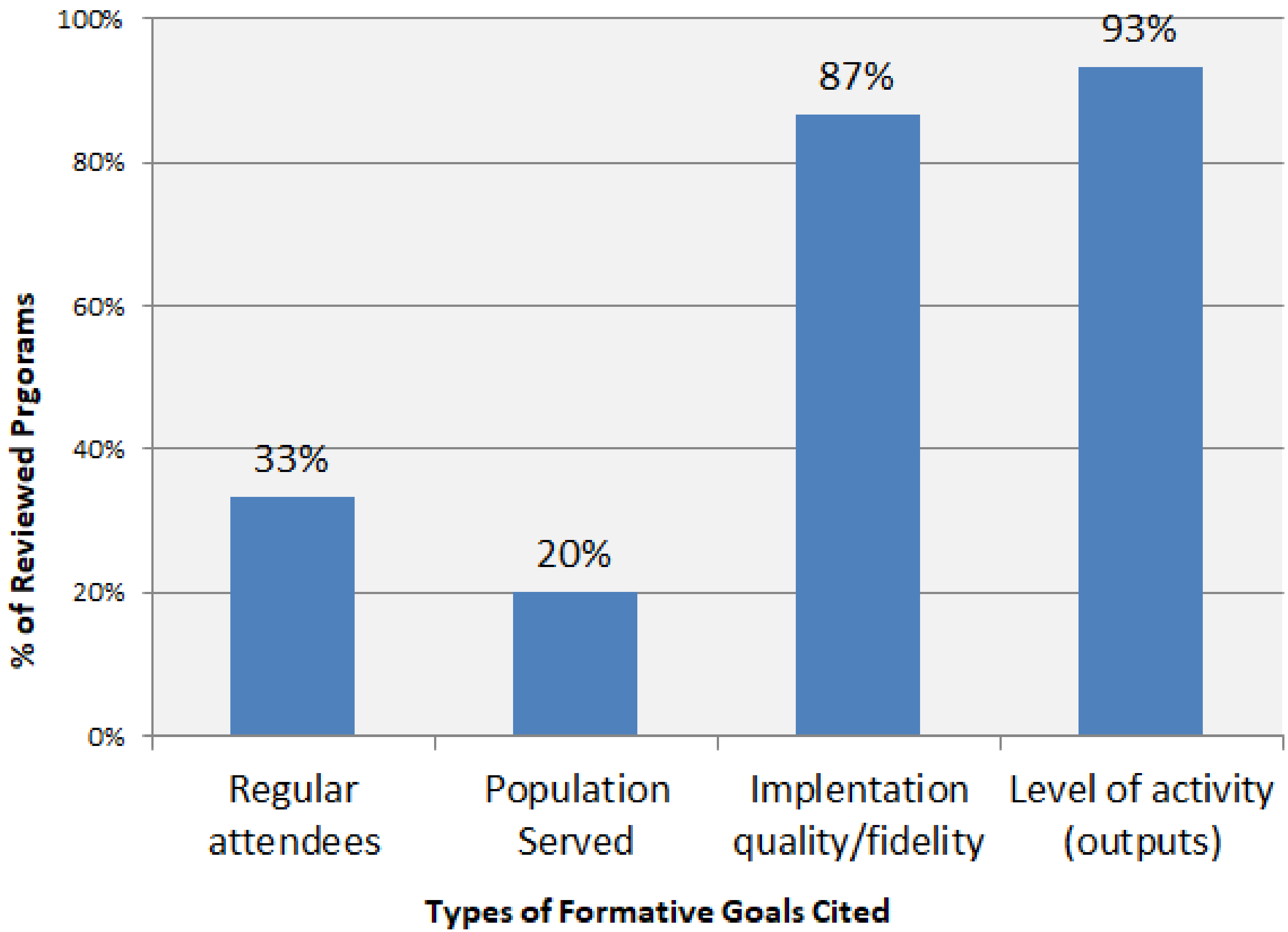
Caveat: These reviews are based entirely on the spring 2018 Annual Evaluation Reports (AERs). The information obtained was not verified through site visits, monitoring or additional document review.

Selection Criteria

- AERs representing:
  - Region (NYC/RoS)
  - Grantee (LEA, CBO, OCS)
  - Locale (urban, suburban, rural)
  - Program size
  - Grades served
  - Evaluation firm
- Goal is all programs reviewed over 5 years

Variations in Program Objectives

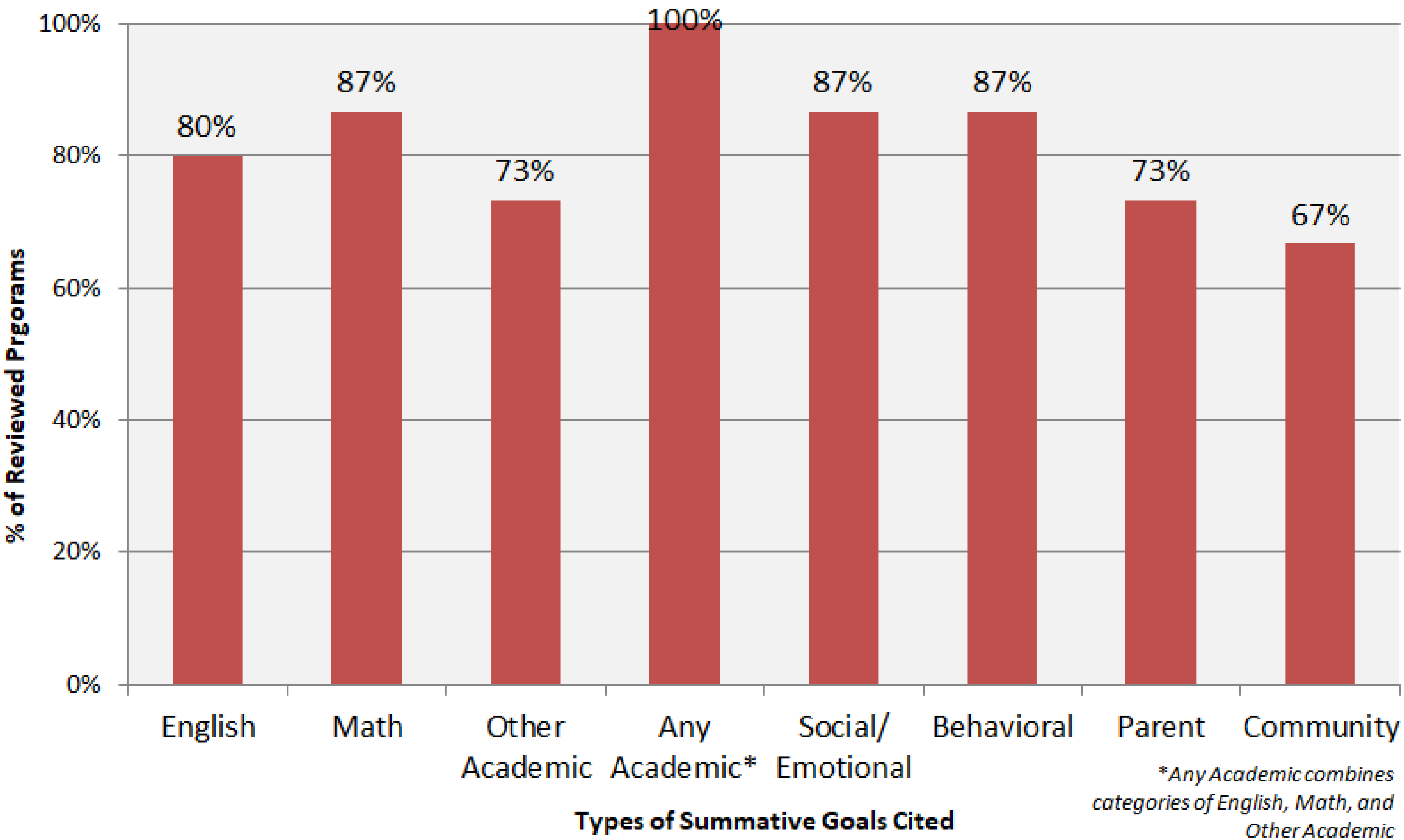
Types of Implementation Objectives Used in Each Program



Types of Implementation Objectives Used in Each Program

- **level of activity:** Included in almost all reviewed programs (93%) -- # activities, days/hours per week, #s served, etc.
- **implementation quality/fidelity:** Large majority of programs (87%). However**,**
  - *Mostly* referencing activity schedules and consistency with proposal
  - *Very few* defining quality in terms of best practices
- •**Representativeness of targeted population:** included in only 1 in 5 programs
- **"Regular" participation (90+ hours):** included in only a third of programs

Types of Outcome Objectives Used in Each Program



*Any Academic combines categories of English, Math, and Other Academic

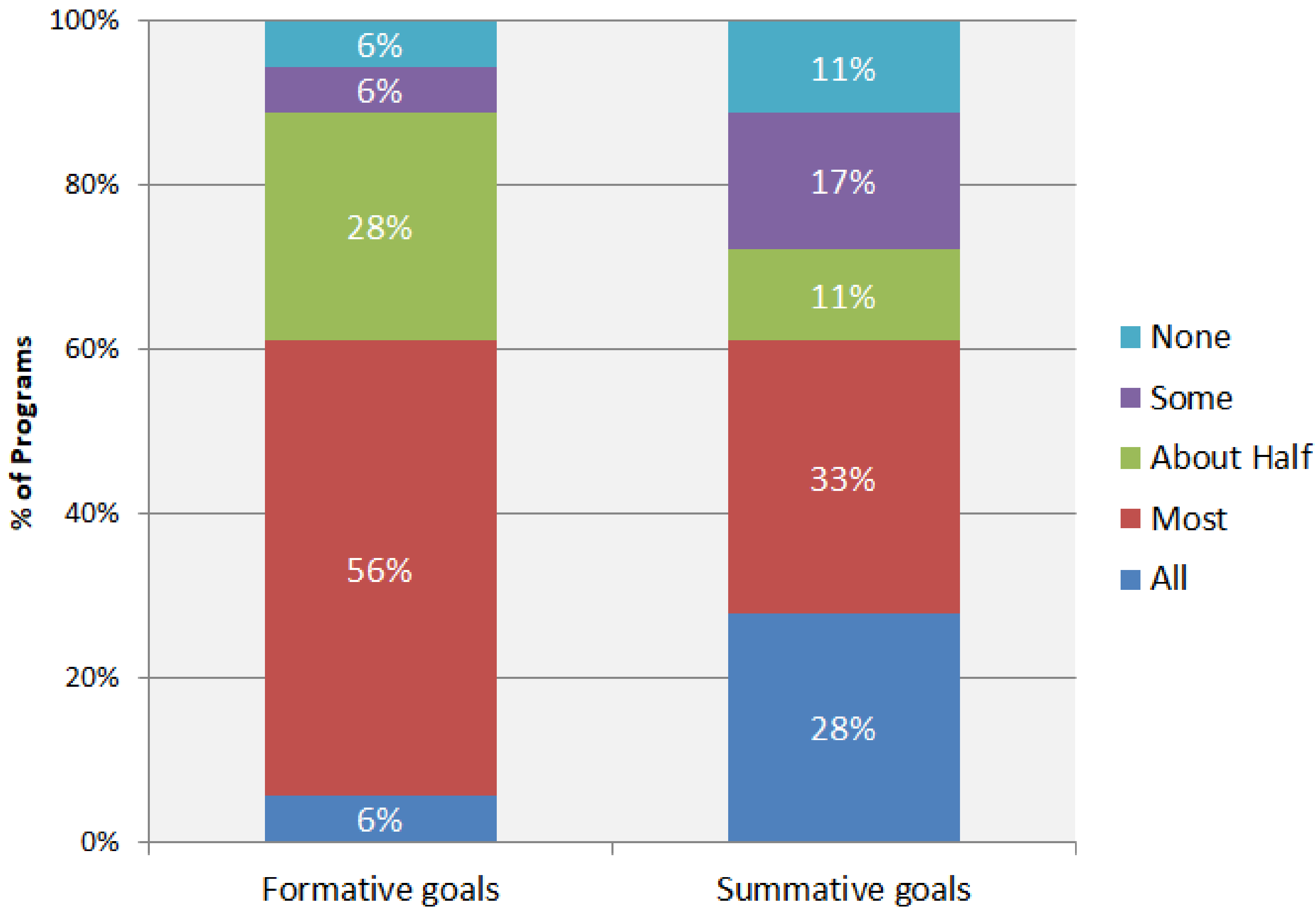
Types of Outcome Objectives Used in Each Program

- Most reviewed programs had a wide variety of outcome objectives
- All reviewed programs had at least some kind of academic objectives in various subjects
- Most programs had Social Emotional objectives (87%) and Behavioral objectives (87%)
- Many programs had objectives for parent services/participation (73%) and community service/collaboration (67%)

Defining Usable Program Objectives

- We looked at whether program objectives and performance indicators were:
  - Meaningful and interpretable
  - Showing alignment between goals, objectives, indicators and activities
  - Meeting all criteria of a SMART goal:
    - **S**pecific
    - **M**easurable
    - **A**chievable
    - **R**elevant
    - **T**ime-bound

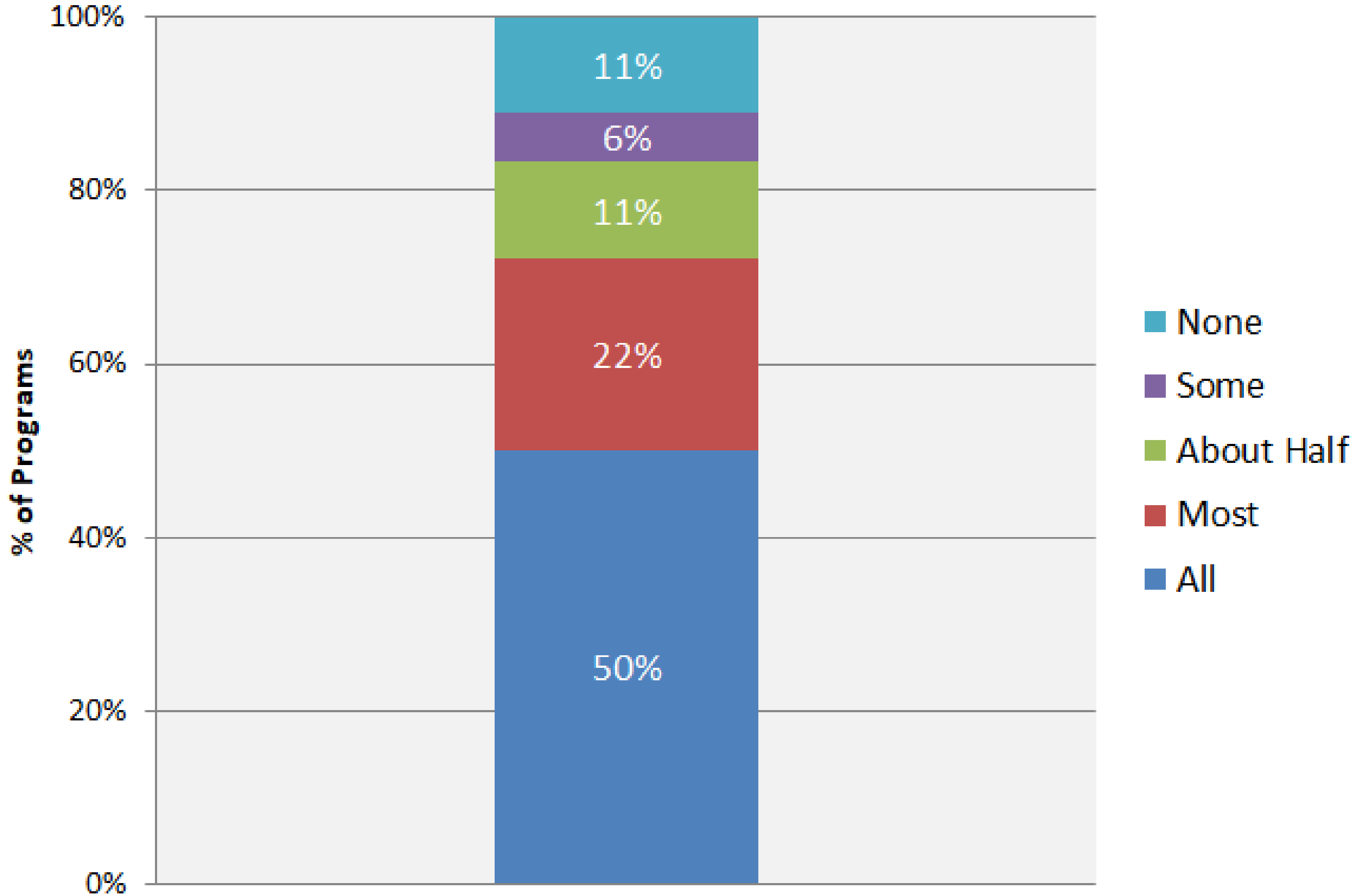
Do Objectives Meet All SMART Criteria?



Do Objectives Meet All SMART Criteria?

- *Most* or *All* objectives met all criteria in ~60% of programs
- Missing criteria: primarily "Specific" and/or "Measurable", some "Relevance"
  - **Not "Specific":** "…program will provide social-emotional support services to students **in need of intervention** for at least 3 hrs/wk."
  - **Not "Measurable": "…**100% of students will **participate** in enrichment activities including…"
  - **"Relevance":** "50% of students improve their **math and ELA** grades fall to spring".

Are Activities Aligned with Objectives/Indicators?



Activities Aligned with Objectives/Indicators

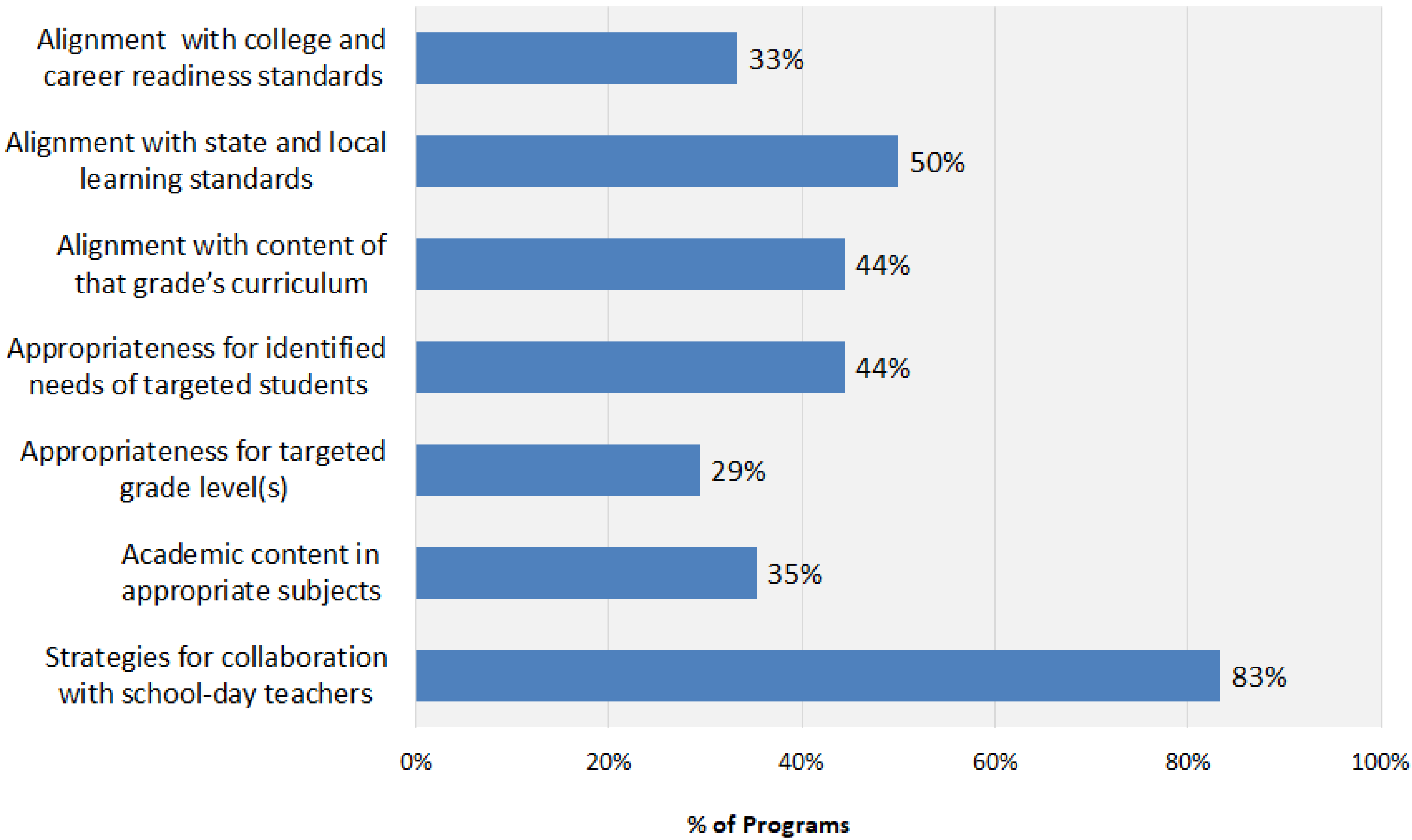
- *Most* or *All* activities were aligned with objectives and indicators in 72% of programs
- Examples of *apparent* mis-alignment (or incomplete reporting):
  - **Objective not supported by activities**: e.g., "All sites provide project based learning"; but activities don't describe PBL
  - **Specific activities** (e.g. career readiness) with no associated objectives
  - **Evaluation Plan/Logic Model/report structure** do not indicate which activities expected to achieve which objectives

Published/Standardized Assessments Used to Measure Objectives

Instrument	Frequency (% of programs)
OST (Out of School Time) Program Observation Instrument	67%
Short Term Student Outcomes Survey (SSOS)	33%
Afterschool Experiences Survey (AES)	11%
Devereux Student Strengths Assessment (DESSA-Mini)	6%
Fountas & Pinnell	6%
Teacher-Child Rating Scale (PEAR Institute)	6%
Holistic Students Assessment Retrospective (PEAR)	6%

Implementation and Outcomes

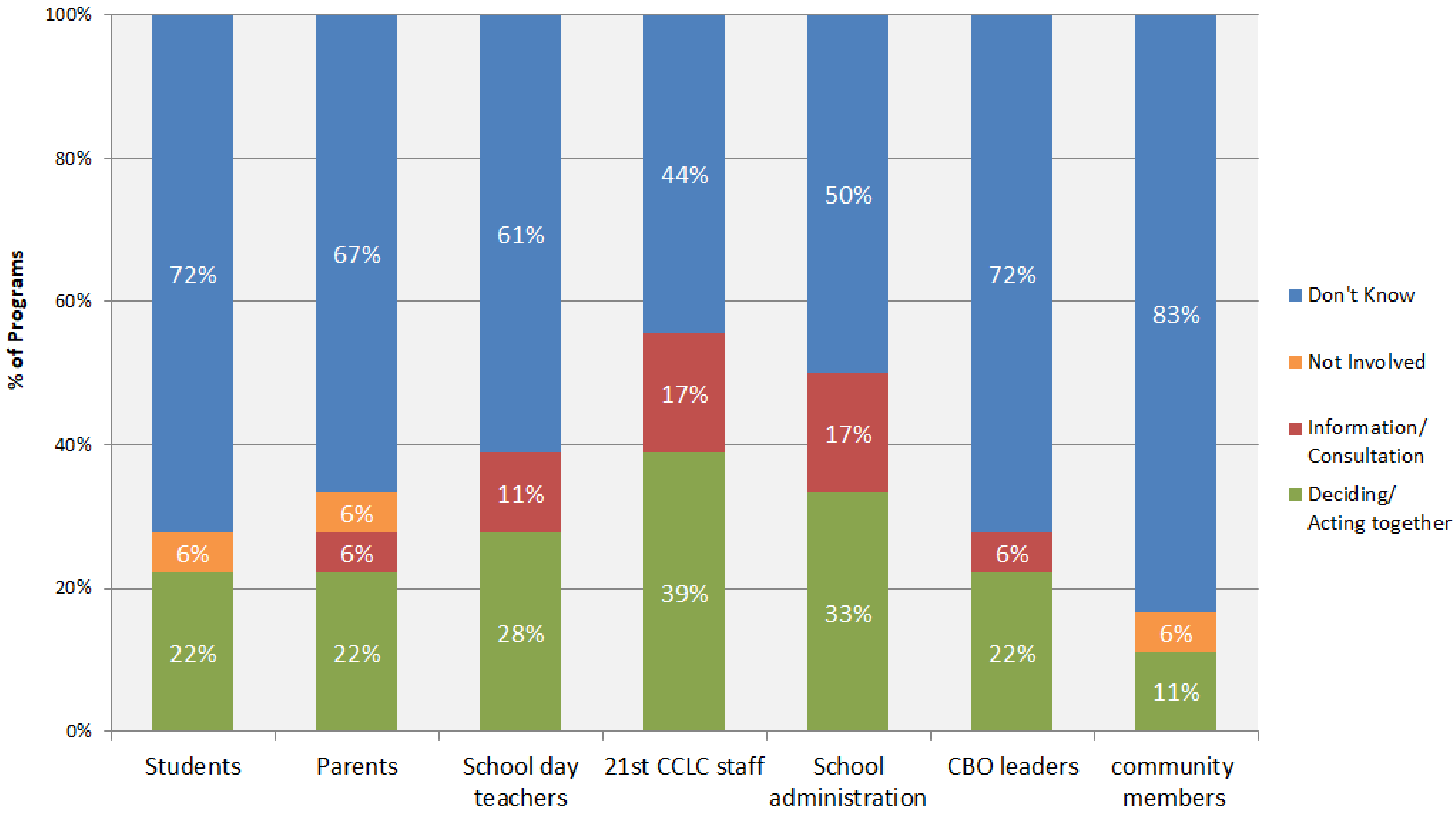
Strategies for School Day Alignment



Strategies for School Day Alignment

- The most common alignment strategy by far was through collaboration with teachers (83% of programs)
- Just over half the programs asserted or described ensuring appropriateness for targeted grade level(s), identified needs of targeted students, and/or the grade-specific curriculum
- Half the programs asserted alignment with state and local standards

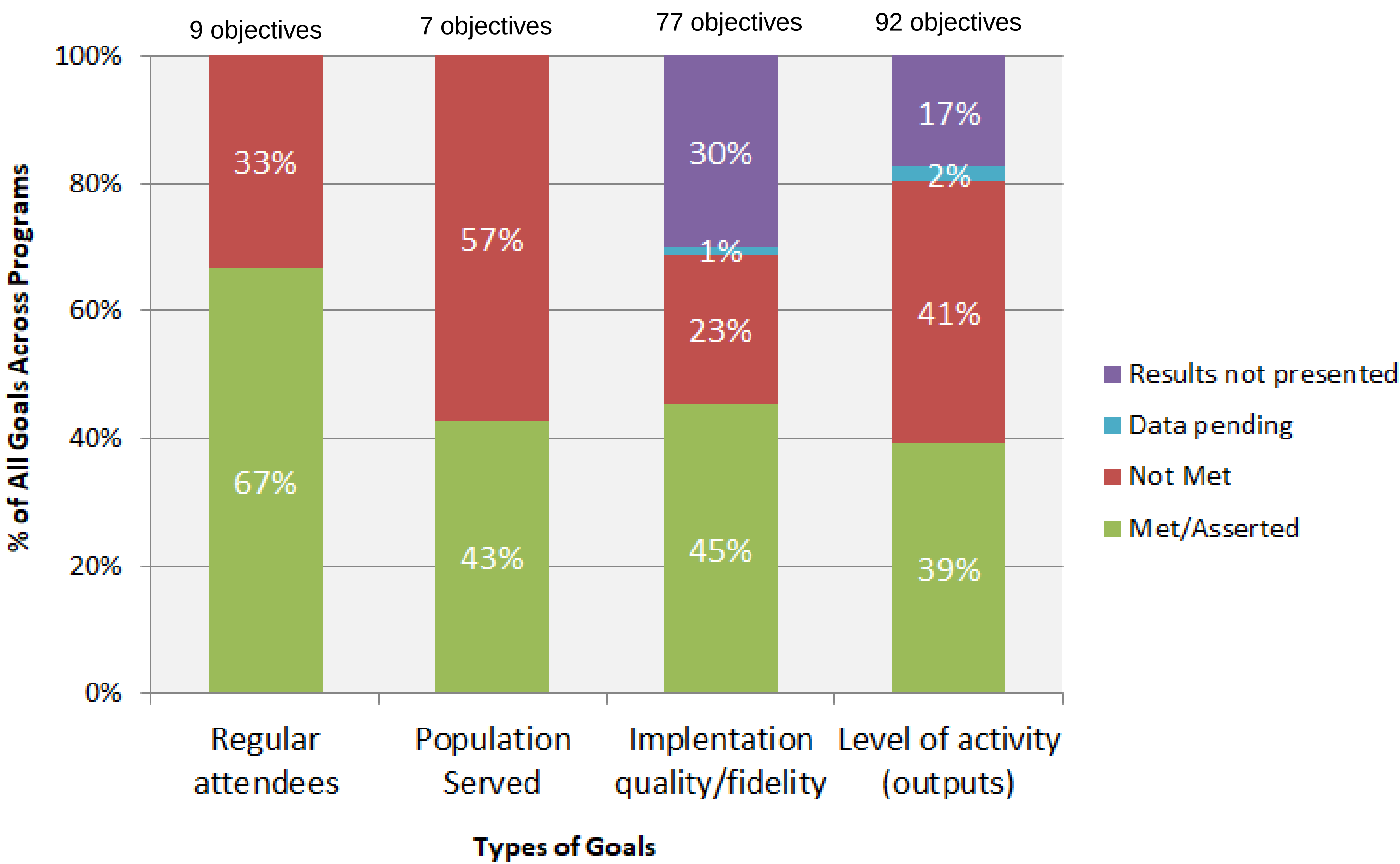
Stakeholder Involvement in Optimizing Implementation



Stakeholder Involvement in Optimizing Implementation

- About half of programs (50%-56%) described collaboration roles for 21st CCLC staff and school administrators
- 2 in 5 (39%) described collaboration roles for school-day teachers
- Only 1 in 5 (22%) described collaboration roles for students
- Those that did have collaboration roles were most often deciding or acting together
- Most collaboration described was with program and school staff
- For the majority of reports we were not able to determine if collaboration took place

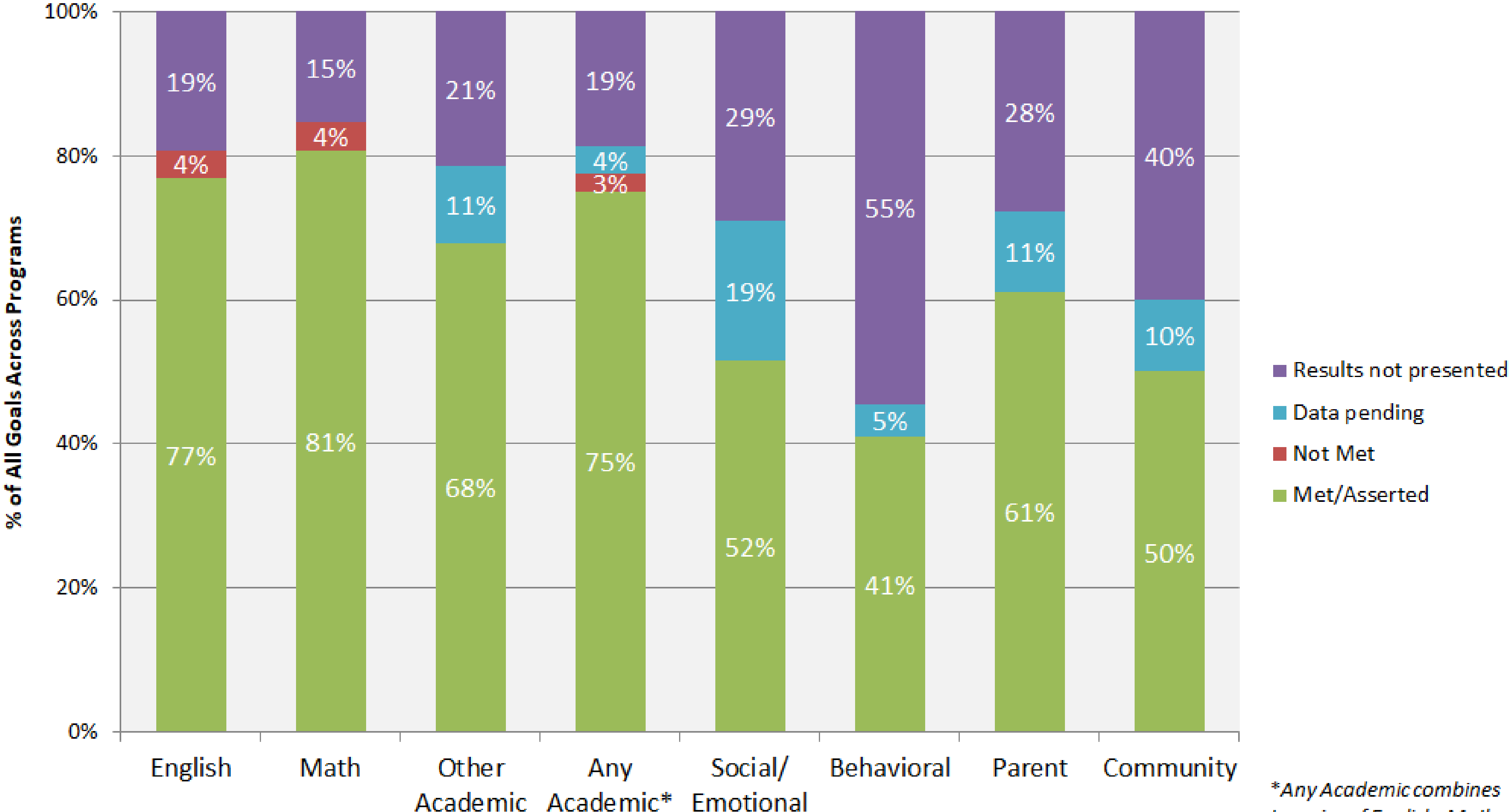
%s of Implementation Objectives Met Across Programs, by Type of Objective



%s of Implementation Objectives Met Across Programs, by Type of Objective

- Where results were presented, twice as many “met” than did not meet quality objectives
  - But mostly about scheduling
- Less than half of targeted population objectives were met
- Where established, strong majority “met” objectives for “regular” participation

%s of Outcome Objectives Met Across Programs, by Type of Objective



Types of Goals

**Any Academic combines categories of English, Math, and Other Academic*

%s of Outcome Objectives Met Across Programs, by Type of Objective

- 77% and 81% "met" ELA and math objectives. [add something about 'any academic']
- 61% "met" their parent objective(s)
- 51% "met" SEL objectives
- 41% "met" other behavioral objectives
- 50% "met" community involvement objectives

Conclusions

- All reviewed AERs included recommendations for action.
  - Ideal is when developed collaboratively, with explicit plans to follow up
  - Y2 AER will require reporting on status, and impacts of recommendations
- Preliminary evidence of academic progress
- Many reported making SEL/behavioral progress

Conclusions

Making better use of Evaluation:

- Ongoing, detailed attendance reporting facilitated strategies to increase participation
- Programs that emphasized participatory evaluation and data-informed decision making were well positioned for program improvement and enrollment/attendance strategies.

Conclusions

Additional Recommendations:

- Strengthen quality review; population representativeness where applicable
- Disaggregate results by activities/dosage
- Ensure *all* objectives/indicators are measured (only 56% measured all)
- Ensure that all stakeholders are informed of findings and recommendations, and involved in solutions
- To inform ongoing improvement, strengthen focus on existence of and reasons for program modifications and drift.

Announcements

Evaluability Checklists

- Now required Year 1 only; Years 2-5 replaced by annual review/update of Logic Model, reflecting fidelity review

Year 2 Student Attendance Rosters, and

Year 2 AER Guide

- Drafts to be discussed at Evaluators' Track session

Workshop Surveys!

- Important feedback to State *and* Facilitators
- Included in on-line post-conference survey
- *Please sign in to your workshops!*

References

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