

REST OF STATE FALL '23 CONFERENCE

FRIDAY, SEPTEMBER 29



New York
21st Century Community Learning Centers
SOARING BEYOND EXPECTATIONS

WELCOME

-
- Casey Pulz
Director, Rest of State TARC
 - Laura Bronstein, PhD
Dean, Binghamton University College of
Community and Public Affairs
Principal Investigator, Binghamton
University Community Schools



**Binghamton's College of Community and Public Affairs
Educates Professionals with the Expertise to Build a Better
and More Just World.**



**College of Community
and Public Affairs**



**INTERNATIONALLY RENOWNED BINGHAMTON UNIVERSITY
COMMUNITY SCHOOLS: THE UNIVERSITY'S SIGNATURE
CIVIC ENGAGEMENT INITIATIVE**

BINGHAMTON UNIVERSITY COMMUNITY SCHOOLS

Each community school puts **the school at the core of the community**, to support youth, families, and neighborhoods within and beyond the classroom doors. By integrating community resources, community schools create a more equitable school environment leading to increased student success and stronger communities.

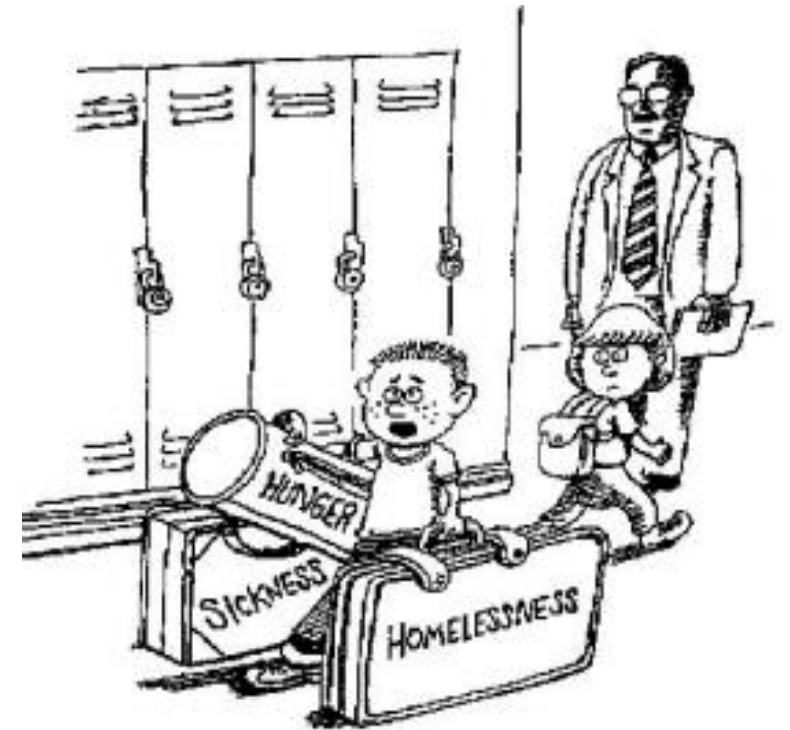


Community Schools: Meeting the Needs of ALL Students!

School-linked services connect schools with health and social services both on school grounds and in communities to support academic success.

A **community school** is a strategy (not a program) whose *integrated* focus on academics, services, supports and opportunities leads to improved student learning, stronger families and healthier communities.

University-assisted community schools mobilize the vast resources of universities to help traditional public schools.



Could someone help me with these? I'm late for math class.

Content from Quinn, Jane (2006). "Community Schools: A Strategy, Not a Program". Powerpoint. National Center for Community Schools. Children's Aid Society.

BUCS Technical Assistance and Community Schools - Alignment and Integration Across Initiatives

NYSED C/W Community School Technical Assistance Center

- Outreach and network building
- Conduct regional events
- Webinars and virtual meetings on multiple topics
- Targeted technical assistance to districts
- Support alignment and integration with existing community and statewide initiatives
- Community schools supports across county lines

UACS Regional Training Center

- Assist program development for UACS in 2Y and 4Y higher ed in NY and NJ
- Webinars and virtual meetings topics including developing implementation plans
- Develop communities of practice for related institutions
- Support/host regional and statewide conferences
- Community schools supports across state lines

BUCS Regional Network

- Supports community school professionals in Broome County
- Weekly meetings to support ongoing professional development
- Undergraduate Community Schools class with service learning component
- Community schools supports between districts
- Collaborate with community, regional, and state partners

21st Century Community Learning Centers Technical Assistance Resource Center

- Serving Rest of State region
- Designed to improve quality of 21st CCLC programs including social and emotional outcomes and the literacy of their families
- 61 partners across NYS
- Monitoring to ensure compliance with state and federal 21st CCLC guidelines
- Technical assistance to address specific barriers

Mental Health Service Professionals Project

- Rural mental health in four schools
- Family engagement in two schools
- Leveraging social work field placement requirements to serve mental health needs within six schools
- Provide training and support to schools around mental health and family engagement

AGENDA

- Outline of the Day
- NYSED Welcome – Elizabeth Whipple, SEA Coordinator
- Measurement Inc. Updates - Jonathan Tunik & Lily Corrigan, Project Co-Leads
- Resource Center Updates – Casey Pulz, Director, Rest of State TARC
- Keynote Speaker

OUTLINE OF THE DAY

8:15-9:00am	Arrival & Check-in
9:00-10:00am	Welcome & Opening Keynote
10:15-11:45am	Session Block 1 <ul style="list-style-type: none">• Budget Amendments & More• Local Evaluator Network Meeting (for Local Evaluators)
11:45am-12:45pm	Lunch & Networking <ul style="list-style-type: none">• 12:15-12:45pm: Optional Meet & Greet with NYSED & RC Staff
1:00-2:00pm	Session Block 2
2:15-3:15pm	Session Block 3
3:15-3:45pm	Conference Wrap-up

Please vacate session rooms when notified by your session presenters to help us open and close the room partitions

NYSED

-
- **Elizabeth Whipple**, *SEA Coordinator*
 - **Jolynn Thaickal**, *Program Support*
 - **Nicholas Canino**, *Program Support*
 - **Princella Leary**, *Program Support*
 - **Kyle McHugh**, *Fiscal Support*
 - **Dana Wagemaker**, *Fiscal Support*
 - **Darcy Leigh**, *Fiscal Support*

 - **Contact us:**
EMSC21STCCLC@nysed.gov
 - **Website:**
<http://www.p12.nysed.gov/sss/21stCCLC/>



Kids don't care about degrees, letters behind our names, how much we know (or think we know) about a subject, or how many years we've been an educator. They care about whether the teacher will like them and believes they are capable.

We need to earn our way into a child's head by the way of their heart.

- Tara Brown



MEASUREMENT INC.

-
- **Lily Corrigan** | lcorrigan@measinc.com
Project Co-Lead/Eval Network Facilitator
 - **Jonathan Tunik** | jtunik@measinc.com
Project Co-Lead/Impact Evaluation-Data Specialist
 - **Dawn Rettig** | drettig@measinc.com
Communications Specialist/Eval Network Facilitator
 - **Robert Strobel** | rstrobel@measinc.com
Data Management Support
 - **Jody Imbimbo** | jody.evaluationsavvy@gmail.com
Senior Field Researcher

MEASUREMENT INC. UPDATES

Role of the Statewide Evaluator

To support continuous improvement cycles at the State Program Level using participatory evaluation, synthesizing findings from all study areas (1-6), and integrating new learning.

Six Project Components: different facets of the statewide evaluation

- 1 | Evaluate NYSED's Achievement of State Objectives
- 2 | Evaluate Effectiveness of Resource Centers
- 3 | Conduct Exploratory Case Studies of Local Programs
Studying implementation progress and challenges; sharing key insights from programs
- 4 | Facilitate Process Improvement & Co-develop Guidance
Support participatory local evaluation, program development, practice-to-policy feedback
- 5 | Provide Guidance and Assistance with Statewide Data Collection and Reporting
- 6 | Provide Support & Engagement for Local Evaluators and gather insights from the Network



MEASUREMENT INC. UPDATES

Project Component I: Progress Towards Statewide Objectives

- Focus on SEL Development Strategies
- Findings: Year 1 Program Director Survey
 - Responses from 53 Program Leaders, mostly RoS, all grade levels
 - Even split between new vs. experienced providers of 2ICCLC
 - Reported focus on PYD strategies:
 - Almost all strategies reported by the majority, especially for older students
 - Greatest focus was on *authentic engagement*
 - Least focus was for *instrumental support* and *managing goals* at elementary
 - Reported methods of implementing PYD strategies:
 - Largest % of time using *embedded strategies*, followed by *intentional teaching* and *modeling*
- Invitation for Year 2: Provider and Student Perspectives

Quick Tour of MI's Products

featuring data from Year 1

NYSED 21st Century Community Learning Centers

Round 8 Case Studies: 2022 - 2023



MI MEASUREMENT
INCORPORATED

Programs' Use of Evaluation

Year 1 Highlights

Programs are **invested in** their Evaluation

Subgrantee Groups	Avg. Total Award Amount	Avg. Percentage of Budget Invested in Evaluation			Avg. Amount Invested in Evaluation		
		Min	Max	Min	Max		
New York City Programs (77)	\$705,474	8.22%	6.00	10%	\$63,224	\$7,560	\$120,000
Rest of State Programs (77)	\$615,328	7.80%	6.00	10%	\$47,107	\$6,852	\$120,000
All Programs (154)	\$660,401	7.99%					

Evaluators contracted to serve as **Data Managers** ▶ **56%***

*Figure is an approximation based on responses to an item (N=123) on the Program Directors Mid-Year Report, March 2023 | Does not include respondents from 8A (N=26)

Program Directors reported their current level of interest in the evaluation of their programs

Program Directors Mid-Year Report, March 2023 (N=134)

87% HIGHLY INTERESTED **13% MODERATELY**

like thinking about what information is being collected and how we can use it to improve the program and to tell our story.

I am curious to hear how the study is progressing, and what the information might be able to tell us.

Program Directors valued Participatory Local Evaluation

Program Directors said...

- 70% We Collaborate frequently and share ideas
- 28% We Correspond regularly
- 2% We touch base now and then

Program Directors had **actively welcomed** evaluators into evaluation activities

Program Directors had **valued** their evaluators from when they first applied for the grant. Many evaluators **provided consulting** on those original plans, designs and objectives.

Strong Foundation

100% Programs completed the **Evaluability Process**

Program directors worked with their evaluators in early operational and pre-operational stages to check implementation capacity and data systems

- ✓ Review plans, check adherence to grant
- ✓ Readiness walkthrough (1st Site Visit)
- ✓ Formative improvement recommendations

Source: Program Directors Mid-Year Report, March 2023 (N=134)

Year 1 Case Study Report

This report intends to promote learning and insights within the NYS 21CCLC universe by elevating successful practices and identifying shared concerns.



SELECTION CRITERIA

The sample included 10, prior Round 7 sites with evidence of successful implementation

The sample represented the distribution of Round 8 programs, e.g., grantee type, location, size, and grade levels served.

10 SITES SELECTED

Location: 6 NYC and 4 RoS

Lead Agency: 6 LEAs and 4 CBOs

Grades; 5 Elementary, 2 Middle School; and 3 High School sites

Themes from the Case Study Report



Developing 21CCLC
Partnerships



Hiring &
Supporting
21CCLC Staff



Serving Secondary
Students in 21CCLC
Programs



What DEI Looks
Like in 21CCLC
Programs



Incorporating SEL
in 21CCLC
Programs

Interview questions focused on areas targeting first-year implementation issues as well as changes in the 21CCLC program for Round 8. Five themes emerged from the interviews as being particularly salient.

How do 21st CCLC Programs **Hire and Support Staff**?

21CCLCs hire and train staff from the school site, partner organizations, and contracted vendors to deliver comprehensive programming to address students' needs.



CHALLENGES

- Teachers do not want to work after school after teaching all day.
- Hiring experienced staff within the budget is difficult. They cannot compete.
- The amount of time it takes for staff in NYC to get clearance negatively impacts programming and enrollment.
- School dismissal does not align with the schedules of high school or college students.
- Programs are not able to train and/or evaluate all 21CCLC staff.

PRACTICES

- ✓ The AS program is organized so that teachers work fewer days and can leave earlier. Partner staff and vendors are there daily and cover the later hours.
- ✓ There are opportunities for staff to design or lead activities based on their interests and skills.
- ✓ Job fairs are used to recruit HS students who are on track for graduating and are interested in related careers (e.g., education, social work, etc.).
- ✓ Americorp volunteers are included to increase staffing.
- ✓ Staff includes community members - former students, teachers' aides, and parents.
- ✓ Staff receive comprehensive onboarding preparation, ongoing professional development, active supervision, and structured evaluations.



Examples of Notable Practices for Secondary Students

In addition to afterschool programming, the MS offers morning basketball and lunchtime groups, including one focused on SEL. Students who did not enroll in 21CCLC because they did not want to stay after school chose to come to these other activities, but were not being counted as part of their 21CCLC program. The MS is moving toward a **more inclusive enrollment process** for year two.

"They might come in the morning for basketball. They come to lunch programming. They might stay after school one day for tutoring. They might go to the step class. But, they're not kids who want to be in a 5-day program."

The HS has a small, core group of students attending the program after school consistently. Activities are developed organically, based on **students' expressed interests**. Students who cannot stay after school, including those who participate in team sports, are included in trips, events, and counseling. They also have advisories for all students during the school day with a college or SEL focus.

"These young people really need mental health support. It's great that they were able to get the program modification to do more of it during the school day. I'm really proud of the work that they do. They offer the type of activities that the young people want."

After changing some activities due to student input, and **offering elective credits and internship hours** for some classes, the HS site experienced increased student engagement in the program.

"The students were vocal about the activities they wanted. We made changes. Then we started receiving more applications for robotics and dance."

"They provide extra incentives for students. That is a huge game-changer. They listen to the kids and see what activities work for them. That's important to HS kids. If they don't like it, they aren't coming."



Let's Get the
Conversation Going

Next Steps

The goal of this report is to provide a venue to share the thoughtful and innovative work being conducted across 21CCLC programs, We hope to hear from you.

FEEDBACK

You can let us know how you liked this report or pose any questions about it by emailing:

Jody & Lil

jody.evaluationsavvy@gmail.com

lcorrigan@measinc.com

SUGGESTIONS

If there is a practice you would like to share or have ideas for themes for next year's case study let us know by emailing:

Jody & Lil

jody.evaluationsavvy@gmail.com

lcorrigan@measinc.com

NETWORKING

If you want to discuss your work and get more information from your colleagues, let us know how we can make that happen by filling in this short anonymous form:

[Leaders Supporting Leaders Survey](#)

Programs are **invested in** in their Evaluation

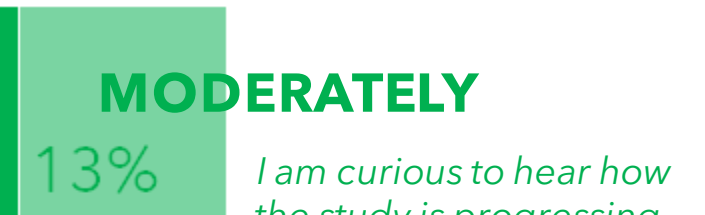
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Program Directors **valued** Participatory Local Evaluation

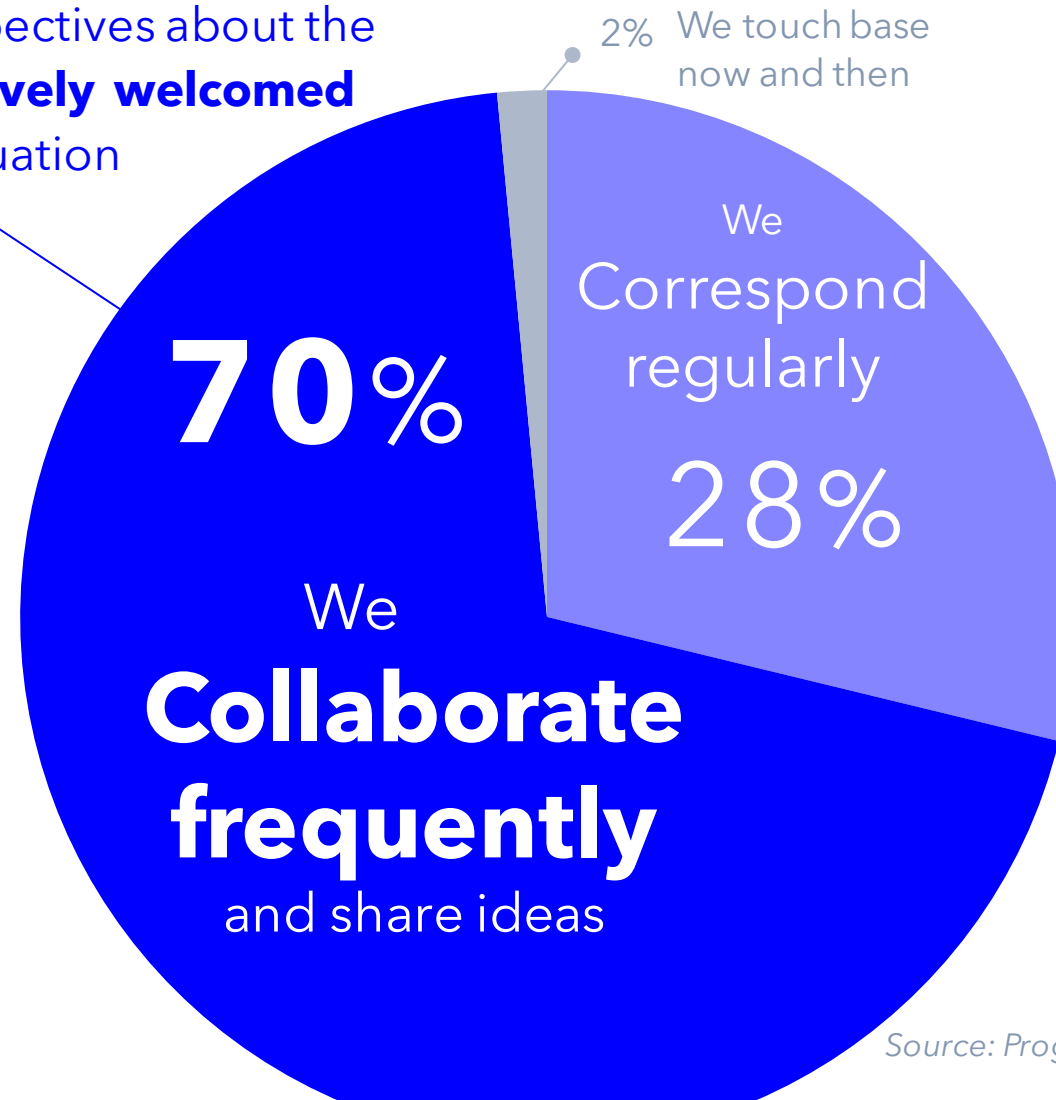
Program Directors said...

I feel that my team's perspectives about the evaluation have been **actively welcomed** and **integrated** into evaluation plans and activities

Continuity

94%

Most program directors had **retained their evaluators** from when they first applied for the grant. Many evaluators **provided consulting** on those original plans, designs and objectives.



Strong Foundation

100%

Programs completed the **Evaluability Process**

Program directors worked with their evaluators in early operational and pre-operational stages to check implementation capacity and data systems

- ✓ Review plans, check adherence to grant
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- ✓ Formative improvement recommendations

Program Directors & evaluators **partnered** to make effective use of formative and end-of-year **Evaluation Findings**

Collaboration & Utilization

Delivery of Findings

- ✓ Evaluator and program coordinator **debriefed** at the conclusion of the site visit. Evaluator presented a **verbal summary** of strengths and potential areas for improvement, and the program coordinator responded to the findings.
- ✓ Evaluator delivered a presentation of site visit findings in a **document via email** to the project director and program coordinator, inviting feedback.
- ✓ Evaluator **presented** the site visit findings at a subsequent **advisory board meeting**.



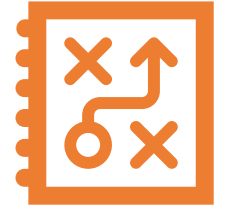
Receipt & Use

- ✓ Project director and program coordinator **reviewed and approved** the written site visit findings.
- ✓ Advisory board committee **celebrated the strengths** and **considered recommendations** for improvement in real time during the meeting.
- ✓ As a result of the formative recommendations, **changes** were implemented to improve programming.

*Evidence from a review of **Annual Evaluation Report (AER)** samples suggests some programs are engaging evaluators strategically and frequently to use study findings for rapid-cycle quality improvement. Those evaluators have been working to provide information in timely, actionable forms.*

Program Directors appreciated the ability to **lean on available resources**...

*"With two new site coordinators on our grant this year, the **welcome visits were so informative** and helpful in getting them up to speed on grant requirements and what we need to do to hit and exceed targets. Our **evaluators have made things so clear**, and they have been instrumental in our success in implementing everything we need to stay on track this year."*



*"**TARC and our evaluators** have been very helpful in setting programs up for success. The welcome visit conducted earlier this year also helped us set up guidelines on what we can expect for this round of grant funding."*

...while also **growing their own capacity** and **building networks** with other partners and 21CCLC leaders

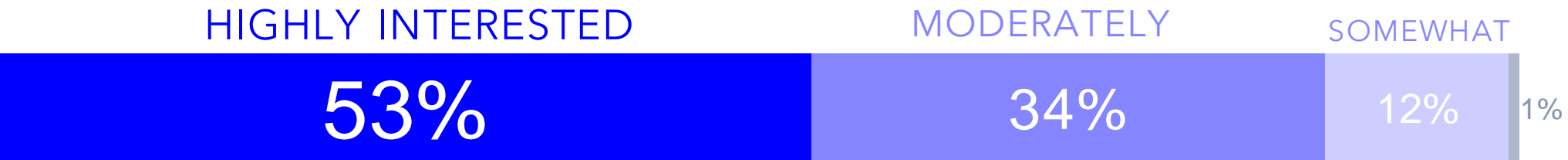


*"My priority is to develop professional development and present research on expanded learning/enrichment programs. I also want **staff to understand best practices** and be willing to **implement a change in culture**."*

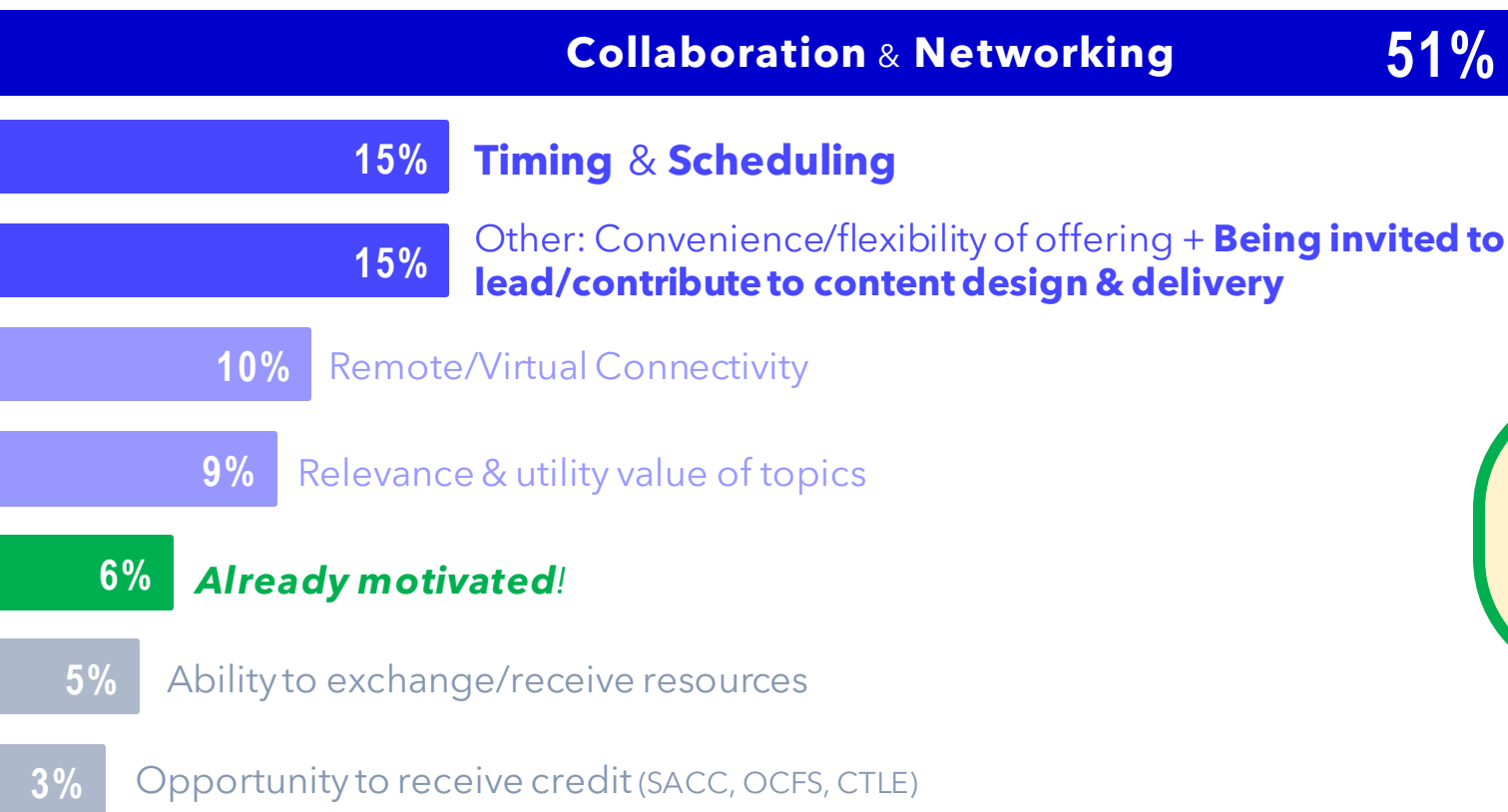
*"My advice [to other program leaders] would be to network with other partners or school districts that provide 21st CCLC Before/After school program services. **Networking is key** to additional ideas and/or resources."*



Program Directors are interested in **an active** Professional Learning Community



Source: Program Directors Mid-Year Report, March 2023 (N=134)



Factors Motivating Participation

in a PLC/Peer Support Network for 21CCLC Program Leaders

(N=86)



REST OF STATE RESOURCE CENTER

-
- **Casey Pulz**, *Outgoing Director*
 - **Rachel Parsons**, *Program Specialist & Interim Director*
 - **Bernard Fleming**, *Program Specialist*
 - **Tess Christmas**, *Program Specialist*
 - **Jordi Naczi**, *Data Specialist*
 - **Ali Wittenberg**, *Senior Director of Professional Learning & Growth, Change Impact*

 - **Contact us:**
ny2 | cclc@binghamton.edu
607-777-9240

 - **Website:**
ny2 | cclc.org

RESOURCE CENTER UPDATES

- '23-'24 21st CCLC Timeline
- Advisory Boards
 - 2nd meeting in October-December
 - QSA Tool
- EZReports
 - Provide accurate NYSSIS IDs
 - Enter program attendance (weekly)
 - Complete Staffing information
- Welcome Visits for new Round 8A subgrantees
- Site Monitoring Visits are being scheduled
- Who's Who in 21st CCLC? Handout

RESOURCE CENTER UPDATES

- Communications
 - Update your contact information in EZReports and with your Resource Center
 - Safelist the NYSED and Resource Center general inboxes to ensure you are receiving important updates
- Technical Assistance
 - Contact us! EZReports assistance, SMV prep, Program Modifications, and more!
- Session evaluations – please complete at the end of each session
- Certificate of Attendance
 - Sign-in in the lobby
 - Contact the Resource Center if you haven't received a certificate within 2 weeks



Save the Date!
Spring '24 Conference
In collaboration with
NYS Network for Youth Success
Friday, April 19 in Troy, NY

CHANGE UP LEARNING

Change Impact
helps social impact
organizations
achieve **results** and
advance **equity**.

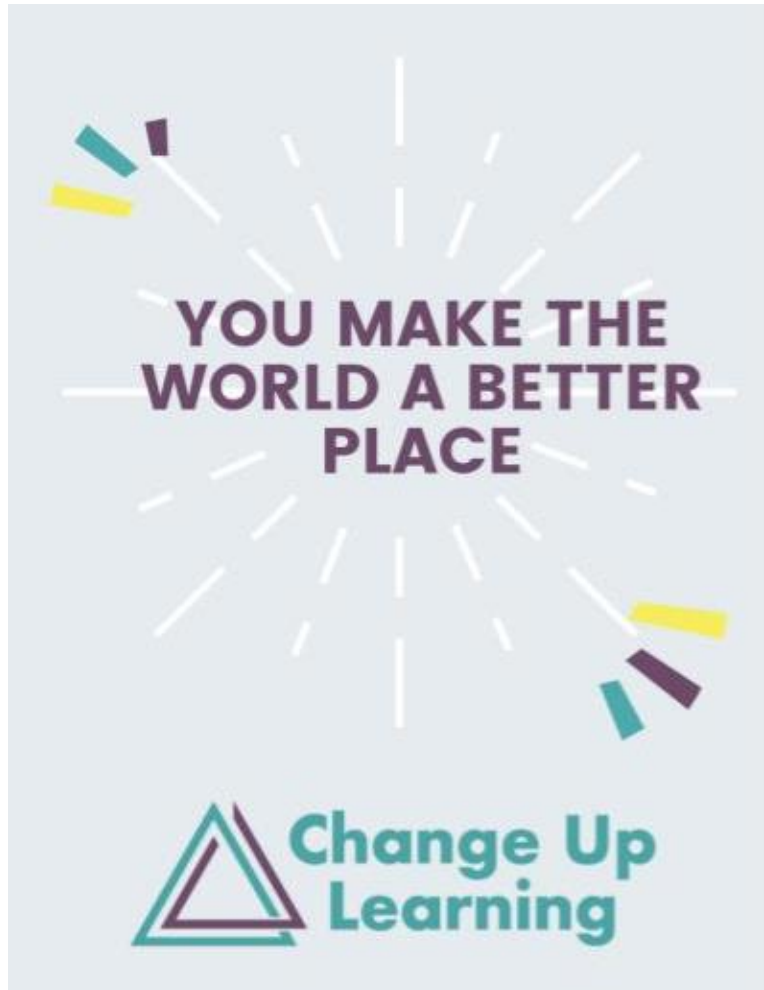


www.changeimpact.net



@_changeimpact

CHANGE UP LEARNING



Change Impact powers **Change Up Learning**, an online PD platform for educators and youth development professionals

[Rest of State Subgrantees Registration Link](#)

- 50+ hours of self-paced training approved for SACC training hours
- Free live virtual workshops on a range of topics with other CBOs
- Follow-up reminders and tools to make learning stick
- Games + monthly contest with prizes

CONTACTS

NYSED

Contact us:

EMSC21stCCLC@nysed.gov

Website:

<http://www.p12.nysed.gov/sss/21stCCLC/>

ROS Resource Center

Contact us:

ny21cclc@binghamton.edu

607-777-9240

Website:

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Measurement Inc.

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Jody Imbimbo | jody.evaluationsavvy@gmail.com



KEYNOTE SPEAKER

Carla Murray

*Assistant Director of
Diversity, Equity, and
Inclusion, Broome-Tioga
BOCES*

[Presentation link](#)

THANK YOU!

Up next:

- Rooms 120 & 220 – *Budget Amendments & More!*
- **Room 222*** - *Local Evaluator Network Meeting (for local evaluators)*
- ***Please vacate both rooms after these sessions to help us close the partitions***