Statewide Evaluation of New York State 21st Century Community Learning Center Program

Annual Evaluation Report
Contract Year 1 (6/1/17 –5/31/18)
December 2018

Prepared for

The New York State Education Department

Office of Student Support Services

MEASUREMENT INCORPORATED

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Prepared by

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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 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 evaluation annual 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*; and **Deliverable 5:** *Provide guidance on transition to State-Level Data Collection and Reporting System*

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 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. As a result, to conduct any statewide analyses under the current system, the State is 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. Strategies currently being used include the following:

- MI developed a data collection template for programs to report student enrollment and attendance; this template includes built-in validation rules to help ensure accurate data entry.
- MI worked with NYSED to identify requirements for a State data system, including compatibility with the federal APR reporting and State Information and Reporting Services (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

- Work with staff from the Office of Community Schools (OCS) of the New York City Department of Education (NYCDOE), 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 to so that local evaluators who have obtained data security agreements can also use it to access student level data.
- Beginning in Year 2, make reporting of NYS Student ID codes a required part of student enrollment and attendance reporting so that program data can be linked to data from NYSED's Office of Information and Reporting Services (IRS).
- Beginning in Year 2, have all local sub-grantees submit program data directly to NYSED (or through a State data system, once established) rather than to MI, so that MI only needs to obtain a data security agreement with the State in order to receive data needed for analyses.

Deliverable 2: *Evaluation of the Effectiveness of the Technical Assistance Resource Centers (RCs)*

Criteria 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 NYS 21st CCLC State Coordinator. Data on effectiveness were obtained through conference and workshop observations, surveys of workshop participants, shadowing of RCs' welcome and monitoring visits, and interviews with Resource Center Directors and key staff. Additional data to inform this deliverable is being derived from a survey of all sub-grantee program directors, which was completed in November 2018 and is currently being analyzed.

A review of multiple data sources used to assess the success of the three in-person conferences held in Year 1 – the two regional conferences and the statewide conference in the spring – revealed that:

- they were well attended by program personnel;

- they exhibited high quality in their overall design and delivery; and
- participants attending these events were generally very satisfied with their learning experiences.

Overall, the conferences were highly successful; however, there were some areas where there was room for improvement:

- There were a few cases where high priority information sessions were scheduled concurrently with other valuable but lower priority topics, or during time slots with lower attendance, likely reducing the numbers attending some of the highest priority topics.
- Some program staff expressed a need for additional, more differentiated professional learning and networking opportunities beyond those offered during conferences – for example, focusing on concerns specific to urban or rural program, or programs serving different grade levels.
- Participation in the workshop surveys was very inconsistent, resulting in uncertainty about whether the positive ratings were representative of all activities.
- In earlier general sessions, the state evaluation process was not introduced as an integral component of the 21st CCLC initiative. This omission was however corrected during later sessions.

Recommendations:

- Consider scheduling the highest priority activities during time slots with fewer concurrent sessions, and at times which attract higher attendance.
- Offer additional, more differentiated professional development (PD) either as part of or separate from the regional conferences, targeted 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 workshop ratings that does not fatigue the participants.
- Workshop facilitators should keep a record of the number of participants attending each workshop. These records would provide useful information about the popularity and reach of each session, while also facilitating a more accurate analysis of evaluation response rates.
- Many local program staff may have limited awareness of the statewide evaluation. The State Evaluator, State Education Department and the two Resource Centers should continue to pursue conversations to clarify roles, and communicate those roles to all program stakeholders.

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

The MI State Evaluation Team conducted exploratory site visits at ten local programs 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:

- Programming
- Student identification, recruitment, enrollment and retention
- Staff recruitment and training
- Program self-assessment for ongoing improvement
- Linkages to the school-day academic program

Programming

Findings:

- Self-direction was emphasized more in programs for older students.
- Activities involving project based learning and hands-on participation inspired the greatest interest among students, while facilitating differentiated instruction in activities with special needs students.
- Some programs lacked the staff or knowledge of techniques to fully support various special needs students.

Recommendations:

- Explore opportunities to provide professional development in strategies and/or demonstration programs that emphasize self-direction in younger students.
- Continue to emphasize professional development opportunities on established programs that use high interest, participatory activities to develop academic skills that are explicitly linked to the school day academic program, and to the Common Core Learning Standards and ESSA.
- Reach out to the Resource Centers, as well as guidance departments, for information about activities and organizations geared to supporting SEL needs such as social isolation that do not require instructors with special certification.
- Students with diagnosed disabilities must be served within the parameters specified in their Individualized Education Programs (IEPs) or 504 Plans. If qualified personnel are not available for the after-school program, the school must pay to fulfill these requirements through other sources.

Enrollment Targets

Findings:

Difficulty meeting enrollment targets was a common challenge. Obstacles included competition with options for other activities, gaps or delays in completing paperwork, parents' concerns about children coming home after dark, and difficulty identifying qualified staff.

Recommendations:

- Options for allowable enrichment activities are very broad. Survey the target population to involve students in developing programming that interests them even before they enroll.
- Provide academic support through high interest activities as much as possible. Use guidance and teaching staff to emphasize to students the importance of developing academic skills.
- Offer parents assistance with completing paperwork, both on-site and by phone.
- To reduce the need for after-school hours during winter, increase options for Extended Learning Time activities during the school day, and/or daytime activities during weekends, holidays or the summer.
- Strengthen staff recruitment and training (see below).

Student Recruitment, Attendance and Retention

Findings:

- Familiarity was an important asset for recruitment.
    - Recruitment targeting at-risk students was supported by staff who had regular contact with these students.
    - For CBOs already known in the school, it was easier to convey the content of proposed activities.
- In high schools, advertising directly to students was most effective; for younger students advertising to parents worked best.
- Attendance and retention among high school students posed challenges across all school environments.
- Some programs lacked the staff or techniques to fully support various special needs students.
- It was very difficult to get parents to attend advisory board meetings.

Recommendations:

- Shorter program cycles proved easier for high school students to commit to. Designing activities where each cycle builds on activity from the previous one could create more depth and continuity while still maintaining flexibility for enrollment.
- Offer enrichment activities that provide opportunities for students to take ownership of programming, reflect what students want, and what they would otherwise do after school in lieu of 21st CCLC programs.
- There is no shortage of possibilities for high interest, team building activities that give elementary students opportunities to take ownership. Even though attendance is less of a problem, such opportunities should be no less common for younger students.

- Give parents more opportunities to be involved with the program that do not require attending meetings: through surveys (in their native language), access to a parent liaison, a family listserv, etc.

Program Climate

Findings:

Most activities displayed a welcoming, supportive and respectful culture. However, staff tended to be more attuned to students' needs in middle and high school programs, while younger students needed a higher staff to student ratio.

Recommendations:

- As observed at one program, younger students could be given closer attention by recruiting responsible high school students as "helpers."
- Accommodate younger students' needs: address shorter attention spans by breaking up desk time with more physical activity; accommodate social anxiety by providing opportunities for privacy.
- A certain noise level is to be expected when students are engaged in group activities. Staff should focus on making sure that the students are on task, rather than just the noise level.

Staff Recruitment and Professional Development

Findings:

Shortages of interested and qualified staff often made hiring difficult. CBO grantees, however, had fewer problems because they had greater flexibility in hiring from outside sources. PD activities offered by district grantees were often directly aligned with school-wide initiatives, but with less focus on the specific goals of the 21st Century program. CBO grantees often provided more program-specific PD, but not always to the staff who needed it most.

Recommendations:

Best practices observed at visited programs offer strategies to strengthen recruitment and training. These included:

- Thorough screening during recruitment,
- Reflecting the cultural diversity of the school,
- Obtaining referrals from school staff,
- Turnkey training on knowledge obtained at conferences, and
- Surveying staff to align PD to their needs.

We also recommend that 21st CCLC Coordinators or school supervisors conduct supervisory observations and recommend appropriate PD to address identified needs.

Linkages to the School Day

Findings:

- Whether the district or a CBO was the grantee, all visited programs reported that CBO staff were involved in school planning teams.
- Programs often targeted students based on their academic needs as identified in their regular academic program, and through ongoing communication with teachers, designed after-school activities to respond directly to those needs.
- In some cases, efforts to align the 21st Century program with the regular academic program were extended into expectations to hold the 21st CCLC program accountable for school-wide goals that were not necessarily part of their grant proposal.

Recommendation:

- Programs should not be held accountable for school-wide outcomes unless they are part of their State contract.

Ongoing Program Improvement

Findings:

- Program improvement is assessed primarily through monitoring student progress. This was more of a challenge for CBO grantees, which do not have direct access to student data; however, most were able to obtain the necessary data from their districts.
- Program evaluations were also informed by student behavior and attitude surveys, or parent surveys.
- Program directors and evaluators alike cited non-academic as well as academic indicators as among the best evidence for program success.
- Some programs initially concentrated on specific elements of the Quality Self-Assessment (QSA) tool so they could better focus their efforts.
- Programs that received regular feedback from their evaluator were often able to use the feedback to make mid-course corrections. However, the impact of that feedback was sometimes attenuated by differences in expectations about the evaluator's role (for example, whether or not it is appropriate for the evaluator to focus on budgeting issues).

Recommendations:

- Student outcomes and other program indicators need to be periodically reviewed during QSA and advisory board meetings with attention to how they inform progress on the logic model.
- Findings from other processes, including formative evaluation feedback and advisory meetings, should be cross-walked with QSA results to obtain more reliable insights.
- Advisory board meetings need to include explicit focus on 21st CCLC initiatives as well as school-wide programs.

- The evaluator's role is normally delineated in the grant proposal, which should be used to inform this relationship. Any clarifications or changes to that role desired either by program staff or the evaluator should be explicitly defined through advisory meetings, and reported to NYSED if necessary.

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

In Year 1, the State Evaluator required each local program's annual evaluation report 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 will inform development of a rubric for assessing the quality and completeness of the reports. A report summarizing these assessments will be delivered to NYSED by December 31, 2018.

Deliverable 6: *Provide Support to Local Program Evaluators*

The State Evaluator 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." MI has provided local evaluators with support through an Evaluators' Network, which is 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 where the State Evaluator posts guidance and resource documents,
- Networking meetings to help the State Evaluator to better understand and support evaluators' needs, and
- An evaluators' discussion board to facilitate sharing of best practices.

Participation in these activities and resources has been quite active, particularly in the listserv and networking meetings. Feedback about the meetings and the Evaluators' Network as a whole, however, has varied. Many local evaluators have expressed gratitude for the opportunities to voice their concerns, share ideas with their colleagues, and contribute to statewide program improvement. However, some have indicated that they were expecting more formal professional development.

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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 1 Project Activities, Outcomes and Findings

JUNE 1, 2017 – JULY 31, 2018

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

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

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 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. As a result, to conduct any statewide analyses under the current system, the State is almost completely reliant on using aggregate data reported to the Tactile Group for local programs' Annual Performance Reports (APRs).

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- 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.
- MI is working 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.

<u>Recommendations</u>

- 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 to so that local evaluators who have obtained data security agreements can also use it to access student level data.
- Beginning in Year 2, make reporting of NYS Student ID codes a required part of student enrollment and attendance reporting so that program data can be linked to data from NYSED's Office of Information and Reporting Services (IRS).
- Beginning in Year 2, have all program data submitted directly to NYSED (or through a State data system, once established) so that MI only needs to obtain a data security agreement with the State in order to receive data needed for analyses.

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. MI's approach to addressing deliverables one and five is based on the recognition that the local program data that is currently being reported to the State in fulfillment of 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 APR system only supports aggregate data. For these reasons, a focus on strengthening state-wide data collection and reporting (Deliverable 5) is a necessary step in conducting assessments about New York State outcomes (Deliverable 1).

The first step in this process was to identify the types of analyses that NYSED would like to be able to conduct in the service of answering questions about achievement of state performance objectives. Secondly, MI's State Evaluation Team has been working 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[1]

The State Performance Objectives, as defined by the Federal Objectives for 21st Century Community Learning Centers and listed in the request for proposals for the state evaluation, are shown in Appendix I, along with the associated Federal Government Performance and Results Act (GPRA) indicators. This list also includes approved modifications and exceptions specific to New York State.

Following is a summary of the analyses that MI has proposed to assess the student outcome objectives, as well as a description of the data that would be needed to conduct those analyses. The following table presents the proposed additional research questions, along with the data and corresponding analyses that would be required to answer them.

[1] Program characteristics (Federal Objective 2) are reported directly to NYSED by individual grantees. However, MI's state-wide evaluation includes studies that are providing additional insights into program quality. These include annual case studies of a selection of local programs, and reviews of all local annual evaluation reports. Methods, status and available results for these studies are discussed below under Deliverables 3 and 4, respectively.

Table 1. Research Questions, Required Data and Analyses Proposed to Address New York State Performance Objectives for Student Outcomes

Proposed Research Question	Required Data	Proposed Analyses[a]
1) Do longer hours of program participation (dosage) result in stronger outcomes?	Student level measures of: * hours of program participation; * pre and post outcome indicators, including: - spring to spring ELA and math tests - school attendance, fall vs. spring semesters - chronic absenteeism, fall vs. spring semesters - SSEC [b] incidents	Regression of hours on post ELA/math test score, controlling for pre-test Regression of hours on spring attendance, controlling for fall attendance Regression of hours on spring absenteeism, controlling for fall absenteeism Regression of hours on spring SSEC[b] incidents, controlling for fall SSEC[b] incidents
2) Is program participation associated with stronger outcomes when specific outcomes are limited to participants in program activities designed to address those outcomes?	Same as #1), PLUS * student level hours of participation in relevant program components	Same as # 1), including only those students participating in relevant program components
3) Are program outcomes comparable for students in various demographic groups, including grade level, gender, ethnicity, English proficiency, disability?	Same as #1), PLUS * student level demographic characteristics	Logistic regression of demographic category on post ELA/math test score, controlling for pre-test Logistic regression of demographic category on spring attendance, controlling for fall attendance Logistic regression of demographic category on spring absenteeism, controlling for fall absenteeism Logistic regression of demographic category on spring SSEC[b] incidents, controlling for fall SSEC[b] incidents
4) If dosage is predictive of student outcomes, is that relationship consistent across different demographic groups?	Same as #s 1) and 2), PLUS * student level demographic characteristics	An extension of #s 1) and 2), regression of hours and demographics on post-program outcomes, controlling for pre-program outcomes

[a] NYS does not use report card grades as outcome indicators because NYC programs are often unable to obtain them. Because state test scores also have significant limitations – they are only administered at grades 3 through 8, and test results may not be representative in schools and districts where large proportions of parents opt their children out of the test – MI, NYSED and the Evaluators' Network are also exploring additional options to assess student outcomes, including short-term indicators such as social-emotional development, school attitudes and behavior.

[b] School Safety and Educational Climate data, which include Violent and Disruptive Incident Reporting (VADIR) and Dignity for All Students Act (DASA) records.

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. However, 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.

Challenges

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:

- Data on program participation is already provided at the student level each spring on enrollment rosters that are required for documenting participation targets. However, the data provided in past years had so much missing and/or invalid data that it was effectively unusable for additional analyses.
- 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.
- Associating these various data points at the student level requires the use of a consistent student identification system. However, in lieu of State IDs, some programs use student IDs that are defined by the district, while others create their own identification system, and still others do not record student IDs at all.
- Laws and regulations intended to protect student confidentiality restrict access to student level records. Regulations vary in different localities and may need to be negotiated at multiple levels (federal, state and local) due to the variety of sources from which data need to be obtained. In some cases, districts will only share student level data with the program CBO and/or local evaluator if the records are de-identified. To be able to associate these data with records from other sources such as NYSED, the district would need to be willing to match the data themselves before de-identifying it and providing it to NYSED, the CBO or the evaluator.
- In New York City, where all programs must obtain student data through the NYC Department of Education (NYCDOE) rather than through the community school district participating in the

grant, the City requires active parent consent for student level records, even if identifying information is encrypted.

Strategies to Meet these Challenges

As the first step in addressing NYSED's data needs, MI conceptualized and developed a spreadsheet template for reporting of enrollment data. This spreadsheet was designed with built in validation rules that were informed by insights from last fall's analyses of Round 6 enrollment data. MI is also conducting post hoc quality control on all submitted data, and communicating with local program staff wherever corrections or clarifications are needed. This has proven to be a time consuming process that is still underway, but combined with the validation rules, it is providing much cleaner and more complete enrollment data.

At the same time, we are working with NYSED to identify the characteristics needed for a broader data collection and reporting system, as well as the legal issues that need to be addressed in order to gain access to student level data. Insights about these needs have been informed through MI meetings with an advisory group of local evaluators, NYSED and MI discussions with data system vendors and clients during national conferences, and NYSED discussions with legal counsel. Following are highlights of the primary considerations for a statewide data system that are currently being explored:

<u>Primary requirements for a State data system</u>:

- Have adequate built in quality control such as internal validation rules
- Have a user-friendly interface that is able to receive student level data from the District or CBO
- Can link directly to the State IRS data system with student level data
- Can generate reports that meet APR requirements and transmit those reports as aggregate data to Youth Services' Tactile data system
- Can provide multiple format options for data export
- Can store longitudinal student level data and define cohorts
- Can support a variety of browser and operating system requirements
- Include strong security guarantees and a plan for disaster recovery

<u>Preferred characteristics for a State data system</u>:

- If the State system can accept a data download from other local data systems that some programs are already using, it may be possible to avoid having to change systems.
- Local evaluations, which also inform the statewide evaluation, might in many cases be greatly strengthened if the State data system can transmit student level data, including a merge of data from NYSED IRS, to local evaluators assuming they have obtained appropriate data security agreements. However even for evaluators who do not have a data security agreement, if they hand enter their program data directly into the State system, they may still need to be able to obtain student level program data back from the system.

Data access issues

In addition to these technical requirements for a state data system, each locality that has data sharing policies that would otherwise restrict access to student level data will need to come to an agreement with NYSED that allows it access to such data so that it can meet federal reporting requirements. Because of the sheer number of programs represented, this is especially pressing for New York City. A possible approach that MI has proposed might be for NYSED to obtain an agreement with the NYCDOE through a state-level agreement with the City's Institutional Review Board.

Findings

Full analyses of NYSED's achievement of objectives related to statewide improvements in participating students' academic performance and behavior as outlined in Table 1 cannot be conducted until the data access issues discussed above are resolved. However, partial analyses can be conducted using data from the State IRS and participation data from the enrollment rosters, for those programs that provide New York State student ID codes, or district codes that can be converted to state IDs.[2] These results will be reported by November 15, 2018, if programs' completion and corrections of their enrollment rosters are completed in a timely manner.

[2] These preliminary analyses will not be able to include all programs because NYSED did not require programs to include State IDs for the first year. This will be a requirement beginning in Year 2.

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, shadowing of RCs' welcome and monitoring visits, and interviews with Resource Center Directors and key staff. Additional data to inform this deliverable is being derived from a survey of all sub-grantee program directors, which is still underway.

Identification of Quality Indicators and Best Practices

Best practices and quality indicators of effectiveness of the 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 RC grant applications;
- RC contracts, workplans and quarterly reports;
- The RC monitoring rubric; 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 II.

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 II. 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 three conferences conducted by the Resource Centers during the 2017-2018 program year. These included the New York City regional conference that convened on October 24, 2017 at the Interchurch Center in Manhattan; the Rest of State regional conference that convened from January 9 and 10, 2018 at the Desmond Hotel in Albany, and the Statewide conference that convened from May 30 to June 1, 2018 at the Desmond Hotel in Albany. 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 three conferences, and obtained and reviewed all related documentation, such as event announcements, registration procedures, agendas and session descriptions. We attended (and in some cases participated in) all conference-wide activities, including general sessions, keynote addresses, working lunches, and one plenary session at the January conference. These activities were observed with an eye towards comprehensiveness of content and relevance for local program staff; consistency with State program objectives and priorities, including the Elements of Quality from the Quality Self-Assessment (QSA) tool published by the New York State Afterschool Network (NYSAN); 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 at least two full workshops during each breakout session time slot. These observations are discussed further in the next section.

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. Observations 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 could be observed as well as the presenters' comments. 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 (see sample protocol in Appendix III). The observations and protocol focused on the following:

- the extent that training objectives were 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.

Professional Development Satisfaction Surveys

Conference organizers and workshop facilitators were asked to request all participants to complete a brief satisfaction survey at the end of each conference workshop and general session (samples of these surveys are provided in Appendix IV). During the October 2017 and January 2018 conferences, copies of the surveys were made available in each workshop room and general session hall, and 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. Because of the difficulty of collecting the surveys from dispersed locations throughout the conference centers and the low response rates obtained from many of the sessions, a different strategy was used at the spring Statewide conference. Participants were again asked at the beginning of the conference to complete surveys for each session, and facilitators were asked to remind them and provide time at the end of their session. However, to facilitate distribution and collection, blank surveys were included in each participant's registration packet, and they were asked to drop them in a box in the main hallway outside the session rooms. Evaluation Team members also collected additional surveys that had not been dropped off as participants left the conference.

These surveys consisted of mostly closed-ended ratings of the respondent's perceptions of each session. Surveys for all sessions, including both PD workshops and general session/keynote presentations, asked respondents to rate the following session characteristics:

- organization,
- clarity of goals and extent they were achieved,
- applicability of content to respondent's work and individual practice,
- extent the session provided sharable resources and/or content that could be turn-keyed, and
- pacing and adequacy of time and structure for questions.

Surveys for PD workshops also asked participants to rate the following additional characteristics:

- engagement,
- aligned to respondent's level of skills and knowledge, and

- likelihood that respondent would apply what they learned.

All surveys also provided space for respondents to make open-ended comments about what they found most valuable, what could be improved, and suggestions for future professional development.

Shadowing of Resource Centers' Welcome and Monitoring Visits

A member of the State Evaluation Team has been conducting semi-structured "shadowing" observations of the Welcome Visits and Monitoring Visits that RC staff were tasked with conducting in the first program year.[3] Resource Centers were asked to accommodate a total of four shadowing observations each, including one Welcome Visit and one Monitoring Visit conducted by the RC staff, and one of each conducted by their subcontractors.

These observations were not evaluative; rather, they were designed to help the State Evaluator obtain a clearer picture of how each RC approaches these visits. As such, the observations were not intended to be representative of all visits, nor were they selected through purposeful sampling, but were based on a convenience sample that considered the schedules of the visited sites, the RC or subcontractor staff, and the observer. The observation protocol employed for the Welcome Visits is shown in Appendix V. For the Monitoring Visits, the observer followed along on the Site Visit Monitoring Report outline, which served as the primary guide for the RC staff's focus during these visits.

Resource Center Visits

Research staff from the State Evaluation Team will 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 addressed during the visits include general communication and collaboration, and approaches to and status of various RC activities, including Monitoring Visits, TA/Welcome Visits, conferences and other professional development activities, supporting grantees' completion of the QSA process and submission of APRs, and other ongoing technical assistance. Prior to each visit, the interviewer provides the RC Director with a list of requested documentation to be reviewed during the visit. The purpose of the documentation review is not to provide evidence of operations; rather, the interviewer provides a list of requested documentation that is expected to help the evaluator better understand the RC's operations.

[3] Welcome Visits are a variation of the Technical Assistance (TA) visits that RCs are required to provide each year to grantees that need more intense assistance than can be provided through phone, email or teleconferencing. TA visits are focused on the needs of the grantee, and provide guidance on grant requirements such as site monitoring and the QSA process. The Welcome Visits, first established in the current round of funding, are a variation of the TA Visits that the Resource Centers or their subcontractor were required to provide in Year 1 to each of the grantees who were new to the 21st CCLC program. These visits are designed as low-stakes, consequence free orientations to help new grantees understand what to expect from program guidelines. In contrast, Monitoring Visits, required by Federal as well as State guidelines, focus on accountability and compliance, and are conducted at sites identified in collaboration with NYSED as having potential compliance issues based on data from the State Risk Assessments, program progress reports, financial reports, APRs, local evaluation reports and other sources.

Program Director Survey

MI will administer an electronic survey to all local program directors. This survey will 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. The program director surveys will be administered in fall 2018, and results will be reported in the next Quarterly Report.

Results

A review of multiple data sources used to assess the success of the three in-person conferences held in Year 1 – the two regional conferences and the statewide conference in the spring – revealed that:

- they were well attended by program personnel;
- they exhibited high quality in their overall design and delivery; and
- participants attending these events were generally very satisfied with their learning experiences.

While the conferences were highly successful overall, there were some areas where there was room for improvement:

- There were a few cases where high priority information sessions (such as monitoring and documentation, building a culture of safety, emergency preparedness) were scheduled concurrently with other valuable but lower priority topics, or during time slots with lower attendance, likely reducing the numbers attending some of the highest priority topics.
- Some program staff expressed a need for additional, more differentiated professional learning and networking opportunities beyond those offered during conferences.
- Participation in the workshop surveys was very inconsistent, resulting in uncertainty about whether the positive ratings were representative of all activities.
- In earlier general sessions, the state evaluation process was not introduced as an integral component of the 21st CCLC initiative. This omission was however corrected during later sessions.

Recommendations:

- Consider scheduling the highest priority activities during time slots with fewer concurrent sessions, and at times which attract higher attendance.
- Offer additional, more differentiated PD either as part of or separate from the regional conferences, targeted 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 workshop ratings that does not fatigue the participants.
- Workshop facilitators should keep a record of the number of participants attending each

workshop. These records would provide useful information about the popularity of each session, while also facilitating a more accurate analysis of evaluation response rates.

- Many local program staff may have limited awareness of the statewide evaluation. The State Evaluator, State Education Department and the two Resource Centers should continue to pursue conversations to clarify roles, and communicate those roles to all program stakeholders.

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 VI, Activities 1.1-1 through 1.1-3, and are summarized below for each major category of RC activities.[4]

Professional Development Opportunities Provided by the Resource Centers

Response Rates

- Response rates on surveys of workshop participants varied from 67% at the NYC conference, to 53% at the Statewide conference, and 48% at the RoS conference. Because participation in these evaluations was 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 22 program staff development workshops, including:
    - Five at the NYC conference in October 2017;
    - Nine at the RoS conference in January 2018; and
    - Eight at the Statewide conference in May/June 2018.
- Unstructured observations were conducted at all general sessions and keynote addresses.

[4] 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.

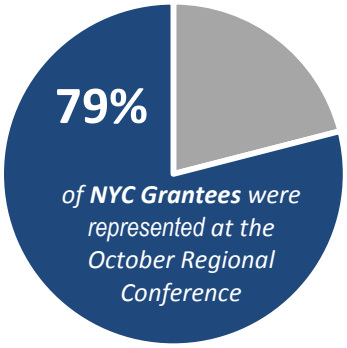
Findings

New York City (NYC) Regional Conference

The fall Regional Conference provided by the NYC Resource Center was held on October 24th at the Interfaith Center in Manhattan. The event was marked by an opening session that got participants energized and told them what to expect for the day, followed by a series of concurrent workshops. Workshops covered topics including monitoring and documentation, program safety, STEAM, youth leadership, emotionally responsive programming, parent partnerships, and recruitment and retention. The conference also offered a listening session facilitated by the State Evaluation Team that offered local evaluators an opportunity to discuss the successes and challenges they were encountering to date.

Representative Attendance

- A substantial majority of programs in the NYC Region sent representatives to attend the one-day conference; almost four-fifths (79%) of the sub-grantees from the Region were represented, totaling one hundred twenty-two individual participants.



Event Schedule and Design

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

- ***General session.*** This session was dedicated to themes and messages consistent with NYSED program objectives and policies. Lead presenters – RC Director, Damian Pacheco, and team – demonstrated skill and preparedness, sharing information about the structure, logistics and norms for the conference; Lisa Rochford, the Director of Capacity Building in the NYC DOE Office of Community Schools (OCS), led an engagement activity to help energize participants.

- ***Concurrent professional learning workshops.*** Over the course of three 90 minute time slots, concurrent workshops were presented focusing on a comprehensive selection of topics that touched upon most, if not all, of the NYSAN Elements of Quality. The first two periods, typically considered the highest attendance times, were dedicated to professional learning topics that are high priority to Year 1 grantees because they are critical for effective program start-up, according to NYSED and the Network for Youth Success: Building a Cultural of Safety in Afterschool, and Monitoring & Documentation (best practices for organizing, tracking quality and performance metrics, etc.).

- ***Event design.*** The event design provided multiple, differentiated tracks formulated to meet the varied learning needs of the majority of program attendees. A track for program personnel was further differentiated into what organizers described as a "tiered experience," which included workshops focused more on foundational topics for attendees who were new to the program, as well as workshops focused on more specific topics of value to experienced, returning program attendees. There was also a track for Evaluators that featured the listening session described above.

Participant Satisfaction

Conference participants reported satisfaction with the quality and utility of the professional learning experiences.

- All respondents (100%) felt the workshops were at least moderately well organized, and a strong majority (78%) 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, and a large majority (83%) felt the goals were clear to a great extent.
- Almost all respondents (99%) felt the workshop goals were achieved to at least a moderate extent, and a strong majority (73%) felt the goals were achieved to a great extent.
- Almost all respondents (98%) felt the sessions were engaging to at least a moderate extent, and a majority (72%) felt they were engaging to a great extent.
- All respondents (100%) felt the sessions were applicable and relevant to their work to at least a moderate extent, and a strong majority (78%) felt they were applicable and relevant to a great extent.
- Almost all respondents (97%) felt the sessions were aligned to their skills and knowledge to at least a moderate extent, and a majority (73%) felt they were aligned to a great extent.
- Almost all respondents (99%) felt the sessions provided content they can apply to their practice to at least a moderate extent, and the majority (74%) felt the content could be applied to a great extent.
- The vast majority of respondents (96%) felt the sessions provided resources or content they could share to at least a moderate extent, and the majority (67%) felt they provided shareable resources or content to a great extent.
- The vast majority of respondents (96%) felt the sessions were well-paced to at least a moderate extent, and the majority (69%) felt they were well-paced to a great extent.
- The vast majority of respondents (96%) agreed that they were likely to apply what they had learned in the sessions.

Evaluation Participation

- The average participant survey response rate for all workshop sessions did exceed the modest target rate of 50%, with 67% of workshop participants completing surveys. However, the participation of attendees in the evaluation of the conference is an area that both the NYC Resource Center and the Statewide Evaluator acknowledge is a place for improvement. In some instances, it was observed that the presenter did not build in a sufficient amount of time at the end of the session for attendees to complete the surveys. In another instance, a presenter did not remind attendees to complete the survey before some began to depart.

Key Observations of a select sample (N=5) of Professional Learning Workshops[5]

Bright spots

- In almost all of the observed workshops, there was strong evidence that the presenter demonstrated deep **knowledge and command** of the material.
- The majority of **training objectives** stated by the facilitators were achieved to a great or moderate extent, as documented by the observer.
- In most of the observed workshops, there was strong or moderate evidence that the training content was **well-organized and sequenced appropriately**.
- There were numerous positive indicators of facilitators' efforts to **actively engage the participants.** In the large majority of observed workshops, there was strong evidence that the presenter reinforced a **climate of respect** among participants. In almost all of the observed workshops, there was strong evidence that **intellectual rigor, constructive criticism, and the challenging of ideas** were valued, and in all of the observed workshops for which it was relevant, there was at least moderate evidence that the presenter demonstrated **cultural competence**. In addition, in all of the observed workshops, there was strong or moderate evidence that the presenter frequently asked questions to **engage the audience and to check for understanding**, and, in a strong majority of the observed workshops, there was at least moderate evidence that the presenter made efforts to **draw out less engaged participants**.
- In all of the observed workshops, there was strong or moderate evidence that multiple opportunities were provided for participants to **share experiences and insights** with the larger group.

Limitations/Areas for improvement

- In one observed session, the presenters ran out of time to cover the final piece of content – an overview of a critical QSA Element with guidance about how to develop and maintain documentation systems to both **measure program performance and quality**, and to be prepared for Monitoring Visits.
- In almost all of the observed workshops, there was limited evidence of opportunities for participants to **practice practical skills and receive feedback** on those skills.
- In one observed session, the presenter set a training objective to help attendees "gain new strategies" to implement in their programs in order to **target a specific area of need** aligned with a QSA Element. The discussion centered on general good practices, and on identifying common challenges programs were encountering; however, it did not include clear, practical strategies to help grantees address deficits and plan solutions.
- There were infrequent but notable examples in multiple workshops where the approach and/or **goals of the small group activities** were not made clear; in these instances, members of the groups spent more time seeking clarity on the instructions and expectations than on engaging in the activity.

[5] The selection of workshops 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.

Rest of State Regional (RoS) Conference

The winter Regional Conference provided by the Rest of State (RoS) Resource Center was held from January 8th through the 10th at the Desmond Hotel in Albany. The event was marked by the feat of gathering attendees from all regional grantees, and the Resource Center leaders and staff worked hard to take advantage of this attendance with an emphasis on networking and building relationships and communities to support the collective mission of high quality, sustainable programming. The Resource Center Director, who is well known for her enthusiasm and her rousing style, encouraged all participants to be their best.

The main source of difficulty observed by the evaluators and reported by the Conference organizers and attendees stemmed from the logistical challenges of transitioning the regional conference to a new location with relatively short notice. This resulted in some workshops taking place in rooms that were less than optimal – for example, lacking technology needed by the presenters, insufficient seating capacity, or auditory interference due to proximity to other sessions.

Representative Attendance

- All programs (100%) in the RoS Region sent representatives to attend the three-day conference, totaling one hundred eighteen individual participants.

Event Schedule and Design

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

- ***General Sessions.*** There were four *general sessions* dedicated to themes and messages consistent with NYSED program objectives and policies; lead presenters – RC Director, Dr. Felicia Watson, and team – demonstrated skill and preparedness, and included engagement activities to help energize participants.

- ***Plenary Session.*** The final general audience session featuring an expert panel (the "Plenary Session"), was scheduled as the closing event of the conference, following lunch. It was noted that a number of attendees did not stay to participate in this session. As a result, a portion of the grantees missed the valuable information presented by the panel of speakers – seasoned, representative stakeholders in the NYS 21CCLC community.

- ***Concurrent professional learning workshops.*** Over the course of five 90-minute time periods, concurrent workshops were presented focusing on a comprehensive selection of topics, touching upon most of the NYSAN Elements of Quality. A significant portion of the Day 1 evening sessions focused on items relevant to Year 1 grantees, including describing the focus of the Welcome Visits, which the RoS Resource Center would be paying to all new Round 7 grantees. Furthermore, key workshops that would benefit all grantees were repeated both within and across conferences to provide multiple opportunities for attendance. These included the Finance Track sessions as well as workshops focused on using the QSA, environment and climate, measuring outcomes, sustainability, grant writing, and parent empowerment/family engagement.

- ***Event Design.*** The event design provided multiple, differentiated tracks formulated to meet the varied learning needs of the majority of program attendees. There were tracks for program

personnel, finance managers, and local evaluators. There were also sessions tailored for new grantees, previously-funded grantees, and program directors ("Apples to Apples"), as well as a roundtable information session featuring technical assistance providers, and a one-on-one session offered by the NYSED Program Director and her team.

Participant Satisfaction

Conference participants reported satisfaction with the quality and utility of the professional learning experiences.

- Almost all respondents (98%) felt the workshops were at least moderately well organized, and a strong majority (76%) felt they were well organized to a great extent.
- Almost all respondents (98%) felt the workshop goals were clear to at least a moderate extent, and a strong majority (81%) 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 (78%) felt the goals were achieved to a great extent.
- Almost all respondents (97%) felt the sessions were engaging to at least a moderate extent, and a strong majority (78%) felt they were engaging to a great extent.
- Almost all respondents (99%) felt the sessions were applicable and relevant to their work to at least a moderate extent, and a strong majority (82%) felt they were applicable and relevant 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 a strong majority (77%) felt they were aligned to a great extent.
- The vast majority of respondents (96%) 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.
- The large majority of respondents (92%) felt the sessions provided resources or content they could share to at least a moderate extent, and the majority (69%) felt they provided shareable resources or content to a great extent.
- Almost all respondents (97%) felt the sessions were well-paced to at least a moderate extent, and the majority (58%) felt they were well-paced to a great extent.
- The vast majority of respondents (98%) agreed that they were likely to apply what they had learned in the sessions.

Evaluation Participation

- The average participant survey response rate for workshop sessions where attendance was recorded (N=8, out of 10 PD workshops for program staff) approached, but narrowly missed the modest target rate of 50%, with 48% of workshop participants completing surveys. The participation of attendees in the evaluation of the conference is an area that both the RoS Resource Center and the Statewide Evaluator acknowledge is a place for improvement. In several instances, it was observed that the presenter did not build in a sufficient amount of time at the end of the session for attendees to complete the surveys. Additionally, in the post-conference debrief

meeting, Resource Center staff relayed that more than one attendee reported to them that they were fatigued by the number of separate surveys they had to fill out; survey fatigue can reduce the overall response rate.

Key Observations of a select sample (N=9) of Professional Learning Workshops[6]

Bright spots

- In almost all of the observed workshops, there was strong evidence that the training content was **evidence-based and grounded in research**, and that **intellectual rigor, constructive criticism, and the challenging of ideas** were valued.

- In almost all of the observed workshops, there was strong evidence that the presenter demonstrated deep **knowledge and command of the material.**

- The majority of **training objectives** stated by the facilitators were achieved to a great or moderate extent, as documented by the observer, and there was strong or moderate evidence that the training content was **well-organized** and sequenced appropriately.

- There were numerous positive indicators of facilitators' efforts to **actively engage the participants.** In the large majority of observed workshops, there was strong evidence that the presenter reinforced a **climate of respect** among participants, and, in all of the observed workshops for which it was relevant, there was at least moderate evidence that the presenter demonstrated **cultural competence**. In addition, in almost all of the observed workshops, there was strong or moderate evidence that the presenter frequently **asked questions** to engage the audience and to check for understanding.

- In most of the observed workshops, there was strong or moderate evidence that the training content was designed to enable program leaders to **replicate the training**.

Limitations/Areas for improvement

- In a number of the observed workshops, **norms and ground rules** were not introduced and explained in either a formal or informal way. It was noted that some participants had skills as ad hoc facilitators within a small group, keeping the group on task, inviting a balanced, respectful dialogue; while, by contrast, other groups of participants may have benefited if they had received a review of basic norms for collaboration.

- In almost half of the observed workshops, there was only limited evidence that **appropriate resources** were provided to support the learning experience.

- In almost all of the observed workshops, there were limited opportunities for participants to **practice practical skills and receive feedback** was limited.

[6] The selection of workshops 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.

- There were infrequent but notable examples of small group activities where the approach and/or **goal of the activity** was not made clear.

Statewide Conference

The spring Statewide Conference, provided jointly by both Resource Centers, was held from May 30th through June 1st at the Desmond Hotel in Albany. The event was marked by a well-coordinated, collaborative effort on the part of both Resource Centers (RCs). The conference kick-off was jointly facilitated by the two RC Directors, who conducted what appeared to be a well-rehearsed presentation, explaining the reason for the statewide focus, describing the roles of the guest speakers, providing an overview of the agenda, and conveying their usual can-do attitude. (When Dr. Watson first started speaking and rousing the troops, an audience member could be heard saying, "There she goes! I love her!")

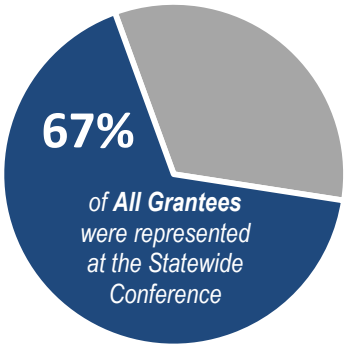
Other General Sessions were led by engaging speakers with resonant messages; featured speakers included Elizabeth Whipple, NYS 21st CCLC State Coordinator; Kathleen DeCataldo, the newly appointed Assistant Commissioner for NYSED's Office of Student Support Services; Dr. Sylvia Lyles, the USDOE Director of the Office of Academic Improvement; and Attorney Steven Spillan. Ms. Whipple introduced the NYSED team, explaining the roles of the key members. Commissioner DeCataldo emphasized the importance of social-emotional learning in 21st Century programs, and discussed a new State law requiring that mental health become a part of health education. Dr. Lyle delivered a spirited presentation about the current status and emerging political landscape surrounding the federal 21st CCLC program. Dr. Lyles used humor at times to draw in the audience, but stayed laser focused on marshalling the afterschool community's talents, resources and activism to strengthen support for the program for years to come. Mr. Spillan provided a detailed guidance for meeting requirements of the federal Electronic Data Gathering, Analysis, and Retrieval system (EDGAR).

During the workshop sessions, RC Directors and staff could be seen dropping in to every workshop to observe and check that the presenters and attendees had what they needed. Workshops provided comprehensive coverage of topics critical to successful afterschool/ OST programming, focusing on most if not all of the Network for Youth Success' 10 Elements of Quality.

The majority of Conference participants reported feeling generally quite comfortable in the learning spaces and satisfied with the overall learning experiences they received.

Representative Attendance

- Two thirds (67%) of all 140 grantees across the state were represented at the spring conference, totaling two hundred nine individual participants. A substantial majority of programs in the Rest of State Region (RoS) sent representatives to attend the conference; over four-fifths (82%) of the sub-grantees from the Region were present. Representatives from over half (57%) of the grantees from the NYC Region were in attendance.



Event Schedule and Design

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

- ***General Sessions.*** There were four *general sessions* dedicated to themes and messages consistent with NYSED program objectives and policies; lead presenters – RC Directors, Damian Pacheco, Dr. Felicia Watson, and teams – demonstrated skill and preparedness, sharing information about the structure, logistics and norms for the conference.

  Themes and content of the sessions touched upon important issues and common experiences relevant to Year 1 grantees. There was an overview of the conference theme – "Relationships, Reflection, Resilience" – and PD highlights; an overview of the state-wide evaluation; an orientation to the Annual Performance Reports; introductions to the NYSED Program management team along with relevant updates, provided by the State Program Coordinator, Elizabeth Whipple. Program leaders were recognized for their resilience and newcomers in the community were invited to reach out to them for guidance.

  - General Sessions were aligned with NYSED program priorities, namely, continuous improvement of quality programming, demonstrating accountability to funders and stakeholders, collecting and reporting high quality data, and prizing and developing relationships.

  - Resource Center leaders and staff exhibited skill and commitment to providing a comfortable, engaging experience for attendees throughout the Conference, but demonstrated particular resourcefulness and aplomb during a location-wide power failure during Day 3's General Session; RC members kept attendees engaged and actively participating in the session.

- ***Concurrent professional learning workshops.*** Over the course of four 90 minute time periods, concurrent workshops were presented focusing on a variety of topics. Key workshops that would benefit all grantees were repeated during the conference to provide multiple opportunities for attendance. Several other important topics that had been addressed during one of the two regional conferences were also repeated during this statewide conference for those who either had not attended previous conferences, or wanted to delve deeper. These included Apples to Apples, the workshop for Program Directors; Getting More from Your Data; Sustainability Planning; and workshops focused on building positive culture and parent empowerment.

- ***Intensive Institutes.*** An Intensive Institute on Emergency Management Preparedness, a topic considered by NYSED and the Network for Youth Success to be critically important for all programs, was offered in the late afternoon of Day 1, by which time the vast majority of participants had arrived and had the opportunity to attend. However, the Emergency Management Institute was offered during the same time slot as another Intensive Institute featuring a National Science Foundation (NSF) engineering curriculum ("Through my Window"), as well as the first of two one-on-one sessions with the NYSED Director. Given the importance of emergency management preparedness, however, the State Evaluator observed that it would have been preferable to present this valuable Institute during a general session when it was not competing with other scheduled activities, and thus could have reached even more attendees.

- ***Event Design.*** The event design was relevant and targeted to meet the needs of the majority of program attendees. To this end, the Conference included multiple, differentiated tracks to choose from: the program personnel track, the finance managers track, and the local evaluators track. There were also more focused, targeted sessions offered to program directors, one-on-one sessions

with either the statewide evaluator or the NYSED program management team, and a "rap session" for networking and professional learning community discussions led by various technical assistance providers.

Participant Satisfaction

Conference participants reported satisfaction with the quality and utility of the professional learning experiences.

- Almost all respondents (99%) felt the workshops were at least moderately well organized, and a strong majority (88%) 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, and a strong majority (85%) 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 (86%) felt the goals were achieved to a great extent.
- The vast majority of respondents (96%) felt the sessions were engaging to at least a moderate extent, and a strong majority (85%) felt they were engaging to a great extent.
- The vast majority of respondents (96%) felt the sessions were applicable and relevant to their work to at least a moderate extent, and a strong majority (86%) felt they were applicable and relevant to a great extent.
- Almost all respondents (98%) felt the sessions were aligned to their skills and knowledge to at least a moderate extent, and a strong majority (86%) felt they were aligned to a great extent.
- The vast majority of respondents (95%) felt the sessions provided content they can apply to their practice to at least a moderate extent, and a large majority (84%) felt the content could be applied to a great extent.
- The vast majority of respondents (94%) felt the sessions provided resources or content they could share to at least a moderate extent, and a strong majority (78%) felt they provided shareable resources or content to a great extent.
- The vast majority of respondents (96%) felt the sessions were well-paced to at least a moderate extent, and a strong majority (80%) felt they were well-paced to a great extent.
- The vast majority of respondents (93%) agreed that they were likely to apply what they had learned in the sessions.

Evaluation Participation

- The average participant rate at the workshop sessions where attendance was recorded (N=5, out of a total of 39 workshops for program or finance staff) was 53%. While this response rate met the modest target rate of 50%, the absence of data on attendance for most sessions, and inability to determine an overall response rate, makes these data unreliable. Just as with the two prior Regional Conferences, the participation of attendees in the evaluation of the event is an area that both the Resource Centers and the Statewide Evaluator acknowledge is a place for improvement.

Key Observations of a select sample (N=8) of Professional Learning Workshops[7]

Bright spots

- In all of the observed workshops, there was strong evidence that the **training content was well-organized, sequenced appropriately**, and that **appropriate resources** were provided to support the learning experience. In the large majority of the observed workshops, there was also strong evidence that the presenter demonstrated **awareness of time limits** and paced the training accordingly
- In almost all of the observed workshops on which the observer was able to make an assessment, training **content reflected NYSED policies and priorities** to a great or moderate extent.
- In almost all of the observed workshops, there was strong evidence that the presenter demonstrated deep **knowledge and command of the material**.
- There were numerous positive indicators of facilitators' efforts to **actively engage the participants**. In all observed workshops, there was strong evidence that the presenter reinforced a **climate of respect** among participants, and provided **clear answers** to trainees' questions. In the large majority of the observed workshops, there was strong evidence that the presenter frequently **asked questions** to engage the audience and to check for understanding. In addition, in almost all of the observed workshops, there was strong evidence that the presenter demonstrated **cultural competence**.

Limitations/Areas for improvement

- In half of the observed workshops, there were limited opportunities for participants to **practice practical skills** and receive feedback on those skills.

Technical Assistance Services and Monitoring Visits Provided by the Resource Centers

Response Rates

The observer from the State Evaluation Team was able to conduct a total of four shadowing observations of Resource Centers' site visits during the 2017-2018 program year. These included two Welcome Visits, both conducted by the NYC RC staff, one Monitoring Visit conducted by the RoS RC's subcontractor (Peaceful Schools), and one Monitoring Visit conducted by the NYC RC staff.

The observer visited the Rest of State and New York City Resource Centers and conducted in-depth interviews with the Directors and support staff on September 7, 2018 and September 26, 2018, respectively. Findings from these visits will be summarized in the next quarterly report.

[7] The selection of workshops 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.

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 towards continuing improvement of policies and procedures at the State level. The methodology employed for this process and the findings from the spring 2018 visits are discussed in the next two sections.

Methods

The MI State Evaluation Team conducted exploratory site visits at ten local programs 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:

- Programming
- Student identification, recruitment, enrollment and retention
- Staff recruitment and training
- Program self-assessment for ongoing improvement
- Linkages to the school-day academic program

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,
- NYSAN's Quality Self-Assessment guide,
- proposals from local applicant agencies (sub-grantees),
- data dictionaries and data guides for the U.S. Education Department's 21st CCLC Annual Performance Reports and for software systems from YouthServices,
- the NYS Risk Assessment process,
- the RC monitoring rubric,

- sample grantee and local evaluator reports, and
- literature on best practices for participatory evaluation and assessing evaluability.[8]

However, the primary focus of the visits was on the parameters defined by the QSA, and issues that emerged from the interim reports as among the most frequently encountered challenges. (The outline showing how key questions to be explored at the visits align with the NYSAN quality standards in the QSA is shown in Appendix VII.)

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. Rather, the observations served the purpose of providing the evaluator with a better feel for the program, and context to better understand the information gleaned through the interviews. 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.

Focus of Visits in Year 1

The major topics that would form the focus of the Year 1 exploratory visits were identified, in collaboration with NYSED staff, to address issues that are most relevant to program start-up. The identified topics are summarized below; a more detailed outline of the focus of the visits, including research questions and alignment with the QSA, is presented in Appendix VII.

Student identification, recruitment and retention. This focus included establishing an appropriate target population; and providing appropriately targeted and well-designed services, and encouraging students to sign up for appropriate activities, to help ensure retention.

Staffing was included as a theme because it arose as one of the most common challenges that surfaced from programs' Year 1 mid-year reports, and is clearly an activity that needs to be prioritized right out of the gate. The visits focused on recruitment strategies that programs used to identify qualified staff, and the availability and quality of professional development opportunities.

Self-assessment for ongoing improvement. While there is recognition that the quality of a program's self-assessment efforts (including formative evaluation and the QSA process) is likely to still be developing during the first year, it was included as a focus topic for Year 1 to determine whether programs are at least beginning to reflect on the process. This topic encompasses the quality of the data management systems (also a major priority for the State-wide evaluation), the use of student outcome indicators to inform program growth, and whether students' particular academic needs are considered in assessing progress towards program success.

Linkages. Finally, the site visit focus included a theme of linkages to the school-day academic program running through all of the above topics.

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

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 and recruitment, student retention, staff recruitment and identifying the focus of staff training; and on details of the program's processes for self-assessment and ongoing improvement.

- **Program Evaluator Interview**

This interview addressed topics parallel to those in the Director interview. It also explored some additional questions specific to the evaluator, such as the nature of the evaluator's relationship and communications with program staff and the adequacy of the data they are able to obtain.

- **Site Visit Observation**

The State Evaluator visiting each program conducted a structured observation of activities from at least 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, a goal was established of making the 10 programs selected for this year's visits as representative as possible in themselves. The program characteristics that were identified by NYSED and MI for defining a sample that reflects the distribution of Round 7 programs included 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). Selections were also weighted according to the five-year goal, as stated in the RFP for the state evaluation,[9] 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

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

- 2 in Mid-State
- 1 in Eastern Region
- 5 in Hudson Valley

To avoid overwhelming program staff, any programs that were slotted this year for either a Welcome Visit or a Monitoring Visit from their Resource Center were excluded. Partly for this reason, only programs that had prior experience managing 21st CCLC grants were considered (all programs new to 21st CCLC were supposed to receive Welcome Visits). In addition, it was felt that staff with more experience in the 21st Century program would have greater depth of insight into challenges and strategies. Finally, programs that had shown evidence of at least reasonably successful early implementation were prioritized, based on the theory that such sites are more likely to have established strategies to respond effectively to their challenges. Preliminary evidence of successful implementation was derived from Round 6 reports, Round 7 risk assessments, and impressions of Resource Center staff. Resource Center staff were invited to assist with the final selection of sites by helping to identify which Grantees had strong histories of implementing 21st CCLC programs, where implementation quality was defined in terms of the QSA principles, with a focus on the characteristics that were to be studied during the site visits.

Status

Ten grantees were selected for Exploratory Site Visits based on the criteria described above; all ten were visited during May or June of 2018. 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 2, below.

Table 2. 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 (1 program) Mid-West (1 program) Mid-State (2 programs)
Type of Grantee	LEA (5 programs) CBO (5 programs)
Locale Type	Big 5 Urban (7 programs) Suburban (2 programs) Rural (1 program)
Program Size[(a)]	Small (< 200 students served) (2 programs) Medium (400 – 600 students served) (2 programs) Large (700 or more students served) (6 programs)
Grades Served[(b)]	Elementary (3 sites) Middle School (3 sites) High School (2 sites) Elementary/Middle School (1 site) 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)] Many 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,[10] when possible, the Community School Program Manager was also interviewed, either alongside the After-School Director or in a separate telephone interview.

Interviews were conducted with 10 After-School Directors and four additional staff; two NYC Community School Program Managers; and 11 local evaluators (including two programs that each had two evaluators working with them, and two programs that had contracted with the same evaluator). Across the ten programs visited, the State Evaluators observed a total of 11 academic activity sessions representing nine of the ten programs,[11] and 16 enrichment activity sessions, representing all ten programs.

Findings

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

[10] All of the LEAs visited in NYC were Community Schools.

[11] At one program, the State Evaluator was only able to observe enrichment activities due to scheduling difficulties.

confidentiality about individual programs, the findings are reported here aggregated and summarized across programs.

Programming

Programming designed to develop academic skills included non-traditional activities such as robotics and chess, as well as more traditional academics such as tutoring, homework help and test preparation. Non-academic enrichment programming included traditional activities such as art, sports and performing arts, as well as less traditional activities such as cooking and activities designed to develop social-emotional learning.

Findings:

- Self-direction was emphasized more in programs for older students.
- Activities involving project based learning and hands-on participation inspired the greatest interest among students, while also facilitating differentiated instruction in activities with special needs students.
- Some programs lacked the staff or knowledge of techniques to fully support various special needs students.

Recommendations:

- Explore opportunities to provide professional development in strategies and/or demonstration programs that emphasize self-direction in younger students.
- Continue to emphasize professional development opportunities on established programs that use high interest, participatory activities to develop academic skills that are explicitly linked to the school day academic program, and to the Common Core Learning Standards and ESSA.
- Reach out to the Resource Centers, as well as guidance departments, for information about activities and organizations geared to supporting SEL needs such as social isolation that do not require instructors with special certification.
- Students with diagnosed disabilities must be served within the parameters specified in their Individualized Education Programs (IEPs) or 504 Plans. If qualified personnel are not available for the after-school program, the school must pay to fulfill these requirements through other sources.

Across all 10 sites, programs offered a wide variety of both academic and non-academic enrichment activities. Activities designed to support student skills in core academic areas included intensive reading support, science, computer programming, robotics, leadership, entrepreneurship, human rights projects, chess, and health and wellness, as well as homework help, tutoring in most subjects, and preparation for the Regents. Activities such as homework help, tutoring and test preparation were inherently aligned with the schools' regular academic programs. Program directors also asserted that other academic programming was aligned, but were not specific about how this was accomplished. It is likely, however, that such alignment would have come more naturally in programs that hired teachers from the school to conduct after-school (or extended learning time) activities. Additional information about how 21st Century programming was designed to align with the school day academic program is discussed under "Linkages," below.

Non-academic enrichment activities that were observed included: art, sports, cooking, preforming arts, sewing, and various social-emotional learning activities/clubs. In some cases, some of these non-academic activities did include academic components, for example in cooking classes that included a focus on weights, measures and conversions.

Most programs opened after-school enrollment to all students. However, they also targeted students with particular needs, ranging from special education/autistic students and those with social-emotional needs to those who were at-risk academically. Activities designed for such students were aligned with the targeted students' needs. For example, one program had a 6:1 student to staff ratio in activities for autistic and other special needs students. Another utilized inclusion classes with additional support and accommodations provided by teachers, a one-on-one aide for special education students, and a separate special needs class for a few students with severe physical disabilities. To help facilitate differentiated instruction, all such targeted activities focused on project-based learning.

Nevertheless, some programs felt they still needed to work on either reaching particular populations or providing better support for those populations. As one Program Director noted in regards to their efforts to serve socially isolated students, "We're there pretty well for academics, but we need to work on the school connectivity piece." Another program realized it had a lot of special needs students, both identified and unidentified, but lacked staff with the expertise in special education to be able to support them. All programs were self-aware in this regard, with a realistic view of where they needed to either do a better job of targeting their services, or of providing better support for some students.

There were variations in the quality of other program characteristics as well. For example, opportunities for leadership and self-direction were more evident in middle and high school than in elementary programs. Several of the observed academic activities were not as effective as they could have been at stimulating students to build their competencies, although a few programs that focused on project-based learning were more effective. These programs' activities provided both academic and enrichment activities that engaged and supported students of all abilities and levels in an active, participatory way. Hands-on activities facilitated by specialized rooms and/or equipment – such as cooking, musical performances, and building robots – appeared to be the most stimulating and the ones that students seemed most excited about.

Meeting Enrollment Targets

Findings:

Difficulty meeting enrollment targets was a common challenge. Obstacles included competition with options for other activities, gaps or delays in completing paperwork, parents' concerns about children coming home after dark, and difficulty identifying qualified staff.

Recommendations:

- Options for allowable enrichment activities are very broad. Survey the target population to involve students in developing programming that interests them even before they enroll.
- Provide academic support through high interest activities as much as possible. Use guidance and teaching staff to emphasize to students the importance of developing academic skills.
- Offer parents assistance with completing paperwork, both on-site and by phone.

- Increase options for Extended Learning Time activities during the school day, and/or daytime activities during weekends, holidays or the summer.
- Strengthen staff recruitment and training (see below).

Most sites struggled with meeting enrollment targets for Year 1. Even some agencies that were well established within schools had trouble reaching full enrollment in this first year. Challenges with meeting enrollment targets included the following:

- Competition with other programs both in and outside of school (e.g., Boys and Girls Club, Empire State Afterschool Program, music/dance lessons, etc.), or with students' other commitments such as jobs, sports, and family commitments
- Parents or students not returning enrollment forms or missing medical forms
- Seasonal challenges: in the winter, parents wanted their children home before dark; when the weather was warm, children wanted to be outside;
- Delays in program start-up due to school-age child care (SACC) licensing issues and/or difficulty identifying qualified staff, by which time parents had already made other plans.

While some of these challenges were beyond the programs' control, there are many strategies that programs used to make the programs more attractive to students as well as their parents that have the potential to increase enrollment by bolstering recruitment, attendance and retention, and by improving program climate. These topics are discussed in the next two sections.

Student Recruitment, Attendance and Retention

Findings:

- Familiarity was an important asset for recruitment.
  - Recruitment targeting at-risk students was supported by staff who had regular contact with these students.
  - For CBOs already known in the school, it was easier to convey the content of proposed activities.
- In high schools, advertising directly to students was most effective; for younger students advertising to parents worked best.
- Attendance and retention among high school students posed challenges across all school environments.
- It was very difficult to get parents to attend advisory board meetings.

Recommendations:

- Shorter program cycles proved easier for high school students to commit to. Designing activities where each cycle builds on activity from the previous one could create more depth and continuity while still maintaining flexibility for enrollment.
- Offer enrichment activities that provide opportunities for students to take ownership of

programming, reflect what students want, and what they would otherwise do after school in lieu of 21st CCLC programs.

- There is no shortage of possibilities for high interest, team building activities that give elementary students opportunities to take ownership. Even though attendance is less of a problem, such opportunities should be no less common for younger students.
- Give parents more opportunities to be involved with the program that do not require attending meetings: through surveys (in their native language), access to a parent liaison, a family listserv, etc.

Across programs and school sites, a broad range of strategies for identifying and recruiting eligible students were applied that were tailored to particular school cultures, activities such as back to school nights and orientations, and grant commitments that required targeting particular groups of students. Recruitment targeting students who were at-risk academically or behaviorally involved working with family liaisons, guidance counselors, teachers, school/district mental health professionals, and school administrators.

More general recruitment methods included:

- Presentations/material distributed at parent orientations
- Flyers/brochures
- Email blasts to students (used only in high schools)
- Information provided at Back-to-school/Parent night/registration days

For the most part, because they were a well-known presence in the school community, well-established CBOs did not have problems with recruiting, at least in terms of the community being clear about what the program offered. For others, the effectiveness of various recruitment strategies varied by targeted grade levels and community characteristics. For example, targeting parents at school-wide back-to-school events was effective for elementary and to some extent middle schools, where parents are more likely to attend. In contrast, advertising directly to students and offering topics of interest was more effective at the high school level, where parents in the visited programs were not involved in the school.

Several programs reported achieving steady attendance, especially at elementary and middle school sites. High school programs, however, were struggling with attendance and were challenged to keep students engaged; even though they were in very different types of locales (urban or rural), all of the visited high schools faced similar challenges.

Strategies for Improving Recruitment, Attendance and Retention

Some best practices in making the OST programs more attractive to students – which helped improve recruitment, as well as encouraging attendance – included the following:

- **Offering shorter programming cycles**

As a partial solution to enrollment shortfalls and attendance problems, some high school programs offered students the option to make shorter time commitments, for example by running activities in 10-week blocks, or rotating monthly programming, instead of asking students to enroll for an entire semester or year.

> *You can be enrolled in the program and be inactive during a sports season, and then reactivate and join again. Or come certain days of the week. Flexibility is essential for high school programs.*

While at least one program found this strategy to be effective for improving recruitment and attendance – as reflected in the above quote – it tended to lend these activities the feel of a drop-in program, with more breadth than depth.

- **High interest programming**

There were many opportunities for teamwork, as well as the development of life skills and self-esteem (e.g., through robotics classes; cooking classes; pottery classes; learning about entrepreneurship and business, etc.).

> *We created clubs that kids would be interested in: LGBTQ, activism, etc. We have a human rights club, arts and music. The school is having attendance issues. We're trying to get them involved in enrichment and afterschool and we tailor lunch clubs to boost enrollment [and attendance]. We work to create programming and consistency and tweak it to make sure kids are interested.*
>
> *[For high school programs], if you're not doing something they want to do, forget about it.*

Again, these were more commonly provided for older youth; although some elementary programs provided activities (such as sports and arts) that developed teamwork, such opportunities were more limited at this age.

- **Youth Participation and Engagement**

Generally, middle and high school programs provided more opportunities for students to take ownership of activities than did elementary programs. In some cases, youth selected from a menu of available activities, and the least popular activities were dropped. Less frequently, students had a direct role in developing programming themselves. Nearly all of the sites provided opportunities for youth to provide feedback about activities, either formally through surveys and focus groups, and/or through less structured communications with staff. Such feedback provided channels through which students became involved in program planning, implementation, and evaluation.

For example, one middle school used a student interest survey to gauge which activities would be most engaging to students:

> *Each session we do a student scheduling survey where they pick clubs. Clubs that are limited in space will run twice. We give precedence to kids who haven't participated in a particular club.*

At this program, students were asked to provide informal feedback about the club after each cycle. This program director noted that, "Some clubs have gone away from lack of student interest."

Students at elementary programs tended to be less involved in program planning, however. At the extreme, one of the elementary programs we visited noted that none of the activities were student-driven.

One of the most direct ways that students can provide input into program planning is by having a voice on the 21st CCLC Advisory Board, which can be appropriate for older students. However, among the seven programs we visited that included services for middle and/or high school students, only two indicated that students participated on the advisory board. Programs noted that the timing of advisory board meetings – generally held in the evening – interfered with attempts to get students to participate, and that it was difficult to schedule a meeting that both parents and students could attend.

- **Engaging Students through Parent/Family and Community Partnerships**

Overall, parent engagement was a struggle for the 21st CCLC grantees. Most programs made efforts to involve parents on the advisory board, but few parents attended and those who did so came infrequently. Instead, several programs obtained informal feedback from parents about activity planning, or coordinated with school events and SLT meetings to discuss 21st CCLC programming with parents. Indeed, some programs pointed out the difficulty of how to "count" parent engagement. Parents were often engaged (e.g., providing feedback on programming, communicating about their children), even if they could not be physically present at meetings and workshops. One of the programs we visited, however, has not attempted to involve parents in planning.

Program climate

Findings:

Most activities displayed a welcoming, supportive and respectful culture. However, staff tended to be more attuned to students' needs in middle and high school programs, while younger students needed a higher staff to student ratio.

In some cases, children in elementary grades were dismissed from their classrooms to meet their parents unsupervised.

Recommendations:

- As observed at one program, younger students could be given closer attention by recruiting responsible high school students as "helpers."
- Accommodate younger students' needs: address shorter attention spans by breaking up desk time with more physical activity; accommodate social anxiety by providing opportunities for privacy.
- A certain noise level is to be expected when students are engaged in group activities. Staff should focus on making sure they are on task more than just noise level.

Overall, in the majority of observed activities, the classroom culture was welcoming and supportive. In most programs staff modeled, and students exhibited, a culture of inclusion and respect, and there were clear behavioral expectations for staff and students (e.g. as stated in staff manuals) that discouraged bullying and promoted positive engagement. In a few observed activities, staff were particularly attuned to student needs and interests, and listened closely to them. However, this seemed to occur more often in more informal activities such as playing games, and in activities for middle and high school

students. In elementary schools, close listening and respect were associated with having more staff, including where high school students were used as helpers. For example, in one elementary school, first graders were presenting puppets they had created. A high school "helper" recognized one student as being extremely shy and served as interpreter as the child whispered to her and she communicated the child's words to the rest of the class.

Nevertheless, there remained room for improvement in program climate across the 10 sites visited:

- In some sites, children in grades K-5 were dismissed to parents from their classrooms and walked to the main office unsupervised.
- Young children, and especially special education students, might have benefitted from more interactive spaces with greater opportunities for separation or stimulation as needed. In some cases, students as young as kindergarten and first grade were observed sitting at desks for long periods after school. In classrooms with students who needed to either keep moving at all times, or withdraw from the constant stimulation of other students, it would have been helpful to have stability balls on which to sit, stress balls, etc., as well as more private areas for separating oneself from the group.
- Opportunities for elementary school children to take initiative were generally limited. While a few observed activities, such as some art activities, allowed for greater self-expression, many were more structured in nature, offering fewer chances for student-driven engagement.
- In some programs staff interactions with students were focused more on behavior control than support. For example, in one program staff were observed repeating the refrain, "What noise level should we be at? Level 1!" Many programs reflected "neutral" interactions between staff and students, neither punitive or restrictive, nor warm and nurturing. In all site observations, there was a range in the quality of relationships between staff and children and staff modeling positive interactions within each site.

Staffing: Recruitment and Professional Development

Findings:

Shortages of interested and qualified staff often made hiring difficult, although CBO grantees had fewer problems because they had greater flexibility in hiring from outside sources. Professional development (PD) activities offered by district grantees were often directly aligned with school-wide initiatives, but with less focus on the specific goals of the 21st Century program. CBO grantees often provided more program-specific PD, but not always to the staff who needed it most.

Recommendations:

Best practices observed at visited programs offer strategies to strengthen recruitment and training. These included:

- Thorough screening during recruitment,
- Reflecting the cultural diversity of the school,
- Obtaining referrals from school staff,
- Turnkey training from conferences, and
- Survey staff to align PD to their needs.

We also recommend that 21st CCLC Coordinators or school supervisors conduct supervisory observations and recommend appropriate PD to address identified needs.

Staff recruitment and professional development varied by the type of grant recipient.

- 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. Professional development (PD) was provided mostly by the school district, since staff could not be pulled out of school for outside PD. Professional development and programming was therefore aligned to topics that were important to school and district initiatives. However, it tended to be less specific to meeting the needs of the 21st Century programs to develop high quality activities that engage, enrich, and support students in different ways than the school day. Some of these programs were able to provide additional PD that was specific to the 21st CCLC program's needs during staff meetings. However, programs had to balance the provision of professional development specific to the needs of OST activities against the need to avoid placing excessive burdens on teachers' time.

  Scheduling PD is a very tough challenge for continual improvement. We don't want to close the program down for a day (especially because not all our staff come daily). It's very hard to mandate PD attendance. Making it too rigid discourages people.

- Programs where the grant was held by a CBO had their own hiring practices. The larger CBOs recruited from job boards, local colleges, and word-of-mouth. PD was provided through the CBO at least monthly, and topics were generated through a combination of staff feedback and 21st CCLC requirements. Examples of PD topics offered by CBOs include lesson planning, behavior management, and best practices in afterschool programming. Some PD was focused on alignment with the school day, although this theme was not emphasized.

While PD was required for CBO staff, the specific trainings they took were generally not dictated, which some directors felt was not ideal for developing high quality staff.

> *We always do [project-based learning], program planning, restorative circles, SEL, de-escalation, mediation training. But typically it's people who don't necessarily need the training who get it.*

Some of the staffing challenges conveyed by grantees are described below.

- For school districts, it was often difficult to find enough interested teachers to fill the positions.

> *[School] staff was unfamiliar with the 21st CCLC program. We had a tough time getting staff to stay – a lot of our staff is untenured, doing graduate degrees, etc. They want to get done and leave for the day.*

- While many of the larger, more established CBOs have human resources departments to handle hiring, they still faced stiff competition from other agencies (especially within NYC), and consistently raised pay rates to compete. This was beneficial to the staff, but could put a strain on the program budgets.

- All interviewed grantees reported that finding qualified staff was difficult, although the reasons for this problem varied. In some regions of the state that had multiple expanded learning programs, there were insufficient numbers of adequately trained people interested in the position to staff all of the programs. In programs that were required to hire existing teachers and even prioritize hiring from within the school, many of those teachers have young children or already have other extracurricular responsibilities such as coaching; and in rural communities, may have long commutes. As a result, many potential candidates have little interest in taking on additional responsibilities.

Some best practices for hiring and providing professional development around the state included the following:

- Thorough hiring practices, including contacting references and weeding out candidates through a multi-tiered interview process. Many CBOs required candidates to lead workshops with students or conduct a demonstration lesson as part of the hiring process.

- Hiring staff that reflected the cultural diversity of the schools and community. All grantees seemed to be able to do so at least to some extent.

- Building strong program advocates among school staff and administrators.

> *Many teachers from the school work in the program. The Principal is interested and helpful – she sees this as useful to her as an educator.*

> *We touch base with the Principal, the parent coordinator. We have a good relationship with the Principal, the school-based mental health team. They make referrals to us, and us to them. Same with teachers, they come to us and suggest students for the program.*

- 21st CCLC Coordinators in district-held grants have attended conferences (such as Project-Based Learning) and turn-keyed the knowledge and skills they acquired at staff meetings.
- Using staff feedback to ensure that PD is targeted to staff needs.

Linkages to regular academic program

Findings:

- Whether the district or a CBO was the grantee, all visited programs reported that CBO staff were involved in school planning teams.
- Programs often targeted students based on their academic needs as identified in their regular academic program, and through ongoing communication with teachers, designed after-school activities to respond directly to those needs.
- In some cases, efforts to align the 21st Century program with the regular academic program were extended into expectations to hold the 21st CCLC program accountable for school-wide goals that were not necessarily part of their grant proposal.

Recommendation:

- Programs should not be held accountable for school-wide outcomes unless they are part of their State contract.

One of the key QSA quality indicators that can take longer for OST programs to refine is maintaining linkages to the school day so that activities "are aligned with and enrich school standards and curricula." Maintaining such linkages has implications for all program components. Our visits to these 10 programs revealed insights about challenges and strategies for meeting this goal.

Ensuring staff familiarity with school-day programming

The school districts and CBOs working in community schools[12] had very close relationships with the school administration, teachers, and counselors. These grantees hired mostly school-day staff, ensuring a thorough knowledge of the school day activities, curriculum, and students. In NYC, CBOs that were partners in programs under OCS were required to be part of the school advisory board, were vetted by the school administration, and worked in concert with the school's planning efforts. CBOs in programs not affiliated with community schools also reported working very closely with administrators and were involved in school planning teams.

Targeting students based on their academic needs, and developing programming to meet those needs

As discussed under Student Recruitment, above, even among those that were open to the general population, most schools targeted students who were at-risk academically or socially, or had officially diagnosed disabilities, and program activities were often specifically designed to meet these needs, which were identified based on students' performance on local and standardized tests as well as classroom assignments and participation. This connection enabled the after-school activities to respond directly to students' needs in their regular academic program. For example, students with reading

[12] Among those visited, most of these included programs at schools under the Office of Community Schools in NYC, but also included one additional program outside of NYC that was also in a community school.

issues worked with a teacher in the 21st CCLC program in a small group designed to target the problems they struggled with in school-day classes.

All programs included time for tutoring and homework assistance. In the best of circumstances, 21st CCLC staff talked with school day teachers "every day" and were kept apprised of difficulties students had during the school day. This communication enabled them to focus on those issues during OST activities. For example, when teachers in one school shared with 21st CCLC staff that students were struggling with telling time on analog clocks, the after-school staff developed programming around the concept of time to address this need.

Programs that maintained the best alignment with the school day also used information about students' regular academic progress to assess the program's progress. These initiatives are discussed further in the next section

Among district grantees in NYC, which are managed by the NYCDOE's Office of Community Schools, OCS expects the 21st CCLC initiatives to align with those of the Community Schools program at large. Given OCS's mission to establish comprehensive, interconnected programming, this relationship can provide strong reinforcement of the 21st Century program's linkages to the school day. However, concerns were raised by some program staff and evaluators that OCS sometimes puts them in the difficult position of being held accountable for school-wide challenges, which are not typically addressed in these programs' goals as stated in their State contracts. One example of this tension relates to OCS's efforts to address school day attendance and chronic absenteeism. It is reasonable to explore whether and how 21st Century services can contribute to such school-wide goals, but the accountability for results should be based on the program's funding contract with NYSED. In this example, 21st Century programs normally only establish goals for school day and/or program activity attendance among program enrollees. Success on these goals could impact school-wide outcomes depending on how services are targeted, but the programs should not be held accountable for school-wide outcomes unless they are part of their State contract. Aside from placing potentially unrealistic expectations on 21st CCLC programs, enforcing such expectations could have the effect of diverting resources from the program's original objectives.

Ongoing Program Improvement

Findings:

- Monitoring student progress was more of a challenge for CBO grantees, which do not have direct access to student data; however, most were able to obtain the necessary data from their districts.
- Program evaluations were also informed by student behavior and attitude surveys, or parent surveys.
- Program directors and evaluators alike cited non-academic as well as academic indicators as among the best evidence for program success.
- Some programs initially concentrated on specific elements of the QSA so they could better focus their efforts.
- Programs that received regular feedback from their evaluator were often able to use the feedback to make mid-course corrections. However, differences in expectations for the focus of the evaluation sometimes interfered with the value of that feedback.

Recommendations:

- Student outcomes and other program indicators need to be periodically reviewed during QSA and advisory board meetings with attention to how they inform progress on the logic model.
- Findings from other processes, including formative evaluation feedback and advisory meetings, should be cross-walked with QSA results to obtain more reliable insights.
- Advisory board meetings need to include explicit focus on 21st CCLC initiatives as well as school-wide programs.
- The evaluator's role is normally delineated in the grant proposal, which should be used to inform this relationship. Any clarifications or changes to that role desired either by program staff or the evaluator should be explicitly defined through advisory meetings, and reported to NYSED if necessary.

Although measuring student outcomes for evidence of program impact was not required in the first year (and in fact, some grantees' contracts did not require any summative assessment beyond the data reported for the APRs), all programs are expected to monitor student progress, among other indicators, to inform ongoing program development and improvement. This section discusses the strategies and activities that the observed programs used to monitor program improvement.

Measuring student outcomes

More so than CBOs that were partners with district grantees, CBO grantees had to make a special effort to monitor academic and behavioral progress of students; nevertheless, most, but not all, did so seamlessly and regularly.

All of the 10 grantees used student feedback to inform their program evaluation. Many programs surveyed students in all grades – in some cases including grades K-3. A couple of programs used pre-post student surveys to track growth over the year. All student surveys reportedly included measures of behavior, attitudes and/or social-emotional learning. At least two sites reported doing a separate SEL

survey with students. A few sites also reported collecting feedback from parents, either through formal channels such as surveys; or informally, such as through conversations during student pick-up procedures.

Both Program Directors and local evaluators were asked what they thought would be the best indicators of program success. At least one respondent pointed out that the indicators need to be paired with a feedback loop to facilitate more targeted interventions, and some noted that there needs to be a way to separate the outcome indicators for 21st CCLC students from other students in the school. It is also notable that quite a few of these recommendations focused on outcomes that are not specifically academic. Interviewees' suggestions for student outcome indicators are summarized below.

<u>Best indicators of student outcomes suggested by Program Directors:</u>

- Student engagement in school
- Attendance/chronic absenteeism during the school day
- Feedback from staff/teachers
- Pre-post formative assessments of skill mastery, aligned with program activities
- Evidence-based skill mastery, moving away from testing, surveys. Something led by students to assess their own progress
- Homework completion
- Students discovering their strengths, finding out what they want to do
- Graduation rate
- Number of students applying to and attending college

<u>Best indicators of student outcomes suggested by Evaluators:</u>

- State test scores
- Disciplinary data, reduction in risky behaviors
- Attachment to community/adults in community
- Motivation to succeed/self-esteem/aspirations
- Improved school day attendance
- Increased class engagement during the school day
- Feedback from adults, teacher ratings
- More stringent SEL assessment
- Pre-post assessments to see growth, aligned with activities

- High school choice (in NYC) or 9th grade completion
- College and career readiness
- Grade point average (GPA)

Quality Self-Assessment (QSA) and Advisory Boards

Nearly all programs reported having completed the QSA at least once this year. Some, but not all, had a system in place for improving the program on the basis of the QSA process. Examples of systems for using the QSA (and other data) for continuous improvement included:

- Targeting specific areas of the QSA to work on, while still reflecting on all areas…

  We set up actionable goals, which gives us a focused conversation about the things we need to change.

  We did the first 2 elements of the QSA in the fall, and circled back last month and addressed action steps.

- …While at the same time, avoiding becoming fixated on perfection in one or two areas.

  I can work on linkages to school or family engagement for 5 years, and still not be happy. You need to take a sharp critical eye to the program without breaking your own heart.

- In supervisory meetings, some directors targeted areas for improvement from both the QSA and evaluator reports and how to address them.

  We go over how we can improve and what trainings we can provide. Some of our staff is fairly young. It can be a shock for them, with lesson planning, behavior management.

  We're thinking about how we can improve staff and therefore program quality.

Advisory Board meetings were problematic for many grantees. In the NYC Community Schools, regular meetings were already required by OCS. Therefore, in most 21st CCLC programs in Community Schools, separate 21st CCLC advisory meetings did not occur. One evaluator noted, "It's easy to say this is an advisory meeting, but no one is really paying attention to 21st CCLC. It's never been clear to me how the state thinks [advisory board meetings] should be used. They didn't give guidance about who has to be at them, except the evaluator." Even in programs that were not under OCS, it was often unclear how often advisory meetings actually took place, and in most cases there were no student or parent representatives.

Program Evaluation

For the most part, interviewees reported that relationships between evaluators and 21st CCLC program staff were collaborative and without notable difficulties. Most programs understood the importance of the evaluation, worked closely with their evaluators to track data and outcomes, and welcomed feedback.

> *[Program staff] are very responsive in ensuring attendance is entered timely. They value evaluation and using the data for continuous improvement.*

Nevertheless, some programs encountered challenges to this relationship. Some of the key successes and challenges are summarized below.

Strategies for using program evaluation to inform ongoing improvement

Some evaluators provided program staff with periodic analyses – ranging from monthly to quarterly – of trends in student program attendance, average daily attendance at each activity, and number of hours accrued. This regular communication helped keep programs on track with attendance rates and hours, and created a sense of a team working toward the same goal. Programs that received regular feedback from their evaluator regarding attendance, observations and results from the QSA were often able to use the feedback to make mid-course corrections:

> *The program has used evaluation feedback and the QSA. They look at [the data] honestly and brainstorm ways to improve.*
>
> *The weekly attendance data is used to make informed decisions for programs. Having numbers at hand is useful.*
>
> *The Community Schools Program Manager tells us what we're doing well, and what we need to improve on. She's super helpful in providing information and resources. Every week our evaluator sends us a report on attendance that we use.*

One evaluator who used multiple assessment measures indicated that these helped the program to improve activities and programming.

> *I do give [the program] feedback from the CAMI[13] – I suggest ways to build self-efficacy. I try to get them to get creative with activities and modeling failures and how to deal with them. I give them that feedback and they use it. After grades are in, I give them more.*

Other programs were less specific about how they used data to inform continuous improvement. "The Interim Evaluation Report included recommendations. We're taking them to heart."

<u>Challenges using program evaluation to inform ongoing improvement</u>

There were a few notable exceptions, however, where program staff and administration did not have a clear understanding of the role of the evaluators or had different expectations about what the evaluation should include. For example, some evaluators felt that part of their job included providing feedback on budget considerations, but this perspective could create tension if district or CBO staff did not share this perception. As a result, one evaluator expressed a desire for more clarity on responsibilities:

> *We would like more support from the state in the fiscal component. I think that's our business. The [evaluation] manual is half theoretical, and not clear-cut in terms of minimum expectations.*

In addition, evaluators working with NYC programs all experienced the difficulty of working with a large urban district with stringent rules around obtaining data.

> *The NYCDOE sees us as an outside researcher, which presents challenges in getting data. We have to go through an [institutional review board], but we're reporting on behalf of the DOE. It hinders our ability to report outcomes in a timely fashion.*

[13] Control, Agency, & Means-End Interview, an SEL assessment focusing on locus of control (Little *et al.,* 1995).

These NYC local evaluators "struggle to get anything in a timely way." They reported being unable to put in a data request until December, when the APR window closes.

Evaluators working with the NYC Office of Community Schools also faced challenges with meeting the requirements of OCS within their allotted 21st CCLC evaluation budget. OCS required weekly data updates from evaluators, sometimes resulting in confusion about contractual accountability and scope of work, and who was considered the "client".

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

In Year 1, 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 will inform development of a rubric for assessing the quality and completeness of the reports. A report summarizing these assessments will be delivered to NYSED by December 31, 2018.

Methods

Working from past report guidelines and templates that had been developed by previous state evaluators, MI developed guidelines for the required contents of the Round 7, Year 1 Annual Evaluation Reports (AERs) that are generally due each September 30. The "Annual Evaluation Report Guide" for Year 1, which was designed to inform the expected content of the reports without dictating any particular format or organization, was distributed to all local program evaluators in March 2018. 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 1 reports include the following:

- Program description and logic model, including any modifications from the original proposal;
- Evaluation framework, including goals, objectives and outcomes, evaluation questions and design;
- Evaluation plan, including variables, data sources and analysis plans;
- Engagement of program staff in the evaluation and process for communication of findings;
- Process evaluation findings;

- Summative evaluation findings, if applicable;
- Program utilization of evaluation feedback;
- Conclusions and recommendations for next year; and
- Sustainability plans, if applicable.

Details of these required components are shown in the AER Guide in Appendix X. Because the report organization was discretionary, all programs were also required to submit a checklist along with their AER (also shown in Appendix X) that indicated where each required component could be found in the report.

Status

The report guide and checklist will be used to inform the development of a rubric for assessing the reports. The specific focus of these assessments was established in collaboration with NYSED leadership at the fall quarterly staff meeting on October 29, 2018.

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." MI has provided 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.

Participation in these activities and resources has been quite active, particularly in the listserv and networking meetings. Feedback about the meetings and the Evaluators' Network as a whole was has been variable. Many local evaluators have expressed gratitude for the opportunities to voice their concerns, share ideas with their colleagues, and contribute to statewide program improvement. However, some have indicated that they were expecting more formal professional development.

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 first 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 established and facilitates an Evaluators' Network, which involves all 21st CCLC local program evaluators and their staff. However, the State Evaluation Team believes that, in the spirit of participatory evaluation, communications about evaluation issues are relevant to all program leaders and should not be limited only to evaluators. For this reason, all Evaluators' Network activities are also open to other program stakeholders. Activities of the Evaluators' Network are described below.

Activities

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

MI created a distribution list and established an 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. This distribution list is updated on a regular basis as evaluators change, and as additional team members (or other stakeholders) request to be added.

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 created a separate page for evaluators on the nys21cclc.org website, http://www.nys21cclc.org/for-evaluators/, through which we have posted guidance documents such as a list of FAQs focused on evaluation-related issues, addenda to the Evaluation Manual, and the Year 1 Annual Evaluation Report guide (discussed under Deliverable 4); resources such as federal surveys, APR data guides, and locally developed surveys that local evaluators have agreed to share; minutes and PowerPoint slides from evaluator networking sessions and presentations; and past evaluation reports.

- **Networking meetings**

Communications with local evaluators through networking and advisory group meetings help the State Evaluation Team to better understand and support evaluators' needs. To date, MI has held a total of five networking meetings, including four during the "evaluators track" sessions at Resource Center conferences and one web-based meeting; plus one advisory group meeting via telephone conference. These networking meetings included the following:

  - A "listening session" at the NYC conference in October 2017, which focused on establishing a vision for the Evaluators' Network, exploring the status of local programs' data management systems, and a discussion of the evaluability assessment process.
  - In an effort to get RoS evaluators caught up on the discussions started in NYC, a web-based meeting was held in November 2017 to explore data management systems.
  - Two separate networking meetings were held at the RoS conference in Albany in January 2018, one focusing on evaluability assessment, which was not covered at the November meeting, and one, at the request of the State Director, on participatory evaluation.
  - One networking meeting was held at the Statewide conference in Albany in May 2018. Because there had been ongoing discussions throughout the year within the Evaluators' Network and with the State Director about options for surveying program participants and staff, and alternative outcome measures, the topic chosen for this meeting was "Alternative Outcome Assessments – Beyond the APR." This session explored the limitations of APR data for evaluation purposes, and sharing of experiences among local evaluators in how they had been approaching outcome assessment. The session included discussions on using teacher surveys and making use of available data, led by evaluators from the R/E/D Group and L&G Research and Evaluation, respectively.

In addition, an advisory group meeting was conducted by phone in February 2018 with about half a dozen local evaluators, representing both regions, who had volunteered to participate. This meeting

was used to obtain more concrete details about the challenges and needs that local programs encountered in working with their existing data systems, to help inform the possible development of a Statewide system.

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, in January 2018, MI established an Evaluators' Network "category" on the newly created Discussion Board on the Resource Center website (http://www.nys21cclc.org/discussion-boards/). All Evaluators' Network members were notified of the availability of the discussion board, and 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 since it was established in October 2017, with over 400 emails received from or sent out to the network in its first year. 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.

- **Networking meetings**

Attendance at these meetings was somewhat variable but generally good. All NYC evaluation firms were represented at the October meeting. Attendance at the three RoS meetings represented between 48 to 60 percent of evaluation firms, but a large majority of RoS firms (88%) was represented at at least one of these meetings. Attendance was not taken at the Statewide meeting in May, but we estimate that approximately 30 individuals were in attendance.

Although surveys were not administered to participants in the October meeting in NYC, informal, unsolicited feedback received from participants by members of the State Evaluation Team indicated that participants were extremely grateful for the opportunities that they have been receiving this year to voice their concerns and contribute to strategies for statewide program improvement.

At the Albany conference held in January, formal surveys were distributed to local evaluators attending either of the two evaluation track listening sessions, from which a total of 32 surveys were collected. Across the two sessions, over one-fourth of respondents (28%) were new to evaluating 21st CCLC programs. Responses to these sessions were not as strongly positive as the feedback that had been received from the NYC evaluators' session, nor were they as positive as ratings to the professional development and finance track sessions. For the two evaluator track sessions, at least two-thirds of respondents felt that the sessions met all of the listed criteria except providing resources to share to at least a "moderate extent," and half felt that the sessions provided shareable resources to at least a "moderate extent." The lower ratings of shareable materials were surprising given that each slide deck included a substantial bibliography of highly respected sources on the session topic; however, since the slides were not distributed until after the conference, it may be that many participants did not focus on the bibliographies until later.

More importantly, the relatively less enthusiastic ratings of other session characteristics may have reflected a misunderstanding of the intention of the sessions, which were designed to function more as opportunities for networking and mutual support among evaluators than as professional development. It appears that this format was better received from those evaluators who were new to 21st CCLC, whose ratings were consistently higher than those from experienced evaluators.

This purpose was communicated more explicitly in advance of the May statewide evaluation networking session, and participants at this meeting seemed enthusiastic and engaged. Unfortunately, however, only two surveys were returned, although the responses on these surveys were very positive.

- **Discussion Board**

Among all of the evaluator networking initiatives, getting the discussion board off the ground has proven to be the greatest challenge. Other than welcome messages posted by MI, to date only two messages have been posted by evaluators. Each of these has, however, received several dozen views, so it is possible that those messages that have been posted have been useful.

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 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, each of which is responsible for evaluating one or more local programs, but who are also encouraged to collaborate to share best practices. NYSED believes that stakeholders and partners should be meaningfully engaged in the statewide evaluation, and 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;*
- ***Establishing a standardized data collection system*** *at the state level; and*
- ***Enhancing the quality of support*** *provided to grantees via Resource Centers and local evaluators; and*
- ***Exploring additional outcome indicators*** *beyond the APR that are sensitive to direct impacts of 21CCLC programming.*

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.

Because of the collaborative nature of this initiative, these supports require an open flow of communication amongst all players. Thus, both the Resource Centers and the local evaluators provide direct support to local programs, while the state evaluator's exploratory site visits help identify trends in challenges, successes and best practices that can inform local program implementation. The state evaluator's support of the Resource Centers and of 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. MI also continues to collaborate with all of

these stakeholders to explore possibilities for improving assessments of program impact on the state and local levels, that will be possible once full data access has been achieved.

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

Recommendations for Deliverables 1 (Evaluation of Statewide Objectives) and 5: (transition to State-Level Data System)

- Work with staff from the Office of Community Schools (OCS) of the New York City Department of Education (NYCDOE), 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 to so that local evaluators who have obtained data security agreements can also use it to access student level data.
- Beginning in Year 2, make reporting of NYS Student ID codes a required part of student enrollment and attendance reporting so that program data can be linked to data from NYSED's Office of Information and Reporting Services (IRS).
- Beginning in Year 2, have all local sub-grantees submit program data directly to NYSED (or through a State data system, once established) rather than to MI, 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 2 (Evaluation of the Effectiveness of the Technical Assistance Resource Centers)

- Consider scheduling the highest priority conference activities during time slots with fewer concurrent sessions, and at times which attract higher attendance.
- Offer additional, more differentiated professional development (PD) either as part of or separate from the regional conferences, targeted 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 workshop ratings that does not fatigue the participants.
- Workshop facilitators should keep a record of the number of participants attending each workshop. These records would provide useful information about the popularity and reach of each session, while also facilitating a more accurate analysis of evaluation response rates.
- Many local program staff may have limited awareness of the statewide evaluation. The State Evaluator, State Education Department and the two Resource Centers should continue to pursue conversations to clarify roles, and communicate those roles to all program stakeholders.

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

Programming

- Explore opportunities to provide professional development in strategies and/or demonstration programs that emphasize self-direction in younger students.
- Continue to emphasize professional development opportunities on established programs that use high interest, participatory activities to develop academic skills that are explicitly linked to the school day academic program, and to the Common Core Learning Standards and ESSA.
- Reach out to the Resource Centers, as well as guidance departments, for information about activities and organizations geared to supporting SEL needs such as social isolation that do not require instructors with special certification.
- Students with Individualized Education Programs (IEPs) or 504 Plans must be served within the parameters specified in those plans. The school in which the student is enrolled is obligated to provide any services, supports, or accommodations written in the IEP or 504 Plan that are necessary for the student to participate in the after-school program.

Enrollment Targets

- Options for allowable enrichment activities are very broad. Survey the target population to involve students in developing programming that interests them even before they enroll.
- Provide academic support through high interest activities as much as possible. Use guidance and teaching staff to emphasize to students the importance of developing academic skills.
- Offer parents assistance with completing paperwork, both on-site and by phone.
- To reduce the need for after-school hours during winter, increase options for Extended Learning Time activities during the school day, and/or daytime activities during weekends, holidays or the summer.
- Strengthen staff recruitment and training (see below).

Student Recruitment, Attendance and Retention

- Shorter program cycles proved easier for high school students to commit to. Designing activities where each cycle builds on activity from the previous one could create more depth and continuity while still maintaining flexibility for enrollment.
- Offer enrichment activities that provide opportunities for students to take ownership of programming, reflect what students want, and what they would otherwise do after school in lieu of 21st CCLC programs.
- There is no shortage of possibilities for high interest, team building activities that give elementary students opportunities to take ownership. Even though attendance is less of a problem, such opportunities should be no less common for younger students.

- Give parents more opportunities to be involved with the program that do not require attending meetings: through surveys (in their native language), access to a parent liaison, a family listserv, etc.

Program Climate

- As observed at one program, younger students could be given closer attention by recruiting responsible high school students as "helpers."
- Accommodate younger students' needs: address shorter attention spans by breaking up desk time with more physical activity; accommodate social anxiety by providing opportunities for privacy.
- A certain noise level is to be expected when students are engaged in group activities. Staff should focus on making sure they are on task more than just on noise level.

Staff Recruitment and Professional Development

Best practices observed at visited programs offer strategies to strengthen recruitment and training. These included:

- Thorough screening during recruitment,
- Reflecting the cultural diversity of the school,
- Obtaining referrals from school staff,
- Turnkey training on knowledge obtained at conferences, and
- Surveying staff to align PD to their needs.

We also recommend that 21st CCLC Coordinators or school supervisors conduct supervisory observations and recommend appropriate PD to address identified needs.

Linkages to the School Day

- Programs should not be held accountable for school-wide outcomes unless they are part of their approved application for the State 21st CCLC grant.

Ongoing Program Improvement

- Student outcomes and other program indicators need to be periodically reviewed during QSA and advisory board meetings with attention to how they inform progress on the logic model.
- Findings from other processes, including formative evaluation feedback and advisory meetings, should be cross-walked with QSA results to obtain more reliable insights.
- As stated in the sub-grantee RFP, advisory boards should include representation from program and partnering administrative staff, school and partnering agency representatives, students, parents and community members. The meetings need to include explicit focus on 21st CCLC initiatives as well as school-wide programs.

- The evaluator's role is normally delineated in the grant proposal, which should be used to inform this relationship. Any clarifications or changes to that role desired either by program staff or the evaluator should be explicitly defined through advisory meetings, and reported to NYSED if necessary.

APPENDICES

Appendix I: Federally-defined Performance Objectives, With Exceptions for New York State

Student Outcome Objectives

Federal Objective 1 – Regular attendees in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

1.1 Achievement. Regular attendees participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.

GPRA Indicator 1. Percentage of regular program participants whose math/English grades improved from fall to spring.

[In New York State, programs within New York City are currently not required to provide report card grades. They are used for programs outside of NYC as an additional achievement measure.]

GPRA Indicator 2. Percentage of regular program participants who meet or exceed the proficient level of performance on State Assessments in reading/language arts and mathematics.

[In New York State, proficiency is based on performance on the NYS ELA and Math tests, which are used as the primary measure of student achievement.]

GPRA Indicator 3. Percentage of regular program participants with teacher-reported improvement in homework completion and class participation.

[In New York State, programs are not required to administer the Teacher Survey]

1.2 Behavior. Regular attendees in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

GPRA Indicator 4. Percentage of students with teacher-reported improvements in student behavior.

[In New York State, programs are not required to administer the Teacher Survey]

Objectives for Program Characteristics

Federal Objective 2 – 21st CCLC will offer a range of high quality educational, developmental, and recreational services for students and their families.

2.1 Core educational services. 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

GPRA Indicator 5. Percentage of 21st CCLCs reporting emphasis in at least one core academic area.

2.2 Enrichment and support activities. 100% of Centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

GPRA Indicator 6. Percentage of 21st CCLCs offering enrichment and support activities in technology.

GPRA Indicator 7. Percentage of 21st CCLCs offering enrichment and support activities in other areas.

2.3 Community involvement. Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.

2.4 Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children.

2.5 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.

Appendix II: Best Practices and Quality Indicators for Resource Centers

Evaluation of the NYS 21st CCLC 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.

Evaluation of the NYS 21st CCLC Resource Centers

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. **1.1-1** One of these conferences can be a joint conference delivered by BOTH RCs. **1.1-2** Participants are involved in the evaluation of the conferences.[2] **1.1-3**	■ 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*.

Evaluation of the NYS 21st CCLC Resource Centers

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** **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. **2.1-1** **2.1-2** 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** 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. **2.2-1** **2.2-2**	■ 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 III: 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 IV: Professional Development Workshop Satisfaction Surveys [Samples]

New York 21st Century Community Learning Centers
SOARING BEYOND EXPECTATIONS

MEASUREMENT INCORPORATED

RoS 21st CCLC Resource Center
Professional Development Satisfaction Survey [SAMPLE 1]
January 8-10, 2018

GENERAL SESSION I (Tues. 1/9/18, 9:00-10:15 am)

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

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
- ☐ b. Previous experience with 21st CCLC programs

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	☐	☐	☐	☐
b.	The goals of the session were clear	☐	☐	☐	☐
c.	The goals of the session were achieved	☐	☐	☐	☐
d.	The session content was applicable to my work and provided relevant context	☐	☐	☐	☐
e.	The session provided me with knowledge and background that I can apply to my individual practice	☐	☐	☐	☐
f.	The session provided me with resources I can share, and/or content I can turnkey, with program staff	☐	☐	☐	☐
g.	The session was well-paced and included adequate time and structure for questions	☐	☐	☐	☐

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

New York 21st Century Community Learning Centers
SOARING BEYOND EXPECTATIONS

MEASUREMENT INCORPORATED

GENERAL SESSION I (Tues. 1/9/18, 9:00-10:15 am)

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

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

6. What are your suggestions for future professional development?

Thank you!

New York 21st Century Community Learning Centers
SOARING BEYOND EXPECTATIONS

MEASUREMENT INCORPORATED

RoS 21st CCLC Resource Center
Professional Development Satisfaction Survey [SAMPLE 2]
January 8-10, 2018

New Sub-Grantee Orientation/PD (Mon. 1/8/18, 3:00 – 6:00 pm)

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

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
- ☐ b. Previous experience with 21st CCLC programs

3. To what extent do you agree or disagree with the following statements about this session?	To a Great Extent	To a Moderate Extent	To a Small Extent	Not At All
a. The session was well organized	☐	☐	☐	☐
b. The goals of the session were clear	☐	☐	☐	☐
c. The goals of the session were achieved	☐	☐	☐	☐
d. The session was engaging	☐	☐	☐	☐
e. The session was applicable and relevant to my work	☐	☐	☐	☐
f. The content was well aligned to my level of skills and knowledge	☐	☐	☐	☐
g. The sessions provided me with knowledge, skills and /or strategies that are appropriately challenging and I can apply to my practice	☐	☐	☐	☐
h. The session provided research and/or resources that will be useful	☐	☐	☐	☐
i. The session was well-paced and included adequate time and structure for sharing and questions	☐	☐	☐	☐

	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.

New York 21st Century Community Learning Centers
SOARING BEYOND EXPECTATIONS

MEASUREMENT INCORPORATED

New Sub-Grantee Orientation/PD (Mon. 1/8/18, 3:00 – 6:00 pm)

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

6. What could have been improved?

7. What are your suggestions for future professional development?

Thank you!

Appendix V: Welcome Visit Shadowing Observation Protocol

New York 21st Century Community Learning Centers
SOARING BEYOND EXPECTATIONS

MEASUREMENT INCORPORATED

TECHNICAL ASSISTANCE/WELCOME VISIT SHADOWING OBSERVATION PROTOCOL

Program Name: _____

Grantee Staff members present (Name/Title):

_____
_____
_____

LAA (Grantee) Type:
☐LEA
☐CBO

Number of sites served by grantee:

_____

Reporting System Used:
☐CitySpan's YouthServices
☐Other (specify):

_____

Address:

_____

City: _____

Number of sites visited in Welcome Visit:

_____

Site name	Grades Served	Prior 21st CCLC Funding? (Y/N)

Staff conducting visit:
☐NYC RC Staff

_____
_____
_____

☐RoS RC Staff

_____
_____
_____

☐OCB Staff

_____
_____
_____

☐Name of Evaluator:

_____

First visit from evaluator?

☐Yes ☐No

Date of Observation:_____

Observer: _____

DOCUMENTS RECEIVED:
☐Documentation requested from grantee
☐Completed Site Visit Report (after visit)
[List documents]:

_____
_____
_____
_____
_____

Dates of evaluation visits: _____

_____
_____

TOPIC/QUESTION	EVIDENCE/EXAMPLES
	Note extent/completeness of topic coverage; extent to which grantees' questions answered
Welcome/TA visit purpose explained	Tone/extent of explanation:
Preliminary needs assessment ☐ Conducted (date: _____) ☐ Planned Target date established? ☐ No ☐ Yes (Specify: _____)	Data sources used to identify needs:
TA visit focused on Federal and State requirements	Provide examples/summarize:
Review of key aspects of program implementation and grant requirements	Provide examples/summarize (see checklist, attached):
IF missing aspects of implementation, plan made to receive documentation/ information? ☐ Yes ☐ No	Provide details and timeframe:

TOPIC/QUESTION	EVIDENCE/EXAMPLES
	Note extent/completeness of topic coverage; extent to which grantees' questions answered
Review of Monitoring Visit Process/Tool	Provide examples/summarize:
Familiarize grantees with roles and responsibilities for reporting, accountability, and compliance (i.e., Federal, State requirements; TA/RC center roles; local evaluators; State Evaluator)	Provide examples/summarize:
Emphasis on participatory evaluation? For example: Opportunities for local evaluator to support implementation Opportunities for program staff to support evaluation	Provide examples/summarize:
Summarize overall adequacy of answers to Director/program staff questions.	Provide examples/summarize:

TOPIC/QUESTION	EVIDENCE/EXAMPLES
	Note extent/completeness of topic coverage; extent to which grantees' questions answered
Follow up: Reports, plans to answer remaining questions, provide more information, etc. Include: • Was there a need for follow up? (per observer's, RC's, the grantee's perspectives) • What follow up plans were made?	Provide examples/summarize:

KEY ASPECTS OF IMPLEMENTATION CHECKLIST

Program Statistics

Covered in visit?
(Check ☑ if 'Yes';
☒ if 'No')

- ☐ Target Enrollment Number/Recruitment strategies
- ☐ Data entered in attendance tracking system (Youthservices or other)
  - ☐ Youthservices
  - ☐ Other (specify): _____
- ☐ Status of relationship with school: _____
- ☐ ELT (regular school day) programming/component? ☐ Yes ☐ No
- ☐ First visit from evaluator? ☐ Yes ☐ No

Program Safety

Covered in visit?
(Check ☑ if 'Yes';
☒ if 'No')

- ☐ Building-level safety /security plan? ☐ Yes ☐ No
- ☐ Safety plan shared with others? ☐ Yes ☐ No
- ☐ Staff fingerprinted (SACC/PETS)? ☐ Yes ☐ No
- ☐ Effective arrival/dismissal (transportation) procedure ☐ Yes ☐ No
- ☐ SACC license in place? ☐ Yes ☐ No
- ☐ Up-to-date fire/safety drill logs? ☐ Yes ☐ No
- ☐ Fire/safety drills conducting in after school? ☐ Yes ☐ No
- ☐ Medical plans in place (allergies/emergencies)? ☐ Yes ☐ No
- ☐ Any concerns regarding safety? ☐ Yes ☐ No

Program Management

Covered in visit?
(Check ☑ if 'Yes';
☒ if 'No')

☐ Program staff, participant, and parent/guardian handbooks in place?	☐ Yes	☐ No
☐ Program materials translated?	☐ Yes	☐ No
☐ Current activity schedule available?	☐ Yes	☐ No
☐ Activities aligned with grant application?	☐ Yes	☐ No
☐ Student-staff ratio compliant?	☐ Yes	☐ No
☐ Staff policies/procedures in place?	☐ Yes	☐ No
☐ Staff schedules with details?	☐ Yes	☐ No
☐ Personnel files maintained?	☐ Yes	☐ No
☐ Lesson plans developed/in place?	☐ Yes	☐ No
☐ Is there regularly provided PD for staff?	☐ Yes	☐ No
☐ Any concerns around program management?	☐ Yes	☐ No

Additional Areas of Concern Discussed

(Take detailed notes)

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

Activity 1.1-1:

Regional Professional Development Conference provided by New York City Resource Center, 10/24/17

TABLE 1
Findings for PD Activity 1.1-1
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 122 participants from 62 programs who signed in as attendees at the event ✓ This represents 79% of the 78 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
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 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 was a total of **1 General Session** scheduled for participants at times when all had arrived and could attend: Tuesday, 10/24/17 @ 9 AM ✓ There were a total of **3 PD/ information session periods** scheduled where attendees could select from multiple options ✓ The first two PD periods (high attendance times) were dedicated to Workshop topics that were high priority to Year 1 grantees: Monitoring & Documentation (best practices for organizing, tracking, etc.) and Building a Cultural of Safety in Afterschool – both offered twice in the prime slots. ☐ The Evaluator's Session was held during the first PD period; if there were any program directors/staff who were interested in participating in this session, which was opened to ALL attendees, they would have had to miss a critical program-related workshop. If the RCs and Statewide Evaluator want to increase program personnel's access to evaluation-related discussion, they should address the scheduling of these opportunities ☐ There were five different workshops offered during the first PD period, only two of which – Monitoring & Documentation, and Building a Culture of Safety – would be considered "critical" to program start-up according to Network for Youth Success guidance. This was the highest number of unique offerings in a single period, and the highest potential to distribute attendees across workshops focused on other topics.
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.	✓ Track for Program personnel (Primary) ✓ Track for Local Evaluators (1 session) ✓ The introduction from the RC leads ("Welcome and 21stCCLC Updates") mentioned multiple tracks to offer "tired experience." The implication was that there were workshops focused more on foundational topics offered to newer programs/attendees, and workshops focused on more specific topics that might be interesting to experienced/ returning program attendees (Note: it was unclear whether topic selection for experienced attendees was based on participant requests, feedback, or other data) ✓ RC Announced: For additional, differentiated training, check PD calendar: 2-3 monthly PDs for Site Coordinators and key staff
1.1-1B*(3)*	**Selection of Workshops/ Breakout Sessions**[e] within tracks demonstrate the PD topics were comprehensive, focusing on multiple NYSAN Elements of Quality	✓ (Element 1) Environment & Climate was the critical focus of Building a Culture of Safety ✓ (Element 2) Administration & Organization was a topic in Monitoring & Documentation, and Building a Culture of Safety ✓ (Element 3) Relationships: Building a Culture of Safety ✓ (Element 4) Staffing & PD: Building a Culture of Safety

		✓ (Element 5) Programming and activities: Putting the 'A' in STEAM ✓ (Element 7) Youth Participation and Engagement: Recruitment & Retention, Youth Leadership in Action ✓ (Element 8) Partnerships with families and communities: Parents as Partners ✓ (Element 10) Measuring Outcomes & Evaluation: Monitoring & Documentation (*More focused on tracking attendance, record keeping, etc. not measuring outcomes); Evaluator's Session (*Note: offered at a time slot when program personnel were unable to attend) ✓ Other topics framed to be timely for grantees: Emotionally Responsive Programs
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.	✓ 1 General Session ("Welcome and 21st CCLC Updates") was delivered as scheduled *General Session 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 Lisa Rochford (Dir. of Capacity Building, OCS) ✓ Partner presentations ✓ NYSED Project overview, updates from Elizabeth Whipple ✓ An introduction to the present members of the Statewide Evaluation Team; mentioned an emphasis on importance of SEL in programming ☐ The NYC Resource Center is housed in the NYC-DOE's Office of Community Schools (OCS). The Evaluator and NYSED managers are interested in learning how well aligned the objectives and agenda of the Community Schools initiative are with the State's 21CCLC project.

(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 3
Findings for PD Activity 1.1-1
Indicator C: SAMPLED Individual Workshops – 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*	✓ The majority of training objectives stated by the facilitators were achieved to a great or moderate extent, as documented by the observer. ☐ Limited: In one observed session, the presenters ran out of time to cover the final piece of content (an overview of a critical QSA Element with guidance about how to develop and maintain documentation systems to both measure program performance/ quality, and to be prepared for Monitoring Visits); the training, therefore, was incomplete. ☐ Limited: In one observed session, the presenter set a training objective to help attendees "gain new strategies" to implement in their programs to target a specific area of need aligned with a QSA Element. Despite mentioning general good practices, and identifying common challenges programs were encountering, there was not a clear process for identifying clear, practical strategies to address the issues/ attempt solutions.
1.1-1C*(2)*	Examining the sample of Workshops, overall, there is strong evidence supporting the effectiveness of the **Content Design & Structure**	✓ In most of the observed workshops, there was strong or moderate evidence the training content was well-organized and sequenced appropriately (sub-indicator V.B)
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***	✓ In almost all of the observed workshops, there was strong evidence that the presenter's voice was clear and audible (sub-indicator VI.A). ✓ In the large majority of observed workshops, there was strong evidence that the presenter reinforced a climate of respect among participants (sub-indicator VI.B). ✓ In almost all of the observed workshops, there was at least moderate evidence that the presenter used non-verbal communication techniques to capture audience attention (sub-indicator VI.C). ✓ In almost all of the observed workshops, there was at least moderate evidence that the presenter demonstrated awareness of time limits and paced the training accordingly (sub-indicator VI.D). ✓ In almost all of the observed workshops, there was strong evidence that the presenter demonstrated deep knowledge and command of the material (sub-indicator VI.E). ✓ In all of the observed workshops for which it was relevant, there was at least moderate evidence that the presenter demonstrated cultural competence (sub-indicator VI.F). ✓ In a strong majority of the observed workshops for which it was relevant, there was at least moderate evidence that the presenter used relevant and high quality presentation materials (sub-indicator VI.G). ☐ There were infrequent but notable examples of small group activities where the approach and/or goals of the activity were not made clear.

1.1-1C*(3b)*	Across all sampled workshops, there is strong evidence supporting the effectiveness of the **Content Delivery** in terms of *participant engagement*	✓ In almost half of the observed workshops, there was strong evidence that the presenter incorporated appropriate interactive/hands-on methods ✓ In all of the observed workshops, there was at least moderate evidence that the presenter frequently asked questions to engage the audience and to check for understanding, and there was strong evidence in more than half of these workshops (sub-indicator VI.I). ✓ In a strong majority of the observed workshops, there was at least moderate evidence that the presenter made efforts to draw out less engaged participants (sub-indicator VI.J). ✓ In all of the observed workshops, there was at least moderate evidence that the presenter encouraged trainees to ask questions, and there was strong evidence in the majority of these workshops (sub-indicator VI.K). ✓ In the large majority of the observed workshops, there was strong evidence that the presenter provided clear answers to trainees' questions (sub-indicator VI.L). ✓ In all of the observed workshops, there was at least moderate evidence that multiple opportunities were provided for participants to share experiences and insights, and there was strong evidence in almost half of these workshops (sub-indicator VI.M). ✓ In almost all of the observed workshops, there was strong evidence that intellectual rigor, constructive criticism, and the challenging of ideas were valued (sub-indicator VI.O). ☐ In almost half of the observed workshops, the evidence that the presenter incorporated appropriate interactive/hands-on methods was limited (sub-indicator VI.H). ☐ In almost all of the observed workshops, the evidence that there were opportunities for participants to practice practical skills and receive feedback was limited (sub-indicator VI.N).

(a) ✓ = positive evidence; ☐ = challenges

TABLE 4
Findings for PD Activity 1.1-1
Indicator D: Evaluation Participation & Results

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[a]
1.1-1D*(1)*	**Participation.**[b] Average survey response rate for workshop sessions where attendance was recorded[c] is more than 50%	✓ The average survey response rate from all workshop sessions was 67% ☐ In some instances, it was observed that the presenter did not build in a sufficient amount of time at the end of the session for attendees to complete the surveys. In another instance, a presenter did not mention/ remind attendees to complete the survey before some began to depart.
1.1-1D*(2)*	**Results.** Participants report satisfaction with the quality and utility of the professional learning experiences	✓ Across all rated workshops, all respondents (100%) felt the workshops were at least moderately well organized, and a strong majority (78%) 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 large majority (83%) felt the goals were clear to a great extent. ✓ Across all rated workshops, almost all respondents (99%) felt the workshop goals were achieved to at least a moderate extent, and a strong majority (73%) felt the goals were achieved to a great extent. ✓ Across all rated workshops, almost all respondents (98%) felt the sessions were engaging to at least a moderate extent, and a majority (72%) felt they were engaging to a great extent. ✓ Across all rated workshops, all respondents (100%) felt the sessions were applicable and relevant to their work to at least a moderate extent, and a strong majority (78%) felt they were applicable and relevant to a great extent. ✓ Across all rated workshops, almost all respondents (97%) felt the sessions were aligned to their skills and knowledge to at least a moderate extent, and a majority (73%) felt they were aligned to a great extent. ✓ Across all rated workshops, almost all respondents (99%) felt the sessions provided content they can apply to their practice to at least a moderate extent, and the majority (74%) felt the content could be applied to a great extent. ✓ Across all rated workshops, the large majority (96%) of respondents felt the sessions provided resources or content they could share to at least a moderate extent, and the majority (67%) felt they provided shareable resources or content to a great extent. ✓ Across all rated workshops, the large majority (96%) of respondents felt the sessions were well-paced to at least a moderate extent, and the majority (69%) felt they were well-paced to a great extent. ✓ Across all rated workshops, the large majority (96%) 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=5

Activity 1.1-2:
Regional Professional Development Conference provided by Rest of State Resource Center, 1/8-1/10/18

TABLE 1
Findings for PD Activity 1.1-2
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 118 participants from 61 programs who signed in as attendees at the event ✓ This represents 100% 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 2
Findings for PD Activity 1.1-2
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.	✓ There were a total of **4 General Sessions** scheduled for participants at times when all had arrived and could attend: Day 2 @ 9 AM; Day 2 @ noon during lunch; Day 3 @ 8:30 AM; Day 3 @ 12:30 PM after lunch (Plenary Session) ✓ There were a total of **5 PD/ information session periods** scheduled where attendees could select from multiple options; this included the two, Day 1 sessions for New and Re-Funded Grantees, respectively, and the two sessions offered on Day 2 from 3:45-4:45 PM ✓ A significant portion of the Day 1 evening sessions focused on items relevant to Year 1 grantees, including coverage of the topic of the Welcome Visits to all new R7 grantees. The Welcome Visit initiative was developed based on feedback from grantees. ✓ Key workshops that would benefit all grantees were repeated both within and across conferences to provide multiple opportunities for attendance. These included the Finance Track sessions as well as workshops focused on using the QSA, environment and climate, measuring outcomes, sustainability, grant writing, and parent empowerment/family engagement.
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 (2 sessions) ✓ Track for Local Evaluators (2 sessions, Plenary panel) ✓ NYSED One-on-one Session to address specific questions/ critical issues grantees may have (Day 2 @ 3:45 PM) ✓ Roundtable Information Session featuring orgs. that provide TA and programming support (Day 2 @ 3:45 PM) ✓ Session for New Grantees ✓ Session for Previous Grantees ✓ Session for Program Directors: "Apples to Apples" presented by two Round 7 Program Directors

1.1-2B*(3)*	**Selection of Workshops/ Breakout Sessions**[(e)] within tracks demonstrated the PD topics were comprehensive, focusing on multiple NYSAN Elements of Quality	✓ (Element 9) Program Sustainability & Growth received the greatest focus of all NYSAN elements, included as a theme in at least 7 workshop sessions ✓ (Element 2) Administration & Organization was addressed in at least 2 workshop sessions, as well as a general session reviewing EDGAR policies. ✓ (Element 10) Measuring Outcomes and Evaluation was addressed in at least 3 workshop sessions ✓ (Element 7) Youth Participation and Engagement was addressed in at least 2 workshop sessions ✓ (Element 4) Staffing and Professional Development, (Element 5) Programming and Activities, and (Element 8) Parent/Family/Community Partnerships were addressed by at least 1 workshop session each. ✓ Other topics framed to be timely for grantees: Grantwriting to compete for subsequent/ additional funding outside of R7 award ☐ There were no workshops that explicitly focused on (Element 1) Environment and Climate or Developing Relationships – although there were several on each of these topics that RoS program staff could have attended during the End of Year Statewide Conference. ☐ There were no workshops which explicitly focused on (Element 6) Linkages to school-day programming, either at the January conference or the End of Year conference – although this theme may have been incorporated into other workshop topics.
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.	✓ 4 General Sessions were delivered as scheduled ✓ Themes and content of the sessions touched upon important issues and common experiences relevant to Year 1 grantees: "Building a Solid Foundation;" updates from NYSED; using a "Good, Better, Best" continuous growth mindset; "You are the Chosen One in the Foundation;" "Getting the Do, Done: Afterschool Works If You Work It!;"and EDGAR policies ✓ 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 ✓ Opening Session featured presentation from State Program Coordinator, Elizabeth Whipple ✓ 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, use of humor and colloquialism ☐ Session on Day 2 Lunch featuring a motivational speaker was well received but (a) seating capacity in the space (Ft. Orange Courtyard) was limited; (b) a number of conference attendees did not purchase the lunch; and (c) the lunch buffet offerings ran out. As a result, a number of conference attendees did not participate in this session. ☐ Opening Session did not feature an introduction to the Statewide Evaluation Team ☐ Session featuring the Expert Panel (the Plenary Session) was placed as the closing event of the conference following lunch; a number of attendees did not stay to participate in this session. Evaluators in particular, important participants in conversations about participatory evaluation, were in very low attendance, as they

	tend to leave after the evaluator track sessions. As a result, many grantees missed valuable information from the variety of speakers who are representative stakeholders in the NYS 21CCLC community – i.e., there was diminished impact. ☐ Minimal focus on the NYSED's priority for participatory evaluation. This was originally defined as part of the focus for the Plenary Session, but the focus was changed, resulting in reduced focus on this topic.

(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.

TABLE 3
Findings for PD Activity 1.1-2
Indicator C: SAMPLED Individual Workshops – Content Design & Delivery

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[(a)]
1.1-2C*(1)*	Across all sampled workshops, **Training Objectives** are achieved to a great extent. *This is a strong indicator of coherence and effective presentation design*	✓ The majority of training objectives stated by the facilitators were achieved to a great or moderate extent, as documented by the observer. ☐ In a number of the observed workshops, norms and ground rules were not introduced and explained in either a formal or informal way. While in most instances, observers noted this did not result in difficulties or major misunderstandings, norms can help clarify expectations and often improve the experience for participants during small group work activities. It was noted that some participants had skill as an ad hoc facilitator within a small group, keeping the group on task, inviting a balanced, respectful dialogue; while by contrast, other groups of participants could have benefited from a review of basic norms for collaboration. Furthermore, the practice of establishing norms in PD sessions could provide an effective model for program leaders to turnkey during their own meetings with staff.
1.1-2C*(2)*	Examining the sample of Workshops, overall, there is strong evidence supporting the effectiveness of the **Content Design & Structure**	✓ In a large majority of the observed workshops, there was strong or moderate evidence that the training content was well-organized and sequenced appropriately (sub-indicator V.B) ✓ In almost all of the observed workshops in which the observer was able to make an assessment, training content reflected NYSED policies and priorities to a great extent (sub-indicator V.C) ✓ In a large majority of the observed workshops, there was strong or moderate evidence that the training content was based, in part, on needs assessment data or other information to ensure timeliness and relevance (sub-indicator V.D) ✓ In almost all of the observed workshops where the observer could make an assessment, there was strong evidence that the training content was evidence-based and grounded in research (sub-indicator V.E). ✓ In most of the observed workshops, there was strong or moderate evidence that the training content was designed to enable program leaders to replicate the training (sub-indicator V.G) ✓ In more than half of the observed workshops, there was strong or moderate evidence that appropriate resources were provided to support the learning experience (sub-indicator V.F), *however…* ☐ In almost half of the observed workshops, there was only limited evidence that appropriate resources were provided to support the learning experience.
1.1-2C*(3a)*	Across all sampled workshops, there is strong evidence supporting the effectiveness of the **Content Delivery** in terms of ***presenter's skills***	✓ In almost all of the observed workshops, there was strong evidence that the presenter's voice was clear and audible (sub-indicator VI.A). ✓ In the large majority of observed workshops, there was strong evidence that the presenter and reinforced a climate of respect among participants (sub-indicator VI.B). ✓ In almost all of the observed workshops, there was at least moderate evidence that the presenter used non-

		verbal communication techniques to capture audience attention (sub-indicator VI.C). ✓ In almost all of the observed workshops, there was at least moderate evidence that the presenter demonstrated awareness of time limits and paced the training accordingly (sub-indicator VI.D). ✓ In almost all of the observed workshops, there was strong evidence that the presenter demonstrated deep knowledge and command of the material (sub-indicator VI.E). ✓ In all of the observed workshops for which it was relevant, there was at least moderate evidence that the presenter demonstrated cultural competence (sub-indicator VI.F). ✓ In a strong majority of the observed workshops for which it was relevant, there was at least moderate evidence that the presenter used relevant and high quality presentation materials (sub-indicator VI.G). ☐ There were Infrequent but notable examples of small group activities where the approach and/or goal of the activity was not made clear.
1.1-1C*(3b)*	Across all sampled workshops, there is strong evidence supporting the effectiveness of the **Content Delivery** in terms of *participant engagement*	✓ In almost half of the observed workshops, there was strong evidence that the presenter incorporated appropriate interactive/hands-on methods; however, ✓ In all of the observed workshops, there was at least moderate evidence that the presenter frequently asked questions to engage the audience and to check for understanding, and there was strong evidence in more than half of these workshops (sub-indicator VI.I). ✓ In a strong majority of the observed workshops, there was at least moderate evidence that the presenter made efforts to draw out less engaged participants (sub-indicator VI.J). ✓ In all of the observed workshops, there was at least moderate evidence that the presenter encouraged trainees to ask questions, and there was strong evidence in the majority of these workshops (sub-indicator VI.K). ✓ In the large majority of the observed workshops, there was strong evidence that the presenter provided clear answers to trainees' questions (sub-indicator VI.L). ✓ In all of the observed workshops, there was at least moderate evidence that multiple opportunities were provided for participants to share experiences and insights, and there was strong evidence in almost half of these workshops (sub-indicator VI.M). ✓ In almost all of the observed workshops, there was strong evidence that intellectual rigor, constructive criticism, and the challenging of ideas were valued (sub-indicator VI.O). ☐ In almost half of the observed workshops, the evidence that the presenter incorporated appropriate interactive/hands-on methods was limited (sub-indicator VI.H). ☐ In almost all of the observed workshops, the evidence that there were opportunities for participants to practice practical skills and receive feedback was limited (sub-indicator VI.N).

(a) ✓ = positive evidence; ☐ = challenges

TABLE 4
Findings for PD Activity 1.1-2
Indicator D: Workshop Evaluation Participation & Results

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[a]
1.1-2D*(1)*	**Participation.**[b] Average survey response rate for workshop sessions where attendance was recorded[c] is more than 50%	✓ The average survey response rate at the workshop sessions where attendance was recorded (N=8, out of a total of 10 workshops for program staff) was 48%. This includes 2 workshops for which no surveys were returned. ☐ Conference organizers did little to reinforce the evaluator's request to complete surveys or remind workshop presenters to allow time for them. ☐ In several instances, it was observed that the presenter did not build in a sufficient amount of time at the end of the session for attendees to complete the surveys. In one instance, a presenter did not remind attendees to complete the survey before some had begun to depart. ☐ In the post-conference debrief, Resource Center staff relayed that some attendees reported to them that they were fatigued by the number of separate surveys they had to fill out.
1.1-2D*(2)*	**Results.** Participants reported satisfaction with the quality and utility of the professional learning experiences	✓ Across all rated workshops, almost all respondents (98%) felt the workshops were at least moderately well organized, and a strong majority (76%) felt they were well organized to a great extent. ✓ Across all rated workshops, almost all respondents (98%) felt the workshop goals were clear to at least a moderate extent, and a strong majority (81%) 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 (78%) 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 strong majority (78%) felt they were engaging to a great extent. ✓ Across all rated workshops, almost all respondents (99%) felt the sessions were applicable and relevant to their work to at least a moderate extent, and a strong majority (82%) felt they were applicable and relevant to a great extent. ✓ Across all rated workshops, the vast majority of respondents (96%) felt the sessions were aligned to their skills and knowledge to at least a moderate extent, and a strong majority (77%) felt they were aligned to a great extent. ✓ Across all rated workshops, the vast majority of respondents (96%) 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, the large majority of respondents (92%) felt the sessions provided resources or content they could share to at least a moderate extent, and the majority (69%) felt they provided shareable resources or content to a great extent. ✓ Across all rated workshops, almost all respondents (97%) felt the sessions were well-paced to at least a moderate extent, and the majority (58%) felt they were well-paced to a great extent. ✓ Across all rated workshops, the vast majority of respondents (98%) 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=9

Activity 1.1-3:

Statewide Professional Development Conference provided jointly by both Resource Centers, 5/30/18-6/1/18

TABLE 1
Findings for PD Activity 1.1-3
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 both regions of the State attend/ send representatives to the conference.	✓ There were a total of 209 participants who signed in as attendees at the event representing 44 NYC programs and 50 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 67% of all 140 statewide grantees ☐ In determining the proportions of programs represented by attendees, incomplete records may have led to over-estimates. The Resource Centers used a sign-in sheet that did not require attendees to specify their title, so some local evaluators may have been included in the attendance counts by region. (Representative Attendance is tracked for grantees – i.e., program personnel – only, because they are required to attend PD conferences; local evaluators are not required to attend.) ☐ Incomplete documentation may have also led to under-estimates of the proportion of NYC programs represented. Several participants signed in indicating their affiliation as "NYCDOE," some of whom may have been sub-grantees representing programs within the NYC school districts; others of whom may have been representing central offices of the New York City Department of Education.

(c) ✓ = positive evidence; ☐ = challenges
(d) **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 1.1-3
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 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 **4 General Sessions** scheduled for participants at times when all had arrived and could attend: Day 1 @ 2 PM; Day 2 @ 9 AM; Day 2 @ noon during lunch; and Day 3 @ 8:30 AM ✓ There were a total of **4 PD/ information session periods** scheduled where attendees could select from multiple options; these included the Day 1 Intensive Institutes, the two Workshop tracks offered on Day 2, at 10:30 AM and 2:00 PM, and the Workshop track offered on Day 3 at 10:00 AM. ✓ Key workshops that would benefit all grantees were repeated both within and across the conference to provide multiple opportunities for attendance. Aside from several repeated workshops focusing on ideas for program activities, workshops focusing on key Quality Indicators that were offered more than once during the conference included Investing in Family Engagement, and continuous improvement through the QSA. Several other important topics that had been addressed during the two regional conferences were also repeated during this statewide conference for those who, either, had not attended those previous regional conferences, or wanted to delve deeper. These included Apples to Apples, the workshop for Program Directors; Getting More from Your Data; Sustainability Planning; and workshops focused on building positive culture and on parent empowerment. ✓ An Intensive Institute on Emergency Management Preparedness, a topic considered by NYSED and NYS (Network for Youth Success) to be critically important for all programs, was offered in the late afternoon of Day 1, by which time the vast majority of participants had arrived and had the opportunity to attend. ☐ The Emergency Management Institute was offered during the same time slot as another Intensive Institute describing a National Science Foundation (NSF) engineering curriculum ("Through my Window"), as well as the first of two one-on-one sessions with the NYSED Director. Given the importance of emergency management preparedness, this Institute would have reached more people if it had been reserved as a general session so that it was not competing with other important and valuable activities.
1.1-3B*(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 Program personnel: Intensive Institutes ✓ Track for Finance Managers: 2 sessions ✓ Track for Local Evaluators: 1 session, 1 Q&A session, 1 networking session ✓ 2 NYSED One-on-one Sessions to address specific questions/ critical issues grantees may have (Day 1 @ 3:00 PM and Day 2 @ 3:45 PM) ✓ Rap Session learning community discussions (Day 2 @ 3:45 PM) ✓ Session for Program Directors: "Apples to Apples" presented by two Round 7 Program Dirs. ☐ During Exploratory Site visits with multiple grantees, more than one program director expressed an interest in/ need for additional professional learning opportunities beyond the regional and statewide conferences;

		specifically, they noted they could benefit from more tailored, specialized sessions relevant to particular program settings and populations, as well as networking opportunities for grantees working with similar communities, dealing with similar circumstances. For example, one Director noted, the large urban programs might have similar issues with staffing, while rural programs may have common problems with staffing that are completely different; organizing communities of these grantees and offering them more targeted PD would be a welcome supplement to the large conferences. ☐ During an Exploratory Site visit, one program director suggested that training, resources and expertise from the New York State Center for School Safety be made available for 21st CCLC programs. The NYS Center for School Safety is dedicated to increasing understanding and improving policies related to promoting positive school climate and reducing incidents of bullying and violence.
1.1-3B*(3)*	**Selection of Workshops/ Breakout Sessions**[(e)] within tracks demonstrated the PD topics were comprehensive, focusing on multiple NYSAN Elements of Quality	✓ Programming and Activities (Element 5) and Program Sustainability and Growth (Element 9) received the greatest focus out of all the Network for Youth Success (NYS) elements, included as a theme in at least 11 and 10 workshop sessions, respectively. ✓ Environment & Climate (Element 1) was the next most common primary theme, included in at least 9 workshop sessions. ✓ Partnerships with families and communities (Element 8) was addressed by at least 8 workshop sessions ✓ Measuring Outcomes and Evaluation (Element 10) was addressed in at least 7 workshop sessions ✓ Staffing and Professional Development (Element 4) was addressed in at least 6 workshop sessions ✓ Nurturing Positive Relationships (Element 3) was addressed in at least 5 workshop sessions. ✓ Administration & Organization (Element 2) was addressed in at least 3 workshop sessions, as well as a general session reviewing EDGAR Guidance. ✓ Youth Participation and Engagement (Element 7) was addressed in at least 3 workshop sessions. ✓ Another topic outside the core NYS Elements that was addressed: "Advocacy 101," geared at introducing program leaders and staff learn to tools and practices that will help them advocate their agenda with elected officials to get them to support and invest in OST programming ☐ There were no recorded instances of workshops which explicitly focused on issues around Linkages between School-day programming and Afterschool/OST (Element 6); although this theme may have been incorporated within other related topics, and thus not directly observable in the document analysis.
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.	✓ All General Sessions were delivered as scheduled with the exception of the second General Session on Day 3, when participants were given the option to leave after lunch. The time slot provided a useful opportunity for networking for those who chose to stay. ✓ Themes and content of the sessions touched upon important issues and common experiences relevant to Year 1 grantees: Overview of the conference theme ("Relationships, Reflection, Resilience") and PD highlights; Overview of the state-wide evaluation; Orientation to the Annual Performance Reports; NYSED Introductions and Updates (with State Program Coordinator, Elizabeth Whipple); Recognitions for resilience and networking; Federal Updates (with USDOE Director of Office of Academic Improvement Dr. Sylvia Lyles); and EDGAR Guidance.

	✓ 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 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 ✓ Effectiveness of engagement strategies and program staff commitment strongly evidenced by high attendance and active participation in Day 3 General Session during power failure.

(g) ✓ = positive evidence; ☐ = challenges

(h) 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.

(i) 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.

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

(k) **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.

(l) **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 1.1-3
Indicator C: SAMPLED Individual Workshops – Content Design & Delivery

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[(a)]
1.1-3C*(1)*	Examining the sample of Workshops, overall, **Training Objectives** were achieved to a great extent. **This is a strong indication of coherence and effective presentation design*	☐ The large majority of training objectives stated by the facilitators were achieved to a great extent, and all but one of the remaining objectives was achieved to a moderate extent, as documented by the observers.
1.1-3C*(2)*	Examining the sample of Workshops, overall, there is strong evidence supporting the effectiveness of the **Content Design & Structure**	✓ In *all* of the observed workshops, there was strong evidence that the training content was well-organized and sequenced appropriately (sub-indicator V.B). ✓ In almost all of the observed workshops on which the observer was able to make an assessment, training content reflected NYSED policies and priorities to at least a moderate extent, and the majority reflected these priorities to a great extent (sub-indicator V.C). ✓ In most of the observed workshops, the observer was unable to determine the extent to which training content was based on needs assessment data or other information to ensure timeliness and relevance (sub-indicator V.D); however, in all of the workshops where the observer was able to make this assessment, there was strong or moderate evidence that external data was used to ensure relevance. ✓ In almost all of the observed workshops where the observer could make an assessment, there was strong evidence that the training content was evidence-based and grounded in research (sub-indicator V.E). ✓ In almost all of the observed workshops, there was strong evidence that appropriate resources were provided to support the learning experience (sub-indicator V.F). ✓ In almost all of the observed workshops, there was strong or moderate evidence that the training content was designed to enable program leaders to replicate the training (sub-indicator V.G).

1.1-3C*(3a)*	Across all sampled workshops, there is strong evidence supporting the effectiveness of the **Content Delivery** in terms of ***presenter's skills***	✓ In *all* of the observed workshops, there was strong evidence that the presenter's voice was clear and audible (sub-indicator VI.A). ✓ In *all* of observed workshops, there was strong evidence that the presenter and reinforced a climate of respect among participants (sub-indicator VI.B). ✓ In almost all of the observed workshops, there was at least moderate evidence that the presenter used non-verbal communication techniques to capture audience attention (sub-indicator VI.C). ✓ In almost all of the observed workshops, there was at least moderate evidence that the presenter demonstrated awareness of time limits and paced the training accordingly (sub-indicator VI.D). ✓ In almost all of the observed workshops, there was strong evidence that the presenter demonstrated deep knowledge and command of the material (sub-indicator VI.E). ✓ In almost all of the observed workshops, there was strong evidence that the presenter demonstrated cultural competence (sub-indicator VI.F). ✓ In almost all of the observed workshops, there was strong evidence that the presenter used relevant and high quality presentation materials (sub-indicator VI.G).
1.1-3C*(3b)*	Across all sampled workshops, there is strong evidence supporting the effectiveness of the **Content Delivery** in terms of ***participant engagement***	✓ In the large majority of the observed workshops, there was at least moderate evidence that the presenter incorporated appropriate interactive/hands-on methods (sub-indicator VI.H). ✓ In the large majority of the observed workshops, there was strong evidence that the presenter frequently asked questions to engage the audience and to check for understanding (sub-indicator VI.I). ✓ In almost all of the observed workshops where it was needed, there was at least moderate evidence that the presenter made efforts to draw out less engaged participants (sub-indicator VI.J). ✓ In almost all of the observed workshops, there was at least moderate evidence that the presenter encouraged trainees to ask questions, and there was strong evidence in the majority of these workshops (sub-indicator VI.K). ✓ In *all* of the observed workshops, there was strong evidence that the presenter provided clear answers to trainees' questions (sub-indicator VI.L). ✓ In almost all of the observed workshops, there was at least moderate evidence that multiple opportunities were provided for participants to share experiences and insights, and there was strong evidence in the majority of these workshops (sub-indicator VI.M). ✓ In almost all of the observed workshops, there was at least moderate evidence that intellectual rigor, constructive criticism, and the challenging of ideas were valued, and there was strong evidence in the majority of these workshops (sub-indicator VI.O). ☐ In half of the observed workshops, the evidence that there were opportunities for participants to practice practical skills and receive feedback was limited (sub-indicator VI.N).

(b) ✓ = positive evidence; ☐ = challenges

TABLE 4
Findings for PD Activity 1.1-3
Indicator D: Evaluation Participation & Results

Indicator	Quality Indicators	Summary of evidence/ critical criteria documenting achievement of indicator[a]
1.1-3D*(1)*	**Participation.**[b] Average survey response rate for workshop sessions where attendance was recorded[c] is more than 50%	☐ Workshop attendance was only recorded at those workshops observed by the State Evaluation Team. ✓ The average survey response rate at the workshop sessions where attendance was recorded (N=5, out of a total of 39 workshops and rap sessions for program staff) was 53%. ✓ Participants were reminded during the kick-off session to complete surveys after each session. Survey forms were included in each participant's registration package to ensure they were available. ☐ Although at least some surveys were returned for all workshops and rap sessions, the total number of surveys returned per session was often very low – only three or fewer surveys were received for each of 16 of the 39 sessions. ☐ In several instances, it was observed that the presenter did not build in a sufficient amount of time at the end of the session for attendees to complete the surveys. Even when surveys were mentioned, they were often mentioned as people were leaving.

1.1-3D*(2)*	**Results.** Participants reported satisfaction with the quality and utility of the professional learning experiences	✓ Across all rated workshops, almost all respondents (99%) felt the workshops were at least moderately well organized, and a large majority (88%) 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 strong majority (85%) 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 (86%) felt the goals were achieved to a great extent. ✓ Across all rated workshops, almost all respondents (96%) felt the sessions were engaging to at least a moderate extent, and a strong majority (85%) felt they were engaging to a great extent. ✓ Across all rated workshops, almost all respondents (96%) felt the sessions were applicable and relevant to their work to at least a moderate extent, and a strong majority (86%) felt they were applicable and relevant to a great extent. ✓ Across all rated workshops, almost all respondents (98%) felt the sessions were aligned to their skills and knowledge to at least a moderate extent, and a strong majority (86%) felt they were aligned to a great extent. ✓ Across all rated workshops, the vast majority (95%) of respondents felt the sessions provided content they can apply to their practice to at least a moderate extent, and a large majority (84%) felt the content could be applied to a great extent. ✓ Across all rated workshops, the vast majority of respondents (94%) felt the sessions provided resources or content they could share to at least a moderate extent, and a strong majority (78%) felt they provided shareable resources or content to a great extent. ✓ Across all rated workshops, the large majority of respondents (96%) felt the sessions were well-paced to at least a moderate extent, and a strong majority (80%) felt they were well-paced to a great extent. ✓ Across all rated workshops, the vast majority of respondents (93%) agreed that they were likely to apply what they had learned in the sessions.

(d) ✓ = positive evidence; ☐ = challenges
(e) Encouraging adequate participation in the evaluation of PD Conferences is a responsibility shared by the Statewide Evaluator and the Resource Centers.
(f) N=8

Appendix VII: Alignment of Research Questions for Exploratory Site Visits with the NYSAN Quality Standards

Focusing on the largest emergent Year 1 concerns: Recruitment, Retention and Staffing; + self-assessment/ongoing improvement.

TOPIC (Y1 Focus)	**KEY QUESTIONS**	**NYSAN Quality Standards**
Recruitment	*How does program recruit students? How does it identify students who can benefit most from the services that the program focuses on, AND/OR develop program activities that meet participant needs? How do they balance recruiting the "right" students with meeting enrollment targets? Does recruitment take into consideration the work that students are doing during the school day, or their placements?*	*V.2.,3.,4.,5.,6.,11.; VII.9.; VIII.1.; IX.7.*
Retention	*How does the program encourage students to sign up for the particular activities that best meet their needs? To what extent are these needs defined (explicitly or implicitly) in terms of the regular academic program? How do they balance meeting students' needs with ensuring their satisfaction and retention?*	V.7.,11.; VII. (all); VIII.1.
	How are parents engaged in student recruitment and activity placement processes? How do they engage parents in planning activities that meet student needs <u>and</u> motivate them to attend? Does engagement of parents include a focus on planning for needs related to the regular academic program?	*VIII.1.*
Staffing	*How does the program recruit staff? How does it identify staff who possess the necessary qualifications -- including knowledge of the regular academic program -- and represent the community?*	*IV.2.,4.,6.; IX.2.*
	What kind of staff development is provided and to whom? Is it required or voluntary? How is focus of PD identified? Does it include a focus relating to supporting needs for the regular academic program? (How) is it targeted to particular staff?	IV.4.,5.,8.,10.,13.,14; VIII.7.
Self-Assessment (Ongoing Improvement)	*What data management system(s) are used? Are they adequate to support local evaluation and self-assessment? How are system limitations dealt with? How is implementation assessed?*	*X.2.,3.*
	Ask programs what they think would be the best indicators of student outcomes. [See CASEL's SEL benchmarks]	*X.3.*
	(How) are students' individual academic needs, based on their school-day program, considered in assessing 21C outcomes? Do programs use SEL as a goal/outcome? How do they measure it?	*X.1.*
	How is program using data for self-assessment and continuous improvement? (Including QSA process, evaluation formative feedback, advisory meetings, interim report…) How do program staff and evaluator collaborate?	*X.3,.4.,6.-10.*

Local Grantee Case Study Outline

NYSAN QSA Elements[a]
I. ENVIRONMENT/CLIMATE
1. *Provides a stimulating, welcoming, and supportive environment for all young people.
2. *Uses program space that is safe and clean.
3. Has program space that is appropriately equipped and suitable for activities being conducted.
4. *Develops, implements, and shares approved safety plans and procedures with staff and families.
5. *Provides adequate security and participants are supervised by an approved adult at all times.
6. *Develops and manages effective arrival and dismissal procedures and plans for safe travel home.
7. *Provides healthy and nutritious snacks and/or supper.
8. *Is aware of, records, and informs staff of special health needs of participants.
9. Conducts all required fire/safety drills.
10. Has a culture that allows participants to take initiative and explore their interests.
11. Establishes, maintains and communicates code of conduct to participants, staff, and their families.
12. Applies rewards and consequences for participant behavior appropriately and consistently.
13. Actively recruits and welcomes youth with disabilities.
14. Promotes psychological and emotional safety through a culture of support, inclusion, and mutual respect.
II. ADMINISTRATION/ORGANIZATION
1. *Establishes clear attendance and participation expectations.
2. Has a system for the collection and monitoring of participant attendance data.
3. *Maintains all required documents (e.g., health certificate, security clearance, insurance, etc.) where applicable.
4. *Creates and uses an employee handbook that clarifies internal policies and procedures.
5. *Has complete and current enrollment/registration documents for all participants.
6. Maintains accurate and accessible medical records on participants.
7. *Has a clear salary structure for program staff.
8. *Has well-defined methods of communication with program stakeholders.
9. Has approved budget; reviews and adjusts budget periodically.
10. Establishes and maintains a centralized database of participant and program information that is regularly updated and usable by staff.
11. Completes all required reports and submits them in a timely manner.
12. Ensures that supplies are organized, maintained, and accessible.
13. Records and tracks expenses.
14. Complies with government mandates.
15. Maintains current and accurate activity schedule with room assignments.
16. *Develops, reviews, and updates plan for family involvement.
17. Negotiates optimal use of school, CBO, and community resources to best meet the needs of participants and their families.
18. *Documents where participants are during program hours.
III. RELATIONSHIPS
1. *Has staff that respect and communicate with one another and are role models of positive adult relationships.
2. *Interacts with families in a comfortable, respectful, welcoming way.
3. *Treats participants with respect and listens to what they say.
4. Teaches participants to interact with one another in positive ways.
5. Teaches participants to make responsible choices and encourages positive outcomes.
6. Is sensitive to the culture and language of participants.
7. Establishes meaningful community collaborations.
8. Builds a sense of community among participants.
9. Is structured to create close, sustained relationships between individual participants and caring adults.
10. Has scheduled meetings with its major stakeholders.
11. Encourages former participants to contribute as volunteers or staff.

IV. STAFFING/PROFESSIONAL DEVELOPMENT
1. *Has a program director that is committed to his/her own professional development and attends and participates in training.
2. *Recruits, hires, and develops staff who reflect the diversity and culture(s) of the community.
3. Treats staff as professionals and provides opportunities for advancement.
4. *Ensures staff members have competence in core academic areas, where appropriate.
5. Provides ongoing staff development in order to engage and retain staff.
6. *Maintains staff-to-participant ratio as per state regulations when applicable.
7. *Provides positive working conditions for staff and appropriate supervision, support, and feedback.
8. Assesses professional development needs of staff and provides appropriate supports such as training, coaching, mentoring, and peer learning.
9. Has program director and staff who comply with state training regulations where applicable.
10. Develops and supports staff to plan suitable activities that correspond to the developmental needs of participants.
11. Has regular staff meetings.
12. Works with staff to achieve credentialing and accreditation where available.
13. Where appropriate, develops and supports staff to provide educational opportunities for and work with adult learners.
14. Fosters understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
V. PROGRAMMING/ACTIVITIES
1. *Provides activities that reflect the mission of the program.
2. Addresses academic, physical, social, and emotional needs of all participants.
3. *Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.
4. *Offers project-based, experiential activities that promote creativity and development of participant self-expression.
5. *Offers high quality academic support, including tutoring and/or homework help.
6. *Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation, and health.
7. *Includes activities that take into account the language and culture of the participants.
8. *Establishes and follows a schedule that is known to all staff, participants, and their families.
9. Provides a range of opportunities in which participants' work can be showcased.
10. Integrates opportunities for the development of personal responsibility, self-direction, and leadership throughout the program.
11. Provides reasonable accommodations and special materials as necessary for youth with disabilities during the program and at special events.
12. Employs a variety of grouping strategies, for both structured and unstructured activities, including individual, small group, and large group.
13. Provides regular opportunities to be outdoors.
14. Provides supports as children and youth transition across age groups and school grades, and school day to afterschool.
VI. LINKAGES BETWEEN DAY & AFTER SCHOOL
1. *Secures commitment of resources (e.g., classroom space, bulletin boards, storage space, computer facilities, and site coordinator's office) from school principal, when possible.
2. Maintains communication with school principal and administration.
3. Establishes strong links to the school day.
4. Incorporates programming that integrates and complements school day activities.
5. Collaborates regularly with school-day personnel regarding use of facilities and resources.
6. Supports state and local performance standards and benchmarks.
7. Communicates with school-day staff to monitor academic and behavioral progress of students.

8. Allocates sufficient program time for homework and homework help.
9. Is represented in local schools' planning efforts.
VII. YOUTH PARTICIPATION/ENGAGEMENT
1. *Engages participants with a variety of strategies.
2. Has participants who take ownership of program selection and development.
3. Enables participants to develop life skills, resiliency, and self-esteem via activities.
4. Affords participants opportunities to express their ideas, concerns, and opinions.
5. Enables participants to explore resources and issues in their community through projects and activities.
6. Promotes consistent and active participation.
7. Promotes teamwork and respect for others.
8. Involves participants in the development of disciplinary practices.
9. Encourages participants to recruit others into the program.
10. Allows participants to be meaningfully involved in program planning, implementation, data collection, and evaluation.
VIII. PARENT/FAMILY/COMMUNITY PARTNERSHIPS
1. Involves families in decision making and planning.
2. Involves families and the community in program events.
3. *Communicates with families on matters concerning the well-being of the child.
4. Provides opportunities for literacy and related educational experiences for the families of the participants in the program.
5. Provides families with information about community resources to meet their needs.
6. Builds relationships with arts, cultural, and other community institutions to expand and enhance program offerings.
7. Coordinates staff development activities with those of school and community partners.
8. Makes intentional connections with early care and education programs and stakeholders in the community.
IX. PROGRAM SUSTAINABILITY/GROWTH
1. *Has a written statement of mission and goals.
2. *Employs staff members who understand and embrace the program's mission and goals.
3. Involves participants, families, staff, and board members in long-term decision-making and planning efforts.
4. Develops a long-term plan for sustaining the afterschool program.
5. Accesses resources within the community by seeking support from and building relationships with local businesses and institutions.
6. Forges relationships with advocates for program quality and availability, such as community leaders, businesses, and elected officials.
7. Has an effective marketing strategy that publicizes the program and its achievement within the school and broader community.
X. MEASURING OUTCOMES/EVALUATION
1. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.
2. *Develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.
3. Uses objective data to measure progress toward outcomes as defined by programs and individual participants.
4. Identifies and shares promising practices.
5. Makes summaries of evaluations and/or other collected data available to the general public.
6. Creates an internal method for assessing program activities.
7. Creates an internal method for assessing staff performance.
8. Creates an internal method for assessing student engagement levels.
9. Includes feedback from stakeholders in the program evaluation.
10. Uses evaluation findings for continuous program improvement.

[(a)] An asterisk (*) next to an indicator denotes that it is critical to address prior to program start-up or as soon as possible.

Appendix VIII: Exploratory Site Visit Interview Protocols

NYS 21st CCLC Statewide Evaluation
After-school Program Director or Site Coordinator Interview Protocol

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

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

b. How does it identify students who can benefit most from the services that the program focuses on, AND/OR develop program activities that meet participant needs?

(Is the program serving the students most in need of services? How are these needs identified? Does needs assessment include a focus on the school day program?)

c. Have you encountered challenges meeting enrollment targets? What are they and how have they been addressed?

II. Retention

a. Have you encountered any challenges with attendance or retention? How have you worked to address those challenges?

b. How do you balance meeting students' needs with ensuring their engagement and retention? (probe: steering students towards activities vs. interest-based enrollment). Availability of scaffolded and/or differentiated learning opportunities)

c. To what extent is student recruitment and activity placement informed by parent input? (Successes, challenges)

d. Do you engage parents in planning activities that meet student needs <u>and</u> motivate them to attend? (Successes, challenges, methods of engagement)

e. Do you engage student participants in planning activities? (Successes, challenges, methods of engagement)

III. Staffing

a. How does the program recruit staff?
b. How do you identify staff that possess the necessary qualifications -- including knowledge of the regular academic program -- and represent the community? Have you encountered any problems finding staff with the qualifications you are looking for?
c. What kind of staff development is provided?
d. How is the focus of PD identified? Does it include a focus on supporting needs for the regular academic program?
e. Is Staff development required or voluntary? To whom is it targeted and who participates? How often is it provided and how frequently do staff members typically attend?

IV. Self-Assessment and Ongoing Improvement

a. What data management/documentation system(s) are used?
b. Are they adequate to support completion of the QSA process and program self-assessment in general?
c. How are system limitations (if any) dealt with?
d. Do you look at any student academic outcomes beyond what is required for the APR? [Requirements include state assessments, and report cards in RoS]
e. Do you administer student surveys? What do they focus on? [student surveys required for all students at 4th grade or above]
f. Do you assess non-academic student outcomes? [SEDL, attitudes, behaviors, achievement] If so, how are they assessed? Are the same assessments used for all participants? [e.g. depending on the goals of their participation.]
g. What do you think would be the best indicators of student academic and behavioral outcomes to assess your program's success?
h. How is the program using data for self-assessment and continuous improvement? (To inform the QSA process, evaluation formative feedback, advisory meetings, interim report, etc.)
i. How are things going with the local evaluator? How do the evaluator and program staff collaborate?

NYS 21st CCLC Statewide Evaluation
Local Program Evaluator Interview Protocol

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

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.)

b. Has the program encountered challenges meeting enrollment targets? If so, how have they been addressed?

II. Retention

a. Has this program encountered any challenges with attendance or retention? How has the program worked to address those challenges?

b. 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?

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

d. How effectively does the program engage parents in student recruitment, activity planning and activity placement?

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

III. Staffing

a. How successful has the program been in identifying staff who possess the necessary qualifications? (Probe: knowledge of the regular academic program; representing the community)

b. How effective is this program's professional development program? (Successes, challenges) (Probes: needs-based, research based, differentiated, reflects the regular academic program)

IV. Self-Assessment and Ongoing Improvement

a. How responsive is the program to evaluation activities and requests? (Probe: QSA administration, other scheduled data activities)

b. To what extent are you able to obtain the evaluation data you need? (Probe: data tracking system, data quality, access to disaggregated data, data timeliness and sharing)

c. Do you look at any student academic outcomes beyond what is required for the APR? [Requirements include state assessments, and report cards in RoS]

d. Do you administer student surveys? What do they focus on? [student surveys required for all students at 4th grade or above]

e. Do you assess non-academic student outcomes? [SEDL, attitudes, behaviors, achievement] If so, how are they assessed? Are the same assessments used for all participants?

f. What do you think would be the best indicators of student academic and behavioral outcomes to assess your program's success?

g. How is the program using data for self-assessment and continuous improvement? (Including QSA process, evaluation formative feedback, advisory meetings, interim report…)

h. How would you characterize communication with the program? (Probe: frequency, method, quality, collaboration) How responsive is the program to evaluator feedback and recommendations?

i. Are there some best practices used by this program that you think others can learn from or replicate? What are they?

j. Do you see any particular issues that need to be addressed in this program (beyond what has already been discussed)?

Appendix IX: Exploratory Site Visit Observation Protocol

NYS 21st CCLC Evaluation
Local Site Visit Observation Instrument

Date: _____ Observer: _____

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

21st CCLC program site visited: _____

Number of students enrolled at the site: _____

Number of staff and volunteers present in addition to the 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
- ❑ writing
- ❑ spelling
- ❑ speaking/listening
- ❑ Other (specify): _____

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. Encourage participation from all students.		
b. Are developmentally appropriate.		
c. Are differentiated to include students of different abilities, interests and/or learning styles		
d. Promote collaborative work among students.		
e. Encourage student input and leadership.		
The work space is conducive to the activity and age group		
Materials are in adequate supply		

3) ENRICHMENT ACTIVITIES (arts, crafts, recreation, special events) [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 and Crafts
- ❑ Music
- ❑ Dance
- ❑ Theater/Film
- ❑ Organized sports
- ❑ 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 1 Annual Evaluation Report Guide and Annual Evaluation Report Checklist

Annual Evaluation Report Guide (Year 1)

Purpose of this Document

At the request of the State Program Coordinator, this Annual Evaluation Report (AER) Guide was developed for evaluators of local 21st CCLC programs to use when they prepare their Year 1 reports. Information outlined in this guide are required for inclusion in the AER. Note that these requirements are aligned with the NYS 21st CCLC Evaluation Manual[1] and the original request for proposals, but they do not supersede reporting requirements indicated in those documents. (See for example beginning on page 19 the original Request for Proposals (RFP);[2] pages 6, 8-10, and 38-39 of the Evaluation Manual; and page 2 of the Addendum to the Evaluation Manual.[3])

The intention of the AER is to provide information that will be valuable for grantees, and additionally, provide insights into the annual operation of local programs to the State 21CCLC Team. This Team consists of the NYSED Project Managers, and State subcontractors, the Technical Assistance Resources Centers (Rest of State and New York City), and State Evaluator (Measurement Incorporated).

For Year 1, the AER will focus on describing program design, initial successes and challenges to implementation, programmatic output (levels of activity), and planned evaluation methodologies and instrumentation. Preliminary outcome data can optionally be provided as available; outcome data are encouraged to the extent they are available and help to inform the primary purposes of the report.

Evaluators are welcome to use any report format they prefer, with the expectation that the report (1) provides information in a form that is useful to their clients, and (2) includes, at a minimum, the information described in this document and reporting requirements in the Evaluation Manual and RFP. Optionally, you may also include any further elaboration on the Evaluability Checklist that you feel are needed in any appropriate sections of this report.

Due date:

The State has amended the due date for this report from August 31st to **September 30th, 2018.**

Please contact the State Evaluation Team with any questions.

21st CCLC State Evaluation Team:

Jonathan Tunik, *Project Director*
Lily Corrigan, *Project Associate*
Bernadette DeVito, *Project Assistant*
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] "RFP # GC17-001: ESSA, Title IV Part B – 2017-2022 21st Century Community Learning Centers Grant Application." Retrieved from http://www.p12.nysed.gov/funding/2017-2022-21st-cclc/2017-2022-21st-cclc-grant-application.pdf.
[3] http://www.nys21cclc.org/wp-content/uploads/2018/01/Addendum-to-NYS-Evaluation-Manual-3-15-18.pdf

Required Contents of the Year 1 Annual Evaluation Report

Cover Page with Report Title

- Project name
- Name of the Grantee Organization and Project Director
- Date of report
- Evaluator's contact information

Executive Summary (1-2 pages)

- Brief summary of project
- Summary of key findings
- Summary of key recommendations

Program Description

Describe the project, project goals, key stakeholders and target audience. *Briefly* summarize:

- How the program objectives and program activities align with the school's regular academic program and students' academic needs;
- How the program is based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- Research evidence and/or theory supporting the expectations that the program will help students meet State and local academic standards; and
- Status of development of the program Logic Model, with indicators.

Include the complete Logic Model graphic (or most recent draft) as Appendix A

- Both the program description and the logic model should explicitly highlight any *intentional* changes made since the original application; the narrative should include a summary of the *extent* of those changes (addressing whether the current program design is very close to the original proposal, generally the same but with modifications, or very different from the original proposal), as well as the rationale for those changes. These highlights should reflect intentional modifications; any unintentional "program drift" should be discussed in the Evaluation Findings.

Evaluation Framework and Plan

Summarize the program's Implementation Evaluation processes (Evaluation Manual, Section Three: *NYSED Local Evaluation Framework's Implementation and Outcome Evaluation Processes*, p.25), including but not limited to the following:

Evaluation Framework

Describe how the evaluation is aligned with:

- the goals, measurable objectives and the expected outcomes of the program
- the current 21st CCLC Federal Performance Indicators

Include descriptions of:

- The focus of the evaluation, describing the formative and summative design;
- Key evaluation questions – including
  - the need that the 21st CCLC grant is meant to address, and
  - goals and objectives for process and formative outcomes, as well as summative outcomes if applicable; and
- The evaluation team, including a brief description of roles & responsibilities of key team members.

Evaluation Plan

Include the complete Evaluation Plan, preferably in tabular form, in the appendix (See sample table headers in Appendix B)

- List the **Variables or Performance Indicators** that provide evidence about progress towards objectives.
- Describe the **Data Sources/Instruments and Data Collection Methods** used to obtain data to inform these indicators, and the time data were collected.
- Summarize your plans for **Data Analyses** used (qualitative and/or quantitative), including efforts to associate program outcomes with program activities (correlation, causation, qualitative evidence).

In the narrative, include:

- How relevant stakeholders (including program staff, students and families) have meaningful involvement in the evaluation process;
- How evaluation data are used to monitor progress and inform continuous program improvement;
- A discussion about the strengths and limitations of data collection instruments and methodology, including potential threats to validity, and any strategies that will be employed to address those limitations;[4] and
- a discussion about the strengths and limitations of data analyses, including potential threats to statistical conclusion validity, and any strategies that will be employed to address those limitations.

Engagement & Communication

- Describe the efforts the evaluation team made to strategically plan evaluation activities so they would not interfere with program activities.
- Describe the ongoing efforts the evaluation team undertook (processes used and/or products created) to communicate formative findings to program staff for the purposes of program improvement. **Discuss the impact of these efforts in the Evaluation Findings, under Evaluation Utilization.*

Implementation/Process Evaluation Findings

- Describe the status and results of formative qualitative and quantitative data analyses.
  - Present results linked to program implementation/operation objectives (include response rates by data source).

[4] Note that it is not expected that every data collection instrument has undergone formal psychometric studies establishing validity and reliability; however, if such evidence is not available, the report narrative must include a discussion of the extent to which the instruments meet the AEA evaluation principles, as discussed in the Evaluation Manual Addendum under "Requirements for all major data collection instruments that are locally-selected or locally-developed" (see http://www.nys21cclc.org/wp-content/uploads/2018/01/Addendum-to-NYS-Evaluation-Manual-3-15-18.pdf).

- Summarize key findings about:
  - fidelity of implementation to the program as currently designed, and extent of unintended program drift, if any, from the current design, including strategies to minimize it;
  - success in meeting intended target populations;
  - quality of the point-of-service interactions;
  - the quality of the program's links to the school day/school day staff;
  - outreach efforts to recruit and retain students;
  - parent engagement efforts;
  - performance assessment/ internal quality improvement efforts (staff training/coaching, fidelity checks, QSA process, etc.);
  - extent and reasons for any barriers to program implementation; and
  - how the program is addressing those barriers.

Evaluation Utilization

- Summarize the program's utilization of evaluation feedback (Evaluation Manual, Section Four: *Communicating Findings for Optimum Utilization*, p.37).

Conclusions & Recommendations

- Present a high level summary of the program's successes and the lessons learned based on your evaluation findings.
- List all key recommendations and actionable information for program managers derived from your findings, including strategies to address ongoing challenges. Include any recommendations that may be relevant to other OST programs.
- Include discussion of any program sustainability plans, if they have been initiated.

APPENDIX A: Program Logic Model

- This should represent the most up-to-date version, highlighting any modifications since the program began. 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*.

Inputs	Activities	Outputs	Short-term Outcomes	Long Term Outcomes/ Impacts
• *Resources* • *Staff* • *Facilities* • *Equipment* • *Funds*	**Point-of-service activities:** • *Services for students* • *Services for family/ community members*	• *Number of students who received services* • *Number of family members who received services*	• *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*

APPENDIX B: Evaluation Plan

- Sample headings for an Evaluation Plan table:

Evaluation Question	Variable(s)/ Indicator(s)	Data Collection Method/ Instrument	Analyses	Date of Data Collection

Annual Evaluation Report Checklist (Year 1)

Due date: September 30th, 2018

In March 2018, the Year 1 Annual Evaluation Report (AER) Guide outlining information that is required for inclusion in the AER was distributed to all local evaluators on the 21st CCLC website. As previously explained, these requirements do not supersede reporting requirements indicated in NYS 21st CCLC Evaluation Manual and the original Request for Proposals.

Because the format and organization of these reports is discretionary, we are requiring all local evaluators to complete this checklist so that we can be sure that we do not miss these required elements as we review your reports. Please indicate the section of the report where each required element is located; include specific page numbers if there are additional components in the same section. If all elements within a major section of this outline are located in the same section of your report, please indicate that with quote marks or by drawing a vertical line through the other page number boxes; you do not need to indicate page numbers for each individual element.

Reporting requirements from the Evaluation Manual and Addendum or RFP that were not explicitly included in the AER Guide are indicated in this checklist in *italics.*

Thank you for your cooperation.

Required Report Elements	Section or Page #(s)
Executive Summary	
▪ Summary of project	
▪ Summary of key findings	
▪ Summary of key recommendations	
Program Description (including any intentional changes)	
▪ Program design	
▪ Target audience	
▪ Key stakeholders	
▪ Alignment with regular academic program	
▪ Established performance measures	
▪ Supporting research evidence and/or theory	
▪ Status of Logic Model	
Evaluation Framework and Plan	
Evaluation Framework	
▪ Alignment with program goals, objectives and outcomes	
▪ Alignment with 21st CCLC Federal Performance Indicators	
▪ The focus of the evaluation (formative and summative design)	
▪ Key evaluation questions – including	
○ the need that the 21st CCLC grant is meant to address	
○ goals and objectives for process and formative outcomes	
○ goals and objectives for summative outcomes (if applicable)	
▪ Roles & responsibilities of key evaluation team members	
Evaluation Plan	
▪ **Variables or Performance Indicators** evidencing progress towards objectives	
▪ **Data Sources/Instruments and Data Collection Methods**	
▪ **Data Analysis** plans (qualitative and/or quantitative)	
▪ Stakeholders' involvement in the evaluation process	
▪ How evaluation data are used to monitor progress and inform improvement	
▪ Strengths, limitations and strategies to address limitations of data collection instruments and methodology	
▪ Strengths, limitations and strategies to address limitations of data analyses	
Engagement & Communication	
▪ Efforts to plan evaluation activities to avoid interference with program activities	
▪ Efforts to communicate formative findings to program staff	

Evaluation Findings	
Implementation/Process Evaluation Findings	
■ Status and results of formative qualitative and quantitative data analyses, including progress toward meeting program implementation objectives.	
○ *programmatic output (levels of activity)*	
○ fidelity of implementation, extent of unintended program drift and strategies to minimize it	
○ *follow-up on the status of proposed program adjustments from the Interim Evaluation Report*	
○ success in meeting intended target populations	
○ quality of the point-of-service interactions – *including summary of findings from the second annual site visit observation*	
○ the quality of the program's links to the school day/school day staff	
○ efforts to recruit and retain students	
○ parent engagement efforts	
○ performance assessment and internal quality improvement efforts	
○ extent and reasons for any barriers to program implementation	
○ how the program is addressing those barriers	
Summative Evaluation Findings (optional)	
■ Status and results of summative qualitative and quantitative data analyses	
Evaluation Utilization	
■ Summarize the program's utilization of evaluation feedback	
Conclusions & Recommendations	
■ Summary of successes and lessons learned	
■ Recommendations for next year	
■ Recommendations for other OST programs (optional)	
■ Sustainability plans (optional)	

Logic Model graphic	Appendix #:
Complete Evaluation Plan	Appendix #:

References

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