

NYSAN

NEW YORK STATE AFTERSCHOOL NETWORK

***Quality Comes First: A
Leadership Institute for the
Managers of New York's
Afterschool Funding Initiatives,
Final Report***

July 2010

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Background and Objectives

Afterschool programs have long provided children, youth, and families with essential opportunities for safe, supervised learning, enrichment, and recreation during the many hours each day that school is not in session. Publicly supported afterschool programs are especially important in low-income communities where many working parents may not have other options for ensuring their children are safe and well-occupied afterschool. As pressures to improve student academic performance and readiness for college and careers increase, there is growing attention to the role of afterschool programs in supporting student achievement and healthy social and emotional development. At the same time, there is a growing body of research and consensus among practitioners about the importance of quality in programming, as well as the key components of effectiveness in afterschool programs. The challenge in the field is to translate this knowledge into the development and day-to-day delivery of programs provided by a diverse array of schools, community-based organizations, libraries, parks, houses of worship, and other organizations.

New York is fortunate to have a number of state and local public funding commitments for afterschool programs. At the state-level, there are three major funding streams dedicated exclusively or largely to afterschool: the Advantage After School Program administered by the New York State Office of Children and Family Services (NYS OCFS), and Extended School Day/School Violence Prevention (ESD/SVP) and 21st Century Community Learning Centers (CCLC) administered by the New York State Education Department (NYSED). New York City has made major commitments of local funds through its Out-of-School Time (OST) Initiative and Beacon Centers program run by the NYC Department of Youth and Community Development (NYC DYCD). Additionally, the NYC Department of Education (NYC DOE) has a central office and staff in each borough to support 21st CCLC and ESD/SVP grantees.

Although the State and City provide millions of dollars to support hundreds of program sites across the state, the fragmented administration of these funding streams and limited resources dedicated to technical assistance and support result in gaps and inefficiencies that hinder the capacity of local program providers to focus on program quality.

Recognizing these gaps and leveraging a multi-year afterschool system-building grant to NYC DYCD from the Wallace Foundation, the New York State Afterschool Network (NYSAN) began discussions with public agency partners about supporting Program Managers in improving the quality of afterschool providers in 2006. When planning *Quality Comes First: A Leadership Institute for the Managers of New York's Afterschool Funding Initiatives* (the Institute, hereafter), NYSAN found that Program Managers need and want to expand their "toolbox" of techniques and skills for relating to their grantees and contractors, diagnosing barriers to program quality, providing coaching, improving cross-cultural communications, and other assistance. Staff members from each agency displayed a strong desire to learn more about techniques used by their peers across the state. These findings confirmed the need for a high-quality training institute tailored to the needs of these Program Managers.

Historically, the existing funding initiatives have been run by different public agencies, imposed different programmatic and administrative requirements on grantees, and used varied approaches to providing oversight and technical assistance to afterschool providers. While all the public funding initiatives employ staff to support grantees (hereafter referred to as Program Managers), there was wide variation in the resources each initiative devotes to training and technical assistance. Moreover, the Program Managers themselves come into their positions with widely varying skills and experience and had little or no access to professional development tailored for their roles once on the job.

With public agencies facing growing demands for accountability and subsequent pressures on programs to demonstrate positive outcomes, there was an increasing need and desire for Program Managers to do more to help grantees build the capacity and quality of their programs. Given this shifting political will and recognition of the role the public sector has in promoting quality, as well as improvements in technology and communications, Program Managers were able to spend less time monitoring contract compliance and more time offering technical assistance around program quality to grantees. While they received training for this role in their agency, little support was available on a statewide level for Program Managers, despite their important role to programs and the importance of consistency of quality assurance efforts across funding streams, agencies, and programs to building a system of afterschool in New York State. The Institute helped influence this issue by equipping Program Managers with the knowledge and skills needed to uniformly provide high-quality technical assistance.

The Institute initially enrolled 59 Program Managers from four agencies; approximately 18 additional Program Managers joined at different stages throughout the two years, while 2 left their positions and therefore left the Institute. Each Program Manager oversees anywhere from 15 to over 75 contracts, with many contracts containing multiple program sites. Together, these Program Managers oversee over \$300 million per year in grants distributed to hundreds of programs statewide.

NYSAN had three overarching objectives for the Institute:

1. To build a coordinated system of high-quality afterschool programs by facilitating collaboration, information-sharing, and common language and practices among four key public agencies
2. To support the Program Managers' changing role from contract management and compliance officers to technical assistance providers
3. To fill a gap in professional development opportunities for public agency staff who oversee funds granted to afterschool programs

Institute Planning

Needs Assessment: NYSAN contracted an external consultant to conduct an initial needs assessment to determine the content and type of support most needed by Program Managers. The needs assessment was built around the ten essential elements of program quality as established in the NYSAN Quality Framework and Quality Self-Assessment (QSA) Tool. The results of the needs assessment showed interest in learning more about four topics: Program Sustainability and Growth; Parent, Family, and Community Partnerships; Staffing and Professional Development; and Linkages Between Day and After School. The needs assessment also found that Program Managers wished to expand their own skills in working with grantees and relationship manage to ultimately improve program quality.

The needs assessment included the following components:

- Interviews with 14 Program Managers and agency supervisors
- Web-based survey completed by 45 Program Managers representing all five funding streams
- Focus groups
- Solicitation of resources to be included in Institute curriculum

Role of NYSAN: NYSAN is a statewide partnership of public and private agencies dedicated to increasing the quality and availability of programs that support the learning, safety, and healthy development of young people during non-school hours. As a network of partners with a range of perspectives and areas of expertise, NYSAN was distinctly positioned to convene and coordinate the agencies and resources needed to produce the Institute. NYSAN's Director and Project Manager facilitated the work of the design team, contributed to the Institute design, sought high-quality resources and speakers, led several workshops at Institute events, provided fiscal management, and coordinated all logistics and event planning.

Design: Intended as a year-long adult learning experience, the Institute combined intensive off-site workshops, small group sessions and coaching, and ongoing networking and information exchange. The NYSAN QSA Tool, a comprehensive, research-based framework for high-quality program development, served as the initial organizing structure for the Institute sessions on program quality. The Institute went on to address the range of capacity-building and technical assistance skills needed by Program Managers, including conducting effective site assessments, facilitating groups, and developing coaching competencies. The Institute utilized a mix of keynote speakers, seasoned program providers and technical assistance specialists, interactive case studies and practice dilemmas, and small group discussions to address these issues.

NYSAN convened a design team to plan and execute the Institute, comprised of appropriate NYSAN member organizations. The design team was comprised of experienced staff and board members of AfterSchool Works! New York (formerly the New York State School Age Care Coalition), The Children's Aid Society, Partnership for After School Education (PASE), NYSED, and The After-School Corporation (TASC). Participating agency supervisors from NYC DYCD, NYC DOE, and NYS OCFS contributed to the design of the Institute as well. See Appendix II for additional details.

Funding: Two years of substantial funding from The Wallace Foundation was obtained through the NYC DYCD Out-of-School Time (OST) Initiative. Additional financial support came from a consortium of public and private funders and agencies, including the Charles Stewart Mott Foundation, Clark Foundation, New York 21st CCLC Statewide Technical Assistance Center, NYC DOE, and New York State Center for School Safety. The total cost for the two-year Institute was approximately \$225,000.

Institute Execution

Year One: September 2007 – August 2008

The first year of the Institute consisted of the following events:

Fall Two-Day Kick-Off Event (September 2007)

The 2007-2008 fall kick-off event included four learning modules, each facilitated by a member of the Institute design team and content experts, around elements of program quality that were previously identified by the Program Managers as areas of interest. Keynote speakers included Dr. Robert Granger, President of the W.T. Grant Foundation, who discussed the latest research on afterschool program quality and outcomes, and a presentation by Scott Vinciguerra of Cazenovia College on adolescent brain development. There was a networking reception held at the end of the first day of the kick-off event. A number of special guests, including NYC DYCD Commissioner Jeanne B. Mullgrav and several of NYSAN's private foundation funders, were invited to and attended Dr. Granger's presentation.

In evaluations completed at the close of the kick-off event, participants rated their satisfaction with the overall quality of the Institute at 1.67 on a 1 to 5 scale (1 = extremely satisfied). Participants said they learned a great deal which they could pass along to their grantees and they welcomed the opportunity to learn about other funding streams and network with their peers from other agencies.

Follow-up to Discuss Lessons Learned from Fall Event (November and December 2007)

NYSAN held follow-up meetings for each of the participating agencies to debrief their experience at the fall kick-off event. These follow-up sessions were held in person or by phone, depending on the location of the agency staff. Participants were asked their opinion on the strengths and weaknesses of the Institute, how they used resources presented at the Institute event, challenges in their work that they wanted to explore through the Institute, and opportunities for future events. This information was used by the design team in planning the follow-up sessions held in the winter and spring of 2008.

Coaching for Quality, Level 1 (January 2008)

As a follow-up to the kick-off event, NYSAN held a session on coaching as a tool for quality improvement for Program Managers. NYSAN contracted Susan O'Connor, an out-of-school time expert from Western Massachusetts, and Dishon Mills, an afterschool program director and trainer from Boston, to facilitate this session. The session focused on how to coach programs as they establish and maintain continuous improvement systems and plans, and included dedicated time for discussions on conflict mediation and providing critical feedback.

This session began with a facilitated discussion of New York State's major afterschool funding streams, which focused on key facts and opportunities for interagency collaboration. In the middle of the day, the Reverend Alfonso Wyatt delivered a plenary address on equity in afterschool based on his own extensive experience as both a program provider and a technical assistance provider. Reverend Wyatt is a dynamic speaker who, based on evaluation and anecdotal evidence, had a motivating and long-lasting impact on the Program Managers.

In evaluations completed at the close of this session, participants rated their satisfaction with the overall quality of the session at 1.69 on a 1 to 5 scale (1 = extremely satisfied). Participants particularly said they felt the workshops and discussions were interactive and inspiring. They also noted that they received tools and information that were readily accessible and could be used immediately.

Conference Call Series: Afterschool Program Curricula (February 2008)

NYSAN convened the Program Managers via conference call for a session on finding and using high-quality afterschool curricula, a topic that was proposed by the Institute participants at a previous event. The call featured staff from The Children's Aid Society and TASC. Each speaker discussed where Program Managers could find no- and low-cost curriculum resources that have been proven to be successful in the field.

Conference Call Series: Afterschool Advocacy (March 2008)

NYSAN convened the Program Managers via conference call for a session on afterschool advocacy, a topic that was proposed by the Institute participants at a previous event. The call featured presenters from TASC and AfterSchool Works! New York. Though the Program Managers are government agency staff and are often not directly involved with advocacy efforts, there was great interest in what they can do to share advocacy resources and opportunities with the programs that they work with.

Program Quality and NYSAN QSA Tool Workshop (April 2008)

NYSAN offered an in-person workshop in New York City for Program Managers on program quality and how to support programs using the NYSAN QSA Tool. The workshop invitation was also extended to The Children's Aid Society, PASE, and TASC staff members who work with programs in roles that are similar to those of the Program Managers (e.g. Program Officers, Quality Specialists, etc.). The session was attended by 15 people (7 Institute participants and 6 non-participants) and provided an opportunity for sharing among public agency staff and non-profit staff in regard to supporting program quality. This session was also offered in Albany and Rochester, but was cancelled due to a low response rate from both Program Managers and others invited to attend.

Coaching for Quality, Level Two (May and June, 2008)

As a follow-up to the January booster session, NYSAN convened the Program Managers by agency for a second session on coaching strategies, during which they were able to talk in specifics about their agency and role. The NYSED group and the NYS OCFS group met in separate sessions in Albany, and the NYC DYCD group and NYC DOE group met in separate sessions in Manhattan. Susan O'Connor facilitated the sessions in Albany, and Dishon Mills facilitated the sessions in New York City. Both sessions followed the same agenda, and covered coaching in the context of action planning, problem-solving, and team-building. The sessions included specific exercises and discussions on:

- Steps in the continuous improvement cycle
- Identifying outcomes
- Building a quality improvement team
- Addressing resistance to change
- Troubleshooting

Year Two: September 2008 – January 2010

The second year of the Institute consisted of the following events:

Fall Two-Day Kick-Off Event and Group Site Visits (October 2008)

The 2008-2009 kick-off event focused on Identifying Program Quality. The first session, *Identifying and Supporting Program Quality*, was led by seasoned staff members from The Children’s Aid Society, and focused on the “twin pillars” of program quality: staffing and curricular resources. The workshop focused on how Program Managers can help programs to find and select high-quality curricula, and to support staff development efforts to ensure that curricula and activity plans are properly implemented.

The first day concluded with a networking reception, which was notably more attended than the reception held after the first kick-off event. The design team and agency supervisors observed the Institute participants interacting more, both within and across agency groups.

Day Two began with *Conducting Effective Site Visits* led by the Research Director at the Center for After-School Excellence and the Vice-President of Programs from TASC. Participants had an opportunity to reflect upon their site visit practices, and reviewed the site visit observation and monitoring tools used by each of the four agencies. Using the High/Scope Pyramid of Program Quality as a framework, the session focused on point of service observations and how to capture youth perspectives when visiting a site. Participants viewed several vignettes of programs and, using a common observation tool, recorded their perceptions of the program. The group then debriefed and discussed ways in which they could improve their practice and increase uniformity across agencies.

Elizabeth Reisner, Founder of Policy Studies Associates delivered a plenary address entitled “Using Research Findings to Improve Youth Programs.” Ms. Reisner discussed recent afterschool research findings, and focused on findings regarding staff skills and behaviors, school/program relationships, and youth outcomes.

In the afternoon, the Program Managers were divided into groups and visited one of 5 sites in Manhattan to use their new skills in identifying quality and conducting site visits. Participants used the same observation tool introduced earlier in the day, and debriefed their experience at the conclusion of the visit with a facilitator from the design team.

On the morning of October 21st, Program Managers from New York City agencies attended an additional session to discuss how to better collaborate in the schools and sites for which both agencies have a responsibility. For example, this group discussed working with the Department of Health around afterschool site regulation and registration, as New York City is the only locality in which the health department oversees school-age child care sites and there are circumstances unique to New York City because of it.

Agency Supervisors Meeting (October 2008)

Immediately following the last session of the kick-off event, NYSAN convened a meeting for supervisors from the participating agencies to debrief how the information and resources presented at the kick-off event could be used moving forward. Representatives from NYC DOE, NYC DYCD, and NYSED participated. A member of the design team and a NYSAN staff member served as facilitators.

Supervisors noted that they recognized the need to share information and create comprehensive site lists with one another as a result of the event. A NYC DYCD representative felt that the agency specifically lacked a protocol for site visits and would try to create one based off of the event's suggestions. The group also discussed sharing research to inform agency decision-makers.

One participant noted that a challenge to using the information presented lies in how Program Managers conduct site visits when there are distractions and time is limited. One way of alleviating this problem is to institutionalize suggested site visit procedures through documentation requirements (e.g. if the site visit tool includes a specific question, Program Managers are more likely to remember to ask it than if they are expected to remember on their own).

Peer Learning Forum (March 2009)

The Institute Peer Learning Forum evolved out of discussions among the design team and feedback from the Program Managers, all of which suggested that the Institute participants had a great deal to learn from each other. NYSAN issued a call for presentations, and asked the Program Managers to offer workshops based on their skills. The following outlines the workshops offered at this event.

- *Managing Community-Based Organization (CBO) Spending – A Program Manager's Perspective; Presented by Michael Dogan, NYC DYCD:* This workshop assisted Program Managers in working directly with sites (and with Site Coordinators) in managing their budgets and spending. Part of the workshop focused on site-level spending and supporting Site Coordinators with setting priorities and managing spending based on their priorities.

- *A Guide to School-Community Collaboration; Presented by Tammy Rhein, Hudson Valley Student Support Services Center:* This session provided participants with tips for coaching their grantees on how schools operate and the challenges for community-based organizations in aligning their agendas with schools' missions. The audience discussed how to articulate the primary mission of schools using "school language." The session also addressed other promising practices in building relationships between principals and site directors.

- *Navigating the DOE: School Structure, Learning Environment and CBO Partnerships, Presented by Danielle DiMare and Fred Jones, NYC DOE:* In this workshop, participants received an overview of NYC Department of Education, including school support organizations, integrated service centers, and other supports available as they relate to out-of-school time programs. This session also reviewed the Learning Environment Survey, which included useful data for both CBOs and support agencies.

- *Supporting Rural Afterschool Programs; Facilitated by Jennifer Siaca, NYSAN, and Candace LaRue, AfterSchool Works! New York:* This roundtable discussion focused on the needs of afterschool programs in rural areas; in New York State, rural communities can be found everywhere from Long Island to Western New York. Session facilitators had a collection of information for rural programs, including tips on sustainability, locating scarce resources, and managing transportation challenges.

- *Afterschool as a Strategy for Student Engagement and Dropout Prevention in New York; Presented by Sanjiv Rao, NYSAN:* Using the NYSAN Policy Brief on this topic as a framework, this session focused on afterschool programs' impact on student engagement and reducing incidences of high school dropout. This was, and continues to be, a New York State priority to which the State Children's Cabinet and other groups devote resources. Participants learned how they can support programs in contributing to student engagement.

- *Youth Voice and Youth Choice; Presented by Jane Ogilvie, Western Regional Student Support Services Center:* This session focused on levels of youth engagement and creating effective youth/adult partnerships. The session provided national resources and promising practices for Program Managers to use when working with programs that need to bolster their youth engagement efforts.

- *Supporting Program Quality Self-Assessment; Presented by Jennifer Siaca and Sanjiv Rao, NYSAN:* This session (offered twice) allowed Program Managers to explore the newly launched NYSAN Quality Self-Assessment Tool User's Guide website, including a guided tour of the site at individual computers and a discussion of how to support programs as they assess their work and strive for continuous improvement.

The Peer Learning Forum included a plenary session entitled "Afterschool, the Economy, and Emerging Opportunities," led by Jodi Grant, Executive Director of the Afterschool Alliance. Ms. Grant delivered information on the state of afterschool programs at the federal level and how programs and other stakeholders can link into federal resources and national advocacy opportunities.

Culminating Sessions: Promising Practices and Collaboration (June 2009 and January 2010)

The culminating Institute sessions were structured as half-day events aimed at facilitating deep discussions among partnering agencies. During these sessions, Program Managers worked in small groups to discuss relevant issues, share successful strategies and promising practices, and determine additional ways in which their work intersects.

The first event was held in June 2009 for Program Managers from NYC DYCD and NYC DOE.

Discussion topics were as follows:

- Afterschool Programs at Campus Schools/Multi-School Buildings
- Celebrating and Replicating Programs' Successes
- Working With Multiple Funding Sources and CBO Program Providers
- Reflections on the Program Manager Role

Michelle Yanche, Director of Neighborhood Family Services Coalition, delivered a keynote address on advocacy and organizing entitled, “Building Support for Afterschool in New York City.”

The second event was held in January 2010 for Program Managers from NYS OCFS and NYSED. Discussion topics were as follows:

- Celebrating and Replicating Programs' Successes
- Managing Competition Among Programs
- Reflections on the Program Manager Role

Jennifer O'Connor, Senior Policy Associate at the Schuyler Center for Analysis and Advocacy delivered a keynote address on statewide efforts to support children and youth entitled, “Current New York State Initiatives at the Schuyler Center for Analysis and Advocacy.”

Results and Impact

Mid-Course Assessment Results: NYSAN hired an external consultant to conduct a mid-course assessment between years one and two, which was designed to align with the initial needs assessment and gauge progress toward meeting objectives. The mid-course assessment highlighted progress in addressing specific areas of concern for Program Managers. Both Institute participants and their supervisors reported changes in the way that Program Managers provide services and supports to grantees, especially with regard to using the information and skills presented in the Coaching for Quality sessions. Participants and supervisors also reported that the Program Managers became more reflective in their approach to providing technical assistance and increased the use of research provided in their practice.

The mid-course assessment also showed that participants and their supervisors were generally satisfied with the Institute. Throughout the year, NYSAN staff and the design team reviewed participant evaluations for each of the offerings of the Institute. Most participants found the quality of the material and presenters to be good and the information to be relevant.

The mid-course assessment included:

- Review of the session evaluations from year one
- Verbal feedback solicited at in-person events
- Interviews with 7 Program Managers and agency staff
- Web-based survey of all Program Managers and supervisors

Recommendations for the second year of the Institute included providing more in-depth information and greater detail on selected topics, utilizing differentiated instruction techniques to address the needs of varying experience levels, prioritizing face-to-face activities over conference calls, and providing additional time for networking. Participants also raised a concern for the diversity (demographic, geographic, and experience level) of the facilitators and speakers. The design team responded to this information when designing the curriculum for the second year offerings. Changes included:

- An effort to diversify the work experience, geographic locations, and demographics of speakers
- Designing concurrent workshops to allow more choice among the participants
- Additional networking reception and meals to allow more open discussion among the participants
- Shifting resources to focus primarily on in-person activities rather than virtual meetings
- Development of targeted sessions to address specific needs (e.g. rural afterschool session)

Overall Impact on Participants After Two-Year Experience:

- The Institute created a two-year professional learning opportunity for 70 individual agency staff members in content areas related to afterschool promising practices, technical assistance, relationship-building, and contract management. Overall, participants indicated that the Institute events were satisfactory and met their professional development needs. Feedback collected via event evaluations, interviews, phone conferences, and surveys indicates that the Institute had an impact on the way that Program Managers support the afterschool field throughout the state. In addition, anecdotal evidence supports this finding and suggests that Program Managers have applied a number of the lessons learned during the Institute to their day-to-day work.
- Program Managers engaged in the Institute as both participants and experts. This allowed participants to share “real-world” promising practices from their own experience, and get peer feedback on their ideas and practices. Moreover, presenters at the Peer Learning Forum were afforded the opportunity to formally teach their peers about a topic in which they have expertise.
- Program Managers gained access to state and national resources and experts that they would not have otherwise had access to. All of the plenary speakers are leading experts in the field and shared new research and information directly with participants.

Overall Impact on Statewide Afterschool System:

- The Institute equipped all Program Managers to support program quality in a uniform way. First, Program Managers all participated in the same workshops on quality, therefore giving each of them the same toolkit to use in the field regardless of program type or funding agency. Secondly, Program Managers were all trained in how to support use of the NYSAN Program Quality Self-Assessment (QSA) Tool, which enables them to promote self-assessment and reflective practice using the same, ten-element framework among all of their grantees.
- As evidenced through observation and agency supervisor feedback, the Institute developed the relationships among the public agencies that oversee the State’s major afterschool funding streams. Regular interaction, formal meetings, and informal networking all contributed to the development of these relationships. Furthermore, these relationships helped to build momentum for additional interagency collaboration. For example, an indirect outcome of the agencies’ strengthened relationships was the creation of a statewide Afterschool Request for Proposals Taskforce. This Taskforce was conceptualized by NYS OCFS, and NYSAN supported the agency by facilitating discussions and producing related deliverables. The Taskforce has helped the agencies to bring further alignment to and improve the application process for public afterschool funding, which has numerous benefits for the field.

- The Institute created a learning community among Program Managers statewide that did not previously exist. In one example, a Program Manager had several questions about another agency's funding program, and new exactly who to contact to get more information. This small but powerful and concrete example highlights how Program Managers now have a broader and deeper network to improve their practice, access information, and learn from their peers.
- In Fall 2008, DYCD released a Request for Proposals (RFP) for educators and trainers to support the agency in providing youth development training and supports to agency leadership and Program Managers (as well as several non-agency partners) who oversee DYCD's Out-of-School Time Initiative, the largest municipally funded system of afterschool in the country. The RFP states, "This professional development initiative expands upon the success of a similar effort focused on program managers overseeing services provided through DYCD..." Agency supervisors have indicated that the Institute inspired a stronger commitment to professional development for staff at multiple levels, and DYCD now offers parallel trainings for Program Managers based on training topics provided to their funded sites.

Challenges to Designing and Implementing the Institute

Developing an innovative professional development experience: At the time when the Institute was first conceptualized, no other state had led a similar effort for agency staff who oversee afterschool funding. The design team used research, promising practices, and existing workshop topics to inspire activities for the Institute, but did not have an existing curriculum for this type of professional development to work from. Preparing speakers and workshop facilitators required a notable time investment, because none of them had previously worked with a group of public agency staff such as this group.

Providing a relevant experience for all participants: The general responsibilities and expectations of all the Program Managers were similar, as they all support afterschool providers in implementing a proposed set of activities and services. However, each agency's Program Managers' roles are quite nuanced. The NYSED 21st CCLC Regional Coordinators have no contract management responsibilities and are not viewed as program monitors. While the NYC DYCD OST and Beacon Center Program Managers conduct yearly site visits on at least two occasions, the NYS OCFS Advantage After School Program Managers may only conduct one site visit during a five-year grant. Efforts were made to accommodate these differences, but at times it was not possible to address the specific responsibilities of each agency's staff.

Geographic location of Program Managers: With the majority of the Program Managers located in New York City, NYSAN was able to hold events for which most participants did not have to travel. This was beneficial when coordinating logistics and in recognizing savings of travel costs. Still, four of the Program Managers were located in Albany, and six were spread throughout the state in regional offices. It was challenging to schedule in-person events that all the participants could travel to and attend. To minimize this barrier, NYSAN used funds raised to cover or subsidize the cost of travel to the Institute. The design team also used e-mail and conference calls when possible to maintain communication with the Program Managers.

Accommodating all topic requests and levels of experience: Although the design team worked diligently to be responsive to the content areas of interest to the Program Managers, it was not possible to provide sessions and resources on all of them. Moreover, the Program Managers entered the Institute with extremely varied education and experiences; Program Managers' backgrounds spanned areas such as teaching, school administration, child care, government administration, and others. Some events offered the opportunity to self-select into workshops, but it was not always possible. To avoid this pitfall, the group would have had to be split into tiers, but the design team felt that this may have been damaging to the community-building aspect of the Institute.

Uncertainty in Public Agencies: The Institute timeline overlapped with the economic downturn, and this posed a challenge to coordinating events, travel, and funding. In some cases, agencies limited or eliminated travel allowances. Moreover, NYSED's contracting schedule was delayed, which impacted the six participants who represented NYSED but are technically contractors with the State. This forced the delay of the culminating event for NYSED and OCFS by over six months.

Appendix I

Afterschool Funding Initiatives in New York

Funding Programs Administered by the New York State Education Department (NYSED)

Throughout the course of the Institute, NYSED contracted six regional centers across the state to provide technical assistance to its afterschool grantees (supported by the funding streams described below). The Regional Coordinators did not have oversight over funded programs, nor did they have any contract development or compliance responsibilities. They conducted site visits to support programs, and led regional professional development activities that brought multiple grantees together for training and information-sharing.

In New York City, the Department of Education (NYC DOE) employs approximately 8 Grant Managers who provide oversight and technical assistance to schools and agencies that are part of district-led grants for the funding streams below.

21st Century Community Learning Centers

The 21st Community Learning Centers (CCLC) program is a federally funded initiative that provides academic enrichment and youth development opportunities outside of school hours primarily for children who attend high-poverty and low-performing schools, as well as literacy and other educational services to their families. All 21st CCLCs represent a partnership between a local education agency and another organization for planning and implementation of the program. Funds in New York State are allocated consistent with the State's Title I funding allocation formula: 60% of the funding is designated for New York City, 10% for the other Big Four cities (Buffalo, Rochester, Syracuse and Yonkers), and 30% for the rest of the State. Annual awards range from \$50,000 to \$900,000.

New York 21st CCLCs are required to participate in four assessment components.

- All programs are required to use the NYSAN Program Quality Self-Assessment (QSA) Tool to identify strengths and weaknesses and develop an action plan based on the ten quality elements.
- Programs are required to have an external evaluation conducted to assess progress made toward achieving goals.
- NYSED coordinates a statewide evaluation to collect and compare data across all programs.
- Programs are also required to submit information through the federal Annual Performance Report (APR) web system.

Extended School Day / School Violence Prevention Program

Supported by funding allocated by the state legislature, the Extended School Day / School Violence Prevention Program supports collaborative projects that address the problem of school violence through extended school day programs and/or other school violence prevention strategies and resources. These collaborative projects can be initiated either by a school district or by community-based organizations. A comprehensive approach is encouraged which focuses on creating and maintaining a school culture of support, safety and security. Priority is given to high needs school districts since they often have poor school performance and a high frequency of violent incidents.

Funding Programs Administered by the New York State Office of Children and Family Services (NYS OCFS)

NYS OCFS employs 4 – 7 Contract Managers who have contract development and compliance responsibilities and provide technical assistance to the agency's afterschool grantees. All Contract Managers are located in Albany, NY, and therefore do much of their work with grantees virtually. NYS OCFS requires all afterschool grantees to attend the Association of New York State Youth Bureaus conference each year, which provides an opportunity for in-person meetings between agency staff and grantees.

Advantage After School Program

Advantage After School Programs (AASP) provide quality youth development opportunities to school-age children and youth for three hours directly after school. These programs are supported by partnerships among schools, community organizations, private entities, and other groups. AASP offer a broad range of educational, recreational, and cultural- and age-appropriate activities that integrate what happens in the school day. Youth and family involvement in program planning and implementation is a key component of AASP. Programs operate five-days-a-week during the regular school year and may elect to operate during school breaks. Programs may also extend hours into the evening hours, particularly when serving older adolescents.

AASP are designed around four program outcomes:

- To improve the social, emotional, academic, and vocational competencies of school-age children;
- To prevent and reduce the incidence of out-of-wedlock adolescent pregnancies;
- To reduce other negative behaviors such as violence and crime; tobacco, alcohol, and substance abuse; disengagement from school; school suspension; and truancy and health-compromising behaviors; and
- To provide parents with a safe after school environment for their children.

Funding Programs Administered by the New York City Department of Community Development (NYC DYCD)

NYC DYCD employs over 35 Program Managers who have contract development and compliance responsibilities and provide technical assistance to afterschool grantees. Program Managers work with programs virtually and during site visits (at least two per site per year). NYC DYCD holds regular conferences and provides additional resources to promote program and staff quality.

NYC Out-of-School Time Initiative

In September 2005, NYC DYCD launched the Out-of-School Time (OST) program, originally a three-year, \$200 million initiative providing a mix of academic, recreational, and cultural activities for young people in New York City. OST is funded by a mix of state and local sources. The OST system consists of over 500 programs available at no cost to participants, in every neighborhood across the City. The programs, which are operated by community-based organizations, are located in schools, community centers, settlement houses, religious centers, cultural organizations, libraries, public housing facilities, and Parks Department facilities. OST represents a commitment to provide services in high-need neighborhoods; NYC DYCD targeted 77 priority zip codes using a composite formula which included five variables: youth population ages 6-15 years; youth poverty rate at 100% of poverty line; rate of youth ages 16-19 years that are not in school, not high school graduates, and not in the labor force; number of English Language Learners (ELL) students in public school; and number of single parent families with related children under 18 years of age.

Beacon Centers, New York City

Beacon Centers are collaborative, school-based community centers designed to provide quality services to youth and adults afterschool, in the evenings, and on weekends. Funded by a mix of city, state, and federal funds, Beacon Centers were developed as a result of widespread concern about crime and drugs in New York City during the early 1990s. Several Beacon Centers also host NYC Administration for Children's Services (ACS)-funded foster care prevention programs. The Centers' programs, which are operated by community-based organizations, offer children, youth, and adults a mix of social services, recreational and educational activities, health education, and opportunities for community-building.

Beacon Centers reflect principles of positive youth development and high levels of community involvement. To achieve these goals, the Beacon Centers provide services in the following core service areas:

- Academic enhancements including, but not limited to tutoring, homework assistance, and reading clubs;
- Life skills activities designed to increase personal responsibility, self-esteem, and confidence;
- Career awareness and School-to-Work transition activities which cover the transition from middle school to high-school and career exploration workshops;
- Civic engagement and community-building activities designed to strengthen leadership skills and civic responsibility;
- Recreation and health/fitness opportunities designed to promote healthy lifestyles;
- Culture and art activities designed to provide students with opportunities to express themselves through music, dance, and drama.

Appendix II

NYSAN Institute: Design Team

The NYSAN Institute Design Team members included:

AfterSchool Works! New York

Candace LaRue, Vice President, Board of Directors

The Children's Aid Society

Jane Quinn, Assistant Executive Director for Community Schools

Partnership for After School Education (PASE)

Yvonne Martinez Brathwaite, Director of Regional and National Programs

Ellen O'Connell, Associate Director of Regional and National Programs

New York State Education Department

Linda Woodward, Associate, Student Support Services

The After-School Corporation (TASC)

Chris Whipple, Vice President of Programs

Additional support and guidance was provided by participating public agencies:

New York City Department of Youth and Community Development

Chris Caruso, Assistant Commissioner for Out-of-School Time Services

Darryl Rattray, Assistant Commissioner for Beacon & Work Readiness Programs

Denice Williams, Assistant Commissioner for Capacity Building

New York City Department of Education

Danielle DiMare, Director of School and CBO Partnerships

New York State Education Department

Betsy Morcom-Kenney, Associate, Student Support Services

New York State Office of Children and Family Services

Johnsie Hassan, Manager, Advantage After School Program

Renee Rider, Assistance Commissioner, Division of Child Care

Appendix III

NYSAN Institute: Resources and Materials Used

For each session, pre-reading materials and hand-outs were carefully selected to support the Institute learning objectives. The following is a list of the key documents reviewed by participants during the Institute. In addition to the materials listed here, a number of the sessions included PowerPoint hand-outs, case studies, and worksheets that were customized for the Institute by the design team and other speakers.

Fall 2007, Kick-Off Event Materials:

Module I: Program Sustainability/Growth

Sustaining 21st Century Community Learning Centers, What Works for Programs and How Policymakers Can Help. Washington D.C.: The Finance Project, September 2006. (pre-reading)

Sustaining Comprehensive Community Initiatives, Key Elements for Success. Washington D.C.: The Finance Project, April 2002. (pre-reading)

Finance Project, The. "Achieving Sustainability: Eight Critical Elements for Success".

Keynote Presentation: Adolescent Brain Development: Research, Reality, & Reflection

Adolescent Brain Development: Research, Reality, & Reflection, PowerPoint Presentation

Module II: Parent/Family/Community Partnerships

Buck, Tania, Maryellen Coffey, Zenub Kakli, Holly Kreider, and Priscilla Little. *Focus on Families! How to Build and Support Family-Centered Practices in After School.* Cambridge, MA: Harvard Family Research Project and Build the Out-of-School Time Network, 2006. (pre-reading)

Epstein, J.L. "Epstein's Six Types of Involvement". Adapted from *School, Family, and Community Partnerships.* Baltimore, MD: Corwin Press, 2002. (Reprinted with permission.) (pre-reading)

Jarrett, Robin L. "Successful Parenting in High-Risk Neighborhoods". From *The Future of Children*, a publication of the David and Lucile Packard Foundation. Vol. 9, No. 2. Princeton, NJ, Fall 1999. (pre-reading)

Child Care Bureau, Department of Health and Human Services. "School Age Care: Out-of-School Time." *Resource Notebook: School Age Care: Out of School Time.*

Eccles, Jacquelynne S. "What We Know About Children, 6-10." *The Development of Children Ages 6 to 14.* The Future of Children, WHEN SCHOOL IS OUT, Vol. 9, No 2, Fall 1999.

---, "What We Know About Adolescents, 11-14." *The Development of Children Ages 6 to 14*. The Future of Children, WHEN SCHOOL IS OUT, Vol. 9, No 2, Fall 1999.

Children's Aid Society, The. "How does parenting change across the developmental continuum?" 2001.

"Beyond the Head Count, Evaluating Family Involvement in Out-of-School Time". *Issues and Opportunities in Out-of-School Time Evaluation*. No. 4. Cambridge, MA: Harvard Family Research Project, August 2002.

Buck, Tania, Maryellen Coffey, Zenub Kakli, Holly Kreider, and Priscilla Little. Excerpt, *Focus on Families! How to Build and Support Family-Centered Practices in After School*. Cambridge, MA: Harvard Family Research Project and Build the Out-of-School Time Network, 2006.

Keynote Presentation: Current Research on Defining and Creating Effective After-School Programs

Granger, R., Durlak, J.A., Yohalem, N., and Reisner, E. *Improving After-School Program Quality*. New York, NY: William T. Grant Foundation, April 2007. (*pre-reading*)

Readings on Afterschool Policy and Advocacy

Goldstein, Suzanne. "Afterschool Policy in New York State". *The Page Turner*. Vol. 4, No. 3. New York, NY: The Robert Bowne Foundation, May 2007. (*pre-reading*)

Rinehart, Jen. "Afterschool Advocacy in Washington". *The Page Turner*. Vol. 4, No. 3. New York, NY: The Robert Bowne Foundation, May 2007. (*pre-reading*)

Module III: Staffing and Professional Development

New York State. Office of Children and Family Services. [New York State School Age Child Care Regulations, Part 414](#). Albany, NY: 2007. (*pre-reading*)

PASE Professional Development Events and Participation. New York, NY: Partnership for After School Education, July 2006. (*pre-reading*)

Results of Online Survey on After-School Professional Development Practices and Preferences. New York, NY: The After-School Corporation, June 2007. (*pre-reading*)

Module IV: Linkages Between Day and After School

Bott, Julie. "Linking School and After School: Strategies for Success". *The Evaluation Exchange*. Vol XII, Nos. 1 & 2. Cambridge, MA: Harvard Family Research Project, Fall 2006. (*pre-reading*)

Little, Priscilla. "Promising Strategies for Connecting Out-of-School Time Programs to School: Learning What Works". *The Evaluation Exchange*. Vol XII, Nos. 1 & 2. Cambridge, MA: Harvard Family Research Project, Fall 2006. (*pre-reading*)

January 2008 Booster Session Materials:

Durlak, J.A. and Weissberg, R.P. The Impact of After-School Programs that Promote Personal and Social Skills. Collaborative for Academic, Social, and Emotional Learning. 2007.
<http://www.casel.org/projects_products/schoolsuccess.php>

Fuchs Nadeau, Debra, Ed.D. and Felicia A. Watson, DD. "Use of a Quality Self Assessment Tool for After School: A New York Experience." New York State Center for School Safety Research Brief. Number 7. New Paltz, NY: October 2007.

Hunt, James M. and Joseph R. Weintraub. "Self-Assessment Form," The Coaching Manager: Developing Top Talent in Business. Thousand Oaks, CA: Sage Publications, 2002. (*pre-reading*)

Lowe Vandell, Deborah, Kim Pierce, and Elizabeth Reisner. "Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs." Prepared by University of California, Irvine, University of Wisconsin, Madison, and Policy Studies Associates, Inc. October 2007. (*pre-reading*)

Multiple Agencies: New York State Afterschool Funding Streams Descriptions (*pre-reading*)

Southwest Educational Development Laboratory. "Time for Achievement: Afterschool and Out-of-School Time." Volume XVIII, Number 1. Austin, TX: May 2006.

Whitmore, John. Coaching for Performance: Growing People, Performance, and Purpose. Boston, MA: Nicholas Brealey Publishing, 2002. Pgs. 152 – 157. (*pre-reading*)

Fall 2008 Kick-Off Event Materials:

General

NYSAN Quality Self-Assessment Tool and User's Guide

NYSAN Policy Brief: Afterschool Funding in New York State: The Case for a More Coordinated System

Session I: Identifying and Supporting Program Quality

Harvard Family Research Project. *The Evaluation Exchange, A Periodical on Emerging Strategies in Evaluation*. Winter 2005/2006.

Quinn, Jane. "The Quality Conundrum." Originally printed in Youth Today.

Quinn, "Youth Work's Vitamin E." Originally printed in Youth Today.

Robert Bowne Foundation and National Institute on Out-of-School Time. *Afterschool Matters*, Number 7. Spring 2008.

Session II: Conducting Effective Site Visits

Site visit forms used by each agency for NYS afterschool funding streams

Plenary Presentation: Current Afterschool Research and Evaluation Findings

Harvard Family Research Project. *Research Update, Highlights Form the Out-Of-School Time Database*. September 2008.

Harvard Family Research Project. "After School Programs in the 21st Century." *Issues and Opportunities in Out-of-School Time Evaluation*. February 2008.