BTW
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Overview of Final
Evaluation Findings: 2007–2010

After-school & Summer Enrichment Subprogram

PREPARED FOR:

the David & Lucile Packard
FOUNDATION

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Preface

This document is the first report of a four-part set that together make up the final evaluation for the David and **Lucile Packard Foundation's (the Foundation) After**-school and Summer Enrichment Subprogram (the Subprogram). The evaluation examines the ways in which the Foundati**on's deepened investments from 2007** through 2010 have contributed to the continuous improvement of the after-school field. This four-part set is a companion to the 2009 interim evaluation of the Subprogram.

The remaining three reports in this set focus **on the Subprogram's three strategies: developing an integrated** technical assistance system, promoting workforce development, and strengthening the leadership infrastructure **of California's after**-school field. For a full understanding of the extent to which the Subprogram has supported the continuous improvement of the after-school field in California, please also refer to the accompanying reports.

ACKNOWLEDGEMENTS

BTW would like to acknowledge the leadership and staff of the David and Lucile Packard Foundation for their commitment in leveraging public, community, and philanthropic resources to ensure that California after-school programs prepare children to do better in school and in their lives generally. We are grateful to the representatives of foundations, leaders in the after-school field, after-school providers, technical assistance providers, current and **past Foundation staff, and the Foundation's grantees who agreed to be interviewed and participat**e in surveys as part of this effort.

ABOUT BTW *informing change*

At BTW we are driven by our purpose of *informing change* in the nonprofit and philanthropic sectors**.** We partner with our clients to improve their effectiveness and build a culture of learning and continuous improvement through applied research, evaluation, and strategy projects. We develop products that present useful information in an easy-to-understand format, designed to be readily applied to practice. Our information-based services focus on the fields of health, education, youth engagement, and philanthropy.

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Executive Summary

EVALUATION PURPOSE & CONTEXT

In December 2006, the David and Lucile Packard Foundation's (the Foundation) Board of Directors approved a four-year investment of up to $5 million per year to support the After School Education and Safety Program (ASES)–funded expansion of after-school in California. The Foundation's strategy of supporting the establishment of technical assistance (TA), workforce development, and leadership infrastructure was designed to have a life beyond the Foundation's grantmaking. This strategy was predicated on the belief that better coordinated and innovative systems and leadership infrastructure will position the after-school field for continuous improvement.

In May 2008, the Foundation engaged BTW *informing change* (BTW) to design and implement an evaluation of the Foundation's After-school and Summer Enrichment Subprogram (the Subprogram). BTW's 2011 evaluation report focuses on the cumulative impact of the Foundation's deepened after-school investments from 2007 through 2010.

EVALUATION QUESTIONS & METHODOLOGY

The evaluation was guided by an overarching evaluation question and three sub-questions that focus on the Foundation's three key investment strategies.

To what extent are the Foundation's investments catalyzing key stakeholders and systems that spur the continuous improvement of the after-school field?

Sub-questions:

1. To what extent is the Subprogram's **technical assistance** strategy continually improving the TA system to provide effective, well-distributed TA across California?

2. To what extent is the Subprogram's **workforce** strategy stimulating innovative approaches that address after-school workforce challenges?

3. To what extent are **system leaders** better able to work collaboratively to advance the after-school field in the public and private sectors, and support continuous improvement?

Multiple research methods informed the evaluation, including surveys of after-school providers, surveys of TA providers, key informant interviews, site visits, and secondary document review (e.g., Foundation grant summaries and grant reports, research and commentary on the after-school field). In the absence of existing comprehensive statewide data on after-school programs in California, this mixed-methods approach allowed evaluators to triangulate information from a variety of leading sources, capturing a wide range of voices within and connected to California's after-school programs at multiple points in time.

Exhibit 1[1]

**Providing Wrap-around Support to California's
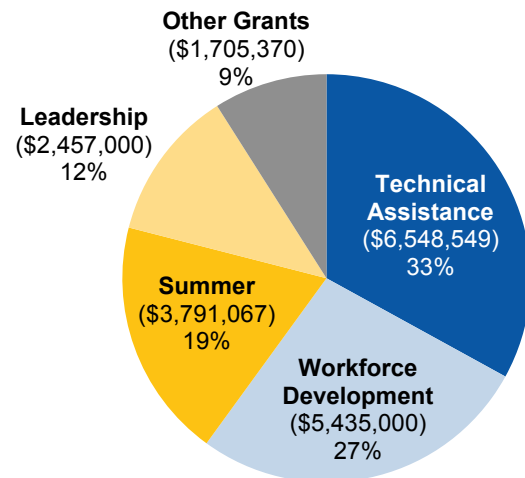After-school Field to Sustain a Cycle of Continuous Improvement**
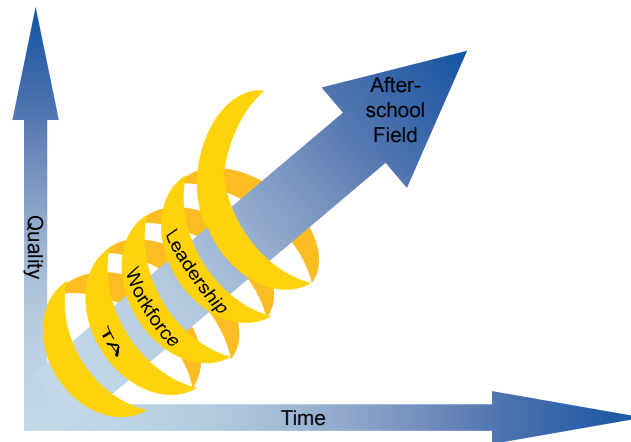
SUBPROGRAM INVESTMENTS: 2007–2010

Between 2007 and 2010, the Foundation's After-School and Summer Enrichment Subprogram invested almost $20M (Exhibits 2 and 3) across the state of California. The Foundation's investment approach engaged multiple players and sectors in bringing the best of what they have to offer, supporting collaboration and system enhancements to work toward a common goal. In the after-school field, the Foundation is viewed not only as a leading funder, but also as a key field leader.

Exhibit 2
Subprogram Grants, By Year

Year	Number of Grants	Amount Awarded
2007	24	$4,374,615
2008	42	$5,615,385
2009	39	$5,056,244
2010	35	$4,890,742
Total	**140**	**$19,936,986**

Exhibit 3
**Subprogram Grants
By Focus Area, 2007–2010**

Other Grants ($1,705,370) 9%
Leadership ($2,457,000) 12%
Technical Assistance ($6,548,549) 33%
Summer ($3,791,067) 19%
Workforce Development ($5,435,000) 27%

AFTER-SCHOOL FIELD DEVELOPMENTS: 2007–2010

The landscape of California's after-school field today, as compared to 2007, has grown in breadth, depth, and capacity.

- **Expansion:** The rapid expansion of the ASES program from 1,000 to approximately 4,000 programs across the state is an accomplishment in and of itself. Over 400,000 low-income children now participate in state and federally funded after-school programs in approximately 4,000 elementary, middle, and high schools (Fight Crime: Invest in Kids California, 2010).

- **Quality:** Program providers and field leaders reported in key informant interviews that they believe program quality is improving. They suggested that since 2007, the definitions of quality and the mechanisms for quality improvement have improved, but the field is not yet able to systematically implement, measure, or report on quality indicators. Field leaders generally attributed quality development to the growing experience of after-school providers as well as new tools and resources, including the California After School Program Quality Self-Assessment Tool. They also see growing attention to aligning after-school with the school day, with more work to be done.

- **Meeting Needs:** 67% of after-school providers surveyed in early 2011 believe their program's capacity to serve the needs of their community is higher or much higher than two years ago, and 22% said their capacity is about the same.

- **Program Potential for Improvement:** After-school providers are optimistic about their program's ability to continuously improve. Over a third (35%) of after-school providers surveyed in 2011 speculate that their program is positioned to improve to some extent in the coming years, with almost two-thirds (64%) seeing great potential for continuous improvement.

FINDINGS

Technical Assistance

The Foundation's TA strategy focused on developing infrastructure that will enable effective, continually improving TA to be distributed across California. This included supporting the development of ASAPconnect to build the capacity and sustainability of the statewide after-school TA system, as well as TA for local areas, and the development of tools and supports to improve TA quality.

The Foundation's investments have helped improve TA provider capacity and have supported the development of the TA system. Going forward, the TA system will need to further develop to meet the changing needs of after-school programs.

- **TA Quality Improvements:** TA provider capacity has increased substantially in recent years. According to interviews and surveys with key stakeholders, TA has become better tailored to individual after-school program needs, more closely aligned with the school day, and more reliant on partnerships and connections to improve the quality of TA. In addition, 44% of after-school providers surveyed who experienced higher program capacity in recent years attributed the higher capacity to TA, a 26% increase from 2008 (Exhibit 4 on the next page). When asked to think back on the TA they received in recent years, almost half of after-school providers surveyed stated that TA quality has improved.

Exhibit 4
Improving After-school Program Capacity with TA, 2006-2010
Percentage of After-school Providers Who Attributed
Increased Program Capacity to TA from a TA Provider
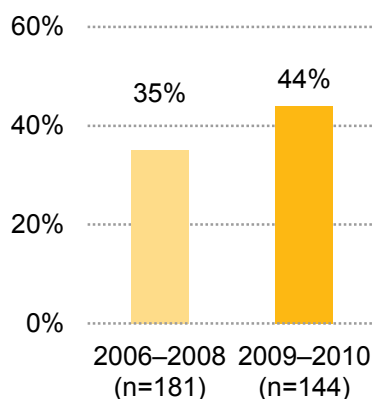
- **TA System Needs:** The TA system still has room for growth in the areas of distribution. While 74% of after-school providers in urban and suburban areas reported that it is easy to find an appropriate TA provider in their area, only 61% of providers in rural areas reported the same. Stakeholders also report that assessment of TA quality and retention of after-school program staff are also areas for improvement for TA providers.

- **Infrastructure Development:** ASAPconnect has played a vital role in defining the framework of TA and training Regional Leads. The majority (87%) of TA providers surveyed have found ASAPconnect to be very or somewhat helpful to them since 2008. However, stakeholders report that ASAPconnect can still expand its reach to additional stakeholders and geographic areas.

- **Leadership:** Turnover and varying capacity has hindered leadership at the California Department of Education (CDE) from reaching its potential in supporting after-school TA, but several improvements have recently been made at the state level, including better coordination between Regional Leads and CDE consultants and analysts.

Workforce

The Foundation's approach to workforce development was to identify promising models for replication, build partnerships, and raise the awareness and profile of after-school employment among the education and workforce systems.

The Foundation's strategy of seeding innovative approaches to address workforce challenges is a long-term process. Partners will need to continue to expand upon early successes to harvest the full potential of these efforts.

"Community college child development and education programs … are more routinely thinking about after-school employment as a work opportunity for their students and as mutually beneficial for after-school employers who want new and incumbent workers to pursue a post-secondary education."

—Workforce Grantee

- **Expanding Pathway Models:** Career pathway projects incorporating after-school employment are firmly rooted in institutions with significant breadth and stability, specifically the California Community College and California State University (CSU) systems. Linking After-School Employment to Career Pathways and California Teacher Pathway programs have already grown beyond pilots to replication sites throughout California, having engaged almost 800 students across 7 CSUs and 15 community colleges in 2010.

- **Raising the Profile of After-school Programs:** Higher education and workforce systems increasingly recognize the potential of after-school employment as a legitimate, useful venue to train at-risk young adults and put them on solid career paths. For example, CSU is integrating after-school employment into its teacher training as a standard feature of the teacher preparation program, and local Workforce Investment Boards are now more likely to reach out to after-school employers as partners.

- **Recruitment and Retention Challenges:** There has been improvement in recruiting and retaining diverse, skilled after-school workers, but after-school providers surveyed report that staff recruitment and retention continue to be two of the biggest challenges for after-school programs.

System Leaders

The Foundation supported a set of organizations and, by extension, their individual leaders, who could both engage their colleagues and be responsive to shifting conditions in the field, particularly in the public policy realm. This responsiveness was the "adaptive capacity" the field would need to have in order to improve over time.

The infrastructure of system leaders has expanded, but falls short of meeting field needs.

- **Importance of Partnership:** After-school providers and intermediary organizations embrace collaboration and partnership as a central feature of providing leadership for the after-school field. After-school providers often engage in local partnerships with school districts, other after-school programs, charter schools, and vendors.

"Looking forward, managing an advocacy infrastructure is important. Breaking through and cultivating education champions is also important."

—Leadership Grantee

- **Providers as Field Leaders:** The infrastructure of system leaders, comprised of both after-school providers and advocates, has expanded, and providers are increasingly stepping into an advocacy role on behalf of the field.

- **Embracing Diverse Views:** The field has been slow to accept the range of views held by newer field leaders. As a result, issues such as the importance of extended learning time, the role of after-school programs in narrowing the achievement gap, and defining after-school program quality remain contested.

- **Organizational Leaders:** The emergence of the California Afterschool Advocacy Alliance (CA3) is both an innovation for the field and an indication of business as usual. Structures for mutual accountability pave the road for greater communication and increased trust; at the same time, CA3's membership is limited.

- **Champion Building:** System leaders need to develop stronger alliances outside of the after-school field—particularly with school districts, superintendents, and the Education Coalition—to serve as champions for after-school and help protect publicly funded after-school programs over time.
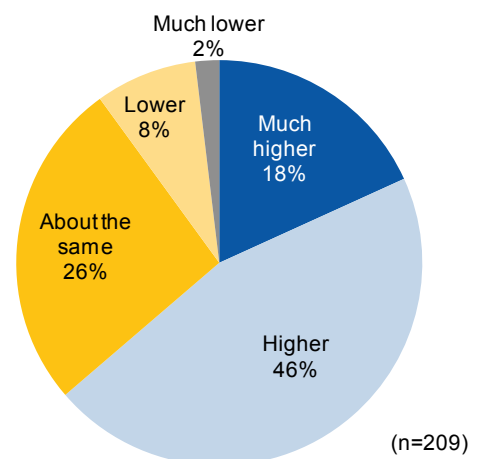
Continuous Improvement

The Foundation designed its after-school strategy knowing that the investment would be time-limited, that the Foundation's resources would not be sufficient to address all of the field's needs, and with the conviction that it was important to support the public systems, not replace or overpower them. The Foundation placed a premium on supporting systems and leaders that could seed continuous improvement over time.

California's after-school field has made important strides towards preparing itself for continuous improvement.

- After-school providers believe that the field is developing experience and practices that will support continuous improvement (Exhibit 5). They attributed these increases to stronger leadership infrastructure (58%), a stronger TA system (53%), increases in innovative workforce development pathways (35%), as well as other factors such as increased experience and stronger partnerships.[2]

Exhibit 5

Current Capacity of After-school Field to Continuously Improve Compared to Two Years Ago, According to After-school Providers, 2010

Much lower 2%
Much higher 18%
Lower 8%
About the same 26%
Higher 46%

(n=209)

- California's after-school field has established multiple systems that may be able to support continuous improvement going forward. There has been more traction to-date in identifying issues and developing and implementing potential solutions. In the future, greater attention needs to be paid to measuring results against goals and objectives and then standardizing effective practices.

CONSIDERATIONS

As the Foundation moves forward with summer enrichment investments, it will be important to build that strategy on what has been learned over the past four years in the after-school field and to pull forward support for elements of after-school that can undergird the summer enrichment agenda ahead. These considerations take into account the Foundation's strategic shift and are offered in the spirit of informing continuous improvement.

- **Technical Assistance:** A summer enrichment TA system that is built on the after-school TA system can only be successful if the existing infrastructure is sufficiently strong and enduring. Therefore, in order for this approach to be successful, the Foundation should help to increase the reach and capacity of ASAPconnect.

- **Workforce Development:** The Foundation should extend its role as funder and thought leader specifically in the expansion of the California Teacher Pathway and consider how it might contribute to cementing relationships that are in formation between community colleges, CSUs, CDE, Workforce Investment Boards, and the California Gang Reduction, Intervention and Prevention Initiative (CalGRIP). Ongoing investment could also include evaluating the effectiveness of the California Teacher Pathway, as this knowledge will be critical to informing the scope of expansion.

- **Leadership Infrastructure:** The existing after-school leadership could benefit both the after-school field, as well as the emerging summer enrichment infrastructure. Several of the after-school field's intermediary organizations already see advancing a summer agenda as a logical next step in their own program's work.

"The potential of expanded learning time and summer is really exciting. It shouldn't be either/or. Enrichment only with no academic outcomes fails to address students' academic needs. Conversely, remediation-based learning that focuses only on academics and not social and emotional stuff does a disservice to kids."

—Thought Leader

- **K–12 Alignment**: The Foundation should consider taking an active hand in positioning after-school and summer enrichment programs as a complement to the academic school day and as essential elements of learning.

- **Champion Building:** The Foundation should identify and provide support to key after-school and summer enrichment players who can serve as field champions to help K-12 advocates understand the critical role that out-of-school time programs can play in enhancing academic learning. This work will include the Foundation continuing to do what very few after-school system leaders can: successfully engage and occasionally cajole CDE to be a more active and responsive system leader itself. Recent state leadership changes provide reason to be optimistic about this possibility.

Evaluation Overview

In May 2008, the David and Lucile Packard Foundation (the Foundation) engaged BTW *informing change* (BTW) to design and implement an evaluation of the Foundation's After-school and Summer Enrichment Subprogram.[3] The first phase of the evaluation, completed in 2009, was a retrospective look at the Foundation's after-school work from Fall 2006 through the end of 2008, midway through its after-school investments. This summary report and its three companion reports complete the final phase of this evaluation and focus on the cumulative impact of the Foundation's deepened four-year after-school investments through 2010. These findings are intended not only to help the Foundation understand the impact of its past investments, but also to be a strategic learning tool to inform the Foundation's summer enrichment investments going forward.

EVALUATION CONTEXT

In December 2006, the Foundation's Board of Directors approved a four-year investment of up to $5 million per year to support the After School Education and Safety Program (ASES)–funded expansion of after-school programs. This investment built upon the Foundation's previous after-school investments that primarily provided direct support to local programs, in addition to a one-year investment to prepare California for implementing Proposition 49 (Prop 49).[4] With its deepened investment, the Foundation focused on the broader infrastructure issues for the after-school field that were necessitated by Prop 49.

The Foundation decided to pursue a strategy that could, over time, take on a life of its own beyond the grantmaking. The Foundation supported establishing the infrastructure to deliver three key components of the California After-School Master Plan: technical assistance, workforce development, and leadership needs.[5] The Foundation hypothesized that helping to develop the capacity of these key systems would position the after-school field as a whole for continuous improvement (Exhibit 6).
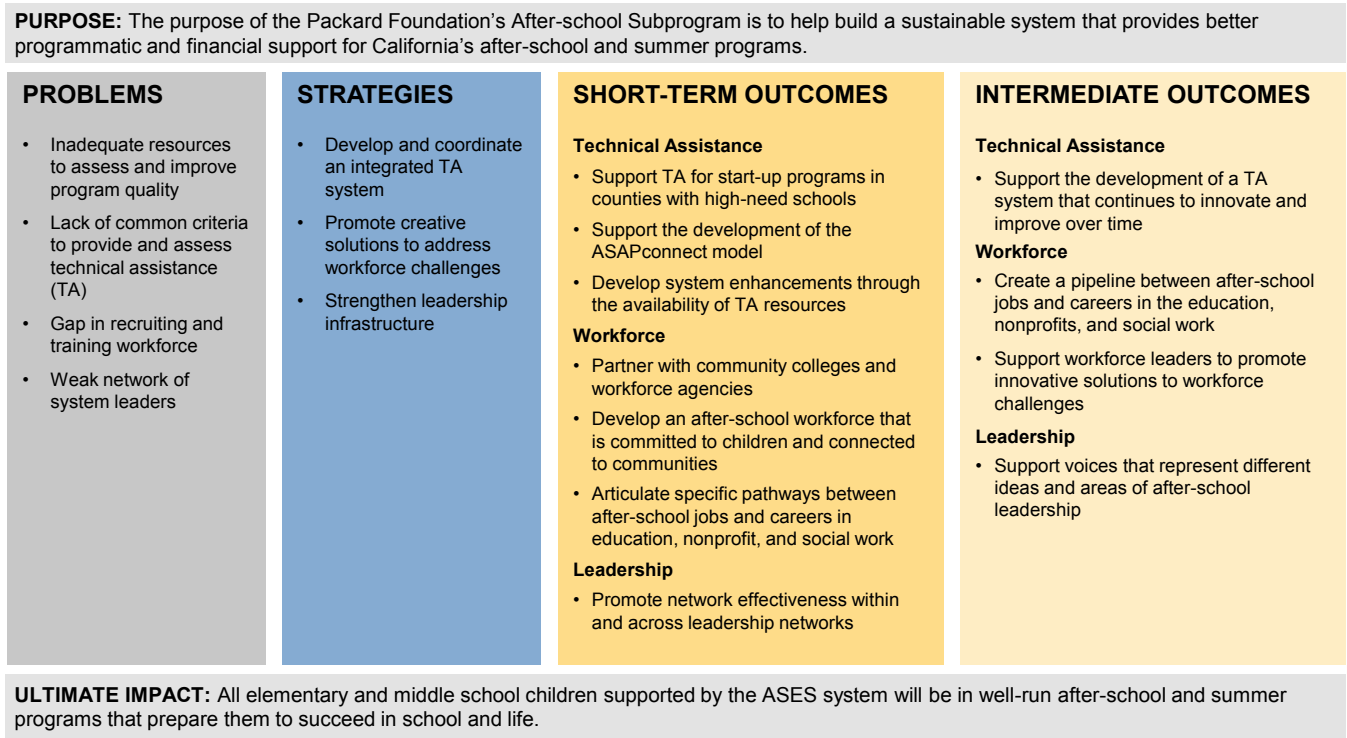
Exhibit 6
Providing Wrap-around Support to California's After-school Field to Sustain a Cycle of Continuous Improvement
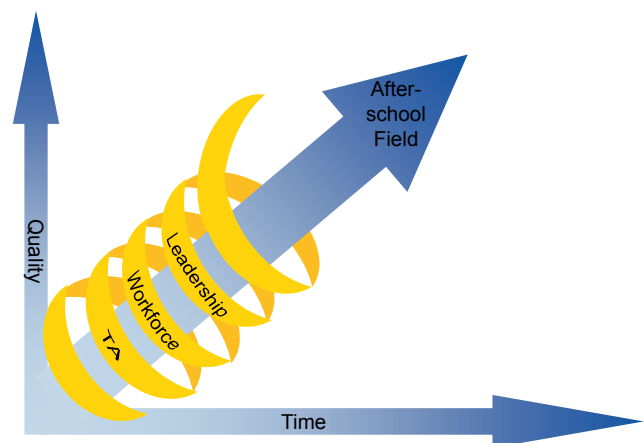
As articulated in its Logic Model (Exhibit 7), the Foundation's after-school strategy was predicated on the belief that better coordinated and innovative after-school technical assistance and workforce development systems, together with strong, integrated leadership and sustainable funding, will support after-school and summer enrichment programs in an ongoing way. These programs, in turn, will prepare all elementary and middle school children supported by the ASES system to succeed in school and life.[6]

Exhibit 7
Summary of After-school Subprogram Logic Model

PURPOSE: The purpose of the Packard Foundation's After-school Subprogram is to help build a sustainable system that provides better programmatic and financial support for California's after-school and summer programs.

PROBLEMS	STRATEGIES	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES
• Inadequate resources to assess and improve program quality • Lack of common criteria to provide and assess technical assistance (TA) • Gap in recruiting and training workforce • Weak network of system leaders	• Develop and coordinate an integrated TA system • Promote creative solutions to address workforce challenges • Strengthen leadership infrastructure	**Technical Assistance** • Support TA for start-up programs in counties with high-need schools • Support the development of the ASAPconnect model • Develop system enhancements through the availability of TA resources **Workforce** • Partner with community colleges and workforce agencies • Develop an after-school workforce that is committed to children and connected to communities • Articulate specific pathways between after-school jobs and careers in education, nonprofit, and social work **Leadership** • Promote network effectiveness within and across leadership networks	**Technical Assistance** • Support the development of a TA system that continues to innovate and improve over time **Workforce** • Create a pipeline between after-school jobs and careers in the education, nonprofits, and social work • Support workforce leaders to promote innovative solutions to workforce challenges **Leadership** • Support voices that represent different ideas and areas of after-school leadership

ULTIMATE IMPACT: All elementary and middle school children supported by the ASES system will be in well-run after-school and summer programs that prepare them to succeed in school and life.

In 2008, the Foundation's Board of Directors approved a summer enrichment strategy that builds on the after-school platform in an attempt to narrow the opportunity and learning gaps for low-income children in California. In 2011, the Subprogram is shifting its primary focus to the summer enrichment strategy, while pulling forward several critical pieces from the after-school strategy to sustain the evolution of these foundational field activities.

EVALUATION QUESTIONS

The following overarching evaluation question guided this investigation of after-school systems change and field-building in California:

To what extent are the Foundation's investments catalyzing key stakeholders and systems that spur the continuous improvement of the after-school field?

The Foundation chose to focus on catalyzing three critical after-school systems—technical assistance, workforce development, and after-school leadership—to support the development of field infrastructure.

The evaluation sub-questions listed below articulate the focus of each of these strategies, with the understanding that they are key components in addressing the overarching evaluation question.[7]

1. To what extent is the Subprogram's **technical assistance** (TA) strategy continually improving the TA system to provide effective, well-distributed TA across California?

2. To what extent is the Subprogram's **workforce** strategy stimulating innovative approaches that address after-school workforce challenges?

3. To what extent are **system leaders** better able to work collaboratively to advance the after-school field in the public and private sectors, and support continuous improvement?

EVALUATION METHODS

To answer the evaluation questions, BTW employed multiple research methods across the Foundation's investment period, creating a "thick description" of continuous improvement of the after-school field. In the absence of existing comprehensive statewide data on after-school programs in California, this mixed-methods approach allowed evaluators to triangulate information from a variety of leading sources, capturing a wide range of voices within and connected to California's after-school programs at multiple points in time.

Data collected from December 2008 through May 2009 is hereafter identified as the interim evaluation period, and data collected from April 2010 through March 2011 is hereafter identified as the final evaluation period. BTW staff interviewed 53 key informant stakeholders in the interim evaluation. For the final evaluation, BTW interviewed 51 key stakeholders from April through September 2010 (largely to inform three case studies) and 56 stakeholders from January through March 2011. These stakeholders included a considerable share of thought leaders from the relatively small after-school field, as well as Foundation staff, workforce and leadership grantees and field leaders, after-school providers, and TA providers. Many informants were interviewed more than once.

BTW also fielded two online surveys during both evaluation periods: one with after-school providers (227 after-school providers for the interim evaluation and 230 for the final evaluation) and one with TA providers (58 TA providers for the interim evaluation and 74 for the final evaluation). During the final evaluation, BTW conducted two site visits to gather observations on how the programs operated. Lastly, BTW reviewed numerous secondary documents, ranging from Foundation grant summaries and grant reports to research reports and commentary on the after-school field in California and across the country.

When reviewing the evaluation findings, it is important to note some limitations. First, the Subprogram's investment began in 2007; however, BTW's evaluation of the Subprogram began in 2008. Therefore, this evaluation cannot compare data collected in the interim and final evaluation periods to any baseline data from the start of the investment.

Second, all interview and survey data were self-reported by key stakeholders in the after-school field. Though self-reported data are not fact-checked, this report-based findings only on commonly mentioned responses from multiple respondents.

Third, many of the interview and survey questions asked stakeholders to reflect on changes in the after-school field since 2006 for the interim evaluation and since 2008 for the final evaluation. Although informants were encouraged to focus on these specific times, it is difficult to determine whether they reflected on their experiences outside of the specified times.

Fourth, BTW collected information from a sample of stakeholders in the after-school field. Though the evaluators are confident that the evaluation findings represent a full range of perspectives, the findings do not reflect all experiences and beliefs of the field.

Appendix A describes this evaluation's data collection methods and how each addressed the evaluation questions and corresponding outcomes.

The Context of California's After-school Field

THE ASES PROGRAM

After-school programs have **been a fixture in California's communities for over a century, with community**-based organizations like Boys and Girls Clubs and YMCAs organizing enrichment activities for young people outside of the academic school day. California launched public funding for after-school programs for low-income children in 1999 with an investment of $50 million that grew slowly but steadily to $120 million by 2002 (California AfterSchool Network, 2007). Over this period of time, interest in and investment for after-school programs was also growing nationally.[8]

In 2002, California voters affirmed their commitment to after-school programs for low-income children with the passage of Prop 49. Championed by Arnold Schwarzenegger, Prop 49 increased state funding for after-school programs for kindergarten through 9th grade students to $550 million per year through the ASES program. This amount made the ASES program the largest state investment in after-school programs in the country. The release of this funding in FY 2006–07 increased the number of state-funded after-school programs in California from 1,000 to approximately 4,000 (CDE, 2011b; PCY, 2009). Existing statewide support services (e.g., technical assistance) were incapable of accommodating the dramatic increase in demand from existing and new programs.

> —"The ASES program funds the establishment of local after-school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9)."
>
> —CDE, 2011b

To prepare for this expansion of after-school services, a collaboration of state government agencies, philanthropic organizations, and the California after-school community developed a plan for implementing ASES funds.[9] **Known as the "Master Planning Process," this process** engaged the Boston Consulting Group to organize and facilitate a thoughtful planning process supported by data and analysis to prepare for the unprecedented expansion of funds and programs. The project concluded in May 2006 with the production of the Master Plan (Ames, 2007). This set of detailed recommendations helped members of the California after-school community and, in particular, the California Department of Education (CDE), which is responsible for administering ASES funding, prepare for the implementation of the funds. The **Master Plan also guided the Foundation's enhanced investment in the after**-school field.

Starting around 2008, the state and the nation have experienced a recession that has put severe resource constraints on a vast number of individuals and organizations, as well as on all levels of government. There have **been many severe cuts in California's state bu**dget, including K–12 education, and the state budget crisis is by no means over. Having a funding stream that cannot be touched in the regular budgeting process, ASES funding has remained constant to date, yet this creates a tension when education funding is being slashed. It is unclear

whether California's newly elected governor, Jerry Brown, who assumed office in January 2011, is the staunch after-school champion that his predecessor was. While these circumstances make ASES support more tenuous, the new State Superintendent of Public Instruction, Tom Torlakson, has a history of being a proponent of after-school, which could potentially present opportunities for strengthening after-school within the education sector.

Appendix B provides an overview of key events related to California's after-school field and the Foundation's investments. A summary of key players in the after-school field can be found in Appendix C.

AFTER-SCHOOL FIELD DEVELOPMENTS: 2007–2010

The landscape of California's after-school field today, as compared to 2007, has grown in breadth, depth, and capacity.

Expansion: The rapid expansion of the ASES program from 1,000 to approximately 4,000 programs across the state is an accomplishment in and of itself. Over 400,000 low-income children in urban, suburban, and rural communities now participate in state and federally funded after-school programs in approximately 4,000 elementary, middle, and high schools (Fight Crime, 2010).

Quality: Program providers and field leaders report that they believe that program quality is improving. They suggest that since 2007, the definitions of quality and the mechanisms for quality improvement have improved, but the field is not yet able to systematically implement, measure or report on quality indicators. Field leaders generally attributed quality development to the growing experience of after-school providers as well as new tools and resources, including the California After School Program Quality Self-Assessment Tool. The consumer-driven nature of programs has also been beneficial: "If you don't create a quality program, you don't get kids. They walk with their feet," shared a Foundation staff member. At the same time, field leaders recognize that program quality is inconsistent from program to program and needs continued attention.

"Most programs have elevated themselves from being child care to being an actual enrichment program with academic support. Not all, but a good amount of them have come a long way."

—Thought Leader

Alignment: After-school programs have increased their focus on alignment with the school day, as stipulated by ASES funding requirements. "In the very beginning we had the academic side versus the youth development side, and the two should never meet," shared a thought leader. "There was a time when, if you did anything that looked like the school day, it had no place in after-school. A lot of those walls have started to break down. Programs are more sophisticated with their support and are trying to figure out the best ways to support the school day." As a result, after-school programs are increasingly seeing support and buy-in from school administrators.

Meeting Needs: Two-thirds (67%) of after-school providers surveyed in early 2011 believe their program's capacity to serve the needs of the community is higher or much higher than two years ago, and 22% said their capacity is about the same. Many field leaders lament, however, that some after-school programs have waiting lists while others are not meeting their attendance goals. As a result, not all of the $550 million allocated for after-school is used every year. Interviewees speculated that the leading reasons for under-enrollment in some programs include inadequate marketing to students and parents, lower program quality, and lack of school buy-in and support. While some programs are able to supplement ASES funding to meet student demand, resource constraints are cited as a leading reason for waiting lists. The uneven distribution of quality programs and, in particular, the unmet needs in some communities, is a critical concern in the field.

Program Potential for Improvement: After-school providers are optimistic about their program's ability to continuously improve. Over a third (35%) of after-school providers who responded to BTW's evaluation survey felt that their program is positioned to improve to some extent in the coming years, with almost two-thirds (64%) seeing great potential for continuous improvement (Exhibit 8). Despite any current capacity challenges, this optimism bodes well for the field going forward.

"Many programs are woefully under-resourced, [such as] the Central Valley and North. These are parts of the state where there's no business infrastructure or philanthropy, and those programs suffer because they don't develop the resources."

—Regional Lead

Exhibit 8
Potential for Future Continuous Improvement of After-school Program, 2010
Percentage of After-school Providers Who Rated
How Well Their Program Is Positioned to Improve in the Coming Years

To some extent 35%
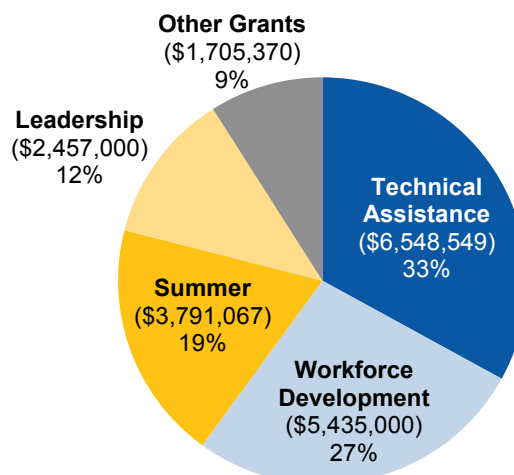
To a great extent 64%

Not at all 1%

(n=214)
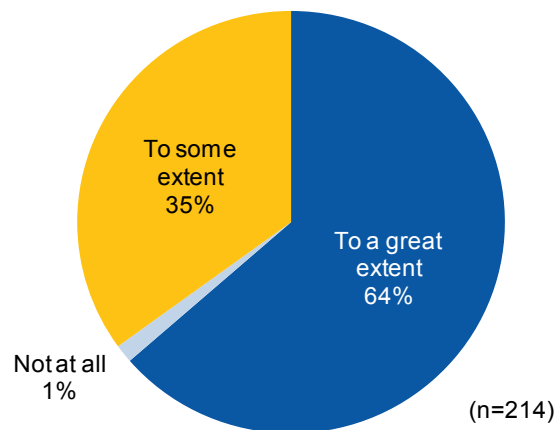
The David & Lucile Packard Foundation's After-school Investments

From 2007 through 2010, the Foundation invested almost $20 million in programs and intermediary organizations that are committed to collaboration, innovation, and the continuous improvement of California's after-school and summer enrichment field. Of **the Subprogram's total** investment over this period of time, approximately $16 million was directed to after-school through 97 grants to 49 grantees. Individual after-school grants ranged in size from $10,000 to $855,000, with an average grant of approximately $166,000.

Exhibit 9
Subprogram After-school Grants, 2007–2010

Year	Number of Grants	Total Amount Awarded
2007	24	$4,374,615
2008	37	$5,305,385
2009	22	$3,369,919
2010	14	$3,096,000
Total	97	$16,145,919

Exhibit 10
Subprogram After-school Grants, By Focus Area, 2007–2010

Other Grants ($1,705,370) 9%
Leadership ($2,457,000) 12%
Technical Assistance ($6,548,549) 33%
Summer ($3,791,067) 19%
Workforce Development ($5,435,000) 27%

Technical Assistance – The Foundation awarded 41% of its after-school funding—$6.5 million—to TA across 32 grants supporting five broad areas of TA. The Foundation's largest investment was the development of ASAPconnect (approximately $2.2 million) to build the capacity and sustainability of the statewide after-school TA system. The second largest investment (approximately $1.8 million) was in TA for local areas. The remaining three investment areas included the development of tools and supports to improve TA quality; leadership and advocacy in the TA field; and the development of TA strategies in areas such as healthy behaviors and English language learners.

Workforce Development – Over a third (34%) of the Foundation's after-school investments ($5.4 million) supported workforce development efforts across 32 grants. The Foundation invested most heavily in teacher pathway programs—42% of its total workforce investments. Additional funding included supporting partnerships, workforce supply, building of a diverse workforce, community college pathways, and research and advocacy for workforce solutions.

Leadership – The Foundation invested approximately $2.5 million in the Foundation's leadership strategy, representing 15% of its after-school funding over this time period. Forty-two percent of this funding supported general advocacy efforts centered on how to ensure quality implementation as ASES programs rolled out. The balance of funding was divided between supporting institution-building (33%), and alliance building and developing champions (25%).

Other Grants – In addition to grants in core strategy areas, the Foundation also awarded approximately $1.7 million in other grants during this time period. These grants supported early work that explored ways to support program sustainability and leverage financial resources, which were not developed as a full Foundation strategy, as well as supported evaluation activities.

Findings

Since the launch of ASES funding and the Foundation's deepened after-school investment in 2007, California's after-school field has matured in many ways. This section of the report provides an overview of the evaluation findings from each of the Foundation's three strategic areas: TA, workforce development, and leadership. The three companion reports to this evaluation overview provide an in-depth analysis in each of these areas. Next is a summary of the Foundation's after-school investments. This section concludes with an assessment of the development of the field overall and its progress toward continuous improvement.

TECHNICAL ASSISTANCE

The Foundation's TA strategy focused on developing the TA infrastructure that will enable ongoing and continually improving TA to provide effective, well-distributed TA across California. The Foundation has indeed helped improve TA provider capacity and supported the development of the TA system. Going forward, the TA system will need to further develop to meet all of the changing needs of after-school programs.

TA provider capacity has increased substantially in recent years, resulting in improvement in the quality of TA that after-school providers receive.

According to interviews and surveys with key stakeholders, the field of TA has matured to become better tailored to individual after-school program needs, more closely aligned with the school day, and more reliant on partnerships and connections to improve the quality of TA. TA providers generally believe that after-school programs have become more aware of their TA needs. As illustrated in Exhibit 11 (on the next page), 44% of after-school providers surveyed who experienced higher program capacity in recent years attributed the higher capacity to TA, a 26% increase from 2008. When asked to think back on the TA they received in recent years, almost half of after-school providers surveyed stated that TA quality has improved. In addition, TA providers report that after-school programs no longer need as much assistance addressing grant requirements and student management, but still need TA for staff development, linkages with the school day, program planning and design, and funding and sustainability.

Exhibit 11
Improving After-school Program Capacity with TA, 2006-2010
Percentage of After-school Providers Who Attributed
Increased Program Capacity to TA from a TA Provider
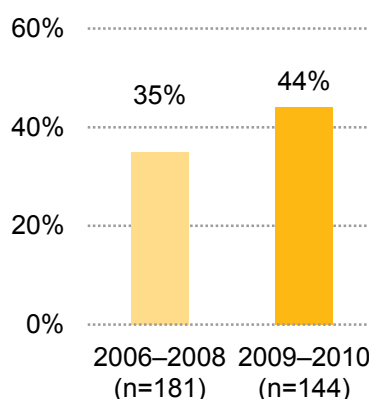
The TA system still has room for growth in the areas of distribution, after-school program staff retention, and assessment.

The Foundation's TA strategy led to more effective and better distributed TA to some extent. Many after-school providers experienced improved access to and quality of TA, but rural providers are still challenged to find the same level of access to TA as what is available to suburban and urban providers. While 74% of after-school providers in urban and suburban areas reported that it is easy to find an appropriate TA provider in their area, only 61% of providers in rural areas reported the same. TA providers also recognize that they need to better assist after-school programs in implementing strategies to retain staff. However, TA providers are beginning to develop means of assessing TA effectiveness that are more sophisticated than the post-workshop surveys that are most frequently used.

ASAPconnect has played a vital role in defining the framework of TA and training Regional Leads but can still expand its reach to additional stakeholders and geographic areas.

"I can't overstate the value of [ASAPconnect's TA] framework. It is outstanding."

—Regional Lead

ASAPconnect, an intermediary organization seeded by the Foundation, seeks to increase after-school programs' access to quality TA and increase collaboration among and build the capacity of TA providers. ASAPconnect's successes around building the Framework for Quality TA that articulates TA foundational competencies and strategies, as well as training and supporting Regional Leads and TA providers, have resulted in a direct improvement to the TA system and the after-school field more broadly. The majority (87%) of TA providers surveyed have found ASAPconnect to be very or somewhat helpful to them since 2008. However, stakeholders report that the field would benefit if ASAPconnect could expand its reach to more stakeholders in the field, such as after-school providers.

Leadership at CDE has not reached its potential in supporting after-school TA, but several improvements have recently been made.

Lack of state-level support and capacity around after-school TA has affected CDE's credibility as a leader in the field. In addition, after-school providers and field leaders consistently cite that the vast disparity in the capacity of the Regional Leads to provide TA in their areas compounds other disparities that programs must manage. Looking to address these shortfalls, several independent TA organizations have helped to improve CDE's ability to contribute to a continually improving, robust TA system. For example, the California AfterSchool Network's (CAN) Quality Committee developed measures of positive behavior change and skill development for after-school program accountability, and Fight Crime: Invest in Kids is helping high-need districts and community-based organizations apply for 21st Century Community Learning Centers Program (21st CCLC) grants. In addition, CDE has recently become more attentive and is working to address the needs of different members of the TA system.

WORKFORCE DEVELOPMENT

The Foundation's approach to workforce development was to identify promising models for replication, build partnerships, and raise the awareness and profile of after-school employment among the education and workforce systems. The Foundation's risk-taking strategy of seeding innovative (and sometimes untested) approaches to addressing workforce challenges has produced great rewards. Foundation grantees and their partners have helped the after-school workforce—and the after-school field in general—raise its profile and perceived value with higher education and workforce systems. This is a long-term process, however, and partners will need to continue to expand upon early successes to harvest the full potential of these efforts.

Career pathway projects incorporating after-school employment are firmly rooted in the California Community College and California State University (CSU) systems; they are also increasing in number and gaining momentum and support.

"Community college child development and education programs … are more routinely thinking about after-school employment as a work opportunity for their students and as mutually beneficial for after-school employers who want new and incumbent workers to pursue a post-secondary education."

—Workforce Grantee

The Foundation made significant investments in two pathway models. **The Career Ladders Project's Linking After-school Employment to Career Pathways (Linking After-School) project** connects after-school employment to community college career pathway programs; the **California Teacher Pathway** puts after-school workers on a career path that results in graduation from a teacher credentialing program at a CSU.[10] Linking After-School and California Teacher Pathway programs have already grown beyond pilots to replication sites throughout California, having engaged almost 800 students across 7 CSUs and 15 community colleges in 2010. While results are not yet available, both of these models show further potential for additional replication. Not only are they being embraced by education and workforce systems but they are adaptable to local conditions and situations, making replication easier. There is potential for the number of after-school employees in these programs to grow over time, from a very small fraction to a more substantial proportion of after-school workers throughout the state, but it will always be a small minority of the overall after-school workforce.

Higher education and workforce systems increasingly recognize the potential of after-school employment as a legitimate, useful venue to train at-risk young adults and put them on solid career paths.

Linking After-School and the California Teacher Pathway are doing much more than providing after-school workers; they are demonstrating that after-school employment can play a useful role in career training. For example, CSU is integrating after-school employment into its teacher training as a standard feature of the teacher preparation program, and local Workforce Investment Boards (WIBs) are now much more likely to reach out to after-school employers as partners.

The number and variety of formal partnerships that address after-school workforce issues have increased substantially, resulting in after-school employment now being viewed as an important part of the workforce development landscape.

The California Workforce Innovation Network's (CalWIN) collaboration has supported the development of innovative workforce strategies and resources that lay the groundwork for building a strong, stable after-school workforce. This includes research and advocacy for advancement of the field, the development and support of career pathway models and partnership formation. The Linking After-School and California Teacher Pathway models are also engaging partners across multiple systems—most notably the CSU system, the workforce system, and philanthropy—to collaborate in supporting the development of the after-school workforce.

There has been improvement in recruiting and retaining diverse, skilled after-school workers, but this continues to be one of the biggest challenges for after-school programs.

Many of the after-school providers interviewed and surveyed for this evaluation feel that they have improved their retention practices over the past few years (Exhibit 12). However, they indicate that they would benefit from efforts to develop effective recruitment strategies beyond the two pathway models. Overall, after-school providers and other field leaders feel that the after-school workforce is becoming increasingly diverse and reflective of the communities served.

Exhibit 12
Diversity, Skills, Retention, & Recruitment of After-school Staff, 2006–2010
Mean Rating of After-school Providers Who Agreed With Statements About After-school Program Staff

Statement	2006–2008 (n=179–205)	2009–2010 (n=194–214)
My after-school program staff reflect the community we serve.	3.4	3.5
My current staff members are more skilled than staff members were two years ago.	3.4	3.3
My site has less staff turnover now than it did two years ago.	3.2	3.0
In the past two years, my site has implemented new ways of recruiting staff.	3.2	2.9

1.0 Strongly disagree   2.0   3.0   4.0 Strongly agree

■ 2006–2008 (n=179–205) ■ 2009–2010 (n=194–214)

SYSTEM LEADERS

The Foundation has supported a set of organizations and, by extension, their individual leaders, who could both engage their colleagues and be responsive to shifting conditions in the field, particularly in the public policy realm. This responsiveness demonstrated the "adaptive capacity" the field would need to have in order to improve over time. The Foundation has had some limited success in its pursuit of its strategy to build system leaders. While more organizations have become involved as system leaders, there is not always an acceptance of the diversity of opinion about how the field can and should evolve.

After-school providers and intermediary organizations embrace collaboration and partnership as a central feature of providing leadership for the after-school field.

Forming partnerships has become the modus operandi for after-school providers and intermediary organizations in the field, inspired in large part by the scope and scale of ASES funding and its attendant requirements. For after-school providers, partnerships have become more common and varied than ever before, such as local partnerships with school districts, other after-school programs, charter schools, and vendors. These partnerships have been instrumental in helping programs to smooth out the bumps of the rapid expansion that resulted from the infusion of ASES funds. And as the context of the state's fiscal circumstances has changed, the organizations that field leaders have identified as central for partnerships have evolved as well. System leaders have been actively deepening their relationships with one another and becoming more engaged in different types of after-school networks.

The infrastructure of system leaders, comprised of both after-school providers and advocates, has expanded over the past five years, and providers are increasingly stepping into advocacy roles on behalf of the field.

A well-known core of after-school organizations—CAN, CalWIN, the California School-Age Consortium (CalSAC), and, to a more limited extent, ASAPconnect—continue to be noted by key stakeholders as the leadership entities within the state's after-school field. Several other organizations recently rose to the same level of recognition, including Children Now, Fight Crime: Invest in Kids, California Afterschool Advocacy Alliance (CA3), THINK Together, Woodcraft Rangers, and the Partnership for Children and Youth (PCY). What is notable about these groups is their increased variety, with several being after-school programs rather than just intermediaries. Also notable is that they are engaged in a range of advocacy activities from policy-maker outreach and education to strategic communications and messaging.

"Looking forward, managing an advocacy infrastructure is important. Breaking through and cultivating education champions is also important."

—Leadership Grantee

While there has been an expansion in the number of system leaders, the field has been slow to accept the range of views that exist within the leader population. Issues such as the importance of extended learning time, the role of after-school programs in narrowing the achievement gap, and how to define after-school program quality remain contested.

Some of the newer organizations and leaders are meeting resistance from the after-school field as they take strong alternate positions on prevailing after-school philosophies. As one example, THINK Together is often viewed with both awe and suspicion. With more ASES programs than any other provider in the state, its meteoric growth has surprised many in the field.[11] Now that

THINK Together is playing a leadership role within after-school, other system leaders are uncertain about whether it will be a team player or "go rogue." Their staunch advocacy of extended learning and commitment to narrowing the achievement gap has fueled the existing "culture war" within the after-school movement about whether after-school is fundamentally about youth enrichment or extended academic learning.

The emergence of California Afterschool Advocacy Alliance is both an innovation for the field and an indication of business as usual. The financial commitment that CA3 members must make provides a form of mutual accountability, and paves the road for greater communication and increased trust amongst members. At the same time, CA3's membership is limited, leaving it at risk of not truly representing the range of views within the after-school field.

As the newest partnership within the state's after-school field since late 2010, CA3 is significant in that it has very narrow guidelines for membership, setting a high bar for inclusion, and creating a strong alliance between member organizations. This narrow representation has raised the ire of some in the field. According to one thought leader, CA3 is replicating the exclusionary dynamics of LCAP (League of California Afterschool Providers). "It still feels like a list of preferred folks working together to get something done. It is still a gang of 15." CA3 still includes many of the largest providers, with significant representation from Southern California, which has also raised eyebrows.

System leaders need to develop stronger alliances outside of the after-school field—particularly with school districts, superintendents, and the Education Coalition—to serve as champions for after-school and help protect publicly funded after-school programs over time.

School districts and, particularly, superintendents are widely recognized as a missing voice in the call for protecting after-school. The focus on trying to engage these stakeholders indicates a certain savvy on the part of system leaders and their understanding of what is important to advance the field. In the early years of ASES, the call for partnerships was narrowly targeted at the private sector due to the need to match the resources provided by Prop 49. Today that focus is on superintendents, school districts, and the Education Coalition, demonstrating field leaders' sensitivity to the shift in the political climate.

THE DAVID & LUCILE PACKARD FOUNDATION'S INVESTMENT

The Foundation is not only an after-school funder but is lauded in the field as an after-school leader. Stakeholders interviewed for this evaluation used terms such as "astute," "unique," and "risk-taking," to describe the Foundation's after-school approach to its investments.

The Foundation is viewed not only as a funder, but as a key after-school field leader.

After-school field leaders acknowledge that the Foundation is an important after-school partner, both as a funder providing flexible financial support for innovative ideas, and as a leader, providing Foundation staff who are thought partners with expertise and interest in pushing the field forward. The Foundation has played a central role in maintaining a focus on the priorities emerging from the Master Plan, convening leaders across the state, and supporting a growing infrastructure for the field.

This leadership role is seen across all of the Foundation's areas of investment: TA, workforce, and system leadership. For example, Foundation staff worked with a former Regional Lead to conceive of and design the core elements of ASAPconnect. In the workforce arena, the Foundation created CalWIN—a group of Foundation grantees—to spur new collaborations and initiatives that would not have been conceived of without the Foundation's leadership. In addition, the Foundation holds a seat on the State's Advisory Committee, having been invited to participate because of the Foundation's deep knowledge of and connections within the field.

In particular, the Foundation is praised as a state-level after-school advocate. As one philanthropic leader said, "What I appreciate about Packard is their policy and advocacy work. They seem to have their nose in the right direction, understanding policy wins and levers. They affect change with really minimal dollars."

While few doubt the Foundation's overall impact on the after-school field, interview respondents also acknowledged that the Foundation did not always "get it right," such as investing in LCAP. The Foundation has also been criticized for seemingly working too collaboratively with CDE, rather than being a more forceful counterbalance. Furthermore, the kind of thought leadership that the Foundation provided on some issues has resulted in field leaders wanting more of the Foundation's intellect, time, energy, and resources for the field's most pressing problems, such as the ongoing debate around quality. Additionally, while system leaders are grateful for the Foundation's leadership around summer enrichment, they also acknowledge that the incorporation of summer into a broader after-school agenda has been bumpy and occasionally unclear.

The Foundation's investments support multiple strategies and engage numerous stakeholders toward the goal of catalyzing collective impact.[12]

The Foundation engaged multiple players and sectors in bringing the best that each has to offer, supporting collaboration and system enhancements to work toward a common goal. This "collective impact" approach, as illustrated in Exhibit 13 (on the next page), is designed to achieve greater impact than could be achieved by any stakeholder acting alone.

Exhibit 13
The Foundation's Collective Impact Investments

Conditions of Collective Impact	Examples of the Foundation's Approach to After-school Investments
Common Agenda	• TA investments enhanced the existing TA system in service of supporting effective ASES after-school programs, particularly through experienced programs helping new ones ramp up quickly, rather than creating a new, distinct TA system. • Workforce investments aimed to align after-school interests with agendas of other systems (e.g., community colleges, workforce development). • Leadership investments supported existing collaborations and fostered new ones around building a strong after-school field centered around ASES-funded programs.
Shared Measurement Systems	• ASES funding includes accountability structures for all after-school programs; the Foundation's approach was to intentionally support the ASES system. • Foundation grantees developed tools and resources to support measurement and understand program effectiveness.
Mutually Reinforcing Activities	• ASAPconnect was designed to support and enhance the existing components of the TA system, including Regional Leads and other TA providers. • CalWIN, initiated by the Foundation, brought together workforce grantees to collaborate with one another in ways that would draw upon their unique contributions. • Investment in LCAP, and more recently CA3, was designed to help stakeholders in California's after-school field advocate collectively and effectively on behalf of the field.
Continuous Communication	• Communication was a common theme promoted across the Foundation's investments, such as the development of ASAPconnect and CalWIN; the overall strategy of supporting the collaboration of system leaders; and policy and advocacy efforts to promote the sustainability of ASES funding.
Backbone Support Organization	• The Foundation intentionally invested in efforts that would support the central organization responsible for ASES implementation—CDE—based on the belief that this would be the most effective way to improve the likelihood for ongoing stability and sustainability.

SPURRING CONTINUOUS IMPROVEMENT

The Foundation designed its after-school strategy knowing that the investment would be time-limited, that the Foundation's resources would not be sufficient to address all of the field's needs, and with the conviction that it was important to support the public systems, not replace or overpower them. As such, the Foundation placed a premium on supporting systems and leaders that could seed continuous improvement over time.

"What I worry about is that there is complacency that what we have done is good enough …. They got [funding] and now are protecting themselves instead of continuing to innovate."

—Thought Leader

After-school providers believe that the field is developing experience and practices that will support continuous improvement.

From within the after-school field, there is a positive feeling about the field's capacity to improve over time. The majority (64%) of after-school providers that responded to BTW's survey in 2010 reported that they believe the field has much higher or higher capacity to continuously improve compared to two years prior (Exhibit 14). They attributed these increases to stronger leadership infrastructure (58%), a stronger TA system (53%), increases in innovative workforce development pathways (35%), as well as other factors such as increased experience and stronger partnerships.[13]

Exhibit 14
Current Field Capacity to Continuously Improve, 2010
Percentage of After-school Providers Who Rated the After-school System's Capacity to Continuously Improve Compared to Two Years Ago
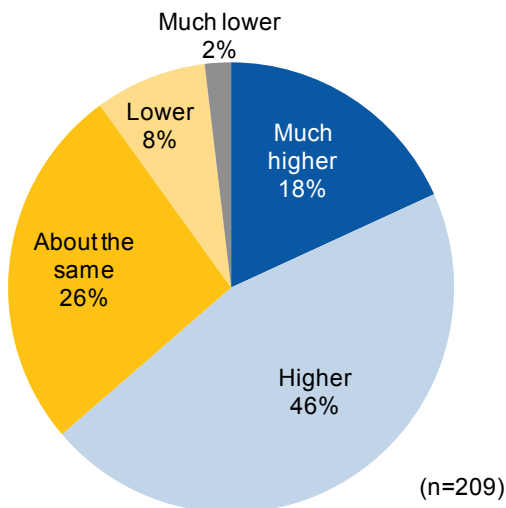
Much lower 2%
Lower 8%
Much higher 18%
About the same 26%
Higher 46%
(n=209)

California's after-school field has established multiple systems that may be able to support continuous improvement going forward.

Considering the cycle of continuous improvement—plan, do, study, act—there is evidence that California's after-school field is operating in all of these areas, with more experience and traction in the more formative—planning and doing—phases of the cycle.[14] Exhibit 15 (on the next page) presents some examples within each phase of the cycle.

Exhibit 15
Examples of Continuous Improvement in California's After-school Field

PLAN

Identify issues that present opportunities for improvement

- Master Planning process, which brought together stakeholders to identify the most pressing issues facing ASES implementation
- Collaboration of system leaders (e.g., CA3)
- Workforce system collaborations, which are bringing after-school considerations into higher education and workforce systems
- TA to help after-school programs actively engage in thoughtful self-reflection and planning

DO

Develop and implement potential solutions

- Development of career pathways to increase the after-school workforce supply
- Development of the after-school TA system through ASAPconnect and other supports to build the capacity of TA providers and after-school providers
- Formation of CA3 to support collaborative advocacy for the field

ACT

Standardize the practice if a solution achieves the desired results

- Uptake of initiatives that embed after-school into career pathways
- Dissemination and use of tools and standards of practice, such as ASAPconnect's Framework for Quality TA and the program self-assessment tool

STUDY

Evaluate solutions after implementation by measuring results against goals and objectives

- Evaluation of the Urban Teacher Fellowship pathway program
- Development of the California Afterschool Outcome Measures Project to create tools for after-school programs to measure student skill development and behavior change

Assessing the potential for continuous improvement into the future is, by definition, a speculative undertaking. Based on the progress since 2007, the evidence suggests that some areas of the after-school field are poised for continuous improvement, most notably TA and the established workforce partnerships. Whether the field as a whole will be able to continuously improve—or do so at a pace that would be acceptable to many stakeholders in the field—is still in question. A key player in this equation is CDE, which is central to the after-school field and, by its position, has the ability to initiate and champion progress—or create insurmountable barriers to field growth.

Considerations

CONSIDERATIONS FOR THE FIELD

When viewed in a national context, California's after-school field is thought to be ahead of the game in many ways. California has more state funding for after-school, resulting in a larger number of programs that are specifically intended to serve under-resourced communities and, consequently, the low-income children who most need this support. And even though after-school programs in California are generally felt to be under-resourced, compared to programs in other states, they are resource rich. In addition, a team of people have now been working on **developing California's public after**-school system for over a decade, drawing upon earlier experiences as well as those from other states.

The following considerations **for California's after**-school field are offered against this backdrop of relative strength. The underlying theme is the need to pull the field together around a collective vision that promises quality after-**school and preserves, strengthens, and ultimately expands California's after**-school field.

Value Proposition

California's after-school field is defined by its funding, namely ASES and 21st CCLC, with all the requirements attached to that funding; however, the field as a whole has not articulated the after-**school's value proposition.** This problem originates from CDE's lackluster leadership, but other key stakeholders—after-school program leaders and intermediary organizations—have also had limited success in rallying the field around a collective vision. Preserving after-school funding, however, **will likely be contingent upon the field's ability to communicate a** strong message about its purpose and overall role in creating **California's next generation of leaders.**

"Until we have a common vision as a field, it's hard to come together to make the bigger changes that we need as a field, like improving the system and really getting at quality."

—Thought Leader

Quality

The field has avoided addressing the critical issue of overall program quality head on. Other smaller communities, such as Austin, Texas and even the state of Rhode Island, are noted for being intentional about their commitment to quality programs. **California's after**-school field needs to clearly define quality practice and then create the supports to enable programs to collect and use data to inform program improvement within that context of program quality.

Demonstrating Impact

Stakeholders, from after-school providers to thought leaders, expressed grave concern that the impact data that will be required for California's after-school field to successfully stave off funding threats does not yet exist. Many see the funding challenge as a question of when it will happen, not if it will happen. The field will need definitive data to make this case in tight economic times, and must step up efforts to define what these data should look like, and then collect and document the results.

Leadership

California needs to focus specific attention on leadership to significantly advance the after-school field. CDE plays a central role in the field and would be an obvious leadership focal point. Yet despite expressing good intentions in more recent years, to date, CDE's leadership has not materialized to the extent needed. CA3 offers some possible leadership hope, and there is optimism around the leadership potential offered by Tom Torlakson, California's new State Superintendent of Public Instruction. "The new superintendent cares deeply about after-school and understands where the Department has failed. He's interested in making better use of the resources they have," shared a leadership grantee. The field needs to seize the opportunities presented by Torlakson, CA3, and even the potential threat to ASES funding as tools to rally the field.

Funding

With the recent recession and California's ongoing state budget predicament, the funding environment for after-school has become more unstable. The dedicated ASES funding that has been critical to enabling field growth will also be a target as the state's budget crisis continues. Without vision, leadership, and data, the field will not be well positioned to effectively counteract these challenges. The after-school field will need to take a more offensive stance in an arena that is characterized by thought leaders interviewed for this evaluation as "spotty" and "turf-y." At the local level, programs also need to consider their long-term viability, looking beyond only ASES. "There are many after-school programs that would wither if funding went away," shared a thought leader. "They have no sustainability plan; no long-term strategies. They are hand-to-mouth." Field leaders generally believe that the policy debate will focus on "what expanded learning is going to be and how after-school will be positioned within expanded learning time." Now is the time to prepare for that debate.

CONSIDERATIONS FOR THE FOUNDATION

As the Foundation moves forward with summer enrichment investments, it will be important to build that strategy on what has been learned over the past four years in after-school. Albeit on a more limited basis than in the past, the Foundation will want to pull forward support for elements of after-school that can undergird the summer enrichment agenda ahead. These considerations take into account the Foundation's strategic shift and are offered in the spirit of informing continuous improvement.

Communication about the Foundation's Strategy: In the process of conducting this evaluation, it became clear that there are a range of perceptions in the field about the Foundation's next investments and the extent to which it will continue to have a presence in the broader after-school field. There is an opportunity for the Foundation to develop clear messaging about the ways in which its summer work builds upon its previous after-school work and the ways in which it is distinct. Clear messaging adds stability to the field because it enables organizations to plan appropriately around the Foundation's activities. This is especially important during a time of fiscal uncertainty.

> *"The potential of expanded learning time and summer is really exciting. It shouldn't be either/or. Enrichment only with no academic outcomes fails to address students' academic needs. Conversely, remediation-based learning that focuses only on academics and not social and emotional stuff does a disservice to kids."*
>
> —Thought Leader

Technical Assistance: The Foundation is leveraging ASAPconnect to develop a summer enrichment TA strategy. A summer enrichment TA system that is built on the after-school TA system can only be successful if the existing infrastructure is sufficiently strong and enduring. Therefore, for this approach to be successful, the Foundation should help increase the reach and capacity of ASAPconnect.

Workforce Development: The Foundation should extend its role as funder and thought leader specifically in the expansion of the California Teacher Pathway and consider how it might contribute to cementing relationships that are in formation between community colleges, CSUs, CDE, WIBs, and the California Gang Reduction, Intervention and Prevention Initiative (CalGRIP). As one workforce partner commented in an opinion shared by others, "I hope that Packard doesn't sunset its support for the teacher pathway. The impact has been so huge. What would be smart would be to look at relatively small investments for the next two-to-three years to institutionalize the program." Ongoing investment could also include evaluating the effectiveness of California Teacher Pathway, as this knowledge will be critical to informing the scope of expansion.

Leadership Infrastructure: The existing after-school leadership could benefit both the after-school field, as well as the emerging summer enrichment infrastructure. Several of the after-school field's intermediary organizations already see advancing a summer agenda as a logical next step in their own program's work. The Foundation itself will need to watch closely to monitor whether its big bet, CA3, will serve to advance the field's broader objectives because of its highly regimented structure, or fail to galvanize field-wide support because of its limited membership.

K–12 Alignment: California's ongoing fiscal crisis places all out-of-school time programs at risk. Without a deep understanding of how these programs, taken together, enhance what occurs during the core of the school day, system leaders risk marginalizing these programs. The Foundation should consider taking an active hand in positioning after-school and summer enrichment programs as a complement to the academic school day. This may help the field to coalesce around a view that embraces after-school and summer, not only as youth enrichment activities with social benefits for children, but also as essential elements of learning.

> *"The evolution into summer is really important. It's a natural next step in this work."*
>
> —Leadership Grantee

Champion Building: The Foundation should identify and provide support to key after-school and summer enrichment players who can serve as field champions. These champions will need to engage K-12 advocates and help them understand the centrality of out-of-school time programs to academic learning. This work will include the Foundation continuing to do what very few after-school system leaders can: successfully engaging and occasionally cajoling CDE to be a more active and responsive system leader itself. Recent state leadership changes provide reason to be optimistic about this possibility.

Endnotes

[1] Exhibit 1 is repeated as Exhibit 6 in this report. Similarly, Exhibit 4 is repeated as Exhibit 11, and Exhibit 5 is repeated as Exhibit 14.

[2] Responses equal to more than 100% due to multiple responses.

[3] This evaluation focuses on the Subprogram's after-school investments; it does not address the Subprogram's sustainability strategy, which was not fully developed or implemented, nor the pilot summer enrichment investments made in 2009 and 2010.

[4] In November 2002, California voters passed Prop 49, a ballot initiative officially titled "The After School Education and Safety Program Act of 2002." This proposition earmarked general state funding administered by CDE for before- and after-school programs in public elementary and middle schools. In 2006–07, as a result of the passage of Prop 49, the ASES program increased state funding from $120 million to $550 million to establish and expand before- and after-school programs that met certain instructional, operational, and safety criteria (CDE, 2011b). In addition to ASES, CDE administers the federally funded 21st CCLC Program that funds the establishment or expansion of before- and after-school programs to provide disadvantaged elementary, middle, and high school students with academic enrichment opportunities (CDE, 2011a).

[5] Developed through the collaboration of state government agencies and philanthropies, in May 2006, the California After-School Master Plan provides detailed recommendations for the California after-school community to prepare for the implementation of ASES program funding.

[6] Exhibit 2 summarizes the elements of the Subprogram's logic model that are examined in this evaluation; it does not include the Subprogram's sustainability and summer enrichment strategies.

[7] A fourth evaluation sub-question was designed to address the Subprogram's sustainability and summer enrichment strategy: *To what extent are after-school and summer programs able to use flexible public and private funding streams in a way that sustains programs, increases access, and allows them to make ongoing improvements?* This strategy was never fully developed and implemented, and therefore is not addressed in this final evaluation.

[8] To illustrate, between 1998 and 2002, federal funding for after-school programs through the 21st CCLC Program grew from $40 million to $1 billion. The 21st CCLC Program is a federal grants program that supports before- and after-school programs for disadvantaged K–12 students.

[9] The California Department of Education, Governor's Office, Office of the Secretary of Education, the David and Lucile Packard Foundation, Atlantic Philanthropies, Evelyn and Walter Haas, Jr. Fund, Stuart Foundation, Koret Foundation, and the William T. Grant Foundation.

[10] The California Teacher Pathway encompasses multiple individual sites that may have varying local names (e.g., the Urban Teacher Fellowship).

[11] THINK Together serves approximately 50,000 students in more than 200 schools across the state (THINK Together, 2011).

[12] Collective impact is defined as "the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem" (Kania & Kramer, 2011).

[13] Responses equal to more than 100% due to multiple responses.

[14] The term "continuous improvement" refers to a process that is evaluated and enhanced on an ongoing basis, with the intention of improving efficiency and effectiveness. Various models of continuous improvement articulate different numbers of steps, depending on the particular application. These steps can be summarized as follows (Carr-LeRoy, 2005; Eastern Michigan University Office of Continuous Improvement & Planning; Great Prairie Education Agency, 2008; Imai, 1986; Thornton & Vallas, 2006): 1) Plan: Identify the issues or areas of the system that present opportunities for improvement; 2) Do: Develop and implement potential solutions to the identified issues; 3) Study: Evaluate solutions after implementation by measuring results against goals and objectives; and 4) Act: Standardize the practice if a solution achieves the desired results.

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Appendices

Data Collection Methods & Limitations

To answer the evaluation questions, BTW employed multiple research methods across the Foundation's investment period, creating a "thick description" of continuous improvement of the after-school field. In the absence of existing comprehensive statewide data on after-school programs in California, this mixed-methods approach allowed evaluators to triangulate information from a variety of leading sources, capturing a wide range of voices within and connected to California's after-school programs at multiple points in time.

Data collected from December 2008 through May 2009 is hereafter identified as the interim evaluation period, and data collected from April 2010 through March 2011 is hereafter identified as the final evaluation period.

Below is a brief description of each of these data collection methods and the evaluation limitations.

METHODS

Thought Leader Interviews[1]

BTW and Foundation staff identified thought leaders who are connected to California's after-school field and well informed on the external factors that influence after-school programs. BTW interviewed 19 thought leaders for the interim evaluation and 16 for the final evaluation. Many of the interviewees were included in both evaluation phases. Thought leaders shared their perspectives on the evolution of the after-school field overall and its accompanying systems.

Foundation Staff Interviews

BTW and Foundation staff selected five current and/or former Subprogram staff to interview for the final evaluation. Interviewees shared their insight on the original intent of the funding strategy, and their assessment of the field's development, early successes, and areas still needing ongoing attention.

Key Stakeholder Interviews

BTW and Foundation staff also identified key stakeholders in the California after-school field to understand the impact of the Subprogram's technical assistance (TA), workforce, and system leaders strategies from the perspectives of site- and regional-level personnel. BTW interviewed 34 key stakeholders for the interim evaluation. For the final evaluation, BTW interviewed 51 key stakeholders from April through September 2010, largely to inform three case studies, and 35 from January through March 2011.[2] Many of the interviewees were included in more than one evaluation phase.

Workforce & Leadership Interviews

BTW interviewed six workforce stakeholders for the interim evaluation and 10 for the final evaluation. While most interviewees were Foundation workforce grantees, some were workforce field leaders, which resulted in slightly different interview protocols. Interviewees addressed the Foundation's investment to increase the number and

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[1] Interview protocols are included in Appendix E.

[2] Two key stakeholder interviewees were also included as thought leaders. One was interviewed as a thought leader and TA provider, and the other as a thought leader and leadership grantee.

variety of formal workforce partnerships, after-school workers' transferable skills, and connections among workforce leaders.

BTW interviewed five leadership stakeholders for the interim evaluation and five for the final evaluation. Unlike the workforce interviewees, all leadership interviewees were Foundation grantees. Leadership interviews assessed the Foundation's strategy to support system leaders in developing and deepening connections within and across networks, and to support leadership grantees advocating for the after-school field.

After-school & Technical Assistance Provider Interviews

BTW interviewed 13 after-school providers for the interim evaluation and 10 for the final evaluation. After-school providers shared their perspectives on changes in the TA services that support their programs, changes in their staff's skills, and the development of their own professional networks.

BTW interviewed 10 TA providers for the interim evaluation and 10 for the final evaluation. TA providers discussed whether there has been increased efficiency among TA providers, improved support services, and enhanced connections within and across their professional networks.

Case Study Interviews

As mentioned, the final evaluation included 51 interviewees for three case studies (i.e., Urban Teacher Fellowship Project Case Study, Gilroy Case Study, and ASAPconnect Case Study). They were selected for their intimate experience with and knowledge of each case study's focus. Interviewees represented key stakeholder groups related to each case study, such as TA providers, organization staff, after-school program staff and directors, community college staff, and public university staff. BTW conducted most interviews by telephone, but some in-person interviews occurred during site visits.

After-school Provider & Technical Assistance Surveys[3]

For the interim evaluation, BTW administered two online surveys via SurveyMonkey: one for after-school providers and one for TA providers. Respondents received a $20 e-certificate from Amazon.com for their time. For the final evaluation, BTW modified some sections in each survey and administered them via Qualtrics to a similar sample of after-school and TA providers. For each survey, BTW entered respondents into a drawing for an iPad 2.

After-school Providers Survey

The after-school provider survey asked respondents to first describe their after-school sites overall. The survey then focused on the longest-serving site to learn about the site's features, students, and staff; the types, quality, and frequency of TA it uses; and its capacity, currently and for the future. For the final evaluation, the survey also included specific questions about the California after-school field's current capacity and capacity for continuous improvement.

For the interim evaluation, BTW based the after-school provider sample on contact information from the Best of Out-Of-School Time Collaborative (BOOST) database. This resulted in a sample of 244 California after-school providers, of which 170 completed the survey for a 70% response rate. In addition, California after-school providers in the original sample could forward the survey link to colleagues they thought would be a more

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[3] Survey instruments are included in Appendix F.

appropriate respondent, or to site-level staff. This resulted in an additional 57 respondents for a final sample size of 227 California after-school providers.

For the final evaluation, BTW staff contacted after-school providers who responded to the interim evaluation survey. Similar to the interim evaluation, after-school providers could forward the survey link to colleagues they thought would be more appropriate respondents. In addition, BTW contacted the California AfterSchool Network (CAN) to distribute the survey to its contact list. Overall, 230 California after-school providers completed the survey for a 69% response rate. These after-school providers represented over 200 organizations from urban, suburban, and rural communities across all 11 service regions.

Technical Assistance Provider Survey

The TA provider survey asked respondents to describe their TA program as of 2006 (for the interim evaluation) and as of 2008 (for the final evaluation). Both surveys asked about changes in their experiences and the TA field over time. The final evaluation survey included specific questions about ASAPconnect.

For the interim evaluation, BTW drew the TA provider sample from all individuals included in the ASAPconnect online directory. Overall, 58 TA providers completed the survey for a 20% response rate. For the final evaluation, BTW staff created a list of TA providers based on the ASAPconnect online directory as of February 1, 2011 and added those who completed the interim evaluation survey but were not already on the list. In addition, BTW contacted the Partnership for Children and Youth (PCY) to distribute the survey to its contact list. Overall, 74 TA providers completed the survey for a 59% response rate. These TA providers represented directors, coordinators, consultants, coaches, and specialists from large nonprofit after-school programs, County Offices of Education, individual consulting companies, after-school coalitions, and more. TA provider respondents worked with elementary, middle, and high school sites across all 11 service regions.

Site Visits

For the final evaluation, BTW conducted site visits for two of the case studies (i.e., Gilroy Case Study and ASAPconnect Case Study). Site visits are an unobtrusive method for gathering information about how a program operates in which the observer does not engage in the meeting or activity content, but rather allows it to flow without interruption.

Materials Review

To supplement the interview and survey data, BTW analyzed Foundation materials, including existing TA, workforce, and leadership grant summaries and reports for both the interim and final evaluations. This **information enhanced the researchers' collective understanding of individual grantees' intentions, experiences,** accomplishments, and lessons learned throughout the grant term.
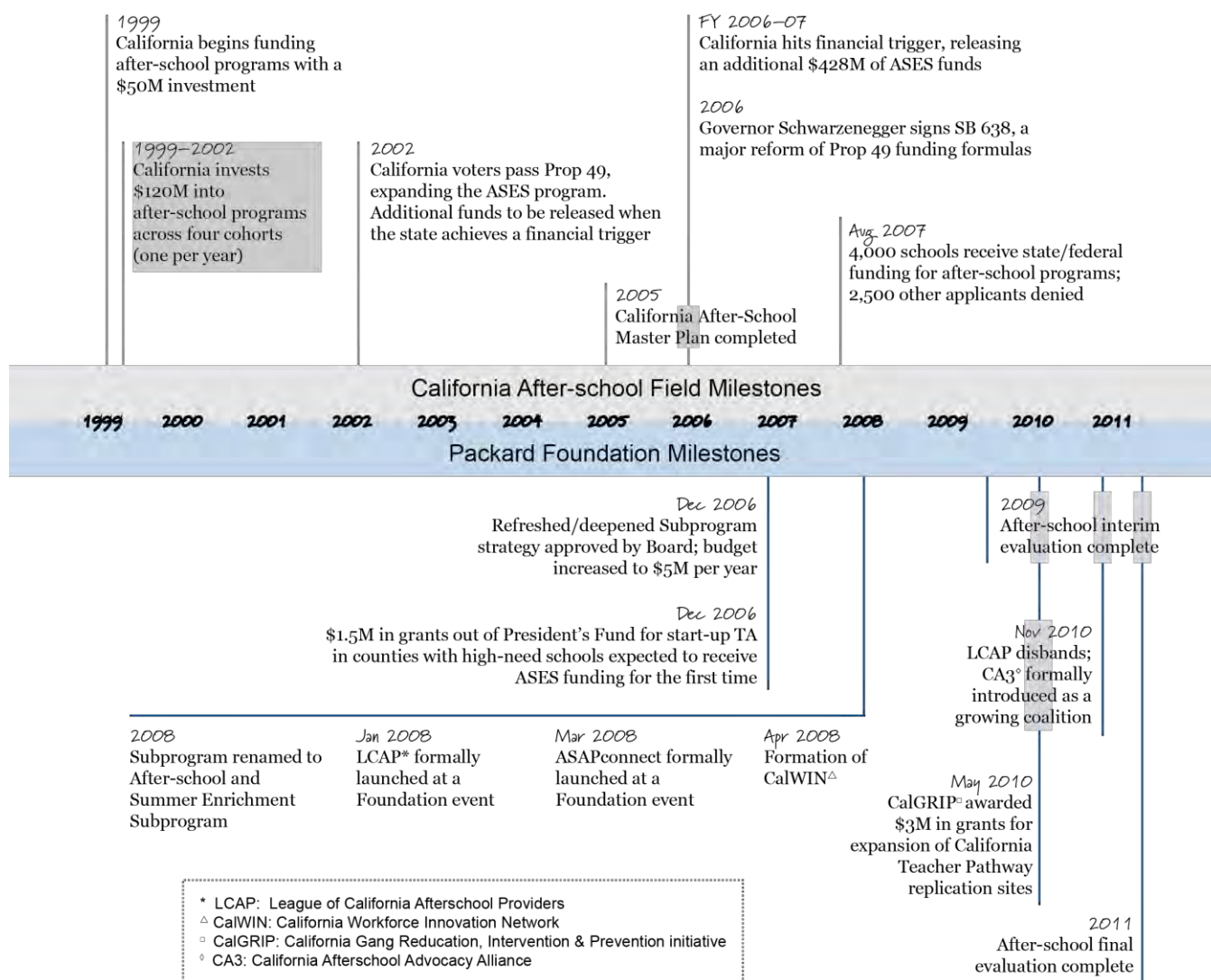
LIMITATIONS

When reviewing the evaluation findings, it is important to note some limitations. First, t**he Subprogram's investment began in 2007; however, BTW's evaluation of the Subprogram began in 2**008. Therefore, this evaluation cannot compare data collected in the interim and final evaluation periods to any baseline data from the start of the investment.

Second, all interview and survey data were self-reported by key stakeholders in the after-school field. Though self-reported data are not fact-checked, this report based findings only on commonly mentioned responses from multiple respondents.

Third, many of the interview and survey questions asked stakeholders to reflect on changes in the after-school field since 2006 for the interim evaluation and since 2008 for the final evaluation. Though informants were encouraged to focus on these specific times, it is difficult to determine whether they reflected on their experiences outside of the specified times.

Fourth, BTW collected information from a sample of stakeholders in the after-school field. Though the evaluators are confident that the evaluation findings represent a full range of perspectives, the findings do not reflect all experiences and beliefs of the field.

Timeline

California After-school Field Milestones

1999
California begins funding after-school programs with a $50M investment

1999–2002
California invests $120M into after-school programs across four cohorts (one per year)

2002
California voters pass Prop 49, expanding the ASES program. Additional funds to be released when the state achieves a financial trigger

2005
California After-School Master Plan completed

FY 2006–07
California hits financial trigger, releasing an additional $428M of ASES funds

2006
Governor Schwarzenegger signs SB 638, a major reform of Prop 49 funding formulas

Aug 2007
4,000 schools receive state/federal funding for after-school programs; 2,500 other applicants denied

Timeline years: 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011

Packard Foundation Milestones

Dec 2006
Refreshed/deepened Subprogram strategy approved by Board; budget increased to $5M per year

Dec 2006
$1.5M in grants out of President's Fund for start-up TA in counties with high-need schools expected to receive ASES funding for the first time

2008
Subprogram renamed to After-school and Summer Enrichment Subprogram

Jan 2008
LCAP* formally launched at a Foundation event

Mar 2008
ASAPconnect formally launched at a Foundation event

Apr 2008
Formation of CalWIN△

2009
After-school interim evaluation complete

Nov 2010
LCAP disbands; CA3◇ formally introduced as a growing coalition

May 2010
CalGRIP□ awarded $3M in grants for expansion of California Teacher Pathway replication sites

2011
After-school final evaluation complete

* LCAP: League of California Afterschool Providers
△ CalWIN: California Workforce Innovation Network
□ CalGRIP: California Gang Reducation, Intervention & Prevention initiative
◇ CA3: California Afterschool Advocacy Alliance

Key Players in the California After-school Field

CALIFORNIA DEPARTMENT OF EDUCATION

The California Department of Education (CDE) is the central player in California's after-school infrastructure. It is responsible for administering and overseeing three after-school programs: the ASES program, 21st Century Community Learning Centers (21st CCLC), and the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) (CDE, 2011a; 2011b). CDE also provides a range of supports and services to ensure that after-school programs across the state are implemented in accordance with state and federal grant requirements.

ADVISORY COMMITTEE ON BEFORE AND AFTER SCHOOL PROGRAMS

The **State's** Advisory Committee on Before and After School Programs (Advisory Committee) provides information and advice to the State Superintendent of Public Instruction, the Secretary for Education, and the State Board of Education on the impacts of state and federal policy, funding issues, workforce development, and outcomes and evaluation on before- and after-school programs. The Advisory Committee is comprised primarily of representatives from a variety of before and after-school program in addition to select individuals representing school districts, post secondary academic institutions and foundations.

ASAPCONNECT

ASAPconnect (formerly known as CASTA) was founded in 2007 with inspiration and funding from the Foundation and CDE input to build the capacity and sustainability of a statewide after-school TA system. It focuses on promoting collaboration among TA providers and increasing the capacity and the quality of TA providers and Regional Leads through numerous trainings and workshops. In addition, it produces and brokers resources, including the TA framework that articulates five strategies and four foundational competencies of TA providers and an online directory of TA providers. ASAPconnect also offers organizational development grants to help build capacity and effectiveness of Regional Leads (ASAPconnect, 2011).

CALIFORNIA AFTER SCHOOL RESOURCE CENTER

CDE funds California After School Resource Center (CASRC) to provide additional resources to after-school providers and to support quality after-school programs throughout the state. CASRC has a comprehensive Web site that allows after-school providers access to research-based instructional materials, online trainings, and other supportive services and resources.

CALIFORNIA AFTERSCHOOL ADVOCACY ALLIANCE

The California Afterschool Advocacy Alliance (CA3),is a relatively new advocacy coalition of 18 after-school providers and intermediary organizations dedicated to maintaining and strengthening the state's after-school programs through increased coordination and collaboration. It assumed some of the most valued core functions of the League of California Afterschool Providers (LCAP). LCAP, a convener of the 50 largest ASES and 21st CCLC grantees, was dissolved in 2010, three years after its inception because of its limited success in developing an effective partnership with CDE, gathering support from its members and securing additional funding. In contrast to other key players in the field, CA3 focuses on legislative and administrative policies as a means to promote access to and quality of after-school programs. Its main functions include grassroots organization, lobbying, outreach to CDE and K–12 leaders, and clear and timely communication.

CALIFORNIA AFTERSCHOOL NETWORK

The California AfterSchool Network (CAN), was founded in 2005 and primarily focuses on improving the quality and quantity of after-school programs in the state through partnerships, discussion with state policy makers, and a collective voice on after-school issues. CAN has a broad reach and presence in the field due to proactive dissemination of information and its Web site.

CALIFORNIA SCHOOL-AGE CONSORTIUM

After-school providers, especially those with limited funding for fee-based TA, also rely on the California School-Age Consortium (CalSAC) for TA resources. CalSAC, founded in 1982, represents roughly 135,000 after-school workers in California and provides training and advocacy to after-school professionals so they can provide high-quality, low-cost after-school programs for all children.

CALIFORNIA WORKFORCE INNOVATION NETWORK

In 2007, the Foundation convened a group of its grantees to develop workforce solutions for the after-school field. Called the California Workforce Innovation Network (CalWIN), this group has focused on the recruitment, development, and support of after-school workers by communicating with and mobilizing different systems. CalWIN members partner with a range of workforce leaders and systems, including education institutions such CDE, workforce systems such as Workforce Investment Boards (WIBs), other state organizations such as the California Gang Reduction, Intervention and Prevention program (CalGRIP), as well as other philanthropic funders.

REGIONAL AFTER SCHOOL TECHNICAL ASSISTANCE SYSTEM

In order to provide field-based technical assistance (TA) and support to the recipients of ASES and 21st CCLC grants, the After School Programs Office at CDE established the Regional After School Technical Assistance System (RASTAS) in 2005. In each of the 11 service regions across the state, a Regional Lead(s) at the County Office of Education (COE) and a CDE consultant(s) based in Sacramento work together to provide targeted TA to before- and after-school program grantees within their service region. They provide workshops, opportunities for communication and networking among program sites, and site-level support for program coordinators, staff, and community partners.

ASES Program

The After School Education and Safety Program (ASES) has established program guidelines, described in the box below, and yet there is a lot of variability from program to program. Exhibit 1 indicates the top programmatic focus areas that after-school programs reported in BTW *informing change's* (BTW) survey of after-school providers.

ASES PROGRAMMATIC & OPERATIONAL REQUIREMENTS

(CDE, 2011b)

- Provide programming that is aligned with, but not a repeat of, the regular school day content, including the following two key elements:
    - Education and literacy, including tutoring and/or homework assistance
    - Educational enrichment to reinforce and complement the school's academic program
- Provide a safe physical and emotional environment
- Provide opportunities for relationship building
- Ensure that staff members who directly supervise students must meet the minimum qualifications for an instructional aide in the school district.
- Maintain a student-to-staff ratio of no more than 20 to 1
- Provide a nutritious snack
- Operate for a minimum of 15 hours per week, and at least until 6:00 p.m. on every regular school day

Exhibit 1
Top Focus Areas for After-school Programs, 2010
Percentage of After-school Providers Who Indicated That Their Program Focuses on Various Issues

Focus Area	Percentage
Academic enrichment support	94%
Social development	62%
Health/physical activity	60%
Arts	33%
Sports	20%
Other	15%
Computers	7%
Language acquisition	6%
English as a second language	3%

(n=230)
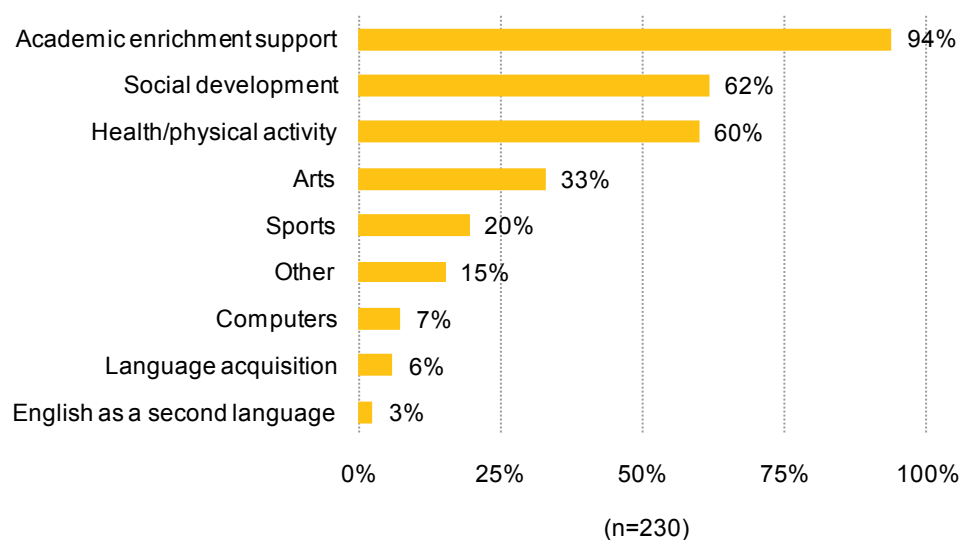
ASES program students and after-school staff represent a wide range of racial and ethnic backgrounds as **indicated in BTW's survey of after**-school providers (Exhibit 2). Another indication of this diversity is that **according to BTW's survey of after**-school providers, although most (98%) students and staff speak English, 84% also speak Spanish. Other, primary languages of students and staff include Vietnamese (10%), Chinese (Cantonese or Mandarin, 8%), and Tagalog (7%), among others.

Exhibit 2
Racial/Ethnic Makeup of Students & Staff in After-school Programs, 2010
Percentage of After-school Students & Staff

Latino/a — Students: 56%, Staff: 44%
White/Anglo — Students: 22%, Staff: 35%
African American — Students: 8%, Staff: 8%
Asian/Pacific Islander — Students: 7%, Staff: 5%
Multiracial — Students: 4%, Staff: 4%
Other — Students: 4%, Staff: 3%

■ Students (n=216–217) ■ Staff (n=213–214)

The David & Lucile Packard Foundation
After-school & Summer Enrichment Subprogram Final Evaluation

Technical Assistance Provider Interview Protocol

February 2011

Informant Name & Organization:

Date of Interview:

Interviewer:

Thank you for taking time to participate in this interview. I'm [introduce self] with BTW informing change (BTW), a consulting firm that specializes in planning, evaluation, and organizational learning for nonprofits and foundations. We are partnering with the David and Lucile Packard Foundation (the Foundation) to help them gain a better understanding of how the California after-school field has evolved since the state first activated ASES funding and the Foundation made a significant investment in after-school.

BTW is conducting this interview as part of a larger evaluation of the Foundation's support of the after-school field. This interview also builds on your responses to the survey you recently completed for this study. The evaluation findings will inform the Foundation and will also benefit those in the public sector and philanthropic community involved in workforce development, technical assistance, capacity building, and public policy and advocacy efforts related to after-school. The Foundation will receive a full evaluation report while others will have access to the Executive Summary and PowerPoint materials (presented during an in-person briefing or conference call) summarizing key findings.

This interview will take about 30–45 minutes. Your participation is entirely voluntary, and you may choose to stop answering questions at any time. All of your answers will remain confidential, and identifiable information will not be released to the Foundation. Interview data will be analyzed and reported in aggregate, meaning that individual responses will not be revealed. In addition, measures will be taken to maintain privacy and confidentiality of records.

Before we begin, do you have any questions? Please feel free to stop me as we go if any questions come up. You may also contact the study's Principal Investigator, Dr. Lande Ajose, at (510) 665-6100 or lajose@btw.informingchange.com. If you have any questions about your rights as a study participant, you may call Ethical and Independent Review Services, LLC (E&I), the ethics review board that reviewed this study, at (800) 472-3241 or e-mail them at subject@eandireview.com.

BACKGROUND INFORMATION

1. Please tell me a little bit about your experience as an after-school technical assistance provider and the primary areas of support or training you offer to after-school programs.

   Probes: Program planning and design; program management; fiscal management; day-to-day operations; lesson planning and content standards; program accountability and evaluation; linkages to school day; student recruitment and retention; use of technology; staff development and career planning; fulfilling grantee requirements; program sustainability; community collaboration.

INCREASED EFFICIENCIES IN PROVIDING TECHNICAL ASSISTANCE (TA) SERVICES

Purpose: To gain a better sense from TA providers of how and to what extent TA strategies are continually improving the TA system to provide effective, well-distributed TA across the state.

2. How has your TA practice changed, if at all, over the past two years? Can you give me some specific examples?

   a. What has contributed to these changes? Have these changes been for the better, or have they made your work more complicated?

      Probes: More types of training; increased client base; broader region in which providing services; more effective tools and training methods; increased skills; better able to identify programs' TA needs and establish a workplan; more collaboration with programs and other providers; changes in program capacity and TA needs.

3. If you were interested in increasing your knowledge or capacity as a trainer in the past two years, how did you go about obtaining that kind of professional development?

   a. What other resources do you wish that you could access?

      Probes: Consult with other TA providers; read up on best practices; attend training (by whom?); access ASAPconnect resources.

4. How do you assess the effectiveness of the TA you provide?

CONNECTIONS WITHIN & ACROSS NETWORKS

> **Purpose:** To gain a better sense from TA providers of how and to what extent they are better able to work collaboratively to advance the after-school field in the public and private sectors and support continuous improvements.

5. Over the past two years, to what extent have your networks *within* the after-school field expanded?

   a. With whom/what kinds of groups? Can you give me some specific examples?

      Probes: Other TA providers; after-school providers; local/national after-school programs; after-school experts.

   b. How have these partnerships helped in your work? What has <u>not</u> worked well? Have you experienced any unintended outcomes as a result?

6. Over the past two years, how and to what extent have you developed connections or enhanced partnerships with programs or organizations in *other sectors* that support the after-school field?

   a. With whom/what kinds of groups? Can you give me some specific examples?

      Probes: Nonprofits; business community; foundations; educational institutions.

   b. How have these partnerships enhanced your ability to provide TA? Have you experienced any challenges? Have you experienced any unintended outcomes as a result?

EVOLUTION & CONTINUOUS IMPROVEMENT OF THE TA SYSTEM

7. In what ways has California's TA system evolved over the past two years?

   a. What is different? What is the same? Can you give me some specific examples?

      Probes: Accessibility of TA; understanding by providers of types of TA available; distribution of TA across the state; efficiencies among TA providers; quality of TA; training and support for TA providers.

   b. To what do you attribute any differences? *[Listen for mention of the role of ASAPconnect]*

8. How have changes in the after-school TA system in the past two years impacted the after-school field overall?

   Probes: Quality of after-school programming; effectiveness of staff development; efficiency of program administration.

9. How would you describe the greatest challenges facing California's overall after-school TA system?

10. What has been ASAPconnect's most significant contribution to the field of out-of-school-time programs?

    a. Have you used ASAPconnect resources? If so which ones and how much did you access them? Were they useful? If not, why not?

    b. What do you wish ASAPconnect would do that it does not do currently?

    c. On a scale of 1 (low) to 5 (high), how would you rate ASAPconnect's helpfulness as a resource?

11. Looking forward, what do you think would help after-school TA to continuously improve?

    Probes: Structures; programs; other opportunities.

CLOSING

12. Is there anything else that you would like to share about your TA practice, the TA field, or how things have changed since 2008?

Thank You!

BTW
INFORMING CHANGE®

The David & Lucile Packard Foundation
After-school & Summer Enrichment Subprogram Final Evaluation

Workforce Grantee Interview Protocol

February 2011

Informant Name & Organization:

Date of Interview:

Interviewer:

Thank you for taking time to participate in this interview. I'm [introduce self] with BTW informing change (BTW), a consulting firm that specializes in planning, evaluation, and organizational learning for nonprofits and foundations. We are partnering with the David and Lucile Packard Foundation (the Foundation) to help them gain a better understanding of how the California after-school field has evolved since the state first activated ASES funding and the Foundation made a significant investment in after-school.

BTW is conducting this interview as part of a larger evaluation of the Foundation's support of the after-school field. Evaluation findings will inform the Foundation and will also benefit those in the public sector and philanthropic community involved in workforce development, technical assistance, capacity building, and public policy and advocacy efforts related to after-school. The Foundation will receive a full evaluation report while others will have access to the Executive Summary and PowerPoint materials (presented during an in-person briefing or conference call) summarizing key findings.

This interview will take about 30–45 minutes. Your participation is entirely voluntary, and you may choose to stop answering questions at any time. All of your answers will remain confidential, and identifiable information will not be released to the Foundation. Interview data will be analyzed and reported in aggregate, meaning that individual responses will not be revealed. In addition, measures will be taken to maintain privacy and confidentiality of records.

Before we begin, do you have any questions? Please feel free to stop me as we go if any questions come up. You may also contact the study's Principal Investigator, Dr. Lande Ajose, at (510) 665-6100 or lajose@btw.informingchange.com. If you have any questions about your rights as a study participant, you may call Ethical and Independent Review Services, LLC (E&I), the ethics review board that reviewed this study, at (800) 472-3241 or e-mail them at subject@eandireview.com.

GRANT-SPECIFIC INFORMATION

1. Please tell me a little about the Foundation-funded after-school work in which you are engaged, including your role on the project(s).

   a. How long has the project/program been running? What do you hope to accomplish, and by when? Who is your target? Who are your partners? What percent of the organization's time is dedicated to this project?

2. How is this work different now than it was two years ago at the time of our last interview? What are the key accomplishments?

   Probes: Scope, scale, target audience, improvements, challenges, etc.

   a. What has contributed to these changes? What is hindering progress?

      Probes: Internal factors; external factors.

EVOLUTION OF THE AFTER-SCHOOL WORKFORCE

Purpose: To gain a better sense from after-school workforce grantees of how and to what extent after-school workforce strategies are inspiring innovative approaches that address after-school workforce challenges.

3. In what ways has the after-school workforce changed over the past two years? What has contributed to these changes?

   a. What has improved? What evidence do you see of these improvements? What has contributed to these improvements?

   b. What is hindering progress? What evidence do you see of this lack of improvement? What has contributed to this lack of improvement?

   c. What strategies in addressing workforce challenges seem most promising? Are there any strategies currently underway that do not seems sustainable, particularly as the Foundation exits the field?

4. Over the past two years, what changes have you seen in the number and/or variety of partnerships between the after-school, education, and workforce development systems that can help to develop the after-school workforce? Please provide specific examples.

   a. How have these partnerships impacted the after-school workforce?

      Probes: Increased demand for pathways workers.

5. From your perspective, what are the central issues individuals and/or organizations working to address after-school workforce challenges should be concentrating on? What are some promising practices that have emerged?

   a. To what extent are individuals and/or organizations working in these areas? Please provide examples. If you feel that <u>no one</u> is working in these areas, what do you think it would take to get more attention in these areas?

   b. To what extent has individuals' and/or organizations' work on these issues resulted in creative approaches that are making a difference in the after-school field?

6. Are there any other voices or ideas you feel are not well represented in the after-school workforce arena?

EVOLUTION & CONTINUOUS IMPROVEMENT IN THE AFTER-SCHOOL WORKFORCE

Purpose: To gain a better sense from after-school workforce grantees of how and to what extent the after-school field is addressing workforce challenges and supporting continuous improvement.

7. What would you identify as the most significant accomplishments in addressing after-school workforce challenges since 2008?

   a. To what extent has the economic recession affected your ability to retain talented staff?

   b. Are there particular programs or approaches, existing or new, that stand out as promising and innovative ways to address after-school workforce needs?

8. Looking forward, what structures/programs exist to keep the after-school workforce continuously improving?

   a. What would it take to improve the after-school workforce further?

9. How has the Foundation contributed to addressing after-school workforce challenges since 2008?

CLOSING

10. Is there anything else that you would like to share about your program, or how the California after-school field has evolved since 2008 and/or the Foundation's contribution to it?

Thank You!

The David & Lucile Packard Foundation
After-school & Summer Enrichment Subprogram Final Evaluation

Leadership Grantee Interview Protocol

February 2011

Informant Name & Organization:
Date of Interview:
Interviewer:

Thank you for taking time to participate in this interview. I'm [introduce self] with BTW informing change (BTW), a consulting firm that specializes in planning, evaluation, and organizational learning for nonprofits and foundations. We are partnering with the David and Lucile Packard Foundation (the Foundation) to help them gain a better understanding of how the California after-school field has evolved since the state first activated ASES funding and the Foundation made a significant investment in after-school.

BTW is conducting this interview as part of a larger evaluation of the Foundation's support of the after-school field. Evaluation findings will inform the Foundation and will also benefit those in the public sector and philanthropic community involved in workforce development, technical assistance, capacity building, and public policy and advocacy efforts related to after-school. The Foundation will receive a full evaluation report while others will have access to the Executive Summary and PowerPoint materials (presented during an in-person briefing or conference call) summarizing key findings.

This interview will take about 30–45 minutes. Your participation is entirely voluntary, and you may choose to stop answering questions at any time. All of your answers will remain confidential, and identifiable information will not be released to the Foundation. Interview data will be analyzed and reported in aggregate, meaning that individual responses will not be revealed. In addition, measures will be taken to maintain privacy and confidentiality of records.

Before we begin, do you have any questions? Please feel free to stop me as we go if any questions come up. You may also contact the study's Principal Investigator, Dr. Lande Ajose, at (510) 665-6100 or lajose@btw.informingchange.com. If you have any questions about your rights as a study participant, you may call Ethical and Independent Review Services, LLC (E&I), the ethics review board that reviewed this study, at (800) 472-3241 or e-mail them at subject@eandireview.com.

BACKGROUND INFORMATION

1. Please tell me a little about the Foundation-funded after-school leadership work in which you are engaged, including your role on the project(s).

   a. How long has the project/program been running? What do you hope to accomplish, and by when? Who is your target? Who are your partners?

   b. Have there been significant changes in your work between 2008 and 2010?

   > **Probes:** Scope, scale, target audience, etc.

CONNECTIONS WITHIN & ACROSS NETWORKS

> **Overall Purpose:** To gain a better sense from after-school leadership grantees of how and to what extent system leaders are better able to work collaboratively to advance the after-school field in the public and private sectors and support continuous improvements.

One of the reasons the Foundation is interested in your after-school work is because of your ability to provide leadership in the field. Please answer the following questions from your perspective as an after-school leader.

2. Over the past two years, how and to what extent have you developed connections or enhanced partnerships within the after-school field, or with programs or organizations in other sectors that support the after-school field?

   a. Please describe the type of partnerships, with whom, how they came about, and your level of involvement (e.g., informal, formal frequent meetings, etc.) in them.

   > **Probes – With:** After-school providers; after-school TA providers; local/national programs; after-school experts; nonprofits; business community; foundations; educational institutions.

   > **Probes – Came about through:** Convenings; participation in Foundation-sponsored networks like the Central Valley Afterschool Foundation or CalSAC.

   b. How have these partnerships helped in your work? What has not worked well?

   c. What other partnerships would you like to develop to support the after-school field?

VOICES LEADING THE FIELD

> **Overall Purpose:** To gain an understanding of the diversity of voices participating in leadership roles in the after-school field.

3. How would you describe overall leadership in California's after-school field today?

4. Who would you say are the most significant organizations and individuals playing leadership roles in or advocating on behalf of the after-school field today? Has this changed over the past two years? If so, how?

    Probes: Changes in the number of leaders and advocates in the after-school field; changes in the diversity of leaders and advocates in the after-school field.

5. Are there any other voices or ideas you feel are not well represented in the after-school field at the moment?

EVOLUTION & CONTINUOUS IMPROVEMENT IN THE AFTER-SCHOOL FIELD

We would like to know how you think the after-school field has changed both in the past two years, since the last time we interviewed you, as well as since the significant increase in ASES funding in 2006.

6. Thinking back over the past two years, from your perspective, how has the after-school field changed? Please provide specific examples.

    Probes: Leadership; program quality and standards; organizational capacity; variety and creativity of strategies; effective solutions; activities resulting from formal partnerships with institutions (e.g., community colleges, CDE, nonprofits).

7. What has improved? What evidence do you see of these improvements? What has contributed to these improvements?

8. What has not improved? What evidence do you see of this lack of improvement? What has contributed to this lack of improvement?

Now, thinking more broadly about the after-school field since the activation of ASES funding in 2006:

9. What would you identify as the most significant accomplishments in the after-school field since 2006?

10. What are the most significant challenges the field has faced over the past four years?

11. Looking forward, what structures and opportunities exist to keep the field continuously improving?

   a. What would it take to improve the field further?

   b. What may get in the way of the field's ability to continuously improve?

   c. In what ways could the Office of the new Superintendent of Public Instruction support the field?

12. How and to what extent have the Foundation's investments contributed to or hindered changes in the after-school field?

   Probes: Both funding and non-monetary investments such as leadership; developing ASAPconnect infrastructure; advancing innovative after-school workforce strategies; supporting field leadership development

13. What do you think the after-school would look like if the Foundation had not invested in it? What might not have occurred? What might have been possible if the Foundation had not been involved?

CLOSING

14. Is there anything else that you would like to share about your program, or how the California after-school field has evolved since 2006 and/or the Foundation's contribution to it?

Thank You!

BTW
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The David & Lucile Packard Foundation
After-school & Summer Enrichment Subprogram Final Evaluation

After-school Provider Interview Protocol

February 2011

Informant Name & Organization:

Date of Interview:

Interviewer:

Thank you for taking time to participate in this interview. I'm [introduce self] with BTW informing change (BTW), a consulting firm that specializes in planning, evaluation, and organizational learning for nonprofits and foundations. We are partnering with the David and Lucile Packard Foundation (the Foundation) to help them gain a better understanding of how the California after-school field has evolved since the state first activated ASES funding and the Foundation made a significant investment in after-school.

BTW is conducting this interview as part of a larger evaluation of the Foundation's support of the after-school field. This interview also builds on your responses to the survey you recently completed for this study. The evaluation findings will inform the Foundation and will also benefit those in the public sector and philanthropic community involved in workforce development, technical assistance, capacity building, and public policy and advocacy efforts related to after-school. The Foundation will receive a full evaluation report while others will have access to the Executive Summary and PowerPoint materials (presented during an in-person briefing or conference call) summarizing key findings.

This interview will take about 30–45 minutes. Your participation is entirely voluntary, and you may choose to stop answering questions at any time. All of your answers will remain confidential, and identifiable information will not be released to the Foundation. Interview data will be analyzed and reported in aggregate, meaning that individual responses will not be revealed. In addition, measures will be taken to maintain privacy and confidentiality of records.

Before we begin, do you have any questions? Please feel free to stop me as we go if any questions come up. You may also contact the study's Principal Investigator, Dr. Lande Ajose, at (510) 665-6100 or lajose@btw.informingchange.com. If you have any questions about your rights as a study participant, you may call Ethical and Independent Review Services, LLC (E&I), the ethics review board that reviewed this study, at (800) 472-3241 or e-mail them at subject@eandireview.com.

BACKGROUND INFORMATION

1. Please tell me a little about your after-school program and your current role there, as well as the community where you are located.

    Probes: Number of sites; number of youth served; demographics of youth served (e.g., age, race/ethnicity, etc.); community characteristics (e.g., rural/urban, racial/ethnic makeup, etc.).

INCREASED PROGRAM CAPACITY & UNDERSTANDING OF TECHNICAL ASSISTANCE (TA) NEEDS

> **Purpose:** To understand changes after-school programs have experienced since 2008, and to understand how and to what extent the after-school TA system is continually improving and providing effective, well-distributed TA across the state.

2. What changes have you seen in your program over the last two years? Please provide specific examples of changes in access/capacity to serve youth and to quality.

    a. What is your program better able to do now as compared to then? What challenges have you experienced?

        Probes: Program management; fiscal management; ability to secure program funding; day-to-day operations; ability to establish a workplan; lesson planning and content; program accountability; linkages to school day; student recruitment and retention; use of technology; staff development and career planning; community collaboration.

    b. How did your program make these changes in access/capacity? In quality?

3. Compared to two years ago, are you more or less aware of the kinds of TA your program needs, hopes to receive, or is available to you? Please explain.

4. Over the past two years has your program accessed TA in areas such as quality standards, program management, fundraising, accountability, or staff development?

    [If yes]
    a. How did receiving this TA impact your organization? Are you implementing what you learned? Why or why not?

5. If you wanted to increase your knowledge or improve the capacity of your program in a certain area, how would you go about doing it? Who would you call, or where would you look for TA to tap into?

    Probes: Regional Lead office; local school; consulting firm; ASAPconnect Web site.

6. Are you aware of ASAPconnect and the services it provides?

    [If yes]
    a. Have you used it? If so, on a scale of 1 (low) to 5 (high), how would you rate its helpfulness as a resource? In what ways was or wasn't it helpful?

    b. To what extent do you think ASAPconnect has contributed to well distributed and effective TA?

    c. To what extent do you believe that ASAPconnect has contributed to continuous improvement in the after-school system?

AFTER-SCHOOL PROGRAM STAFF

> **Purpose:** To gain a better sense from after-school providers of how and to what extent after-school workforce strategies are inspiring creative approaches that address after-school workforce challenges.

7. How is <u>your</u> after-school program staff different now than it was two years ago? In what ways? Due to what reasons?

    Probes: New partnerships with workforce/other programs; methods for recruiting staff; more/less turnover; more/less skilled; different kinds of skills; more/less ambitious; more/less college oriented; more/less reflective of community.

8. From your perspective, is your current staff the ideal staff for your program? Why or why not? How would you change your staff to better meet your program's needs and expectations? In what ways could they have been more prepared to work with your program?

    Probes: Older/younger; race/ethnicity; better reflection of community population; more stability/less turnover; more experience/skills; better ratio of staff to youth.

9. How are <u>your</u> staff recruitment/retention strategies different now than they were in 2008?

    a. How has the economic situation affected your recruitment/retention strategies?

10. Are you aware of after-school pathways programs that link after-school employment to educational opportunities? Does your after-school program partner with any pathways programs?

    a. *[If yes]* What has been your experience with this partnership?

    b. *[If no]* Is this something you would be interested in participating in?

CONNECTIONS WITHIN & ACROSS NETWORKS

> **Purpose:** To gain a better sense from after-school providers of how and to what extent they are better able to work collaboratively to advance the after-school field in the public and private sectors and support continuous improvements.

11. Over the past two years, to what extent have you developed connections or enhanced partnerships with other after-school providers and with people in other sectors who are working on after-school issues? Please provide specific examples.

    Probes: Other after-school providers; TA providers; local/national programs; after-school experts; nonprofits; business community; foundations; school and educational institutions.

12. How have these partnerships helped in your work? What has <u>not</u> worked well? What kind of collaborative work has resulted? Have you experienced any unintended outcomes as a result?

CLOSING

13. Is there anything else that you would like to share about <u>your program</u> or how the after-school field in California has evolved since 2008?

Thank You!

The David & Lucile Packard Foundation
After-school & Summer Enrichment Subprogram Final Evaluation

Thought Leader Interview Protocol

February 2011

Informant Name & Organization:
Date of Interview:
Interviewer:

Thank you for taking time to participate in this interview. I'm [introduce self] with BTW informing change (BTW), a consulting firm that specializes in planning, evaluation, and organizational learning for nonprofits and foundations. We are partnering with the David and Lucile Packard Foundation (the Foundation) to help them gain a better understanding of how the California after-school field has evolved since the state first activated ASES funding and the Foundation made a significant investment in after-school.

BTW is conducting this interview as part of a larger evaluation of the Foundation's support of the after-school field. Evaluation findings will inform the Foundation and will also benefit those in the public sector and philanthropic community involved in workforce development, technical assistance, capacity building, and public policy and advocacy efforts related to after-school. The Foundation will receive a full evaluation report while others will have access to the Executive Summary and PowerPoint materials (presented during an in-person briefing or conference call) summarizing key findings.

This interview will take about 45 minutes. Your participation is entirely voluntary, and you may choose to stop answering questions at any time. All of your answers will remain confidential, and identifiable information will not be released to the Foundation. Interview data will be analyzed and reported in aggregate, meaning that individual responses will not be revealed. In addition, measures will be taken to maintain privacy and confidentiality of records.

Before we begin, do you have any questions? Please feel free to stop me as we go if any questions come up. You may also contact the study's Principal Investigator, Dr. Lande Ajose, at (510) 665-6100 or lajose@btw.informingchange.com. If you have any questions about your rights as a study participant, you may call Ethical and Independent Review Services, LLC (E&I), the ethics review board that reviewed this study, at (800) 472-3241 or e-mail them at subject@eandireview.com.

BACKGROUND INFORMATION

[BTW will have background information on each respondent and tailor the following interview questions to the individual, asking him/her to elaborate on what we already know.]

1. It is my understanding that you do *[describe his/her work]*. Can you briefly describe how or the extent to which your recent work relates to the after-school field?

EVOLUTION & CONTINUOUS IMPROVEMENT IN THE AFTER-SCHOOL FIELD

Purpose: To gain a better sense from thought leaders of how and to what extent the Foundation's investments are catalyzing key stakeholders and systems that spur continuous improvement within the after-school field.

We would like to know how you think the after-school field has changed both in the past two years, since the last time we interviewed you, and then more broadly since the expansion of ASES funding in 2006.

2. Thinking back over the past two years, from your perspective, how has the after-school field changed? Please provide specific examples.

    Probes: Leadership; program quality and standards; organizational capacity; variety and creativity of strategies; effective solutions; activities resulting from formal partnerships with institutions (e.g., community colleges, CDE, nonprofits).

3. What has improved? What evidence do you see of these improvements? What has contributed to these improvements?

4. What has not improved? What evidence do you see of this lack of improvement? What has contributed to this lack of improvement?

Now, thinking more broadly about the after-school field since the activation of ASES funding in 2006:

5. What would you identify as the most significant accomplishments in the after-school field since 2006?

6. What are the most significant challenges the field has faced since 2006?

7. How would you characterize the after-school field in terms of its current ability to meet student demand? (Interviewer note: this question is about capacity in terms of the number of slots available and the distribution of those slots across the state.)

8. Looking forward, what structures and opportunities exist to keep the field continuously improving?

   a. What would it take to improve the field further?

   b. What may get in the way of the field's ability to continuously improve?

   c. In what ways could the Office of the new Superintendent of Public Instruction support the field?

Technical Assistance (TA)

9. Thinking about after-school TA, from your perspective, how is the TA system different now than it was in 2008? Please provide specific examples.

   Probes: Better understanding of what types of TA are available and where; increased efficiencies among TA providers; reduced TA provider turnover; accessibility; skills (content and delivery); training; TA distribution across the state. Listen for mention of ASAPconnect.

   a. What has contributed to the progress/challenges?

   b. How have changes in the after-school TA system impacted the after-school field?

10. Are you aware of ASAPconnect and the services it provides?

    [If yes]
    a. How did you learn about it?

    b. On a scale of 1 (low) to 5 (high), how would you rate its helpfulness as a resource? In what ways is or isn't it helpful?

After-school Workforce

11. In what ways has the after-school workforce changed since 2008?

    Probes: Variety of strategies to address workforce challenges; focus and innovative nature of strategies; use of partnerships (e.g., community colleges, CDE, nonprofits); type of skills workforce acquires; amount of knowledge-sharing among workforce leaders.

    a. What has contributed to the progress/challenges?

    b. How have changes in the after-school workforce impacted the after-school field?

System Leaders

12. Thinking about the past two years, to what extent has the number and variety of voices playing leadership roles in the after-school field changed?

   a. Who are the key organizations or individuals leading or advocating on behalf of the field? Please give specific examples.

   b. What has contributed to the changes?

   c. How have changes in leadership impacted the after-school field?

Overall After-school Field

13. Thinking broadly, how would you characterize the evolution of the California after-school field relative to after-school systems in other states around the country?

14. How and to what extent have the Foundation's investments contributed to or hindered changes in the after-school field?

   Probes: Both funding and non-monetary investments such as leadership; developing ASAPconnect infrastructure; advancing innovative after-school workforce strategies; supporting field leadership development

15. What do you think the after-school would look like if the Foundation had not invested in it? What might not have occurred? What might have been possible if the Foundation had not been involved?

CLOSING

16. How broadly do you think your perspective is shared by others in the after-school community? Do others mostly agree with you, or do you think your opinions stand out?

17. Is there anything else that you would like to share about how the California after-school field has evolved since 2008 and/or the Foundation's contribution to it?

Thank You!

BTW
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The David & Lucile Packard Foundation
After-school & Summer Enrichment Subprogram Final Evaluation

Foundation Staff Interview Protocol

February 2011

Informant Name & Organization:
Date of Interview:
Interviewer:

Thank you for taking time to participate in this interview. I'm [introduce self] with BTW informing change (BTW), a consulting firm that specializes in planning, evaluation, and organizational learning for nonprofits and foundations. We are partnering with the David and Lucile Packard Foundation (the Foundation) to help them gain a better understanding of how the California after-school field has evolved since the state first activated ASES funding and the Foundation made a significant investment in after-school.

BTW is conducting this interview as part of a larger evaluation of the Foundation's support of the after-school field. Evaluation findings will inform the Foundation and will also benefit those in the public sector and philanthropic community involved in workforce development, technical assistance, capacity building, and public policy and advocacy efforts related to after-school. The Foundation will receive a full evaluation report while others will have access to the Executive Summary and PowerPoint materials (presented during an in-person briefing or conference call) summarizing key findings.

This interview will take about 45 minutes. Your participation is entirely voluntary, and you may choose to stop answering questions at any time. All of your answers will remain confidential, and identifiable information will not be released to the Foundation. Interview data will be analyzed and reported in aggregate, meaning that individual responses will not be revealed. In addition, measures will be taken to maintain privacy and confidentiality of records.

Before we begin, do you have any questions? Please feel free to stop me as we go if any questions come up. You may also contact the study's Principal Investigator, Dr. Lande Ajose, at (510) 665-6100 or lajose@btw.informingchange.com. If you have any questions about your rights as a study participant, you may call Ethical and Independent Review Services, LLC (E&I), the ethics review board that reviewed this study, at (800) 472-3241 or e-mail them at subject@eandireview.com.

BACKGROUND INFORMATION

We would like to know about your involvement in the early development of the Foundation's after-school strategy (approximately 2004–2006).

1. It is my understanding that you worked at the Foundation *[date]* as the *[title/role]*. Can you briefly describe your role in the development of the after-school strategy?

MOTIVATION FOR THE FOUNDATION'S AFTER-SCHOOL STRATEGY

Purpose: To understand the motivation for and early evolution of the Foundation's after-school strategy.

We would like to understand more about the purpose and evolution of the Foundation's after-school strategy.

2. What was the Foundation's initial motivation for investing in the after-school field?

3. As the Foundation initiated and began to deepen its involvement with after-school, what did you think or hope would happen?

4. Were there any internal barriers to developing and expanding the after-school strategy, and how were those addressed?

5. Were there external barriers that the Foundation faced as it deepened its investment in the after-school field? How were Foundation efforts perceived or received by field leaders?

EVOLUTION & CONTINUOUS IMPROVEMENT IN THE AFTER-SCHOOL FIELD

Purpose: To gain a better understanding of how and to what extent the Foundation's investments are catalyzing key stakeholders and systems that spur continuous improvement within the after-school field.

We would like to know how you think the after-school field has changed over the past several years since the time of the Foundation's initial investment in the field.

6. Thinking back over the six or so years, from the time of the Foundation's earliest involvement in the after-school field, how has the after-school field changed? Please provide specific examples.

Probes: Leadership; program quality and standards; organizational capacity; variety and creativity of strategies; effective solutions; activities resulting from formal partnerships with institutions (e.g., community colleges, CDE, nonprofits).

   a. What has improved? What evidence do you see of these improvements? What has contributed to these improvements?

   b. What has not improved? What evidence do you see of this lack of improvement? What has contributed to this lack of improvement?

7. What would you identify as the most significant accomplishments in the after-school field since the expansion of ASES funding in 2006?

8. What are the most significant challenges the field has faced since 2006?

9. Looking forward, what structures and opportunities exist to keep the field continuously improving?

   a. What would it take to improve the field further?

   b. What may get in the way of the field's ability to continuously improve?

   c. In what ways could the Office of the new Superintendent of Public Instruction support the field?

THE FOUNDATION'S CONTRIBUTIONS TO THE FIELD

10. How and to what extent have the Foundation's investments contributed to or hindered changes in the after-school field?

   Probes: Both funding and non-monetary investments such as leadership; support of Master Plan; developing ASAPconnect infrastructure; advancing innovative after-school workforce strategies; supporting field leadership development.

11. In what areas has the Foundation fallen short of expectations, missed important opportunities, or failed to achieve its full potential in the after-school field? Why?

12. What do you think the after-school field would look like if the Foundation had not invested in it? What might not have occurred? What might have been possible if the Foundation had not been involved?

13. What work do you believe has yet to be done in support of the after-school field that the Foundation is uniquely positioned to undertake?

CLOSING

14. How broadly do you think your perspective is shared by others in the after-school community? Do others mostly agree with you, or do you think your opinions stand out?

15. Is there anything else that you would like to share about how the California after-school field has evolved or the Foundation's contribution to it?

Thank You!

The David & Lucile Packard Foundation
After-school & Summer Enrichment Subprogram Final Evaluation

After-school Provider Survey

February 2011

INTRODUCTION

Thank you for taking the time to complete this survey. BTW *informing change* (BTW), a consulting firm that specializes in planning, evaluation, and organizational learning for nonprofits and foundations is partnering with the David and Lucile Packard Foundation (the Foundation) to help them gain a better understanding of how the after-school field in California has evolved since 2006 with the expansion of ASES funding. As you may know, the Foundation made a significant investment in supporting after-school.

You may have taken a similar version of this survey in early 2009 that asked about your experience from 2006–2008. In this survey we are asking you to reflect on the **past two years only** so that we can understand how your experience has changed over time.

This survey should take you about **15 minutes** to complete. Your participation is entirely voluntary, and you may choose to stop answering questions at any time. All of your answers will remain confidential, and identifiable information will not be released to the Foundation. Survey data will be analyzed and reported in aggregate, meaning that individual responses will not be revealed. In addition, measures will be taken to maintain privacy and confidentiality of records.

In appreciation of your time, each person who completes a survey **by [date]** will be entered into a raffle to receive a free iPad.

If you have any questions about this study or survey, please contact Principal Investigator Dr. Lande Ajose at lajose@btw.informingchange.com or (510) 665-6100 or Survey Coordinator Angela Hsiao at ahsiao@btw.informingchange.com or (510) 665-6100. If you have any questions about your rights as a study participant, please call Ethical and Independent Review Services, LLC (E&I), the ethics review board that reviewed this study, at (800) 472-3241 or e-mail them at subject@eandireview.com. Please print this page for your records so that you may refer to it in the future if any questions arise.

THANK YOU! Your input matters a great deal in this process. We appreciate your participation!

BACKGROUND & EXPERIENCE

Our first set of questions is about your background and experience.

1. First name: _____   Last name: _____

2. Job title: _____

3. Agency/organization/program name: _____

4. In what year did your organization start offering after-school programs? *(If don't know, please enter zero)*

   Year: _____

5. How many sites are in your after-school program? _____

NOTE: If your after-school program operates more than one site, please use the site that has been <u>in service the longest</u> as reference for your responses to the remainder of the survey questions.

6. Please rank the top three areas in which your site focuses its after-school program.
   - ❑ Academic enrichment support
   - ❑ Computers
   - ❑ Language acquisition
   - ❑ ESL
   - ❑ Sports
   - ❑ Health/physical activity
   - ❑ Arts
   - ❑ Custodial support
   - ❑ Social development
   - ❑ Other *(please specify)*: _____

7. *[Open-ended]* What areas do parents and children most value?

   _____
   _____

8. *[Open-ended]* What kinds of programming would you like to offer more of?

   _____
   _____

9. What primary languages are spoken by students and staff at your site? *(Check all that apply)*
   - ❑ English
   - ❑ Cantonese
   - ❑ Spanish
   - ❑ Mandarin
   - ❑ Vietnamese
   - ❑ Other *(please specify)*: _____
   - ❑ Tagalog

10. In what region is your after-school site located? *(Select one)*

❑ Region 1 (Del Norte, Humboldt, Lake, Mendocino, Sonoma Counties)

❑ Region 2 (Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity Counties)

❑ Region 3 (Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba Counties)

❑ Region 4 (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano Counties)

❑ Region 5 (Monterey, San Benito, Santa Clara, Santa Cruz Counties)

❑ Region 6 (Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne Counties)

❑ Region 7 (Fresno, Kings, Madera, Mariposa, Merced, Tulare Counties)

❑ Region 8 (Kern, San Luis Obispo, Santa Barbara, Ventura Counties)

❑ Region 9 (Imperial, Orange, San Diego Counties)

❑ Region 10 (Inyo, Mono, Riverside, San Bernardino Counties)

❑ Region 11 (Los Angeles County)

11. How would you best describe the community where you operate? *(Check all that apply)*

❑ Urban   ❑ Rural

❑ Suburban   ❑ Ex-urban

AFTER-SCHOOL PROGRAM PARTICIPANTS

Next, we'd like to ask you about **students** in your after-school program.

12. On average, how many **students** participated at your site in **FY 2009–10**?

Number of slots: _____

Number of students: _____

13. On average, approximately what proportion of **students** served at your site are eligible for Free/Reduced Lunch? *(Please enter as a percentage, e.g., enter "10" for 10%)*

Proportion eligible for Free/Reduced Lunch: _____

14. Please estimate the racial/ethnic makeup of the **students** in your after-school program.

% _____   African American   % _____   Native American

% _____   Asian/Pacific Islander   % _____   White/Anglo

% _____   Latino/a   % _____   Multiracial

% _____   Middle Eastern   % _____   Other *(please specify)*: _____

AFTER-SCHOOL PROGRAM STAFF

Our next set of questions is about your after-school **program staff**.

15. How many after-school **program staff** are employed at your site?

Number of full-time staff: _____

Number of part-time staff: _____

16. Please estimate the racial/ethnic makeup of your after-school **program staff**.

% _____ African American   % _____ Native American

% _____ Asian/Pacific Islander   % _____ White/Anglo

% _____ Latino/a   % _____ Multiracial

% _____ Middle Eastern   % _____ Other *(please specify)*: _____

17. On average, how long do after-school **program staff** work at your site? *(Select one)*

❑ Less than 1 year

❑ 1 year to less than 2 years

❑ 2 years to less than 4 years

❑ 4 years or more

18. Thinking about the past two years, to what extent do you agree with the following statements about your after-school **program staff**?

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know/Not applicable
a. My after-school program staff **reflect the community** we serve.	❑	❑	❑	❑	❑
b. My after-school program staff members have the **experience and skills** to serve youth.	❑	❑	❑	❑	❑
c. In the past two years, my site has implemented **new ways of recruiting** staff.	❑	❑	❑	❑	❑
d. My site has **less staff turnover** now than it did two years ago.	❑	❑	❑	❑	❑
e. My current staff members are **more skilled** than staff members were two years ago.	❑	❑	❑	❑	❑

PROGRAM CAPACITY & UNDERSTANDING OF TECHNICAL ASSISTANCE NEEDS

This section is about how your program capacity and understanding of TA needs have changed.

19. Please indicate the extent to which you agree with the following statement: **"Compared to two years ago, our current program capacity to serve the needs of the community is…"** *(Select one)*
- ❑ Much higher
- ❑ Higher
- ❑ About the same
- ❑ Lower
- ❑ Much lower

20. *[If capacity is higher or much higher in Q19]* How did you go about increasing your capacity? *(Check all that apply)*
- ❑ Technical assistance (TA) from a TA provider
- ❑ Peer coaching from more experienced staff or colleagues
- ❑ Practice
- ❑ Reading about and implementing best practices
- ❑ More experienced staff
- ❑ Other *(please specify)*: _____

21. To what extent do you believe that your program is well positioned to continuously improve in the coming years?
- ❑ To a great extent
- ❑ To some extent
- ❑ Not at all

22. Thinking back over the past two years, please indicate the types of TA your after-school program site has accessed from TA providers, and rate the quality of that TA in terms of content and delivery. *(Check all that apply)*

	Accessed TA		Quality of TA				
	Accessed this type of TA	Did not access this type of TA	Poor	Below average	Average	Above average	Excellent
a. Program planning and design	❑	❑	❑	❑	❑	❑	❑
b. Lesson plan and aligning to content standards	❑	❑	❑	❑	❑	❑	❑
c. Program management	❑	❑	❑	❑	❑	❑	❑
d. Fiscal management	❑	❑	❑	❑	❑	❑	❑

	Accessed TA		Quality of TA				
	Accessed this type of TA	Did not access this type of TA	Poor	Below average	Average	Above average	Excellent
e. Program accountability, including evaluation and research	❑	❑	❑	❑	❑	❑	❑
f. Linkages/alignment with the school day	❑	❑	❑	❑	❑	❑	❑
g. Staff development plans and strategies	❑	❑	❑	❑	❑	❑	❑
h. Grant compliance requirements	❑	❑	❑	❑	❑	❑	❑
i. Program sustainability	❑	❑	❑	❑	❑	❑	❑
j. Student attendance	❑	❑	❑	❑	❑	❑	❑
k. Use of technology	❑	❑	❑	❑	❑	❑	❑
l. Community collaboration	❑	❑	❑	❑	❑	❑	❑
m. Other *(please specify)*:	❑	❑	❑	❑	❑	❑	❑

[If did not access any TA, skip to Q25]

23. Thinking back on the technical assistance you have received in the past two years, would you in general describe it as better, worse, or about the same as the TA you have received prior to that time?

❑ Better

❑ About the same

❑ Worse

❑ Don't know

24. How much would you say you have used the tools or knowledge you gained through your TA experience?

	Accessed TA		TA Use		
	Accessed this type of TA	**Did not access this type of TA**	**None**	**Some**	**A lot**
a. Program planning and design	❑	❑	❑	❑	❑
b. Lesson plan and aligning to content standards	❑	❑	❑	❑	❑
c. Program management	❑	❑	❑	❑	❑
d. Fiscal management	❑	❑	❑	❑	❑
e. Program accountability, including evaluation and research	❑	❑	❑	❑	❑
f. Linkages/alignment with the school day	❑	❑	❑	❑	❑
g. Staff development plans and strategies	❑	❑	❑	❑	❑
h. Grant compliance requirements	❑	❑	❑	❑	❑
i. Program sustainability	❑	❑	❑	❑	❑
j. Student attendance	❑	❑	❑	❑	❑
k. Use of technology	❑	❑	❑	❑	❑
l. Community collaboration	❑	❑	❑	❑	❑
m. Other (please specify): _____	❑	❑	❑	❑	❑

25. If you were interested in getting help to increase your knowledge or improve the capacity of your site's programming in a certain area, how would you go about doing that today? *(Check all that apply)*
- ❑ Regional Lead office
- ❑ Local day school
- ❑ Consulting firm
- ❑ ASAPconnect Web site
- ❑ Other *(please specify)*: _____
- ❑ Don't know

26. To what extent do you agree with the following statements about TA?

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know/Not applicable
a. I know **where to look** for TA in my area.	❏	❏	❏	❏	❏
b. It is **easy to find** an appropriate TA provider to meet my needs in my area.	❏	❏	❏	❏	❏
c. There are **more TA providers available** now compared to two years ago.	❏	❏	❏	❏	❏
d. My site is **better able to assess** its TA needs now than it was two years ago.	❏	❏	❏	❏	❏

CAPACITY OF THE AFTER-SCHOOL SYSTEM

Finally, we'd like to learn about your views on how the after-school system has changed.

27. Please indicate the extent to which you agree with the following statement: **"Compared to two years ago, California's after-school system's capacity to continuously improve is…"** *(Select one)*

- ❏ Much higher
- ❏ Higher
- ❏ About the same
- ❏ Lower
- ❏ Much lower

28. *[If capacity is higher or much higher in Q27]* In your view, what explains the increase in the system's capacity? *(Check all that apply)*

- ❏ Stronger technical assistance (TA) system
- ❏ Increase in innovative workforce development pathways
- ❏ Stronger leadership infrastructure
- ❏ Other *(please specify)*: _____
- ❏ Other *(please specify)*: _____
- ❏ Other *(please specify)*: _____

29. To what extent do you believe that California's after-school system is well positioned to continuously improve in the coming years?

- ❏ To a great extent
- ❏ To some extent
- ❏ Not at all

Thank You!

The David & Lucile Packard Foundation
After-school & Summer Enrichment Subprogram Final Evaluation

Technical Assistance Provider Survey

February 2011

INTRODUCTION

Thank you for taking the time to complete this survey. BTW *informing change* (BTW), a consulting firm that specializes in planning, evaluation, and organizational learning for nonprofits and foundations, is partnering with the David and Lucile Packard Foundation (the Foundation) to help them gain a better understanding of how the after-school field in California has evolved since 2006 when the state expanded ASES funding and the Foundation made a significant investment in after-school.

You may have taken a similar version of this survey in early 2009 that asked about your experience from 2006–2008. In this survey we are asking you to reflect on the **past two years only** so that we can understand how your experience and the technical assistance (TA) field have changed over time.

This survey should take you about **15 minutes** to complete. Your participation is entirely voluntary, and you may choose to stop answering questions at any time. All of your answers will remain confidential, and identifiable information will not be released to the Foundation. Survey data will be analyzed and reported in aggregate, meaning that individual responses will not be revealed. In addition, measures will be taken to maintain privacy and confidentiality of records.

In appreciation of your time, each person who completes a survey **by [date]** will be entered into a raffle to receive a free iPad.

If you have any questions about this study or survey, please contact Principal Investigator, Dr. Lande Ajose, at lajose@btw.informingchange.com or (510) 665-6100 or Survey Coordinator, Angela Hsiao at ahsiao@btw.informingchange.com or (510) 665-6100. If you have any questions about your rights as a study participant, please call Ethical and Independent Review Services, LLC (E&I), the ethics review board that reviewed this study, at (800) 472-3241 or e-mail them at subject@eandireview.com. Please print this page for your records so that you may refer to it in the future if any questions arise.

THANK YOU! Your input matters a great deal in this process. We appreciate your participation!

BACKGROUND & EXPERIENCE AS A TECHNICAL ASSISTANCE (TA) PROVIDER

Our first set of questions is about your background and experience as a TA provider.

1. Full name: _____

2. Title: _____

3. Name of agency/employer: _____

4. In what year did you begin providing professional TA to after-school programs and providers? *(If don't know, please enter zero)*

   Year: _____

5. Which of the following responsibilities most closely describe(s) your role as a TA provider? *(Check all that apply)*
   - ❑ Deliver TA directly to after-school programs
   - ❑ Supervise or prepare those who deliver TA directly to after-school programs
   - ❑ Broker those who deliver TA directly to after-school programs
   - ❑ Design curricula and/or tools to be used for TA in after-school programs
   - ❑ Other *(please specify)*: _____

6. What program levels do you work with? *(Check all that apply)*
   - ❑ Elementary school sites
   - ❑ Middle school sites
   - ❑ High school sites

7. In 2010, approximately how many after-school programs did you serve? _____

8. Please indicate any languages other than English in which you provide TA. *(Check all that apply)*
   - ❑ Spanish
   - ❑ Vietnamese
   - ❑ Tagalog
   - ❑ Cantonese
   - ❑ Mandarin
   - ❑ Other (*please specify*): _____
   - ❑ None of the above

9. In which regions do you provide TA? *(Check all that apply)*

❑ Region 1 (Del Norte, Humboldt, Lake, Mendocino, Sonoma Counties)

❑ Region 2 (Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity Counties)

❑ Region 3 (Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba Counties)

❑ Region 4 (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano Counties)

❑ Region 5 (Monterey, San Benito, Santa Clara, Santa Cruz Counties)

❑ Region 6 (Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne Counties)

❑ Region 7 (Fresno, Kings, Madera, Mariposa, Merced, Tulare Counties)

❑ Region 8 (Kern, San Luis Obispo, Santa Barbara, Ventura Counties)

❑ Region 9 (Imperial, Orange, San Diego Counties)

❑ Region 10 (Inyo, Mono, Riverside, San Bernardino Counties)

❑ Region 11 (Los Angeles County)

10. What would you consider the geographical area in which you provide TA to be? *(Check all that apply)*

❑ Urban ❑ Rural

❑ Suburban ❑ Ex-urban

PROGRAM CAPACITY

Next we'd like to ask you about your perspective on how program capacity in California has changed.

11. Please assess whether you witnessed a change in California in the <u>overall capacity</u> of after-school programs over the past two years (2009 through 2010) in the following areas.

	Capacity <u>has</u> changed since 2008	Capacity <u>has not</u> changed since 2008
a. Program planning and design	❑	❑
b. Lesson plan and content standards	❑	❑
c. Program management	❑	❑
d. Fiscal management	❑	❑
e. Program accountability, including evaluation and research	❑	❑
f. Linkages/alignment with the school day	❑	❑

	Capacity has changed since 2008	Capacity has not changed since 2008
g. Staff development plans and strategies	❑	❑
h. Career planning for staff	❑	❑
i. Addressing grant requirements	❑	❑
j. Program sustainability	❑	❑
k. Student recruitment	❑	❑
l. Student retention	❑	❑
m. Use of technology	❑	❑
n. Community collaboration	❑	❑
o. Other *(please specify)*: _____	❑	❑

12. Please assess the overall capacity of the programs you <u>currently serve</u> in the following areas.

	Assessment of current program capacity			
	Poor	**Adequate**	**Excellent**	**N/A**
a. Program planning and design	❑	❑	❑	❑
b. Lesson plan and content standards	❑	❑	❑	❑
c. Program management	❑	❑	❑	❑
d. Fiscal management	❑	❑	❑	❑
e. Program accountability, including evaluation and research	❑	❑	❑	❑
f. Linkages/alignment with the school day	❑	❑	❑	❑
g. Staff development plans and strategies	❑	❑	❑	❑
h. Career planning for staff	❑	❑	❑	❑
i. Addressing grant requirements	❑	❑	❑	❑
j. Program sustainability	❑	❑	❑	❑
k. Student recruitment	❑	❑	❑	❑
l. Student retention	❑	❑	❑	❑

	Assessment of current program capacity			
	Poor	**Adequate**	**Excellent**	**N/A**
m. Use of technology	❑	❑	❑	❑
n. Community collaboration	❑	❑	❑	❑
o. Other *(please specify)*: _____	❑	❑	❑	❑

13. *[Open-ended]* In which areas do you find programs need the most TA?

_____

_____

14. *[Open-ended]* In which areas do you find programs are the strongest?

_____

_____

15. *[Open-ended]* In what ways have these strengths and areas in need of improvement changed over the past couple of years?

_____

_____

EFFICIENCY IN PROVIDING TA SINCE 2008

Finally, we'd like to learn about how your capacity as a TA provider has changed.

16. Please indicate the changes you have experienced in providing after-school TA over the past two years (2009 through 2010).

	Worsened	**Stayed the same**	**Improved**	**Don't know/Not applicable**
a. My capacity to serve my clients has…	❑	❑	❑	❑
b. My overall skills as a provider have…	❑	❑	❑	❑
c. The training resources available to me as a trainer have…	❑	❑	❑	❑
d. My ability to identify programs' TA needs and to establish a workplan has…	❑	❑	❑	❑
e. My collaborations with other TA providers have…	❑	❑	❑	❑

	Worsened	Stayed the same	Improved	Don't know/Not applicable
f. My ability to provide TA to after-school programs over time has…	❑	❑	❑	❑
g. Other *(please specify)*: _____	❑	❑	❑	❑

17. If you were interested in getting help to increase your knowledge or improve your capacity as a TA provider in a certain area, how would you go about doing that today? *(Check all that apply)*
- ❑ Consult with other TA providers
- ❑ Read up on best practices in the field
- ❑ Attend a training
- ❑ Access ASAPconnect resources for TA providers
- ❑ Other *(please specify)*: _____
- ❑ Don't know

18. To what extent have you found ASAPconnect to be a helpful resource to you since 2008?
- ❑ Very helpful
- ❑ Somewhat helpful
- ❑ Not at all helpful
- ❑ Don't know

19. In what specific ways have you found ASAPconnect to be helpful? *(Check all that apply)*
- ❑ Sharing regulatory updates, research, funding sources, training opportunities, etc;
- ❑ Defining core competencies for quality TA strategies and corresponding self assessment tools;
- ❑ Offering professional development for trainers
- ❑ Other *(please specify)*: _____
- ❑ Other *(please specify)*: _____
- ❑ Don't know

20. To what extent has ASAPconnect helped in spurring continuous improvement in the after-school field?

- ❑ To a large extent
- ❑ To some extent
- ❑ Not at all
- ❑ Don't know

[If selected "Not at all" or "Don't know", skip to end]

21. In your view, how has ASAPconnect helped to spur that improvement? *(Check all that apply)*

- ❑ Increasing collaboration and building capacity among TA providers
- ❑ Increasing access to quality trainers
- ❑ Increasing Regional Lead capacity
- ❑ Other *(please specify)*: _____
- ❑ Other *(please specify)*: _____

Thank You!

BTW

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