21st Century Community Learning Centers

New Mexico Public Education Department

Program Evaluation, 2009

New Mexico
21st Century
Community
Learning Centers

Soaring Beyond Expectations

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EXECUTIVE SUMMARY

The goal of the New Mexico Public Education Department (NMPED) for the 21st Century Community Learning Centers program is simple: Provide high quality out of school time programs for students. During 2008-2009, the NMPED made significant strides toward that goal by establishing expectations, putting monitoring systems in place and building capacity. The measurable objectives by which the NMPED's goal will be achieved and by which programs are to be held accountable are:

1. The 21st CCLC program will increase student proficiency in reading and math as measured by the NMSBA standards-based assessment (meet AMOs, Meet Proficiency by Confidence Interval, or reduce non-proficiency by 10% or more over the prior year).
2. The 21st CCLC program will be held accountable for completing all of the steps of the continuous improvement process based on the Youth Program Quality Assessment instrument for every 21st CCLC site within their entity.
3. The 21st CCLC program's strategic plan, program reporting and expenditures will align 95% of the time as measured by Cayen Systems monthly data submission and budget entries and/or requests.
4. 100% of required program staff will attend the NMPED's approved professional development and will implement the skills and program concepts with fidelity and accountability, to improve student math and reading achievement, as measured by NMPED monitoring.

The New Mexico Public Education Department emphasized capacity building through technical assistance and extensive professional development in 2008-2009. 21st CCLC funding enabled grantees to develop the skills needed to offer high quality services to New Mexico's students and to assess the services they offered. Program directors were provided with a start-up manual at the beginning of the grant cycle, which included processes and procedures for running their programs as well as resources and research-based best practices information. Face-to-face professional development included training in program quality self-assessment, data collection, data analysis, lesson study, strategic planning and budgeting. Additional professional development included online webinars to discuss self-assessment tools, online data base resources and budgeting. Ongoing technical assistance included a program specific website, an online networking forum, phone access to the NMPED and a Cayen Systems helpline.

The NMPED began 2008-2009 by introducing an extensive data collection and monitoring system and the professional development to support success and acceptance of this system. The system enables the NMPED to monitor the grantees' data on an as needed basis; regularly scheduled monitoring happens on a monthly basis. With this data system, the grantees are able to export their data directly into the U. S. Department of Education's (USDE) 21st CCLC Profile and Performance Information Collection System (PPICS).

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Prior to 2008-2009, the NMPED 21st CCLC entities were allowed to hire their own external evaluators. However, the NMPED found inconsistencies across the state in evaluation criteria, methodologies, statistical analysis and implementation of evaluator recommendations. Upon consultation with USDE, the NMPED decided to implement a unified evaluation team that assessed programs regularly and consistently using the same lens. As a result, an evaluation team was put in place that assessed program quality and data. They had access to qualitative and quantitative data for this assessment and were monitored for consistency in reporting quality.

The evaluators received professional development in reliability using the High/Scope Youth Program Quality Assessment instrument. The Youth Program Quality Assessment (PQA) is a validated instrument designed to evaluate the quality of youth programs and to identify staff professional development needs. The Youth PQA evaluates the quality of youth experiences in program activities. The Youth PQA process is a way to assess what is happening in the entities' programs and to use this knowledge to build professional competencies in needed areas.

The evaluators were also trained in monitoring the Cayen APlus Data collection system. Following this professional development, evaluators monitored site data monthly through the Cayen APlus online system. They also performed an on-site evaluation using the Youth Program Quality Assessment instrument.

The Bottom Line

The New Mexico Public Education Department's 21st Century Community Learning Centers are established in high-poverty, low-performing schools and are offering academic-focused activities to help students meet New Mexico's academic standards at one hundred seven sites. The NMPED 21st CCLC program has established a solid foundation for research-based, data driven after school programs in the state of New Mexico. NMPED accomplished the benchmarks in the logic model and is in position to collect meaningful data on program quality and student achievement results beginning in the second year of the grant (2009-2010.) The grantees were given clear performance objectives as well as capacity building opportunities to equip them with the necessary tools and skills to reach these performance objectives. The NMPED 21st Century Community Learning Centers program reached the goals set in their logic model for this year.

INTRODUCTION

Legislation

New Mexico Public Education Department's (NMPED) 21st Century Community Learning Centers program (21st CCLC) is funded by the U.S. Department of Education (USDE) under Title IV, Part B, of the *No Child Left Behind Act,* Public Law 107-110. The purpose of the 21st CCLC is to offer students and their families opportunities for academic and cultural enrichment and to assist students in meeting state academic standards in core subjects.

The original purpose of the 21st Century Community Learning Centers, first authorized as a national program in 1996, was to provide grants to schools or local education agencies for the establishment of community centers to keep children safe during afterschool hours. The program was reauthorized under *the No Child Left Behind Act of 2001* with important modifications. First, the Act increases the emphasis on academics and "whenever possible, the use of activities that are based on rigorous scientific research." Second, the Act transfers the program administration from the Federal to State level, expands program eligibility to community-based organizations, and underscores the role of program evaluation and accountability.[1]

Evaluation

Federal legislation requires a comprehensive evaluation of the effectiveness of the state's 21st CCLC. The NMPED contracted with Redhouse Training & Consulting to fulfill this legislative requirement. This report reviews the initial year of programming for the twenty-five 21st CCLC grantees that were awarded funding for 08-09.

The report is divided into six sections:

Section I, *Logic Model*, describes the evaluation logic model that will drive strategic planning and evaluation for the grant cycle.

Section II, *Project Summary*, describes NMPED's steps in program development for the first year of this grant cycle.

Section III, *Youth Program Quality Assessment*, provides a description of the self-assessment and external evaluation process for grantees.

Section IV, *Cayen Data Collection System*, describes the data collection from NMPED 21st CCLC grantees on the Cayen APlus Data Systems and the monthly reporting process.

Section V, *Cost Calculator*, compares NMPED 21st CCLC program costs to national averages.

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[1] *The No Child Left Behind Act*, Title IV, Part B, 4201-4206. The legislation, as it refers to 21 CCLC, is available at http://www.ed.gov/policy/elsec/leg/esea02/pg55.html

Section VI, *Strategic Plan Rubric Development/Process*, is a description of the process grantees engaged in for creating their SY 2009-2010 strategic plans and budgets.

Funding

The primary funding source for the 21st CCLC Program was the Federal government, U.S. Department of Education, through a grant of $7,490,712 to the New Mexico Public Education Department.

During school year 2008-2009, NMPED funded twenty-five grantees that proposed to have a total of 107 sites serving 10,443 students.

NMPED fiscally manages based on a system of reimbursement. That is, each entity expends funding and then the expenditures are reviewed, approved and reimbursed. A table of the amount of funding allocated and the amount reimbursed per grantee can be found in Appendix A.

United States Department of Education Performance Measures

The 21st CCLC program goal established by the USDE is:
> *To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of students opportunities for educational development.*

USDE Objective 1 of 3 is: Participants in 21st Century Community Learning Centers will demonstrate educational and social benefits and exhibit positive behavioral changes. USDE Objective 2 of 3 is: 21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors. USDE Objective 3 of 3 is: Improve the operational efficiency of the program. This evaluation addresses all three of these objectives.

Strategies

The NMPED's strategies to meet the USDE's performance measures include:
1) Award grants based, in part, on their community needs assessment
2) Fiscal accountability through OBMS (Office of Budget Management Services)
3) Continuous improvement driven by self-assessment utilizing the research-based assessment tool, Youth Program Quality Assessment, as well as external evaluation using the same instrument,
4) A data-driven decision-making process enhanced by data collection utilizing the online Cayen APlus data collection system

5) Strategic planning based on standards-based assessment and monitoring of objective data. The New Mexico Public Education Department is meeting USDE's call for activities based on rigorous science-based research through the use of the Youth Program Quality assessment and through data-based strategic planning.

SECTION I: LOGIC MODEL

Figure 1 is a graphic representation of the logic model used by the NMPED for 21st Century Community Learning Centers' program development. The logic model is used in planning, implementation, evaluation and communication. It displays the actions that describe what the program is and what it will do; it shows how investments link to results. We include four components in the model:

1. INPUTS: resources, contributions and investments that go into the program
2. OUTPUTS: activities and services that reach targeted students and communities
3. OUTCOMES: results or changes for students
4. EVALUATION

INPUTS	OUTPUTS	OUTCOMES-IMPACT		
1. Needs Assessment 2. Grant Development 3. Strategic Plan 4. Aligned Funding 5. NMPED PD • OBMS • YPQA • APlus Data System • Next Steps Conference • Webinars 6. NMPED Technical Assistance.	1. Programs serving students & families documented by: • Academic improvement monitored by Cayen Data System • Quality youth development monitored by YPQA • Financial fidelity monitored by the NMPED	**SY 08-09** 1. 25 Programs in place -Students receiving acad. and youth development services - documentation: • EOY Report • Data Reports • YPQA • PPICS 2. Program benchmarks established 3. 09-10 Strategic Plans based on data	**SY 10-11** 1. Student academic Progress documented by: • Cayen • PPICS 2. Increased youth capacity documented by: • YPQA	**Life of Grant** 1. Student academic improvement in reading & math scores 2. Increased youth capacity 3. Increased community involvement 4. Sustainable programs

NMPED Program EVALUATION
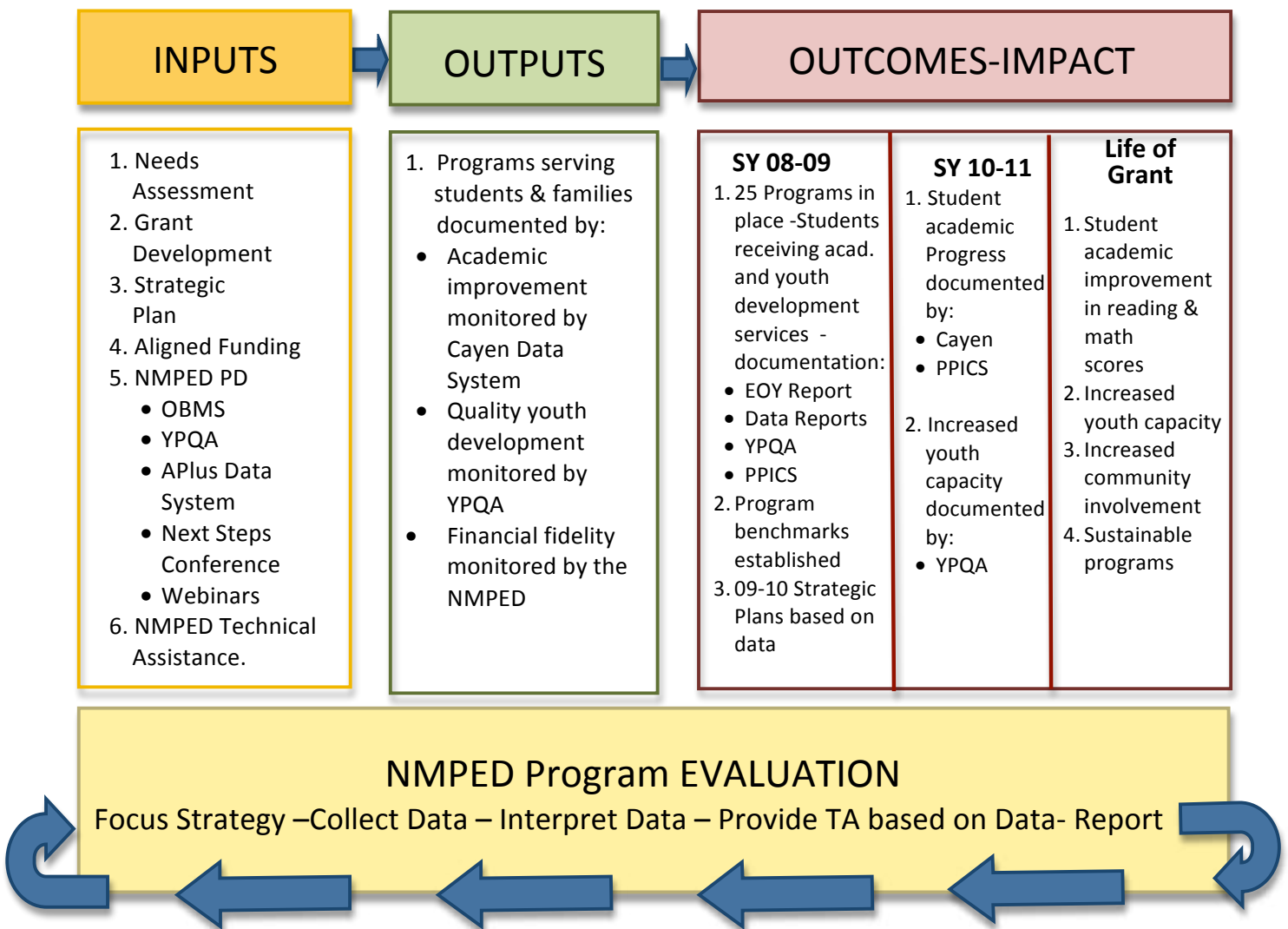Focus Strategy –Collect Data – Interpret Data – Provide TA based on Data- Report

Figure 1. NMPED 21st CCLC Logic Model

As can be seen from the logic model, the goal of the first year evaluation is to determine that inputs – (1) needs assessment, (2) grant development, (3) strategic plan composition, (4) funding, (5) professional development and (6) NMPED technical assistance were developed and executed according to the stipulations of USDE, and resulted in the outputs stated in the logic model, that is, funded, documented programs offering academic services to students and their families.   The outcomes to be evaluated in the first year are: (1) Programs are in place according to grantee proposals, USDE requirements and NMPED priorities, (2) Benchmarks for student academic progress in math and reading are established and (3) Grantee strategic plans for SY 2009-2010 are developed and approved.

The graphic shows the process of evaluation that the NMPED follows. Based on an initial strategy, the NMPED has committed to data-based decision making throughout the life of the grant. The NMPED has followed the evaluation process in SY 08-09 shown in the graphic. From conception, the strategy to collect data, interpret it, provide technical assistance based on what the data shows, report this data in a transparent process to all grantees and then start the process anew by using the latest data to inform and focus the strategy of the grantees for the next year in the grant has been rigorously followed.

SECTION II: PROJECT SUMMARY

The goals of NMPED 21st CCLC are:
1. Improve student academic achievement in reading and math.
2. Promote positive youth development through quality youth and family programs.

The measurable objectives by which these goals will be achieved and by which programs will be held accountable are:
1. The 21st CCLC program will increase student proficiency in reading and math as measured by the NMSBA standards-based assessment (meet AMOs, Meet Proficiency by Confidence Interval, or reduce non-proficiency by 10% or more over the prior year.)
2. The 21st CCLC program will be held accountable for completing all of the steps of the continuous improvement process based on the Youth Program Quality Assessment instrument.
3. The 21st CCLC program's strategic plan, program reporting and expenditures will align 95% of the time as measured by Cayen Systems monthly data submission and budget entries and/or requests.
4. 100% of required program staff will attend NMPED's approved professional development and will implement the skills and program concepts with fidelity and accountability as measured by NMPED monitoring.

The steps taken in year one of the current grant cycle to achieve these objectives, in accordance with the logic model were:

Inputs:

1. Grant competition/awards based on needs assessment, grant development and the strategic plan. Winning proposals were posted on the NMPED Title IV – 21st CCLC website, which includes 21st CCLC RFP Details, RFP Scoring Details, 21st CCLC Reports and archived documents.

2. Aligned funding – All programs on OBMS

3. Professional development
   a. Next Steps Conference – September 2008 – Required attendees: program directors and budget managers
      1. Program Overview
      2. NMPED 21st CCLC Goals
      3. Using Data
      4. Fiscal Basics
      5. The NMPED 21st CCLC Manual Review
      6. Next Steps Planning
      7. YPQA Self- Assessment professional development

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    b. Cayen APlus Set-Up Professional development for entity level staff – Required attendees: Program directors and site data personnel -October, 2008

    c. Next Steps Conference – April 2009
1. YPQA - Planning with data
2. Statewide evaluator report
3. Connecting data to instruction
4. Operationalizing: Measurable objectives
5. Short Cycle Assessment
6. Strategic Planning

4. Technical assistance
    a. Development of the NMPED 21st CCLC Manual for grantees (See Appendix B)
    b. Cayen APlus System helpline
    c. Initial strategic plans monitored for alignment with NMPED's Performance Objectives
    d. The NMPED strategic planning and budgetary guidance
    e. Creation of the 21st Century Community Learning Centers Grantee Forum (online forum for communication with grantees and for grantee-to-grantee communication)
    f. Webinars for Cayen APlus data entry and YPQA process

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Outputs:
1. Programs established
2. Expenditure reimbursement procedures established and reimbursement accomplished
3. Data collected and programs monitored monthly by the evaluation team using online Cayen Data System
4. Quality Youth Development monitored by YPQA – two self-assessments and one external evaluation

Outcomes NMPED Year One:
1. Programs serving 9,375 students in place in 107 sites
2. Benchmarks established
3. Performance objectives aligned through strategic plan rubric
4. All grantees are on OBMS
5. 2009-2010 Strategic Plans completed, submitted, reviewed and revised
6. 2009-2010 budget process completed
7. End of year report completed

See Appendix D for a table of the grantees and their SY 08-09 attendance figures.

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SECTION III: YOUTH PROGRAM QUALITY ASSESSMENT

NMPED contracted with The Center for Youth Program Quality to lead the 21st Century grantees in a process of research-based program quality self-assessment, using the Youth Program Quality Assessment instrument. This process included a full-day session in September focused on how to use the Youth Program Quality Assessment instrument. During the Next Steps Conference in April 2009, the YPQA staff led the grantees through planning with data.

NMPED also contracted a team of external evaluators, who were trained and then tested to establish their reliability in YPQA assessment. To be considered a reliable evaluator, one has to view a video of an actual afterschool activity and score it with 80% accuracy or above, using the PQA Form A.

The Center for Youth Program Quality provided a description of their process and their typical findings in a report submitted to the Providence After-School Alliance, July 2008 and in one entitled The Iowa Youth Program Quality Snapshot Project. These two reports are quoted below as they apply to the process and findings for the NMPED 21st CCLC process and grantees.

YPQA Findings

- The NMPED 21st Century programs successfully completed baseline data collection using an innovative self-assessment method, which produced quality ratings for twenty-five organizations. Three different ratings were taken for each grantee, two internal assessments and one assessment completed by an external evaluator.
- Consistent with findings from other Youth Program Quality Assessment (Youth PQA) evaluations, activities assessed scored highest in the safety and supportive environment domains.
- Also consistent with findings from other Youth Program Quality Assessment evaluations, sites scored lowest in the interaction and engagement domains.

YPQA Background and Methods

Findings were produced using Form A of High/Scope's Youth PQA, a research validated observational assessment tool (Smith & Hohmann, 2005) currently used in afterschool programs in several states. Figure 2 presents the contents of the PQA Form A.[2] A rating for each of the four domains represented on the pyramid (1) Safe Environment, (2) Supportive Environment, (3) Interaction and (4) Engagement was produced for each of the 25 program offerings observed.

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[2] The Youth Program Quality Assessment, etools.highscope.org/pdf/YouthPQA.pdf

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Form A is an observational assessment tool designed to measure the quality of staff performances at the point of service in after-school programs. The tool is intended to assess how frequently and equitably key developmental and learning experiences are provided to youth. Prior research suggests that, in the aggregate, scores on Form A items reflect consistent characteristics of staff performance. That is, a score produced on an item during a single observation is more likely than not to capture how staff generally enact (or fail to enact) that practice across multiple sessions of the same offering.

The Pyramid of Program Quality

Engagement
Plan
Make Choices
Reflect

Interaction
Lead and mentor
Be in small groups
Partner with adults
Experience belonging

Supportive Environment
Reframing conflict
Session flow
Welcoming atmosphere

Encouragement
Skill Building
Active Engagement

Safe Environment
Psychological and emotional safety
Program space and furniture
Food and drinks

Emergency Procedures
Physically safe environment

Figure 2.   The Pyramid of Program Quality

NMPED's Quality Program Assessment process consisted of the following steps:

- External assessors with demonstrated reliability on the YPQA Form A visited a program activity, collected observational and evidentiary data and assessed programs. The evidentiary data was a student work sample.
- The program director and one of the program staff members each observed a program activity and scored rubrics.
- The director and specific site staff compared these three rubrics at the Next Steps Conference in April 2009. This objective data was used in the planning process that resulted in each grantee's strategic plan for SY 2009-2010.

SECTION IV: CAYEN ONLINE APLUS DATA MONITORING

Overview:

Academics Plus (APlus) is a web-enabled database system designed for tracking and reporting on data related to a broad range of after-school activities. APlus collects data for monitoring program operations, simplifying administrative review, and providing accountability. The overall goals of the APlus system are:

- Participant tracking
- Standardization
- Centralization
- Confidentiality
- Customization Reporting
- Efficiency
- Continuous Program Improvement and Evaluation [3]

Once data is entered in the APlus system, it can be monitored from a state administrator's level. Another advantage of the APlus system is that the data can be exported directly into the USDE's Profile and Performance Information Collection System (PPICS) for the required Annual Performance Report (APR).

The data collected in APlus is monitored and summarized on a monthly basis by the NMPED 21st CCLC team of evaluators. The team submits their monthly reports, complete with PDF copies of select reports to the team leader, who formats the data into a spreadsheet and forwards the spreadsheet overview and the individual grantee reports to NMPED. An example of the data overview produced by the monthly data reports may be found in Appendix C.

Process

During the professional development conference held for all grantees September 8-9, 2008, Cayen Systems presented an overview of the data collection system purchased by NMPED for statewide data collection.

Starting in October, webinars in data entry into the Cayen APlus System were offered. At the Next Steps Conference held in April 2009, Cayen again offered professional development to the grantees. By this time, the grantees had committed to the system and had begun entering data. This professional development was held to address questions and issues that arose during the course of the year as well as to train grantees who had not yet been hired in September.

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[3] Cayen Systems company literature

In addition to this professional development, Cayen Systems provided webinars on data entry in which the grantees were able to access the slides online while being on a conference call, enabling them to interact and ask questions during the webinar. Technical assistance was also available to the state, the evaluators, NMPED technical staff and the grantees through Cayen's technical assistance phone line.

Data Entry

Nine grantees began entering data in November or December 2008. Data monitoring began in December. It took several months for all grantees to begin the data entry process. This was due to multiple factors, including contracting issues, different start-up times for the sites, varying hiring timeframes, and other issues. Chart 1, below, shows the percentage of grantees entering data month by month. 96% represents twenty-four of the twenty-five grantees: by May only one grantee was not reporting any data in the Cayen APlus system.
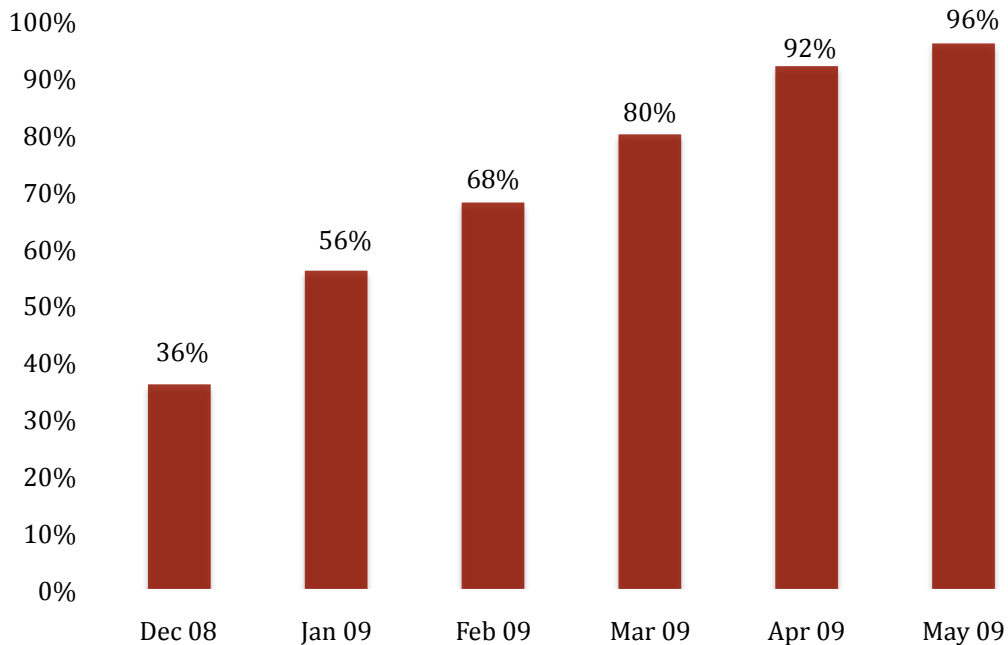
Chart 1. Percentage of grantees reporting any data in Cayen APlus

Monthly Report Format

The reports that were monitored monthly by the NMPED evaluation team and the program aspects that each report assesses are shown in Table 1.

MONTHLY DATA MONITORING REPORT	
Cayen APlus Reports	**Program Aspect**
(1) District Objective Report (2) Attendance Report Summary (3) District Activity APR Category Report	Activities' alignment with state objectives and grantee strategic plan.
(1) Calendar Report (2) Attendance Report Summary	Program schedule
(1) Attendance Report Summary (2) District Site Summary Report	Attendance (total, daily average) Days open, average hours/session Total hours offered
(1) District Objective Report and (2) Attendance Report Summary	Alignment of program objectives Types and number of activities offered Professional development sessions attended
(1) Staff Directory Export	Staff/student ratio
(1) Assessment report	Student proficiency

Table 1. Reports used for Monthly Program Monitoring

The Monthly Data Monitoring Report also included an evaluator summary. The report answered the following three questions: (1) Are the measurable objectives listed in the strategic plan being measured reasonably and accurately? (2) Does there appear to be any missing data, miscoded data, or glaring errors? (3) Is there clear and substantial evidence that NMPED objectives 1 and 4 are being adequately addressed?

 The Monthly Data Monitoring Report format is as follows:

☐   Describe how the measurable objectives listed in the strategic plan are being measured. Is the data reasonable and accurate? Each objective should have some measurement. If it is not clear how the objective will be measured, note which objectives have no clear measurements listed in the strategic plan in your report. If the grant says that they will use a specific measurement at specific date intervals, monitor the Assessment Report to see if these are

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entered. If they are, note the site's success. If they are not, note this in your report.

☐ Describe any missing data, miscoded data, or glaring errors that strike you as you review the reports.

☐ Describe the clear and substantial evidence that NMPED objectives 1 and 4 are being adequately addressed.

☐ Please make at least one positive comment to share directly tied to NMPED goals and/or objectives.

The evaluators were asked to consider the following issue when viewing the reports and making their comments.

Do the activities being offered align with the grantee objectives and do the grantee objectives align with NMPED objectives?

For example, ABC School is offering a dance class. On the Attendance Report Summary they say that the "Activity Name" is "Academic Enrichment" and the Session is "Dance".   In discussion with Cayen Systems, it was concluded that they have probably miscoded this activity or misunderstand the definitions used to distinguish an "activity" from a "session". It is also possible that their dance class is structured in such a way that it is an academic enrichment activity. The evaluator would note this discrepancy in the report and it could then be checked by a call to the site.

The evaluators were instructed to read the grantees' response to the RFP - particularly the strategic plan and the grantee's measurable objectives, being especially cognizant of the performance objectives and assessments that the proposal said would be used to assess the performance objectives. For instance, if the proposal stated that the grantee would be using short-cycle assessment data or pre/post data then the data should be evident in the Cayen APlus system in the assessment section. If assessment data is not evident and the proposal committed to it, the evaluator was instructed to note that in the comments.

The Monthly Data Monitoring Report underwent some changes in format as the evaluation team became more familiar with the Cayen APlus system and the myriad reports that are available. The final format of the Monthly Data Summary recorded on a spreadsheet all sites' data on the following points: (1) attendance, (2) average daily attendance, (3) number of participants in academic activities, (4) number of academic activities being offered, (5) number of enrichment activities being offered (does not include snack or PE activities which are entered in the comment area), (6) attendance for less than thirty days, attendance for thirty to fifty-nine days,

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attendance for sixty to eighty-nine days and attendance for over ninety days, (7) total days open in the month, (8) days of the week open, (9) hours per day open, (10) weeks in the month that data has been entered, (11) total hours of operation, (12) average hours per week, and (13) number of staff. There is also a comment section. Please see Appendix F for a copy of the Evaluator's Guide.

Since many of the sites were not reporting data in the earlier months an overview of the data reported in April 2009 is provided as a sample of the kinds of data available in the Cayen reports for this evaluation. See Appendix C for this overview.

Lessons Learned

The Cayen APlus system records large amounts of data and reports that data in a wide variety of views. It is anticipated to make accurate, accountable data entry into the USDE's PPICS website accurate and controllable from a state level. The NMPED wanted to see data in real time. APlus allowed PED to monitor, coach and guide data entry and examination throughout the year. However, there was a steep learning curve in mastering the Cayen data entry process. If data isn't entered accurately or in specific ways, reports are impacted.   Being introduced to two systems of assessment in the first year of the grant, when they were also starting up programming, challenged grantees. Most of the grantees met this challenge and will be well positioned for the subsequent years of the grant.

Nationally and locally a challenge facing after school programs is the recruitment and retention of quality staff. Given that the Cayen APlus system requires time for staff to become proficient in its use, it will be important to develop local capacity so that staff turnover doesn't affect the data collection process.

SECTION V: COST CALCULATOR

The Quality Out-of-School Time (OST) Programs Cost Calculator is an online resource for calculating the costs of quality OST programs.

The estimates in the Quality OST Cost Calculator draw on findings from The Cost of Quality OST Programs (a report written by Public/Private Ventures and The Finance Project, two national nonprofit research organizations.) The report, which was commissioned by The Wallace Foundation, gathered and examined data from 111 programs in six cities (Boston, Charlotte, Chicago, Denver, New York and Seattle). The programs varied dramatically in focus, content, location, staffing, management and hours of operation. Researchers collected detailed information from fiscal year 2005 on the programs' out-of-pocket spending as well as in-kind contributions (such as free use of space) that programs received. This allowed the study to show the total costs of quality programming. All programs included in the study were identified as "quality programs" by local leaders. Moreover, the researchers determined that each program:

- had been in operation at least two years,
- had appropriate staff/youth ratios, and
- had other key characteristics associated with quality.

In addition, each of the programs for elementary and middle school students was determined to have high rates of student participation. Because the aim of the research was to examine the costs of quality programming, the programs studied are not representative of the "average" OST program or of programs in general across the country.[4]

Because this was the initial year in the grant cycle and many grantees took some months to get their programs up and running, the cost calculations were figured based on the number of students and the activity schedule that the grantee proposed to serve as opposed to the number of students that they actually served.

Next year, the cost calculations will be based on the actual number of students served and programming hours offered. This year's figures, based on their RFP responses, will be used as baseline. Please see Appendix E for a table of the grantees and the cost calculations that were figured using this tool.

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[4] *The Wallace Foundation,* information is available at http://www.wallacefoundation.org/cost-of-quality/about-cost-calculator/Pages/default.aspx

SECTION VI: 2009-2010 STRATEGIC PLANS

2009-2010 Strategic Plan Development

During the Next Steps Conference, April 2009, the Youth Program Quality Assessment team led the grantees through a process of looking at the data that had been gathered with the PQA quality improvement system. The grantees had access to three completed YPQA assessments – one an on-site staff member had performed, one the grant director had performed and one was completed by an external evaluator. Using these three assessments, the program directors and their site coordinators were led through a self-assessment process.

In addition to the YPQA professional development, grantees were given professional development in "Connecting to Instruction", which walked them through identifying standards, reading results of standards-based assessment, and viewing sample questions. Part of the professional development included an exercise where the grantees looked at a student work sample, gathered by the evaluators during the site visits. They were to examine which, if any, NMSBA standards were being addressed by the sample. No entity found any alignment between standards and homework samples collected.

Directors and program staff were also provided professional development in operationalizing goals and the use of "SMART" objectives. "SMART" is an acronym for Specific, Measurable, Achievable, Relevant and Time-Bound. Program directors were guided in writing objectives based on data they had acquired from the YPQA, short-cycle assessment and their program knowledge.

Following this extensive professional development, the strategic plan was explained in detail and time was spent composing the strategic plan with the NMPED providing technical assistance. Grantees were instructed to take their strategic plans to collaborate with all stakeholders, align fiscal resources and submit it to the NMPED for approval. See Appendix G for the template given the grantees for their strategic plans.

Strategic Plan and Rubric Development

As stated above, a strategic plan template was developed by NMPED prior to the Next Steps conference based on "SMART" objectives. This eight-page document, after grantee contact information, started with four colored columns, each representing one of the NMPED's four 21st CCLC performance objectives. Following this, the template lays out the format for the strategic plan in each of these areas,

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giving the grantees the directive to complete the following categories for each performance objective:

    (1) Summarize the Program Need
    (2) State the Goals
    (3) State the Objectives
    (4) Complete the Action Plan categories
        a. Measurable Objectives
        b. Instructional Activity
        c. Timeframe
        d. Measures
        e. Documentation
        f. Results

Following the professional development, the NMPED developed a rubric to use to assess the grantees' strategic plans. All plans were assessed in the following categories:

    (1) Measurable and Aligned Objectives
    (2) 2009-2010 Proposed Budget
    (3) The 2008-2009 data in Cayen Systems
    (4) OBMS 2008-2009 spending trend
    (5) YPQA 2008-2009 Scores Reporter Scores

See Appendix H for a copy of the rubric.

In general, the objectives most of the grantees developed using this process were much more precise, measurable and focused on academic achievement than were the objectives developed by the grantees for the original proposals. This process insures that academic progress will be measured and monitored for subsequent years of the grant.

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APPENDICES

APPENDIX A: GRANTEES' FUNDING ALLOCATION AND AMOUNTS REIMBURSED

GRANTEE	08-09 ALLOCATION	2008-2009 REIMBURSEMENT
AppleTree	$132,000	$102,000
Bernalillo Public Schools	$605,000	$539,347
Carrizozo Municipal	$110,000	$80,279
Citizen Schools	$243,100	$48,062
Clayton Municipal	$110,000	$58,192
Dulce Independent	$330,000	$116,638
Eunice Public	$100,000	$61,735
Gadsden	$440,000	$320,431
Gallup-McKinley County	$1,309,000	$656,967
Las Cruces Public	$329,000	$224,324
Las Vegas City	$275,000	$158,299
Los Lunas Public	$403,817	$242,215
Loving Municipal	$256,268	$129,370
New Mexico FaithLinks	$444,876	$105,225
Pecos Independent	$176,000	$176,000
Peñasco Independent	$165,000	$104,297
Regional Ed Coop #6	$300,000	$124,913
Rehoboth Christian	$200,000	$180,603
Rio Grande Ed Collaborative	$215,000	$75,422
San Juan County	$100,000	$100,000
Santa Fe Public Schools	$300,000	$284,368
Socorro Consolidated	$248,000	$131,684
SW Regional Ed Coop #10	$88,000	$47,353
Wagon Mound Public	$165,000	$88,854
Youth Development Inc	$281,250	$80,155

Table 2. Grantees' allocation and reimbursement amounts

APPENDIX B: DIRECTOR'S MANUAL

Performance Measures

New Mexico Public Education Department 21st Century Community Learning Centers

Quality

Continuous Improvement

Academics

Youth Development

NMPED 21st CCLC Manual

21st Century Community Learning Centers

Soaring Beyond Expectations

TABLE OF CONTENTS

Tips About This Manual

This manual is organized in the sections listed above. Each section is designated by a colored box with the title of the section to make it easier to find specific topics.

Whenever there is a list of tasks to be accomplished, the list is marked by this icon:

Introduction

Welcome to the New Mexico Public Education Department's (NMPED) 21st Century Community Learning Centers (CCLC) Directors' and Coordinators' Manual. We look forward to our partnership in the coming years.

This manual is part of our overall professional development and technical assistance strategy to offer consistent statewide professional development and technical assistance to NMPED 21st Century Community Learning Centers.

The overarching goals of NMPED 21st CCLC are:
1. Improve student academic achievement in reading and math
2. Promote positive youth development through quality youth and family programs

The Measurable Objectives by which these goals will be achieved and by which programs will be held accountable are:
1. The 21st CCLC program will increase student proficiency in reading and math as measured by the NMSBA standards-based assessment (meet AMOs, Meet Proficiency by Confidence Interval, or reduce non proficiency by 10% or more over the prior year).
2. The 21st CCLC program will be held accountable for completing all of the steps of the continuous improvement process based on the Youth Program Quality Assessment instrument.
3. The 21st CCLC program's strategic plan, program reporting and expenditures will align 95% of the time as measured by Cayen Systems monthly data submission and budget entries and/or requests.
4. 100% of required program staff will attend the NMPED's approved professional development and will implement the skills and program concepts with fidelity and accountability as measured by the NMPED monitoring.

Researchers have identified some common characteristics necessary to developing high-quality programs that meet the needs of a diverse population of school-age children.

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Introduction

Common elements include:

- Attention to safety, health, and nutrition issues
- Goal setting and strong management
- Coordinating learning with the regular school day
- Quality after-Low staff/student ratios
- Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups
- Strong involvement of families
- Evaluation of program progress and effectiveness[i]

This manual will address these issues of quality and of grant compliance. We hope this manual is useful to you in helping make your 21st Century Community Learning Center a high quality program where New Mexico's youth and families can grow and flourish.

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Grant Compliance Criteria

The performance measures for Title IV, Part B: 21st Century Community Learning Centers established by the U. S. Department of Education are (1) To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of students opportunities for educational development, (2) To offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance and result in decreased disciplinary actions or other adverse behaviors, (3) To improve the operational efficiency of the program.

To meet these national performance measures, the NMPED has established the following four performance measures:

"The measure of compassion is good results."

Secretary Margaret Spellings, Keynote Address at the National Education Reform Summit

1. The 21st CCLC program will increase student proficiency in reading and math as measured by the NMSBA standards-based assessment (meet AMOs, Meet Proficiency by Confidence Interval, or reduce non proficiency by 10% or more over the prior year).
2. The 21st CCLC program will be held accountable for completing all of the steps of the continuous improvement process based on the Youth Program Quality Assessment instrument.
3. The 21st CCLC program's strategic plan, program reporting and expenditures will align 95% of the time as measured by Cayen Systems monthly data submission and budget entries and/or requests.
4. 100% of required program staff will attend NMPED's approved professional development and will implement the skills and program concepts with fidelity and accountability as measured by NMPED monitoring.

Please review your proposal carefully. Your program needs to meet the four measurable objectives set by the NMPED. If your proposal needs to be changed, any modification to your proposal must be submitted and approved prior to any expenditures. The proposal that was submitted to NMPED is your strategic plan and

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guiding document; it needs to address the four NMPED performance measures and to describe your plan for meeting and measuring these performance measures.

Grant Compliance Criteria

Program Design Requirements

1. Identifying and serving students with disabilities
2. Identifying and serving targeted students
3. Safety and Transportation
4. Communication with Schools
5. Background checks are in compliance with local school board policies
6. Parental involvement, family literacy, and related educational development activities
7. How and from whom snacks/meals will be acquired
8. Thematic programming - A website that might be helpful is: http://www.4faculty.org/includes/digdeeper/thematic/thematic_learning.htm
9. Weekly schedule
10. Scientifically based activities and programs/ curricula aligned with NMPED standards
11. Regular, systematic, evidentiary and honest continuous improvement
12. Information dissemination plan
13. Staffing meets FTE expectations and experiences criteria
14. Sustainability plan
15. Partnership MOUs
16. Active advisory board

Reporting Commitments and Deadlines

1. Set up grantee information on PPICS
   DUE: October 3, 2008
2. Enter previous year grantee information on PPICS. Grantees will be notified of 2009 deadline.
   DUE: October 3, 2008
3. Monthly data is required to be imported into NMPED A+ data collection system. An example of data reported are:
   a. Attendance
   b. Performance measures/objective data
   c. Surveys

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Grant Compliance Criteria

d. List of activities offered through 21st Century - Weekly and monthly schedules
DUE: First of each month

e. Student formative short cycle assessment results - NMPED encourages programs to use Cayen to store and view formative data. The NMPED requests that Formative (short-cycle) data be placed in Cayen at least three times per year.
DUE: First of the month following testing

f. Student summative assessment results (NMSBA)
DUE: First of the month following release of results

g. Student and parent surveys
DUE: March 1, 2009

h. Attend live or online YPQA Basics professional development to prepare to conduct self-assessment using the YPQA
DUE: September, 2009

i. Conduct self-assessment using the YPQA and submit the results using the online Scores Reporter
DUE: February 1, 2009

j. Receive an external YPQA assessment from a reliable Evaluator – Evaluator will contact Grantee to schedule observations.
DUE: January-Aril, 2009

k. Attend *Planning with Data* workshop at the Next Step Conference, complete, and submit a Program Improvement plan using the online Scores Reporter
DUE: May 1, 2009

l. External Evaluation – Evaluator will contact Grantee
DUE: January-April, 2009

m. Other reports as required by NMPED.

21st Century Documentation Requirements
Documentation to be reviewed during the site visit evaluation:
1. Grant's strategic plan, documentation and evidence of progress on measurable objectives
2. Program management
    A. Copy of grant and amendments
    B. Documentation of student/teacher ratios
    C. Policies and procedures

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Grant
Compliance
Criteria

a. Examples of hiring documents (Background checks, hiring checks etc.)Policy and Procedures manual
b. Employee statement re: policies read

3. Budget documentation
    A. Approved budget
    B. Budget/expenditure reconciliation
    C. Paid reimbursements, receipts
4. 21st Century program overview
    A. Student recruitment documents
    B. Partnership MOUs
       Sign-in sheets, meeting minutes from partnership meetings
5. 21st Century staff documentation
    A. Staff orientation agenda and sign-in sheet
    B. Staff experience documentation
        a. Directors must have a minimum of one year of experience with extended day or after-school programs and at least a bachelor's degree from an accredited university.
        b. Academic instructors have relevant expertise in the subject(s) they are teaching
    C. Program timeline
    D. Job descriptions for ALL 21st Century staff members
    E. Personnel Accountability Reports (NMPED's PAR) for all staff – in "Forms" section of CD
    F. Documentation of professional development aligned to NMPED performance measure number four
        a. Agendas
        b. Professional development handouts
        c. Sign-in sheets
        d. Other documentation, such as needs assessment and self-evaluation to measure the impact of professional development

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Grant Compliance Criteria

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G. Meeting documentation – agendas, minutes, sign-in sheets
   a. Staff
   b. Partners
   c. Day school staff and/or principal

6. Sustainability plan

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When your grant was submitted, the following assurances were initialed, signifying that your program would meet these agreements.

Assurances

1. The applicant agrees to keep accurate, up-to-date data and provide information to the NMPED as may be required for fiscal audit, data collection, and program evaluation.
2. All non-LEA applicants receiving more that $500,000 in Federal funding per year agree to have an annual audit, per guidance from OMB Circular A-133.
3. The community learning center will be operated in a safe and easily accessible facility.
4. The 21st CCLC program administrator and site supervisors of participating schools agree to attend NMPED-approved professional development.
5. All reports will be completed and submitted in a timely manner, in the format requested in accordance with directives from the NMPED.
6. The applicant will establish an active community learning center advisory panel that will meet at least quarterly. Documentation of participants and agendas of such meetings will be kept for five years.
7. The applicant, if funded, will utilize fiscal accounting, disbursement, and auditing procedures consistent with local policies and NMPED requirements.
8. The proposed program was developed, and will be carried out, in active collaboration with the public, private and charter and BIE schools the students attend.
9. Funds under this part will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant other federal or non-federal funds.
10. Employees paid by 21st CCLC funds will not be used for any purpose other than to carry out the specific programs set forth in the proposal based on the full or proportionate salary and time worked.
11. The community will be given notice of an intent to submit an application for 21st CCLC funds and that the application and any waiver requests will be available for public review after submission of the application.
12. The applicant has authority under New Mexico state law to perform the function of the community learning center under the *No Child Left Behind Act of 2001,* (*NCLB*); to submit the application; and to receive, hold, and disburse federal funds made available under the application.
13. Funds will be expended according to the purpose and intent for which they were designated by NCLB directives and the proposal for funds.
14. This proposal will serve as the basis for local operation and administration of program(s) under NCLB.
15. Procedures are developed for storing and administering approved and/or required medications and/or first aid to students.
16. Applicant will comply with the applicable Office of Management and Budget Circulars regarding cost principles (OMB Circular A-87 "Cost Principles for State, Local, and Indian Tribal Governments," OMB Circular A-21 "Cost Principles for Educational Institutions," OMB Circular A-122 "Cost Principles for Non-Profit Organizations," OMB Circular A-133 "Audits of State, Local Governments, and Non-Profit Organizations").
17. Applicant will comply with Education Department General Administrative Regulations (EDGAR), 34 CFR Part 80 and Section 427 of the General Education and Provisions Act relating to overcoming barriers in the six areas of gender, race, national origin, color, disability or age.
18. Agreements with partners for in-kind services and sharing of data will be documented in writing with an MOU and FERPA agreements.
19. The program will abide by the provisions set out in their grant application as approved by NMPED unless the grant has been officially modified by a process specified by NMPED.

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Before your Program Begins

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All 21st CCLC grantees are required to participate in data collection efforts established by NMPED. This data collection satisfies both state and federal requirements for data submission. NMPED has contracted with Cayen Systems, a data-collection software company that is designed to make day-to-day data collection easier and to import your annual data into the PPICS federal data collection system.

This is a list of tasks that need to be accomplished before your program begins.

Cayen Systems **APlus**

Hardware and software requirements

PC Computer	Macintosh Computer
- 500 MHz Processor (preferably Intel Pentium processor) - Windows 2000 or later - 20 MB available hard - 512 MB RAM - Monitor capable of 1024x768 resolution - Adobe Acrobat Reader 5.0 or later - Internet Explorer 6.0 or Mozilla Firefox - Microsoft Excel 2000 Professional or XP Profession for exporting data	- PowerPC processor - Mac OS software version 9.0. or later - 20 MB available hard drive space - 512 MB RAM - Monitor capable of 1024x768 resolution - Adobe Acrobat Reader 5.0 or later - Mozilla Firefox web browser - Microsoft Excel for exporting data

Both Platforms

- Internet connection, high-speed highly recommended (DSL, cable, etc.)
- Quality laser printer for printing bar coded rosters (optional)
- Barcode wand scanner (optional)

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Data Collection Start-up Checklist

1. **Set up processes for entering data into Cayen Systems**

   ☐ Insure that you meet all Cayen Systems hardware
   and software requirements (page 10)

   ☐ Get high-speed Internet access with either
   Explorer 6.0 or Mozilla Firefox

   ☐ Make sure all staff members have a current email
   address

   ☐ Complete the APlus Grantee Set-up Document
   and email it to Cayen Systems

   ☐ Make sure appropriate staff attend Cayen
   Systems professional development on October
   15, 2008.

   ☐ Schedule staff professional development in
   data entry system

   ☐ Schedule uninterrupted staff time to complete
   data entry on a regular basis

2. **Set up system for data entry**

   ☐ Complete grantee level tasks

   ☐ Complete Site Coordinator level tasks

Strategic Plan

"We have shifted our National conversation to focus on results, not just input, like how much we spend."

Secretary Margaret Spellings, Keynote Address at the National Education Reform Summit

Your Strategic Plan was submitted with your proposal for the 21ˢᵗ Century Community Learning Centers funding. The RFP called for a detailed, time-lined plan that explicitly showed how each performance measure would be achieved. ***As a result of the review process, the NMPED noticed a trend within most RFP's. NMPED therefore has established four consistent overarching performance measures. Review your strategic plan and redo your performance measures to align to the NMPED measures. Your new strategic plan should be modified and submitted to the State before your programming begins. This plan should include the specific objectives needed to meet the NMPED performance measures and the activities and timelines you will employ to meet these objectives.***

The challenge for program directors is to make your Strategic Plan a living document that is familiar to the staff, parents, students, and stakeholders. All staff members should be knowledgeable of the plan and should know what their role is in achieving the goals set out by the plan. They should also be familiar with the tools that will be USDE to measure their progress in attaining the goals. *Frequent self-assessment to ensure that the program is on track to meet its goals will be necessary for success.*

It is recommended that a visual timeline be constructed and shared with the staff. Sharing this timeline of activities and expectations, due dates, etc. in every staff meeting will help the staff own the plan and will help them in setting high expectations for themselves, the students and families.

Student Short-Cycle Assessments

All programs were asked to include an academic performance measure, which has as its measurement a short-cycle test of student achievement, report cards or teacher assessment. Using this type of academic assessment tool will help the staff identify the students' needs and track the effectiveness of the activities being provided to the students in time increments that will make it possible to modify activities that are not working

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in a timely manner. It would be best to consult with the school to see what they are already using and collaborate to use the results to best help students.

If staff is not familiar with the short-cycle assessment tool, they will need to be trained in its use and in aligning the assessment results to the student activities. Once the staff is trained, it will be their responsibility to get the students and families interested and excited about tracking the students' academic progress.

Principles of Effectiveness

Principles of Effectiveness

1. Be based on an assessment of objective data

2. Be based on an established set of performance measures

3. Be based on scientifically based research that provides evidence that the program USED will reduce violence and illegal drug use (LEA may apply for a waiver to allow innovative activities or programs that demonstrate substantial likelihood of success)

4. Be based on an analysis of the data of the risk and protective factors in the schools and communities

5. Include meaningful and ongoing consultation with and input from parents

It is a legislative requirement that all programs comply with the Principles of Effectives listed in the legislation. (See side bar.) More importantly, complying with the Principles of Effectiveness will help your program be successful. ***If your Strategic Plan does not address all of the Principles of Effectiveness, modify it before your program begins so that these important aspects to success will be included and monitored as the program progresses.***

Effective After School Environment

If your plan does not include the following steps for creating an effective after school environment, you may want to consider them before programming starts:

- Create a vision involving stakeholders.
- Analyze space available and think about its appropriateness to planned activities.
- Check for safety hazards.
- Obtain necessary materials and supplies.
- Create different spaces for different activities - How can you divide up available space and make it appropriate for the different types of activities your program offers?
- Create a print-rich environment, including the

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✦ students' ideas whenever possible.
✦ Develop effective strategies to cope with shared space.ⁱⁱ

Strategic Plan Checklist

☐ Rewrite performance measures and strategic plan to address NMPED performance measures, including all measurements, instruments and activities to be used that will support the four NMPED performance measures.

☐ If not already done, select short-cycle instrument to be used in student assessment, collaborating with partnering school(s), if possible.

☐ Develop timeline for testing and test data reporting.

☐ Check strategic plan for inclusion of Principles of Effectiveness.

☐ Check strategic plan for compliance with grant criteria.

☐ Develop timeline for objectives/activities.

☐ Submit modified plan to NMPED.

☐ Include strategic plan in employee handbook.

☐ If not already done, develop your program vision. You may want to do this in your staff orientation, including the staff in your vision creation.

☐ Plan how you will use self-assessment/continuous improvement strategies to make your strategic plan a living document.

☐ Develop timeline for YPQA self-assessment activities.

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Staff Development

You will need staff orientation time before your program begins, as well as regularly scheduled staff meetings. You will also need your staff to attend the state-sponsored Spring conference, for which you may have to adjust the activity schedule.

Staff Development

On the CD provided with this manual, there is a section titled Staff Orientation and Professional development. Under this section Power Point slide shows are included on the following topics:

Staff Orientation
Basic Skills for Activity Staff
Thematic Learning
Continuous Improvement
Bullying

Regardless of what the goals of the program may be, if the staff are not properly trained to implement the program well, it is doomed for failure.[iii]

Before beginning programming, review the Staff Orientation slide show. You will need to fill in the specific data for your program in the presentation. In addition to this basic staff orientation, you will need to train your staff in using the Cayen Systems data entry program.

The skills emphasized in the basic skills presentation are group management, giving directions, positive adult support and successful youth input. This is included because evaluation of programs has shown classroom management to be an instructor skills area that needed improvement. The presentation on thematic learning is included because this was a program requirement specified by the RFP.

NMPED requires that all professional development is approved before the expenditure of funds. If you fail to obtain approval, these expenditures will not be reimbursed.

NMPED has included professional development as one of the 21st Century Community Learning Centers performance measures because of the importance of high quality instruction in achieving the academic performance measures.

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Staff Development

You are strongly encouraged to make professional development an integral part of your program. To do this, professional development should be based on needs assessments, particularly addressing the State standards, if your needs assessment shows this area to be a problem for your staff. Your strategy should include follow-up with observation and evaluation of the skills taught. Skills professional development should be one part of your on-going self-assessment/continuous improvement. Your staff should be advised about the importance of this part of your strategic plan.

In addition to the professional development provided by NMPED and the professional development suggestions on the CD, we encourage you to take advantage of existing and free professional development offered at your partnering school or schools. You may want to consider integrative staff development strategies such as a book study/discussion, webinars and structured use of the SEDL Afterschool Toolkit.

Continuous improvement is required in the legislative guidance; it is a mind set and policy that can lead to high-quality programming. However, to address areas of need identified in the continuous improvement process, professional development must be intentional and data driven.

All staff development should address the NMPED's measurable objectives:

1. The 21st CCLC program will increase student proficiency in reading and math as measured by the NMSBA standards-based assessment (meet AMOs, Meet Proficiency by Confidence Interval, or reduce non proficiency by 10% or more over the prior year).
2. The 21st CCLC program will be held accountable for completing all of the steps of the continuous improvement process based on the Youth Program Quality Assessment instrument.
3. The 21st CCLC program's strategic plan, program reporting and expenditures will align 95% of the time as measured by Cayen Systems monthly data submission.

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4. 100% of required program staff will attend NMPED's approved professional development and implement the skills and program concepts with fidelity and accountability as measured by NMPED monitoring.

When requesting approval for professional development, your request should address how the professional development intentionally addresses one or more of these objectives.

SEDL (Southwest Educational Development Laboratory) has created a set of high quality professional development "toolkits". The toolkits are divided into six categories, literacy, math, science, arts, technology and homework. Each toolkit includes videos showing practices described in the toolkit, lesson planning ideas with sample lesson plans, resources and lesson enhancements. The site also includes suggestions for how to use the toolkits in staff professional development. The site is very extensive, user friendly and is a resource that should be utilized whenever possible for staff professional development.

Staff Orientation and Professional development Checklist

- ☐ Write the policies and procedures manual for your program, if necessary.
- ☐ Write the Staff Handbook for your program.
- ☐ Review the staff orientation slide show.
- ☐ Change slide show to reflect your program and NMPED performance measures.
- ☐ Plan your initial staff orientation agenda.
- ☐ Review the other slide shows on the CD.
- ☐ Conduct other research, as needed, for future staff professional development.
- ☐ Review NMPED Measurable Objectives and make a time-lined staff professional development plan for the program year.
- ☐ Hold regular staff professional development according to your professional development plan.
- ☐ Monitor program activities for their success in addressing State standards and survey staff to determine staff areas of need, so that staff can receive professional development in these areas.

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Coordinating with the Day School

"Children need all school workers. A person is not 'just' a janitor, not 'just' a custodian. Janitors can see children when [teachers] don't see them, and bus drivers recognize that children who are disruptive on the bus are likely to be disorderly in the classroom. They're partners in education. We need each other to make this work."
Rev. Jesse Jackson

Quality programs support and coordinate their activities with schools in a way that supports true partnering. Quality programs have:

✴ *Planning time to maximize children's opportunities.* Time is provided for school day and after-school staff to establish and maintain relationships of mutual respect and understanding.

✴ *Coordinated use of facilities and resources.* Coordination between school and after-school staff regarding use of facilities and equipment is improved with communication and planning to prevent potential problems and misunderstandings. [iv]

The Harvard Family Research Project (HFRP) further develops these ideas of planning and coordination. They list the following attributes of quality programs:

✴ The program incorporates programming that integrates and complements school-day activities for a holistic approach to youth development, through:
- An aligned vision
- Funds and resources
- Complementary, not competitive, scheduling, recruiting, and programming
- Staffing and professional development
- Curriculum and standards-based testing

✴ Program staff communicate and connect with school staff regularly regarding:
- Resources (funding and in-kind contributions) and facilities
- Individual students and their needs

Schools need your help in reaching their academic goals for students – but they are busy and may forget to include you in the communication loop. Help them by staying in touch and reminding them of your mutual goals. See the "Support" section of

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Coordinating with the Day School

this manual – factors that apply to relationships with students can be adapted to relationships with partners, parents and the regular day school staff and administration.

⚔ Treat school personnel with respect and listen to their needs and concerns.
⚔ Invite school personnel to the program and make them comfortable and welcome when they visit.
⚔ Respond with appreciation for the time and collaboration that they offer.
⚔ Share the language and "culture" of the regular day school; day school teachers and administrators will have a specific vocabulary that they use when discussing testing, curriculum and student outcomes. Learn this vocabulary, as well as embracing the school's vision so that you can show school personnel how the after school program fits within the goals and vision of the school. [v]

Here are some tips based on the research to use and to share with your staff for relating to schoolteachers and administrators in positive ways:

☐ Schedule meeting with school principal to discuss regular contact between the day school staff and the after school staff. Discuss with principal how to deliver newsletter and/or monthly reports on the after school program to the teachers.
☐ Discuss the possibility of the after school staff attending the day school's professional development sessions.
☐ Adapt the program schedule so that staff can participate in professional development sessions held by the school if appropriate.

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Safety

"This period of time between the school bell and the factory whistle is a most vulnerable time for children. These are the hours when children are more likely to engage in at-risk behavior and are more vulnerable to the dangers that still exist in too many neighborhoods and communities."

Vice President Gore

Kids are safer in after school programs than they are not attending after school activities. Consequently, after school safety starts with recruitment and retention of students in your after school program. [vi]

Once there, the first goal of your program is that the children are safe while attending the program. Safety consists of many factors that a 21st Century program must address.

Background Checks

If background checks are required in the school board policy of the school or schools that the program is serving, programs must follow district requirements.

Program Spaces

Programs should have space that is adequate for the group size and activity type, both indoor and outdoor. When planning activities consider: Is the space free of hazards? Are the materials age-appropriate? Is the level of adult supervision appropriate to the activity, size, and age of the group participants? Assure that your building meets code as being acceptable for use by children.

Transit/Transportation

Safe transit of students from one location to another should be addressed, as necessary, through bus monitors, staff escorts, and crossing guards. Transportation policies should meet New Mexico statute requirements.

Nutrition

21st Century programs should meet the nutritional needs of the students by providing a healthy snack and other meals when appropriate. The program is expected to meet the meal/snack requirements set out in the RFP.

Cleanliness

Flu, staph, and other infections are easily communicated. The program policies and student/staff routines should address these basic five cleanliness provisions.

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Safety

1. Students and staff wash hands with soap and water upon entering the facility and after activities in which germs may have been passed from hand to hand or in which students have been on the floor for an activity. If caring for smaller children, hand washing after using the toilet should be taught.
2. Keep surfaces clean, especially desks, tables, and computers.
3. Cover open cuts and wounds.
4. Refer students and staff to a doctor if they have a fever or other serious symptoms.
5. If the program has athletic uniforms, have them washed regularly.

Medication and First Aid

Procedures need to be developed for storing and administering approved and/or required medications and/or first aid to students.

Tracking the Students' Location

You must be able to locate and account for all children under your care at all times. In addition to signing children in and out of the program, children who are attending activities in other areas (for instance in a computer lab) need to be tracked as well. It is critical that when parents come to pick up their student, the staff knows where the student is.

Drop off and Pick up Monitoring

Drop off and pick up privileges need to be monitored against the parent permission form, which should state who may and may not pick up the student.

Emergency Procedures

Establish evacuation routes and train staff and students through having drills. Assure that all doors can be locked from the inside and that external windows can be covered. Train staff in emergency procedures for evacuation and reverse evacuation.

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Safety

Psychological Safety

Psychological safety can be as important as physical safety. The main threats to psychological safety come from bullying and from critical and punitive staff. Promoting safety from staff will be addressed in the following section, Support.

Bullying

Bullying can be very damaging to children. Staff can often be blind to bullying behaviors. An anti-bullying slide show is included in the CD that accompanies this manual and should be shown to staff early in their employment with the center.

Safety Checklist

☐ Safe transit from school to after school facility has been established.

☐ Bus rules and procedures have been established. Bus drivers, staff, and students have been trained in the bus rules and procedures.

☐ Bus drivers' certifications are on record. Bus duties and routines established.

☐ Background checks are completed and documented if necessary.

☐ Student tracking and sign-in/sign-out procedures are established.

☐ Medication and first aid procedures and records are established.

☐ Emergency procedures are established and drills are scheduled.

☐ Cleanliness procedures are addressed in staff professional development and cleanliness routines are established for adults and students.

☐ Pick-up monitoring record keeping and procedures are established.

☐ All staff members trained in anti-bullying.

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Creating a Supportive Environment

"Human Relationships" is the first standard in The National After School Association Accreditation Standards. NAA specifies eight separate attributes to be assessed in terms of staff capacity in human relationships. They are:

Support

*"Youth development, the process of growing up and developing one's capacities, happens no matter what we do. The challenge is to promote **positive** youth development and plan **quality** experiences with young people."*
Keys to Quality Youth Development: University of Minnesota Extension

1. Staff relate to all children and youth in positive ways.
    a. Staff treat children with respect and listen to what they say.
    b. Staff make children feel welcome and comfortable.
    c. Staff respond to children with acceptance and appreciation.
    d. Staff are engaged with children.
2. Staff respond appropriately to the individual needs of children and youth.
    a. Staff know that each child has special interests and talents.
    b. Staff recognize the range of children's abilities.
    c. Staff can relate to a child's culture and home language.
    d. Staff respond to the range of children's feelings and temperaments.
3. Staff encourage children and youth to make choices and to become more responsible.
    a. Staff offer assistance in a way that supports a child's initiative.
    b. Staff assist children without taking control, and they encourage children to take leadership roles.
    c. Staff give children many chances to choose what they will do, how they will do it, and with whom.
    d. Staff help children make informed and responsible choices.
4. Staff interact with children and youth to help them learn.
    a. Staff asks questions that encourage children to think for themselves.

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Support

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"Effective teachers MANAGE their classrooms. Ineffective teachers DISCIPLINE their classrooms."

Harry K. Wong

a. Staff shares skills and resources to help children gain information and solve problems.

c. Staff vary the approaches they use to help children learn.

d. Staff help children use language skills through frequent conversations.

5. Staff uses positive techniques to guide the behavior of children and youth.
   a. Staff gives attention to children when they cooperate, share, care for materials, or join in activities.
   b. Staff set appropriate limits for children.
   c. Staff uses no harsh discipline methods.
   d. Staff encourages children to resolve their own conflicts. Staff step in only if needed to discuss the issues and work out a solution.

6. Children and youth generally interact with one another in positive ways.
   a. Children appear relaxed and involved with each other.
   b. Children show respect for each other.
   c. Children usually cooperate and work well together.
   d. When problems occur, children often try to discuss their differences and work out a solution.

7. Staff and families interact with each other in positive ways.
   a. Staff make families feel welcome and comfortable.
   b. Staff and families treat each other with respect.
   c. Staff share the languages and cultures of the families they serve, and the communities they live in.
   d. Staff and families work together to make arrivals and departures between home and the child care go smoothly.

8. Staff work well together to meet the needs of children and youth.

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Support

a. Staff communicates with each other while the program is in session to ensure that the program flows smoothly.
b. Staff members are cooperative with each other.
c. Staff members are respectful of each other.
d. Staff are role models of positive adult relationships.[vii]

Other ways to support children and youth are:

- *Have a consistent staff*
- *Provide space for informal interaction* - Offering a dedicated, welcoming space where adults and young people can gather informally encourages strong relationships.
- *Foster a positive peer environment* by encouraging group learning and peer cooperation.[viii]
- *Offer positive support for high expectations* – Staff should encourage and support students, helping them set challenging goals and supporting them in reaching those goals.
- *Good group management* - Group management is one of the most important factors in promoting youth engagement, learning, enjoyment, and regular participation. When youth of all ages rated an activity as well managed, they reported getting more out of the activity; they enjoyed the activity more, were more engaged in the day's tasks and in turn felt that they learned more than youth in less well-managed activities. Four simple behavior-management techniques surfaced as particularly effective: (1) setting reasonable ground rules; (2) providing ongoing positive reinforcement through encouragement and praise; (3) being consistent and fair in reinforcing expectations; and (4) remaining firm, but not harsh, when ground rules were broken. Ultimately, good instructors provide just enough structure to help activities run well, and remain calm and consistent when presented with challenges.[ix]
- *Respect student contributions*
  Give participants "voice and choice", that is, the opportunity to help shape activities and to choose among different activities.[x] Students should have the opportunity to contribute opinions and discuss

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✳ their ideas and concerns.

Support Checklist

☐ Staff is given and has read the NAA standards for human relationships.

☐ Staff is given a copy of the Youth Program Quality Assessment tool.

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Family Involvement

"Thirty years of research shows the difference family involvement makes in children's learning. Family involvement in after-school programs is just as important."
U.S. Department of Education

Family and community involvement are vital to the success of a 21ˢᵗ Century Community Learning Center. Parent involvement helps student recruitment and retention, helps increase community support and contributes to student academic progress. Your proposal included a plan for parental involvement.

Parents face many obstacles that prevent them from taking an active role in their child's after-school programs. It is incumbent on the program to try to reach out to students' families. Frequent communication from program staff may increase parents' desire to become more involved in their child's after-school program. Your staff may want to employ multiple strategies to engage parents in their child's after-school activity. [xi]

The Harvard Family Review Project has identified three primary ways that programs engage with families:

1. Activities or services that programs provide to support families – these include cultural and recreational events; classes in parenting, English as a second language, basic literacy, computer skills, and GED exam preparation; parent counseling and support groups; intergenerational activities; and social service referrals.

2. Activities or strategies to support communication and relationship building with parents – These include talking individually with parents about their child's needs or interests; orienting parents to the program; initiating general information phone calls to parents; face-to-face contact when parents pick up children; and sending home flyers, newsletters, and bulletins.

3. Services parents offer to programs – These include program and activity planning assistance and serving as activity assistants, advisory board members, tutors, translators or interpreters, and volunteers. [xii]

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Family Involvement

After school extended learning opportunities strengthen our students' chance of success. We know that increased parental involvement is a key variable in raising student achievement.

Dr. Susan Gourley,
Lincoln Public Schools
Superintendent,
Lincoln, Nebraska

Check to insure that your parent involvement plan includes the "Involvement ABCs." These are:

A. "Acknowledge": Whenever a staff member sees a parent or an unknown adult in the building, they should <u>smile</u> and ask the person if they can help them. This is both an issue of hospitality and of safety.

B. "Be Welcoming": Staff should be encouraged to reach out to parents whenever possible – in a positive, welcoming way. Whenever they encounter a parent they should make it a point to greet the parent and to say something positive or encouraging. Some parents have bad memories from when they were in school themselves or find that most interactions with school staff are to deal with problems their children are having. Parents may transfer these feelings to the after school program, as well. In these cases, it is incumbent on the after school staff to try to help change the perception that all school-related interactions are uncomfortable.

C. "Communicate!" Staff should be encouraged to communicate with parents about their children and about the program at every opportunity.

The best way to open communication with parents is telling parents what *their child* is doing in the program – praising the child whenever possible. For instance, when a parent arrives to pick up their student, the staff member can make a brief comment such as, "T.J. worked on his AR reading today and got 90% right on the comprehension test." This comment can be made in the time it takes for the parent to sign out the student but it conveys multiple messages. It says, "We are working on reading – this isn't just daycare;" "T.J. was on task and performed well;" "Comprehension is important when reading;" and "We test to measure achievement."
These are all important messages about the program that could lead to continued or increased participation on the part of the student and the parent, to a positive "buzz" about the program in the community and/or at

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Family Involvement

the very least, it can lead to the child and the parent feeling good about the child's performance today. In addition, the Harvard Family Research Project recommends:

- The program has a plan for family involvement, which outlines roles and has been activated, reviewed, and updated for effectiveness.
- The program effectively communicates important program information across language groups to families participating in and connected to the program.
- The program offers opportunities for staff and families to discuss individual participants.
- The program welcomes and encourages family participation in the program, through:
    - Events, activities, and celebrations
    - Decision-making and program planning
    - Program assessment and evaluation
    - Informal conversations with staff and visits to the site
- The program provides youth and their families with information about community resources and assists them in connecting with these resources.
- The program provides learning opportunities for the participants' families.

There is a website that has podcasts on different subjects related to family involvement. The web address is: http://www.arcc.edvantia.org/page/Podcasts

See the accompanying CD for more ideas about family involvement.

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Partnerships and Community Involvement

"Children exist in the world as well as in the family. From the moment they are born, they depend on a host of other "grown-ups"- grandparents, neighbors, teachers, ministers, employers, political leaders and untold others who touch their lives directly and indirectly."
It Takes a Village
Hillary R. Clinton

Your proposal stated that you would have at a minimum three committed partners. Strong partnerships with community agencies and organizations help programs offer a wider variety of activities as well as help with community visibility, an important step in sustainability.

Successful Community Partnerships

Successful community involvement begins with successful partnerships. Like any relationship, successful partnerships take clear communication, a commitment of time and effort and meeting each other's needs.

You should be familiar with the Memorandums of Agreement that have been signed with your partners; if you were not involved in making these agreements, take the time to review them. These agreements should clearly spell out the role that each agency has agreed to fulfill in service provision to the students. We tend to see things from our own point of view, but when reviewing the agreements, determine what your partners' needs and expectations are from the 21st Century program in addition to noting what they have promised to contribute. Being clear about this up front may help avoid disappointment and lack of commitment later on in the project.

Meeting on a regular basis with your partners is important.
It is easiest to establish a regular schedule early on in the partnership. If it is agreed, for instance, that all partners will get together on the first Monday of every month during the school year, then you won't have to spend time every month trying to coordinate four or five different busy schedules. The frequency that you meet with your partners will depend on the level of involvement of the programs.

Sharing Leadership

"Although there may be a few struggles along the way, shared authority should be the goal for your partnerships. In a true collaboration, the distinction between 'us' and 'them' should blur to become 'we'. Sharing leadership

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should be seen as an expansion of perspectives rather than a ceding of power-a situation that often does not match reality. It will take the active commitment of all partners to focus on the mission of the collaborative effort rather than their own independent drives."[xiii]

Community Communications

The first step in communicating is to develop an "elevator speech". This is a short synopsis about the program (a speech that could occur in the time you normally have when in an elevator) that tells the listener what the program does, who it helps and why it's a good thing. Once you develop your speech, share it with the staff and encourage them to give this speech whenever possible and appropriate to parents and community members. This practice helps raise community awareness of the program, which can help student recruitment, partner interest and retention, and ultimately, sustainability.

Another aspect of community involvement is informing and educating community leaders and organizations about your program. All communities, even if small and isolated, have leaders and organizations. Small rural communities have school boards, county commissioners, churches, etc. You should have some kind of communication with whatever agencies or organizations are in your community that have a stake in children and youth. If possible, attend one of their meetings and make a presentation about your program. If that's not possible, at least send them a program description or brochure and follow up with a phone call.

Other ideas for communicating with community stakeholders include inviting local dignitaries to visit the program or a program celebration. Place an article in the local paper about your program or a spot on the radio station. Although it is not always convenient to take the time for these efforts and the pay off is often hard to quantify, they are still important. Community visibility is related to program viability because program visibility is the first step in sustainability.

The Harvard Family Research Project suggests that after school programs build links with the community by

Partnerships and Community Involvement

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Partnerships and Community Involvement

building links between students and the community. They suggest:

- ✗ Educating youth about their community.
- ✗ Encouraging youth representation in community and government organizations.
- ✗ Encouraging youth to give back to their community through service projects.

Building Links between Youth in the Program and the Community

Service Learning

The Learn and Serve Clearinghouse defines service learning as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. It is also a great way to communicate with the community about your after school program.

Build Links to Businesses

The Harvard Family Research Project suggests that programs build links to local businesses, municipal government and local education institutions for funding, in-kind donations, volunteering, programming, and/or advocacy.

Your Program Should Look Like your Community

The Harvard Family Research Project also suggests that your Program staff reflect the ethnic, cultural, racial, and linguistic diversity of the community.

Take Pictures!

A picture of kids looking happy is one of the best marketing tools there is! Take lots of pictures, (make sure you get a photo release with the parent permission form) and distribute them whenever you can. A picture truly is worth a thousand words – to parents, to stakeholders, to funders.

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Marketing your Program and Recruiting Participants

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Student Recruitment and Retention

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- ✗ Work with partners to spread the word via word of mouth, fliers sent home from school with students, or other means that your partners have of communicating with parents and students – the school newsletter is a good place to start if the school is willing.
- ✗ Use newspaper announcements, fliers posted in public places, and/or radio or public access TV to advertise the program.
- ✗ If appropriate, list your program with your local child care referral service.
- ✗ You may want to put your program in the phone book and let reference librarians know about it.
- ✗ Your partner school and other partners may have a webpage where you can place your information.
- ✗ Develop application/enrollment forms and distribute them to all interested families.
- ✗ Work with school(s) to identify students in need of additional services and send letters to their parents describing the program and how it could help their student.
- ✗ If recruiting youth in middle and high school, it would be important to include the youth in your marketing process. You could hold youth focus groups to determine what the youth would like offered in the program and then ask them to help you design the activities. This process helps build interest and investment on the part of the youth involved.
- ✗ As the school year progresses, the demands on children and youth's time increases. This may be due to various factors, such as sports schedules, family mobility, or other time commitments youth and families have. Consequently, in order to meet your attendance goals, it is important to continue recruiting students throughout the school year, as experience has shown that attendance in after school programs tends to decrease toward the end of the school year.

One of the most important findings in recent program evaluations is that youth utilization of Out-of-School-Time

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Student Recruitment and Retention

Seven Principles of Youth Development

1. Basic care and services
2. Caring relationships
3. Safety and stability
4. Opportunities for voice, choice and contribution
5. Personalized, high-quality instruction
6. Relevant, challenging experiences
7. High expectations and standards

programs is low. If participants vote with their feet, it ns most of these programs are not appealing enough to keep them coming back.[xiv] Youth report that they participate in OST recreational activities; be around caring adult role models; and feel safe.[xv]

programs to: have fun with friends; learn new skills in sports, arts, community service, learn job skills; participate in

recreational activities; be around caring adult role models; and feel safe.[xvi]

If your program proposes to serve middle and high school age students, consider utilizing the following strategies identified by The Harvard Family Research Project:

1. Help youth understand the value of participation. Programs should make connections between participation in the program and possible program outcomes, such as better educational and employment opportunities.
2. Show *families* the opportunities associated with participation. In several evaluations of elementary and middle school programs, children and youth indicated that they attend an after school program because their parents want them to attend.
3. Reach out directly to youth and their families in their homes and communities. Programs increase retention, helping new enrollees to feel comfortable in their new environment by establishing relationships with the program's staff. Insure that staff checks in with new participants regularly, check on them when their attendance wanes, and conduct outreach if they leave the program.
4. Match the program's attendance goals to participant needs. Several of the program evaluations suggest rigorous academic programs may work if the expectations are clear and attendance is enforced. However, they appear to work best for elementary students. Greater numbers of older youth in underserved communities may participate only when they are offered a flexible schedule and can sign up for

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Student Recruitment and Retention

particular days or times or can drop in for certain activities.

5. Consider at-risk youth in recruitment efforts.
6. School-based after school programs have successfully involved at-risk youth by: (1) working closely with teachers to identify and encourage them to participate, 2) earmarking a certain number of program slots for hard-to-reach children, and (3) hiring staff who demonstrate an ability to relate well to these youth.
7. Recruit friends to join together. In a study of promising practices in after school programs, researchers identified supportive relationships among participants as one of the key factors common across successful after school programs.
8. Hire program staff who develop real connections with participants. When youth are happy with their OST program, they describe it as a family. In one best practices program, program staff are encouraged to form strong relationships with new members within the first two or three months because it improves the youth's likelihood of program completion.
9. Hook youth with both fun and relaxing times. Several successful programs try to offer students what they feel is missing in their school day.
10. Link academics to an engaging project. In an evaluation of low-income children's participation in after school literacy programs, Halpern offers several methods to keep youth engaged in academic materials in after school programs: (1) sufficient choice of high-interest materials, which are displayed in an attractive and organized manner; (2) encouraging participation among older youth with reading and writing activities focused on students' individual experiences and their relationships to texts; (3) linking reading activities with related field trips; and (4) involving games and group-oriented activities that introduce more socialization and fun into activities.[xvii]

In conclusion, programs may need to consider multiple factors, such as program goals and youth's level of need, age, and interest when setting programmatic attendance

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> ## Student Assessment

goals. As youth grow older, they need increasing flexibility in participation requirements. Certainly, youth should be asked to register for and make a commitment to OST activities that require a skilled instructor or facilitator and expensive equipment. If participants must register for these activities, limited program funds will not be wasted and instructors can properly prepare for their activities.[xviii]

Your original or revised grant should clearly describe how students will be assessed to insure that they are meeting the NMPED Measurable Objectives.

Your task is not only to train your staff in their role in student testing and how it will be used to improve program quality, but it is also to generate enthusiasm about collecting and using data. Your staff needs to be aware of what data will be collected, how it will be collected and how often. They also need to know how it will be used in program assessment. Your assessment data will be reported through the Cayen A+ system. Staff should be aware of what the data suggests in terms of successes and challenges.

Often, getting the students involved and excited about their own test results is a very effective tool for students and staff. Students should be encouraged to compete against themselves, not against each other. Having the students keep a folder with their test scores as well as samples of their work helps the students take ownership of their progress. Having the student show their folder to their parents is also a good way to communicate with the parents.

Sites are encouraged to gather data on more than just student academic measures as a part of student assessment. They should also gather student and parent satisfaction data. Studies show that many students attend after school programs because their parents want them to. Satisfaction data can help with student recruitment and retention. Students could also be surveyed on other measures such as decision-making skills, leadership qualities, health, and physical fitness measures, depending on the performance measures of your grant.

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Quality Programming

"Young people's participation in constructive learning activities during non-school hours contributes substantially to their success in school."[xix]

It is important that the student assessment is done using the same instrument at regular intervals so that student progress can be measured and reported and that this information can be used to help individual students as well as to help the overall program improve.

Below are some of the characteristics that have been found in best and promising programs.

Focus
Your program should have a clear focus. It is better to do a few things well within that focus than to try to do everything. A focus starts with a good vision statement that is consistently shared with staff and students.

Thematic Learning
The RFP requires that you use thematic learning strategies. There are many ways to incorporate thematic learning strategies in your activities. Brainstorm ideas with staff, parents and children. Consider tying themes to community events and holidays or build on the same themes that children are exploring at school. As much as possible, let themes emerge from ideas that come from the children.[xx]

Tutoring, Mentoring, and Building Study Skills
There is a difference between tutoring and mentoring and homework help. The Southwest Education Development Laboratory (SEDL) has an extensive website devoted to tools to help create quality after school programs. One of the areas covered by the toolkits is tutoring and mentoring. They state: "Tutoring, Mentoring, and Building Study Skills involves *helping students build the skills they need to succeed.* The SEDL Afterschool Toolkit also has a section on quality homework help. To access this extensive and informative website go to: www.sedl.org/afterschool.toolkits/ .

Interdisciplinary Programming
Your proposal should have included a description of how your programming will be interdisciplinary. "Interdisciplinary" means combining more than one subject, goal and/or teaching strategy. For instance, one interdisciplinary model combined arts programming to

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Quality Programming

> *"When public services like police protection and public education fail, the burden is disproportionately borne by the poor who cannot compensate with gated communities and private academies. The only hope for the poor is that we in public education deliver on our promise."*
> Annual Growth, Catch-up Growth by Fielding, Kerr and Rosier

provide service-learning and literacy enhancement. [xxi]

The key to successful interdisciplinary programming is intentionality, good planning, and consistent monitoring to see if the design proposed is working or if it needs retooling.

Align Programs and Curricula with NMPED Standards-Based Curriculum

You and your staff should be familiar with the academic needs of the students you are serving and the strengths of your faculty. Align your curricula with students' academic needs based on both formative and summative testing data and communication with day school teachers, parents and students. Begin this alignment process by determining if your staff is familiar with NM Standards and benchmarks. Your activities should be aligned horizontally and vertically with the State's Standards and Benchmarks.

Offer a Broad Array of Enrichment Activities

In the push to emphasize academics, sometimes enrichment activities are limited or left out all together. The research on quality after school programs, however, suggests that high-quality enrichment activities contribute to student academic success as well as to student retention. Within your area of focus, you can offer a range of activities. For instance if your program focus is Art and Music, you can offer graphic arts, computer arts, theatre, arts promotion, music and dance. Within these activities, literacy and math skills can be addressed.

Offer Wide-Ranging Experiences to Promote Skill-Building and Mastery

After school programs should offer activities that incorporate academic skills through the use of projects, themes and learning opportunities that may not be available during the school day. For instance, you may want to create opportunities to build participants' literacy skills through read-alouds, story-telling, writing activities, and/or the use of formal after school curricula.

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Quality Programming

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High quality programs ensure that participants take part in three to six enrichment activities per week. These activities might involve the students in group processes in which they develop a performance or product. You could consider hiring or finding volunteer specialists to lead activities, which would help build an orientation toward skill building and mastery in literacy, arts, sports, or community service activities.[xxii]

Learning Styles

Children learn in different ways. Programming should present lessons in ways that address all learning styles. One way researchers think about learning styles is by breaking learners down into three basic types: visual, auditory and kinesthetic (or sensory) learners.

Another way of thinking about learning styles divides them into the following four styles:
1. Those who learn by drill, demonstration, practice, and hands-on experience.
2. Those who learn by lectures, reading, logical discussion and projects of personal interest.
3. Those who learn by group experience, loving attention, personal expression and role-playing.
4. Those who learn by creative and artistic activities, open-ended discussions of values, activities that enlighten and enhance.

It's important to provide an atmosphere in which children and youth are motivated to learn. Here are factors identified in research for what helps and what hurts student motivation.

Characteristics that improve motivation for learning:
- Provide choices regarding content, timing, work partners, projects, process, environment and resources
- Relevant – relate it to family, neighborhood, city, life stages, love, health, etc.
- Active – make it emotional and energetic, make it physical and use learner-imposed deadlines and peer pressures.

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Quality Programming

> "Quality in youth programs happens at the point of service and is driven by staff intentionality, supportive professional communities and aligned system priorities."
> *New Directions in Youth Development*
>   *D.A. Blyth, J.A. Walker*

Characteristics that increase apathy and resentment:

- No choices – 100% directed, no student input
- Resources are restricted
- Working alone
- Irrelevant – impersonal, out of context of unclear use or done only to pass a test
- Passive – disconnected from the real world and low interaction [xxiii]

Standards for Quality School-Age Care

The National Afterschool Association has developed standards for quality school-age care. These standards "describe the practices that lead to stimulating, safe and supportive programs for young people ages 5-14." Their brochure, "Standards at a Glance" gives you an overview of the standards. You can find a copy of this brochure on the CD. If you would like to order printed copies for your staff, they are available at a nominal charge through the NAA website, www.naaweb.org.

Planning, Pacing and Presenting for Youth

The following suggestions for planning youth activities come from the SEDL After School Toolkit:

- Develop thoughtful, fun, accessible activities
- Survey and build on students' interests
- Motivate and engage all students to participate
- Connect to grade-level benchmarks, standards, and the school-day curriculum to increase achievement
- Provide real-world activities that connect to the broader community
- Provide effective tutoring and differentiated instruction for all skill levels
- Integrate technology
- Provide homework help
- Plan activities that engage students and enhance skills across the curriculum

The correct pacing and presenting of activities depends on the age of the participants, the complexity of the activity and other environmental and participant factors. Use of the Youth Program Quality Assessment, an observational tool which measures youth access to **key developmental experiences**, will help you determine

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Quality Programming

strengths and areas that your staff may need guidance and professional development in pacing and/or facilitation.

Resources available from the National Institute of Out of School Time (NIOST)

National Institute on Out-of-School Time (NIOST) Resources:

1. Links to Learning Curriculum Planning Guide: This new curriculum planning guide was developed to assist after-school program providers in responding to the call for academics in non-school time, while addressing the full range of children's developmental needs. The guide provides an overview of learning and child development as they relate to out-of-school time care; it offers tools for selecting, planning, developing, and evaluating after-school activities.

2. Discovering Community: Activities for Afterschool Programs – available as a download from NIOST website.

3. Healthy Choices Afterschool: Investigation of the Alignment of Physical Activity and Nutrition.

4. Programs/Curricula – available as a download from NIOST website.

5. Promising Afterschool Practices: A showcase of innovative, creative, and successful afterschool programs – available as a download from NIOST website.

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Management and Administration

"There's no such thing as stress free management."
Beyond the Bell, Learning Point Associates

The Beyond the Bell Toolkit, published by Learning Point Associates, lists the following elements in overall program management:

- Create a strong vision, goals and theory of change
- Build evaluation into your program as a means of promoting continuous improvement
- <u>Organize</u> the management of your program
- Effectively manage resources
- Staff your program and retain good personnel
- Build strong internal communication into your program
- Share confidential information
- Schedule and structure the program

Vision and theory of change

Your goals and strategies should be clear as you review your strategic plan with your partners and staff. However, you may not have included a vision statement, which should be a brief, memorable sentence or two that states the focus of your program. A strong vision can be a powerful staff and student motivator,
a good marketing tool and a guiding light. Having the staff work on the vision with you may help encourage staff buy-in.

Build evaluation into your program as a means of promoting continuous improvement

It is one thing to comply with the evaluation requirements of the state and another to embrace the role of evaluation in continuous improvement. As a manager, one of your central roles will be to motivate your staff to see evaluation as an essential tool in the program's success and to become skilled and comfortable at self-assessment.

As stated in the RFP, continuous improvement should be a primary concern of every 21st CCLC grantee. The RFP defines continuous improvement as the process by which you regularly, systematically and honestly evaluate what your centers are doing

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Potential Areas for Operating Procedures

- Financial controls (handling of incoming funds, expenditures)

- Confidentiality of student records

- Transportation times and methods

- Field trips

- Discipline policies and procedure

- Accidents

- Storm preparedness

- Emergency evacuation

- Violent intruders

- Inebriated parents picking up their children

- Suspected child abuse

- Student drug possession

- Student weapon possession

- Staff/volunteer professional development

- Staff/volunteer evaluations

- Unsatisfactory staff/volunteers

- Staff/volunteer termination

*Program coordinators should speak with law enforcement personnel, attorneys, and school district officials (if applicable) to help determine potential areas for operating procedures.

well and what needs to improve. Your evaluation efforts are essential to your program's success and sustaining your efforts in the long-term.

Most people are naturally defensive about being evaluated, adults more than children. As a leader, your promotion and enthusiasm of the concept of continuous improvement is crucial to overcoming this defensiveness. We recommend that you introduce the concept and, more importantly, the practice, of honest self-assessment early on in your protocols and schedule.

The Youth Program Quality Assessment will be used for program self-assessment as well as external assessment, and the data can be used to drive the improvement process. Conducting a self-assessment highlights areas that your team is doing well, potential areas of growth, and most importantly, promotes a conversation around program quality and best practices. While the ratings generated from the YPQA are important, the action taken as a result of the assessment is more important.

Organize the management of your program

The Beyond the Bell Toolkit, published by Learning Point Associates states, "A successful afterschool program needs to have hands-on, site-based management with regular oversight and accountability to all partners." You may already have a management system in place, but now, at the beginning of the next funding cycle, is a good time to look at what works well and what could be improved.

Management includes making and enforcing policies, procedures and program and staffing scheduling. Policies and operating procedures are *not* the same thing. Polices are the set of principles under which your program operates. Operating procedures are the policies put into action – how you go about implementing the policies. er you have established your policies and procedures, determine how you

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Management and Administration

will let your staff, students and parents know about them. It is important to keep in mind that all staff members should have a copy of the policies and procedures and that there is a system in place to notify staff, students and parents when there are changes made to policies and procedures.

Effectively manage resources

Regardless of how your program is funded, you need to manage the budget effectively. It is best if budgeting is not overcomplicated but all programs should have an annual budget projection against which they can compare monthly expenditures so that you can determine if you are operating within the budget or if you need to make adjustments to account for changes in spending patterns. Budget management will be discussed in more depth under the "Budget" section of this manual.

Staff your program and retain good personnel

Staffing is one of the most important, if not the most important contributor to program quality. Therefore, much care should be taken in selecting, professional development and retaining your staff. Job descriptions, sample interview questions and several professional development modules are included in the CD that accompanies this manual.

Build strong internal communication into your program

A strong internal communication system is a critical factor in retaining staff as well as building effective programming to meet your program's goals. Effective communication about program activities and schedules, maintained through strong communication systems
with your staff and partners, can help keep your program operating on track. Miscommunications can do more to hamper staff morale and affect turnover than a reduction in your funding!

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Here are some simple ways you can keep staff and partners in the communication loop:

- Create a bulletin board posting the week's schedule as well as the monthly calendar. Mark your calendar to change the bulletin on the last day of your programming week, so that the new week starts with current activities. Keep digital photos of staff and partners on the board, so new volunteers, staff, participants, school staff, or families can start to connect faces with names.
- Create a weekly newsletter. Following a simple format will help keep this from being a big job. Make sure you thank staff each week and highlight a success story of the week. You can create one version for your internal staff and partners, and another for the families of your participants. If you are an external partner working with a school, make sure you provide a copy to all of the staff in the school.
- Keep a small file of "preferred mode of communication" for all of your staff and internal stakeholders. Is it email, cell phone, pager? Keep this information handy for communicating with others. Also, make sure everyone knows the best and easiest ways to communicate with you.
- Hold regular staff meetings. You may decide to meet weekly or monthly, but as long as staff know when the meeting is, they know they can bring issues to the meeting and help move the program toward its goals. Some programs have brief staff meetings daily before programming while the students are eating their snack.
- Make sure your messages are consistent. Most likely, even if you do not talk to all your staff or partners, they are talking to each other, and it is important for them to hear the same message.

Management and Administration

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Management and Administration

Sharing Confidential Information

After school programs increasingly are working with schools and other community agencies to meet the needs of students. In order to provide services to children and families more effectively, after school staff, school staff, and human service providers often need to share information on common clients. Because of confidentiality issues, a consent form is essential for release of information. See the CD for a sample release form.

Schedule and Structure the Program

Schedule
The schedule should include days, time, location(s), staffing and additional information. You will need to make certain decisions about the structure of the daily program to maximize participants' learning experiences. Consider the following when making your calendar:

⚔ Will you have program themes? If so, it may be helpful to staff, parents, partners, and students to list the themes on the calendar.
⚔ Make sure you include holiday celebrations as well as days when there will be no programming due to breaks (if you are following the school calendar)
⚔ Make sure to plan special events like field trips, parent nights and celebrations far in advance. Your schedule serves several functions – it is a communication device, a planning device and can be a recruitment and marketing tool. Design it to be legible *and* appealing.

Structure

As a manager, you will need to schedule the important benchmarks of the program. When and how often you will review lesson plans, observe activities, hold staff meetings, meet individually with program staff, test students, survey parents, stakeholders, staff, and students and submit reports should all be plotted on a master schedule that you share with staff and

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partners, and where appropriate, with stakeholders, parents, and students.

Nevertheless, if you think strategically, examine all options, plan, schedule, and solicit input from others, you greatly increase your program's chances of remaining on the path toward a sustainable future." [xxiv]

Choosing the right staff and professional development them well are critical to the success of your afterschool program. Direct service provision jobs are typically low paid, part time, and may be filled by people who hold other jobs or lack experience or skills. In rural settings, the pool of applicants may be small. In addition to these constraints, the job of providing afterschool direct services is demanding and rigorous. Given these realities, staff selection, mentoring, monitoring, managing and professional development become critically important to staff retention and service provision quality.

Staffing

To stress the importance staff play in delivering high quality experiences to students, the RFP asked that you discuss ensuring high quality programming by screening, hiring, monitoring and guiding staff. Since this was a part of your proposal, you should have already developed instruments for interviewing and hiring. You have probably already developed job descriptions. However, we have included sample job descriptions in the CD as you may want to compare your current job description with this sample to see if there are any changes that you would like to make before service provision begins.

Staff monitoring and guidance is covered in the Management and Administration and the Policies and Procedures sections of this manual.

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NMPED 21st Century Community Learning Centers Measurable Objectives

1. The 21st CCLC program will increase student proficiency in reading and math as measured by the NMSBA standards-based assessment (meet AMOs, Meet Proficiency by Confidence Interval, or reduce non proficiency by 10% or more over the prior year).
2. The 21st CCLC program will be held accountable for completing all of the steps of the continuous improvement process based on the Youth Program Quality Assessment instrument.
3. The 21st CCLC program's strategic plan, program reporting and expenditures will align 95% of the time as measured by Cayen Systems monthly data submission and budget entries and/or requests.
4. 100% of required program staff will attend NMPED's approved professional development and will

Professional development

The NMPED in its 21st Century Community Learning Centers' RFP mandated the following professional development:

- 21st CCLC Next Steps Conference – September 8 and 9, 2008. Required attendees are 21st CCLC Program Directors and Site Coordinators.

- Two Budgetary Management Sessions – Required attendees are 21st CCLC Program Directors and Budget Managers.

- Spring 21st CCLC Next Steps Conference – Required attendees are 21st CCLC Program Director and Budget Manager.

These professional development opportunities are for the program directors, site coordinators and budget managers. Consequently, professional development opportunities for the teachers and activity staff in your program will be the responsibility of the individual grantees. The burden of either delivering or funding professional development for the front line program staff will fall on the directors and coordinators. Ideas on ways to address staff professional development needs are discussed in the section on Staff Development in this manual.

Another important aspect of staff retention is *on-going* professional development. Most educators and childcare workers are motivated by their love of children and their desire to help. Because the expectations for meeting the program's performance measures are high, staff will need to feel supported by management and will want to feel that their skills and capacity are up to the task.

Coordinators and directors should plan and schedule professional development for the staff on an on-going basis. Professional development will improve staff competency as well as contribute to staff morale by encouraging creativity and skills building.

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Staffing and Professional Development

As staff members learn to incorporate the professional development they receive into their day-to-day practices, the student outcomes will improve.

We highly recommend that staff be exposed to the SEDL Afterschool Professional development Toolkit at www.sedl.org/afterschool/toolkits. These toolkits include short video demonstrations accompanied by sample lessons. There are toolkits in Arts, Literacy, Math, Science, Technology, and Homework. There are also segments addressing Engaging Families and Communities and Tutoring in math, science and literacy, use of math tools, "Learning in Virtual Spaces", "Building Skills and Understanding using Technology", and various subjects that show how to connect the arts to academic standards. A year-long Professional Development Plan could easily be built around these toolkits.

Four techniques to help staff learn new skills show special promise.

1. Site coordinators meet regularly with project staff to solve problems and give advice. It would be important to clearly delineate this type of meeting, where the focus is on improving what happens with the students, from other "problem solving" meetings where the issues are more about logistics than about improving teaching techniques. You could consider bringing in veteran teachers to talk with the group about different subjects.

2. Some coordinators schedule time for staff to develop plans together. When staff work together to develop lesson plans or to solve problems, they learn from each other and expand their skills.

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Staffing and Professional Development

3. Programs provide staff with high-quality materials to enrich instruction. Curriculum frameworks are especially helpful for staff trying to translate program goals into concrete activities.

4. Some site coordinators base staff development on research and best practices to emphasize proven methods. Research is full of examples of successful classrooms, schools, and programs. Incorporating research into staff development helps to give staff a practical model to follow. [xxv]

You may also want to check with your partnering school to see if they are offering professional development that would be appropriate to your staff. There may be professional development opportunities available at local colleges or universities.

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Budget

Please review the OBMS section in this binder for explanation of the requirements for the reimbursement process.

When planning your budget there are certain items that cannot be purchased or paid for with 21st Century funds. Here is a partial list. If you are unsure if an expense is allowable or not, call Roxann Morris.

Unallowable Expenses

1. Fees charged parents for program participation
2. Credit retrieval classes- unless the classes are an expansion of the options for receiving high school credit in a particular area that would not have been provided without the 21st CCLC program, as long as it does not replace or reduce the courses normally provided by the district.
3. Entertainment and/or alcohol
4. Video, Wii, iPod or gaming resources
5. Incentives for Students or Parents (e.g., high value items – limit on incentives is $5.00 per student per year)
6. Promotional or Marketing Items (e.g., flags, banners, radio advertisements, event planning, etc.)
7. Decorative Items
8. Movies (attending or purchasing)
9. Non-academic field trips
10. Gift Cards of any kind
11. Purchase or maintenance of facilities
12. Purchase of vehicles (e.g., buses, vans, or cars)-reasonable fuel and oil changes allowed
13. Land acquisition
14. Furniture (allowed only if necessary to success of program)
15. Capital Improvements or Permanent Renovations
16. Landscaping
17. Equipment (allowed only if necessary to success of program)

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Budget

18. Equipment or field trips used for school-wide or team sports
19. Memberships of any kind
20. Supplanting federal, state, or local funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds)
21. Dining out for business meetings or lunches
22. Proposal development, grant writing, or planning costs
23. External Evaluator
24. Professional Development other than what has been approved by NMPED in the amended proposal and the required NMPED professional development
25. Pest control, water/coffee rental

Federal Guidelines for Expenditures

Because the 21ˢᵗ Century Community Learning Centers funding comes from a Federal source, procedures must be established that are in compliance with OMB Circular A-87. This circular refers primarily to what charges are allowable to the grant and how items charged to the grant are accounted for.
In addition, the Title IV, Part B Legislation, the Office of Management and Budget and the Education Department General Administrative Regulations (EDGAR) are the laws and statutes that dictate how monies must be spent and accounted for.

The RFP clearly specifies the format for your program's budget and the rules governing expenditures. ***Once approved, your grant proposal becomes your agreement with NMPED and by extension with the U.S. Department of Education.*** The RFP language accounts for most of the legislative and statutory requirements to be aware of so if your budget has been approved, your task is to assure that the program expenditures are in line with the RFP and with what was proposed. **If your expenditures are out of line with your**

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budget, you will not be reimbursed. If you want to change your budget after realigning your activities to the NMPED Measurable Objectives, you should contact the NMPED for a budget realignment meeting, prior to expenditure of funds.

Tracking of employee timesheets is an important issue in terms of budget over-site. All employees will need to document their time using the Personnel Accountability Report (PAR) (see CD). All PAR documentation should be reviewed by the Program Director.

Three important points to remember are mentioned in the RFP. The first is that total administrative costs cannot exceed 25% of the grant funding, *the calculation of which includes indirect costs.*

The second is the issue of supplement not supplant. The legislative guidance states that the 21st CCLC funds cannot supplant other Federal, State, and/or local funds. "Funds may be used to expand or enhance current activities or to establish programs in non-participating schools within an LEA that has a 21st CCLC grant." [xxvii]

The third thing to remember is the unallowable expenses listed at the beginning of this section. An item for careful consideration is credit retrieval. Credit retrieval classes are only allowable if they are an "expansion of the options for receiving high school credit in a particular area that would not have been
provided without the 21st CCLC program, as long as it does not replace or reduce the courses normally provided by the district."

State Requirements

As stated in the RFP, all contracts solicited and awarded on or after January 1, 2008, if the offeror has, or grows to, six (6) or more employees who work, or who are expected to work, an average of

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at least 20 hours per week over a six (6) month period during the term of the contract, offeror must agree to offer health coverage. Below is the appendix from the RFP that explains the details of this requirement.

New Mexico Employees Health Coverage Form
1. For all contracts solicited and awarded on or after January 1, 2008: If the offeror has, or grows to, six (6) or more employees who work, or who are expected to work, an average of at least 20 hours per week over a six (6) month period during the term of the contract, offeror must agree to:
   (a) have in place, and agree to maintain for the term of the contract, health insurance for those employees and offer that health insurance to those employees no later than July 1, 2008 if the expected annual value in the aggregate of any and all contracts between Contractor and the State exceed one million dollars or;
   (b) have in place, and agree to maintain for the term of the contract, health insurance for those employees and offer that health insurance to those employees no later than July 1, 2009 if the expected annual value in the aggregate of any and all contracts between Contractor and the State exceeds $500,000 dollars or (c) have in place, and agree to maintain for the term of the contract, health insurance for those employees and offer that health insurance to those employees no later than July 1, 2010 if the expected annual value in the aggregate of any and all contracts between Contractor and the State exceeds $250,000 dollars.
2. Offeror must agree to maintain a record of the number of employees who have (a) accepted health insurance; (b) decline health insurance due to other health insurance coverage already in place; or (c) decline health insurance for other reasons. These records

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are subject to review and audit by a representative of the state.

3. Offeror must agree to advise all employees of the availability of State publicly financed health care coverage programs by providing each employee with, as a minimum.

4. For Indefinite Quantity, Indefinite Delivery contracts (price agreements without specific limitations on quantity and providing for an indeterminate number of orders to be placed against it); these requirements shall apply the 1st day of the second month after the offeror reports combined sales (from state and, if applicable, from local public bodies if from a state price agreement) of $250,000, $500,000, or $1,000,000.

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Self-Assessment and Continuous Improvement

Continuous Improvement is a philosophy and a management practice. In simple terms it is just a way of asking the question, "How can we do what we do even better?" To help with this process, the U.S. Department of Education has prepared *A Guide to Continuous Improvement Management (CIM)* for 21st Century Community Learning Centers. This guide (see CD) is a resource on conducting self-evaluations that will help you improve your activities and strengthen your program design; after this self-assessment, you communicate the results to your staff, your partners and your stakeholders. The Guide outlines a three-step process for continuous improvement management, and includes tools and resources that can be replicated and used in multiple 21st CCLC sites.

However, NMPED has simplified this process for grantees by providing them with an instrument (Youth Program Quality Assessment) and professional development in that instrument to support Continuous Improvement Management. The Youth PQA is both a quality monitoring tool, and a learning tool. It assesses what actually happens with the adults and the young people, with a strong focus on staff performance. The Youth PQA is currently being used nationally in numerous statewide and countywide accountability, monitoring, and improvement systems. You will receive a packet of information about the Youth Program Quality Assessment and detailed information about the program improvement steps that it supports at the September 8-9, 2008 Next Steps Conference.

Because the programs will already have the instrument, the challenge for directors will be to follow the three steps of Continuous Improvement Management (CIM) (see below) in a consistent and timely manner and more importantly, to get their staff to buy in to the spirit and concept of CIM. A slide show has been

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Self-Assessment and Continuous Improvement

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prepared on this subject and is on the CD that accompanies this manual.

The three steps of Continuous Improvement Management are:

1. Design the program
1. Manage program quality
2. Assess and communicate results

You have already designed your program according to the precepts of CIM because the RFP used these precepts in the required structure of your Strategic Plan. The test of CIM is how you put your strategic plan into action; how you measure and monitor your goals and the continuous management process that you engage in throughout the programming year.

The key to successful continuous improvement is using your outcomes to make <u>data based</u> decisions on improving your activities, so you can continuously improve your outcomes.

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Grant Reporting and Timeline

The online data information system will be used to report on your attendance and your progress on your performance measures. Attendance will need to be kept current on a weekly basis in the data information system. Performance measure data should be reported in Cayen Systems according to the following schedule:

Date	Event
12/1/08	1st Data Site Report Due
12/3/08	Evaluators' Data Report Due
1/5/09	2nd Data Site Report Due
1/7/09	Evaluators' Data Report Due
2/2/09	3rd Data Site Report Due
2/4/09	Evaluators' Data Report Due
3/2/09	4th Data Site Report Due
3/4/09	Evaluators' Data Report Due
4/1/09	5th Data Site Report Due
4/3/09	Evaluators' Data Report Due
5/1/09	6th Data Site Report Due
5/3/09	Evaluators' Data Report Due
6/1/09	7th Data Site Report Due
6/2/09	Evaluators' Data Report Due
To be set	Summer Data Site Report Due
To be set	Evaluators' Data Report Due

If you had State or Federal 21st CCLC programming in SY 07-08, your annual report and the data needed for the Profile and Performance Information Collection System (PPICS) will be due October 3, 2008. The anticipated PPICS due date for SY 08-09 is October 3, 2009. SY 08-09, the NMPED will export your data from Cayen A+ System into the PPICS system. It is for this reason that your monthly data entry needs to be timely and accurate.

In the past there has been some confusion about what counts as a "day" when determining if students are full time participants, that is, do they meet the "thirty days or more" criteria. Many directors have asked, "What counts as a day? " For the purposes of meeting this criterion, "a day" is counted as any

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Grant Reporting and Timeline

amount of time on one specific date. For instance, if the student attends a full eight hour day on a Super Saturday, that counts as one day. If the student attends three different activities on a specific date, that still counts as only one day. You cannot count attendance by the same student in different activities on the same day as different "days" or sessions.

For those students who have attended thirty days or more, you will need to have teacher surveys from their day school teacher(s) and if possible you will need their state assessment scores from this program year and last year.

It is important to remember to get the teacher surveys on the full time students before the end of the school year. Although the report won't be due until August, it is difficult to get these reports from teachers after the end of the school year.

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Policies

Salaries and Wages

If employees work for other entities, such as the school or in some capacity for another grant or program, particular attention should be paid to how their time sheets are kept so that there is a paper trail showing that they were paid for activities directly related to the 21st Century program. It is for this reason that Personnel Accountability Reports (PARs) need to be kept and monitored. (See CD) A common misuse of funds is that employees who do not work for the program have their salaries paid out of the grant funding. The U.S. Office of Management and Budget circular lists the required elements for personnel activity reports (time sheets) as: (a) They must reflect an after-the-fact distribution of the actual activity of each employee, (b) They must account for the total activity for which each employee is compensated, (c) They must be prepared at least monthly and must coincide with one or more pay periods, and (d) They must be signed by the employee.

This section also says, "At least quarterly, comparisons of actual costs to budgeted distributions based on the monthly activity reports are made and the budget estimates or other distribution percentages are revised at least quarterly, if necessary, to reflect changed circumstances."   In other words, the budget you reported in your original proposal should be compared, in writing with actual expenditures on a quarterly basis. Please maintain these records as they may be reviewed at the site visit or requested by NMPED.

The circular goes on to say that it, "specifically prohibits the use of percentages that are determined before the services are performed as support for charges to Federal grants." In other words, just saying that a person was hired to work 20 hours a week or usually works 16 hours a week isn't

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Policies and Procedures

adequate. Also, a monthly certification of hours worked would not be acceptable if the activities of the employees varied throughout the day and varied on a day-to-day basis depending on whether students were in attendance."

Hourly employees should be paid according to signed, Personnel Accountability Reports (PARs) based on actual hours worked. Salaries for employees should be aligned to district averages, consistent with New Mexico standards.

Grant Expenditures

OMB Circular A-87 also says that your expenditures must be aligned to what you said in the grant proposal and that expenditures should be processed in a timely manner.

All costs incurred under the grant have to be "reasonable". A cost is considered reasonable if, "in its nature and amount, it does not exceed that which would be incurred by a *prudent* person under the circumstances prevailing at the time the decision was made to incur the cost."

Direct and Indirect Costs

In general, indirect costs are costs incurred for a joint purpose that benefits more than one grant, entity, partner, etc. This circular also addresses direct versus indirect costs. The criteria for charging indirect costs, "Needs to be accorded consistent treatment. A cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the federal award as an indirect cost…Amounts not recoverable as indirect costs or administrative costs under one federal award may not be shifted to another federal award, unless specifically authorized by federal legislation or regulation." In other words, if another entity, such as a school, would have incurred a cost anyway, it cannot be charged to the grant's budget. Remember that the 25% cap on administrative costs includes indirect costs charged to the grant.

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Policies and Procedures

Confidentiality

If you are sharing academic information about the students with their schools, you, your employees and volunteers are subject to the Family Educational Rights and Privacy Act (FERPA). To share any information other than "directory" information, the school must have written permission from the parent to release any information from the student's record. If you and the school(s) you are working with intend to share academic information about the students, it would be best to have the parental permission for this be a part of your program's student enrollment form.

FERPA does *not* prohibit an employee from disclosing information obtained through the employee's personal knowledge or observation, as opposed to from the student's education records. For example, if a teacher overhears a student making threatening remarks to other students, FERPA does not protect that information, and the employee may disclose what he or she overheard to appropriate authorities.

Having said that, it would still be best to direct staff that talking in the community about individual students, even if not discussing their grades or test scores, though not specifically prohibited by law, is not professional and should not be done.

Personnel Policies

Your policies and procedures will depend on your parent organization. Some 21st Century programs that are associated with school districts elect to adopt the school district's policies. If you are associated with another agency, you may need to adopt their policies. If your program elects to adopt the school district's or some other entity's policies, you should have a written statement to this effect on file. You should also distribute the policies to all staff members and have them sign a statement, which you retain, stating that they have been given a copy of the policies.

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Procedures

Policies are the "rules" that govern the organizational behavior of your 21st Century Community Learning Center. Procedures are the consistent, established way you do things.

Practiced procedures set a structure and routine for students, which helps their sense of comfort and safety. Practical procedures can also make things easier for staff and can free up more time for instruction.

Think of the procedures that you want to establish in terms of the necessary tasks that you will need to accomplish on a day-to-day basis. Your staff need to take attendance, feed the students their snacks, and get through the activities planned. They will also need to sign students in and out; perhaps they will need a bus routine.

The pillars of your procedures should be safety first; after that, think about your procedures in terms of making events and transitions predictable for the students and as easy as possible for the staff. Also, remember that the more responsibility that you give to the students for monitoring the procedures, the better – for both the staff and the students.

Harry K. Wong, in his book, *The First Days of School*, states, "Effective teachers introduce rules, procedures, and routines on the very first day of school and continue to teach them the first week of school." This is also good advice for after school staff. So, you and your staff should have agreed upon the rules, procedures and routines that you are going to establish before the students arrive. The more that these are consistent from activity to activity, day in and day out, the easier for the students, so agreement among staff is important.

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Policies and Procedures

Rules are expectations of appropriate behavior. You may want to consider letting the students make the rules. With little or no guidance, students will usually make appropriate rules, and they may be even stricter rules than teaching staff would make. Letting the students make the rules will help them own them and also, students will more likely support the rules when
they are violated. But whether your staff or the students make the rules, once made, the rules should be clearly communicated in both written and verbal form.

Mr. Wong suggests no more than five rules – so that both students and staff can remember them. If the students have a clear set of school-based rules, you may want to consider adopting those.

Once you formulate your rules, you will want to clearly communicate the consequences; consequence can be positive or negative. Mr. Wong recommends spending more time discussing consequences than discussing the rules. Discuss an understanding that their actions or choices result in consequences. Consequences should not be punishment, just predictable outcomes for certain behaviors. Finally, on giving consequences, Mr. Wong states, "Do not stop the lesson to give the consequence." Stopping the lesson may very well be a positive consequence to the acting out student, so he or she will act out some more. Simply publicly note the consequence – a check by a name, a ticket or taking away a ticket are all public ways to enforce discipline without stopping the activity.

However, in *The First Days of School,* it states: "The number one problem in the classroom is not discipline; it is the lack of procedures and routines. Procedures for after school may include such things as:

- Student sign-in.
- Staff and student wash their hands before snack (or upon entering).
- How students get out and put away materials.

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✗ What students do when they finish their work early.
✗ What students do when they have a question.
✗ What students do when they need to go to the restroom.
✗ What everyone does when there is an emergency.

Once you have established the procedures for the program, follow the three steps to teaching procedures:

1. Explain – model and demonstrate the procedure
2. Rehearse – rehearse and practice the procedure
3. Reinforce – reteach, rehearse, practice until the procedure become routine. [xxv]

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Sustainability

The New Mexico 21st CCLC RFP states, "The applicant must demonstrate a commitment to providing the same level of 21st CCLC services for the entire four-year funding cycle, regardless of the reduction in funding."

When the topic of program sustainability comes up, anxiety levels rise. This is understandable – the jobs that support us and the cause and kids that we love all seem to be threatened when the topic of diminished funding is raised. The best cure for this kind of anxiety is knowledge and action. For these reasons as well as because it makes good sense and all the experts advise it, program sustainability needs to be something that is part of your plan from day one. If you wait until year three of your program or later to gear up your sustainability plan, you'll be setting yourself up for failure – and increased anxiety.

On the CD that accompanies this manual there are three documents that address the issue of sustainability. Familiarize yourself with these documents, and then to formalize a time-lined plan to follow as you pursue alternative funding. Having a plan that you follow step-by-step will help move you toward your goal of sustainability.

Make sure that you ...
- Start discussions with community members about sustaining the program.
- Ensure that the needs of the community are driving this program and that the community is aware of what the program is contributing to the community.
- Ensure that the program is achieving the desired outcomes.
- Begin an assessment of the community's local resources to identify potential "homes" or at least "helpers" for the program.
- Create a strong organizational base for the program (For example, policies, procedures, systems, schedules all in place, partners know their roles and are comfortable in them, etc.).

Sustainability

- Consider integrating the program with other after school programs.

- Develop program goals that can be adapted to the needs of the local community.

- Identify a respected program "champion" – a champion is a public figure who is respected and listened to who will promote and support your cause with other public figures and with funders.
- Develop a program that is endorsed from the top leadership (may be principal, school board, community member, etc.).

- Start planning early and work on sustainability continually.

- Familiarize yourself with the funding landscape.

- Consider diverse funding sources.[xxviii]

- If possible, research and write proposals for grants for funding related to your mission.

APPENDIX C: MONTHLY DATA REPORTS - CAYEN APLUS

This appendix has two purposes: (1) Provide an example of the kind of data that can be extrapolated from the Monthly Data Summary Report and (2) Provide a snapshot of the NMPED 21st CCLC sites at the end of April 2009.

Two grantees did not enter data in the Cayen APlus in the month of April, the month that was used for this appendix. Those grantees were San Juan Partnerships and Youth Development, Inc. Not all sites within a grantee entered data. One hundred and two sites are recorded in the Cayen APlus system. Of these sites, in April 2009, sixty-five had begun entering substantial data. Grantees have various reasons for not having data entered. In some cases, the sites have not yet opened. Chart 2 shows the percentage of *sites* that had not entered data in Cayen APlus, not the percentage of grantees. Note: Chart 1 on page 11 of the report shows the percentage of *grantees* that entered data by May 2009.
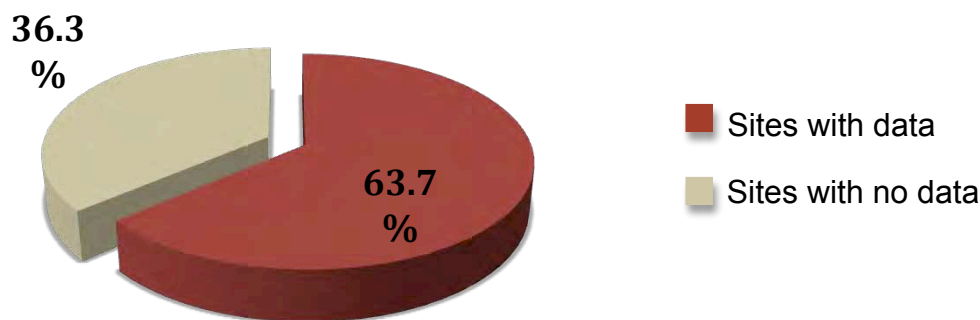
Chart 2. Percentages of <u>sites</u> that have entered data vs. those with no data

The Monthly Data Summary monitors each site's total attendance and the daily average of attendees. Although these two numbers do not render a completely accurate retention rate, they do give a sense of the sites' success in attracting and keeping program participants. This could be important to consider if a grantee is not meeting its target number of participants served. This ratio, if outside of the norm, might also suggest quality issues, either high quality or low quality that could trigger further analysis. Chart 3 shows the total attendance for each grantee and the average daily attendance. Chart 4 shows the ratio of average daily attendance to total attendance for each grantee. The norm for this ratio is 52%. Santa Fe had the highest ratio with 78% and Eunice had the lowest with 28%.
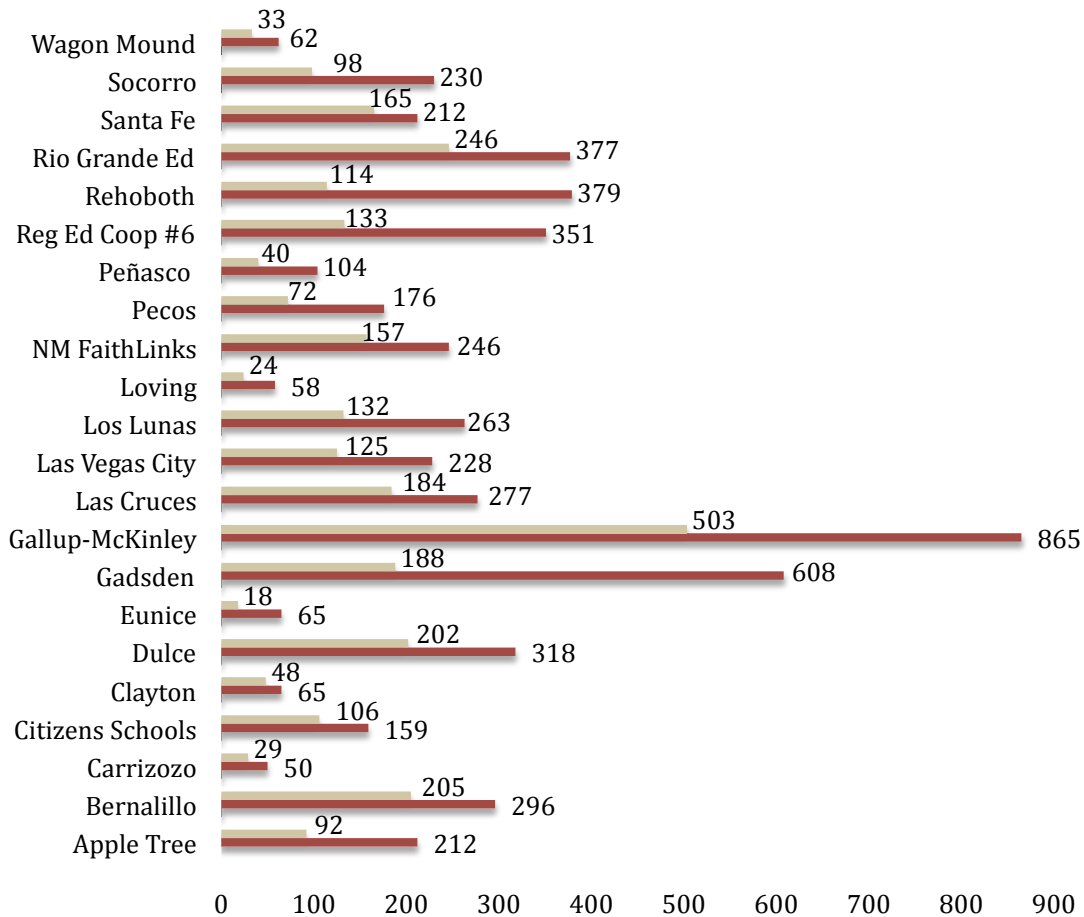
Chart 3. *Monthly attendance compared to average daily attendance for grantees reporting data, April 2009.*

Key: ▬▬▬ Total monthly attendance

▬▬▬ Average daily attendance

Please see page 4 for the graph of each grantees ratio of average daily attendance to total number of attendees for the month of April 2009.
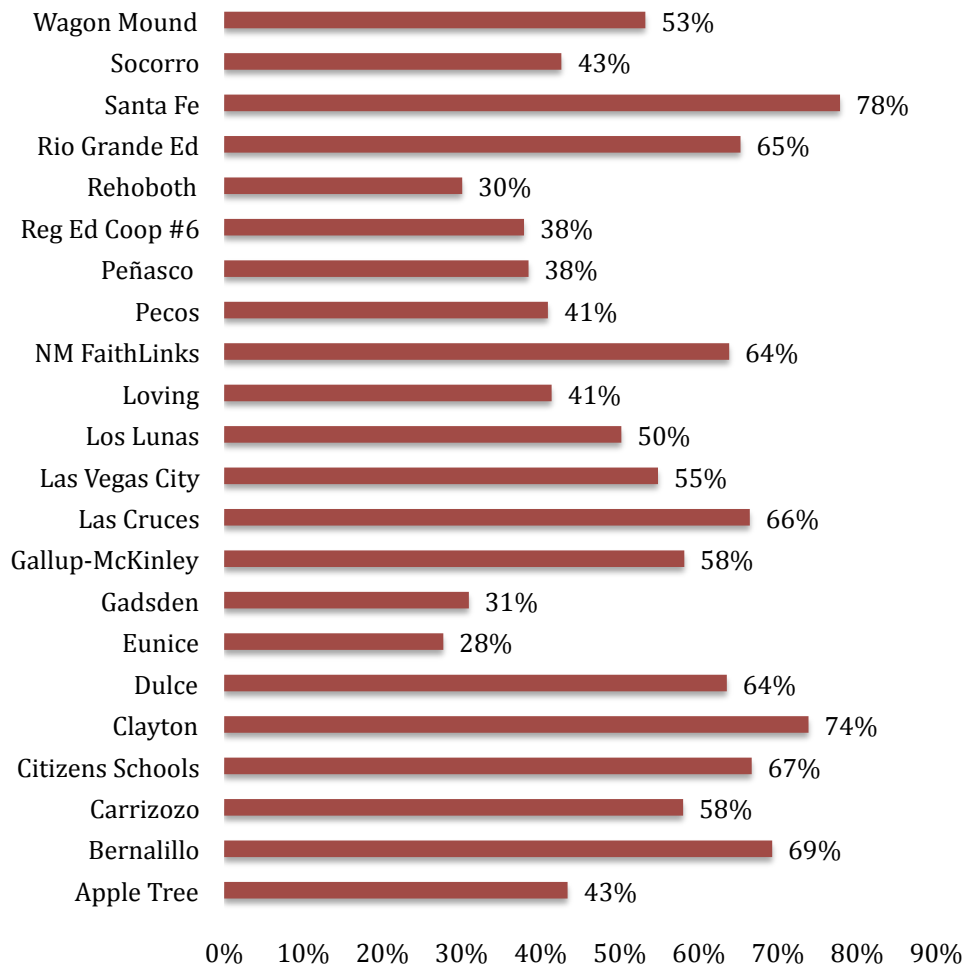
Chart 4. Ratio of all attendees to average daily attendance for April 2009

The number of academic activities offered by the sites is another program snapshot that is an area of interest to NMPED. In the month of April the total number of academic activities reported by all sites was 286. One hundred and two sites reported data. Academic activities ranged from a high of seventeen to a low of one, however, this can be misleading. Due to the number of participants and how each grantee enters information, sites can enter an academic activity numerous times. For instance, one site might be offering one hour of tutoring to eight different grade levels and enter "tutoring" eight times, while a smaller site might be offering students 2 hours of tutoring per day, but because of small numbers they might enter tutoring twice – one session for K-3 and one session for 4-8. NMPED is trying to mitigate this potential confusion by having the team of evaluators become very familiar with a small number of sites. In this way they can take all of the data into account in their monthly reports

and give a reasoned overview based on a depth of knowledge of the sites, as opposed to a more general "crunching of numbers." This is why they are required to write a narrative as well as report on the numbers.

Another snapshot of the programs can be taken by comparing the number of academic activities offered to the number of enrichment activities offered. Evaluators consider an activity "academic" if it is directly concerned with curriculum in math, reading or science or if it is labeled homework help or tutoring. An enrichment activity is one that should include academic skills or logic, decision-making or other cognitive skills important to academic achievement, such as music, chess or leadership. Although important to a well rounded after school program, physical activities and snack are not considered enrichment. Table 2 shows each individual site and the academic, enrichment and "other", that is physical activities or other activities that are not consider either academic or enrichment that they offered in April 2009. The table only shows those sites that have recorded activity data. The grantees that had sites that did not report any data are listed in Table 3. There were thirty-five sites that did not enter activity information in April.

Grantee	Site	Academic Activities	Enrichment Activities	Other Activities
Apple Tree	Apple Tree Ed Center	2	3	3
	Arrey E S	16	1	4
	Boys/Girls Club Sierra	3	9	2
Bernalillo Public	Algodones	2	2	2
	Roosevelt ES	8	5	1
	Santo Domingo	4	8	0
Carrizozo	Carrizozo Municipal	16	28	5
Citizen Schools	De Varges MS	3	20	0
	Van Buren MS*	19	21	0
Clayton	Alvis ES	1	1	1
Dulce	Dulce ES	4	17	0
	Dulce MS	2	2	0
	Dulce HS	4	3	0
Eunice Public	Eunice CLC	11	1	0
Gadsden	Anthony ES	2	3	0
	Chaparral ES	0	1	0
	Chaparral MS	1	1	0
	Desert View	3	4	0
	Loma Linda	3	3	0
	Santa Teresa ES	3	3	0
	Santa Teresa MS	1	4	0
	Sunland Park	0	2	0
	Sunrise	3	2	0
Gallup-McKinley	Chee Dodge	1	0	0
	Crownpoint MS	2	1	1
	Lincoln	3	3	1
	Navajo MS	2	7	5

	Ramah	3	1	1
	Rocky View	7	1	0
	Stage Coach	3	1	1
	Thoreau	3	2	1
Las Cruces	Central	1	1	0
	Conlee	5	3	0
	Jornada	17	8	3
Las Vegas City	Legion E S	1	3	1
	Los Ninos E S	2	1	2
	Paul D. Henry	2	3	1
Los Lunas	Desert View	8	0	0
	Los Lunas	5	0	0
	Raymond Gabaldon	12	0	0
NMFaithLinks	Los Ranchos E S	10	15	13
Pecos	Pecos Elem	3	7	1
	Pecos Secondary	1	4	0
Peñasco	Peñasco Elem	4	3	0
	Peñasco MS	2	1	0
	Reg Ed Coop #6			
	Dora	1	0	0
	Elida	4	1	0
	Floyd	0	3	0
	House	1	1	0
	Melrose	11	6	3
	Texico	4	1	1
Rehoboth	Rehoboth Christian	10	29	14
Rio Grande Ed	Atrisco E S	0	1	0
Santa Fe Public	Alameda M S	2	1	0
	Nava E S	7	0	4
	Ramirez Thomas E S	12	9	16
Socorro	Cottonwood Valley	4	0	5
	Parkview E S	5	3	2
	Sarracino M S	1	0	1
	Zimmerly	5	0	2
Wagon Mound	Wagon Mound ES	5	6	3

Table 2. Individual sites number of academic, enrichment and other activities.

Grantee	Sites with No Activity Data Entered
Bernalillo Public	Bernalillo Middle
	Cochiti
Citizen Schools	Wilson MS
Gadsden	Mesquite ES
	Riverside
Gallup-McKinley	Mariano Lake
	Pueblo Pintado
	Tohatchi MS
Las Cruces	Alameda
Las Vegas City	Memorial M S
NMFaithLinks	Adobe Acres E S
Peñasco	Peñasco HS
Reg Ed Coop #6	Ft. Sumner
	Grady
	San Jon
Rio Grande Ed	Armijo E S
	Barcelona E S
	Ernie Pyle M S
	Kit Carson E S
	Los Padillas E S
	Navajo E S
	Pajarito E S
	Valle Vista E S
San Juan County	Lydia Rippey E S
	C.V.Koogler M S
SW Reg Ed Coop #10	Dugan-Tarango
	Lordsburg HS
Wagon Mound	Wagon Mound
	Roy E S
YDI	Duranes ElS
	Carlos Rey E S
	LavalandE S
	Edward Gonzales ES
	Truman M S
	Jimmy Carter M S

Table 3. Grantees with sites that did not enter activity data

Another important measurement that is reported in the Monthly Data Summary is the sites' 30/60/90 day total. PPICS requires that grantees report the number of attendees that have attended 0-29 days, 30-59 days 60-89 days and 90 days or more. They are required to report this data because research has found that the more days the student attends afterschool, the greater the student's academic gains. Whereas the rest of the

data contained in this report is monthly data, the 30/60/90 day data is a total of the sites' attendance for the entire length of the program.

DAYS	0-29	30-60	60-90	90+
AppleTree				
Apple Tree Ed Cen	0	0	0	0
Arrey E S	0	0	0	0
Boys/Girls Clb Sierra	8	17	0	0
Bernalillo Public				
Algodones	0	0	0	0
Bernalillo Middle	0	0	0	0
Cochiti	0	0	0	0
Roosevelt ES	53	12	0	0
Santo Domingo	0	0	0	0
WD Carroll ES	27	0	0	0
Carrizozo				
Carrizozo Municipal**	19	24	0	0
Citizen Schools*				
De Varges MS	0	0	0	0
Van Buren MS	30	7	0	0
Wilson MS	28	55	0	0
Clayton				
Alvis ES	32	15	38	38
Dulce				
Dulce ES	7	7	124	124
Dulce MS	4	68	0	0
Dulce HS	4	26	17	17
Eunice Public				
Eunice CLC	42	0	0	0
Gadsden				
Anthony ES	0	0	0	0
Chaparral ES	0	0	0	0
Chaparral MS	0	0	0	0
Desert View	6	0	0	0
Loma Linda	0	0	0	0
Mesquite ES	0	0	0	0
Riverside	0	0	0	0
Santa Teresa ES	1	0	0	0
Santa TeresaMS	8	0	0	0
Sunland Park	0	0	0	0

Sunrise	12	0	0	0
Gallup-McKinley				
Chee Dodge	0	0	0	0
Crownpoint MS	0	0	0	0
Lincoln	42	57	0	0
Mariano Lake	0	0	0	0
Navajo E S	0	0	0	0
Navajo MS	19	1	0	0
Pueblo Pintado	0	0	0	0
Ramah	12	2	0	0
Rocky View	5	113	0	0
Stage Coach	46	50	2	2
Thoreau	6	0	0	0
Tohatchi MS	1	0	0	0
Las Cruces				
Alameda	0	0	0	0
Central	2	0	0	0
Conlee	44	0	0	0
Jornada	0	0	0	0
Las Vegas City				
Legion E S	0	0	0	0
Los Ninos E S	0	0	0	0
Memorial M S	0	0	0	0
Paul D. Henry	0	0	0	0
Los Lunas				
Desert View	0	0	0	0
Los Lunas	0	0	0	0
Raymond Gabaldon	0	0	0	0
Loving Municipal				
Loving E S	21	11	1	1
Loving HS	0	0	0	0
Loving M S	0	0	0	0
NMFaithLinks				
Adobe Acres E S	0	0	0	0
Los Ranchos E S	0	0	0	0
Pecos				
Pecos Elem	68	41	0	0

Pecos Secondary	8	0	0	0
Peñasco				
Peñasco Elem	32	0	0	0
Peñasco MS	7	0	0	0
Peñasco HS	5	0	0	
Reg Ed Coop #6				
Dora	0	0	0	0
Elida	0	0	0	0
Floyd	0	0	0	0
Ft. Sumner	0	0	0	0
Grady	0	0	0	0
House	0	0	0	0
Melrose	0	0	0	0
San Jon	0	0	0	0
Texico	0	0	0	0
Rehoboth				
Rehoboth Christian	122	70	0	0
Rio Grande Ed				
Armijo E S	0	0	0	0
Atrisco E S	0	0	0	0
Barcelona E S	0	0	0	0
Ernie Pyle M S	0	0	0	0
Kit Carson E S	0	0	0	0
Los Padillas E S	0	0	0	0
Navajo E S	0	0	0	0
Pajarito E S	0	0	0	0
Valle Vista E S	0	0	0	0
San Juan County				
Lydia Rippey E S	0	0	0	0
C.V.Koogler M S	0	0	0	0
Santa Fe Public				
Alameda M S	11	0	0	0
Nava E S	17	9	62	62
Ramirez Thomas E S	0	0	0	0
Socorro				
Cottonwood Valley	16	6	6	6
Parkview E S	92	36	1	1

Sarracino M S	0	0	0	0
Zimmerly	16	16	8	8
SW Reg Ed Coop #10				
Dugan-Tarango	11	0	0	0
Lordsburg HS	0	0	0	0
Wagon Mound				
Wagon Mound	0	0	0	0
Roy E S	0	0	0	0
Wagon Mound ES	38	0	0	0
YDI				
Duranes ElS	0	0	0	0
Carlos Rey E S	0	0	0	0
LavalandE S	0	0	0	0
Edward Gonzales ES	0	0	0	0
Truman M S	0	0	0	0
Jimmy Carter M S	0	0	0	0

Table 4. Individual sites' number of attendees' days attended

APPENDIX D: SY 08-09 STUDENT ATTENDANCE

DAYS	1-29	30-59	60-89	90+
AppleTree				
Apple Tree Ed Cen	7	15	20	9
Arrey E S	97	5	0	0
Boys/Girls Clb Sierra	111	27	12	17
Bernalillo Public				
Algodones	26	31	0	0
Bernalillo Middle	257	82	0	0
Cochiti	146	34	1	0
Roosevelt ES	60	53	12	0
Santo Domingo	42	132	2	0
WD Carroll ES	181	27	0	0
Carrizozo				
Carrizozo Municipal**	72	25	15	2
Citizen Schools*				
De Varges MS	51	37	20	1
Van Buren MS	56	32	8	0
Wilson MS	19	30	33	23
Clayton				
Alvis ES	7	31	15	39
Dulce				
Dulce ES	12	8	6	125
Dulce MS	20	3	26	18
Dulce HS	3	4	68	0
Eunice Public				
Eunice CLC	163	48	3	0
Gadsden				
Anthony ES	120	5	0	0
Chaparral ES	88	0	0	0
Chaparral MS	0	0	0	0
Desert View	111	6	0	0
Loma Linda	121	0	0	0
Mesquite ES	92	16	0	0
Riverside	111	1	0	0
Santa Teresa ES	103	0	0	0
Santa Teresa MS	46	21	0	0
Sunland Park	42	0	0	0

Sunrise	97	23	0	0
Gallup-McKinley				
Chee Dodge	0	0	0	0
Crownpoint MS	42	1	0	0
Lincoln	77	45	45	14
Mariano Lake	0	0	0	0
Navajo E S	0	0	0	0
Navajo MS	90	22	6	0
Pueblo Pintado	0	0	0	0
Ramah	0	0	0	0
Rocky View	8	3	107	0
Stage Coach	206	45	37	26
Thoreau	31	0	0	0
Tohatchi MS	114	4	0	0
Las Cruces				
Alameda	148	0	0	0
Central	49	6	0	0
Conlee	86	50	0	0
Jornada	426	124	34	0
Las Vegas City				
Legion E S	24	39	9	0
Los Ninos E S	71	60	14	0
Memorial M S	46	14	2	0
Paul D. Henry	21	28	0	0
Los Lunas				
Desert View	199	3	0	0
Los Lunas	120	0	0	0
Raymond Gabaldon	121	76	0	0
Loving Municipal				
Loving E S	64	21	11	3
Loving HS	10	0	0	0
Loving M S	33	1	0	0
NMFaithLinks				
Adobe Acres E S	98	0	0	0
Los Ranchos E S	189	6	0	0
Pecos				
Pecos Elem	64	63	50	1

Pecos Secondary	115	9	0	0
Peñasco				
Peñasco Elem	0	0	0	0
Peñasco MS	0	0	0	0
Peñasco HS	0	0	0	0
Reg Ed Coop #6				
Dora	69	0	0	0
Elida	67	0	0	0
Floyd	57	0	0	0
Ft. Sumner	0	0	0	0
Grady	60	0	0	0
House	30	0	0	0
Melrose	82	11	0	0
San Jon	27	0	0	0
Texico	224	0	0	0
Rehoboth				
Rehoboth Christian	122	0	0	0
Rio Grande Ed				
Armijo E S	22	15	0	0
Atrisco E S	21	22	0	0
Barcelona E S	0	0	0	0
Ernie Pyle M S	73	9	0	0
Kit Carson E S	40	11	0	0
Los Padillas E S	4	58	9	0
Navajo E S	0	0	0	0
Pajarito E S	120	8	0	0
Valle Vista E S	30	2	0	0
San Juan County				
Lydia Rippey E S	57	41	29	55
C.V.Koogler M S	31	9	9	8
Santa Fe Public				
Alameda M S	14	16	0	0
Nava E S	2	16	10	65
Ramirez Thomas E S	10	22	8	63
Socorro				
Cottonwood Valley	0	0	0	0
Parkview E S	37	54	72	6

Sarracino M S	0	0	0	0
Zimmerly	0	0	0	0
SW Reg Ed Coop #10				
Dugan-Tarango	50	12	2	0
Lordsburg HS	208	29	0	0
Wagon Mound				
Wagon Mound	0	0	0	0
Roy E S	3	0	0	0
Wagon Mound ES	39	26	0	0
YDI				
Carlos Rey E S	35	0	0	0
Duranes ES	44	62	0	0
Edward Gonzales ES	0	0	0	0
Jimmy Carter M S	37	1	0	0
Lavaland E S	76	2	0	0
Truman M S	59	0	0	0
TOTALS	6463	1742	695	474
Total Served	9375	Total over 30 Days		2911

APPENDIX E: COST CALCULATOR

Grantee	Amount Funded	CC: Annual Low	CC: Annual Medium	CC: Annual High
1. AppleTree	$132,000	$180,984	$278,536	$302,964
2. Bernalillo Public Schools	$605,000	$1,852,193	$2,785,427	3,040,709
3. Carrizozo Municipal	$110,000	$221,151	$280,064	$304,626
4. Citizen Schools	$243,100	$308,865	$389,033	$689,413
5. Clayton Municipal	$110,000	$127,267	$138,429	$150,569
6. Dulce Independent	$330,000	$562,926	$612,295	$665,993
7. Eunice Public*	$100,000	$388,798	$507,332	$553,594
8. Gadsden	$440,000	$795,014	$864,737	$940,574
9. Gallup-McKinley County	$1,309,000	$1,418,122	$2,711,857	$3,081,615
10. Las Cruces Public *	$329,000	$530,126	$576,617	$627,187
11. Las Vegas City	$275,000	$313,258	$519,522	$592,109
12. Los Lunas Public	$403,817	$2,270,861	$2,470,016	$2,686,636
13. Loving Municipal	$256,268	$1,348,036	$1,239,345	$1,348,036
14. NM FaithLinks	$444,876	$2,930,151	$3,400,971	$5,041,269
15. Pecos Independent	$176,000	$234,726	$276,047	$300,257
16. Peñasco Independent	$165,000	$213,253	$270,063	$293,747
17. Reg Ed Coop #6	$300,000	$2,106,198	$2,290,911	$2,491,824
18. Rehoboth Christian	$200,000	$66,178	71,873	$78,176
19. Rio Grande Ed Collab*	$215,000	$701,354	$905,973	$1,128,235
20. San Juan County*	$100,000	$844,609	$918,681	$1,029,224
21. Santa Fe Public Schools	$300,000	$179,734	$195,496	$212,641
22. Socorro Consolidated	$248,000	$297,011	$323,059	$351,391
23. SW Reg Ed Coop #10*	$88,000	$108,880	$176,560	$199,898
24. Wagon Mound Public	$165,000	$216,464	$235,447	$256,096
25. Youth Development Inc.	$281,250	$1,821,230	$2,188,933	$2,988,768

Table 5. Cost Calculator - Grantees amount funded compared to low, medium and high national averages.

APPENDIX E: EVALUATORS' GUIDE

New Mexico
Public Education Department

21st Century Community Learning Centers (CCLC)

Evaluator Guide

DATES TO REMEMBER

Date	Event
2/6/09	Cayen Webinar-3:00-4:00
2/15/09	Site visit schedules set and submitted to Corinne
3/6/09	YPQA Online reporting webinar–3:00-4:00
4/1/09	**All Site Visit Reports due to NMPED**
4/8/09	Next Steps Conference–attendance not mandatory
4/9/08	Next Steps Conference–attendance not mandatory
Data Reporting Deadlines	
1/5/09	Data Report Due from all Sites in A+ System
1/7/09	Evaluators' Data Report Due
2/2/09	Data Report Due from all Sites in A+ System
2/4/09	Evaluators' Data Report Due
3/2/09	Data Report Due from all Sites in A+ System
3/4/09	Evaluators' Data Report Due
4/1/09	Data Report Due from all Sites in A+ System
4/3/09	Evaluators' Data Report Due
5/1/09	Data Report Due from all Sites in A+ System
5/3/09	Evaluators' Data Report Due
6/1/09	Data Report Due from all Sites in A+ System
6/2/09	Evaluators' Data Report Due
8/1/09	Summer Data Report Due from all Sites in A+ System
8/3/09	Evaluators' Data Report Due

New Mexico Public Education Department (NMPED)
21st Century Community Learning Center (21st CCLC) 2009-2010
Goals

NMPED's goals for the New Mexico 21st CCLC are

1. Improve student academic achievement in reading and mathematics and
2. Promote positive youth development through quality youth and family programming.

The role of the evaluators in this process is to monitor the data collection process and to evaluate an academic activity, using the YPQA instrument so that the grantee can compare their internal evaluation with that of a reliable evaluator.

To achieve these goals, NMPED has established the following measurable objectives:

1. The 21st CCLC program will *increase student proficiency in reading and math* as measured by the NMSBA standards-based assessment (meet AMOs, Meet Proficiency by Confidence Interval, or reduce non proficiency by 10% or more over the prior year).		
Data used to monitor objective	**Source**	**Monitoring Timeframe**
District Activity APR Category Report	Cayen Reports	1st of every month
District Site Summary Report	Cayen Report	1st of every month
Site specific Safe and Sound Calendar Report	Cayen Report	1st of every month
Evaluators' Data Monitoring Report	Emailed	4th of every month
Family Survey	Cayen Report	When available
Assessment Report	Cayen Report	When available

2. The 21st CCLC program will be held accountable for *completing all* of the steps of the continuous improvement process based on the *Youth Program Quality Assessment* instrument.		
Data used to monitor objective	**Source**	**Monitoring Timeframe**
YPQA Scores Reporter- Form A	Scores Reporter	Following activity evaluation

3. The 21st CCLC program's *strategic plan*, *program reporting and expenditures* will align 95% of the time as measured by *Cayen* Systems monthly data submission and budget entries and/or requests.		
Data used to monitor objective	**Source**	**Monitoring Timeframe**
Site Specific Attendance Report Summary	Cayen Report	1st of every month
District Objective Report	Cayen Report	1st of every month
Evaluators' Data Monitoring Report	Emailed	4th of every month

Budget Monitoring	NMPED staff and OBMS	Quarterly

4. 100% of required program staff will attend NMPED's approved *professional development* and will implement the skills and program concepts with *fidelity and accountability* as measured by NMPED monitoring.		
Data used to monitor objective	**Source**	**Monitoring Timeframe**
Site Attendance Report Summary	Cayen Report	1st of every month

Evaluator's Monthly Data Monitoring Report

Overview:

The purpose of the Evaluator's Monthly Data Monitoring Report is to gather the following data for the annual summative evaluation:

Data	Reports to be Monitored
1. Activities' alignment with state objectives and grantee strategic plan.	(1) District Objective Report (2) Attendance Report Summary (3) District Activity APR Category Report
2. Program schedule	(1) Calendar Report and (2) Attendance Report Summary
3. Attendance Overview	(1) Attendance Report Summary (2) District Site Summary Report
4. Types and number of activities offered	(1) District Objective Report and (2) Attendance Report Summary
5. Staff/student ratio	(1) Staff Directory Export
6. Student proficiency	(1) Assessment report

This data will be used to track progress toward meeting NMPED's performance objectives.

Site Specific:

☐ Safe and Sound – Calendar Report

☐ Attendance Totals - Attendance Report Summary

☐ *Academics -Assessment Report – When available*

☐ *Family Survey - When available*

District Wide:

☐ District Activity APR Category Report

☐ District Site Summary Report

☐ District Objective Report

☐ Staff Directory Export

Report Detail

SITE SPECIFIC REPORTS

Safe and Sound – Calendar Report
To Access: Choose the grantee, choose a specific site, click "Reports". On the grey menu on the left, click Safe and Sound, and then click Calendar Report. Select 1. Youth, and 2. The month you want to access, and then click "View Report".
Overview: This report shows the days of the week and hours per day activities are offered, as well as total attendance per date.
Monthly Report: Report these details in the Monthly Data Spreadsheet, site schedule worksheet.
Attendance Report Summary
To Access: Choose the grantee, choose a specific site, click "Reports". On the grey reports menu on the left, click Attendance Totals, then click Attendance Summary (not Attendance Summary Export). Choose the start and end dates, click View report.
Overview: The Site-specific Attendance Report Summary reports extensive data on attendance. There is a summary at the top of the report. The important data for the report is: (1) Number active, (2) Number of Unduplicated Participants, (3) Total Days Open and (4) Participant Daily Average. An attendee is an outside person who is not a student or staff member. A participant is a student. The second part of the report shows activities offered arranged by the NMPED objective they address.
Monthly Report:
1. Consider if the "Activity" and "Sessions" are appropriately entered. There may be confusion around the distinctions between activity and session. Activity should be a broad category heading such as "Academics" or "Health and Wellness" and session should be a specific description such as "Read-Aloud" (under "Academics") or "Dance" (under health and wellness). Many sites have misunderstood the distinction between Activity Name and Session Description. They should not be the same.
2. Check that only Student Proficiency and Professional Development are listed at the top of the tables. There should only be two objectives listed, (1) Student Proficiency and (2) Professional Development. If they have not yet entered their Professional Development as an activity yet, there should only be one objective.
3. Consider if a reasonable number of participants are attending 50% or more.
4. Consider if activities are being offered frequently enough.
5. Compare the number of academic activities to the number of enrichment/recreation activities. Record the *number* of academic activities and enrichment/recreation activities in the spreadsheet, not the types or names of the activities.
6. Compare the Number of Unduplicated participants with the Participant Daily Average.
7. Transfer the Attendance Report Summary data into the Monthly Data Report spreadsheet on the "Attendance Data" worksheet.

DISTRICT WIDE

District Activity APR Category Report
To Access: Choose the grantee, choose "All sites", click "Reports". On the grey reports menu on the left, click CLC APR Monitoring, Click District Activity APR Category Report, choose the start and end dates, click #5: Show Activity Details – Yes, click "View Report".
Overview: This report should show what activities are being offered to fulfill each of the grantee's strategic objectives, by site.
Monthly Report:
1. Compare the objectives listed in this report with those listed in the grantee's strategic plan. If they are not recording at least one activity per objective, this should be listed in your report.
2. Use this report to determine the weight that each objective is being given. In other words, if there are 25 participants in academic activities and 100 in recreation, note this in your report.
3. This report can also be used to compare sites. If the strategic plan says that all sites will be offering the same activities, and this is not indicated in this report, note this in your report.

District Site Summary Report
To Access: From the welcome screen, choose the Grantee (District) then choose "All Sites" under sites. Click "Reports". On the grey reports menu on the left, click District Monitoring, then click District Site Summary Report. Check the funding source under 1. Click "View Report."
Overview: This report divides student participation up by 0-29, 30-59, 60-89 and 90+. It also reports number of Student IDs not in Student Master.
Monthly Report:

1. There should be one and only one funding source. If there is more than one funding source listed, please note it in your report.
2. If youth attended days exceed the number of days the program has been operating, there is a data entry error. In other words, if it says 50 students have 30-59 days of attendance, and the program has only been operating 20 days, this is a data entry error and should be noted in your report.
3. Note the "Last Day of Attendance". Monitoring this will let you know if the site is current on entering their data.
4. Note "Number of Student IDs not in Student Master". If this is a high number it is a data entry issue. Please note this in your report.

District Objective Report
To Access: From the welcome screen, choose the Grantee (District) then choose "All Sites" under sites. Click "Reports". On the grey reports menu on the left, click "Activity Information", then click "District Objective Report." Choose your start and end dates on the calendars and on the 5. Show activity details, drop down and click "yes". Click "View Report".

Overview: The District Objective Report should list the grantee's strategic plan objectives and the activities that they are offering to meet these objectives.
Monthly Report: Compare the strategic plan objectives from the grant with the objectives listed in this report. Report whether or not all their objectives are listed and if all their sites are listed. Assess if the number of activities being offered under an objective seems reasonable. If not, make a comment in the Monthly Data Report on the Alignment worksheet.

Staff Directory Export
To Access: From the welcome screen, choose the Grantee (District) then choose "All Sites" under sites. Click "Reports". On the grey reports menu on the left, click "Staff" and then click "Staff Directory". Click "View Report." You will need to export this report into an excel spreadsheet.
Overview: This report lists all staff members for the grantee.
Monthly Report: Count the number of staff and enter this number on the Alignment worksheet.

Assessment Report: You will be asked to review and send the Assessment Report after the assessment data is available and entered. You will be notified when this report should be available. All other reports should be monitored monthly.

Family Survey: You will be asked to review and send the Family Survey Report after the assessment data is available and entered. You will be notified when this report should be available. All other reports should be monitored monthly.

After reviewing all the above reports, please copy them into a PDF file. Please email your reports in the following manner:

1. One email for each grantee.
2. Attach the PDF copy of all reports for this grantee, plus the Evaluator Summary Report to this email.
3. Please label your PDF files and your Evaluator Summary in the following manner: Grantee Name, Abbreviated Report Name, month-year. For example, Carrizozo_DstrSiteSum_Jan09.

Evaluator Summary - Comment on each of the following areas.

☐   Describe how the measurable objectives listed in their strategic plan are being measured. Is the data reasonable and accurate? Each objective should have some measurement. If it is not clear how the objective will be measured, note which objectives have no clear measurements listed in the strategic plan in your report. If the grant says that they will use a specific measurement at specific date intervals, monitor the Assessment Report to see if these are entered. If they are, note the site's success. If they are not, note this in your report.

☐   Describe any missing data, miscoded data, or glaring errors that strike you as you review the reports.

☐   Describe their clear and substantial evidence that NMPED objectives 1 and 4 are being adequately addressed.

☐   Please make at least one positive comment to share directly tied to NMPED goals and/or objectives.

Consider these issues when viewing the reports and making your comments.

Do the activities being offered align with the grantee objectives and do the grantee objectives align with NMPED objective?

For example, <School Name> is only offering a dance class. On the Attendance Report Summary they say that the "Activity Name" is "Academic Enrichment" and the Session is "Dance". In discussion with Cayen Systems, it was concluded that they have probably miscoded this activity or misunderstand the definitions used to distinguish an activity from a "session". It is also possible that their dance class is structured in such a way that it is an academic enrichment activity, but by noting it in your report, this could be checked.

Read the grant - especially the strategic plan and their measurable objectives.

If they stated they would be using a short cycle assessment, at some point in time they should enter the baseline (pre-test) data, to be followed by the post-test. This will be in the assessment report. If it is not, note that in your comments.

Data Reports - All Cayen Reports need to be converted to PDF format, please see below for instructions on how to convert reports to PDF format.

How to convert forms to PDF

If your computer doesn't have the already have the capability of converting files to PDF, there is an explanation of how to turn the reports into PDF format on the help section of the Cayen website. It is also reproduced below.

All APlus reports can be exported as PDF files if you have a PDF creator on your computer. We recommend PDF Creator, which can be downloaded for free from http://sourceforge.net/projects/pdfcreator. Once you have installed PDF Creator, open your desired report and click on the Print button as though you were going to print it, then choose PDF Creator as your printer. The report will be turned into a standard PDF document when "printed", and you can save it to your desktop or any other location to be saved, emailed, etc.

Some of the above listed reports you have not seen because they were not available to us at the security level given the evaluators by Cayen Systems. This should be changed by the end of the week and you will be able to access them. Corinne will send an email explaining where to find these reports on the menu as soon as the security level is changed.

Also monitor the data collection to insure that the requirements are being met by the sites that are listed on the attached *Due Dates Reminder*.

Redhouse Training & Consulting   External Evaluation
SY 2008-2009   NMPED 21st Century Community Learning Centers

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FORMS

Evaluator Summary Template

Grantee Name:

Site Name:

Evaluator Name:

Date of Report:

1.) *Are the measurable objectives listed in their strategic plan being measured reasonably and accurately?*

2.) *Does there appear to be any missing data, miscoded data, or glaring errors?*

3.) *Is there clear and substantial evidence that NMPED objectives 1 and 4 are being adequately addressed?*

4.) Please make at least one positive comment to share.

Redhouse Training & Consulting   External Evaluation
SY 2008-2009   NMPED 21st Century Community Learning Centers
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Evaluator Summary Example

Grantee Name: Kids Rule CBO

Site Name: Valley Elementary School

Evaluator Name: Sally Best

Date of Report: 3/4/09

1.) *Are the measurable objectives listed in their strategic plan being measured reasonably and accurately?*
The measurable objectives listed in the Kids Rule CBO strategic plan state the following "grantee will assess students three times a year". To date, no assessment data has been entered.

2.) *Does there appear to be any missing data, miscoded data, or glaring errors?*
In the strategic plan the grantee listed "dance as an academic enrichment activity and homework help as a supplemental education service". These appear to be miscoded in Cayen.

3.) *Is there clear and substantial evidence that all NMPED objectives 1 and 4 are being adequately addressed?*
The grantee is addressing objective one, student proficiency by offering homework help, hands-on science and math tutoring. The grantee has not yet entered any activities under professional development.

4.) *Please make at least one positive comment to share.*
The site has completed and entered all parent and student surveys. They are meeting the 30+days attendance objective of 300 students.

Site Visit Protocol

Overview

NMPED has identified the sites to be evaluated. The goal in the first year is to encourage grantees to embrace the self-assessment/continuous improvement process, using the YPQA as the instrument of this process. Given this goal, NMPED has encouraged directors to choose a site that is doing well and would be open and honest in the self-assessment process. With the director's input, sites have been chosen for evaluation. The director, the site facilitator and the evaluator will each conduct a separate evaluation of this site. Everyone will use the YPQA instrument. These three reports will be used at the Next Steps Conference in April for the grantees to create their 2009-2010 Revised Strategic Plan and Budget.

The activity to be evaluated needs to be a math or reading activity for fourth grade or higher. The director, facilitator and evaluator can separately evaluate the same class or a different class but they all must be at the same school and in math or reading. When you conduct your evaluation, it will only be on one academic activity.

Scheduling

1. Call the identified site's Grantee Director and schedule an appointment to do the site visit. Try to schedule the site visit as soon as possible. We need all site visits to be scheduled by Feb 15, 2009. We need to have all site visits completed and all reports submitted by April 1, 2009. (After February 15th, Corinne will create a spreadsheet showing the sites, date of visit, completed report so we can track the site evaluation process.) During the call exchange contact information. Insure that you have an accurate street address, directions to the site, email address, phone number of the director and the site, plus cell phone numbers for the director and the site facilitator, if available. Tell the director to please make sure that the site facilitator has been informed of the date, time and purpose of your visit. Tell the director you will need a student work sample.

2. Follow-up the call with an email, listing the time and date of the site visit. Provide the director with your contact information, including your cell phone number, in case the program is canceled on the day of the site visit. Also provide them with Corinne's contact information as a backup contact if for some reason they can't connect with you. In this email remind the director that you will need a sample of student work.

3. Three to five days prior to the site visit, call the director and confirm all the details of the visit. When planning your arrival time, remember that you want to be in the room as the students are entering. We need to report on starting times, staff greeting students, staff explaining activities, etc.

4. Please report your appointment for the site evaluation to Corinne. A spread-sheet with everyone's data reporting and site visit schedule will be kept in the following format:

Evaluator	Site	Date report submitted	Date of Site Visit	Date site visit submitted

When On Site

1. Sign-in and meet the director or site facilitator.

2. Explain to him or her that you need to be in the room before the activity starts and we prefer them not to be in the room.

3. Give the director the attached "Due Dates Reminder Sheet". This sheet lists due

dates that the grantees are required to meet. These dates were in the Manual that directors received in their initial professional development. If the director is not at the site, please email this list to him or her.

4. Don't solicit questions, but if asked, explain the process in the following manner.

    a. The director, the facilitator and the evaluator will all individually evaluate the same (or similar) activity.
    b. These three evaluations will be reviewed and compared at the Next Steps Conference and will form the basis of their 2009-2010 Revised Strategic Plan and Budget.
    c. Your report will be submitted to NMPED within four days.

5. Following the observation, thank the teacher and students.

6. Thank the director and get a sample of the students' work.

7. If possible, take your notes and immediately fill out the YPQA-Form A.

After Visit

Within four days, complete Scores Reporter online Form A. Send the sample of student work and your evidentiary documentation (YPQA Supporting Evidence/Anecdotes per indicator) to Corinne at 38 Elk Pt. Trail, Durango, CO 81301. For the student work sample: (1) Erase all identifying information (student name, teacher name, etc.); (2) Note the grade level of the student; (3) List the grantee and site information at the top.

Report consists of:

1. Completed Form A entered in Scores Reporter

2. Evidentiary/Anecdotal documentation

3. Student Work Sample

4. All data monitoring reports submitted as per the schedule on page one of this guide will be considered part of your report. If you have submitted your data monitoring reports in a timely manner, according to the schedule, you do not have to resubmit them. If reports are overdue, they need to be submitted with this site visit report.

5. Invoice

Once report has been approved by NMPED

Upon receipt of the above report and all data reports (to date) listed on page one of this guide, send an invoice to Corinne (see sample invoice below). Corinne will forward your invoice to NMPED for approval and NMPED will direct Kesselman Jones to pay the invoice.

Sample Invoice

Invoice Number: (Send a separate invoice for each site–number accordingly)

Name and address of Evaluator:

To: Kesselman Jones
P.O. Box 30182
Albuquerque, NM 87190

For: NMPED–21st Century Community Learning Centers Evaluation

Date of service	Work Performed	Charge
(Enter date of site visit)	21st CCLC on-site evaluation, data entry and report	$2500
Total		$2500

Please remit to:

(Your name and address)

Due Dates Reminder

Provide a copy of this to Program Directors

Date Due	What is due?	Who is responsible?
1/5/09	Data Report Due from all Sites in A+ System- include short cycle assessment data	Grantee Project Directors
1/7/09	Evaluators' Data Report Due	NMPED Evaluators
2/2/09	Data Report Due from all Sites in A+ System- include short cycle assessment data	Grantee Project Directors
2/4/09	Evaluators' Data Report Due	NMPED Evaluators
2/6/09	Cayen Webinar-3:00-4:00	Grantee Project Directors
February	Refresh your memory on YPQA by doing the YPQA free course	Grantee Project Directors
February	Discuss YPQA with your staff	Grantee Project Directors
2/15/09	Site visit schedules set by NMPED Evaluators	NMPED Evaluators
3/1/09	Complete YPQA visits	Grantee Project Directors
3/2/09	Data Report Due from all Sites in A+ System include short cycle assessment data	Grantee Project Directors
3/4/09	Evaluators' Data Report Due	NMPED Evaluators
3/6/09	YPQA Online reporting webinar–3:00-4:00	Grantee Project Directors NMPED Evaluators
4/1/09	Data Report Due from all Sites in A+ System include short cycle assessment data	Grantee Project Directors
4/1/09	All External Evaluator Site Visit Reports due to NMPED	NMPED Evaluators
4/3/09	Evaluators' Data Report Due	NMPED Evaluators
4/8-9/09	Next Steps Conference	Grantee Project Directors YPQA Grantee Team
4/24/09	Submit Strategic Plan, Budget and YPQA improvement plan to NMPED	Grantee Project Directors
5/1/09	Data Report Due from all Sites in A+ System include short cycle assessment data	Grantee Project Directors
5/3/09	Evaluators' Data Report Due	NMPED Evaluators
5/15/09	Plans and Budgets Approved	NMPED
5/15-June	Enter Budgets into OBMS- once approved by NMPED	Grantee Fiscal Person
6/1/09	Data Report Due from all Sites in A+ System include short cycle assessment data	Grantee Project Directors

6/2/09	Evaluators' Data Report Due	NMPED Evaluators
8/1/09	Summer Data Report Due from all Sites in A+ System	Grantee Project Directors
8/3/09	Evaluators' Data Report Due	NMPED Evaluators
8/4/09	Begin setting up 2009-2010 A+ System Files	Grantee Project Directors
10/15/09	PPICS Due for 2008-2009 Data	NMPED to USDE

YPQA Letter to Grantees

The following letter was sent to the grantee directors, explaining the Next Steps Process:

January 22, 2009

Dear <PD Name>:

<Pilot Site Name> is approved by New Mexico Public Education Department (NMPED) as your pilot YPQA site for 2008-2009. Please send me the site coordinator/lead teacher's name, contact phone number, email, and complete mailing address by January 29, 2009.

Many have requested the web address for the PowerPoint from 1/22/09, it is: http://www.ped.state.nm.us/titleI/21C-YouthProgram.html.

Following the timeline given on1/22/09, during the webinar, below are your next YPQA steps.

Step One-Now
Program Director (PD) coordinates with site coordinator(s) (SC) and self-assessment team to review the four goals for NMPED's 21st CCLC program and promote reflective practice for the purpose of continuous quality improvement. Remember this is a learning process and a conversation to familiarize the whole team with the YPQA tool and the observation/reflective process.

Step Two- February
PD completes one YPQA arranged and individual site observation at the approved school(s).

NMPED recommends that the PD observe one *complete* session in which the focus of the session is reading or math aligned to the New Mexico Content Standards.

During the session observation, the PD will record anecdotal evidence per YPQA and collects one student work sample (photocopy, picture etc). Then PD completes *Form A YPQA* (A blank clean copy of this form will be sent to you via snail mail by Center for Youth Program Quality).

Keep both of these on file.

Step Three-February
SC completes one arranged, individual YPQA site observation at the same school(s) in which the PD observed. The SC observation should be separate from the PD observation. NMPED recommends that the SC observe a different teacher and/or

different session.

NMPED recommends that the SC observe one *complete* session in which the focus of the session is reading or math aligned to the New Mexico Content Standards.

During the session observation, the SC record anecdotal evidence per YPQA and collects one student work sample (photocopy, picture etc). Then the SC completes *Form A YPQA*. Keep both of these on file.

Step Four-February

PD and SC meet to discuss the results of both observations and come to a consensus around these things:

1.) Discuss indicator by indicator the PD and SC results.
2.) How are the results aligned with and not aligned to NMPED program goals and your program goals?
3.) What data/evidence do you have that formatively helps your program to measure the results you are experiencing?
      a. How does student work reflect that they are making progress on the New Mexico Content Standards?
      b. Describe how the program focuses on student voice and choice?

Step Five-March 6

PD attends the webinar to learn to enter data into YPQA Scores Reporter. During this session, you will learn to enter your one combined YPQA form. This one form will incorporate observational evidence from the PD and SC consensus meeting in Step Four.

Step Six- February/March

External Evaluators (EE), coordinates with PD to schedule their observation.

EE completes one arranged YPQA site observation at the ***same*** school(s), ***same*** session as observed by the SC *or* PD. NMPED recommends that the EE observe one *complete* session in which the focus of the session is reading or math aligned to the New Mexico Content Standards.

During the session observation, the EE records anecdotal evidence per YPQA and collects one student work sample (photocopy, picture etc). Then the EE completes *Form A YPQA*. The EE will submit these to Redhouse.

Step Seven- by April 1

PD enters the compiled Scores Reporter results from the one site online. EE enters their Scores Reporter results from the one site online.

Step Eight- April 8-9

PD brings the anecdotal evidence per YPQA, access to Scores Report (your own print outs will be helpful), Cayen Reports, and student work sample (photocopy, picture etc).

Remember, the intent is an honest, open communication with your staff about the results you are observing and striving to achieve. If you have any questions, please call me at 505-222-4741.

Thank you,
Roxann Morris
21st CCLC Program Director

APPENDIX G: GRANTEES' STRATEGIC PLAN TEMPLATE

Entity:		Schools Served for 2009-2010:		Date:
Program Director Name:			Fiscal Manager Name:	
Program Director Office Phone:			Fiscal Manager Office Phone #:	
Program Director Cell Phone #:			Fiscal Manager Cell Phone #:	
Program Director Summer Phone #:			Fiscal Manager Summer Phone #:	
Program Director School Year Email:			Fiscal Manager School Year Email:	
Program Director Address:			Fiscal Manager Address:	

Benchmark Data from 2008-2009 (per page 30-31 of RFP)	Increase Student Proficiency in Reading and Mathematics		Continuous Improvement (YPQA)	Aligned Reporting and Expenditures	Professional Development
	Reading		**Our YPQA Strengths**	Provide evidence that expenditures supported the identified program and student needs.	Provide evidence that Professional Development supported the identified program and student needs.
	07-08 SBA Strengths				
	07-08 SBA Challenges				
	08-09 Short Cycle Strengths				
	08-09 Short Cycle Challenges				
	08-09 Other Measure of Strengths				
	08-09 Other Measure of Challenges				
	Math		**Our YPQA Priorities**	Provide evidence that expenditure gaps exist in attaining the identified program and student needs.	Provide evidence that Professional Development gaps exist in the identified program and student needs.
	07-08 SBA Strengths				
	07-08 SBA Challenges				
	08-09 Short Cycle Strengths				
	08-09 Short Cycle Challenges				
	08-09 Other Measures of Strengths				
	08-09 Other Measures of Challenges				

READING STRATEGIC FOCUS 2009-2010

Summarize the Program Need	**Our Reading data indicate the following specific program challenge:** **Our Reading data indicate the following specific grade level challenge(s):** **1**. **2**. **3**.
Goals	Articulate your 2009-2010 Reading focused goal below.
Objectives	Articulate your 2009-2010 reading focused measurable objective(s).

	Measurable Objective	Instructional Activity	Timeframe	Measures	Documentation	Results
Action Plan						

MATHEMATICS STRATEGIC FOCUS 2009-2010

Summarize the Program Need	**Our Mathematics data indicate the following specific program challenge:** **Our Math data indicates the following specific grade level challenge(s):**
Goals	Articulate your 2009-2010 Mathematics focused goals.

Objectives	Articulate your 2009-2010 Mathematics focused measurable objective(s).					
Action Plan	**Measurable Objective**	**Instructional Activity**	**Timeframe**	**Measures**	**Documentation**	**Results**

YOUTH ENGAGEMENT AND INTERACTION STRATEGIC FOCUS 2009-2010

Summarize the Program Need	**Our youth engagement and interaction data indicates the following specific program challenge:**					
Goals	Articulate your 2009-2010 Youth Engagement and Interaction focused goal.					
Objectives	Articulate your 2009-2010 Youth Engagement and Interaction focused measurable objective(s).					
Action Plan	**Measurable Objective**	**Instructional Activity**	**Timeframe**	**Measures**	**Documentation**	**Results**

ALIGNMENT OF RESOURCES STRATEGIC FOCUS 2009-2010

Summarize the Program Need	

Goals	Articulate your 2009-2010 Alignment of Resources focused goal.

Objectives	Articulate your 2009-2010 Alignment of Resources focused measurable objective(s).

Action Plan	Measurable Objective	Instructional Activity	Timeframe	Measures	Documentation	Results

☐ I certify that the funds covered by this *21st CCLC Strategic Plan and 24119 Budget Justification* will be used at the same sites, to serve a similar number of students, and with the same goals and measurable objectives as the approved response to the proposal on file with the NMPED.

_____   _____
Program Director Signature   Date

The governing body of the above-named applicant has approved this *21st CCLC Strategic Plan and 24119 Budget Justification* has authorized me as its representative to submit this *21st CCLC Strategic Plan* as recorded in the minutes of the local Board of Education meeting held on:

_____

APPENDIX H: STRATEGIC PLAN RUBRIC

Measurable and Aligned Objectives	Sufficient	Not Sufficient	Please rework the following and resubmit to NMPED ASAP.
The objectives in the 2009-2010 Strategic Plan are measurable and aligned to NMPED goals.			**Specificity**- The outcomes need to be stated in numbers, percentages, frequency, reach, scientific outcome, etc. **Measurability**- The objectives should be able to be measured and the measurement source should be identified. **Achievability-** The objectives or expectation of what will be accomplished is not clearly realistic given the time period, resources allocated, etc. **Relevancy-** The outcomes or results of the objectives do not appear to directly support the outcomes of NMPED's long-range goals. **Time Specific-** The objectives do not clearly state when the objective will be achieved.
2009-2010 Proposed Budget	YES	NO	**Please rework the following and resubmit to NMPED ASAP.**
The administrative costs do not exceed 25%.	YES	NO	
The proposed budget appears to be reasonable to meet the needs and outcomes.	YES	NO	
Are proposed expenditures allowable?	YES	NO	
The 2008-2009 data in Cayen Systems:		NO	**Please rework the following and resubmit to NMPED ASAP.**
Attendance projection is being met	YES	NO	
# of regular attendees proposed for 2008-2009			
# of regular attendees during 2008-2009			
What percent of this entity's entire APR is			If this is less than 100%, please print all your APR reports

ready to submit to used?			attached, read the documentation to complete. If you need help contact Cayen or Corinne to correct these issues immediately. Then email NMPED when it is accurate and complete.
OBMS 2008-2009 spending trend			**Please rework the following and resubmit to NMPED ASAP.**
% of rfrs submitted to date			
YPQA 2008-2009 Scores Reporter Scores			**Please rework the following and resubmit to NMPED ASAP.**
Self Evaluation/ NMPED Evaluation			If this is less than 100%, please complete this and email NMPED that this is complete.

YOUR NEXT STEP IS

☐ This Strategic Plan is accepted. Please enter the budget as proposed into OBMS as part as the 2009-2010 budget, before June 10, 2009.

☐ This Strategic Plan is not accepted. Please rework the sections listed. Save your submission with this file name <Amendment1_EntityName_Date>. Email the amendment to NMPED, ASAP. Include documentation certifying governing approval of amendment

[1] Carnegie Council, 1994; Fashola, in press; Janie Funkhouser et. al., Extending Learning Time for Disadvantaged Students (Washington, D.C.: U.S. Department of Education, 1995); Institute for Out-of-School Time, Making the Case, Presented at Regional Technical Assistance Workshops for the 21st Century Community Learning Centers Program, Spring, 1998; Janette Roman, ed., The NSACA Standards for Quality School-Age Care (Boston, MA: National School-Age Care Alliance, 1998); Elizabeth Riesner and Janie Funkhauser, Designing Effective After-School Programs (Washington, D.C.: Policy Studies Associates, 1998); de Kanter et. al., 1997. Vandell, 1997; White House Child Care Conference, 1997.

[ii] Tip sheets: Simple Ideas to Address Important Out-of-School Topics. National Institute on Out-Of-School Time at Wellesley College Center for Research on Women, 2000.

[iii] Review of Extended-D and After-School Programs and their Effectiveness, O.S. Fashola, Johns Hopkins University, Published by the Center for Research on the Education of Students Placed At Risk (CRESPAR),
supported as a national research and development center by funds from the Office of Educational Research and Improvement (OERI), U.S. Department of Education (R-117-D4005).

[iv] After-School Programs: Keeping Children Safe and Smart. The U.S. Departments of Education and Justice, June 2000.

[v] Checklist based on Shediac-Rizkallah and Bone, 1998

[vi] National Survey of American Attitudes on Substance Abuse VIII: Teens and Parents. 2003. The National Center on Addiction and Substance Abuse at Columbia University. Retrieved from http://www.casacolumbia.org/pdshopprov/files/2003_Teen_Survey_8_19_03.pdf Fight Crime: Invest in Kids California. 2004. California's next after-school challenge: Keeping high school teens off the street and on the right track. Fight Crime: Invest in Kids New York. 2002. New York's after-school choice: The prime time for juvenile crime or youth enrichment and achievement.

[vii] The National AfterSchool Association Standards for Quality School Age Care – Standards At A Glance, October, 2007.

[viii] ibid

[ix] Quality Time After School: What Instructors Can Do To Enhance Learning, April 2007; Public/Privat Ventures; Jean Grossman, Margo Campbell and Becca Raley

[x] ibid

[xi] Adapted from Henderson, A. T. & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community on connections on student achievement. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory.

[xii] Engaging With Families in Out-of-School Time Learning, Number 4, April 2004, Erin Harris, Research Assistant, and Chris Wimer, Research Assistant

[xiii] Beyond the Bell, Third Edition: A Toolkit for Creating Effective Afterschool Programs. Naperville, IL: Learning Point Associates, 2005.

[xiv] Moving Beyond the Barriers: Attracting and Sustaining Youth Participation in Out-of-School Time Programs. Number 6, July 2004. Sherri Lauver, Priscilla M. D. Little, and Heather Weiss, Harvard Family Research Project

[xv] The Forum for Youth Investment. (2004). Out-of-school time policy commentary #6: Participation during out-of-school time: Taking a closer look. Washington, DC: The Forum for Youth Investment, Impact Strategies. Available at www.forumfyi.org/Files/ostpc6.pdf.

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