



EXECUTIVE SUMMARY

Phase I Evaluation Findings

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



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OVERVIEW & CONTEXT

Evaluation Overview

In May 2008, the David and Lucile Packard Foundation (the Foundation) engaged BTW *informing change* (BTW) to design and implement an evaluation of the Foundation's After-school and Summer Enrichment Subprogram (the Subprogram). The comprehensive evaluation assesses all components of the Subprogram's strategy, individually and collectively. This document summarizes the first phase of the evaluation, which is a retrospective look at the Subprogram's work from Fall 2006 through the end of 2008, mid-way through the Subprogram's after-school investments. These findings capture the changes that have taken place throughout California's after-school field since 2006 and begin to assess the impact of the Foundation's contributions to important and innovative systems changes in the field. A second phase of evaluation will focus on the Foundation's after-school and summer enrichment strategies from 2009 through 2010. This summary closes with implications and recommendations offered in a spirit of reflection and learning for the Foundation, other funders, after-school intermediaries, and the field.

Evaluation Questions

An overarching evaluation question guides the investigation of after-school systems change and building the field's infrastructure.

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

The Subprogram has chosen to focus on catalyzing three crucial after-school systems—technical assistance (TA), workforce development, and a network of system leaders—to support the development of field infrastructure. The evaluation sub-questions listed below articulate the focus of each of these strategies, with the understanding that they are the key components needed to address the overarching evaluation question.

1. To what extent is the Subprogram's **technical assistance (TA)** strategy continually improving the TA system to provide effective, well-distributed TA across California?
2. To what extent is the Subprogram's **workforce** strategy stimulating innovative approaches that address after-school workforce challenges?
3. To what extent are **system leaders** better able to work collaboratively to advance the after-school field in the public and private sectors and support continuous improvement?

Though not addressed in the first phase of the evaluation, the fourth evaluation sub-question is: To what extent are after-school and summer programs able to use flexible public and private

funding streams in a way that sustains programs, increases access, and allows them to make ongoing improvements?¹

Evaluation Methods

The Subprogram evaluation was informed by multiple research methods, including 53 interviews with thought leaders and key stakeholders, online surveys with 58 TA providers and 227 after-school providers, and an extensive review of secondary data (e.g., grant summaries and reports, research reports).

Context

In 2002, California voters passed Proposition 49, approving an increase of state funding for after-school programs from approximately \$120 million to \$550 million through the After School Education and Safety (ASES) program. The release of this funding in FY 2006–2007 established after-school programs in nearly 4,000 public schools across the state. While the influx of ASES funding greatly increased opportunities for elementary and middle school students to participate in after-school programs throughout California, the State’s investment also created significant implementation challenges.

In December 2006, the Foundation Board of Directors approved an investment of \$5 million per year to support the ASES-funded expansion of after-school programs. This investment focuses on implementing key components of the California After-School Master Plan, funding after-school programs and intermediary organizations committed to collaboration, innovation, and continuous improvement.² The Subprogram investment is predicated on the belief that better coordinated and more innovative after-school TA and workforce development systems, together with strong, integrated leadership and sustainable funding, will support after-school and summer enrichment programs in an ongoing way.

Since 2006, the efforts of after-school providers, intermediary organizations, and field leaders to emphasize quality and accountability highlight the importance and potential of after-school programming and the need for infrastructure to support field development. At the time of this evaluation, there are both bright successes and some ongoing challenges in the development of ASES programs, as well as in the key systems that the Foundation’s investments are supporting.

In 2008, the Foundation Board of Directors approved a summer enrichment strategy that builds off the after-school platform in an attempt to close the opportunity and learning gaps for low-income children in California. The summer strategy will be included in the second phase of the Subprogram evaluation.

¹ The first phase of the evaluation does not address the Subprogram’s sustainability strategy because it is still in development, nor does it address the Subprogram’s summer enrichment investments implemented in 2009.

² Developed through the collaboration of state government agencies and philanthropies in May 2006, the California After-School Master Plan provides detailed recommendations for the California after-school community to prepare for the implementation of After School Education and Safety Program Act (ASES) funding.

KEY FINDINGS OF PHASE I EVALUATION

The Foundation is supporting the growth and development of the following systems and structures in the after-school field: TA, workforce development, and a network of system leaders.

Technical Assistance

Experienced after-school programs and TA providers delivered critical TA to new programs launched with the ASES expansion, getting them off the ground and running. The Foundation is investing in developing the infrastructure that will enable ongoing TA provision, primarily through ASAPconnect, an intermediary organization that seeks to increase after-school programs' access to quality trainers and increase collaboration among and build the capacity of TA providers. The TA system needs to be further developed to be primed for continuous improvement and to meet all of the changing needs of after-school programs.

- **ASAPconnect is emerging as a key resource in the after-school field**, primarily by increasing after-school programs' access to TA providers and building TA providers' capacity and connections. After-school programs still need better ways to assess the quality of TA services and navigate the process of choosing and engaging TA, beyond simply identifying potential providers.
- **TA from exemplary after-school programs has enabled new programs in high-need schools to open their doors and focus on quality. Veteran after-school programs also benefited from providing TA.** New programs that received TA agreed that it was a valuable experience and witnessed improvements in staff skills and overall program operations. Veteran programs benefited from codifying and sharing their best practices.
- **TA system enhancements are improving the ways in which TA providers deliver their services and contribute to quality programs.** After-school providers have better access to TA services tailored to their programs' unique needs. TA providers have increased their own skills and built their capacity to serve individual programs. Enhancements include supports to TA providers (e.g., trainings, conferences) and opportunities for shared work (e.g., defining and assessing the quality of TA providers and after-school programming).

Workforce Development

Over the past three years, after-school workforce development efforts have shifted from focusing on professional development opportunities for current after-school workers to meeting the field's long-term, ongoing demand for a skilled, diverse workforce. Foundation-supported pilot programs that bring fresh approaches to workforce issues appear promising, but it will take time to harvest and understand the full potential and impact of these pilots.

- **The number and variety of formal partnerships that address after-school workforce issues have expanded substantially, resulting in the development of a wide spectrum of workforce strategies.** The most significant partnership is the collaborative work of the California Workforce Innovation Network (CalWIN), a group of grantees the

Foundation brought together in 2007 to develop workforce strategies and solutions. Some partnerships, such as those with governmental organizations and the business community, have been more challenging to build.

- **Career pathways and other workforce development projects are increasing in number and gaining momentum and support.** These projects illustrate that it takes time and persistence to influence the community college system and engage community partners. Few Foundation-supported pilot programs are presently supplying workers for the after-school workforce, and it is too early in their development to know if they can be replicated or can incite ongoing innovation in the field. Some workforce development grantees express concern that pathways program models are not collecting enough evidence of impact to support replication.
- **After-school programs are increasing their ability to recruit and retain diverse, skilled after-school staff; despite these gains, strategies for worker recruitment and retention need further attention and support.** Recruiting and retaining quality workers, which has an enormous effect on the stability and quality of after-school programs, is still a challenge in a field with low wages, few professional and career development opportunities, and high staff turnover. After-school providers need more TA and resources to find and retain staff.

Collaboration of System Leaders

The Foundation has been a significant contributor to a robust and thriving network of leaders who run support organizations in California's after-school field. As the after-school field continues to mature, system leaders will need to go beyond their current activities, which largely focus on sharing information and best practices, to spend more time engaging in higher order functions of assessment, advocacy, and mobilization.

- **California has a growing network of organizations and individuals that facilitate opportunities for information dissemination, learning, and advocacy for after-school programs.** This network provides system leaders with opportunities for communication and structured learning. Because some of these organizations provide similar functions, there is some confusion among field leaders and program providers about decision-making processes and leadership roles of individuals and organizations. Field leaders are also concerned about the sustainability of these organizations beyond the Foundation's investment.
- **After-school system leaders have several mechanisms for working with one another, but are still relatively inexperienced at working with external stakeholders, especially the business community.** While collaboration is common within the after-school field, after-school providers, leaders, and intermediary organizations have been less effective at forging partnerships outside of the field. The outside connections that are developing tend to be connected with a workforce strategy that partners with colleges and universities as sites for staff recruitment.

- **System leaders have collaborated to articulate policy goals, but there still is no unified policy agenda for the after-school field, nor is there a process to develop this agenda.** The field is facing the advocacy challenge of having no consensus regarding what the key policy “ask” should be. When asked about priorities for policy work, interviewees suggest increased lobbying in Sacramento, building a broader base of support within the state, and being willing to “share the pain” with K–12 education and schools.

Packard’s Contributions to the After-school Field

The Foundation’s investments, together with ASES funding and the work of stakeholders across California, are directly supporting six important elements of after-school field-building: knowledge base, workforce development, standardized practices, information exchange, infrastructure for collaboration, and systemic support. The Foundation, specifically, is providing leadership and agile support to build field infrastructure and interconnectedness among key stakeholders and systems. Informants frequently cite that the Foundation is:

- Playing a leadership role in California’s after-school field through maintaining a focus on important agenda items.
- Providing resources in short order where they are needed.
- Forging and deepening partnerships with the California Department of Education (CDE) and with other private funders; these partnerships both improve the field and demonstrate the value of partnering.

The Foundation’s strategy thus far has been to support leaders and systems and to seed innovative concepts, with the intention that many of these will stimulate continuous improvement in the after-school field. As the Subprogram’s strategy reaches its mid-point, there has been clear progress towards this goal, but there has not been enough time to see what will ultimately take root and flourish. Looking across the organizations and systems in place to support California’s after-school field, it will be critical to see a deepening and an institutionalization of continuous improvement practices over the next two years to ensure the positive evolution of the field.

IMPLICATIONS & RECOMMENDATIONS

The evaluation findings suggest a number of implications relevant to future planning and implementation efforts for the Foundation and the after-school field to consider in going forward. From these implications emerge some recommendations for spurring the continuous improvement of the after-school field, which BTW presents here for consideration by the Foundation, after-school system leaders, and other stakeholders. We recognize that the Foundation is already considering or implementing some elements of these recommendations.

1. **System Sustainability:** It is unclear how and whether the Foundation supported field-level systems—TA, workforce development, and collaboration of system leaders—can be sustained over time, and in particular, without the Foundation’s ongoing investment.

Recommendation: The Foundation should work with its grantees, as well as with the general pool of field-level system leaders and stakeholders, to ensure that they develop and implement sustainability plans.

Recommendation: The Foundation should be transparent about when its funding will taper off and what grantees can expect in terms of final, “tie-off” grants.

2. **Leadership:** Field leaders are concerned that when the Foundation reduces its presence in after-school systems building, there will be a noticeable void in field leadership which, at this point, no other support organizations are prepared to fill.

Recommendation: The Foundation should work with grantees and stakeholders to determine how they individually and collectively can step into the leadership role that the Foundation has held in recent years.

3. **System Integration:** Because the systems within the after-school field are in development, the time is ripe to explore opportunities to connect and, when appropriate, integrate systems. This integration could entail sharing best practices, learning what other players and stakeholders are doing, and developing strategies that promote a streamlined and cohesive field.

Recommendation: The Foundation should provide grantees with incentives to work across strategies in order to maximize impact and effectiveness.

4. **Balance of Short-term Needs and Longer-term Focus:** The after-school field went through a period of rapid expansion while it addressed short-term needs. The field is continuing to develop systems improvements for the longer term.

Recommendation: The Foundation should work with field leaders to ensure that they articulate realistic benchmarks for success in working towards continuous improvement in both the short and longer terms, and ensure that processes are in place to measure and report on progress.

- 5. *Public-Private Partnership:*** The Foundation has played a collaborative role with CDE thus far, focusing on how to support the systems that CDE is putting into place and, where necessary, helping to neutralize challenges associated with working with the state bureaucracy.

Recommendation: The Foundation’s efforts—grantmaking, convening, and leadership—going forward should continue to involve and support CDE. The Foundation should also engage new private entities to work in partnership with the State on after-school programming and to explore the possibilities of summer enrichment programs.

- 6. *TA System Development:*** The after-school TA system is now in a good position to form a unified whole to better support the ongoing improvement of after-school programs.

Recommendation: The Foundation and other stakeholders should encourage the TA system to work toward greater clarity of common purpose and a shared vision of their role in the after-school and summer enrichment continuous improvement cycle.

- 7. *Policy:*** In addition to facing potential funding challenges, the structural misalignment between cuts for K–12 education and stable funding for after-school programs could put the after-school field and summer enrichment programming at the center of a political debate.

Recommendation: In its future investments in the California after-school field, the Foundation should work in closer collaboration with K–12 education leaders to promote the integration of systems that support students.



Overview of Phase I Evaluation Findings

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COMPANION REPORTS

Technical Assistance for the After-school Field
 Developing California’s After-school Workforce
 The Collaboration of After-school System Leaders

Preface

This document is the first chapter of a four-part set that together acts as the interim evaluation report for the David and Lucile Packard Foundation's (the Foundation) After-school and Summer Enrichment Subprogram (the Subprogram). As the culmination of the first phase of the Subprogram evaluation, the report begins to assess the ways in which the Foundation's investments are contributing to the continuous improvement of the after-school field.

The remaining chapters of this report focus on the Subprogram's three strategies in this area: developing an integrated technical assistance (TA) system, promoting workforce development, and strengthening the leadership infrastructure of California's after-school field. This chapter focuses on the overarching evaluation, and includes the following components:

- An introduction and overview of the evaluation
- A description of the larger context in which the Subprogram exists
- A summary of the Foundation's investment
- Findings that together answer the evaluation questions
- Implications of the findings and recommendations for consideration going forward

For a full understanding of the extent to which the Subprogram has supported the continuous improvement of the after-school field in California, please refer to the accompanying reports.

ACKNOWLEDGEMENTS

BTW acknowledges the leadership and staff at the David and Lucile Packard Foundation for their commitment to leverage public, community, and philanthropic resources to ensure that California after-school programs prepare children to do better in school and in their lives generally. We are grateful to the representatives of foundations, leaders in the after-school field, after-school program providers, technical assistance providers, and the Foundation's leadership and workforce grantees who agreed to be interviewed and participate in surveys as part of this effort.

ABOUT BTW *informing change*

At BTW we are driven by our purpose of *informing change* in the nonprofit and philanthropic sectors. We work collaboratively with our clients, providing strategic consulting services to inform organizational effectiveness and learning. Our information-based services include the following:

- Program & organizational planning
- Theory of change development: crafting a roadmap for implementation and evaluation
- Evaluation
- Performance monitoring system design
- Applied research

We produce high-quality, easy-to-understand products that present useful information and are designed to be readily applied to practice.

Evaluation Overview

In May 2008, the David and Lucile Packard Foundation (the Foundation) engaged BTW *informing change* (BTW) to design and implement an evaluation of the Foundation's After-school and Summer Enrichment Subprogram (the Subprogram). The comprehensive evaluation assesses all components of the Subprogram's strategy, individually and collectively. The first phase of the evaluation, as described in this summary report and the three companion reports, is a retrospective look at the Subprogram's work from Fall 2006 through the end of 2008, mid-way through the Subprogram's after-school investments. These findings capture the changes that have taken place throughout California's after-school field since 2006 and begin to assess the impact of the Foundation's contributions to important and innovative systems changes in the field.¹ A second phase of evaluation will focus on the Foundation's after-school and summer enrichment strategies from 2009 through 2010. We offer these findings, implications, and recommendations in a spirit of reflection and learning for the Foundation, other funders, after-school intermediaries, and the field.

EVALUATION QUESTIONS

An overarching evaluation question guides the investigation of after-school systems change and building the field's infrastructure.

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

¹ This evaluation focuses on assessing the Subprogram's after-school investments made since 2006; it does not address the Subprogram's sustainability strategy, which is still in development, nor does it address the summer investments made in 2009.

The Subprogram has chosen to focus on catalyzing three crucial after-school systems—technical assistance (TA), workforce development, and a network of system leaders—to support the development of field infrastructure. The evaluation sub-questions listed below articulate the focus of each of these strategies, with the understanding that they are the key components needed to address the overarching evaluation question.

1. To what extent is the Subprogram’s **technical assistance (TA)** strategy continually improving the TA system to provide effective, well-distributed TA across California?
2. To what extent is the Subprogram’s **workforce** strategy stimulating innovative approaches that address after-school workforce challenges?
3. To what extent are **system leaders** better able to work collaboratively to advance the after-school field in the public and private sectors, and support continuous improvement?

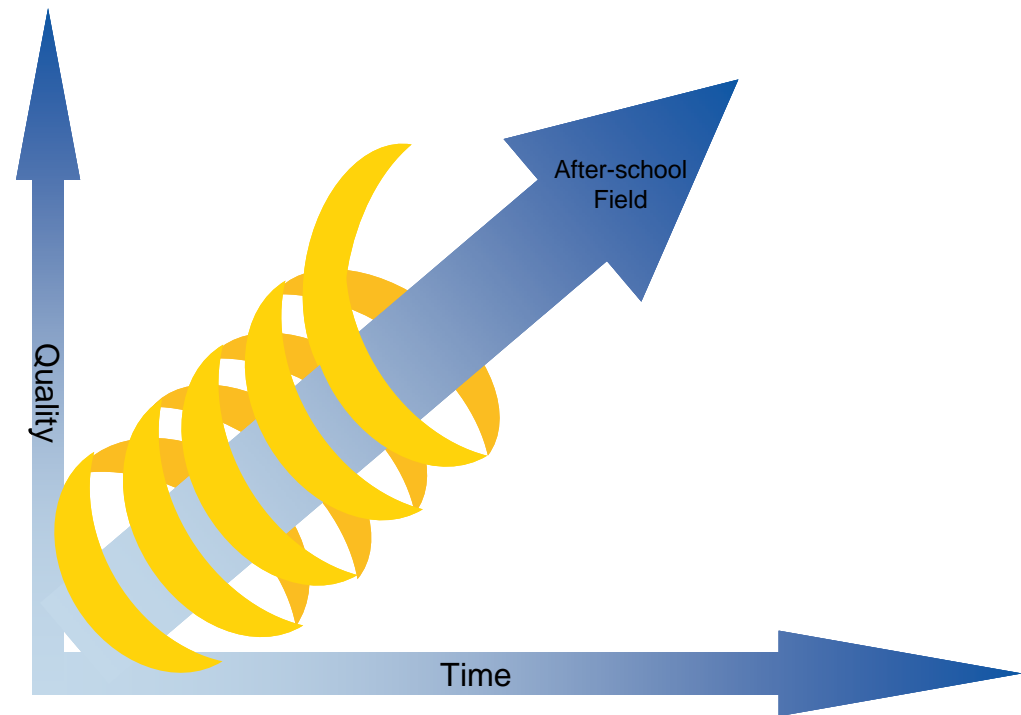
The fourth evaluation sub-question addresses the Subprogram’s sustainability and summer enrichment strategy, which is still in development. This question, therefore, is not included in the first phase of this evaluation: To what extent are after-school and summer programs able to use flexible public and private funding streams in a way that sustains programs, increases access, and allows them to make ongoing improvements?

EVALUATION CONTEXT

In December 2006, the Foundation’s Board of Directors approved an investment of \$5 million per year to support the ASES-funded expansion of after-school programs. This investment focuses on implementing key components of the California After-School Master Plan, funding after-school programs and intermediary organizations committed to collaboration, innovation, and continuous improvement.² The Subprogram is also preparing to broaden its focus to include summer enrichment programming over the next two years. Foundation-supported improvements are expected to result in more effective, continuously improving systems that provide wrap-around support to the field in order to produce more consistent and higher-quality ASES-funded programs (Exhibit 1).

² Developed through the collaboration of state government agencies and philanthropies in May 2006, the California After-School Master Plan provides detailed recommendations for the California after-school community to prepare for the implementation of After School Education and Safety Program Act (ASES) funding.

Exhibit 1
Providing Wrap-around Support to California’s After-school Field to Sustain a Cycle of Continuous Improvement



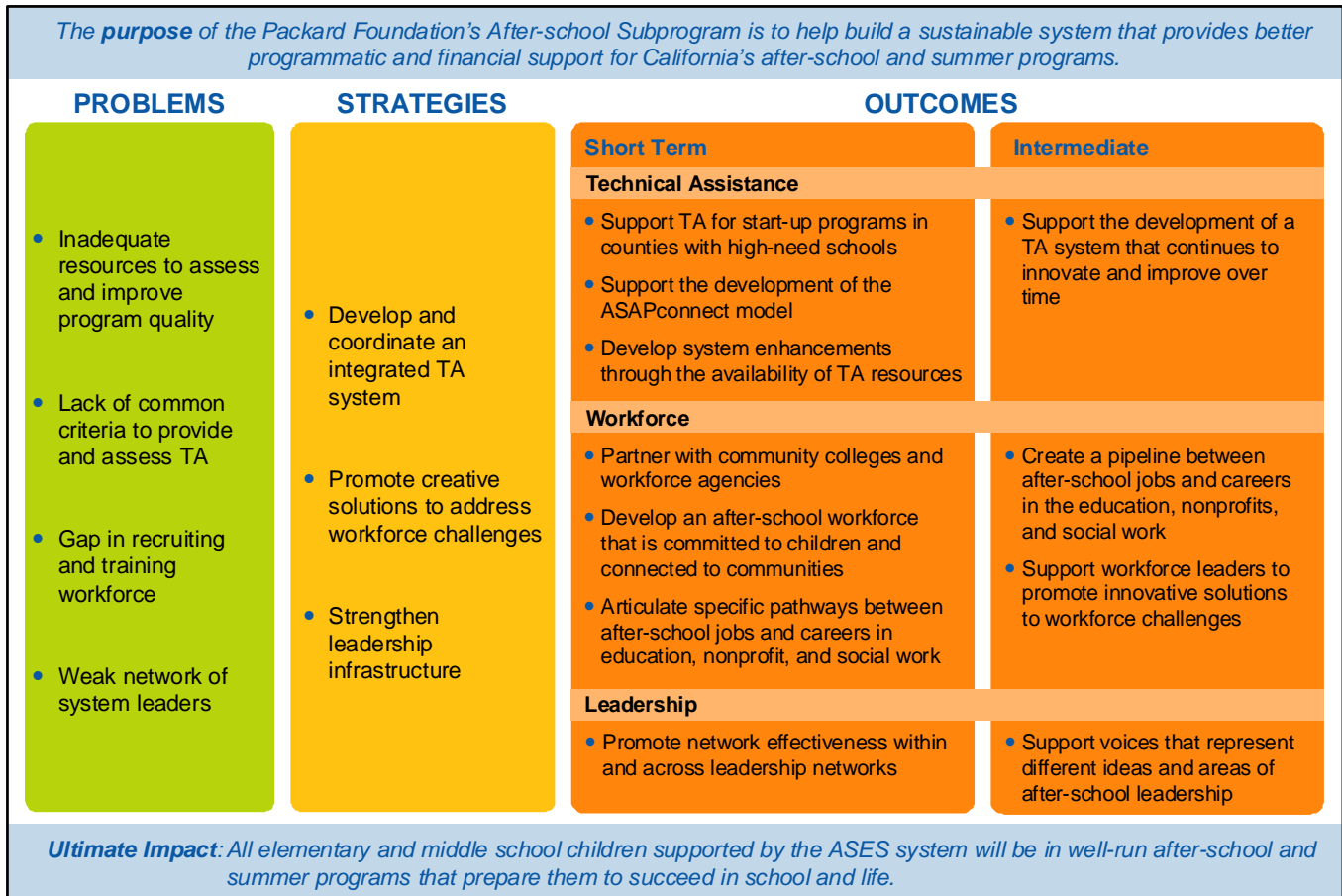
The Subprogram’s strategy is predicated on the belief that better coordinated and innovative after-school TA and workforce development systems, together with strong, integrated leadership and sustainable funding, will support after-school and summer enrichment programs in an ongoing way. These programs, in turn, will prepare all elementary and middle school children supported by the ASES system to succeed in school and life (Exhibit 2).³

In 2008, the Foundation Board of Directors approved a summer enrichment strategy that builds off the after-school platform in an attempt to close the opportunity and learning gaps for low-income children in California. The summer strategy will be included in the second phase of the Subprogram evaluation.

³ Exhibit 2 summarizes the elements of the Subprogram’s logic model, which are included in this evaluation; it does not include the elements of this logic model that are still in development, namely sustainability and summer enrichment.

Exhibit 2 Summary of After-school Subprogram Logic Model

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



EVALUATION METHODS

To answer the evaluation questions, BTW employed multiple research methods to capture a wide range of voices, both within and connected to California's after-school programs. In this first phase of evaluation, BTW staff conducted a total of 53 key informant interviews with stakeholders that include thought leaders in the after-school field (19 interviews), Foundation workforce and leadership grantees (11 interviews), after-school providers (13 interviews), and TA providers (10 interviews). BTW also fielded two online surveys—one with 227 after-school providers and one with 58 TA providers—and reviewed numerous secondary documents, ranging from Foundation grant summaries and grant reports to research reports and commentary on the after-school field in California and across the country.⁴ Appendix A describes the data collection methods used in this evaluation and how each addressed the research questions and corresponding outcomes.

⁴ Interview protocols and survey instruments are included in Appendix B.

Summary of Key Evaluation Findings

TA

- After-school providers are accessing more and different types of TA services
- ASAPconnect has the potential to support TA provision to improve the effectiveness of after-school programs
- TA providers are better able to align TA services with the changing needs of after-school programs

Workforce Development

- Formal partnerships addressing after-school workforce issues are expanding; a wide spectrum of workforce strategies and solutions are in development
- Career pathways projects are increasing in number and gaining momentum
- After-school programs are increasingly able to recruit and retain diverse, skilled after-school workers; strategies for worker recruitment and retention still need attention and support

Collaboration of System Leaders

- A growing network of organizations and individuals facilitate information dissemination, shared learning, and advocacy
- System leaders have several mechanisms for working with one another but are relatively inexperienced at working with external stakeholders
- System leaders have articulated policy goals, but there is no cohesive, prioritized policy agenda for the after-school field

Packard's Contributions to the After-school Field

- The Foundation is supporting important elements of field-building
- The Foundation is providing leadership and agile support to the after-school field

Continuous Improvement in the After-school Field

- Systems need finer coordination to ensure continuous improvement in the after-school field

Context

AFTER SCHOOL EDUCATION & SAFETY (ASES) PROGRAM

After-school programs are not a new phenomena in California or the nation. For over a century, Boys and Girls Clubs, YMCAs, and other community groups have organized enrichment activities for young people outside of the academic school day. In the last decade, after-school programs have achieved a new level of prominence in the educational arena, receiving public funding on the federal, state, and local levels.⁵ As a result, there has been a sizable increase in the number of publicly funded after-school programs, the number of young people participating, and the funding to support those programs.

“Those of us who have been in after-school for a long time know that after-school was created as a safety net for kids. The fact that we have thousands of kids who have the opportunity to stay on campus, as opposed to not having a program to be involved in and whose only recourse is to be home alone, is incredibly beneficial.”

—After-school Provider

The State of California has supported after-school programs for more than a decade (See timeline in Appendix C). In 2002, California voters affirmed their commitment to after-school programs with the passage of Proposition 49 (Prop 49). Championed by Arnold Schwarzenegger, **Prop 49 increased state funding for after-school programs from approximately \$120 million to \$550 million through the After School Education and Safety (ASES) program, making ASES the largest state investment in after-school programs in the country.** The release of this funding in FY 2006–2007 increased the number of state-funded after-school programs in California from 1,200 to nearly 4,000, providing hundreds of thousands of children with free after-school programming for the first time (Bay Area Partnership, 2006).

ASES funding also resulted in significant challenges for both after-school programs and the statewide infrastructure. For example, it proved difficult to support programs in meeting element requirements (e.g., literacy, educational enrichment, etc.) and submitting annual student outcome data (Bay Area Partnership, 2006). In addition, existing statewide support services (e.g., TA

⁵ To illustrate, between 1998 and 2002, federal funding for after-school programs through the 21st Century Community Learning Centers (21st CCLC) program grew from \$40 million to \$1 billion. The 21st CCLC program is a federal grants program that supports before- and after-school programs for disadvantaged K–12 students.

providers) were not capable of accommodating the dramatic increase in programs.

“Across the country the field is being taken more seriously by the education sector. After-school is seen as part of the solution to high drop-out rates. Schools are acknowledging they...need partners and that after-school is a viable part of the academic achievement discussion.”

—Thought Leader

To prepare for this expansion of after-school services, a collaboration of state government agencies, philanthropy, and the California after-school community⁶ developed a plan for implementing ASES funds. This effort, known as the “Master Planning Process,” engaged the Boston Consulting Group (BCG) to organize and facilitate a thoughtful planning process supported by data and analysis to prepare for the unprecedented expansion of funds and programs. The project concluded in May 2006 with the production of the Master Plan (Ames, 2007). This set of detailed recommendations helped members of the California after-school community, and in particular the California Department of Education (CDE), which is responsible for administering ASES funding, prepare for implementation of the funds. The Master Plan also guided the Foundation’s enhanced investment in the after-school field.

FIELD DEVELOPMENTS SINCE 2006

Since the launch of ASES funding in 2006, after-school providers, TA providers, and thought leaders interviewed for this evaluation report that **there is increased visibility and credibility of the after-school field among practitioners, policy makers, and the public.** They believe that more educators understand the value of after-school programs and the need for connecting schools with after-school programs. One informant suggests that the after-school field has become “more legitimized as a movement.” “The field seems to be maturing,” another adds. “It is now a force to be reckoned with. You can’t really ignore after-school in California the way in which you can in other communities across the nation. It has a legitimate voice.”

“There are a lot more people and organizations in the field...Sometimes there’s been a little bit too much, too fast, with too many different people going in different directions...It’s a little chaotic.”

—TA Provider

The prevailing sentiment among field leaders is that **the quality of after-school programs has not increased at the same pace as the quantity, and currently quality is uneven across the field.** “Our biggest fear,” shares a leader in the field, “was we were going to get too big, too fast. This is already happening.” Some observers of the field suggest that the uneven program quality stems from ASES providing funding to some programs that were ill prepared to receive it (e.g., programs that had been denied funding previously).

⁶ The California Department of Education, Governor’s Office, Office of the Secretary of Education, the David and Lucile Packard Foundation, Atlantic Philanthropies, Evelyn and Walter Haas, Jr. Fund, Stuart Foundation, Koret Foundation, and the William T. Grant Foundation.

The after-school field is now **bolstering efforts to define and measure quality and demonstrate impact**. As one field leader states, “The good news on achievement has been a push from the field to say, ‘We don’t want to rely on test scores, so how do we show accountability? What does adequate yearly progress look like? What are you going to use to define success? What are benchmarks in softer skills?’”

Programmatically, there remains a lot of variation in California’s after-school field. ASES has fueled the ongoing debate about the relative merits of focusing on academics and youth development, with a variety of program models addressing varied perspectives. This debate is a central issue in determining what after-school programming could and should be held accountable for—a debate that is taking place not just in California but across the nation. By requiring that after-school programming be connected with the school day to support academic achievement, ASES has had implications for staffing, program design, partnerships with schools and communities, and other aspects of program capacity.

To help further explain California’s after-school field, Exhibit 3 lists some of the key organizations that link together and support the after-school programs across the state.

Exhibit 3
Key Players in the California After-school Field

Name	Definition
Advisory Committee on Before and After School Programs	Appointed California after-school leaders who provide information and advice to state-level education officials on policy and funding issues affecting before- and after-school programs
After School Assistance Providers Connect (ASAPconnect)	Organization that links after-school programs with assistance providers to create more effective partnerships, expand capabilities, and improve program quality
The California School-Age Consortium (CalSAC)	Provides training and advocacy for after-school and out-of-school time professionals throughout California to advance affordable, high-quality after-school programs for all children
California Workforce Innovation Network (CalWIN)	Group of Packard grantees that meets to address after-school workforce needs and connect their work
California Afterschool Network (CAN or The Network)	Statewide coalition that seeks to influence policy and coordinate local and statewide efforts that support out-of-school time opportunities for children and youth (funded by Mott and Packard Foundations and by the CDE)
League of California Afterschool Providers (LCAP)	Convener of the 50 largest ASES and 21 st CCLC grantees to inform policies and decisions that affect after-school
Regional After School Technical Assistance System	State supported system that provides training and technical assistance that develops and supports safe and educationally enriching environments for children and youth in before- and after-school programs throughout California

THE PACKARD FOUNDATION'S INVESTMENT IN THE CALIFORNIA AFTER-SCHOOL FIELD

The Subprogram funds both after-school programs and intermediary organizations that are committed to collaboration, innovation, and the continuous improvement of California's after-school field. As shown in Exhibit 4, the Subprogram awarded over \$11 million across 74 grants from the fall of 2006 through 2008. Grants ranged in size from \$10,000 to \$770,000, with an average grant of almost \$150,000.

Exhibit 4
Sum & Percentage of Grant Dollars by Strategy & Year⁷

Year	Strategy								Total
	TA		Workforce		System Leaders		Sustainability		
	\$	% Per Year	\$	% Per Year	\$	% Per Year	\$	% Per Year	
2006	\$1,890,250	68%	\$349,800	13%	\$245,000	9%	\$300,000	11%	\$2,785,050
2007	\$1,494,630	45%	\$1,125,000	34%	\$705,000	21%	\$0	0%	\$3,324,630
2008	\$3,104,000	63%	\$950,000	19%	\$891,000	18%	\$0	0%	\$4,945,000
Total	\$6,488,880	59%	\$2,424,800	22%	\$1,841,000	17%	\$300,000	3%	\$11,054,680

The Subprogram's grantmaking has increased over time, with 45% of all grant dollars awarded over this period in 2008. There were more, smaller grants in 2006; in 2008, there were fewer grantees, but the average grant size was larger.

The Subprogram has awarded the most funding in its TA strategy, encompassing almost 60% of grantmaking over this period. Similar proportions of resources were dedicated to the workforce (22%) and system leader collaboration (17%) strategies. Only minimal resources were directed to sustainability (3%), as this strategy was still in development during this time period.⁸ Although each grant is categorized in only one strategy, some grants have elements that served multiple strategies. This is not surprising given the interconnectedness of the strategies.

Geographically, almost two-thirds (65%) of all grant dollars were spent on statewide projects or initiatives (Exhibit 5). Twenty percent (20%) of grant dollars were directed to Southern California. These grants primarily supported

⁷ Individual percentages do not total 100% due to rounding.

⁸ The Subprogram has now put this strategy on hold as it determines how best to address this issue.

TA projects, corresponding with many of the counties identified in the Master Plan as having the most high-need schools.⁹

Exhibit 5
Sum & Percentage of Grant Dollars by Location

Location	Amount	% of Total Grant Dollars
Bay Area	\$900,000	8%
Central Valley/Inland Empire	\$594,600	5%
Coast	\$160,000	1%
Statewide	\$7,226,460	65%
Southern California	\$2,173,620	20%
Total	\$11,054,680	100%¹⁰

Looking across the Foundation’s grants, we see what could be described as organic grantmaking within each strategy, grantmaking that has reflected the dynamics of the changing field. The Foundation seized upon opportunities that appeared ripe for possibility, such as funding successful after-school programs to provide TA to new and fledgling programs, or seeding the creation of intermediary organizations or system-wide networks (e.g., CalWIN, LCAP). After-school programs and the field supports, such as TA, had to rapidly adjust to the changed environment due to the speed of the ASES funding timeline; the Foundation’s grantmaking followed in rapid course. The field is continuing to adjust to the new after-school reality created by ASES, providing additional opportunity for reflection that can inform the Foundation’s future grantmaking strategy.

⁹ More than half of the high-need schools identified in the Master Plan are located in low-income communities in seven counties: Los Angeles, Riverside, San Bernardino, Fresno, Orange, San Diego, and Kern.

¹⁰ Individual percentages do not total 100% due to rounding.

Key Findings

California's after-school field grew rapidly with the ASES expansion, both in terms of after-school programs and field-level systems. The guaranteed funding provided through ASES created a greater sense of stability within the field, enabling program providers and field leaders to look at their work in a longer-term context, and heightening the attention to capacity building at all levels of the field. As one informant shares, "California has started the system-building piece, but there's a good distance to go as far as pulling it together. It's what makes California a rich basis for a national model."

The three companion chapters to this report provide in-depth analysis on the after-school TA system, the workforce development system, and the collaboration of after-school leaders in support of the after-school field. Key findings from each of these reports are summarized below, followed by findings about the Foundation's overall contributions to the field.

TECHNICAL ASSISTANCE (TA)

Experienced after-school programs and TA providers delivered critical TA to new programs launched with the ASES expansion, getting them off the ground and running. The Foundation is investing in developing the infrastructure that will enable ongoing TA provision, primarily through ASAPconnect, an intermediary organization that seeks to increase after-school programs' access to quality trainers and increase collaboration among and build the capacity of TA providers. The TA system needs to be further developed to be primed for continuous improvement and to meet all of the changing needs of after-school programs.

- **TA from exemplary after-school programs has enabled new programs in high-need schools to open their doors and focus on quality. Veteran after-school programs also benefited from providing TA.**

The Foundation's investments in TA for start-up programs focused on providing direct programmatic and leadership training for staff (e.g., LA's BEST, YMCA of Anaheim) and developing regional support (e.g., Monterey County Office of Education). New programs that received TA agreed that it was a valuable experience and witnessed improvements in staff skills and in overall program operations. Veteran programs benefited from codifying and sharing their best practices. The Foundation's investment not only provided a necessary service, but also facilitated connections among new and veteran after-school providers.

"[ASAPconnect] is a very, very promising practice. It is very exciting to think that there is a network of folks who are bringing coherence with the mentors and trainers across the state. That is terrific."

—Thought Leader

"There are more places to go now, more conferences, more conversations between people in general. There are more TA providers out there as consultants and working for organizations so we run into each other more. There's more collaboration."

—TA Provider

- **ASAPconnect is emerging as a key resource in the after-school field, primarily by increasing after-school programs' access to TA providers and building TA providers' capacity and connections.**

Increasing Access: ASAPconnect's online directory organizes available TA providers by geographic area and service type; accompanying resources help guide after-school programs' selection of TA providers. After-school programs still need better ways to assess the quality of TA services and navigate the process of choosing and engaging TA, beyond simply indentifying potential providers.

Building Capacity & Connections: Over the past few years, TA providers have improved their connections with others in the after-school field. Developing new partnerships or strengthening existing ones adds value to TA providers' work and to the programs they serve. While ASAPconnect is not solely responsible for these partnerships, it has established venues for providers to meet and work together in an ongoing way. TA providers have not enhanced their connections outside of the after-school field in the same way.

Emerging Resource: ASAPconnect has accomplished a great deal in its short tenure. While many stakeholders consider ASAPconnect to be an effective practice or promising strategy for improving the after-school TA system, others have yet to see its potential. It may simply be too soon to expect all stakeholders to acknowledge ASAPconnect's results. Regardless, having stakeholders question its viability is a major challenge for ASAPconnect.

- **TA system enhancements are improving the ways in which TA providers deliver their services and contribute to quality programs.**

Enhanced TA Tools & Services: Over the past three years, after-school programs have accessed more and different types of TA that help meet the unique needs of their programs. TA providers agree that there are more supports and professional development opportunities (e.g.,

trainings, national conferences, etc.) available now than there were a few years ago. It is too early to tell if the new and enhanced tools and services are, in fact, effective methods for improving TA providers' support of after-school programs.

Improved TA Skills: Since 2006, TA providers have increased their skills, developed their ability to identify after-school programs' needs and provide TA, and built their capacity to serve clients. To accommodate the changing after-school field, many TA providers have adjusted both the approach and content of their services. Some TA providers are serving in more of an intermediary role to help programs identify their needs and connect to resources; others are delivering a wider range of direct services.

Defining Quality: After-school stakeholders' recent efforts to define and assess quality are important markers for how far the TA system and the after-school field have come in the past three years. The California After School Program Quality Self Assessment Tool was released in 2008, and the after-school outcome measures project is currently in development. Both Foundation-supported efforts will continue to be refined, and they represent a public-private partnership committed to systemic improvement.

Measuring TA Effectiveness: There has been progress in establishing core competencies and measures to assess TA providers' effectiveness and service delivery. ASAPconnect developed a quality framework complete with six guiding principles for effective TA delivery and the four competencies that all TA providers should possess. It remains to be seen if these measures are actually improving quality.

- **The after-school TA system has developed over the past few years to accommodate the changing needs of after-school programs.**

While many stakeholders think the TA system has improved, both in terms of enhanced infrastructure and additional collaboration, others are concerned about the large number of TA providers and inconsistent quality of TA provision. Many changes in the TA system may also be related to the shift in resources to support TA. Although after-school programs continue to access TA through the extensive, publicly funded Regional Lead system, some programs are also securing additional private funding for TA, giving them more control over the types of TA they access. This is one example of how a greater variety of TA has become available to meet program needs, but in different ways for different programs across the state.

WORKFORCE DEVELOPMENT

Over the past three years, after-school workforce development efforts have shifted from focusing on professional development opportunities for current after-school workers to meeting the field's long-term, ongoing demand for a skilled, diverse workforce. Foundation-supported pilot programs that bring fresh approaches to workforce issues appear promising, but it will take time to harvest and understand the full potential and impact of these pilots.

- **The number and variety of formal partnerships that address after-school workforce issues have expanded substantially, resulting in the development of a wide spectrum of workforce strategies.**

CalWIN: The most significant partnership is the collaborative work of the California Workforce Innovation Network (CalWIN), a group of grantees the Foundation brought together in 2007 to develop workforce strategies and solutions. Partnerships between CalWIN organizations and community colleges, Workforce Investment Boards (WIBs), and other governmental organizations are percolating and, in some cases, showing promise as models for replication.

Public-Private Partnerships: Overall, creating effective partnerships with governmental organizations has been challenging. Despite Foundation staff participation on the Advisory Committee on Before and After School Programs' Sub-committee on Workforce Development, as well as efforts by workforce grantees to engage the California Employment Development Department (EDD) and the CDE, these organizations are not named by CalWIN members as leaders or true partners in workforce development. CalWIN members believe there is a need for a concerted effort to change the dynamic between these organizations and after-school workforce leaders.

Expanding Partnerships: After-school workforce leaders would like to bring even more partners into the conversation; they particularly want greater connections with local school districts and the business community.

- **Career pathways and other workforce development projects are increasing in number and gaining momentum and support.**

Slow Development Process: These projects illustrate that it takes time and persistence to influence the community college system and engage community partners. In some cases, this process has been slower than grantees anticipated.

CalWIN Members

- Bay Area Partnership for Children and Youth
- California School-Age Consortium (CalSAC)
- Career Ladders Project
- Central Valley Afterschool Foundation
- Children Now
- Encore AfterSchool
- FowlerHoffman
- Growth Sector (formerly Gruber & Pereira Associates)
- Next Generation Youth Work Coalition
- South Bay Center for Community Development

“The after-school position provides a great training ground for a variety of careers. It’s a great first job—you learn how to manage a classroom, work with kids. There’s so much responsibility—you’re in charge of 20 kids, working with families, negotiating with teachers and school administrators, dealing with safety and mental health issues. It’s such a big job, it’s empowering ...It’s a tremendous growth opportunity for whoever works there.”

—Workforce Grantee

Replication: Workforce development leaders are concerned that they are not collecting enough evidence of impact to support replication of career pathways program models. There is concern that evaluation was not built into the front end of many projects, as well as concern about the long timeline (five to six years) necessary to evaluate the impact of these kinds of programs. This may limit the likelihood of securing partnerships and funding for replicating promising models. Workforce grantees express a need for resources to evaluate program models to demonstrate their impact. This is one area where grantees feel the Foundation could be of more help to them in the future.

- **After-school programs are increasing their ability to recruit and retain diverse, skilled after-school staff, and workers are acquiring skills applicable to future careers; despite these gains, strategies for worker recruitment and retention need further attention and support.**

For the foreseeable future, after-school employment opportunities will remain part-time and with fairly low pay. Program providers say they need more support and resources to help them find qualified workers on an ongoing basis. Retaining quality workers is as big a challenge as recruitment; after-school providers and others identify retention problems as negatively affecting the stability and quality of their workforce.

- **The Foundation’s investments thus far focus on long-term solutions to workforce challenges.**

These investments are designed to encourage and entice a steady supply of workers with greater skills who are interested in pursuing careers in teaching or related fields. Presently, only a few pilot programs are supplying workers for the after-school workforce; even when fully implemented, these programs will only engage a limited number of workers, not nearly enough to meet the statewide demand. Field leaders need to watch these programs to determine if they can adequately incite ongoing innovation in the field to sufficiently address workforce challenges.

COLLABORATION OF SYSTEM LEADERS

The Foundation has been a significant contributor to a robust and thriving network of leaders who run support organizations in California’s after-school field. As the after-school field continues to mature, system leaders will need to go beyond their current activities, which largely focus on sharing information and best practices, to spend more time engaging in higher order functions of assessment, advocacy, and mobilization.

“A lot of entities have sprung up without giving thought to the big picture. Packard needs to know that starting new organizations can be risky. They need to make sure that they aren’t replicating or duplicating other programs and have a clear distinction of what each organization is doing.”

—TA Provider

- **California has a growing network of organizations and individuals that facilitate opportunities for information dissemination, learning, and advocacy for after-school programs.**

Interview respondents report that they find value in the after-school field’s many networks. They appreciate opportunities for learning and growth, recommendations on sources of financial support and longer-term sustainability, communications so they don’t “step on one another’s toes,” and suggestions on how to structure productive partnerships.

Informants consistently cite LCAP and CAN as two of the main organizations that promote information exchange and shared learning. CAN has increased its presence in the field through direct dissemination of useful information and the development of its Web site, which has become a source not only for California’s after-school field but for distributing tools and strategies on a national basis. LCAP focuses on advocating on legislative issues, keeping abreast of the comings and goings of legislators, and making introductions to legislative champions.

While LCAP and CAN are the most ubiquitous players, they are by no means the only ones. CalWIN, ASAPconnect, and CalSAC are also oft-noted as significant players within the field.

- **Field leaders are concerned that the after-school field may not be able to sustain the current infrastructure of organizations beyond the Foundation’s investment.**

The development field leadership entities such as LCAP, CAN, CalWIN, CalSAC, and ASAPconnect are a sign that the field has begun to mature, becoming increasingly complex, and sophisticated. However, interview respondents also note that because some of these organizations provide similar functions, there is some confusion about the various roles of these intermediaries and lack of clarity about which organizations have the power and authority to set a direction for the field. This suggests that the field’s distributed leadership approach may be leading to fragmentation rather than cohesion. In addition, there is concern over the extent to which the current infrastructure of organizations is sustainable given the current economic conditions and the Foundation’s declining after-school investment in 2010.

- **After-school system leaders have several mechanisms for working with one another, but are still relatively inexperienced at working with external stakeholders, especially the business community.**

Collaboration is common within the after-school field, and yet after-school providers, leaders, and intermediary organizations have been less effective at forging partnerships outside of the field. One leader believes that the field creates an inhospitable atmosphere for constructing external partnerships, noting, “After-school tends to be a very technical field. We invite other sectors in and then start talking after-school mumbo-jumbo... We start killing them with acronyms. We don’t create a very welcoming atmosphere.” However, the problem may be more fundamental than that. Despite an effort to partner with the private sector, currently most programs only think about “working with businesses to support programs and help them meet their 33% match,” according to one respondent.¹¹ While the after-school field understands what it could gain through partnerships with businesses, field leaders have not focused on what it would take to make such partnerships beneficial for businesses.

The outside connections that are developing tend to be connected with a workforce development strategy that partners with colleges and universities as sites for staff recruitment. Recently, programs have begun to look to WIBs to provide opportunities for training and employment.

- **System leaders have collaborated to articulate policy goals, but there still is no unified policy agenda for the after-school field, nor is there a process to develop this agenda.**

The field is facing the advocacy challenge of having no consensus regarding what the key policy “ask” should be. When asked about priorities for policy work, informants suggest issues as specific as increasing the amount of support for children in after-school programs from \$6 to \$10 a day per child, to the broad issue of developing an agenda for how the state should allocate resources. They also suggest increased lobbying in Sacramento, building a broader base of support within the state, and being willing to “share the pain” with K–12 education and schools. The state’s current economic crisis may in fact provide an opportunity for the field to rally together and focus on developing a clear, prioritized policy agenda.

¹¹ ASES requires applicants to provide matching funds—either in kind or cash—that total 33% of their total grant.

PACKARD'S CONTRIBUTIONS TO THE AFTER-SCHOOL FIELD

The Foundation's contributions to California's after-school field since 2006 are supporting efforts to build and provide leadership to the field, in service of spurring continuous improvement.

Field-building

The Foundation's investments in the after-school field, together with ASES funding and the work of stakeholders across California, are aimed at building the after-school field; a field-building framework helps to understand the different areas of work and impact. A field can be defined as an area of specialized practice carried out by trained practitioners, and field-building requires focus on a set of essential field-building elements (Fine, 2001). The following findings illustrate where the Foundation is helping to build California's after-school field.

- **With Foundation support, California's after-school field is exhibiting major development in six key areas of field-building.**¹²

→ **Knowledge Base**

[definition: credible evidence of results derived from research and practice]

The TA system, in particular, is helping to generate and share knowledge from research and practice. At the same time, the focus at this point is primarily on knowledge to improve program capacity and quality, and not on defining and measuring impact.

→ **Workforce**

[definition: trained practitioners, researchers, and practitioner educators; structures and institutions that provide training, credentialing, recruitment, retention, and leadership development]

Individual programs are working to recruit, retain, and develop the after-school workforce; professional development for the workforce is an area of identified need. The systemic workforce development efforts (e.g., pilot projects) are early in their development but show potential.

¹² Fine's 11 elements of field-building are: identity, knowledge base, workforce and leadership, standardized practices, practice settings, information exchange, infrastructure for collaboration, resources, critical mass of support, advocates, and systemic support.

→ Standardized Practices

[definition: descriptions of standard practice that meet an acceptable level of quality and have demonstrated a capacity to achieve desired outcomes]

Through the development of outcome measures and an after-school program self-assessment tool, as well as through the provision of effective TA across the state, the field is working to define, create, and demonstrate quality practice. After-school programs and TA providers are codifying standardized practices in TA tools; some practitioners are beginning to reference these tools and practices as standards.

→ Information Exchange

[definition: vehicles for collecting, analyzing, and disseminating information and knowledge]

The annual BOOST conference of after-school providers, which has grown exponentially in attendance and content in the past several years, is a prime example of how California's after-school field is intentionally and more systematically sharing information and knowledge.

→ Infrastructure for Collaboration

[definition: structures and institutions that facilitate coordinated action]

The creation of new intermediary organizations (e.g., LCAP, CalWIN) and the expansion of existing ones (e.g., CAN) are providing opportunities for coordinated action.

→ Systemic Support

[definition: appropriate public policy and other incentives that encourage practitioners to learn and use standard practice]

ASES funding requirements encourage practitioners to follow certain standards. To date these requirements have focused on compliance issues and less on incorporating codified standard practice.

- **Work is needed to integrate the developing after-school systems.**

The Foundation's TA, workforce development, and system leader collaboration strategies are not intended to be independent, but rather to complement and build off one another. However, there is no mechanism in place at this time to make intentional connections between these systems and leverage their interplay to maximize impact. At this point, instead of intentional connections across the systems and stakeholders, there are some natural overlaps. System leaders are beginning to look at these overlaps, such as exploring how TA grantees can support the

workforce strategy by incorporating career pathways concepts into local recruitment and retention efforts, or looking at how the leadership development efforts could support working to influence CDE around workforce issues. These cross-system discussions are originating from system leaders' interests and willingness, rather than from strategic decisions to advance the field. Having stakeholders throughout the field see and make connections across systems will be key to ensuring smooth-functioning systems and will require strategic guidance to identify the necessary points for integration and avoid duplication of effort.

Leadership

The Foundation is also providing leadership and agile support to build field infrastructure and interconnectedness among key stakeholders and systems.

- **The Foundation is a leader in California's after-school field, maintaining a focus on important agenda items.**

Leaders interviewed in the after-school field in California and around the country see the Foundation demonstrating leadership through grantmaking, convening, being present at the after-school table, and maintaining a focus on important field-level agenda items. The Foundation is sending a message that after-school programs are important for communities and deserve attention and support on many levels. "[The Foundation is] an important support to putting a spotlight on this work," says one field leader, expressing the sentiment of many.

"Packard is key to everything...They know the scene really well...They're a lead thinker and also a funding leader. They are a validator, legitimizing the subject of expanded learning opportunities through their investment. There would be a giant, gaping hole if Packard did not maintain a presence."

—Field Leader

Field leaders within California are grateful for the Foundation's leadership. "I cannot imagine ASES without Packard," and "Packard's reach is incredible," are common refrains. A stakeholder in the field comments that the Foundation has "top-notch leadership" in addition to significant financial resources, and that it provides a vision for what after-school programming can be in California. Another adds, "There is a lot of tremendous work that Packard has done. I don't think people know how much they have changed and tweaked and helped on the local level. I don't think the field even knows what they have done."

Many informants commend the Foundation's work to build the after-school infrastructure. "It's easy to fund direct service," shares an informant, "but it's so important to support infrastructure." Looking across the Foundation's investments, field leaders recognize that the Foundation is investing not just in individual projects and organizations, but in advancing the field. They also recognize and appreciate that Packard has had to struggle with how to assist with systems change without dictating what the systems change should be. The Foundation wants "good,

tangible results that can survive after they pull out of the game,” reflects one thought leader. “They have identified good projects to engage in.”

- **The Foundation has moved quickly to provide resources in short order where they are needed.**

“A grant from Packard is like a Good Housekeeping seal of approval. They are well-grounded. Their work is true.”

—Field Leader

For example, it was important that the Foundation was able to support TA provision to new after-school programs as they were launching in the first year of ASES funding. The resources contributed by the Foundation and other private funders have successfully wrapped around the public funding in a nimble way to move the system forward. “The field doesn’t lack leadership; we would have done something,” shares one thought leader. “But it would have been more fragmented with less innovation. We might have been at risk of losing dollars because the system was not operating properly.” Another praises the Foundation’s efforts, saying, “They’re not caught up in the bureaucracy, and they can advance things much more quickly than [CDE] could. They can move at the speed of the field.” Sharing her perspective on the value of the Foundation’s investments overall, a leadership grantee comments, “A lot of good things we’ve seen wouldn’t have happened without them. I haven’t agreed with everything they’ve done, but they have been bold and experimental and maybe that’s the right way to go.”

- **The Foundation is forging and deepening partnerships that improve the field and demonstrate the value of partnering.**

“We are in a much better place than we were two years ago or even one. We have a clearer mission alignment. We have [ASAPconnect] ... There was a lot in place that was somewhat scattered. There is a bit of harmony now, and a sense that if we work together, rather than as a cottage industry, we can improve the field.”

—After-school Provider

Public-Private Partnership: The Foundation receives high marks for its collaborative and supportive relationship with CDE. “I’m eternally grateful,” comments one thought leader, “not just for [the Foundation’s] physical presence and willingness to engage in a public-private partnership, but also symbolically. Its participation has mattered a lot in the sense that CDE is not totally in charge of everything...[With the Foundation’s involvement], folks in the field are not totally dependent on what CDE does or does not do.”

Another field leader attests to the importance of the Foundation’s belief in public-private partnerships, saying, “Packard’s identity is very responsive as a private funder for public leaders. They are an exemplar in that. They are also supportive of advocacy efforts and nonprofit leadership to play a role in advocacy. That is important and doesn’t happen by itself... That is a good model for others.”

Programmatic Partnerships: The Foundation also encourages others in the field to partner effectively. Seeding CalWIN is a clear example of this, as is the Foundation’s support of leaders in the field to provide TA to

fledgling programs as they were getting off the ground. A TA provider acknowledges this: “The initiatives Packard has brought on board, bringing in new partners, have been helpful in getting people to work together. The need is so strong that we can’t be duplicating. In the beginning there was some running into each other, but by necessity and being smart about limited resources we’re starting to have relationships with each other and trust each other more.”

Continuous Improvement

The Subprogram’s strategy thus far in the after-school field has been to support leaders and systems and to seed innovative concepts, with the intention that many of these will stimulate continuous improvement in the after-school field. As the Subprogram’s strategy reaches its mid-point, there has been clear progress towards this goal, but there has not been enough time to see what will ultimately take root and flourish. Informants describe the California after-school field over the past three years as having “growing pains” and as “flying the plane as we are building it.” Looking across the organizations and systems in place to support California’s after-school field, it will be critical to see a deepening and an institutionalization of continuous improvement practices over the next two years to ensure the positive evolution of the field.

- **The after-school field is laying the foundation for ongoing continuous improvement.**

The findings described in previous sections of this report suggest that California’s after-school field may be able to improve over time through generating knowledge, reflecting on practice, and incorporating lessons learned. At the same time, as one informant says, “It is still fairly early. The last year and a half was basically start-up. There could be relevant lessons, but it is too early. The lessons will come out in greater clarity over the next several years.”

“How do we continue to learn and move forward together? There are lots of ripples that have been sent out that we have not yet been able to capture.”

—Workforce Grantee

Because of California’s pioneering role in after-school expansion, California’s field leaders recognize that the state is serving as a testing ground for how to respond to the capacity-building needs of after-school providers. Other states consider California as a beacon and guide for field development. “We kept saying everyone will look to us and see what we did here,” reports one after-school leader. “We certainly tried to make this work so we could share lessons with other states.” In this way, the question of whether California’s after-school field is able to enact continuous improvement will have implications that reach far beyond the state’s borders.

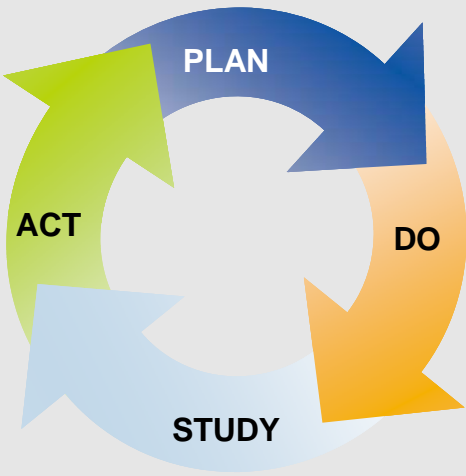
- **California’s after-school field is in the formative stages of the continuous improvement cycle.**

Looking at the cycle of continuous improvement—*plan, do, study, and act* (Exhibit 6)—the California after-school field through 2008 has focused primarily on the *plan* and *do* components of the cycle, with less focus on *study* and *act*. The *plan* component—identifying issues that present opportunities for improvement—has been exemplified by the collaborative work of system leaders and the infrastructure that supports the ASES-funded programs. The *do* component—developing and implementing potential solutions—is evidenced by the development of career pathways to increase the after-school workforce supply. Because these systems are still in development, it is too soon to fully evaluate these potential solutions (*study*) and then standardize practices that achieve desired outcomes (*act*).

Exhibit 6
Cycle of Continuous Improvement

The term continuous improvement is prominent in the business sector and refers to a management process that is evaluated and enhanced on an ongoing basis, with the intention of improving efficiency and effectiveness. Various models of continuous improvement articulate different numbers of steps, depending on the particular application. When placed in the context of after-school, these steps can be summarized as follows (Carr-LeRoy, 2005; Eastern Michigan University, n.d.; Great Prairie Education Agency, 2008; Imai, 1986; Thornton and Vallas, 2006):

- **Plan** – Identify the issues of areas of the system that present opportunities for improvement
- **Do** – Develop and implement potential solutions to the identified issues
- **Study** – Evaluate solutions after implementation by measuring results against goals and objectives
- **Act** – Standardize the practice if a solution achieves the desired results



The question going forward, then, is whether the current state of California's after-school field is developmental—the field will get to the phases of *study* and *act*, and then back to *planning* in due course—or if the cycle will stall. In addition, will the field infrastructure be able to sustain a cycle of continuous improvement? The answer is not clear.

Resource Needs: There is some optimism among many field leaders, as this Foundation grantee states: “[The after-school field] can absolutely improve over time. How well, fast, and consistently will depend on state resource use and continued private investment.” This issue of ongoing financial support is key for the emerging cycle of continuous improvement; ongoing funding is needed not only for after-school program operations, but also for the field infrastructure that encourages, defines, and supports programs' continuous improvement.

Policy: An additional concern, as expressed by one workforce grantee, is low interest in the field in informing policy, saying that, “Once Prop 49 passed and ultimately was implemented, the field at large got comfortable that it didn't need to be engaged in Sacramento or do work locally to make sure they had a strong community base of support.”

Role of CDE: The central role of the CDE in the after-school field also puts into question the potential for continuous improvement. “CDE has become accountable for things a little too much, and they're just looking at policies and procedures but not the content of programs,” comments one after-school provider. The concern is that CDE is looking more at compliance than at overall program quality, ongoing improvement, and impacts. As a part of the state bureaucracy, CDE is known for its slowness to act; this could limit—if not curtail—the system's ability to engage in continuous improvement.

Leadership: Even though the Foundation has been funding the collaboration of system leaders, some stakeholders question whether the field has sufficient leadership. Some of the current field leaders are approaching retirement, which suggests a need for a greater emphasis on developing new leaders. At the same time, as new leaders enter the field, it will be important to pass on the institutional memory.

Implications & Recommendations

Looking across the efforts to further develop the after-school field in California since the launch of ASES funding, it is clear that there is still work to be done to ensure long-term traction of early developments, particularly in the Foundation’s primary investment areas of TA, workforce development, and the collaboration of systems leaders. The evaluation findings suggest a number of implications relevant to future planning and implementation efforts for the Foundation and the after-school field to consider going forward. From these implications emerge some recommendations for spurring the continuous development of the after-school field, which BTW presents here for consideration by the Foundation, after-school system leaders, and other stakeholders.¹³ We recognize that the Foundation is already considering or implementing some elements of these recommendations.

1. **System Sustainability:** It is unclear how and whether the Foundation supported field-level systems—TA, workforce development, and collaboration of system leaders—can be sustained over time, and in particular, without the Foundation’s ongoing investment. This is an especially salient issue as the Foundation prepares for the convergence of its support of after-school with summer enrichment over the next two years.

Recommendation: The Foundation should work with its grantees, as well as with the general pool of field-level system leaders and stakeholders, to ensure that they develop and implement sustainability plans that address issues of resource sustainability, priorities, and timeframes.

Recommendation: The Foundation should be transparent about when its funding will taper off and what grantees can expect in terms of final, “tie-off” grants.

¹³ Please see the implications and recommendations sections in the three companion reports for additional recommendations specifically related to TA, workforce development, and the collaboration of system leaders.

- 2. Leadership:** The Foundation has emerged as a leader in the after-school field, particularly in terms of its capacity to act as a countervailing balance to the limitations of CDE. Field leaders are concerned that when the Foundation reduces its presence in after-school systems building, there will be a noticeable void in field leadership which, at this point, no other support organizations are prepared to fill.

Recommendation: The Foundation should work with grantees and stakeholders to determine how they individually and collectively can step into the leadership role that the Foundation has held in recent years.

- 3. System Integration:** Because the systems within the after-school field are in development, the time is ripe to explore opportunities to connect and, when appropriate, integrate systems. This integration could entail sharing best practices, learning what other players and stakeholders are doing, and developing strategies that promote a streamlined and cohesive field. Some natural openings for this type of integration are already apparent (e.g., using the concept of developing long-term career pathways for the after-school workforce in TA around recruitment and retention).

Recommendation: The Foundation should provide grantees with incentives (e.g., making grants, hosting convenings, facilitating introductions, etc.) to work across strategies in order to maximize impact and effectiveness.

- 4. Balance of Short-term Needs and Longer-term Focus:** The after-school field went through a period of rapid expansion while it addressed short-term needs. The field is continuing to develop systems improvements for the longer term. It is important to recognize that field-building is an ongoing process that needs time and attention, with both a short- and longer-term vision.

Recommendation: The Foundation should work with field leaders to ensure that they articulate realistic benchmarks for success in working towards continuous improvement in both the short and longer terms, and ensure that processes are in place to measure and report on progress.

5. **Public-Private Partnership:** The very nature of supporting ASES-funded after-school programs requires public-private partnership. The Foundation has played a collaborative role with CDE thus far, focusing on how to support the systems that CDE is putting into place and, where necessary, helping to neutralize the challenges associated with working with the state bureaucracy. It will be valuable to have this role continue, either held by the Foundation or by another strong group, as well as to identify new public-private partnerships and strengthen existing ones to ensure the viability of the field.

Recommendation: The Foundation’s efforts—grantmaking, convening, and leadership—going forward should continue to involve and support CDE. The Foundation should also engage new private entities to work in partnership with the State on after-school programming and to explore the possibilities of summer enrichment programs.

6. **TA System Development:** The after-school TA system is now in a good position to form a unified whole to better support the ongoing improvement of after-school programs.

Recommendation: The Foundation and other stakeholders should encourage the TA system to work toward greater clarity of common purpose and a shared vision of their role in the after-school and summer enrichment continuous improvement cycle.

7. **Policy:** Current economic conditions and the state budget crisis are having a significant impact across California, including after-school programs. In addition to facing potential funding challenges, the structural misalignment between cuts for K–12 education and stable funding for after-school programs could put the after-school field and summer enrichment programming at the center of a political debate. This larger economic context, coupled with the tenure of the current Governor who championed after-school, places a greater impetus on the after-school field to develop a clear sense of its policy priorities and a coordinated strategy for advancing them.

Recommendation: In its future investments in the California after-school field, the Foundation should work in closer collaboration with K–12 education leaders to promote the integration of systems that support students.

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Data Collection Methods & Limitations

The Subprogram evaluation was informed by multiple research methods including interviews with thought leaders and key stakeholders, online surveys, and an extensive review of secondary data (e.g., grant summaries and reports, research reports). Below we briefly describe each of these data collection methods as well as the evaluation limitations.

METHODS

Thought Leader Interviews¹

BTW and Foundation staff identified thought leaders who are both connected to the after-school field in California and well-informed of the many external factors that influence after-school programs and related systems. BTW then conducted telephone interviews with 19 thought leaders between December 2008 and May 2009. Thought leaders shared their unique perspectives on the evolution of the after-school field overall as well as its accompanying systems. These interviews informed the overarching evaluation question and several of the evaluation sub-questions.

Key Stakeholder Interviews

BTW and Foundation staff also identified a selection of key stakeholders in the California after-school field to understand the impact of the Subprogram's technical assistance (TA), workforce, and system leaders strategies from the perspectives of site- and regional-level personnel. BTW then conducted telephone interviews with 34 key stakeholders between December 2008 and May 2009.

Workforce & Leadership Grantees

BTW conducted interviews with six workforce grantees and five leadership grantees. Interviews with workforce grantees addressed the extent to which the Subprogram has helped to increase the number and variety of formal workforce partnerships, increase after-school workers' transferable skills, and increase connections among workforce leaders. Interviews with leadership grantees assessed the extent to which the Subprogram's leadership strategy has supported system leaders to develop and deepen connections within and across networks, and supported leadership grantees to serve as advocates for the after-school field.

After-school & TA Providers

BTW conducted interviews with 13 after-school providers and 10 TA providers. After-school providers shared their perspectives on changes in the TA services and providers that support their programs, changes in their staff's skills, and the development of their own professional networks. TA providers discussed the extent to which there is increased efficiency among TA

¹ Copies of the interview protocols are available in Appendix B.

providers, improved support services and enhanced connections within and across their professional networks.

Surveys of After-school & TA Providers²

BTW developed two survey instruments: one for after-school providers and one for TA providers. Both were administered via an online program (i.e., SurveyMonkey) to a sample of after-school and TA providers. All survey respondents were provided with a \$20 e-certificate incentive from Amazon.com as a thank you for their time.

The TA provider sample was drawn from the After School Assistance Providers Connect (ASAPconnect) directory. ASAPconnect staff contacted and conducted follow-up with listserv members to encourage them to complete the online survey; BTW did not contact TA providers directly. The TA provider survey remained in the field from February to May 2009 and received 58 responses for a 20% response rate; the majority of respondents were program directors (15), consultants (12), and program coordinators (8).

The after-school provider sample utilized contact information from the Best of Out-Of-School Time (BOOST) Collaborative database. BOOST staff sent several e-mails inviting after-school providers to e-mail BTW if interested in completing the survey. After eliminating those that were not in California or providers of after-school programs, BTW compiled a sample of 244 after-school providers. BTW sent requests via e-mail to this list inviting the after-school providers to complete the survey. Between March and May 2009 (seven weeks), a total of 227 after-school providers responded to the survey. Of the 227 respondents, 170 were from the BOOST sample of 244, giving these responses a response rate of 70%. The additional 57 respondents comprising the remainder of the 227 total respondents received the survey link from colleagues, who had the option to forward the survey invitation to a more appropriate respondent or to site-level staff.

Materials Review

BTW reviewed and analyzed various Subprogram materials, drawing largely from existing TA, workforce, and leadership grantee proposals, summaries, and available grantee reports. This information served to supplement and triangulate interview data, and enhance the researchers' collective understanding of individual grantees' intentions, experiences, accomplishments, and lessons learned throughout the grant term. BTW also reviewed research related to the Subprogram's investments in after-school programs, which addressed each of the evaluation sub-questions as well as the overarching research question.

LIMITATIONS

BTW used a combination of data collection methods to ensure that the findings did not rest upon any one source. However, when reviewing the evaluation findings it is important to note some limitations. First, all interview and survey data is self-reported by key stakeholders in the

² Copies of the survey instruments are available in Appendix B.

after-school field. Second, many of the interview and survey questions asked stakeholders to reflect on changes in the after-school field since 2006. Though informants were encouraged to focus on this specific time period, it is difficult to determine whether or not they included comments based on their experience outside of the specified time frame. Third, we collected information from a small sample of stakeholders in the vast after-school field. Though we feel confident that the evaluation findings represent a full range of perspectives, they do not reflect the experiences of all those in the field.

The David and Lucile Packard Foundation After-school Subprogram Evaluation: Phase I Technical Assistance (TA) Provider Interview Protocol

February 2009

Informant Name & Organization:

Date of Interview:

Interviewer:

*Thank you for taking time to participate in this interview. I'm [introduce self] with BTW informing change (BTW), a consulting firm that specializes in planning, evaluation and organizational learning for nonprofits and foundations. We are partnering with the Packard Foundation (the Foundation) to help them gain a better understanding of how the California after-school field has evolved **since 2006** when the state first activated ASES funding and the Foundation made a significant investment in after-school. This evaluation seeks to assess the impact on the California after-school field as a result of increased public and private support to ultimately prepare children to do better in school and in their lives.*

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

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

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

BACKGROUND INFORMATION

1. Please tell me a little bit about your experience as an after-school TA provider.
2. What are the core areas of expertise in which you provide support/training to after-school programs?

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

3. What region of California do you primarily serve?

INCREASED EFFICIENCIES IN PROVIDING TA SERVICES

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

4. Thinking back a few years, how is your TA practice different now? Provide examples.
 - a. What has contributed to these changes? Have these changes been for the better or have they made your work more complicated?

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

5. From your perspective, how is the after-school TA system different now than it was 2-3 years ago? Provide examples.

Probes: More types of training; better distribution of TA; more effective tools and training methods; collaboration among providers.

- a. What has contributed to these changes? Have these changes been for the better or have they made your work more complicated?
- b. What types of resources are more available to you as a trainer now?

6. Thinking about the after-school programs you serve, their TA needs and your knowledge of the after-school field, how have programs' capacities changed since 2006? Provide examples.
- a. Do you get a sense that more programs are more aware of their TA needs and access TA? In what areas? How do you respond?
7. If you were interested in increasing your knowledge or capacity as a trainer in 2006, how did you go about obtaining that kind of professional development?
- a. How are your methods of obtaining training the same or different today? Why?

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

8. How do you assess the effectiveness of the TA you provide?
9. How do you initially engage with each new program with which you work? In what ways has this changed over the past 2-3 years?

Probes: Conduct full needs assessment; conduct partial needs assessment; do site visits; conduct more 1-on-1 training with clients; conduct more computer trainings; conduct more classes; introduce new software.

CONNECTIONS WITHIN & ACROSS NETWORKS

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

10. Over the past 2-3 years, to what extent have your networks *within* the after-school field expanded? With whom/what kinds of groups? Have you created new partnerships with other TA providers, after-school providers, local or national after-school programs and/or after-school experts?
- a. How did these new and/or enhanced partnerships come about?

Probes: Referrals from/to other TA providers; information sharing; network building.

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

11. Over the past 2-3 years, how and to what extent have you developed connections or enhanced partnerships with programs or organizations in *other sectors* that support the after-school field?

a. With whom/what kinds of groups? Please provide specific examples.

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

b. How did these new or enhanced partnerships come about?

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

d. In what ways would you like to be able to leverage these partnerships?

Probes: Referrals from/to other TA providers; information sharing; network building.

CLOSING

12. Is there anything else that you would like to share about your TA practice, the TA field or how things have changed since 2006?

Thank You!

The David and Lucile Packard Foundation After-school Subprogram Evaluation: Phase I Workforce Grantee Paired Interview Protocol

February 2009

Informant Name & Organization acting as intermediary:

Informant Name & Organization running program:

Date of Interview:

Interviewer:

*Thank you for taking time to participate in this interview. I'm [introduce self] with BTW informing change (BTW), a consulting firm that specializes in planning, evaluation and organizational learning for nonprofits and foundations. We are partnering with the Packard Foundation (the Foundation) to help them gain a better understanding of how the California after-school field has evolved **since 2006** when the state first activated ASES funding and the Foundation made a significant investment in after-school. This evaluation seeks to assess the impact on the California after-school field as a result of increased public and private support to ultimately prepare children to do better in school and in their lives.*

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

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

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

BACKGROUND INFORMATION

1. Please tell me a little about the Foundation-funded after-school work in which you are engaged, including your role on the project(s).
 - a. How long has the project/program been running? What do you hope to accomplish and by when? Who is your target? Who are your partners? What percent of the organization's time is dedicated to this project?

EVOLUTION OF THE AFTER-SCHOOL WORKFORCE

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

2. How is your Packard-funded after-school work [referenced above] different now than it was 2-3 years ago (or since it began if less than 3 years old)?
 - a. What improvements have you seen? What challenges have you encountered? Please provide specific examples.
 - b. What has contributed to these improvements and challenges? Internal factors? External factors?
3. In what ways has the after-school workforce changed over the past 2-3 years? What has contributed to these changes?
4. What changes have you seen in the number and/or variety of formal partnerships between after-school program sites and educational or nonprofit institutions to develop the after-school workforce? Please provide specific examples.
 - a. How have these partnerships impacted the after-school workforce?
5. To what extent are after-school workers gaining transferable skills applicable to other related careers through these workforce partnerships?
 - a. If it is an important strategy, in what ways has it been a successful or challenging way of improving after-school workers' transferable skills?

CONNECTIONS WITHIN & ACROSS NETWORKS

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

6. Over the past 2-3 years, how and to what extent have you developed connections or enhanced partnerships with others working on after-school workforce issues, both in the after-school field and in other sectors?
 - a. Please describe the type of partnerships, with whom, how they came about and your level of involvement (i.e., informal, formal frequent meetings, etc.) in them,

Probes: With - CalWIN; after-school providers; after-school TA providers; local or national programs; after-school experts; nonprofits; business community; foundations; educational institutions.

Probes: Came about through - Convenings; Foundation leadership development opportunities; participation in Foundation-sponsored networks like the Central Valley Afterschool Foundation or CalSAC.
 - b. How have these partnerships helped in your work? What has not worked well? What kind of collaborative work has resulted? Have you experienced any unintended outcomes as a result?
 - c. What more can Packard do to facilitate these partnerships?
 - d. How are these partnerships continuing to expand or grow over time? How are they facilitating change within the after-school field?

Probes: Meeting more people from other sectors; gaining new ideas and strategies.
 - e. What other partnerships would you like to develop in the after-school field?
7. What kind of collaborative work has resulted from these partnerships? To what extent would you say these partnerships are facilitating learning and information sharing among those working on after-school workforce issues within and across the after-school field?
8. From your perspective, what are the central issues individuals and/or organizations working on after-school workforce issues should be concentrating on? What are some promising practices that have emerged?
 - a. To what extent are individuals and/or organizations working in these areas? Please provide examples. If you feel that no one is working in these areas, what

do you think it would take to get more attention in these areas?

- b. To what extent has individuals' and/or organizations' work on these issues resulted in creative approaches that are making a difference in the after-school field?
9. Are there any other voices or ideas you feel are not well represented in the after-school workforce arena?

CLOSING

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

Thank You!

The David and Lucile Packard Foundation After-school Subprogram Evaluation: Phase I Leadership Grantee Interview Protocol

February 2009

Informant Name & Organization:

Date of Interview:

Interviewer:

*Thank you for taking time to participate in this interview. I'm [introduce self] with BTW informing change (BTW), a consulting firm that specializes in planning, evaluation and organizational learning for nonprofits and foundations. We are partnering with the Packard Foundation (the Foundation) to help them gain a better understanding of how the California after-school field has evolved **since 2006** when the state first activated ASES funding and the Foundation made a significant investment in after-school. This evaluation seeks to assess the impact on the California after-school field as a result of increased public and private support to ultimately prepare children to do better in school and in their lives.*

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

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

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

BACKGROUND INFORMATION

1. Please tell me a little about the Foundation-funded after-school leadership work in which you are engaged, including your role on the project(s).
 - a. How long has the project/program been running? What do you hope to accomplish and by when? Who is your target? Who are your partners?

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

FIELD LEADERSHIP

2. From your perspective, what are the central issues or significant trends after-school leaders should be concentrating on? What do you see that you like?
 - a. To what extent are individuals and/or organizations working in these areas? Please provide examples. If you feel that no one is working in these areas, what do you think it would take to get more attention in these areas?
 - b. To what extent have the individuals and/or organizations working on these issues been advocates for the field and exhibited effective leadership?
3. Are there any other voices or ideas you feel are not well represented in the after-school field at the moment?

EVOLUTION & CONTINUOUS IMPROVEMENT IN THE AFTER-SCHOOL FIELD

4. Thinking back a few years, from your perspective, how is the after-school field in general different now? Please provide specific examples.

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

- a. What has contributed to these changes?
5. Considering these changes and lessons learned to date, to what extent do you think the California after-school field is able to improve over time (i.e., incorporate lessons learned and best practices)? Please explain.
 - a. What would it take to improve the field further?

6. How would you characterize the after-school field in terms of its current ability to meet demand and accommodate student needs?
7. What has surprised you (or was unexpected) about the work in the after-school field since 2006? What stands out as the most significant accomplishment? What has been the most significant challenge?

CONNECTIONS WITHIN & ACROSS NETWORKS

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

8. Over the past 2-3 years, how and to what extent have you developed connections or enhanced partnerships within the after-school field?
 - a. Please describe the type of partnerships, with whom, how they came about and your level of involvement (i.e., informal, formal frequent meetings, etc.) in them.

Probes: With - After-school providers; after-school TA providers; local or national programs; after-school experts.

Probes: Came about through - Convenings; Foundation leadership development opportunities; participation in Foundation-sponsored networks like the Central Valley Afterschool Foundation or CalSAC.
 - b. How have these partnerships helped in your work? What has not worked well? What kind of collaborative work has resulted? Have you experienced any unintended outcomes as a result?
 - c. What more can Packard do to facilitate these partnerships?
 - d. What other partnerships would you like to develop in the after-school field?
9. Over the past 2-3 years, how and to what extent have you developed connections or enhanced partnerships with programs or organizations in other sectors that support the after-school field?
 - a. With whom/what kinds of groups? Please provide specific examples.

Probes: Nonprofits; business community; foundations; educational institutions.
 - b. How did these new or enhanced partnerships come about?

Probes: Convenings; Foundation leadership development opportunities; participation in Foundation-sponsored networks like the Central Valley Afterschool Foundation or CalSAC.

- c. How have these partnerships been beneficial or challenging? What kind of collaborative work has resulted? Have you experienced any unintended outcomes as a result?
- d. What other partnerships would you like to connect with in other sectors?

CLOSING

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

Thank You!

The David and Lucile Packard Foundation After-school Subprogram Evaluation: Phase I After-school Provider Interview Protocol

February 2009

Informant Name & Organization:

Date of Interview:

Interviewer:

*Thank you for taking time to participate in this interview. I'm [introduce self] with BTW informing change (BTW), a consulting firm that specializes in planning, evaluation and organizational learning for nonprofits and foundations. We are partnering with the Packard Foundation (the Foundation) to help them gain a better understanding of how the California after-school field has evolved **since 2006** when the state first activated ASES funding and the Foundation made a significant investment in after-school. This evaluation seeks to assess the impact on the California after-school field as a result of increased public and private support to ultimately prepare children to do better in school and in their lives.*

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

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

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

BACKGROUND INFORMATION

1. Please tell me a little about your after-school program and your current role there.
 - a. What type of an after-school program are you? How long has the program been running? How many sites do you have? How many youth do you serve? Who do you target (e.g., ages)? What are your hours of operation?
2. Please describe the community in which you are located, both in terms of the location and population—rural/urban, racial/ethnic makeup, etc.

INCREASED PROGRAM CAPACITY & UNDERSTANDING OF TA NEEDS

Purpose: To gain a better sense from after-school providers as to how and to what extent the TA system is continually improving and providing effective, well-distributed TA across the State.

3. Thinking about your program now as compared to how it functioned prior to receiving ASES funding in 2006, how would you characterize the difference in your program's overall capacity to serve youth?
 - a. What changes have you seen over the last 2-3 years? Please provide specific examples.
 - b. What are you better able to do now as compared to then? How have you grown? What challenges have you experienced? What would have helped in facing those challenges?
 - c. What has contributed to these changes?

Probes: New start-up program since 2006; program management; fiscal management; ability to secure program funding; day-to-day operations; ability to establish a workplan; lesson planning and content; program accountability; linkages to school day; student recruitment and retention; use of technology; staff development and career planning; community collaboration.

4. Over the past 2-3 years, how has the after-school marketplace (i.e., after-school programs including Sylvan, childcare providers, etc.) changed in your area?

Probes: More programs available; more competition; more collaboration between programs; more stable workforce.

5. Has your program accessed technical assistance (TA) in areas such as quality standards, program management, fundraising, accountability or staff development?

If yes:

- a. What kind of TA or coaching did you receive? How and why did you access it? How did you learn about its availability?
 - b. How did receiving this TA impact your organization? Are you implementing what you learned? Why or why not?
6. Are you more aware of the kinds of TA your program needs, hopes to receive and/or are available to you now than you were 2-3 years ago? Please explain.
7. If you wanted to increase your knowledge or improve the capacity of your program in a certain area, how would you go about doing it? Who would you call or where would you look for TA to tap into?

Probes: Regional Lead office; local school; consulting firm; TA provider registry Web site by CASTA (catalog assembled by 9/08).

8. Are you aware of the CASTA TA provider Web site?

If yes:

- a. How did you learn about it?
- b. Have you used it? To what extent is it a helpful resource?

AFTER-SCHOOL PROGRAM STAFF

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

9. Please describe the makeup of your current after-school program staff in terms of demographics, numbers and tenure. What are their schedules like (e.g., FT vs. PT, average hours per week)?

Probes: Age; race/ethnicity; reflection of community population; average tenure; experience/skills; ratio of staff to youth.

10. From your perspective, is your current staff the ideal staff for your program? Why/why not? How would you change your staff to better meet your programs' needs and expectations?
- a. Have you noticed a shift in skills needed due to the population you are serving changing over the last few years?

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

11. Thinking back a few years, how is your after-school program staff different now? In what ways? Due to what reasons?

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

12. Have you observed a difference in the skills your current program staff have now as compared to your staff's skills a few years ago? If so, how are they different? To what do you attribute this difference?
13. How are your staff recruitment strategies different now than they were in 2006?
14. Is your program more connected to the community that it was 2-3 years ago?

CONNECTIONS WITHIN & ACROSS NETWORKS

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

15. Over the past 2-3 years, to what extent have you developed connections or enhanced partnerships with other after-school providers and with people in other sectors who are working on after-school issues? Please provide specific examples.

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

- a. How did these new and/or enhanced partnerships come about?
- b. How have these partnerships helped in your work? What has not worked well? What kind of collaborative work has resulted? Have you experienced any unintended outcomes as a result?
- c. Are there organizations or people you would like to connect with that you have not? Please provide specific examples.

CLOSING

16. Is there anything else that you would like to share about your program or how the after-school field in California has evolved since 2006?

Thank You!

The David and Lucile Packard Foundation After-school Subprogram Evaluation: Phase I Thought Leader Interview Protocol

February 2009

Informant Name & Organization:

Date of Interview:

Interviewer:

*Thank you for taking time to participate in this interview. I'm [introduce self] with BTW informing change (BTW), a consulting firm that specializes in planning, evaluation and organizational learning for nonprofits and foundations. We are partnering with the Packard Foundation (the Foundation) to help them gain a better understanding of how the California after-school field has evolved **since 2006** when the state first activated ASES funding and the Foundation made a significant investment in after-school. This evaluation seeks to assess the impact on the California after-school field as a result of increased public and private support to ultimately prepare children to do better in school and in their lives.*

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

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

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

BACKGROUND INFORMATION

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

1. It is my understanding that you do _____.
Please tell the highlights of your after-school work, particularly your current projects.

EVOLUTION & CONTINUOUS IMPROVEMENT IN THE AFTER-SCHOOL FIELD

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

As you know, California voters passed Proposition 49 in 2002, approving the increase of state funding for after-school programs from approximately \$120 million to \$550 million through the After School Education and Safety (ASES) program. This funding was first activated in the 2006-07 state budget and provided more than 4,000 public schools with after-school programs.

2. Thinking back a few years, how is the after-school field different now than it was in 2006? What would the field look like now if ASES didn't exist?
Please provide specific examples.

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

- a. What has contributed to these changes?
3. How would you characterize the after-school field in terms of its current ability to meet student demand?
4. Considering these changes and lessons learned to date, to what extent do you think the California after-school field is able to improve over time (i.e., incorporate lessons learned and best practices)? Please explain.
 - a. What would it take to improve the field further?
5. What has surprised you (or was unexpected) about the work in the after-school field since 2006? What stands out as the most significant accomplishment? What has been the most significant challenge?

Technical Assistance (TA)

6. Thinking about after-school technical assistance (TA), from your perspective, how is the TA system different now than it was in 2006? Please provide specific examples.

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

- a. What has contributed to the progress/challenges?
 - b. How have changes in the after-school TA system impacted the after-school field?
7. As you (may) know, the Comprehensive After School Technical Assistance (CASTA) strategy seeks to build capacity and sustainability in the after-school TA system. In what ways is CASTA helping to provide effective, well-distributed TA across California?
- a. On a scale of 1-5 with 1 being “not effective” and 5 being “very effective” to what extent has CASTA, as a specific strategy, contributed to the continuous improvement of the after-school TA system?
 - b. What else could CASTA be doing? Please provide specific examples.

After-school Workforce

8. In what ways has the after-school workforce changed since 2006? What has contributed to these changes?

Probes: Variety of strategies to address workforce challenges; focus of strategies; creativity of strategies; use of formal partnerships with institutions (e.g., community colleges, CDE, nonprofits); type of skills workforce acquires; amount of knowledge sharing among workforce leaders.

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

System Leaders

9. From your perspective, what are the central issues or significant trends on which after-school leaders are concentrating?
- a. If you feel that not enough leaders are working in these areas, what do you think it would take to get more attention in these areas? Are there any voices not being heard or well-represented?
 - b. To what extent is funding being applied to these key issues and/or trends?

- c. To what extent have the individuals and/or organizations working on these issues been advocates for the field and exhibited effective leadership? Do current leaders have the foresight and capacity to work effectively on these issues?
10. To what extent are after-school system leaders developing or enhancing partnerships and building an after-school network with one another or those in other sectors involved in after-school?
- a. With whom/what kind of groups? Please give specific examples.

Probes: After-school providers; TA providers; local or national programs; after-school experts; nonprofits; business community; foundations; educational institutions.
 - b. How did these new/enhanced partnerships come about?

Probes: Convenings; Foundation leadership development opportunities; participation in Foundation-sponsored networks like the Central Valley Afterschool Foundation or CalSAC.
11. To what extent are these new/enhanced partnerships facilitating learning and information sharing among those working within and across the after-school field? How has this changed since 2006?
- a. What kind of collaborative work has resulted?
 - b. Are there other kinds of partnerships that should be formed? How would this lead to continuous improvement in the after-school field?

Overall After-school Field

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

PACKARD'S CONTRIBUTION TO THE AFTER-SCHOOL FIELD

While the influx of ASES funding greatly increased opportunities for elementary and middle school students to participate in after-school programs in California, there have also been implementation challenges. As you may be aware, the Packard Foundation's After-school Subprogram has been leveraging public, community and philanthropic resources to address these challenges while aiming to inspire innovation and supporting the continuous improvement of the after-school field.

[Cater the following questions to the informant and his/her responses up to this point in the interview. Informants may have already answered one or more of the following questions when responding to earlier questions.]

13. How familiar are you with the Foundation's involvement in the after-school field?
14. How and to what extent have the Foundation's investments contributed to improvements in the after-school field?
15. In addition to monetary investments, in what other ways has the Foundation contributed to advancing the after-school field?

Probes: Leadership; support of master plan; developing CASTA infrastructure; advancing creative after-school workforce strategies.

16. In what areas has the Foundation fallen short of expectations, missed important opportunities or failed to achieve its full potential in the after-school field? Why?
 - a. What barriers has the Foundation faced in achieving its agenda? How effective have Foundation staff members been at identifying and addressing them?
17. When you think of the Foundation as compared to other after-school funders with which you are familiar, is the Foundation unique? If so, in what ways?
18. What would the after-school field look like if the Foundation had not invested in it? What may not have occurred? Where else would funding have come from?

CLOSING

19. How broadly do you think your perspective is shared by others in the after-school community? Do others mostly agree with you or do you think your opinions stand out?
20. Is there anything else that you would like to share about how the California after-school field has evolved since 2006 and/or the Foundation's contribution to it?

Thank You!

The David and Lucile Packard Foundation After-school Subprogram Evaluation: Phase I Technical Assistance (TA) Provider Survey

February 2009

INTRODUCTION

*Thank you for taking the time to complete this survey. BTW informing change (BTW), a consulting firm that specializes in planning, evaluation and organizational learning for nonprofits and foundations, is partnering with the Packard Foundation (the Foundation) to help them gain a better understanding of how the after-school field in California has evolved **since 2006** when the state first activated ASES funding and the Foundation made a significant investment in after-school. This evaluation seeks to assess the impact on the California after-school field as a result of increased public and private support to ultimately prepare children to do better in school and in their lives.*

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

*In appreciation of your time, each person who completes a survey **by X date** will receive a \$20 gift card to Amazon.com. In order to be eligible to receive this gift card, you must submit your completed survey by X date.*

If you have any questions about this survey or study, please contact Principal Investigator, Dr. Lande Ajose, at lajose@btw.informingchange.com or (510) 665-6100 or Study Coordinator, Sara Lepore Dube at slepore.dube@btw.informingchange.com or (510) 665-6100. If you have any questions about your rights as a study participant, please call Independent Review Consulting, Inc., the ethics review board that reviewed this study, at (800) 472-3241 or e-mail them at subject@irb-irc.com. Please print this page for your records so that you may refer to it in the future if any questions arise.

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

BACKGROUND & EXPERIENCE AS A TA PROVIDER

1. Name: _____

2. Title: _____
3. Name of agency/employer: _____
4. In what year did you begin providing professional technical assistance (TA) to after-school programs and providers? *(If you don't know, please enter zero.)*
Year: _____
5. Which of the following responsibilities most closely describe your role as a TA provider? *(check all that apply)*
- Deliver TA directly to after-school programs
 - Supervise or prepare those who deliver TA directly to after-school programs
 - Broker those who deliver TA directly to after-school programs
 - Design curricula and/or tools to be used for TA in after-school programs
 - Other (please specify): _____
6. What program levels do you work with? *(check all that apply)*
- Elementary school sites
 - Middle school sites
 - High school sites
7. In 2008, how many after-school programs did you serve? _____
8. Please indicate any languages other than English in which you provide TA? *(check all that apply)*
- Spanish
 - Cantonese
 - Vietnamese
 - Mandarin
 - Tagalog
 - Other *(please specify)*: _____
9. In which regions do you provide TA? *(check all that apply)*
- Region 1 (Del Norte, Humboldt, Lake, Mendocino, Sonoma Counties)
 - Region 2 (Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity Counties)
 - Region 3 (Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba Counties)
 - Region 4 (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano Counties)
 - Region 5 (Monterey, San Benito, Santa Clara, Santa Cruz Counties)
 - Region 7 (Fresno, Kings, Madera, Mariposa, Merced, Tulare Counties)
 - Region 8 (Kern, San Luis Obispo, Santa Barbara, Ventura Counties)
 - Region 9 (Imperial, Orange, San Diego Counties)
 - Region 10 (Inyo, Mono, Riverside, San Bernardino Counties)
 - Region 11 (Los Angeles County)

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

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

- Urban Rural
 Suburban Ex-urban

INCREASED PROGRAM CAPACITY

11. Please assess whether, you have witnessed a change in California in the overall capacity of after-school programs since 2006 in the following areas:

	Capacity has changed since 2006	Capacity has not changed since 2006
a. Program planning and design	<input type="checkbox"/>	<input type="checkbox"/>
b. Lesson plan and content standards	<input type="checkbox"/>	<input type="checkbox"/>
c. Program management	<input type="checkbox"/>	<input type="checkbox"/>
d. Fiscal management	<input type="checkbox"/>	<input type="checkbox"/>
e. Program accountability including evaluation and research	<input type="checkbox"/>	<input type="checkbox"/>
f. Linkages/alignment with the school day	<input type="checkbox"/>	<input type="checkbox"/>
g. Staff development plans and strategies	<input type="checkbox"/>	<input type="checkbox"/>
h. Career planning for staff	<input type="checkbox"/>	<input type="checkbox"/>
i. Addressing grant requirements	<input type="checkbox"/>	<input type="checkbox"/>
j. Program sustainability	<input type="checkbox"/>	<input type="checkbox"/>
k. Student recruitment	<input type="checkbox"/>	<input type="checkbox"/>
l. Student retention	<input type="checkbox"/>	<input type="checkbox"/>
m. Use of technology	<input type="checkbox"/>	<input type="checkbox"/>
n. Community collaboration	<input type="checkbox"/>	<input type="checkbox"/>
o. Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

12. Please assess the overall capacity of the programs you currently serve in the following areas:

	Assessment of current program capacity			
	Excellent	Adequate	Poor	N/A
a. Program planning and design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Lesson plan and content standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Program management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Fiscal management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Program accountability including evaluation and research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Linkages/alignment with the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Staff development plans and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Career planning for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Addressing grant requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Program sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Student recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Student retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Community collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. In which areas do you find programs need the most TA?

14. In which areas do you find programs are the strongest?

15. In what ways have these strengths and areas in need of improvement changed over the past couple of years?

INCREASED EFFICIENCIES IN PROVIDING TA SINCE 2006

16. Please indicate the changes you have experienced in providing after-school TA since the implementation of ASES funding in 2006:

	Worsened	Stayed the Same	Improved	Don't know/Not applicable
a. My capacity to serve my clients has...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My overall skills as a provider have...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The training resources available to me as a trainer have...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My ability to identify programs' TA needs and to establish a workplan has...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My collaborations with other TA providers have...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My ability to provide TA to after-school programs over time has...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. If you were interested in getting help to increase your knowledge or improve your capacity as a TA provider in a certain area, how would you go about doing that today? (*check all that apply*)

- Consult with other TA providers
- Read up on best practices in the field
- Attend a training
- Access CASTA resources for TA providers
- Other (please specify): _____
- Don't know

Thank You!

The David and Lucile Packard Foundation After-school Subprogram Evaluation: Phase I After-school Provider Survey

February 2009

INTRODUCTION

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

BACKGROUND & EXPERIENCE

1. First Name: _____ Last Name: _____
2. Job Title: _____
3. Agency/organization/program name: _____
4. In what year did you start offering after-school programs? *(If you don't know, please enter zero.)*
Year: _____
5. At how many sites are in your after-school program? _____

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

6. Please rank the top three areas in which your site focuses its after-school program.

- | | |
|--|--|
| <input type="checkbox"/> Academic enrichment support | <input type="checkbox"/> Computers |
| <input type="checkbox"/> Language acquisition | <input type="checkbox"/> ESL |
| <input type="checkbox"/> Sports | <input type="checkbox"/> Health/physical activity |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Custodial support |
| <input type="checkbox"/> Social development | <input type="checkbox"/> Other <i>(please specify)</i> : _____ |

7. What areas do parents and children most value?

Comments:

8. What kinds of programming would you like to offer more of?

Comments:

9. What primary languages are spoken by students and staff at your site? *(check all that apply)*

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> English | <input type="checkbox"/> Cantonese |
| <input type="checkbox"/> Spanish | <input type="checkbox"/> Mandarin |
| <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Other <i>(please specify)</i> : _____ |
| <input type="checkbox"/> Tagalog | |

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

- | | |
|--|--|
| <input type="checkbox"/> Region 1 (Del Norte, Humboldt, Lake, Mendocino, Sonoma Counties) | <input type="checkbox"/> Region 7 (Fresno, Kings, Madera, Mariposa, Merced, Tulare Counties) |
| <input type="checkbox"/> Region 2 (Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity Counties) | <input type="checkbox"/> Region 8 (Kern, San Luis Obispo, Santa Barbara, Ventura Counties) |
| <input type="checkbox"/> Region 3 (Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba Counties) | <input type="checkbox"/> Region 9 (Imperial, Orange, San Diego Counties) |
| <input type="checkbox"/> Region 4 (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano Counties) | <input type="checkbox"/> Region 10 (Inyo, Mono, Riverside, San Bernardino Counties) |
| <input type="checkbox"/> Region 5 (Monterey, San Benito, Santa Clara, Santa Cruz Counties) | <input type="checkbox"/> Region 11 (Los Angeles County) |
| <input type="checkbox"/> Region 6 (Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne Counties) | |

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

- | | |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Urban | <input type="checkbox"/> Rural |
| <input type="checkbox"/> Suburban | <input type="checkbox"/> Ex-urban |

AFTER-SCHOOL PROGRAM PARTICIPANTS

12. On average, how many students participated at your site in FY 2007-08?

Number of slots: _____

Number of students: _____

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

Proportion eligible for Free/Reduced Lunch: _____

14. Please estimate the racial/ethnic makeup of your current program participants.

- % _____ African American
 % _____ Asian/Pacific Islander
 % _____ Latino/a
 % _____ Middle Eastern
 % _____ Native American
 % _____ White/Anglo
 % _____ Multiracial
 % _____ Other *(please specify)*: _____

AFTER-SCHOOL PROGRAM STAFF

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

Number of full-time staff: _____

Number of part-time staff: _____

16. Please estimate the racial/ethnic makeup of your current program staff.

% _____ African American

% _____ Asian/Pacific Islander

% _____ Latino/a

% _____ Middle Eastern

% _____ Native American

% _____ White/Anglo

% _____ Multiracial

% _____ Other (please specify): _____

17. On average, how long do staff members work at your site? (Select one)

Less than 1 year

1 year to less than 2 years

2 years to less than 4 years

4 or more years

18. To what extent do you agree with the following statements about your after-school program staff?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know/Not applicable
a. My after-school program staff reflects the community we serve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My after-school program staff members have the experience and skills to serve youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In the past couple of years, my site has implemented new ways of recruiting staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My site has less staff turnover now than it did a couple of years ago.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My current staff members are more skilled than staff members were a couple of years ago.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INCREASED PROGRAM CAPACITY & UNDERSTANDING OF TA NEEDS

19. Please indicate the extent to which you agree with the following statement: “Compared to when our after-school site first opened, our current program capacity to serve the needs of the community is...” (check one)

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

If capacity is higher or much higher...

20. How did you go about increasing your capacity? (check all that apply)

- Technical assistance (TA) from a TA provider
- Peer coaching from more experienced staff or colleagues
- Practice
- Reading about and implementing best practices
- More experienced staff
- Other (please specify): _____

21. Since ASES funding became available 2-3 years ago, please indicate the types of technical assistance (TA) your after-school program site has accessed from TA providers and rate the quality of that TA in terms of content and delivery. (check all that apply)

	Accessed TA		Quality of TA				
	Accessed this type of TA	Did not access this type of TA	Excellent	Above Average	Average	Below Average	Poor
a. Program planning and design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Lesson plan and aligning to content standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Program management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Fiscal management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Program accountability including evaluation and research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Linkages/alignment with the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Staff development plans and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. Grant compliance requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Program sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Student attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Community collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (<i>please specify</i>): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Accessed TA		TA Use		
	Accessed this type of TA	Did not access this type of TA	None	Some	A lot
n. Program planning and design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Lesson plan and aligning to content standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Program management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Fiscal management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Program accountability including evaluation and research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Linkages/alignment with the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Staff development plans and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Grant compliance requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Program sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Student attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Community collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Other (<i>please specify</i>): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. If you were interested in getting help to increase your knowledge or improve the capacity of your site’s programming in a certain area, how would you go about doing that today?

(check all that apply)

- Regional Lead office
- Local day school
- Consulting firm
- TA provider registry Web site by CASTA (catalog assembled by 9/08)
- Other (please specify): _____
- Don’t know

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

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don’t know/Not applicable
a. I know where to look for TA in my area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It is easy to find an appropriate TA provider to meet my needs in my area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. There are more TA providers available now compared to pre-ASES funding in 2006.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My site is better able to assess its TA needs now than it was in 2006.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank You!

Major Developments in California's After-school Field

