Technical Assistance for the Illinois 21st Century Community Learning Centers Program

Narrative Description

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Executive Summary

SEDL Technical Assistance for Illinois 21st CCLC Program

SEDL proposes this project to ensure that 21st CCLC grantees in Illinois receive the necessary assistance — including training, tools, resource materials, and expertise — to deliver high-quality afterschool programs that can strengthen student engagement and academic achievement. SEDL has been a national leader in the field of afterschool programs for more than a decade, and has worked with the Illinois program in recent months to provide training for grantees in the use of SEDL’s award-winning Afterschool Training Toolkit and in family engagement strategies. SEDL’s objectives for this work are informed by and aligned with the Illinois State Board of Education’s (ISBE) FY12 statewide objectives for the 21st CCLC program and include:

- To provide technical assistance, professional development, and resource materials that are responsive to the specific needs and circumstances of 21st CCLC grantees.
- To increase ISBE’s and its grantees’ access to and use of up-to-date research-based practices and emerging promising practices for afterschool programs.
- To strengthen grantees’ skills for embedding academic content into afterschool activities.
- To increase grantees’ knowledge and use of college and career readiness strategies.
- To increase grantees’ knowledge and use of social-emotional learning strategies.
- To increase grantees’ knowledge and use of effective strategies for collaborating with schools, families, and community organizations.
- To increase grantees’ knowledge and use of program management approaches that strengthen program effectiveness and sustainability.
- To increase grantees’ knowledge and use of strategies, tools, and procedures through which they can continually assess effectiveness and improve program quality.

As required by the Request for Sealed Proposals, SEDL’s plans for achieving these objectives are organized into six major activities. All activities are grounded in a theory of action which posits that, if program-level afterschool educators are knowledgeable about and skilled in the application of research-based practices that lead to high-quality afterschool academics, youth development programming, family engagement, management, governance, and evaluation, and if afterschool educators receive timely, practical, research-based technical assistance to reinforce those practices, then students will be more likely to become engaged in challenging afterschool content and to demonstrate increased achievement in school.

For Activity 1, State-Sponsored Workshops, SEDL will host a fall workshop, a spring conference, a new grantee orientation workshop, and two additional technical assistance workshops each year for the state’s 21st CCLC grantees. The workshops’ content design will incorporate features that both research and our own experience have shown to be effective in strengthening participants’ capacity to apply new knowledge and skills in their work.

For Activity 2, Technical Assistance and Professional Development, SEDL will provide ongoing technical assistance and training for afterschool program staff to effectively embed academic content into afterschool programming; incorporate college and career readiness strategies; provide enrichment opportunities in areas such as technology and the arts; employ strategies for social-emotional learning, collaboration, and family and community engagement;
and link classroom instruction with afterschool learning. SEDL’s technical assistance and professional development plan for the ISBE 21st CCLC Program provides a multi-tiered approach that includes:

- resources that address implementation, evaluation, and continuous improvement of Illinois 21st CCLC programs;
- conferences and workshops to address general programmatic issues;
- targeted technical assistance and professional development through webinars, teleconferencing, and social media to address needs common to multiple grantees;
- site visits to address the unique situations of grantees;
- a web-based portal; and
- online professional development opportunities.

For Activity 3, Quality Program Assessment and Peer Advisors Training, SEDL will develop a quality assessment process, identify peer advisors in collaboration with ISBE, train the peer advisors through webinars, match the peer advisors to their mentee programs, and develop a process for networking the advisors with the mentee programs, including help scheduling peer site visits. We will adapt a SEDL-developed resource, A Practitioner’s Guide: Building and Managing Quality Afterschool Programs, and develop additional tools as needed, to help afterschool programs self-assess and reflect on the quality of their programs.

For Activity 4, Development of Materials, SEDL will work with staff from the Illinois State Board of Education (ISBE) to identify local grantees’ material development needs, based on results of the project’s needs assessment activities. SEDL also has a number of existing material resources that can be deployed or adapted as appropriate to meet the needs of local grantees.

For Activity 5, Data Gathering and Analysis, SEDL will conduct ongoing assessments of the training, technical assistance, and resource material needs of local grantees; review current literature and provide information to support program development at both the state and grantee level; conduct targeted data collection activities based on results of the statewide evaluation, to be planned in coordination with ISBE and the contractor for the program’s statewide evaluation; and analyze and report on annual performance report data. SEDL has extensive expertise in all of these forms of data collection, analysis, and reporting, including substantive experience in the field of afterschool programming.

For Activity 6, Communication and Reporting, SEDL will establish mechanisms to ensure timely communication with both ISBE staff and local 21st CCLC grantees. SEDL will use a wide range of communication and dissemination media and formats not only to ensure accessibility by all identified audiences but to promote use of the resources developed by this initiative and, where appropriate, resources developed by other TA providers, afterschool organizations, and programs. SEDL will also establish and implement reporting procedures to convey accurate and thorough information about contract activities and costs. SEDL’s management infrastructure includes a robust set of tools and procedures that ensure both transparency and accountability, and the proposed project director has more than 5 years’ experience in managing projects of this scope and providing timely, high-quality reports.
Work Plan and Timelines

The Southwest Educational Development Corporation (dba SEDL) proposes to provide technical assistance and professional development for the 21st Century Community Learning Centers Afterschool Program of the State of Illinois and its 21st CCLC grantees. The purpose of this project is to ensure that Illinois 21st CCLC grantees receive the necessary assistance — including training, tools, resource materials, and expertise — to deliver high quality afterschool programs that can strengthen student engagement and academic achievement.

SEDL has been a national leader in the field of afterschool programming for more than a decade, and has worked with the Illinois program in recent months to provide training for grantees in the use of SEDL’s Afterschool Training Toolkit and family engagement strategies. The following sections describe our proposed plans for carrying out this work, as well as the unique combination of resources and expertise that will ensure both quality and responsiveness to the needs of 21st CCLC grantees. We begin this narrative with a statement of proposed goals and objectives, followed by activity descriptions that are organized according to the “Criteria for Narrative Description” section of the RFSP.

Goals and Objectives Addressed by the Work Plan

SEDL’s overarching goal for this work is to build the capacity of the Illinois 21st CCLC program and its individual grantees to improve educational outcomes for program participants. Specific objectives designed to meet this goal are informed by and aligned with the Illinois State Board of Education’s (ISBE) FY12 statewide objectives for the 21st CCLC program. Those objectives include:

- To provide technical assistance, professional development, and resource materials that are responsive to the specific needs and circumstances of 21st CCLC grantees.
- To increase ISBE’s and its grantees’ access to and use of up-to-date research-based practices and emerging promising practices for afterschool programs.
- To strengthen grantees’ skills for embedding academic content into afterschool activities.
- To increase grantees’ knowledge and use of college and career readiness strategies.
- To increase grantees’ knowledge and use of social-emotional learning strategies.
- To increase grantees’ knowledge and use of effective strategies for collaborating with schools, families, and community organizations.
- To increase grantees’ knowledge and use of program management approaches that strengthen program effectiveness and sustainability.
- To increase grantees’ knowledge and use of strategies, tools, and procedures through which they can continually assess effectiveness and improve the quality of their afterschool programs.
Activity 1: State-Sponsored Workshops

Workshop and Conference Plan
In this section, SEDL presents a plan for hosting a fall workshop, spring conference, new grantee orientation workshop, and two additional technical assistance workshops each year for the state’s 21st CCLC grantees. SEDL’s understanding is that the 2012 fall workshop was held on September 26-27, 2012. Based on this understanding, we have not included the fall workshop in the proposed work plan or budget for Year One. As a cost-saving measure SEDL proposes to hold the new grantee orientation and fall workshop together in each of the option years; both one-day events will be held at the same location on consecutive days.

Procedures for hosting state-sponsored workshops. As specified in the RFSP, SEDL in consultation with ISBE will:

- Make all arrangements and annually conduct fall and spring events, two topic-specific technical assistance workshops, and one new grantee orientation.
- Provide ISBE with proposed timelines for accomplishing each event, draft agendas, and speaker lists for approval.
- Arrange conference locations (in the geographic areas of the state specified by ISBE), dates, and times mutually agreed on by SEDL and ISBE.
- Provide online registration for participants.
- Serve as the liaison between event participants and the ISBE staff.
- Provide participant materials and handouts including a detailed agenda.
- Identify national, regional, and local experts to serve as presenters.
- Provide a sufficient number of session speakers and facilitators and arrange for speaker travel and lodging arrangements.
- Work with speakers and presenters to ensure focus and delivery of sessions that incorporate standards of excellence for adult education and professional development.
- Arrange for venue meeting space, food service, technology/audio visual equipment, and technical assistance required to support each workshop or conference.

SEDL plans to incorporate into our content design of the Illinois 21st CCLC grantee workshops and conferences features of training that research (Guskey, 2003; Mundry & Boethel, 2005; National Staff Development Council, 2001) as well as our own experience has shown to be effective, including:

- locating all training opportunities (even single sessions at statewide conferences) within a larger context of sustained professional development that is explicitly linked to state and local academic and program performance standards;
- grounding activities and approaches in the realities of 21st CCLC participants’ working contexts, expressed needs, and prior knowledge;
- addressing the “why” behind recommended practices to strengthen understanding and create demand among staff over time for evidence about the value of particular approaches;
• illustrating recommended practices in multiple ways via demonstration, media materials, scenarios and simulations, and role playing, including information about the nuances of practice that make it effective as well as ways to overcome roadblocks;
• pacing training and incorporating activities that constitute guided practice with feedback so that participants begin to feel comfortable with the concepts, including time to engage with materials and activities designed for follow-up;
• incorporating time for reflection and planning exercises within training to facilitate application and follow-up; and
• providing copies of resources or portions of resources as tangible take-aways.

All workshops and conferences will provide opportunities for Illinois grantees to develop long-term relationships for peer assistance with their colleagues. Establishing trusting, long-term relationships among grantees during workshops and conferences requires offering opportunities for purposeful networking with colleagues. SEDL will develop workshop and conference designs that weave peer knowledge and experience along with networking opportunities into all activities and trainings.

Availability of technology for registration. For this project, SEDL will utilize an online event registration system programmed in-house that allows our staff to quickly and easily create and deploy an online registration form. The system displays the registration form using the project’s custom website template and collects standard personal and organizational data, payment data and processing (if required), descriptions of the participant’s afterschool project (e.g., program name, students served, program administered, years operating, grade level, locale), as well as additional questions that can be customized to collect data specific to the event. The system includes features to notify the event coordinator when new registrations are received, export the data into other systems, display the form between the set starting and ending dates, allow the setting of a maximum number of participants per registration and per event, allow the selection among breakout sessions, and point the registrant to a second, related event registration form if the maximum number of registrants is reached for the first event. SEDL has used this registration system successfully for more than 150 event registrations.

SEDL will notify grantees with email announcements regarding when and how to access the online registration system. Pre-printed name tags and holders will be generated for all registered participants and lists of participants will be provided to the State Coordinator.

Plan for assessing workshops and conferences. SEDL, in collaboration with ISBE, will develop an online instrument to survey workshop and conference participants immediately following each event. Participants will receive the online survey within 24 hours after the end of a workshop or conference and will be asked to complete it within 5 days. The survey will be designed to assess the content and logistical arrangements for each workshop or conference. It will also include information about the utility of the information presented in the sessions and how grantees plan to incorporate what they learned into their practice.

An evaluation report for each workshop and conference will be prepared by SEDL staff and provided to the Illinois 21st CCLC Coordinator within 30 days of each event. The report will include the number of participants served, activities and workshops offered, hotel and food
accommodations, and suggestions for future training topics, plus an overall satisfaction rating. SEDL staff and the ISBE 21st CCLC Coordinator will use the survey results from each workshop and conference to review what went well and what needs improvement. Together they will modify workshop and conference plans, designs, and content as needed for subsequent events.

**Staff Responsibilities and Timeline for Activity 1**
Table 1, below, outlines the proposed timeline and staff responsibilities for completing the work under Activity 1. SEDL’s proposed staffing plan is presented in the Qualifications section as required by the RFSP; however, to help orient the reader, we include a brief summary of staff roles below:

- Project Director — Lacy Wood
- Team Leader — Marion Baldwin
- Technical Assistance Providers — Danny Martinez and Zena Rudo
- Technical Assistance Consultant — Catherine Jordan
- Communications Associate and Administrative Assistant — Laura Shankland
- Web Administrator — Brian Litke

**Table 1: Workshop and Conference Timeline**

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<thead>
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<th>Year One</th>
<th>Deliverable</th>
<th>Timeline</th>
<th>Staff Responsible</th>
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<tr>
<td></td>
<td>Workshop and Conference Plan</td>
<td>November 2012</td>
<td>Baldwin</td>
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<td></td>
<td>New Grantee Orientation Workshop</td>
<td>February 2013</td>
<td>Baldwin, Rudo, Martinez</td>
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<td></td>
<td>Two Special Topic Technical Assistance Workshops</td>
<td>March 2013</td>
<td>Baldwin, Rudo, Martinez</td>
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<td></td>
<td>Spring Conference</td>
<td>April 2013</td>
<td>Baldwin, Jordan, Wood, Rudo, Martinez</td>
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<td></td>
<td>Event Evaluation Reports</td>
<td>Within one month after event</td>
<td>Rudo</td>
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<tr>
<th>Years Two-Five</th>
<th>Deliverable</th>
<th>Timeline</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
<td></td>
<td>Workshop and Conference Plan</td>
<td>August of each year</td>
<td>Baldwin</td>
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<tr>
<td></td>
<td>Fall Workshop and New Grantee Orientation Workshop</td>
<td>October of each year</td>
<td>Baldwin, Rudo, Martinez</td>
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<td></td>
<td>Two Special Topic Technical Assistance Workshops</td>
<td>February of each year</td>
<td>Baldwin, Rudo, Martinez</td>
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<td></td>
<td>Spring Conference</td>
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<td></td>
<td>Event Evaluation Reports</td>
<td>Within one month after event</td>
<td>Rudo</td>
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SEDL’s Experience Coordinating Workshops and Conferences

For more than a decade SEDL has provided, for the U.S. Department of Education (USDE) and state education agencies, national, regional, and state technical assistance and professional development opportunities focused on developing high quality 21st CCLC programs. These events have included a variety of participants including project directors, site coordinators, instructors, representatives of community organizations, parents, funders, and state agency personnel. SEDL has coordinated and conducted over 75 training events featuring high-quality afterschool academic programming and management practices for USDE and the states.

On a national level, SEDL partnered with USDE on designing the content and selecting the speakers for eight 21st CCLC Summer and Winter Institutes that drew a combined total of over 12,500 participants. For these 21st CCLC Institutes, SEDL created a request for presentations and presenter selection process and coached presenters on interactive presentation approaches. In addition to coordinating content design and speaker selection, SEDL’s staff and subcontractors presented more than 36 institute sessions covering promising afterschool practices in literacy, mathematics, science, technology, the arts, homework help, and organizational and management topics as well as sessions on how to use SEDL’s award winning Afterschool Training Toolkit to embed academics into 21st CCLC programming.

At the regional level, SEDL has partnered with SEAs to plan and deliver over 30 regional conferences with more than 7,000 participants. SEDL and its subcontractors supported these events with presenter selection, conference facility arrangements, AV services, speaker fees, and travel expenses. SEDL staff and its subcontracting partners presented almost 100 conference sessions and, in the majority of these regional conferences, were responsible for marketing, online registration, hotel, and meal arrangements.

In addition to these national and regional training workshops and conferences, SEDL and its subcontracting partners have supported 16 individual state events with a combined total of 2,000 participants in Texas, Florida, North Carolina, South Carolina, New Hampshire, Massachusetts, New York, Illinois, Arkansas, California, Louisiana, Tennessee, West Virginia, Virginia, Oklahoma, Alaska, Washington, Oregon, and Wisconsin. These individual state training opportunities have been planned and implemented in partnership with the requesting SEA 21st CCLC coordinator. They range from 90-minute sessions on a state conference agenda to multiple day events several times a year. Topics include academic content for afterschool, how to use SEDL’s Afterschool Training Toolkit, sustainability, youth development, and program management of high quality afterschool programs.

During 2012, SEDL has worked closely with ISBE’s 21st CCLC Coordinator to design and deliver a series of workshops on how to use SEDL’s Afterschool Training Toolkit to embed academics in fun, engaging afterschool activities and how to engage parents, families, and community organizations for afterschool program sustainability.

SEDL employs a wide range of technical assistance and training strategies to assist states, including presentations from national experts, interactive sessions, large and small group discussions, networking sessions, focus groups, problem-solving, consultation, communities of practice, and electronic follow-up to address the needs of SEAs and their 21st CCLC grantees.
Marion Baldwin, the team leader, will lead the planning, scheduling, and delivery of the workshops and conferences for this project. Before joining SEDL, Ms. Baldwin was the administrator of the C. S. Mott Foundation-funded national 21st CCLC training program at the National Center for Community Education in Flint, Michigan. In this position, she coordinated training workshops and conferences for more than 3,600 USDE afterschool program sites. She has presented for national, regional, and local audiences on key topics relevant to afterschool programs for the last fifteen years. Ms. Baldwin’s experience also includes planning and implementing large-scale conferences and workshops for SEAs on a variety of educational topics. The project director, Lacy Wood, has experience coordinating large-scale national conferences and regional institutes for USDE’s Parental Information and Resource Center (PIRC) grantee program. She will support Ms. Baldwin in coordinating the conferences and workshops. Additionally, all proposed technical assistance providers have experience planning and implementing workshops and large-scale conferences.

Activity 2: Technical Assistance and Professional Development

Technical assistance (TA) can be defined as those services designed to increase the capacity of clients to accomplish their goals; plan, administer, implement, and evaluate programs; and/or meet the requirements of federal, state, and local programs and policies (Mundry & Boethel, 2005). Based on our extensive experience designing and delivering large-scale technical assistance and training for 21st CCLC grantees, SEDL has developed a theory of action for providing state- and program-level technical assistance (see Table 2, on the following page).

As the theory of action illustrates, if program-level afterschool educators are knowledgeable about and skilled in the application of research-based practices that lead to high-quality afterschool academics, youth development programming, family engagement, management, governance, and evaluation, and if they receive timely, practical, research-based technical assistance to reinforce those practices, then students will be more likely to become engaged in challenging afterschool content and to demonstrate increased achievement in school.
<table>
<thead>
<tr>
<th>Underlying Assumptions</th>
<th>Proposed Strategies and Activities</th>
<th>Short-Term Outcomes (1 year)</th>
<th>Mid-Term Outcomes (2-4 years)</th>
<th>Long-Term Outcomes (5+ years)</th>
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<tbody>
<tr>
<td>• High quality afterschool programs can improve academic achievement in reading and mathematics.</td>
<td>• TA addressing best practices in academic programming, management, and governance approaches, and evaluation practices</td>
<td>• Improved access to high-quality, research-based afterschool materials and strategies</td>
<td>• Improved quality in afterschool academic programming</td>
<td>• Increased student participation in afterschool programming</td>
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<td>• High quality afterschool programs can contribute to youth development and family engagement in their children's education.</td>
<td>• TA addressing family engagement, youth development, and community service opportunities</td>
<td>• Improved afterschool program staff awareness and knowledge of best practices among high-quality afterschool programs</td>
<td>• Closer alignment between afterschool academic programming and state and local standards</td>
<td>• Decreased staff turnover</td>
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<tr>
<td>• Intensive, sustained technical assistance can build the knowledge, skills, and access to resources that are needed by 21st CCLC staff in order to implement a high quality afterschool program.</td>
<td>• TA whose content is grounded in best evidence regarding high-quality afterschool programs</td>
<td>• Improved afterschool program staff skills in applying best practices in their local setting</td>
<td>• Closer links between the regular school curriculum and afterschool academic programming</td>
<td>• Improved student academic achievement in reading and mathematics</td>
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<td></td>
<td>• TA provided in both face-to-face and electronic formats</td>
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<td>• Improved youth development and family engagement content and practices</td>
<td>• Increased family engagement in afterschool and regular school programs</td>
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<td>• TA tailored to the specific needs of individual afterschool programs</td>
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<td>• Improved governance, management, and evaluation systems and activities</td>
<td>• Afterschool programs that are sustainable after federal funding ends</td>
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<td>• Site visits to observe and provide follow-up support</td>
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<td></td>
<td>• Additional ongoing supports via teleconferences, webinars, and use of social media</td>
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Technical Assistance and Professional Development Plan

To assist grantees in meeting the statewide objectives for 21st CCLC programs (as presented in ISBE’s FY2012 State Plan), SEDL’s technical assistance and professional development will provide ongoing support to afterschool program staff to effectively embed academic content into afterschool programming; incorporate college and career readiness strategies; provide enrichment opportunities in areas such as technology and the arts; employ strategies for social-emotional learning, collaboration, and family and community engagement; and link classroom instruction with afterschool learning. SEDL’s technical assistance and professional development plan for the ISBE 21st CCLC Program will provide a multi-tiered approach that includes:

- resources that address implementation, evaluation, and continuous improvement of Illinois 21st CCLC programs;
- conferences and workshops to address general programmatic issues;
- targeted technical assistance and professional development through webinars, teleconferencing and social media to address needs common to multiple grantees;
- site visits to address the unique situations of grantees;
- a web-based portal; and
- online professional development opportunities.

The objectives for SEDL’s technical assistance and professional development are:

- To support implementation of high-quality, research-based academic enrichment and youth development programming that encourages student engagement and academic success.
- To help grantees learn how to align afterschool programming with classroom instruction, Illinois Learning Standards (ILS), and Common Core Standards.
- To develop grantee skills and knowledge needed to engage parents and families in their children’s learning and the afterschool program.
- To assist grantees in building a corps of highly qualified staff at all levels of the program.
- To build grantees’ capacity to implement programs according to state and federal 21st CCLC grant requirements, continuously improve afterschool program offerings, and develop short and long-term sustainability plans.

To succeed in achieving these objectives, SEDL’s approach will be:

- strategic, that is, building on existing strengths of ISBE 21st CCLC program practices and resources, addressing priority needs, and targeting key research-based practices that offer the greatest potential for building and sustaining high quality afterschool programs;
- coordinated with the work of ISBE’s statewide evaluator to accurately assess TA needs;
- explicitly linked to learning standards including the Common Core Standards, the ILS, and local education standards;
- grounded in the best available evidence regarding afterschool program practices that strengthen learning and development for students participating in the 21st CCLC program;
- sensitive to the realities of various program contexts (academically low performing/high poverty/rural) as well as the strengths, needs, and circumstances of the students and families served by those programs;
• inclusive of families and communities as partners; and
• consistent with federal and ISBE 21st CCLC program goals, new initiatives, and other directives.

SEDL's approach to planning and providing technical assistance draws on a three-tiered model described by the U.S. Department of Education (2009):

• Universal or general technical assistance is intended to meet needs that are common across multiple clients or programs, and that can be addressed by the provision of resources or activities that can be initiated and completed by users through their own initiative. One-time conference presentations; distribution of information or products in either print or web-based formats; or brief client-initiated communications, either by telephone or email, are examples of universal or general technical assistance.

• Assistance based on specific, identified needs that are common to multiple recipients is considered targeted or specialized technical assistance. This category of technical assistance can involve labor-intensive events that are one-time only or that extend over a period of time. Examples include facilitating a series of conference calls on single or multiple topics that are designed around the needs of clients, convening clients at topical forums, or facilitating communities of practice.

• Assistance that requires ongoing, individualized interactions between the provider and a specific client is considered intensive technical assistance. This form of technical assistance is characterized by an individualized, planned series of activities designed to reach a significant outcome, and is often provided via site visits.

Analyzing technical assistance and professional development needs. SEDL’s annual technical assistance and professional development plans will be based on the ongoing analysis of data regarding grantee needs gathered from the surveys, telephone interviews, and document reviews proposed in Activity 5, the workshop and conference evaluations proposed in Activity 1, and the annual statewide evaluation. SEDL staff will analyze the data from all of these sources to identify:

• universal or general technical assistance needs that can be addressed through provision of resource materials, workshops and conferences, and web-based resources;
• targeted technical assistance needs based on specific identified issues that are common to multiple recipients; and
• intensive technical assistance needs that can be addressed by a purposeful site visit.

While SEDL will use universal TA strategies and professional development to establish a foundation for addressing shared needs across the state, targeted and intensive TA will be employed to address more specific topics and contextual issues unique to one or a small number of programs.

Technical assistance strategies. SEDL’s TA strategies, activities, and resources will actively engage participants in their own learning. Both the substantive content of the technical
assistance and the learning strategies employed by SEDL are grounded in the best available evidence on teaching, learning, and continuous improvement. Face-to-face and electronic TA opportunities including a fall and spring conference, two interactive special topic workshops, monthly webinars on topics of common interest across grantees, opportunities to network with peer programs, in-person consultations, and site visits, as well as individual telephone consultations, conference calls, online courses, facilitated peer support, email, social media, and a range of materials and information resources will be available for grantees.

SEDL’s plan builds on the cadre of strategies and resources SEDL has developed and used specifically for afterschool initiatives across the nation. Key resources that will be useful in implementing SEDL’s plan include SEDL’s web portals for afterschool and family and community engagement, which include online learning opportunities and toolkits; archived webinars; research-based resource databases in the areas of literacy, mathematics, science, technology, the arts, and homework help; searchable lesson plans and curricula databases; and video vignettes of afterschool sites implementing promising academic practices.

Workshops and conferences. Core content for the biannual workshops and conferences will center around six general themes common to all afterschool programs: integration of K–12 curriculum and afterschool activities, management, programming, collaboration, communication, and evaluation. Topics SEDL can address depending on grantee needs for each of these themes include, but are not limited to:

- **Integrating K–12 and Afterschool** — using research-based teaching strategies, offering challenging afterschool curriculum that is linked to goals and objectives for student learning, linking afterschool activities to classroom learning, communicating with administrators and classroom teachers
- **Management** — sustainability; fiscal management/budgeting; staffing and professional development; decision-making; leadership; coordinating with schools, districts and vendors; crisis management; and reporting
- **Programming** — embedding academic content, scheduling, logistics, curriculum, social-emotional learning, youth development practices, material resources
- **Collaboration** — building relationships and trust, engaging parents and families, partnering with schools and community- and faith-based organizations
- **Communication** — sharing information with stakeholders, developing and disseminating promotional material about the afterschool program, using multiple communication media and strategies, communicating effectively with staff and students
- **Data Collection, Evaluation, and Reporting** — internal and external data collection and analysis, using data for continuous improvement, PPICs reporting and submissions, other ISBE requirements

SEDL will offer workshop and conference content tailored to accommodate varying levels of grantee knowledge, experience, and needs. Each year of the contract, SEDL will provide, in consultation with ISBE, new grantee orientation workshops, technical assistance workshops that address targeted grantee needs, and biannual conferences focused on universal technical assistance needs and topics of interest to grantees.
Site visits. Technical assistance site visits will be planned to help grantees meet the FY2012 statewide objectives. The number of requests from ISBE and its grantees will determine the number of site visits. In order to deliver cost-effective technical assistance, SEDL staff will cluster several site visits during weeklong trips. Grantees will make their requests to ISBE staff, who will then contact SEDL. As requests to make site visits are received from ISBE, a SEDL technical assistance provider will be assigned to the site. Prior to the site visit, the technical assistance provider will review relevant program data including performance data, results of evaluations, descriptive information, and samples of material.

Site visits will entail observation of afterschool programming; interviews with key staff, local school personnel, participating students, and family members (where possible); and collection and review of additional information, data, or materials. At the end of each site visit, the site visitor, project director/site coordinator, and key program staff will debrief the visit, providing an opportunity for sharing additional information and for discussing what will happen following the site visit. After each site visit, the technical assistance provider will prepare a draft of the site visit report and share it with the project director/site coordinator prior to finalizing the report for submission to ISBE. Both the draft and final report will include a summary of the information gathered, descriptions of outstanding issues, and recommendations for increasing program success.

Support for data collection and reporting. Proposed SEDL staff have extensive knowledge of and experience with the 21st CCLC PPICs system. PPICs data provide an invaluable source of information that can contribute to grantees’ continuous improvement and to the knowledge base regarding effective practices for high quality 21st CCLC programming. The PPICs system includes information regarding specific performance indicators addressing the Government Performance Results Act of 1993 (GPRA) requirements for 21st CCLC programs.

SEDL will analyze PPICs data, not only to prepare the APR Executive Summary Report as required by the RFSP, but also as a means of identifying outcomes of interest to ISBE, Illinois 21st CCLC grantees, and the larger community of afterschool practitioners, and promising practices that may be related to those outcomes. SEDL’s experience in conducting similar analyses suggests that a key to the efficacy of this approach is technical assistance to the staff responsible for PPICs preparation, in this instance local 21st CCLC staff. Staff often need guidance in such areas as developing data definitions and identifying key data elements in order to ensure the accuracy and reliability of the outcomes data included in the PPICs reports.

SEDL will incorporate information about the outcomes of interest and related promising practices into the compilation, synthesis, and dissemination of research- and evaluation-based information for grantees. SEDL staff will also facilitate the exchange of information between staff from 21st CCLCs that have established the promising practices and those seeking to adapt and implement the practices in their programs via the web portal and peer-to-peer networking sessions at workshops and conferences.

SEDL will focus on increasing 21st CCLC grantees’ understanding and use of the PPICs data they are required to report in order to meet legislated mandates. Both the fall and spring workshops will include sessions dedicated to data collection, evaluation and reporting. In
addition, two months prior to data collection deadlines, SEDL will conduct technical assistance webinars to instruct grantees about data reporting guidelines and mechanisms.

Monthly webinars. In collaboration with ISBE, SEDL will plan and host a series of monthly technical assistance webinars to address common needs of grantees and various topics related to grants administration, project management, and afterschool programming. SEDL will work with ISBE to identify relevant and timely topics each month, such as adapting to changes in leadership and staffing, family engagement, scientifically-based teaching strategies, and effective use of technology. In addition, each year SEDL will conduct webinars that address data collection and PPICs reporting requirements, continuous improvement planning, and sustainability.

Each 60-minute webinar will include both presentation of information and an opportunity for grantees to interact with presenters. When feasible, and with ISBE’s approval, the series of webinars will offer opportunities for grantees to hear from leaders and experts from national, state, and local organizations about afterschool innovations, research, and best practices. The webinars will be archived and will be available to any Illinois 21st CCLC grantee via the web portal proposed in Activity 6. Customer satisfaction data and usability information will be collected from those who access the webinars.

Cost effective technical assistance and professional development. SEDL regularly employs provisions for delivering high-quality technical assistance in a timely, cost-efficient manner. These include:

- leveraging TA through the combination of internal expertise and external linkages to other appropriate resources,
- utilizing TA formats and media that work best for identified outcomes and audiences, including the use of technology-based approaches, where appropriate,
- implementing formative evaluation activities and making adaptations as needed to ensure timely performance, and
- exercising SEDL’s long-standing management procedures for large-scale TA projects to ensure TA is completed on time, within budget, and with high quality, relevance, and utility.

Some of the strategies SEDL has incorporated into this technical assistance and professional development plan for ISBE include:

- electronic technical assistance and professional development opportunities and resources that reduce or eliminate grantee travel expenses and incorporate distance learning via webinars, teleconferencing, online training and other tools such iChat, or Skype,
- clustered site visits in geographical areas within the state, made over a one-week period,
- workshops and conferences that require hotel and per diem expenses for only one overnight, and
- electronic links to workshop and conference materials to reduce, paper, printing, and shipping costs.
Staff Responsibilities and Timeline for Activity 2

Table 3: Technical Assistance and Professional Development Timeline

<table>
<thead>
<tr>
<th>Year One</th>
<th>Deliverable</th>
<th>Timeline</th>
<th>Staff Responsible</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Annual TA Plan</td>
<td>November 2012</td>
<td>Baldwin</td>
</tr>
<tr>
<td></td>
<td>Webinars</td>
<td>Monthly</td>
<td>Martinez</td>
</tr>
<tr>
<td></td>
<td>Site Visits</td>
<td>Monthly as requested</td>
<td>Baldwin, Martinez, Rudo</td>
</tr>
<tr>
<td></td>
<td>Site Visit Reports</td>
<td>Within 30 days after site visit</td>
<td>Baldwin, Martinez, Rudo</td>
</tr>
<tr>
<td></td>
<td>Workshops and Conferences (See Activity 1)</td>
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<table>
<thead>
<tr>
<th>Years Two–Five</th>
<th>Deliverable</th>
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<td>Site Visits</td>
<td>Monthly as requested</td>
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<td>Site Visit Reports</td>
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</tr>
<tr>
<td></td>
<td>Workshops and Conferences (See Activity 1)</td>
<td></td>
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</tbody>
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Previous Experience Providing Technical Assistance and Professional Development on a Large Scale

SEDL was established in 1966 as the Regional Educational Laboratory for the Southwestern region. Since then, technical assistance — including expert consultations, professional development, and provision of evidence-based resources and best practices — has been a core function of many SEDL programs, including large- and small-scale initiatives serving practitioners and policymakers at all levels of the education system. Current or recent large-scale technical assistance projects include the Texas and Southeast Comprehensive Centers and their predecessor projects, the Southeast Comprehensive Assistance Center and Title VII Multifunctional Resource Centers; the National Partnership for Quality Afterschool Learning; the National Parental and Information Resource Center (PIRC) Coordination Center; and the Eisenhower Southwest Consortium for Improving Mathematics and Science Teaching.

Although SEDL’s experience in providing high-quality technical assistance spans numerous projects over more than four decades, the experience most relevant to this proposal is that of the National Partnership for Quality Afterschool Learning (National Partnership) and the National PIRC Coordination Center. TA activities provided for these initiatives included:

- face-to-face national, regional, and state technical assistance workshops and conferences for 21st CCLC state coordinators and grantees;
- regular conference calls for SEAs to discuss the TA needs of 21st CCLC grantees;
- planning and implementation of 6 to 8 regional conferences annually for 21st CCLC grantees and for PIRC's;
collaborative development of conference agendas with SEAs to address the technical assistance needs of 21st CCLC grantees in locations across the U.S;

- supports for the management capacity of 62 PIRCs including improving service delivery and compiling and providing access to research-based materials and effective practices regarding parent training and parental involvement with schools that contribute to improved student academic achievement;

- annual planning and implementation of a National PIRC Conference and 3 technical assistance training institutes for State PIRC Directors and PIRC evaluators; and

- establishment of the public PIRC website and PIRC Network, which functioned essentially as a PIRC Intranet, i.e., a password-protected website of resources specific to PIRC staff.

Experience in Before- and After- School Programming with Districts and Community-Based Organizations

Through the National Partnership described above, as well as contracts with individual state education agencies — including California, Illinois, Louisiana, Mississippi, and Texas — SEDL has conducted numerous training workshops for local 21st CCLC staff members. (See the qualifications section for more detailed information.) SEDL also has responded to requests for afterschool technical assistance from numerous school districts and community organizations across the U.S. such as Detroit Public Schools, Latta School District in South Carolina, and The Afterschool Corporation (TASC). These services ranged from workshops and trainings to phone consultations and hands-on support of student activities. In addition, resources on SEDL’s website are regularly accessed by local program staffs; SEDL’s afterschool web portal has received more than 3.6 million web “hits,” while SEDL’s Afterschool Training Toolkit has been accessed more than 1.8 million times.

Individual staff members proposed for this work, including the team leader, a proposed technical assistance provider, and our technical assistance consultant, have direct experience in working in local expanded learning environments. Marion Baldwin, as the director of community education for the Little Rock (AR) School District, began developing and implementing before- and afterschool programming in 1995. She created an afterschool tutoring program to support struggling students who tested poorly on the Stanford Achievement Test. Upon learning about the new 21st CCLC program in 1997, Ms. Baldwin began planning programming for students in grades K-12. With the support of a 21st CCLC grant, services were offered in three feeder schools, before and after school and during the summer. Through collaboration with several community agencies and organizations, the school was able to offer not only academic support but also key social services to participants and their families.

Danny Martinez, a proposed technical assistance provider, has directed numerous expanded learning programs for at-risk children, including Houston Adventure Play, EXPLORE, and Austin’s Sunshine Camps and Sunshine Challenge. The proposed TA consultant, Catherine Jordan, created The Lighted School afterschool program in Waco, TX. Mrs. Jordan led the development of the program, which operated in four middle schools and served as a prototype for the 21st CCLC program.

Samples of Previous Work

We have included samples of SEDL’s previous relevant work in the Appendix. Those samples
include:

- Agenda: Increasing Afterschool Program Quality (ISBE Workshop)
- Agenda: California After School Demonstration Program Meeting
- Evaluation Form: California After School Demonstration Program Meeting
- Meeting Evaluation Results: California After School Demonstration Program Meeting
- Agenda: 21st CCLC Site Coordinators (Texas Education Agency Workshop)
- Agenda: 2011 National PIRC Conference
- Webinar Description: Building Strategic Partnerships to Foster Community Engagement in Education

Activity 3: Quality Program Assessment and Peer Advisors Training

SEDL will assist ISBE in implementing a Quality Advising Initiative for 21st CCLC programs that focuses on increasing the number of high-quality afterschool programs in Illinois. This two-part initiative involves developing a quality program assessment for grantees, and training high-quality programs to take on the role of peer advisors to share their experiences, practices, and expertise with other programs. SEDL will focus on assisting ISBE in this initiative by:

- developing a quality assessment process,
- identifying peer advisors in collaboration with ISBE,
- training the peer advisors through webinars,
- matching the peer advisors to their mentee programs, and
- developing a process for networking the advisors with the mentee programs, including help scheduling peer site visits.

Quality Assessment Plan

High-quality programs adopt a philosophy of continuous improvement, routinely assess their progress toward meeting program goals, and make necessary adjustments when they see that they have veered off course. Assessment tools that can help programs to reflect on their practices to determine whether or not they are on the right track are essential. SEDL’s A Practitioner’s Guide: Building and Managing Quality Afterschool Programs was developed with support from the C.S. Mott Foundation to share the insights of SEDL’s research on promising afterschool academic, organization, and management practices and to provide a tool, the Quality-O-Meter, to help afterschool programs self-assess and reflect on the quality of their programs. SEDL will use this Guide and create other materials to identify quality assessment standards and indicators needed to determine Illinois 21st CCLC grantees with high quality practices. SEDL will:

- review existing quality measures and ISBE program expectations for 21st CCLC programs,
- work with ISBE to establish quality standards and indicators,
- review existing quality assessment tools,
- develop/revise/recommend quality assessment tools, and
- use the quality assessment tools to identify high quality programs with potential for becoming peer advisors.
Quality Peer Advisor Plan

SEDL will assist ISBE in identifying existing high-quality 21st CCLC programs and helping build the capacity of those programs to work, in turn, with other local afterschool programs in developing and enhancing their academic, management, and organizational practices. In the first stage of the plan, SEDL will work closely with ISBE in developing a well-articulated vision for the Quality Advising Initiative, establishing clear expectations, and determining peer advisor roles and responsibilities. SEDL will develop selection criteria for peer advisors, including an application process, protocols, and a verification and selection mechanism. Once the peer advisors are selected and notified, SEDL will coordinate with ISBE to provide resources to peer advisors including current research on peer mentoring, collaboration, continuous improvement strategies, and other topics relevant to the role of the peer advisors.

SEDL will foster ongoing communication among the peer advisors using methods of communication such as: conference calls, frequent email, and other web-based techniques to keep the initiative moving forward and to build and maintain a collaborative relationship. SEDL will determine the most appropriate ways for peer advisors to share their knowledge and experience and to identify ways of integrating their expertise into technical assistance and professional development sessions. Routinely held face-to-face events (e.g., fall workshops, spring conference) will also offer networking opportunities for peer advisors.

SEDL will work with ISBE to train via webinar the selected peer advisors so that they can effectively mentor other local afterschool programs. These peer advisor webinars will cover the process of continuous improvement and how to use assessment tools to assist their colleagues in improving their afterschool practices.

To incorporate mechanisms for continuous improvement assessment into the development and implementation of the Quality Advising Initiative, SEDL will:

- determine priorities along with ISBE for technical assistance and professional development for the peer advisors,
- establish feedback loops for ISBE, peer advisors, and program grantees,
- develop processes for determining needed data,
- create data collection tools that will help to ascertain information upon which decisions can be made, and
- develop tools to track and measure peer advisors effectiveness.

Staff Responsibilities and Timeline for Activity 3

Table 4: Quality Assessment Timeline

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<thead>
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<th>Year One</th>
<th>Deliverable</th>
<th>Timeline</th>
<th>Staff Responsible</th>
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<td>Quality Assessment Tool</td>
<td>April 2013</td>
<td>Baldwin</td>
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<tr>
<td></td>
<td>Report Identifying Quality Programs</td>
<td>May 2013</td>
<td>Rudo</td>
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</table>
Experience with Quality Assessment of Programs and Peer Advisor initiatives

SEDL has developed and implemented a rigorous process for identifying afterschool programs with promising academic practices throughout the country. Over the last decade, SEDL has implemented that process in three large-scale afterschool initiatives:

- **National Partnership for Quality Afterschool Learning (contract with the US Department of Education)** — In this five-year effort, SEDL led a group of partner organizations in the assessment and validation of the quality of afterschool practices in programs across the U.S. for delivering academic content in literacy, mathematics, science, technology, the arts and homework help. The Partnership identified 53 afterschool sites throughout the country whose promising academic practices were validated through site visits and data analysis. To accomplish this assessment of afterschool academic practices, SEDL used USDE's Annual Performance Reports for 21st CCLC programs (PPICs), teacher survey results, participant academic performance data, and recommendations from leaders in the afterschool field.

- **Identification of Promising Practices in 21st Century Community Learning Centers (contract with the Texas Education Agency)** — This work evaluated Texas 21st CCLC grantees and identified promising 21st CCLC projects across the state. The goal of the evaluation process SEDL used in Texas was to reveal and describe the strategies and program practices used by a sample of 12 of the most promising second year 21st CCLC grantees. SEDL identified the 12 grantees based on expert recommendations, PPICs data, and student performance data associated with the programs. SEDL afterschool staff visited the 12 Texas grantees and collected data through site visit interviews, surveys, and observations. SEDL evaluation staff developed case profiles summarizing the promising practices addressing the core content areas of mathematics, literacy, arts, science, as well as strategies used for recruitment, retention and community involvement.
• **California After School Demonstration Program (CASDP) (contract with the California Department of Education)** — Through this work SEDL worked with the California Department of Education (CDE) to develop and implement a rigorous process for identifying high quality afterschool programs in California to serve as demonstration sites that would share their promising practices. SEDL conducted a literature review of recent research on afterschool quality measures and recommended to CDE quality measures to be used for program elements in the Afterschool Demonstration Site Application Process. SEDL staff developed rubrics for CDE personnel to use in rating applications for the afterschool demonstration sites and developed the CDE’s Request for Applications, aligning it with findings from its national research on promising academic practices. SEDL advised CDE on the formation of a review panel and developed tools and procedures for the panel to use in the selection process for high quality programs to serve as peer advisors to their colleagues. SEDL staff provided training for the review panel and for CDE staff on what to look for in site visits, and participated in site visits to the 12 finalist sites. SEDL analyzed the data from the identification process and delivered it to CDE staff and review panel members to use to make their final selection. After selection of the demonstration program sites, SEDL worked closely with CDE to develop, identify, train, and monitor the afterschool demonstration programs. These programs served as peer mentors tasked with delivering technical assistance and support to other California afterschool grantees. SEDL developed a systematic process for the demonstration programs to share their experiences and expertise and to build the capacity of individual programs to deliver high-quality afterschool services. The demonstration programs represented a level of afterschool program practice that the CDE aspired for all of its programs to reach. By understanding the successes and challenges of the demonstration programs other afterschool programs could learn how high quality was achieved and take away ideas that they could incorporate into their own program implementation.

**Activity 4: Development of Materials**

SEDL will develop materials to augment technical assistance activities and address needs of the 21st CCLC grantees to support them in developing and sustaining quality programs. SEDL will work closely with ISBE to determine material development needs based on results of the needs assessment activities detailed in Activity 5. SEDL also has a number of existing material resources that can be deployed or adapted as appropriate to meet the needs of local grantees.

Examples of the types of materials that SEDL is likely to develop for this contract may include, but are not limited to the following:

• self-assessment tools on various topics, such as program organization, academic programming, supportive relationships in afterschool, or achieving program outcomes;
• action planning tools for areas such as program leadership and governance, developing standards-based learning, family engagement, or accountability;
• concept model for professional development of program staff;
• tools for developing a theory of action for grantees;
• evaluation tools for short-, intermediate-, and long-range goals, and surveys for students, school staff, program staff, and parents;
• continuous improvement planning resources;
• instructional guides for program content areas such as mathematics, literacy, science, and technology;
• communication tools and templates for electronic newsletters, and press releases;
• fact sheets, checklists, and tip sheets; and
• strategy briefs that include the most current research and best practice information.

Institutional Supports for Materials Development and Dissemination
SEDL has a long history of material and resource development, with over 400 free resources available on the SEDL website. SEDL has talented designers and editors on staff to assist program staff with creating information booklets, and briefs to use while interacting with their audiences, such as the Afterschool Instructor’s and Professional Development Guides, as well as resources for stand-alone use by the intended audiences.

SEDL disseminates materials through online channels to reduce costs and to expand the reach and broaden the impact of the information. SEDL uses email subscription lists and an email campaign tool to disseminate announcements to many users; the email campaign tool includes automated metrics to measure the amount of recipients who open the emails and click on links. SEDL posts resources to project websites, enabling the resources to be discovered via public search engines like Google, which is the most common way that people discover information online. SEDL also uses social media sites such as Twitter, Facebook, and YouTube to disseminate resources, allowing users to continue to forward the message to their own network of friends and followers. While many resources are print rather than video format, SEDL has experience making short overview videos that talk about projects and resources and the videos use an overlay to point the viewer to the project’s website to download and print materials that meet their needs.

Staff Responsibilities and Timeline for Activity 4
Laura Shankland, communications associate, will play a major role in developing and disseminating materials with support from the team leader. We have not included a timeline for Activity 4 because material development will be based on results of the needs assessment activities detailed in Activity 5.

Experience Developing and Disseminating High-Quality Tools and Resources
SEDL has strong expertise in developing and disseminating high-quality resource materials across a range of media. We make extensive use of web-based resources, including online learning modules, webinars, searchable databases, and social media. Many of SEDL’s resources and tools have received national recognition for excellence. SEDL’s online Afterschool Training Toolkit won the highly acclaimed CINE Golden Eagle Award for video production. SEDL also has experience constructing online learning modules for state and national contracts, including learning modules on afterschool programming and family and community engagement, that use multimedia and interactive sections to engage users in meaningful learning experiences.

SEDL’s dissemination approaches bridge research and practice by helping others interpret and
apply findings and best practices to their own environments and experiences, and by providing contextual information to assist users in assessing the quality of evidence underlying specific approaches or programs. Examples of current and recent projects with significant dissemination functions include the National Center for the Dissemination of Disability Research, which SEDL has led since 1996; the Southeast and Texas Comprehensive Centers; a national initiative to disseminate literacy resources to low-literacy, hard-to-reach families; the National Partnership for Quality Afterschool Learning, which developed and disseminated multi-media training materials nationwide; and the Eisenhower Southwest Consortium for Improving Mathematics and Science Teaching, whose dissemination products and annual regional and state forums focused on standards-based instruction.

**Samples of Previous Work**

We have included samples of SEDL’s previous relevant work in the Appendix. Those samples include:

- *A Practitioner’s Guide: Building and Managing Quality Afterschool Programs*
- California After School Demonstration Program Needs Assessment
- *Technology in Afterschool: A Guide to Using the Afterschool Training Toolkit for Professional Development*
- *AfterWords Newsletter: From Compliance to Quality: How to Make Evaluation Work for Your Program*

**Activity 5: Data Gathering and Analysis**

**Data Collection and Analysis Plan**

Data collection and analysis tasks for this project include a set of activities designed to assess the TA needs of the 21st CCLC grantees including conducting ongoing assessments of the training, technical assistance, and resource material needs of local grantees; reviewing current literature and providing information to support program development at both the state and grantee level; conducting targeted data collection activities based on results of the statewide evaluation, to be planned in coordination with ISBE and the contractor for the program’s statewide evaluation; and analyzing and reporting on annual performance report data.

**Needs assessment.** Needs assessment, using a range of data sources, will be an ongoing activity throughout the life of this project. We are proposing a set of activities that are designed to provide in-depth information regarding the management, program implementation, and accountability needs of the Illinois 21st CCLC grantees. In addition to conducting a needs assessment survey SEDL proposes, first, to review a sample of the grant applications of the funded afterschool programs. The document review will be systematic, using a review protocol that provides a structure for obtaining specific information regarding each grantee’s provisions for program management, program content and implementation, and program accountability and evaluation.

A second proposed step will be to conduct informal telephone interviews with up to 10 project directors. The SEDL staff member who conducted the document review of that grantee’s application will conduct each interview. Using the document review and an identified list of
interview topics, we will ask open-ended questions to ensure we are taking full advantage of this opportunity to gain first-hand information about their experiences and challenges.

The third step will be to issue a needs assessment survey to all grantees. In Year One the needs assessment survey will be issued in November 2012 and in subsequent years it will be issued in September of each year. Results of the needs assessment will be used to determine the focus of technical assistance and professional development for the coming year. Prior to developing the survey, SEDL will consult with ISBE staff to discuss past needs assessment efforts and determine any areas of priority for ISBE. SEDL will develop a draft of the survey and submit it to ISBE for feedback.

Once the survey content has been approved by ISBE, SEDL will develop an electronic version of the survey. The survey will be administered electronically and grantees will be able to complete the information online. SEDL will follow up with grantees to ensure maximum participation in completing the survey. If a particular grantee is unable to complete the survey online due to technology limitations, SEDL will collect the survey responses via telephone. Once responses are received and the survey has closed, SEDL will compile and analyze the information. A summary report of the survey results will be submitted to ISBE, and SEDL will schedule a meeting with ISBE to discuss the results and their impact on the annual technical assistance plan.

Based on the results of the survey, SEDL and ISBE will determine topics or program areas that warrant additional exploration. SEDL will gather additional information regarding these priority areas during a series of focus group conference calls with grantees. The number of focus group conference calls and participants will be determined based on results of the needs assessment survey in collaboration with ISBE. SEDL will share transcriptions of these focus group conference calls with ISBE.

**Statewide evaluation.** SEDL's understanding is that the Annual Statewide Evaluation will be published in December of each year. Each year of the contract SEDL will review the annual statewide evaluation for areas of deficiency and determine, in collaboration with ISBE and the evaluation contractor, topics for additional data collection. In January of each year, SEDL will submit a plan to ISBE for gathering other data pertinent to any areas of deficiency identified and submit it to ISBE for approval. Data will be collected using online surveys, focus groups, interviews, and during site visits.

**Literature and research review.** In order to assist ISBE with continued program development, SEDL will gather, summarize, and submit relevant research and literature related to afterschool programing to ISBE in the form of information briefs. The information briefs will be categorized by topic and include promising practices organized by topic area.

Relevant research-based information will be collected in several steps. First, SEDL staff will conduct an initial information scan using the following preliminary inclusion guidelines based on the substantive and methodological quality of the information:

- Address 21st CCLC priorities laid out by USDE.
Prioritize, whenever possible, information generated from research that is experimental and quasi-experimental, longitudinal, and uses large nationally representative datasets.

Strive to include concrete examples from established programs that have been rigorously evaluated and have shown positive results for students.

Seek out information related to the content areas described in the Technical Assistance Plan in Activity 2.

Beginning in the first month, and using the above guidelines, staff will scan several sources to identify research- and evaluation-based information. The scan will draw heavily on existing work by SEDL and other afterschool TA providers. In addition to mobilizing these existing resources, we will:

- scan websites from national organizations and from the many relevant initiatives through the U.S. Departments of Education and Health and Human Services,
- scan academic and applied research journals, and
- mobilize existing ties to afterschool leaders and consultants to identify additional information not yet published and emerging issues in the field.

Based on what we learn from needs assessment activities and our continuing conversation with ISBE, SEDL staff will compile and organize the collected research- and evaluation-based information by categories into an information briefing format useful to ISBE. To address the identified content areas, we will produce a collection of annotated links, and strategies by content area; update the information every quarter with new resources; and incorporate information learned from SEDL’s activities designed to identify promising practices among the grantees. Each quarter SEDL will submit updated information briefs to ISBE.

The information SEDL collects and synthesizes will be used to inform workshop planning and implementation. SEDL staff will identify issue areas, program models and practices, and potential presenters, to be incorporated into workshop plans, and identify selected resources, to produce as hard copy materials for distribution during the various workshops and conferences.

**Analysis of Illinois 21st CCLC Annual Performance Report (APR) data.** 21st CCLC Annual Performance Report (APR) data provide an invaluable source of information that can contribute to grantee continuous improvement and to the knowledge base regarding effective practices for quality afterschool programs. Each year SEDL will analyze data from the performance reports in the PPICs system not only to prepare the Illinois APR executive summary as required in the RFSP, but also as a means of identifying outcomes of interest to ISBE, subgrantees, and the larger community of afterschool practitioners, and promising practices that may be related to those outcomes.

SEDL will perform descriptive statistical analyses — counts, frequencies, percents, and/or comparisons — on the quantitative PPICs data for Illinois. Staff will develop key themes that emerge from the data that relate to 21st CCLC progress and code each question for these themes. The analysis of the PPICs data will result in findings related to the 21st CCLC grantees' progress in meeting the legislated mandates. SEDL will submit an APR executive summary that includes the results of these analyses within one month of USDE's release of the final report. The
executive summary will include both national and Illinois-specific data.

SEDL’s experience in conducting similar analyses suggests that a key to the efficacy of this approach is technical assistance to the staff responsible for report preparation, in this instance local program staff. Staff often need guidance in such areas as developing data definitions, identifying key data elements, and strategies for data collection in order to ensure the accuracy and reliability of the outcomes data included in the performance reports. SEDL will provide technical assistance and support related to the submission of APR data at workshops and conferences, through webinars, as well as individual technical assistance via phone and email as needed as described in Activity 2.

Staff Responsibilities and Timeline for Activity 5

Table 6: Data Gathering and Analysis Timeline

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<th>Timeline</th>
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<td>Needs Assessment Summary Report</td>
<td>January 2012</td>
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<td>Data Collection Plan based on Statewide Evaluation</td>
<td>January 2013</td>
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<td>APR Executive Summary</td>
<td>Within one month of USDE’s final report</td>
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<td></td>
<td>Quarterly Information Briefs</td>
<td>October, January, March, and July of each year</td>
<td>Shankland, Baldwin</td>
</tr>
<tr>
<td></td>
<td>APR Executive Summary</td>
<td>Within one month of USDE’s final report</td>
<td>Rudo</td>
</tr>
</tbody>
</table>

SEDL’s Capacity for Data Analysis and Reporting

SEDL brings to this project extensive experience in tracking, synthesizing, and strategically communicating research and evaluation information. In addition to research knowledge, our organization possesses well-established contacts in local, state, and national circles of afterschool policy, research, practice, and professional development. For over 15 years SEDL has been actively involved in the design, development, testing, refinement, and full-scale implementation of multiple performance indicator and information management systems for our major Federal contracts, in response to the GPRA requirements.

SEDL has 15 years experience collecting data online for evaluation of internal projects as well as for external clients at the project, state, and national level. SEDL has experience building annual project performance surveys as well as large data collection systems, such as the PIRC annual performance report, which utilizes multipage forms to collect data. The SEDL website integrates
transitional surveys in areas of the website, such as the SEDL product satisfaction survey, that automates an email survey one week after a user downloads a product from the SEDL site. SEDL also has experience asking individual question polls, such as those used on the National Center for Quality Afterschool newsletter and website home page that asked site visitors to identify their use of technology, standards, and activities in their own afterschool practices.

SEDL’s online survey system is powered by Vovici software that is built and tested using industry standard technologies. The survey tool allows program staff to quickly and easily create and deploy an online survey form without the assistance of technical staff. SEDL’s survey system includes robust features, including a variety of survey question types, survey branching to allow different questions to display based on the user's response to initial questions, and a notification option to send email to staff when surveys are completed or when specific responses are selected.

The surveys can be branded with project website designs, and the surveys comply with Section 508 accessibility requirements. The survey system allows surveys to be public or password-protected, and an auto-reporting feature allows SEDL to set up a password-protected area where staff and partners can view the survey data using charts and tables as the surveys are received. The reports can be exported as PDF, Word, or Excel files for easy reporting or importing into other evaluation systems.

Zena Rudo will lead the data gathering and analysis activities for this project. Dr. Rudo has worked on a wide range of education policy and field research, evaluation, development, and technical assistance projects, including the National Partnership for Quality Afterschool Learning, the National Coordination Center for the Parental Information and Resource Centers (PIRCs), the California After School Demonstration Program, and the Regional Education Laboratory Program. In her work with the federally-funded PIRCs she developed, pilot tested, refined, and implemented a comprehensive performance indicator system and provided technical assistance to help PIRCs collect, analyze, and report Annual Performance Report (APR) data on program outcomes and impacts among the 62 state-based PIRC grantees throughout the U.S. Her experience also includes leading the statewide evaluation of afterschool programs for Louisiana.

Activity 6: Communication and Reporting

Activity 6 includes provisions for communication, information dissemination, and reporting. SEDL will establish mechanisms to ensure timely communication to both ISBE staff and 21st CCLC grantees. SEDL will also establish reporting procedures to convey accurate and thorough information about contract activities and costs. SEDL will use a wide range of communication and dissemination media and formats not only to ensure accessibility by all identified audiences but to promote use of the technical assistance resources developed by this initiative and, where appropriate resources developed by other TA providers and afterschool organizations and programs.

Communication Plan

In this section SEDL presents a two-tiered communication plan that addresses the need for ongoing communication with ISBE and strategies for communicating and disseminating
information, research, and technical assistance tools to the 21st CCLC grantees. In order to provide these services in a cost effective manner, electronic communication mechanisms and web-based information will be the primary method of disseminating information, tools, and resources to this audience. SEDL will implement an effective communication approach through which staff listen to what both local and state program staff have to say about their struggles and successes and what they need from SEDL to support their efforts to develop and maintain quality afterschool programs. In this context, communication is not about one-way dissemination of information; rather it is about providing ISBE and local program staff with a variety of ways to reach out to us and obtain timely, responsive answers to their questions and problems.

SEDL's communication objectives are to:

- build ongoing relationships with ISBE and local 21st CCLC program staff so that they will know that SEDL is a trusted, credible, reliable, and responsive source for the latest research-based information addressing quality afterschool programs;
- provide friendly, non-threatening, client-centered communication focused on customized solutions and what SEDL can do to assist them in achieving their goals; and
- offer timely, useful, and reliable responses to specific questions or program needs.

SEDL will use a dynamic, multi-tiered approach to design our communication opportunities and tools. First, we will assess ISBE and local program staff's communications preferences and resources. We will look at existing communication opportunities and tools that are currently available to the 21st CCLC grantees and how they are utilized. Based on the review and analysis of the existing communication resources and needs, and with input from ISBE, SEDL will develop and implement a continuum of strategies tailored to be responsive and timely. These strategies likely will include online strategies such as FAQs, a help desk, e-blasts or other similar tools; access to a toll-free number, conference calls, or online discussions that put grantee staff in direct touch with SEDL staff and their peers; face-to-face listening and interactive sessions at conferences and meetings; links via SEDL's web portal to archival resources, such as archives of webinars and workshops, video, and audio; and use of social networking and communication tools and opportunities.

**Communication with ISBE.** During each of the contract years, the management team (i.e., the project director and team leader) will meet in person with designated ISBE staff to review progress and discuss the following year's plans in response to ongoing needs assessment activities. The team leader will work with ISBE to develop the meeting agenda; SEDL will schedule the meeting in collaboration with ISBE and make the necessary logistical arrangements.

To help ensure effective ongoing coordination and communication, the management team will meet at least biweekly during the first two months of the project and at least monthly thereafter, with additional meetings on an as-needed basis. Monthly conference calls with ISBE will identify potential issues or concerns early in the development process to ensure project deliverables are delivered on time and in a high-quality manner. Depending on the work at hand, one or more of the project's staff will be invited to participate in specific conference call meetings. The team leader will develop agendas for the monthly conference calls and send them to ISBE for approval prior to the calls; each agenda will include an item addressing project
communication and information sharing.

During the monthly conference calls SEDL will discuss activities, potential challenges, and report all problems encountered in carrying out the work of this contract. These telephone calls will allow SEDL and ISBE to maintain close contact about work progress and act in coordination to plan for resource development, technical assistance strategies, dissemination activities, and implementation of workshops. SEDL will also identify opportunities to hold face-to-face work sessions with ISBE staff that piggyback onto other events, such as the fall and spring workshops, new grantee orientation workshops, and site visits as needed.

Ongoing informal communication will also be essential to the success of this project. Ongoing communication will include email and telephone contact, with conference calls scheduled as needed to address specific topics or concerns. The team leader, with support from the project director, will be responsible for ensuring frequent and substantive contact between SEDL and ISBE.

**Communication with grantees.** Along with the need to keep ISBE informed regarding the progress of contract activities, effective and targeted communication with 21st CCLC grantees regarding grant requirements and technical assistance resources will be key to the success of their programs. Broadly speaking, SEDL’s approach to dissemination and communication with 21st CCLC grantees will entail:

- a web portal, linked to ISBE’s website, that provides a range of web-based resources, planning and assessment tools, and archives of webinars and workshops;
- extensive use of web-based social networking and communication tools, including online community of practice supports;
- use of a listserv and online discussion forums to facilitate communication and resource sharing among grantees;
- strategically targeted use of print materials;
- face-to-face interactions, primarily through presentations at meetings and conferences, but also through technical assistance site visits; and
- coordination with ISBE, and other organizations engaged in disseminating afterschool and 21st CCLC resources.

Our approach will include, among other strategies, individual contact by telephone and email, face-to-face listening sessions and discussions during workshops, online community of practice networking opportunities, and webinars. SEDL understands that no direct communication with grantees will be permitted without the prior knowledge and consent of ISBE.

**Listserv.** SEDL will utilize listserv technology to promote discussion among grantees and dissemination of technical assistance tools and resources. Grantees will be able to communicate with each other and receive resource announcements along with tips for using resources and interpreting research. Grantees implementing successful programs will be invited to share strategies and information through these electronic communication mechanisms. Electronic communication mechanisms, such as this listserv and the online community of practice environment, will provide a venue for ongoing conversation around afterschool programmatic
and sustainability issues. In addition, content can be archived and made searchable so that users can take advantage of past discussions on various topics.

SEDL understands that email is the technology that intersects every worker's life, both at his or her desktop and on the go using mobile devices. Thus, a listserv can be a very effective tool in keeping in touch with project staff at dispersed locations. A listserv gives group members a common space in which to converse, interact, network, and share files, helping the group function as a community of practice. We also understand that a listserv moderator can have an impact on the level of interaction in the list. To facilitate peer site visits, a moderator can send out posts to seed conversations by asking about site visits in progress or that have been completed, allowing participants to share success stories or barriers that are keeping them from networking more effectively.

**Website.** SEDL will develop and maintain a user-friendly web portal. The support website will incorporate innovative, cost-effective strategies for disseminating 21st CCLC guidance and afterschool resources. This website will provide centralized access to afterschool program information, research, literature, tools, announcements, calendars, and event registration. Utilizing this website will enable cost-effective statewide dissemination and communication to grantees via the web portal. The proposed approach recognizes the need for an expanded "Knowledge Center" around issues of afterschool program quality with 24-hour access to an interactive library of afterschool information, research, and resources, and to links with other relevant online resources.

The website will contain accessible resource materials (in a downloadable format) which will provide expert guidance on afterschool issues. Grantees and ISBE staff will log-on to access communication and data collection services specific to Illinois' 21st CCLC program. In addition, this password-protected interface will provide access to the data entry screens for PPICs. This password-protected portal will provide centralized access for ISBE staff and grantees to full-text publications, electronic communication tools, networking opportunities, events, contact lists, technical assistance information, PPICs, other data collection tools, and links to Federal agencies and programs. Tools and tip sheets to help grantees carry out various core activities, such as performance reporting; evaluation design, implementation and reporting; professional development; and strategic communications with peers will be available on through the portal.

User authentication for the password-protected web site will be controlled by a user database that maintains individual and group membership status with encrypted passwords. The network will utilize technology including a listserv and automated email prompts to ensure timely messages that support and foster communication among grantees and between grantees, ISBE, and SEDL staff. The web portal will also include access to SEDL publications, afterschool toolkits, research and literature databases, afterschool products and tools from other organizations, and a collection of annotated links by content area that will be updated every quarter.

The website database and access controls will be programmed using Perl and PHP programming languages, which SEDL has used for the past 15 years. SEDL will also use MySQL database software, known for its speed and ease of development. SEDL will ensure that the technology is in compliance with the Information Technology Accessibility Act. SEDL has many years of
experience implementing websites and web-based information systems that use accessible designs and technologies, including the techniques identified in the Illinois Information Technology Accessibility Act Standards 1.0. SEDL's web-based resources utilize a template system that allows SEDL to implement site-wide accessibility techniques, such as including markup to convey document structure (IITA Standard 1.2) and a method to skip navigation links (IITA Standard 9.2). SEDL staff use automated accessibility checking tools including the W3C Markup Validation Service website (http://validator.w3.org) and the TotalValidator software (totalvalidator.com) to check the accessibility of individual pages while under development. SEDL has many years of experience hosting videos online that include synchronized text captions (IITA Standard 7.2), many of which are hosted from SEDL's YouTube channel at youtube.com/user/sedl.

Captioning not only makes the multimedia accessible to users with a hearing disability, but also makes the video content available to search engines, resulting in the video displaying more prominently in search engine results, which is often the most common way for users to find a website. Videos hosted from YouTube can be embedded on SEDL project website pages, but they are also discoverable from the youtube.com website, broadening their reach and pointing back to the project site for more information.

**SEDL’s Capacity to Develop, Moderate, and Maintain the 21st CCLC grantee Listserv and Portal Website**

SEDL currently operates over 60 listservs for internal staff and projects that involve external partners and the public. All proposed staff for this project have experience maintaining and moderating listservs. SEDL also has over 15 years of experience designing electronic network websites used by audiences at the national, state, district, school, and classroom levels. These network sites include tools such as listservs, FAQs, resource databases, contact lists, message posting boards, as well as secure, feature-rich, reliable, and standards-compliant web-based data collection forms and corresponding summary reports.

SEDL has operated an after-school web portal since 2003 as a national gateway to web-based tools and resources about high-quality, research-based academic programming for after-school programs. It serves as an online clearinghouse and support center providing 21st CCLC grantees, SEA coordinators and other after-school staff, educators, and policy makers with 24-hour access to an interactive library of after-school information, research, and resources, and to links with other relevant online resources.

Other similar sites developed by SEDL, such as the Parental Information Coordination Center’s (PIRC) website, include a password-protected area (i.e., the electronic network) with tools to support PIRC operations, communication, and performance reporting. The electronic network provides centralized access for PIRC and U.S. Department of Education staff to full-text Center publications, electronic communication tools, networking opportunities, events, PIRC contact lists, technical assistance information, and links to Federal agencies and programs. Tools and tip sheets to help PIRCs carry out various core activities, such as performance reporting; evaluation design, implementation and reporting; parent and educator training; and strategic communications with target audience.
The foundation for SEDL's information technology and infrastructure is built on multi-core Intel-based rack mounted servers. Internal striped and mirrored RAID Serial ATA (SATA) drives protect data from hardware failure and data loss. Servers primarily run UNIX operating systems. Windows and Mac OS X Servers are also in place to provide a wide range of capability.

Two dedicated high-speed Internet connections for specific network traffic (in/out) provide enhanced communication speeds. Other servers include a shared Domain Name Server, DHCP server, SFTP/FTP server, three FileMaker Pro database servers, two firewall security servers, two backup servers, two Windows Terminal Servers, a web development server, and a vSphere server to support virtualization and private cloud computing. This hardware facilitates high quality website connectivity and allows only specified traffic and data types. Web security services are based on UNIX 03 — considered the strongest and most secure on the market — to protect SEDL's servers from external unauthorized access and are updated frequently. Virtual Private Network (VPN) technology is in place to allow secure communication for remote or traveling staff.

Brian Litke will be responsible for developing and maintaining the web portal. Mr. Litke oversees the development of SEDL's corporate and intranet websites. He also works with SEDL's project staff to plan and implement new websites. Mr. Litke has extensive experience designing web-based information and data management systems that support SEDL programs and institutional functions. He has also coordinated the development and implementation of online systems for external clients, such as the U.S. Department of Education and the Texas Education Agency. Mr. Litke was the lead developer for the Parental Information and Resource Centers grantee website and electronic network and the National Partnership for Quality Afterschool web portal. Mr. Litke adds interactivity to SEDL's corporate and project websites by programming online forms, databases, and interactive learning modules. He also installs and configures SEDL's bulletin boards, search engines, and data management tools.

**Reporting Plan**

Beginning in month 2, and continuing for the life of the contract, the project director will submit, a progress report by the 10th of each month. These monthly reports will summarize the major activities and accomplishments during the reporting period and provide information for each project task regarding significant findings and events, problems encountered, suggested solutions, and staff utilized. They will also describe work planned for the next month. SEDL will propose a format for these reports at its first meeting with ISBE. These reports will provide the foundation for the monthly telephone calls. At the end of each project year the project director will submit a year-end final report.

In addition to these monthly progress and year-end reports, SEDL will send a draft copy of all deliverables for review to ISBE. Once the deliverable is completed, SEDL will send a final copy to ISBE. SEDL will provide detailed timelines for all deliverables and required activities. As noted above, SEDL anticipates establishing a close, productive relationship with ISBE officials responsible for this work. As issues or problems arise in carrying out this work, SEDL will contact ISBE officials by telephone, fax, or email to discuss the issue or problem.
Staff Responsibilities and Timeline for Activity 6

Table 7: Communication Timeline

<table>
<thead>
<tr>
<th>Year One</th>
<th>Deliverable</th>
<th>Timeline</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annual Face-to-Face Meeting with ISBE</td>
<td>November 2012</td>
<td>Baldwin &amp; Wood</td>
</tr>
<tr>
<td></td>
<td>Monthly conference calls with ISBE</td>
<td>By the 15th of each month</td>
<td>Baldwin, Wood</td>
</tr>
<tr>
<td></td>
<td>Develop Web Portal</td>
<td>January 2013</td>
<td>Litke</td>
</tr>
<tr>
<td></td>
<td>Quarterly Portal Updates</td>
<td>January 2013, April 2013</td>
<td>Shankland</td>
</tr>
<tr>
<td></td>
<td>Maintain Web Portal</td>
<td>Ongoing</td>
<td>Litke</td>
</tr>
<tr>
<td></td>
<td>Develop Grantee Listserv</td>
<td>November 2012</td>
<td>Litke</td>
</tr>
<tr>
<td></td>
<td>Maintain Grantee Listserv</td>
<td>Ongoing</td>
<td>Baldwin</td>
</tr>
<tr>
<td>Years Two-Five</td>
<td>Annual Face-to-Face Meeting with ISBE</td>
<td>July of each year</td>
<td>Baldwin, Wood</td>
</tr>
<tr>
<td></td>
<td>Monthly conference calls with ISBE</td>
<td>By the 15th of each month</td>
<td>Baldwin, Wood</td>
</tr>
<tr>
<td></td>
<td>Maintain Web Portal</td>
<td>Ongoing</td>
<td>Litke</td>
</tr>
<tr>
<td></td>
<td>Maintain Grantee Listserv</td>
<td>Ongoing</td>
<td>Baldwin</td>
</tr>
<tr>
<td></td>
<td>Quarterly Portal Updates</td>
<td>October, January, March, and July of each year</td>
<td>Shankland</td>
</tr>
</tbody>
</table>

Table 8: Reporting Timeline

<table>
<thead>
<tr>
<th>Year One</th>
<th>Deliverable</th>
<th>Timeline</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monthly Progress Reports</td>
<td>By the 10th of each month starting in December 2012</td>
<td>Wood</td>
</tr>
<tr>
<td></td>
<td>Year-end Final Report</td>
<td>June 30, 2012</td>
<td>Wood</td>
</tr>
<tr>
<td>Years Two-Five</td>
<td>Monthly Progress Reports</td>
<td>By the 10th of each month</td>
<td>Wood</td>
</tr>
<tr>
<td></td>
<td>Year-end Final Report</td>
<td>June of each year</td>
<td>Wood</td>
</tr>
</tbody>
</table>
Exceptions to the RFSP

Southwest Educational Development Corporation D/B/A SEDL proposes that the following exceptions are made to the Contractual Terms and Provisions (Appendix A).

1. Paragraph 7b): Substitute the paragraph with the following text:
   "b) Ownership of Work Product. Southwest Educational Development Corporation shall own all rights, title, and interest to any Custom Work Product. ISBE and the U.S. Department of Education shall have the right to a non-transferable, irrevocable, worldwide, royalty-free, non-exclusive license to use, reproduce, publish or re-publish, or otherwise disseminate such Custom Work Product."

2. Paragraph 7d): Substitute the paragraph with the following text:
   "d) Ownership of Generic Components. Southwest Educational Development Corporation shall own all rights, title, and interest to any Generic Components to the Custom Work Product. ISBE and the U.S. Department of Education shall have the right to a non-transferable, irrevocable, worldwide, royalty-free, non-exclusive license to use, reproduce, publish or re-publish, or otherwise disseminate such Generic Components."
SEDL’s Organizational and Staff Qualifications

In this section we present the organizational and staff experience, knowledge, and skills that SEDL brings to this proposed work. Because requirements for qualifications information are listed in two different places in the RFSP (one on page 14 and a second on page 18), with differing requirements listed in each of the two places, we provide the following table to indicate where in this section we address each of the requirements. Also as required in the RFSP, additional specific qualifications information has been included in the Work Plan section of this proposal.

Table 9: How This Section Addresses All Requirements of the RFSP

<table>
<thead>
<tr>
<th>Proposal Narrative Section</th>
<th>Qualification Requirements as Specified on p. 14 of the RFSP</th>
<th>Qualification Requirements as Specified on p. 18 of the RFSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Overview</td>
<td>“1. A description of the contractor’s organization”</td>
<td>n/a</td>
</tr>
<tr>
<td>SEDL’s Relevant Afterschool Experience and References</td>
<td>“2. The qualifications and experience of the contractor... in performing work of a similar nature”</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>“3. A list of all contracts including contract numbers that the contractor has had with ISBE during the past five years”</td>
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<tr>
<td></td>
<td>“4. The names, addresses, and telephone numbers of four business references from companies where similar services have been provided... List the type of services performed and dates of service.”</td>
<td></td>
</tr>
<tr>
<td>Use of Subcontractors and Provisions for Meeting the BEP Goal</td>
<td>“5. Bidders good faith effort to meet the Business Enterprise Program (BEP) 5% goal.”</td>
<td>“d. Explanation of any subcontractors needed to complete the work.”</td>
</tr>
<tr>
<td>Proposed Staff Structure</td>
<td>n/a</td>
<td>“a. Provide a staff structure and job description of each proposed position identified to complete the work.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“b. Provide detailed information explaining... adequacy of time commitments...”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“c. Provide detailed information regarding... time commitments of key staff.”</td>
</tr>
<tr>
<td>Staff Qualifications and Experience</td>
<td>“2. The qualifications and experience of... any staff assigned to the contract in performing work of a similar nature.”</td>
<td>“b. Provide detailed information explaining experience and skill in managing large-scale technical assistance and professional development; experience in educational research including assessment of after-school programs; evidence of successful work conducting previous studies of a similar nature; knowledge of extended school and 21st CCLC programs and guidance”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“c. Provide detailed information regarding...”</td>
</tr>
</tbody>
</table>
Organizational Overview

A nonprofit education research and development corporation, SEDL has worked for 45 years to solve the most pressing and persistent problems in education. We have always focused intensively on strengthening academic achievement, particularly among students whose opportunities have been hindered by inadequate educational services and conditions associated with poverty, limited English proficiency, race or ethnicity, or disability.

Since 1966 SEDL has carried out projects totaling in excess of $330 million in funding from clients at national, regional, state, and local levels. These include policy and field research, large-scale training and technical assistance programs, development of instructional and professional development materials, and dissemination and utilization programs designed to bridge the gap between educational research and practice.

SEDL’s 85-member multidisciplinary staff is based either at organizational headquarters in Austin, Texas, or in satellite offices in greater New Orleans, Louisiana; Huntsville, Alabama; Tampa, Florida; Atlanta, Georgia; Jackson, Mississippi; and Orangeburg, South Carolina. Among SEDL’s professional staff members, 45 have direct programmatic responsibilities as opposed to support functions such as product or web development, data management, technical support, or administrative support functions; two-thirds of these programmatic staff have doctorate degrees.

Current and recent SEDL projects have addressed, among other topics, reform and restructuring in low-performing schools and school districts; standards-based reform in reading, mathematics, and science; afterschool and other expanded learning programs; family and community involvement; instructional supports for English language learners; and disability research-to-practice. The following paragraphs summarize SEDL’s significant experience in providing technical assistance, developing and disseminating resources, and conducting a range of research and evaluation activities.

Technical assistance. Technical assistance — including expert consultations, professional development, and provision of information resources using a variety of media and delivery formats — has been a core SEDL function since our inception. From the late 1960s through the early 1990s, SEDL provided in-depth assistance to local sites implementing SEDL’s Follow Through model with English language learners. In the 1990s and early 2000s, SEDL operated multiple regionally focused technical assistance centers addressing language and literacy (two Bilingual Multifunctional Resource Center grants), mathematics and science reform (an Eisenhower mathematics and science consortium), technology integration (two regional
technology assistance centers), supports for low-performing schools (a regional comprehensive assistance center), and improved access to disability research outcomes (a regional rehabilitation exchange). During the same period, several research and development initiatives conducted through our regional educational laboratory (REL) contracts included major technical assistance components. These REL initiatives addressed family and community involvement in support of student achievement, school improvement and restructuring, instructional leadership, and technology integration.

From 2003–2008 SEDL led the National Partnership for Quality Afterschool Learning, which developed evidence-based materials and provided technical assistance and training for state and local 21st CCLC staffs. SEDL also has provided technical assistance and training for state and local 21st CCLC staffs through grants and contracts with specific states, including California, Illinois, Louisiana, Mississippi, and Texas. (See the next section for more detailed information about SEDL’s experience in providing technical assistance related to afterschool programs.)

Currently more than half of SEDL’s professional program staff members are engaged in either direct provision or management of technical assistance. Much of this activity is carried out via SEDL’s Southeast Comprehensive Center and Texas Comprehensive Center, two large-scale programs funded by the U.S. Department of Education’s Office of Elementary and Secondary Education. Through the National PIRC Coordination Center, SEDL staff also provide technical assistance to more than 60 Parental Information and Resource Centers throughout the U.S.

**Product development and dissemination.** SEDL identifies, develops, and demonstrates successful dissemination and utilization strategies that link users with research-based information to facilitate the use of research results, new technologies, and promising practices and programs. SEDL’s products bridge research and practice by helping others interpret and apply findings to their own environments and experiences, and by providing contextual information to assist users in assessing the quality of evidence underlying specific approaches or programs. SEDL has extensive expertise in developing and disseminating high quality resource materials across a range of media.

SEDL also has extensive experience designing publicly accessible websites and web-based, password-protected electronic networks used by audiences at national, state, district, school, and classroom levels. The network sites include tools such as listservs, FAQs, resource databases, contact lists, and message posting boards, as well as secure, feature-rich, reliable, and standards-compliant web-based data collection forms and corresponding summary reports. SEDL also has extensive expertise in developing and disseminating high quality resource materials via the web and other electronic media. Online resources include online learning modules, publications, searchable databases for research and reference, and online registration capabilities for conferences and product surveys.

**Field research and evaluation.** From our inception SEDL has engaged in educational research, from an early National Science Foundation-funded study on mathematics curricula, to longitudinal studies of bilingual learners, to current randomized controlled trials assessing the effectiveness of elementary and middle school reading and mathematics programs. SEDL research spans the full range of education, from the effects of early childhood education,
afterschool programs, and leadership models to whole school and curriculum reform. Examples of current or recent SEDL-designed and implemented studies include two randomized controlled trial studies addressing reading curricula in widespread use across the U.S.; a cluster randomized controlled trial assessing the effectiveness of the *Everyday Mathematics* curriculum; a five-year field study of a model for systemic improvement in reading and mathematics. In previous years, SEDL conducted groundbreaking research addressing English language learners and family involvement in education. From 2005 through 2008, SEDL also provided technical and analytic support for three randomized controlled trials of promising afterschool programs.

SEDL also designs and conducts program evaluations for state education agencies, local school districts, universities, professional associations, community-based organizations, and other research and development agencies. Examples of current or recent external evaluation activities include a comprehensive evaluation of Louisiana’s afterschool programs; a quasi-experimental study of a local Early Reading First project; and evaluations of several state-funded improvement initiatives targeted to high-need students.

Identifying and disseminating promising and “best” practices has been part of SEDL’s portfolio since the 1980s, with the work of the disability-focused Regional Rehabilitation Exchange. Among the five recent and current initiatives conducting activities in this arena, the National Partnership for Quality Afterschool Learning (2003–2008) was the broadest in scale, gathering evaluative data through multiple approaches, including extensive site visits, for more than 100 sites in rural and urban areas across the U.S. to identify afterschool practices that hold promise for strengthening students’ academic engagement and achievement.

**Policy research.** SEDL has an extensive history of conducting policy research, and has studied a range of policy topics, including, for example, resource allocation, corrective action in low-performing schools, teacher mentoring, charter and alternative schools, comprehensive school reform, state-level standards for foreign language education, approaches to and benefits of community engagement, and the use of study circles in decision making. A national leader in the field of disability research to practice, SEDL’s work in this arena has contributed to policy and program decisions and priorities on research utilization and knowledge translation put forth by the U.S. Department of Education through the National Institute on Disability and Rehabilitation Research. SEDL’s work through the National Partnership for Quality Afterschool Learning has helped to inform the Department of Education’s afterschool policies and programs.

**Performance measurement systems.** SEDL has extensive experience in designing and implementing performance measurement systems. SEDL staff currently are involved in collecting annual performance data addressing required GPRA performance indicators as part of SEDL’s work on the National Parental Information and Resource Centers (PIRC) Coordination Center and the Southeast and Texas Comprehensive Centers. For the National PIRC Coordination Center, SEDL staff designed the annual performance reporting system in collaboration with Department of Education staff; SEDL manages the collection and analysis of APR data from local PIRC grantees throughout the U.S. and provides technical assistance to grantees for performance planning and evaluation. For each of two previous regional initiatives — the regional educational laboratory contract and the Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching — SEDL worked with staff from the
U.S. Department of Education and SEDL's counterparts in other institutions to design and implement cross-laboratory and cross-consortia data management systems for annual performance reports addressing common sets of performance indicators.

**SEDL's Relevant Afterschool Experience and References**

As indicated in the organizational overview above, SEDL has extensive experience in all the kinds of activities called for in the RFSP: managing and conducting large-scale technical assistance and professional development initiatives; conducting educational research and program evaluations, including analysis of assessment data; and developing tools and resources. Moreover, our experience in each of these areas includes significant work in the arena of afterschool/expanded learning programs, particularly 21st CCLC programs. The following paragraphs provide more detailed information about specific work that is directly relevant to the requirements of the RSFP. That information is followed by (1) the required list of contracts with ISBE and (2) references from other clients for whom SEDL has performed similar work.

**Work at the national level.** SEDL's most significant national initiative to date is the National Partnership for Quality Afterschool Learning (2003–2008). This project was mandated by the U.S. Department of Education to identify and assess promising academic practices in afterschool and to develop and implement tools, training, and technical assistance to ensure that 21st CCLC programs offer high-quality, evidence-based academic content using appropriate methods of teaching and learning. SEDL and our subcontracting partners first designed and implemented a rigorous process for identifying and validating exemplary and promising academic practices among 21st CCLC grantees across the U.S. The identified research-based practices then formed the core for developing an array of technical assistance and training resources for use by state and local 21st CCLC programs. SEDL and our subcontractors organized and implemented four national afterschool 21st CCLC Summer Institutes and four 21st CCLC Winter Institutes that drew a combined total of over 12,500 participants. At the regional level, SEDL and our subcontractors partnered with state education agencies to plan and deliver over 30 regional conferences with more than 7,000 participants. Staff also supported 16 individual state events with over 2,000 participants in Alaska, Arkansas, California, Florida, Louisiana, North Carolina, Oklahoma, Oregon, Tennessee, Texas, Virginia, West Virginia, and Wisconsin in partnership with the requesting state 21st CCLC coordinator. These training events ranged from 90-minute sessions at a state conference to multiple day events several times a year. Training activities covered six content areas of promising practices of high quality academic afterschool programs and strategies for embedding academics in afterschool activities.

In 2005 the Department of Education contracted with SEDL to expand the National Partnership's work to support the design and implementation of three large-scale randomized controlled trials assessing the efficacy of promising afterschool interventions. SEDL provided technical and analytical support for these studies, working with other research methodologists to ensure the rigor of research designs and the quality of data collection, data management, and analysis.

With a grant from the Charles Stewart Mott Foundation, we recently completed another national project, Achieving Academic Success Through High Quality Afterschool Professional Development. The project was designed to create broad awareness and utilization of research-based practices that can positively impact the academic engagement and performance of
afterschool students. SEDL developed and disseminated print-based professional development resources to help afterschool staffs integrate academic learning opportunities into their programs, and conducted a series of training events. The materials include research-based information as to what makes afterschool programs successful in boosting kids’ academic engagement and performance; an overview of the research base regarding effective academic enrichment practices; templates for effective ways of using this knowledge base in conducting professional development for a range of afterschool personnel, from instructional staff to program directors and state-level support staff; and examples of research-based practices and strategies for implementing them in varied afterschool contexts. SEDL also conducted professional development in locations throughout the U.S., accommodating 100-125 participants at each event, for members of the Mott afterschool network and other afterschool providers who lack ready access to training opportunities.

SEDL’s afterschool web portal (www.sedl.org/afterschool) has operated since 2003 as a national gateway to web-based tools and resources addressing high-quality, research-based academic programming and management and sustainability approaches for afterschool programs. Via the web portal, 21st CCLC grantees, other local afterschool staffs, and state education agency coordinators have 24-hour access to online training modules; an interactive library of afterschool resources, information, and research; links with other relevant online resources; and a calendar of state, regional, and national training and technical assistance events.

The portal hosts the Afterschool Training Toolkit, which provides professional development tools and resources for adult learners addressing research-based principles of content pedagogy and strategies for implementing promising afterschool instructional practices. Video vignettes embedded enhance the “real world” application of the curricular and instructional components presented. Three of the 40 video vignettes were awarded the highly-acclaimed CINE Golden Eagle Award for video production. The portal also provides access to databases of afterschool literacy, mathematics, science, and technology curricula; afterschool research reviews and articles; information about promising practices; and hundreds of links to high quality resources. The curricular databases are searchable by a number of criteria, including duration, age-level, cost, staffing needs, and evaluation results. A variety of both published and professionally developed curricula as well as activities developed by individual afterschool programs are included. Another database, The Resource Guide for Planning and Operating Afterschool Programs, organizes resources identified by the National Center for Community Education (NCCE) as necessary for the successful operation of afterschool programs, as well as resources identified by SEDL that support the implementation of quality, intentional programming for academic enrichment of afterschool programs.

Work at the state level. At the state level, SEDL has provided training and technical assistance to support afterschool program quality, and has conducted evaluation studies to assess that quality. Current or recent activities include work in California, Illinois, Louisiana, Mississippi, and Texas.

SEDL has recently completed contract work with the Illinois State Board of Education (ISBE) for two sets of training workshops. This work is focused on providing ISBE 21st CCLC grantees with research-based tools and strategies for engaging family and community in the afterschool
program and training them to use of the *Afterschool Training Toolkit*. Family and community engagement in afterschool workshops were held in April 2012, serving approximately 60 grantees. Additional workshops addressing the *Afterschool Training Toolkit* were held in August for approximately 60 grantees.

SEDL’s technical assistance to the Mississippi Department of Education’s (MDE) 21st CCLC program staff is designed to build capacity in the state’s administration of the program. 2012 projects include revisions to the state’s 21st CCLC grant application and review process; support in planning and implementing the state’s annual 21st CCLC Winter Institute that was held on February 27-28 and attended by more than 300 participants; support in developing a communication plan to increase the exchange of information between MDE and its grantees and subgrantees; and support in developing a statewide mentoring program to pair newer and struggling 21st CCLC grantees with veteran grantees whose programs are successful in implementing research-based promising practices.

SEDL also is currently working with the Louisiana Department of Education (LDE) to conduct the *Louisiana After-school Evaluation*. This work entails a comprehensive formative and summative evaluation of that state’s 21st CCLC, Supplemental Educational Services, and TANF ASFA programs. In previous years, SEDL also has provided technical assistance to LDE’s state-level 21st CCLC staff.

From 2006–2008, SEDL worked with the California Department of Education to conduct the *California After School Demonstration Program*. That initiative involved the identification of local afterschool demonstration sites and technical assistance to build those sites’ capacity to work, in turn, with other local afterschool programs. SEDL also developed indicators of program quality, assessment tools, and an extensive database for the state to use in evaluating and monitoring this program and for the demonstration sites to conduct self-assessments of their services.

In Texas, for several years SEDL provided professional development for new grantees funded through the state’s 21st CCLC program. In 2006–2007, SEDL also conducted the *Evaluation of 21st Century Community Learning Center Projects*, an evaluation study funded by the Texas Education Agency to describe the strategies and program practices used by a sample of 12 of the most promising second year 21st CCLC grantees. SEDL identified promising programs based on expert recommendations, annual performance report data, and student performance data associated with the programs. Site teams then collected data through site visit interviews, surveys, and observations, and developed case profiles. Through cross-case analyses, SEDL identified common programmatic practices that could be shared with others seeking to establish or improve their afterschool programs and practices.

**Contracts with the Illinois Board of Education.** SEDL has had one contract with the ISBE within the past five years, as follows:

- Contract fully executed between ISBE and SEDL on 12/2/2011 in the amount of $15,000 to provide regional trainings on SEDL’s Afterschool Toolkit and parent involvement for 21st CCLC grantees.
References from Other Clients. The following table provides required information for four other clients for whom SEDL has performed similar services.

Table 10: Reference Information for Other SEDL Clients

<table>
<thead>
<tr>
<th>Client Organization</th>
<th>Contact Information</th>
<th>Dates of Service</th>
<th>Services Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Education Agency</td>
<td>Candace Ferguson Program Manager—State Director 1701 North Congress Ave. Austin, TX 78701-1494 512.463.9734</td>
<td>2005 – 2009</td>
<td>Development and implementation of statewide technical assistance and professional development system and resource development for 21st CCLC grantees</td>
</tr>
<tr>
<td>Charles Stewart Mott Foundation</td>
<td>An-Me Chung Program Officer 503 S. Saginaw St. Suite 1200 Flint, MI 48502-1851 810.238.5651</td>
<td>2008 – 2010</td>
<td>Achieving Academic Success Through High Quality Afterschool Professional Development — Resource development and training events across the US addressing research-based promising practices in afterschool programs</td>
</tr>
<tr>
<td>Louisiana Department of Education, Division of Student Learning and Support</td>
<td>Kartina Roberts Program Officer 1201 North Third Street Baton Rouge, LA 70804 877.453.2721</td>
<td>2009 – 2013</td>
<td>Statewide Evaluation of Louisiana Afterschool Programs — Evaluation design and implementation, data collection, analysis, and reporting</td>
</tr>
</tbody>
</table>

Use of Subcontractors and Provisions for Meeting the BEP Goal

SEDL is undertaking good faith efforts to contact BEP vendors. Given the short time frame for the RFSP, SEDL is not able to enter into an agreement with a BEP vendor at this time. However, SEDL will continue efforts to meet the BEP goal. A set aside of 5% of the budget is included for subcontracting with a BEP vendor.

Proposed Staff Structure

The proposed initiative will be housed within SEDL’s Afterschool, Family, and Community Program. The project director and team leader will comprise the project’s management team, conferring regularly with each other and ISBE staff to address implementation issues and plan service activities and improvements. The following paragraphs present the proposed staffing plan, with a summary of each proposed position and a description of the staff member’s roles and responsibilities. The staffing plan meets all requirements of the RFSP; the proposed staffing allocations also reflect SEDL’s extensive experience in planning and delivering technical assistance services. Staff qualifications are described in a subsequent section, and resumes for all proposed professional staff members and key consultants are included in SEDL’s submission.

The proposed project director, Lacy Wood, will devote .35 FTE to the project, providing fiscal,
project management, and staff oversight, and providing guidance in the implementation of technical assistance and resource development activities. Ms. Wood will work with ISBE staff to ensure ongoing cooperation and coordination and will be responsible for preparing and submitting all reporting deliverables. She will be substantively involved in the planning and provision of technical assistance and the programmatic plans for workshops and conferences and will participate in the monthly conference calls with ISBE. Ms. Wood has experience in managing initiatives of this size and complexity, including multi-partnered national projects. All of these projects have consistently met or exceeded expectations for quality, timeliness, and cost effectiveness.

The proposed team leader, Marion Baldwin, will devote 1.0 FTE to the project. She will serve as primary liaison with ISBE and provide conceptual leadership for the technical assistance activities. Ms. Baldwin will be responsible for designing and implementing the conferences and workshops, developing the site visit process and conducting site visits, coordinating the peer advisor initiative, developing webinar content, leading the communication activities with both ISBE and the grantees, and coordinating and participating in the monthly conference calls with ISBE. Ms. Baldwin currently consults with ISBE and has extensive experience with 21st CCLC programs.

Danny Martinez, at .50 FTE, will serve as one of the project’s technical assistance providers. He will conduct technical assistance activities, develop resources, participate in the workshops and conferences, and conduct site visits. He will have primary responsibility for implementing project webinars and leading the development of multimedia technical assistance resources.

Zena Rudo, at .50 FTE, also will serve as a technical assistance provider. She will plan and conduct needs assessment activities; provide technical assistance addressing data collection, evaluation, and performance reporting; conduct site visits; and prepare analyses and reports derived from needs assessment activities and annual performance report data.

Laura Shankland will devote .35 FTE to the project as a communications associate and administrative assistant. She will be responsible for developing the quarterly information briefs, updating and maintaining the web portal, providing editing services, overseeing the production of all resource materials, and providing resource dissemination services. Ms. Shankland also will be responsible for managing the event registration system and providing assistance with development of materials and planning for the workshops and conferences.

Brian Litke, a Web administrator, will devote .30 FTE to the project. He will take a lead role in establishing and maintaining the web portal.

Catherine Jordan, at .16 FTE, will serve as a technical assistance consultant. Ms. Jordan will contribute to the conceptual design of technical assistance activities and will provide technical assistance to local grantees via workshops, webinars, and conferences.

**Staff Qualifications and Experience**

SEDL’s significant organizational experience relevant to this proposed project is mirrored in the experience of the personnel we have identified for this work. Below we provide detailed
information describing that experience. First, we provide a narrative overview of the qualifications of each proposed staff member and key consultant. This information is followed by two tables. The first identifies specific SEDL-conducted afterschool and family/community engagement activities in which the proposed staff members or consultant have played a role. The second table summarizes our proposed personnel's experience in the specific areas called for in the RFSP.

The proposed project director, Lacy Wood, is currently a project director with SEDL's Afterschool, Family, and Community unit. She provides day-to-day leadership and coordination for SEDL's National Coordination Center for Parental Information and Resource Centers (PIRCs), which provides technical assistance, information resources, and performance reporting for 62 PIRC programs in every U.S. state and territory. Ms. Wood oversees and coordinates SEDL's work with our subcontracting partners and serves as primary liaison with the U.S. Department of Education. She also provides conceptual leadership and oversight for the Center's technical assistance and dissemination activities. In addition to her lead role with the PIRC Coordination Center, Ms. Wood works with SEDL's afterschool program initiatives and provides family engagement expertise and information management and dissemination for SEDL's National Center for Family and Community Connections with Schools. Her experience includes identifying and disseminating research findings and assisting practitioners with interpreting, communicating, and applying this information and providing technical assistance and professional development to educational practitioners in school and expanded learning settings, parents, families, and community groups. She has extensive experience in the use of technology to develop dissemination and information management tools, including websites, webinars, online databases and information clearinghouses, and online interactive systems. For example, she managed SEDL's work in developing and maintaining online interactive databases for SEDL's National Center for Family and Community Connections with Schools, SEDL's Reading First support initiative, and the Center for Comprehensive School Reform and Improvement operated by Learning Point Associates. She co-authored SEDL's multimedia toolkit, Beyond the Building: A Facilitation Guide for School, Family, and Community Connections (2006), and was a contributing author on Working Systemically in Action: Engaging Family & Community (2010).

The proposed team leader, Marion Baldwin, currently works in the Southeast and Texas Comprehensive Centers, two large-scale projects that provide capacity-building technical assistance to state education agencies, districts, and schools to strengthen student achievement in low-performing schools. In this capacity, she assists with the planning and implementation of state technical support to 21st CCLC grantees and family and community engagement initiatives. Ms. Baldwin also provides research-based strategies, tools, training and technical assistance in the areas of afterschool and family and community engagement to support effective program development and implementation. Ms. Baldwin has more than 15 years experience developing, implementing, and providing technical assistance to 21st CCLC afterschool programs. She served as the project director for one of the first 99 afterschool programs in the nation to receive 21st CCLC funding, and was selected to participate in the initial evaluation colloquium for 21st CCLC programs funded by the C. S. Mott Foundation. Before joining SEDL, Ms. Baldwin was the administrator of the C. S. Mott Foundation-funded national 21st CCLC training program, facilitating training workshops and conferences for more than 3,600 U. S. Department of
Education afterschool program sites.

One of the project’s proposed technical assistance providers, Danny Martinez, focuses on the use of technology as a tool for improving students’ academic engagement and achievement. He works with SEDL’s Southeast and Texas Comprehensive Centers, providing expertise in the STEM (science, technology, engineering, and mathematics) disciplines and serving as the liaison to the National Comprehensive Center for Teacher Quality. He is one of two SEDL staff members trained through the Partnership for 21st Century Skills Affiliates Program. He also leads the development of multimedia instructional resources for SEDL’s Improving School Performance program, including web-based learning resources, online interactive databases, video production, and podcasts. Other recent projects include a two-year technology integration project for several high-poverty rural New Mexico schools, and a project to develop and pilot innovative strategies for engaging at-risk youth in math and science. Before joining SEDL, Mr. Martinez was a teacher at Houston’s Briarwood School for children with learning differences. He has directed numerous expanded learning programs for at-risk children, including Houston Adventure Play, EXPLORE, and Austin’s Sunshine Camps and Sunshine Challenge.

Another proposed technical assistance provider, Zena Rudo, currently has a lead role in SEDL’s comprehensive evaluation of Louisiana’s afterschool programs. In her 12 years at SEDL, Dr. Rudo has worked on a wide range of education policy and field research, evaluation, development, and dissemination projects, including the National Coordination Center for the Parental Information and Resource Centers (PIRC), the National Partnership for Quality Afterschool Learning, the Regional Educational Laboratory Program, and the California After School Demonstration Program. Dr. Rudo has extensive experience managing large databases, conducting analyses, and collaborating and consulting with state departments of education. Her work includes research on afterschool programming, family and community involvement, and school improvement. She also has developed, tested, refined, and implemented a comprehensive performance indicator system for the federally funded PIRC program to collect, analyze, and report data on program outcomes and impacts. Before joining SEDL, Dr. Rudo was an Assistant Professor at the University of South Florida in Tampa.

The proposed communications associate and administrative assistant, Laura Shankland, currently leads the development of SEDL’s corporate publications such as SEDL Letter and SEDL Monthly. She provides editorial guidance and support in the planning and completion of communications products and assists with the development and implementation of SEDL’s media relations activities. Ms. Shankland’s experience at SEDL includes overseeing the production of *AfterWords*, an afterschool e-bulletin that won the Association of Educational Publishers Distinguished Achievement Award. While involved in SEDL’s afterschool work, she participated in site visits as part of a study to identify afterschool practices that promote academic enrichment. She also led the development of instructional and professional development guides that supplement the online *Afterschool Training Toolkit*. Prior to joining SEDL, Ms. Shankland worked at Holt, Rinehart, and Winston, where she was an editor and project lead in the development of educational resources. As a Teach for America corps member, she taught fifth grade in a bilingual classroom in Phoenix, Arizona. She currently serves on the board of directors of the Austin chapter of the Association for Women in Communications.
The proposed web administrator, Brian Litke, currently oversees the development of SEDL’s corporate and intranet web sites. He also works with SEDL’s project staff to plan and implement new web sites and to build tools that allow SEDL staff to update the content of their project sites. Mr. Litke adds interactivity to SEDL’s corporate and project web sites by programming online forms, databases, interactive learning modules, and SEDL’s shopping cart. He also installs and configures SEDL’s bulletin boards, search engines, and data management tools. Mr. Litke has extensive experience designing web-based information and data management systems that support SEDL programs and institutional functions. He has also coordinated the development and implementation of online systems for external clients, such as the U.S. Department of Education and the Texas Education Agency. Mr. Litke creates interactive online resources using programming languages such as Perl, PHP, Javascript, and Flash.

The proposed technical assistance consultant, Catherine Jordan, has extensive experience in providing training and technical assistance to state and local afterschool program staffs. She is co-author of *A Practitioner’s Guide: Building and Managing Quality Afterschool Programs* (SEDL, 2009) as well as other articles and publications addressing afterschool and family involvement. She directed the five-year national initiative, the National Partnership for Quality Afterschool Learning, which identified, validated, and disseminated promising afterschool practices. She also has led projects to provide training and technical assistance for 21st CCLC programs in Texas, California, and the Southeast states. Ms. Jordan was a Regional Associate of the National Center for Community Education and served on its National Training Task Force for the 21st CCLCs from 1999–2006. She has served on advisory boards for a number of major initiatives, including Harvard University’s Informal Learning and Science Afterschool Research Project, the C.S. Mott Foundation’s Afterschool Professional Development Advisory Committee, the National Family Community Engagement Working Group, and the editorial review board for *Afterschool Matters*.

### Table 11: Proposed Personnel Experience with Relevant SEDL and/or Other Expanded Learning Projects or Activities

<table>
<thead>
<tr>
<th>Project or Activity</th>
<th>Wood</th>
<th>Baldwin</th>
<th>Martinez</th>
<th>Rudo</th>
<th>Shankland</th>
<th>Litke</th>
<th>Jordan</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Partnership for Quality Afterschool Learning</td>
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<tr>
<td>National PIAC Coordination Center</td>
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<tr>
<td>Southeast and Texas Comprehensive Centers</td>
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<td>X</td>
<td></td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Louisiana Comprehensive Afterschool Evaluation</td>
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<td>California Afterschool Demonstration Program</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>Texas 21st CCLC Training and Technical Assistance</td>
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<tr>
<td>Illinois 21st CCLC Technical Assistance</td>
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<tr>
<td>SEDL Afterschool Web Portal and Resources</td>
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<td>Non-SEDL 21st CCLC Projects</td>
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<tr>
<td>Other non-SEDL expanded learning projects</td>
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<td></td>
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## Table 12: Proposed Personnel Experience in Specific Areas Listed in the RFSP

<table>
<thead>
<tr>
<th>Required Experience</th>
<th>Wood</th>
<th>Baldwin</th>
<th>Martinez</th>
<th>Rudo</th>
<th>Shankland</th>
<th>Litke</th>
<th>Jordan</th>
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</thead>
<tbody>
<tr>
<td>Managing large-scale technical assistance and professional development</td>
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<td>X</td>
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<tr>
<td>Planning and implementing technical assistance and professional development</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Educational research, including assessment of afterschool programs</td>
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<tr>
<td>Knowledge of extended school and 21st CCLC programs and guidance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Substantive knowledge of extended school and 21st CCLC issues</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Peer advisor initiatives</td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>Development of research-based tools and resources</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Data collection</td>
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<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Analysis of assessment data</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>Site visits</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Lacy Wood

Educational Background
MLIS, Library and Information Science, University of Texas at Austin
BA, History, Southwestern University, Georgetown, TX

Profile
Ms. Wood currently leads and coordinates technical assistance for the nation's Parental Information and Resource Centers as well as national conferences and webinars for the U.S. Department of Education and other groups. She also works with SEDL's afterschool program initiatives and provides family engagement expertise and information management and dissemination for SEDL's National Center for Family and Community Connections with Schools. She conducts training sessions and workshops on family and community involvement; gathers and disseminates expanded learning and family involvement research and resources; and develops and manages information management tools and services. Previously Ms. Wood served as SEDL's liaison to the Center for Comprehensive School Reform and Improvement, for which she managed the online information clearinghouse. She also provided database development and information dissemination for SEDL’s Reading First and Smaller Learning Communities programs.

Qualification Highlights
- Family and community engagement
- Expanded learning opportunities
- Dissemination and knowledge utilization, particularly Web tools and database design and development
- Program management and oversight

Relevant Project Experience
Smaller Learning Communities Program
National Parental Information and Resource Coordination (PIRC) Center
National Center for Family and Community Connections with Schools

Employment History

<table>
<thead>
<tr>
<th>Firm</th>
<th>Title</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDL, Austin, TX</td>
<td>Project Director, Afterschool, Family, and Community</td>
<td>2006–present</td>
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<tr>
<td></td>
<td>Project Director, Improving School Performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Associate, National Center for Family and Community Connections with Schools</td>
<td>2006–2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1997–2003</td>
</tr>
</tbody>
</table>
Selected Publications


Selected Presentations/Workshops


Wood, L., & Starnes, B. (2005, November). *Ways to use the interactive learning modules for developing shared understanding among stakeholder groups.* Facilitating Family and Community Connections With Schools Workshop, Colorado Springs, CO.


Wood, L. (2005, March). *Smaller learning community resources: SLC awards database.* Presented at the National Career Academy Coalition’s Technical Assistance Conference on Writing the Next SLC Grant, Orlando, FL.


Wood, L. (2004, March). SLC resources: Southwest Educational Development Laboratory Smaller Learning Communities Awards Database. Presented at the National Career Academy Coalition’s Technical Assistance Conference on Writing the Next Smaller Learning Communities Grant, Miami, FL.


Wood, L. (2000, June). School reform model resources. CSRd applicant workshop, Oklahoma City, OK.


Activities, Honors, and Memberships

Expert panel member for the National School Boards Association’s (NSBA) Expert Panel meeting, “Parents as Partners: Strengthening Parent Involvement in School Health Policy and Practice” (December, 2008)

SEDL’s Rogers L. Barton Award for Excellence in Education Research and Dissemination (2004)

Lead developer for SEDL’s 2004 National Center for Family & Community Connections Web site that was a finalist in the Association of Educational Publishers Distinguished Achievement Awards competition (Category: Technology-Informational web site)
Marion E. Baldwin

Educational Background
MEd, Educational Administration, University of Arkansas, Little Rock
BA, Interpersonal/Organizational Communications, University of Arkansas

Profile
Marion Baldwin works with the Texas and Southeast Comprehensive Centers assisting state departments to plan, design, and deliver technical assistance and professional development to strengthen family and community engagement in education. As part of this work, she brings together diverse stakeholder groups statewide to collaborate on ways to promote family and community engagement to support student achievement. Also at SEDL, Ms. Baldwin has provided technical assistance to afterschool programs in Illinois and has assisted the California Department of Education in developing and implementing a program to provide support to the state's 5,000 afterschool programs. Before joining SEDL, she assisted state education departments, districts, schools, and private nonprofits with technical support to build capacity to support expanded learning opportunities and engage family and community in strengthening student achievement. At the National Center for Community Education, she coordinated with every state to facilitate the national afterschool training for the 21st Century Community Learning Centers. This training focused on planning, developing, maintaining, scaling up, and sustaining effective afterschool programs. From 1991 through 2001, Ms. Baldwin was a teacher and district-level administrator for the Little Rock School District in Arkansas, where she began her career in expanded learning, family, and community as director of community education.

Relevant Project Experience
Texas Comprehensive Center
Southeast Comprehensive Center
Illinois State Board of Education (ISBE) Afterschool Grantee Support Project
Detroit Public Schools (DPS) Afterschool Grantee Support Project
California Afterschool Demonstration Project
National 21st Century Community Learning Centers Training Project

Employment History

<table>
<thead>
<tr>
<th>Firm</th>
<th>Title</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDL, Austin, TX</td>
<td>Program Associate, Improving School Performance</td>
<td>2009–present</td>
</tr>
<tr>
<td></td>
<td>Program Associate, Afterschool, Family and Community</td>
<td>2007–2009</td>
</tr>
<tr>
<td>National Center for</td>
<td>Chief Administrator</td>
<td>2005–2006</td>
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</table>
## Technical Assistance for Illinois 21st CCLC Program

<table>
<thead>
<tr>
<th>Community Education</th>
<th>Administrator, 21st Century Community Learning Centers</th>
<th>2001–2005</th>
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<tr>
<td>Little Rock School District</td>
<td>Director of Community Education</td>
<td>1995–2001</td>
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<td></td>
<td>High School Journalism Teacher</td>
<td>1993–1995</td>
</tr>
<tr>
<td></td>
<td>Long-term Substitute Teacher</td>
<td>1991–1993</td>
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<tr>
<td>Settles Financial Services</td>
<td>Stockbroker, Sherwood, AR</td>
<td>1989</td>
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<td>First Federal Savings</td>
<td>Compliance Officer/Assistant VP/Community Reinvestment Act Officer</td>
<td>1982–1989</td>
</tr>
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<td></td>
<td>Personnel Coordinator</td>
<td>1982–1985</td>
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</tbody>
</table>

### Selected Publications


### Selected Presentations/Workshops


Baldwin, M. (2010, November). *Systemic family and community engagement.* Statewide Title I Parental Involvement Conference, Corpus Christi, TX.


Baldwin, M., & Parker, J. (2010, April). *Themes for summer learning.* Detroit Public Schools Training, Detroit, MI.


Parker, J., & Baldwin, M. (2009, October) *Afterschool as a school improvement strategy.* Mississippi School Improvement Symposium, Meridian, MS.


**Activities, Honors, and Memberships**

Delta Sigma Theta Sorority, Inc., Member, 1981–present
Danny Martinez

Educational Background
MS, Experiential Education, Mankato State University
BS, Radio-Television-Film, University of Texas at Austin

Profile
Danny Martinez's work focuses on the use of technology as a tool for improving students' academic engagement and achievement in both school and expanded learning environments. He works with SEDL’s Southeast Comprehensive Center, providing expertise in the STEM (science, technology, engineering, and mathematics) disciplines and serving as the liaison to the National Comprehensive Center for Teacher Quality. He is one of two SEDL staff members trained through the Partnership for 21st Century Skills Affiliates Program. He also leads the development of multimedia instructional resources for SEDL’s Improving School Performance program, including Web-based learning resources, online interactive databases, video production, and podcasts. Other recent projects include a two-year technology integration project for several high-poverty rural New Mexico schools, and a project to develop and pilot innovative strategies for engaging at-risk youth in math and science. Before joining SEDL, Mr. Martinez was a teacher at Houston’s Briarwood School for children with learning differences. He has directed numerous expanded learning programs for at-risk children, including Houston Adventure Play, EXPLORE, and Austin’s Sunshine Camps and Sunshine Challenge.

Qualification Highlights
- Integrating technology into the curriculum
- Engaging at-risk students
- Expanded learning opportunities
- Training and technical assistance
- Developing multimedia resources

Relevant Project Experience
Connecting Kids to Math and Science
New Mexico Rural Partnership for Technology
Southeast Comprehensive Center
Texas Comprehensive Center
Active Learning with Technology Initiative
South Central Regional Technology in Education Consortium

Employment History

<table>
<thead>
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<th>Title</th>
<th>Years</th>
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<td>Project Director, Improving School Performance</td>
<td>2009–present</td>
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<td></td>
<td>Program Specialist and Program Associate, Improving School Performance</td>
<td>1999–present</td>
</tr>
<tr>
<td>Langham Creek High School, Houston, TX</td>
<td>Algebra/Geometry Teacher</td>
<td>1998–1999</td>
</tr>
</tbody>
</table>
Technical Assistance for Illinois 21st CCLC Program

| The Briarwood School, Houston, TX | Computer Technology, Journalism, and Yearbook Teacher | 1995–1999 |
| Houston Adventure Play Site | Project Director, EXPLORE | 1997–1998 |
| Youth Options | Site Director | 1994–1997 |
| Austin Sunshine Camps | Experiential Education Program Director | 1994–1994 |
| | Program Director | 1988–1994 |

Selected Publications


Dimock, V., & Martinez, D. (2000) *Tap into learning v3.2: Learning is an active and reflective process*. Austin, TX: SEDL.

Selected Presentations/Workshops


Martinez, A. D. (2003, May). *Active learning with technology.* Presented at the Region Technology Conference, South Padre Island, TX


Martinez, A.D. (2002, April) *Community and technology.* Presentation at the Bureau of Indian Affairs Technology Conference, Gallup, NM.


**Activities, Honors, and Memberships**

- Ed Hindsman Award for Outstanding Contribution to Services for Children, SEDL (2008)
- SEDL liaison to the National Comprehensive Center for Teacher Quality
- One of two SEDL staff members certified through the Partnership for 21st Century Skills Affiliates Program
- Member: Texas Teacher Star Chart Advisory Council (2003–2004)
  - Texas Computer Education Association (2001–present)
Zena H. Rudo

Educational Background
PhD, Curriculum and Instruction, University of South Florida, Tampa
MSW, Clinical and Administration, University of Maryland at Baltimore
BA, Social Work and Psychology, University of Maryland Baltimore County

Profile
Zena Rudo currently has a lead role in SEDL's comprehensive evaluation of Louisiana's afterschool programs. In her 12 years at SEDL, Dr. Rudo has worked on a wide range of education policy and field research, evaluation, development, and dissemination projects, including the National Coordination Center for the Parental Information and Resource Centers (PIRC), the National Partnership for Quality Afterschool Learning, the Regional Educational Laboratory Program and the California After School Demonstration Program. Dr. Rudo has extensive experience managing large databases, conducting analyses, and collaborating and consulting with state departments of education. Her work includes research on afterschool programming, family and community involvement, and school improvement. She also has developed, pilot tested, refined, and implemented a comprehensive performance indicator system for the federally funded PIRC program to collect, analyze, and report data on program outcomes and impacts. Before joining SEDL, Dr. Rudo was an Assistant Professor at the University of South Florida in Tampa.

Relevant Project Experience
Louisiana After School Evaluation
National Parental Information and Resource Coordination (PIRC) Center
National Partnership for Quality Afterschool Learning
California Afterschool Demonstration Program
Regional Educational Laboratory Program

Employment History
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<td>Project Director, Afterschool, Family, and Community Program Associate, Research and Evaluation</td>
<td>2007–present, 1999–2007</td>
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<tr>
<td>University of South Florida</td>
<td>Assistant Professor</td>
<td>1997–1999</td>
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<tr>
<td>Thomas E. Weightman Middle School</td>
<td>Research Assistant and Project Coordinator</td>
<td>1994–1997</td>
</tr>
<tr>
<td>Maryland Child Abuse</td>
<td>Executive Director</td>
<td>1982–1992</td>
</tr>
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</table>
Selected Publications


### Selected Presentations/Workshops


### Activities, Honors, and Memberships

- Rogers L. Barton Award for Excellence in Education Research & Dissemination (SEDL, 2003)
- Maryland Social Worker of the Year, National Association of Social Workers (1992)
- Member, American Educational Research Association (1992–present)
- Member, American Evaluation Association (1994–present)
- Member, American Association of University Women (1995–present)
- Member, American Education Finance Association (2000–2007)
Laura Shankland

Educational Background

PMP, Project Management Professional certification  
Project Management Institute

MA, Latin American Studies, University of Texas at Austin

BA, History and Political Science, Colorado College

Profile

Laura Shankland currently leads the development of corporate publications such as *SEDL Letter* and *SEDL Monthly*. She provides editorial guidance and support in the planning and completion of communications products and assists with the development and implementation of SEDL’s media relation activities. Ms. Shankland’s previous work at SEDL includes overseeing the production of *AfterWords*, an afterschool e-bulletin that won the Association of Educational Publishers Distinguished Achievement Award. While involved in SEDL’s afterschool work, she participated in site visits as part of a study to identify afterschool practices that promote academic enrichment. She also led the development of instructional and professional development guides that supplement the online Afterschool Training Toolkit. Prior to joining SEDL, Ms. Shankland worked at Holt, Rinehart, and Winston, where she was an editor and project lead in the development of educational resources. As a Teach for America corps member, she taught fifth grade in a bilingual classroom in Phoenix, Arizona.

Qualification Highlights

- Afterschool programs
- Alignment of standards, curriculum, and assessment
- Communications, editing, writing, and project management
- Elementary curriculum and instruction
- English language learners

Relevant Project Experience

National Partnership for Afterschool Learning

Employment History

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<td>Communications Associate</td>
<td>2009–present</td>
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<td>SEDL, Austin, TX</td>
<td>Communications Specialist</td>
<td>2005–2009</td>
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<td>SEDL, Austin, TX</td>
<td>Freelance Editor and Writer</td>
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<td>Holt, Rinehart and Winston</td>
<td>Editor</td>
<td>2000–2004</td>
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<td>University of Texas Press</td>
<td>Production Assistant</td>
<td>1999–2000</td>
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<tr>
<td>Organization of American States</td>
<td>Intern, Office of External Relations</td>
<td>1998</td>
</tr>
<tr>
<td>Brooks Elementary School, Phoenix</td>
<td>Bilingual Fifth-Grade Teacher</td>
<td>1995–1997</td>
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<tr>
<td>Teach for America, Phoenix</td>
<td>Corps Member</td>
<td>1995–1997</td>
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Selected Publications


Selected Presentations/Workshops


Activities, Honors, and Memberships

Judge for Association for Women in Communications 2009, 2010 Clarion Awards

Association of Educational Publisher’s Distinguished Achievement Award for AfterWords (2008)

Board Member: Association for Women in Communications, Austin, TX, 2010–present

Board Member: International Education Fund, Austin, TX, 2010–present

Member: Young Women’s Alliance (2003–2004)

Staff Recognition Award: Holt, Rinehart, and Winston (2002)
Brian P. Litke

Educational Background
MSCIS, Master of Science in Computer Information Systems, St. Edwards University
BA, Bachelor of Arts, University of Texas at Austin

Profile
Brian Litke is a Web Administrator in SEDL’s Communications department. He has extensive experience designing complex, Web-based information and data management systems that support SEDL programs and institutional functions. He has led the programming and development of a number of SEDL’s database-driven resources; including the Reading First awards database, the Smaller Learning Communities awards database, the Comprehensive School Reform awards database, the Parent Information Resource Center annual performance report (APR) form, the Connection Collection database of resources on family involvement, the Consumer’s Guide to Afterschool Science Resources, the SEDL Reading Assessment Database and the literature database on the Center for Comprehensive School Reform Web site. He has implemented many secure online data entry systems with multiple levels of user access and a complementary public search interface. Mr. Litke also has developed online information systems for deployment on the external client Web sites.

Employment History

<table>
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<td>SEDL, Austin, TX</td>
<td>Web Administrator</td>
<td>1996–present</td>
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<td>NeoStar Retail Group,</td>
<td>Product Information Coordinator</td>
<td>1995–1996</td>
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<td>Grapevine, TX</td>
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<td>Waco, TX</td>
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Selected Online Resources/Web Programming


Technical Assistance for Illinois 21st CCLC Program

interim report. Austin, TX: SEDL. (http://ritter.tea.state.tx.us/opge/progeval/HighSchoolCollege/THSCS_Cycle2_final_report.pdf)


Selected Presentations/Workshops


Activities, Honors, and Memberships

Edwin Hindsman Award for Contributions to the Education of Children, SEDL, 2004
Catherine F. Jordan

Qualification Highlights

- 28 years of experience in developing and supporting community-based educational initiatives
- Extensive expertise in building local capacity for high quality afterschool programs and other expanded learning opportunities
- National standing as a thought leader in approaches to engaging families and communities with schools
- Extensive experience in providing technical assistance and developing training resources and materials

Employment History

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<th>Title</th>
<th>Years</th>
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<tr>
<td>Self Employed</td>
<td>Consultant specializing in afterschool programming and family/community engagement</td>
<td>2011–present</td>
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<tr>
<td>SEDL, Austin, TX</td>
<td>Program Manager, Afterschool, Family and Community</td>
<td>1998–2012</td>
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<tr>
<td></td>
<td>Director, National Center for Family and Community Connections with Schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director, National PIRC Coordination Center</td>
<td></td>
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<td></td>
<td>Director, National Partnership for Quality Afterschool Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director, Collaborative Action Team Initiative</td>
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<td>McLennan County Youth Collaboration, Inc.</td>
<td>Executive Director, Communities in Schools</td>
<td>1990–1998</td>
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<tr>
<td>Texas Department of Mental Health-Mental Retardation</td>
<td>Director of Operations, Waco Center for Youth</td>
<td>1984–1990</td>
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<td>Heart of Texas Council of Governments</td>
<td>Deputy Executive Director</td>
<td>1972–1982</td>
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Educational Background
MAT, Public Service Administration, Tarleton State University
BA, Journalism and History, Baylor University

Selected Publications


**Selected Presentations and Workshops**


Activities, Honors, and Memberships

The National Family, School and Community Working Group, informing development and implementation of federal policy related to family, school, and community engagement in education, 2009–present


Informal Learning and Science Afterschool Research Project, PEAR, Harvard University Advisory Board, 2005–2008

Community Based Organization Work Group, NASA, 2006


The Texas Education Agency 21st CCLC Grant Task Force, Austin TX 2003

Kettering Foundation/Pew Partnership Research Group, Dayton, OH 2003

Austin Independent School District, 21st CCLC Program Advisor, 2003


Communities in Schools of Texas Board of Directors, 1997–1998


Danforth Foundation, TX Community Collaboration Institute for Children and Youth, 1990–1994
References


Appendix: Samples of Previous Work
Samples of Previous Work for Activity 2

- Agenda: Increasing Afterschool Program Quality (ISBE Workshop)
- Agenda: California After School Demonstration Program Meeting
- Evaluation Form: California After School Demonstration Program Meeting
- Meeting Evaluation Results: California After School Demonstration Program Meeting (excerpts)
- Agenda: 21st CCLC Site Coordinators (Texas Education Agency Workshop)
- Agenda: 2011 National PIRC Conference
- Webinar Description: Building Strategic Partnerships to Foster Community Engagement in Education

Samples of Previous Work for Activity 4

- California After School Demonstration Program Needs Assessment (excerpts)
- *AfterWords Newsletter: From Compliance to Quality: How to Make Evaluation Work for Your Program*
Increasing Afterschool Program Quality
Northern Illinois University, Naperville, IL
Illinois State Board of Education
Summer 2012 Workshop

Agenda

Workshop Objectives
- Learn to use SEDL's *Afterschool Training Toolkit* to build staff capacity for developing and leading quality academic activities
- Assess the academic programming practices of your afterschool program
- Develop an action plan for the professional development of staff on providing quality academic programming

**Wednesday, August 15, 2012**

9:00 a.m. – 10:15 a.m.  Openings Remarks
Introductions

10:15 a.m. – 10:30 a.m.  Break

10:30 a.m. – 12:00 p.m.  Capacity Building
What is it?
Why is it important for afterschool?

**SEDL's Afterschool Training Toolkit**
Tour of key components

Self-Assessment
What are the academic programming practices of your afterschool program?

12:00 p.m. – 1:00 p.m.  Lunch

1:00 p.m. – 3:00 p.m.  Building Understanding and Skills
- Staff development concept model
- Further exploration of the toolkit

**Thursday, August 16, 2012**

9:00 a.m. – 12:00 p.m.  Design Capacity Building Plan for Your Staff
- Plan and prepare for staff development
- Share staff development plans
- Next steps for extending learning
Meeting Goals
1) To plan and develop processes and materials to pilot panel presentations as a CASDP technical assistance delivery strategy at the 21st CCLC Cohort 5 Grantee Orientation on November 3, 2008.
2) To organize and develop handouts/tip sheets and other materials in support of the panel presentations.
3) To establish a plan for CASDP follow-up process with panel presentation audience members.
4) To develop timelines for CASDP committees’ next steps.
5) To establish CASDP meeting dates through June 30, 2009.

Tuesday, October 21, 2008

9:30 am–10:00 am Opening Remarks and Teambuilding Activity
CDE spokesperson will open the meeting. Participants will take part in a teambuilding activity.

10:00 am–12:00 pm Development of Panel Presentations and CASDP Panel Process
- CDE consultants will provide a brief overview of the focus of the 4 presentations scheduled for the November 3, 2008 orientation.
- Panel members will share their ideas for the presentations based on the draft questions provided by the CDE and will describe handouts/tip sheets they have considered.
- The entire CASDP cohort will discuss the proposed feedback on the panel topics and identify any additional information that could be added. What information from each CASDP committee is relevant to the panel presentations?

12:00 pm–1:00 pm Lunch

1:00 pm–2:15 pm Development of Panel Presentations and CASDP Panel Process (contd)
The entire CASDP cohort will discuss the following:
- How should CASDP information, and individual panel member (i.e., Demonstration Program) information be presented?
- What will be the CASDP follow-up process for this strategy?
- How will follow-up activities be documented?

2:15 pm–2:30 pm Break

2:30 pm–3:30 pm CASDP Committees Plan for Next Steps
Each CASDP committee will discuss the following:
- How will the committee obtain/organize information?
- How will the committees utilize the cohort for information and toward developing products/materials for committee priorities?
- What will committees work on and how will they continue their work between now and the next meeting (December 2008)?

3:30 pm Reflections
- Each committee will share what it will work on and its projected accomplishments for the next meeting.
- Establish future CASDP meeting dates through June 30, 2009.
- Next meeting planners: Yashica Crawford, Karla Stroman, and Debra Mason
- Each participant will have an opportunity to weigh in with a brief comment about the day.
Evaluation Form

To evaluate the effectiveness of this meeting, it is important for us to understand your experiences during this event and the impact it has on your professional work. We are interested in both strengths and weaknesses of the meeting. Your opinions are valuable to us for improving our future work together!

1. To begin, please take a few moments to give us the following information:

   ___ After School Program Director/Manager
   ___ After School Site Coordinator
   ___ Other, please specify:

2. What were your expectations for this CASDP meeting?

3. To what extent did this meeting meet your expectations?

   Uncertain Not at all Some A good deal A great deal
   0 1 2 3 4

   Comments:

4. How would you rate the overall quality of the meeting?

   Unsatisfactory Somewhat Satisfactory Good Excellent
   1 2 3 4 5

   Comments:

5. Regarding the development of the panel presentations, please indicate the extent to which you agree with each of the following statements by circling the appropriate responses, using the scale below:

   Strongly Disagree Disagree Agree Strongly Agree
   SD   D   A   SA

   a  The information discussed at this meeting helped broaden my knowledge of how we work together as the CASDP.
   _______ Rating _______ _______ _______ _______

   Comments?

   b  I have learned useful strategies for my work as a Demonstration Program.
   _______ Rating _______ _______ _______ _______

   Comments?

   (Please turn over)
<table>
<thead>
<tr>
<th>Strongly Disagree (SD)</th>
<th>Disagree (D)</th>
<th>Agree (A)</th>
<th>Strongly Agree (SA)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>c I learned more about the expertise of the other Demonstration Programs as a result of developing these panel presentations.</td>
<td>SD</td>
<td>D</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>d I believe that the panel presentations we developed will provide useful information to the new cohort of 21st CCLC grantees.</td>
<td>SD</td>
<td>D</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>e I plan to share what I have learned at the meeting with others.</td>
<td>SD</td>
<td>D</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>f I felt comfortable sharing my ideas and information.</td>
<td>SD</td>
<td>D</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>g I believe that the contributions of every Demonstration Program were incorporated.</td>
<td>SD</td>
<td>D</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>h This meeting was a waste of my time.</td>
<td>SD</td>
<td>D</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>i Interacting with the other meeting participants was a valuable experience.</td>
<td>SD</td>
<td>D</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>j I have expanded my resources as a result of this meeting.</td>
<td>SD</td>
<td>D</td>
<td>A</td>
<td>SA</td>
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<tr>
<td>l I look forward to developing new CASDP technical assistance delivery strategies with my committee.</td>
<td>SD</td>
<td>D</td>
<td>A</td>
<td>SA</td>
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6. In what ways could this meeting have been improved?

7. How can the CDE/SEDL team be of assistance in your CASDP work?

8. Any other comments you’d like to share?

THANK YOU!
CASDP Meeting October 21, 2008
Evaluation Results

Staff from the Demonstration Programs, CDE, and SEDL gathered for the third CASDP meeting in Sacramento, California on September 21, 2008. Goals for participants at the meeting were:

- Plan and develop processes and materials to pilot panel presentations as a CASDP technical assistance delivery strategy at the 21st CCLC Cohort 5 Grantee Orientation on November 3, 2008.
- Organize and develop handouts/tip sheets and other materials in support of the panel presentations.
- Establish a plan for CASDP follow-up process with panel presentation audience members.
- Develop timelines for CASDP committees’ next steps.
- Establish CASDP meeting dates through June 30, 2009.

SEDL developed an evaluation survey participants completed at the end of the meeting. All 18 participants provided anonymous responses (100 percent response rate). The results follow.

Summary
Participants indicated on their evaluation surveys that they were very pleased with this third meeting and particularly appreciated the opportunity to share ideas, working together to develop quality information for the new after school grantees, and moving the CASDP forward. They indicated they have a better understanding of the CASDP and seem appreciative of being a member, as well as the collaboration and assistance they have with CDE and SEDL.

Meeting Participants
Over half of the participants (56 percent) identified they were after school program directors/administrators. An equal amount noted they were after school site coordinators or “others” (22 percent each). Four persons identified themselves as “others” including educational consultant, after school facilitator, and consortium lead positions. Table 1 provides the percentages for respondent positions.

Table 1. Participants’ Positions in After School Program

<table>
<thead>
<tr>
<th>Primary Position</th>
<th>N</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>After School Program Director/Manager</td>
<td>10</td>
<td>56%</td>
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<tr>
<td>After School Site Coordinator</td>
<td>4</td>
<td>22%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>22%</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
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</tbody>
</table>

Meeting Goals
Prior to the meeting, participants received an agenda. Survey respondents were asked to identify their expectations for this CASDP meeting. Generally, participants were clear this meeting was to plan for the panel presentations at the November 3, 2008 21st CCLC Grantee Orientation. (See Table 2.)

Table 2. Participants’ Expectations for CASDP Meeting

<table>
<thead>
<tr>
<th>Participant’s Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>To find out what's going on.</td>
</tr>
<tr>
<td>Plan for Nov 4th.</td>
</tr>
</tbody>
</table>
My expectations were that we would plan for Nov 3, 2008 meeting.
To get the panel discussion planned.
Establish and plan for the panel presentation in November for new grantees.
Organization for 11-3 conference.
None - inform.
Panel and CASDP next steps.
To organize/develop our panel presentation for the 21st CCLC Cohort 5 orientation.
To work on 21st CCLC panel presentations.
I had no idea what to expect (first meeting).
Continue the knowledge and progress of the CASDP - start to formulate and actualize our roles.
1st timer - just getting the information/learning what's going on-get on a committee.
To move forward and have an action plan for panels.

Seventeen participants rated the extent to which their expectations were met. Fifty-nine percent responded their expectations were met a great deal and 41 percent said a good deal. Three respondents made positive comments, indicating the meeting was organized, productive and made them feel better about the upcoming presentations.

**Meeting Quality**
Fifty-six percent of participants rated the meeting as excellent in quality, as seen in Figure 1. Of the remaining eight participants, 33 percent felt the meeting quality was good and 11 percent thought it was satisfactory. Three comments were made that indicated the meeting was well received (see Table 3).

*Figure 1. Participants' Rating of Meeting Quality*

<table>
<thead>
<tr>
<th>Quality of Meeting</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>100%</td>
</tr>
<tr>
<td>Good</td>
<td>60%</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>20%</td>
</tr>
</tbody>
</table>

*Table 3. Participants' Comments on the Quality of CASDP Meeting*

<table>
<thead>
<tr>
<th>Meeting Quality Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Okay to know expectations.</td>
</tr>
<tr>
<td>All participants were engaged and receptive.</td>
</tr>
<tr>
<td>Very organized, good input, good involvement and overall good meeting.</td>
</tr>
</tbody>
</table>
AGENDA
TEA 21ST CCLC SITE COORDINATORS

DATES
April 9 - 10, 2008, Irving, TX
April 15 - 16, 2008, Houston, TX
April 22 - 23, 2008, McAllen, TX

GOALS
Enhance program success with a positive program environment by:
• Demonstrating successful Facilitative Leadership skills
• Improving communication with a variety of audiences
• Using Project Based Learning to Enhance Academics
• Employing Successful Homework and Tutoring Practices

**DAY 1**
9:30 a.m. Introductions - Warm-Up
   Setting the stage for improving behavior and dealing with difficult individuals
   Understanding and using Leadership styles to achieve program improvement
   JOE PARKER
   JOE PARKER
   WENDY JONES
   JERRY ELDER

   WENDY JONES
   CATHERINE JORDAN
   JOE PARKER

12:00 p.m. Working Lunch - Table Discussion
1:00 p.m. Building Knowledge of Program Success with Newsletters
   Project Based Learning to enhance academic achievement and student participation
   WENDY JONES
   CATHARINE JORDAN
   WENDY JONES
   MARILYN HEATH

4:30 p.m. Reflection and Adjournment

**DAY 2**
9:30 a.m. Implementing proven practices in Homework and Tutoring
   Sharing Success
   JERRY ELDER
   JOE PARKER
   WENDY JONES

12:15 p.m. Reflections and planning
12:30 p.m. Adjournment

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NATIONAL PARTNERSHIP FOR QUALITY AFTERSCHOOL LEARNING
Advancing Research, Improving Education

TEXAS EDUCATION AGENCY
21st Century Community Learning Centers

SEDL
DAY 1 - MONDAY, AUGUST 1, 2011

Noon–2:00    Check-In

2:00–2:30    Opening Remarks
Greetings and Messages from the U.S. Department of Education
Presidential Ballroom

Anna Hinton, Director, Parental Options and Information, Office of Innovation and Improvement, U.S. Department of Education, Washington, DC

James H. Shelton III, Assistant Deputy Secretary for Innovation and Improvement, U.S. Department of Education, Washington, DC

2:30–5:00    Guidance Session
Guidance from the U.S. Department of Education: Closeout 101
Presidential Ballroom

Anna Hinton, Director, Parental Options and Information, Office of Innovation and Improvement, U.S. Department of Education, Washington, DC

Monique Toussaint, Management and Program Analyst, Parental Options and Information, Office of Innovation and Improvement, U.S. Department of Education, Washington, DC


The PIRC team will provide guidance on administrative issues, such as closeouts, final reporting, and no-cost extensions and discuss frequently asked questions.

5:00    Adjourn

DAY 2 - TUESDAY, AUGUST 2, 2011

8:30–8:45    Welcome
Overview of the Day
Presidential Ballroom

Anna Hinton, Director, Parental Options and Information, Office of Innovation and Improvement, U.S. Department of Education, Washington, DC

8:45–9:30    Online Demonstration: GreatSchools
Successful Family Engagement with Online Solutions
Presidential Ballroom

Molly Vitorte, Vice President and Managing Director, College Bound, GreatSchools, San Francisco, CA

An overview of the digital media tools that GreatSchools uses to inform and engage parents at scale. Session will include a brief overview of the GreatSchools Web site and a demonstration of the online parent education tool, College Bound, which inspires and guides parents to do their part to raise college-ready high school graduates—beginning at kindergarten.

9:30–9:45    Break
Keynote Presentations

**Leading High-Impact Nonprofits: What It Takes to Be Great**

*Leslie Crutchfield, Senior Advisor, FSG, Washington, DC*

What makes great nonprofits great? The answer is not what you think. Leslie Crutchfield spent 4 years studying a dozen of the highest-impact nonprofits founded in recent U.S. history, unearthing their secrets to success. The organizations' missions range from advancing educational equity and access (Teach for America), to protecting the environment (Environmental Defense), to eliminating poverty housing (Habitat for Humanity), and more. The lessons learned have significant implications for any nonprofit that seeks to achieve greater levels of impact. The presentation will focus on how local nonprofit leaders can apply six practices to achieve deeper impact in their regions while sustaining their organizations in the face of significant government and private funding cuts. Crutchfield will also draw on her research for the forthcoming second edition of *Forces for Good*, which includes insights on how the 12 featured nonprofits have managed to survive—and thrive during—the recent recession and their plans for growth in the next 5 years.

**Managing for Sustainability: A Toolbox for Nonprofit Leaders**

*Daniel Stid, Partner, The Bridgespan Group, San Francisco, CA*

Parental Information and Resource Centers (PIRCs), like many other nonprofits, have to find new ways to sustain their work in an increasingly tough funding environment. The Bridgespan Group has developed a toolbox to help organizations manage their portfolio of programs for impact and sustainability, identify and implement practical funding models, and use outcomes data to drive greater impact, productivity, and funding. This session introduces both the toolbox and links to free online resources to help participants work with it.

Break

Online Demonstration: One Green Apple

Lost in Translation: Overcoming Barriers to Real Parent Involvement

*Joseph M. Fratoni, President, One Green Apple, Malvern, PA*

*Kim O. Jones, Chief Technology Officer, One Green Apple, Austin, TX*

*Queen Makkada, Parent Leader and Community Activist, New York City, NY*

School ratings and recognition are predicated on student achievement. A significant factor in a child's success is family engagement, yet educators have had difficulty in harnessing this cost-effective resource. The parents of at-risk students don't know what to do: The school culture and language are foreign to them, yet teachers need to communicate with all parents, not just those who attend meetings. This session introduces new technology-driven concepts to bridge this cultural divide and re-engage families in their children's education.

Lunch on Your Own

Concurrent Sessions I

Using Evaluation to Support Sustainability

*Heather Weiss, Founder and Director, Harvard Family Research Project (HFRP), Cambridge, MA*

Evaluators and evaluation can advise and facilitate initiatives' strategy development to help ensure sustainability. HFRP's Heather Weiss will lead a discussion about the role of evaluation.
Sustaining Successful Programs: What to Do When the Funding Stops?
South American Room

**Jenifer Gager Holland**, Program Manager for Training and Technical Assistance, The Finance Project, Washington, DC

**Shawn Stelow Griffin**, Senior Program Associate, The Finance Project, Washington, DC

Sustaining successful programs is a critical issue for Parental Information and Resource Center (PIRC) programs. Time-limited grants, narrow categorical funding streams, and difficult economic conditions leave program leaders struggling to find a stable and adequate resource base to continue their programs over time. Moreover, PIRC programs operate in a rapidly changing environment that includes political transitions, economic shifts, and demographic changes in the communities they serve. In this highly interactive session, participants will focus on the issues that are vital to sustainability when facing the conclusion of initial or core grant funding. Building on the Finance Project’s deep experience with children, youth, and family-serving programs nationwide, the session will help PIRC leaders to explore three key issues: organizational structure, short-term “best bets” funding sources, and long-term financing strategies and sustainability planning. The session will include tools and examples to illustrate key concepts and will introduce participants to a full range of resources—including follow-on consultations—from the Finance Project to assist them in their planning once they return to their sites.

Measuring Family Engagement Outcomes
Senate Room

**Holly Kreider**, Director of Programs, Raising A Reader, Mountain View, CA

As a central aim for Parental Information and Resource Centers (PIRCs), family engagement is an important and sometimes challenging outcome to assess. Session participants will gain knowledge about the latest family engagement research, define and operationalize family engagement for their own evaluation purposes, learn about widely adopted family engagement measures and study designs, and contemplate new directions for family engagement research and evaluation. Group discussion and case studies of recent family engagement program evaluations will illustrate promising research and evaluation strategies and facilitate individual action planning to further session participants’ own work.

2:45-3:00 Break

3:00-4:15 Concurrent Sessions II

Using Evaluation to Support Sustainability (Repeated)
Congressional Room

**Heather Weiss**, Founder and Director, Harvard Family Research Project (HFRP), Cambridge, MA

Evaluators and evaluation can advise and facilitate initiatives’ strategy development to help ensure sustainability. HFRP’s Heather Weiss will lead a discussion about the role of evaluation in supporting sustainability, focusing on strategy development and evaluation practices that treat sustainability as an outcome in and of itself as well as on methods of tracking progress to help ensure that initiatives receive ongoing information about the health of their sustainability efforts.
Concurrent Sessions II (continued)

Sustaining Successful Programs: What to Do When the Funding Stops? (Repeated)

South American Room

**Jenifer Gager Holland, Program Manager for Training and Technical Assistance, The Finance Project, Washington, DC**

**Shawn Stelow Griffin, Senior Program Associate, The Finance Project, Washington, DC**

Sustaining successful programs is a critical issue for Parental Information and Resource Center (PIRC) programs. Time-limited grants, narrow categorical funding streams, and difficult economic conditions leave program leaders struggling to find a stable and adequate resource base to continue their programs over time. Moreover, PIRC programs operate in a rapidly changing environment that includes political transitions, economic shifts, and demographic changes in the communities they serve. In this highly interactive session, participants will focus on the issues that are vital to sustainability when facing the conclusion of initial or core grant funding. Building on the Finance Project’s deep experience with children, youth, and family-serving programs nationwide, the session will help PIRC leaders to explore three key issues: organizational structure, short-term “best bets” funding sources, and long-term financing strategies and sustainability planning. The session will include tools and examples to illustrate key concepts and will introduce participants to a full range of resources—including follow-on consultations—from the Finance Project to assist them in their planning once they return to their sites.

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4:15—4:30

Break

4:30—5:15

Online Demonstration: Education.com

Using the Web to Build Needs-Based Parental Sustainable Programs

Presidential Ballroom

**Ronald F. Fortune, CEO, Education.com, Redwood City, CA**

This session will show how Education.com has rapidly grown in 4 years to serving 3.5 million parents per month. Parental usage has been strong among minorities and low- to mid-socioeconomic parents. Examples of content designed to accelerate the academic performance of students will be presented. The session will also explore ways to expand parental needs assessment using search technology as well as Web-based approaches to strengthening the relationship between parents and schools.

5:15

Adjourn
8:30–9:00  Plenary Session  
Recommendations from the National Policy Forum for Family, School, and Community Engagement  
Presidential Ballroom  
Anna Hinton, Director, Parental Options and Information, Office of Innovation and Improvement, U.S. Department of Education, Washington, DC  
The National Policy Forum for Family, School, and Community Engagement, which convened on November 9, 2010, explored family and community research, showcased promising examples, and assessed opportunities to integrate and sustain family and community engagement across education reform priorities. Recommendations that emanated from forum discussions will be shared with participants.

9:00–9:45  Discussion Session  
Participant Perspectives: Systemic Family Engagement and Education Reform  
Presidential Ballroom, Congressional Room, Senate Room  
Participants will engage in table discussions to explore policy forum recommendations; the meaning of systemic, integrated, and sustained family and community engagement; and how to apply the framework to their states and territories. Participants will have the opportunity to connect their diverse perspectives, listen for insights from each other, and share in discovered meaning and understanding.

9:45–10:00  Break  

10:00–11:30  Workshop  
Data Collection and Evaluation to Promote Student Learning  
Presidential Ballroom  
Ron Mirr, President, RM Consulting, Iowa City, IA  
Zena Rudo, Project Director, SEDL, Austin, TX  
The key to sustainability is reporting how your services promote student learning. This session will focus on helping you best showcase your efforts toward changing student outcomes and how, moving forward, efforts must include using student-level data. Ron Mirr and Zena Rudo will discuss strategies, tools, terminology, and documentation for incorporating student-level data into your evaluation and for developing a sustainability plan. PIRC directors, staff, and evaluators will have the opportunity to work in small groups to create action steps.

11:30–11:50  Tribute  
Celebrating PIRC Accomplishments  
Presidential Ballroom  
Zena Rudo, Project Director, SEDL, Austin, TX  

11:50–Noon  Closing Remarks  
Presidential Ballroom  
Anna Hinton, Director, Parental Options and Information, Office of Innovation and Improvement, U.S. Department of Education, Washington, DC  

Noon  Adjourn
Strategic community partnerships are a key component of systemic family, school, and community engagement in education. These partnerships draw on the strengths of community groups as they surround students with an array of supports to enhance learning and prepare them for the 21st century. Strategic partnerships also create a culture of communication with each other and with families and schools to ensure the services they provide meet the needs of their communities.

This webinar will examine practical examples of how to build successful strategic partnerships that foster community engagement, including how to select the organizations, people, and services to be included; how to structure communications to ensure ongoing collaboration; and how to build connections with families and schools.

We will hear from a Promise Neighborhood grantee about the program's vision and how it is forming partnerships to support students from birth through college and career preparation, from The Children's Aid Society about why the community school model promotes strong families and successful students, and from the United Way of Lake County, Illinois about a community engagement planning process to ensure on-time high school graduation. The U.S. Department of Education's Center for Faith-based and Neighborhood Partnerships will also speak about what the initiative is doing to sponsor deliberate and ongoing partnerships.

February 9, 2011, 2:00–3:30 p.m. (EST)

REGISTER ONLINE:
www.nationalpirc.org/engagement_webinars/register.html

Featured speakers include:
* Moderator: Lindsay Torrico, Manager, Public Policy, United Way Worldwide
* Reverend Brenda Gilten-Mitchell, Director, Center for Faith-based and Neighborhood Partnerships, U.S. Department of Education
* Jane Quinn, Director, National Center for Community Schools, The Children's Aid Society
* Inesena Salcido, Founder, Cesar Chavez Public Charter Schools for Public Policy, Promise Neighborhood Grantee
* Helen Westminster, Director of Program Quality, Flamboyan Foundation
* Michelle Mittler Crombie, Vice President of Community Development, United Way of Lake County, Illinois

This webinar series is funded in part by the U.S. Department of Education's Parental Information and Resource Center program. The content of this webinar series does not necessarily reflect the views of the U.S. Department of Education.
A Practitioner’s Guide

Building and Managing

QUALITY

AFTERSCHOOL

PROGRAMS

NATIONAL CENTER FOR QUALITY AFTERSCHOOL
Advancing Research, Improving Education

SEDL

This publication funded by C.S. Mott Foundation
Acknowledgments

We wish to acknowledge the contributions of the members of the National Partnership for Quality Afterschool Learning, 2003–2008.

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The National Partnership research was led by the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) in Los Angeles, California, in collaboration with SEDL.

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Pete Goldschmidt, Database Manager

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Introduction

As an afterschool leader, you know all too well the many challenges involved in managing, organizing, and operating a high quality program. Providing fun and engaging activities for students that boost their academic performance and motivate them to keep attending your program is definitely a primary focus. But so is knowing how to effectively oversee daily operations, support your staff, and sustain strong relationships with stakeholders. Often it’s hard to find the resources and practices you need and can rely on to implement your goals. This Guide is designed to share with you the practices that can help you cover it all—great programming, terrific staff, positive relationships, and plenty of resources to lead and sustain successful afterschool programs.

What’s Included in This Guide

Produced with the generous support of the C.S. Mott Foundation, this Guide is intended to share the insights of SEDL’s National Partnership for Quality Afterschool Learning (the National Partnership) as well as information about both the academic and the organizational and management practices that successful afterschool programs use. We have organized these practices into the following four focus areas:

- program organization
- academic programming practices
- supportive relationships in afterschool
- achieving program outcomes

Within each focus area, we describe the key practices of successful programs. In addition, we provide a Quality-O-Meter tool to help you reflect on your practices. This tool incorporates what the National Partnership learned in its research as well as knowledge from its numerous content experts. We then provide a Planning for Action tool to help you document plans for implementing practices to increase your program’s quality. This tool is a structured way to organize and manage the implementation of any new or enhanced afterschool practice.
How Practitioners Can Use This Guide

Anyone associated with what is often referred to as expanded learning time—whether afterschool, before school, Saturday, extended day, extended year, summer learning, or any other nontypical school-day learning situation—will find this publication useful. In particular, this Guide can help build the knowledge and skills of a variety of audiences.

With individuals, leaders can use this Guide as a self-study of the key practices that contribute to a successful program. With groups, leaders can use it to guide discussions and decision-making processes in a professional learning community. This Guide can serve as a continuous improvement and planning tool for staff or a program advisory group. Furthermore, it can be used to inform the ongoing discussions between school-day programs and afterschool or other expanded learning programs.
The Research Base for This Guide

This Guide is based on a 5-year research study funded by the U.S. Department of Education and conducted by the National Partnership, a collaborative of eight organizations. This exploratory study examined high quality afterschool programs having evidence suggesting a strong connection to increased student academic achievement sustained over several years.

The study had three major goals:

- To identify practices the programs were using successfully to increase student performance in the six content areas of literacy, mathematics, science, the arts, technology, and homework/tutoring assistance
- To explore trends in the practices across the programs in the study
- To share the practices observed across the sites with the larger afterschool community

To select sites for the study, National Partnership staff reviewed annual performance reports and a variety of other data for 21st Century Community Learning Center grant recipients and other successful afterschool programs. On the basis of data from these sources, 53 programs in 33 states were identified as providing quality afterschool practices. National Partnership staff and program leaders worked together to select from each program two sites that had been in operation for at least 3 years, were focusing on the content areas, and had evidence of success in promoting student learning. A total of 104 individual sites were chosen for the study. For a more detailed description of the site selection methodology, see the Appendix; and for the full research report, go to www.sedl.org/afterschool/commonpractices.pdf.

The National Partnership then sent teams trained in the study protocols to spend time at each site. Using the National Partnership protocols, the teams collected survey information from parents, school-day staff, and afterschool staff; conducted scripted interviews with a variety of staff; and made organized observations of activities focused on one of the study’s six study areas. The teams also

requested and collected from the sites any available internal or external evaluations as well as details about attendance, specific learning results, or student behavior. All of the information was then transcribed, collated, and analyzed by the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA.

The study validated that sites selected as successful were indeed providing quality afterschool practices in academic content and crosscutting areas. In addition, the research team identified many common practices for managing, organizing, and sustaining a high quality program. The sites met indicators of success established from the research literature and expert opinion for delivering quality content and sustaining an effective afterschool program.

The practices from these programs, combined with expertise from more than 40 nationally acclaimed afterschool and content experts, informed the creation of a set of online and print resources (see www.sedl.org/afterschool). These resources support professional development activities focused on enhancing academic practices in afterschool and other expanded learning programs. To add to these resources, we produced this Guide to provide a practical tool to help you reflect upon your program’s strengths and limitations so you can take informed action to increase your program’s quality.
Goal-Oriented Programs

What We Learned

Programs set specific goals for students' academic achievement. Most of the programs we studied focused on helping students meet academic expectations by using different instructional approaches than those used during the school day. To do so, programs intentionally set specific, well-articulated instructional goals based on students' academic data. In most of the programs we observed, these goals were written and shared with all staff so that everyone understood what they were trying to accomplish academically with students.

Programs design learning activities to address specific learning goals in content areas. The programs we studied connected their academic goals to the school district's instructional goals for specific content areas. Goals emphasized specific learning expectations that linked to the standards and strongly concentrated on improving basic skills. Program leaders encouraged instructional staff to use project-based learning models that integrated content across areas. Sites and programs that emphasized the arts generally had goals to encourage student creativity and expression by extending exposure to a variety of arts experiences. The science programs had goals to awaken or strengthen student curiosity about science and the world while addressing academic improvement and achievement in specific science areas. Programs that focused on the arts or science also usually incorporated learning goals and activities tied to multiple content areas, like literacy and math. The technology programs had goals to provide students with hands-on experience with the mechanics of a broad range of technology skills that could enhance learning in other academic content areas. Homework and tutoring goals focused on using well-trained staff to help students understand their assignments and be more motivated to complete them.

Program leaders and staff regularly communicate with school-day staff. Afterschool staff developed, adapted, or selected tools and methods to maintain contact at regular intervals with school-day staff. The intent of the contact was to keep an integrated focus on academic achievement goals. Interviews, surveys, and observations indicated that programs and sites with full-time leaders were most successful in developing and maintaining ongoing communication with school-day staff.

How is your program doing?

The next two pages provide tools to help you implement quality practices in your afterschool program.
Quality-O-Meter  Goal-Oriented Programs

Reflect on and rate how well you think your program or site is doing on each item.

All program and site staff have access to a printed or electronic copy of the program's student learning goals and academic expectations.

Afterschool staff meet regularly with school-day staff to coordinate and cooperate on meeting the program's goals for students' academic achievement.

Afterschool activities addressing academic goals and expectations do not directly extend the same instructional approaches used during the school day.

The program's academic goals for students connect to the school day or district's instructional goals for specific content areas.

Program leaders and site coordinators work with the instructional staff to construct and use project-based learning models and strategies tied to multiple content areas.

Program staff utilize self-developed or purchased tools to enhance regular communication with the school-day staff.

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**Planning for Action** Goal-Oriented Programs

Use this tool with your answers on the Quality-O-Meter to help you prioritize your practices and plan your program improvement.

List the practices in this area that you would like to strengthen or adopt in your program.

List specific steps you can take to strengthen or adopt these practices in your program.

What individuals and groups need to be involved?

What information and other resources will be needed to implement the step(s)?

Describe how you envision your plan of action being implemented, including specific actions, responsibilities, and timelines.

To build understanding and support for the steps you plan to take, what do you need to do, to whom do you need to talk, and what points will you need to stress? (What is in it for them?)

How will implementing the steps to strengthen these practices benefit your program? (What is in it for the program and for you?)

How will you determine if the step(s) have been implemented as planned and are achieving the expected results?

Other ideas for better orienting your program around academic goals:
California After School Demonstration Program Needs Assessment

Background Information

The California Department of Education (CDE) is responsible for developing and providing comprehensive statewide technical supports for the advancement of quality in California’s after school programs. The California After School Demonstration Program (CASDP) is viewed as a critical core component of this statewide technical assistance system. Through practical, “hands-on” demonstrations of effective program strategies CASDP sites will help to broaden, strengthen, and expand the level of technical assistance and training provided to CA after school grantees.

To support the development and implementation of an effective CASDP, the CDE contracted with SEDL. SEDL will work closely with CDE and the Demonstration Programs (CASDPs) to: identify training needs for effective demonstration program operation, co-develop necessary training processes and materials to address those needs, pilot test and refine co-developed processes and materials and implement effective staff development for demonstration program staff.

Based on research and CA statute, SEDL developed quality indicators in six (6) program areas - program design, program leadership and administration, staff development, community partnerships/collaboration/family involvement, program finance, accountability/evaluation/research. These indicators as well as minimum program requirements identified by CDE were the basis for selection of the CASDPs. The CASDPs will serve as resources for effective after school program delivery, for strategies, and for operating structures that align with the school day and extend learning opportunities in support of increased student achievement.

CASDPs will, as exemplars of the continuous program improvement process, assist other after school programs across California in facilitating growth opportunities for their programs. They will support and sustain this professional development through technical assistance, dissemination of approved materials, structured site visits, and other hands-on presentations.

Identifying Technical Assistance Needs

One of the first steps in the process to implement the CASDPs is to both identify and understand the technical assistance and support needs of your and other after school programs in California and how best to serve those needs. Please identify for us your program’s technical assistance and support needs by completing the following needs assessment.

As you complete this form keep in mind the strengths of your program and how the processes and strategies you employ have evolved over time. Think about what training/resources you will need to effectively convey processes and strategies you use that positively impact student achievement and that increase school success for underperforming students. Focus on helping other programs to understand “how” you reached and continue to improve your current level of program quality and success. Remember that together we will co-develop training/technical assistance processes, materials, and strategies that reflect research and evidenced-based quality elements for after school programs as highlighted in the effective practices of your CASDP sites.
Program Information

Program Name: ____________________________________________________________

Site Name: ______________________________________________________________

Your Name: ______________________________________________________________

Your Position: ____________________________________________________________

Instructions for completing this needs assessment:

In each of the six program areas and with respect to California statutes and other program requirements of CDE, think about your program’s strengths and needs. Consider your program’s capabilities and current resources (e.g., staff expertise and skills, professional development opportunities, CDE and regional support, available funds and materials, and existing partnerships).

First, identify the practices that are technical assistance/support strengths of your program. Please do this for CDE statutory and program requirements and for each of the six (6) program areas. Examples of technical assistance/support strengths would be if your program:

- Has reinforced math skills through after school activities and
- Can show evidence of improvement in students’ math and
- Can demonstrate how the math concepts were embedded in the activities.

- Has strong community support evident by your community-wide collaborative and
- Has documentation of the steps taken to garner that support and
- Can guide others on how to implement this practice in their after school programs.

For all identified strengths, please describe how you already have or how you would provide technical assistance/support in this area. Think about past experiences you have had with other programs and/or at professional development events/opportunities. (Consider the resources your program currently has or that are available to your program, previous trainings/presentations you have made, support that you have provided to other programs to assist them with challenges, etc.). Please be explicit in your descriptions of “how” your program has or would provide support. Feel free to use the back of the form and to add additional paper if more space is required for your response.

Then, tell us what you might need in order/or to better demonstrate these practices to others. For example, you may need help figuring out how to weave mathematics through your entire program or in determining how to incorporate your community-wide collaborative in your demonstrations to others. Perhaps you need help to more clearly explain how 85% of your expenditures are geared toward direct services to students. Please be explicit about the support you need as you will be required to demonstrate your experience in all of these areas.

When you have completed this needs assessment, please make a copy for your records. Phone calls will be made to all Demonstration Programs to review and discuss your technical assistance/support needs.

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**Program Design** is concerned with what happens and how it happens for students in an after school program. The focal point of this area is on how and why you do what you do.

<table>
<thead>
<tr>
<th><strong>PROGRAM GOALS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program goals clearly identify program purpose, drive its activities, and serve as its benchmarks for program progress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROGRAM ACTIVITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program activities support program goals, provide fun learning opportunities that align with the school day curriculum, and result in improved outcomes for students.</td>
</tr>
</tbody>
</table>
**PROGRAM APPROACH and STRUCTURE**

Programs are targeted to the population they serve, are inclusive of all learners, and are responsive to local needs and preferences.

---

**CONTINUOUS IMPROVEMENT**

A data-driven continuous program improvement approach is used to maintain program quality.
**Program Leadership and Administration** is concerned with having an effective management structure that ensures successful operation of an after school program based on its program design.

<table>
<thead>
<tr>
<th>PROGRAM ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program environment is healthful and conducive to effective after school program operation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program schedule meets students’ needs, offers a variety of academic and non-academic activities, addresses minimum school days, and observes statutorily required hours of operation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT RECRUITMENT and MONITORING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly defined and executed policies and procedures ensure appropriate student enrollment, attendance, and behavior.</td>
</tr>
</tbody>
</table>
### LINKAGE WITH THE SCHOOL DAY

Relationship with the school day staff and administration garners improved outcomes for students and support for the after school program.

### PROGRAM MANAGEMENT and SUSTAINABILITY

Program management fosters learning and leadership at all levels using clearly defined policies for sound program management to ensure program sustainability.
**Staff Development** is concerned with practices that affect the individuals who can promote the goals and objectives of the program.

<table>
<thead>
<tr>
<th>STAFFING</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program director/leader is employed full-time, staffing practices are effective to ensure student-to-staff ratios, program quality is emphasized by staffing practices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning at all levels is encouraged and opportunities for individual and staff development are routinely provided.</td>
</tr>
</tbody>
</table>
## STAFF EVALUATION

Staff are clear about job duties, performance is regularly evaluated, and support is provided as necessary.

## PROGRAM DELIVERY

Staff use research-based teaching, motivational, and behavioral management strategies to encourage learning. Staff has high expectations of all students.

## SENSITIVITY TO CULTURAL DIVERSITY AND INCLUSION

Staff receives well-defined and in-depth professional development related to cultural diversity and inclusion of all learners.
Accountability, Evaluation and Research is concerned with both the external and internal assessment of the program.

**DATA COLLECTION and MANAGEMENT**

Program has a well-organized system for collecting and maintaining program data needed to assess student outcomes and program progress, and to consistently provide accurate and timely reports to CDE and others.

**ASSESSMENT of PROGRAM EFFECTIVENESS and CONTINUOUS IMPROVEMENT**

Program has a well-organized system for interpreting data collected to assess improvements in student results and overall program effectiveness, and to inform decisions for continuous program improvement.

**RESEARCH-BASED PROGRAM EVALUATION**

Program conducts well-defined and regular outcome evaluations with strong research designs.
TECHNOLOGY IN AFTERSCHOOL

A Guide to Using the
AFTERSCHOOL TRAINING TOOLKIT
for Professional Development

A Supplement to the
Online Afterschool Training Toolkit
for 21st Century Community Learning Centers
www.sedl.org/afterschool
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Austin, TX: SEDL.
TECHNOLOGY IN AFTERSCHOOL

A Guide to Using the
AFTERSCHOOL TRAINING TOOLKIT
for Professional Development

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Promising Practices in Technology

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Handout B: Video Viewing Guide

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Handout E: Getting Started: Considerations for Activity Planning

Handout F: Lesson Planning Template

Handout G: Post-Activity Reflection

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About This Guide

What Is the Purpose of This Guide?

It may seem daunting to begin incorporating technology into an afterschool program with either a simple activity or a project activity, yet many programs have done so with great success. Although there is no blueprint for getting started, this guide will help you and your staff develop the skills and confidence for introducing technology-enriched activities into your program.

The purpose of this guide is to help afterschool staff learn how to use the technology section of the National Partnership for Quality Afterschool Learning’s (National Partnership’s) Afterschool Training Toolkit and other free resources for staff development. This guide includes practical suggestions and easy-to-follow guidelines for a variety of activities using the toolkit and its related resources.

This guide focuses on using a practical staff development model for learning about the six technology practices featured in the Afterschool Training Toolkit and how they can support learning. Each technology practice is introduced with two to four activities ranging in length from 15 to 20 minutes. Activities include watching videos, planning lessons, and reading related resources.

You can modify these ideas and times to meet the specific needs of your site; however, they provide a place to begin planning. In addition, do not hesitate to expand on the ideas presented here to capitalize on the interests of your staff.
What Is the Afterschool Training Toolkit?

The Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits), developed by the National Partnership, is a free online source of research- and standards-based instructional practices. The toolkit is divided into sections that address six content areas (literacy, math, science, technology, the arts, and homework help) and is designed to help staff create quality afterschool learning activities. Included in the toolkit are videos, promising practices, lesson plans, standards, and resources in the six content areas.

The main focus of the technology section of the toolkit (www.sedl.org/afterschool/toolkits/technology) is on six promising practices that research suggests improve student learning. These practices do not form a curriculum. They do, however, easily support project-based activities and inquiry-based learning instruction with a variety of ideas, lessons, and technology tools.

The National Partnership also created the following three related resources:

- **Afterschool Lesson Plan Database** (www.sedl.org/afterschool/lessonplans): The Afterschool Lesson Plan Database contains more than 100 lessons afterschool practitioners may find useful in their programs. You can find lessons for technology, literacy, math, science, and the arts and strategies for afterschool homework help. Using the advanced search feature, you can find lessons that focus on family and community, homework and tutoring, and project-based learning. You can also search for lessons that include a video and submit your own lessons to be considered for the database.

- **Afterschool Technology Curriculum Resource Guide** (www.sedl.org/afterschool/guide/technology): This collection of resources is designed to help you locate and make informed choices about high-quality technology resources to enrich your afterschool program. These curricular materials represent the wide variety of resources, from activity guides to online games to software packages, that can support compelling technology-enriched learning experiences in informal settings. You can browse through all the resources by title, grade level, or subject area. On the search page, you can find curricula that match your specific needs by selecting keywords, design features, technology type, or subject area.

- **Technology in Afterschool: An Instructor’s Guide to the Afterschool Training Toolkit** (Heath & Dick, 2008): This publication is designed for afterschool instructors and includes 30 lesson plans that support the six promising technology practices. Each lesson includes a grade-level designation, duration, description of technology needed, list of technology skills prerequisites, planning guide, list of steps for carrying out the activity, and reflection guide.
10 Ways to Use the Afterschool Training Toolkit

On the following pages are 10 ways to use the Afterschool Training Toolkit for professional development. These 10 ways include several suggested activities that you can use either in a single staff development session or in multiple staff development sessions. They are incorporated into the various phases of the model described above. Some activities require only 15 minutes to carry out.

Phase 1: Create Awareness
Goal: Learn about new concepts and ideas and related resources.

1) Introduce the Toolkit

- Provide a demonstration tour for your staff of the Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits).
- Show promising practices from a content area and explain how they can be used to help improve student learning through effectively designed activities.
- Invite staff to explore the toolkit on their own and/or schedule another session to introduce and discuss a specific content practice.

2) Introduce a Promising Practice Using a Video

- Watch and discuss a video from the toolkit on a selected practice in the toolkit.
- Discuss and facilitate key elements of the practice in the video.
- Review the difference between a “practice” and a “lesson” or “activity.”

3) Introduce a Practice Through Reading

- Provide staff with a printed copy of a scenario about a selected practice or ask them to read about the practice online.
- Describe and discuss the goals of instruction in the scenario or practice.
- Ask staff to compare the information with their current instructional practice.

Phase 2: Build Understanding
Goal: Expand knowledge and understanding of key ideas and concepts of a chosen topic.

4) Learn the Theory Behind a Practice

- Provide staff with a printed copy of a selected practice or ask them to read it online.
- Discuss the last two sections of the practice (“What Do I Do?” and “Why Does It Work?”).
- Ask staff to compare the information with their current instructional practice.
5) Examine a Sample Lesson
   15 MINUTES
   • Look at a sample lesson for a selected practice in the toolkit.
   • Discuss the parts of the sample lesson or activity.
   • Compare the sample with lessons or activities to those that staff are currently using.
   • Discuss possibilities for improving an existing activity or creating a new one.

Phase 3: Make Decisions
Goal: Assess needs and decide how to incorporate new knowledge into current practice.

6) Choose a Practice
   15 MINUTES
   • Bring staff together to discuss academic priorities in view of program goals and student
     needs.
   • Explore a selected content area of the toolkit and identify a promising practice on which
     to focus.
   • Decide how the practice can be used in enrichment activities. Look at sample lessons
     for ideas.
   • Assign staff to work as a team to develop an instructional activity based on the selected
     practice.
   • Ask staff to follow the “Planning Your Lesson” guidelines and use the lesson planning
     template to develop their activity.

Phase 4: Plan and Prepare
Goal: Plan and prepare to implement a practice based on new knowledge.

7) Develop an Activity
   30 MINUTES
   • Ask staff to discuss the activity they are developing.
   • Ask staff what they would need to be able to implement the activity, (e.g., books, paper,
     markers, maps, computers, more knowledge, rehearsals).
   • If your staff need more time to develop the activity, schedule another planning meeting so
     they can work together again.

8) Rehearse a Planned Activity
   30 MINUTES
   • Have your staff rehearse their activity through role-playing.
   • Facilitate a discussion on the experience.
   • Ask staff to be mindful of student engagement when they actually deliver the activity with
     students and to jot down notes for discussion at a follow-up session.
Phase 5: Reflect and Refine

Goal: Reflect on implementation and improve, refine, or extend the activity.

9) Reflect on Instruction

- Have staff discuss their experiences after implementing the activity with students. Remind them to draw on notes they may have taken during and after the activity.
- During the discussion, ask what went well, what needs work, and how the activity helped students build the targeted academic skills.
- Following the discussion, ask staff about ways everyone can work together to improve implementation of the practice. Ask what they can do to modify the activity before conducting it again.
- Ask staff how they can help one another become better at this practice.
- Ask staff what other activities might be created using this practice.

Phase 6: Extend Learning

Goal: Explore additional resources to build on knowledge gained through recent experience.

10) Explore Additional Resources

- Have staff look at the “Resources” tab on the practice page and think about ways to extend their knowledge about the practice. Invite them to create variations of the activity or a new activity based on other examples they may find.
- Have staff work in pairs or as a group to review standards related to the given content area and have them think again about how the practice promotes skills related to expectations for students.
- Allow staff to learn more about the content area using the suggested resources.
- Ask staff to make suggestions on what other practices would complement and support what they have already begun.
Promising Practices in Technology

The practices in the technology section of the toolkit (www.sedl.org/afterschool/toolkits/technology), described below, focus on instructional uses of technology rather than on specific technology tools or applications. Therefore, although technology is rapidly changing, the practices will not become obsolete.

**Practice One**
*Developing Self-Expression and Creativity*

In this practice, students use technology to work collaboratively on projects, products, publications, or other creative works. Activities are commonly theme-based and integrate knowledge and skills from multiple content areas. This practice helps students develop self-expression and self-management skills. The instructor serves as a collaborator to facilitate the process for completing the project.

**Practice Two**
*Gathering and Sharing Information*

As the name suggests, this practice focuses on using technology to collaborate, communicate, and gather and exchange information for investigative and research projects in math, science, literacy, and the arts. When using these tools, students learn new skills as well as safe and correct uses of digital information. Students help with the choice and direction of projects.

**Practice Three**
*Finding and Solving Problems*

This practice uses technology in the process of finding and solving problems. The instructor guides the students with skillful questioning to identify a problem that both interests them and draws on their prior experience and knowledge. The community provides an excellent source for identifying problems and also serves as an opportunity for service-learning activities.

**Practice Four**
*Living and Working With Technology*

In this practice, students learn about technology they will encounter in the workforce and in the everyday world around them to encourage them to consider careers requiring technology knowledge and skills. Students have the opportunity to connect with business and other organizations in the community.

**Practice Five**
*Learning in Virtual Spaces*

This practice focuses on activities that use electronic tools such as the World Wide Web, e-mail, or videoconferencing to deliver virtual learning opportunities across geographic
boundaries. It provides instruction and collaboration for students who cannot meet face-to-face. Technology enables students with special needs to participate in activities that might not otherwise be available to them. This practice shows why the Internet has been described as a living, ever-changing resource for learning.

Practice Six
Building Skills and Understanding

The goal of this practice is to challenge students through educational computer games, puzzles, electronic books, and other forms of programmed instruction such as tutorials and integrated learning systems. Students learn "from" the computer program in this practice, and learning can vary according to content area or purpose. This practice can directly or indirectly support learning objectives in the afterschool setting for even the youngest students.
From Compliance to Quality: How to Make Evaluation Work for Your Program

Evaluation. If you work in afterschool, you probably hear the word with great frequency. Many afterschool programs are required to evaluate their program or bring in an external evaluator to review their work and determine if the program is in compliance with the terms of the grant.

Although it's a start, simply completing an evaluation does not ensure a high-quality program. As we at the National Partnership for Quality Afterschool Learning continue our research and training, we urge afterschool professionals to think beyond using an evaluation to show compliance to using it to build high-quality, sustainable afterschool programs. High-quality programs have clear program goals, undergo regular evaluations to determine if they are meeting program goals, and reset their goals based on these evaluations.¹

Program evaluation is too broad of a topic to cover in one newsletter (we'll cover other aspects of this topic in April), but we hope to steer you toward some guidelines, resources, and examples that will change your view of program evaluation from a report completed every year to secure funding to an incredible tool that will set your program in a pattern of continuous improvement. The steps below will help ensure that you get the most out of a program evaluation.

PLAN EARLY.

You probably know what your program goals are, whether they include character development or improved math skills. Decide early what data you will need to determine if you are reaching those goals. "Evaluation planning comes at the beginning, not the end," explains Priscilla Little

of the Harvard Family Research Project, an organization that promotes educational success and includes evaluation as one of its main areas of research. "It's not about sitting down at the end and trying to determine what you've accomplished."

**DETERMINE WHAT YOU WANT TO KNOW ABOUT YOUR PROGRAM.**

If you are required to complete an evaluation or report, identify the information that is the most useful for program improvement. This should be the starting point, however. Ask yourself what else you need to evaluate to have a high-quality program. If you are trying to assess and improve relationships with students' families and your evaluation is limited to data like students' standardized test scores and grades, you're not going to get the information you need. Parent surveys and reports on family participation would be better sources of data.

**GET ALL OF THE STAKEHOLDERS INVOLVED.**

It may be tempting to limit involvement of stakeholders to the people with money (i.e., grant administrators or potential funders), but the list of people who should be included in planning an evaluation is much longer. Stakeholders can include parents, youth, afterschool and regular day-school staff, and community members, to name a few.

Little encourages afterschool leaders to allocate time and money for staff input during the evaluation planning process. This includes letting them voice any concerns and also adding questions to the evaluation that reflect staff's interests in the program.

**USE WHAT YOU LEARN.**

Celebrate and share any positive results in your evaluation, and then roll up your sleeves and decide how you want to use the information. Again, involve stakeholders and decide what changes you want to make as a result of your evaluation. The leaders of one afterschool program noticed that attendance rates at one site were significantly lower in the fall. A few inquiries revealed that the drop occurred because the program's hours conflicted with those of fall sports, and students were opting for the latter. The leaders redressed the situation by adjusting the program's hours and collaborating with some of the athletic programs to include them as afterschool activities. Staff from another afterschool program we talked to determined from the staff surveys in their evaluation that they needed to provide more staff development opportunities. Yet another program realized that they needed to get more input from parents if they were going to increase family involvement in the program.

When we showcase afterschool programs, we like to point out the student learning that occurs. Applying what you learn from a program evaluation is a way to show the learning and improvement that occurs among your program leaders as well.

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**CASE STUDY**

**Colorado 21st Century Community Learning Centers**

Even the process of developing evaluation tools can involve monitoring your work and using results for continuous improvement. Just ask the team that developed the evaluation tools for the Colorado 21st Century Community Learning Centers (21st CCLCs). The evaluation includes progress reports to determine continued funding, the 21st CCLC Profile and Performance Information Collection System that all 21st CCLC grantees are required to complete, a quality improvement/monitoring tool, and focus groups.

Launched this year, the quality improvement/monitoring section is the newest component of the evaluation structure. In developing the tool, the team sought input from afterschool staff, program evaluators, afterschool advisors, and outside experts. While they were working on the various drafts of the tool, evaluation leaders also presented it to grantees, giving them the opportunity to provide feedback and express any concerns they had. Finally, they piloted the tool at three sites. According to Joy Fitzgerald, an external

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"The self-assessment process provides program partners and collaborators with a common structure for comparing their perceptions and identifying concerns as they work together."

JOY FITZGERALD
external evaluator

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For more information about the Harvard Family Research Project, see www.gse.harvard.edu/~hfrp/.
When the word best is part of your name, people expect great things from your afterschool programs. To ensure that they are living up to their name, the staff at LA'S BEST (Better Educated Students for Tomorrow), an afterschool enrichment program that offers out-of-school activities for elementary students at 180 sites across Los Angeles, California, have included evaluation in their program administration since the organization was created in 1988.

LA'S BEST has relied on external evaluations, such as a recently completed 4-year study, which found that students who participated in the program for 3 or more years were 20% less likely to drop out of school than their peers. Senior educational research analyst Jim Sass notes that the organization’s ability to provide evidence of effectiveness has helped it “grow, maintain funding and positive governmental relationships, and have constructive influence on afterschool policy and practice.”

While long-term external evaluations have helped the organization observe more general results and trends, ongoing internal evaluations are key to helping programs meet their goals. Internal evaluations monitor four general areas: 1) academics, 2) social development, 3) parent involvement and satisfaction, and 4) delinquency prevention and safety. Sass says that staff in the evaluation department try to make the data they collect directly useful to both the staff evaluator who helped develop the tool, “The feedback of those who participated in the pilot monitoring visits was invaluable in helping us fine-tune both the format of the . . . tool and the processes for its use by programs and monitoring teams.”

Although sites use this tool to prepare for external evaluations, it also helps them create high-quality programs. Leaders and key staff can use it to assess, plan, design, and implement strategies for ongoing program improvement. The tool includes a worksheet on which afterschool leaders can note strengths and priorities for improvement. “This plan provides a structure to help grantees consider how improvement priorities will be enacted—through what activities, by whom, using what resources, and on what timeline.

In addition to promoting quality improvement, the self-assessment process provides program partners and collaborators with a common structure for comparing their perceptions and identifying concerns as they work together,” says Fitzgerald. As they introduce their new evaluation tool and begin site visits in April, the evaluation leaders will also model evaluation and continuous improvement for the sites they visit. They intend to collect feedback from users, make notes of their own experiences, and study emerging research on evaluation and then use this information to improve the quality improvement/monitoring tool they have developed.

“Successful evaluations depend on strong relationships between the evaluation department and the field staff who conduct site visits and collect data. They also require an effort to help all staff understand the reasons for collecting data. ‘This helps in managing the burdens of data collections and seeing opportunities to use the data,’ Sass says.

For programs that are just beginning the processes of developing and using evaluations, Sass urges them to be both proactive and realistic—proactive in seeing evaluation as a foundational component of a successful program but realistic in that measurable outcomes in children often require regular attendance over many months.

“The organization’s ability to provide evidence of effectiveness has helped it grow, maintain funding and positive governmental relationships, and have constructive influence on afterschool policy and practice.”

JIM SASS
senior research analyst

1 The study was completed by the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). Although this was an independent project, CRESST is also a member of the National Partnership for Quality Afterschool Learning.

www.cde.state.co.us/cdecomp/21stCentury.htm
IN YOUR words

“Our afterschool program at Avondale Middle School is composed entirely of students who are refugees. We use a digital storytelling activity called ‘All About Me.’ It is a PowerPoint lesson where students write about themselves and include pictures to improve their reading and writing skills and familiarize them with technology. The results of this program have been amazing.”

MINDY DISAIWO
Assistant Director
Decatur, GA

“\r\
My staff and I take our students to the neighborhood park and read books to them there. Afterward we discuss the stories like in a book club. While there, we also encourage the students to pick something interesting from the environment (trees, clouds, etc.) for inspiration. They are then encouraged to write their thoughts or draw them out in their journals.”

ANILA AHMED
Afterschool Site Coordinator
Austin, Tx

Next Month’s Question:

How does your afterschool program address issues of implementation? Send your answers to afterwords@sedl.org with “March survey” in the subject line.

ANNOUNCEMENT

There are only a few days left to register for the Southwest Regional Afterschool Conference, Success in Afterschool: Increase Your Odds. Registration ends on April 5. Enter today at www.regonline.com/Checkin.asp?EventId=125652.

NATIONAL PARTNERSHIP FOR QUALITY AFTERSCHOOL LEARNING

at the Southwest Educational Development Laboratory

EVENTS calendar

April 16-17  SERVE Center 2007 Linkages to Learning Afterschool Institute MYRTLE BEACH, SC
May 2-3  Success in Afterschool: Increase Your Odds LAS VEGAS, NV
May 8-9  The After-School Institute’s Eastern Regional Conference on After-School 2007 BALTIMORE, MD

For more events, visit our calendar at www.sedl.org/afterschool/training/calendar.html.

TRAINING tip

Presenting Evaluation Results

If you are eager to show off results of an evaluation, remember not to limit your report to data. Include some narrative description of the program and its best practices, as well as quotes from students and photographs of some of your afterschool activities. Including this qualitative information will help you reach a broader audience.

Do you have a training tip you would like to share? E-mail us at afterwords@sedl.org with “Training tip” in the subject line.

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