

# **Dallas City of Learning (DCOL) Powered by Big Thought**

## **Preliminary Data Inventory Report: Program Partners, Youth & Family Participants, & Partner Support from Big Thought**

November 2018



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# Executive Summary

The Center on Research and Evaluation (CORE) at Southern Methodist University (SMU) is collaborating with Big Thought to conduct an ongoing formative, process, and outcomes evaluation of 3 key components of Dallas City of Learning (DCOL): (1) Big Thought Support Services for DCOL Partners, (2) DCOL Programs, and (3) Participant Outcomes. The purpose of this preliminary report is to provide an initial description of all data collected during summer 2018. Initial descriptions of data and findings are presented aggregately by source and, in some cases, by individual program(s). A more comprehensive report of summer 2018 is expected in March 2019. This upcoming report will focus on answering the 10 evaluation questions and will include relational analyses of the associations between Big Thought supports, DCOL programs, and participant outcomes.

Several data sources were compiled, cleaned, merged and coded to create comprehensive and matched data files ready for analysis. The areas of focus were Big Thought Supports to DCOL partners, participating organizations and programs, DCOL events, program staff and leadership at partner organizations, and the students and families engaging in DCOL programming. Data sources include scheduled program and enrollment & dosage data from the DCOL platform, partner surveys, staff surveys, parent and caregiver surveys, partner meetings and trainings, and site observations. Additional data sources are not included in this report but applicable to the March 2019 report, including extant data from Dallas ISD.

The quality of the DCOL data continues to be very strong, with notable improvements over summer 2017. The March 2019 report will describe specific changes in data over the two summers. The DCOL system continues to provide increasingly ample sample size and process indicators allowing for cross-validation of data sources and refined inferential analyses.

Big Thought continues to expand the strategic Neighborhood Resource Initiative (NRI), which provides targeted supports to community partners in the form of data, financial stipends, curriculum, transportation, professional development, technology, staffing, and organizational coaching & capacity building. The data component of NRI seeks to provide a select group of program partners with uniquely available data. This group of partners received additional program capacity supports and agreed to participate in the “deep-dive” data collection efforts related to surveys and program site observations. A total of 3,475 valid surveys were collected from students, caregivers, program front-line staff and program lead staff: 1,925 from students, 1,110 from caregivers, 411 from program staff and 29 from program leadership. This represents a 64.7% increase from the 2,110 surveys collected in summer 2017. Students and caregivers continue to provide positive feedback about programs. Overall, both agree that the programs they attend are valuable, high quality, engaging, and that they like enjoy being around their peers and the staff at the programs. The most common program focus was “social-emotional learning”, followed by “academics” and “cultural enrichment”. The most commonly reported benefit of programs was “social skills”, followed by “character and leadership skills” and providing “a fun and safe space.”

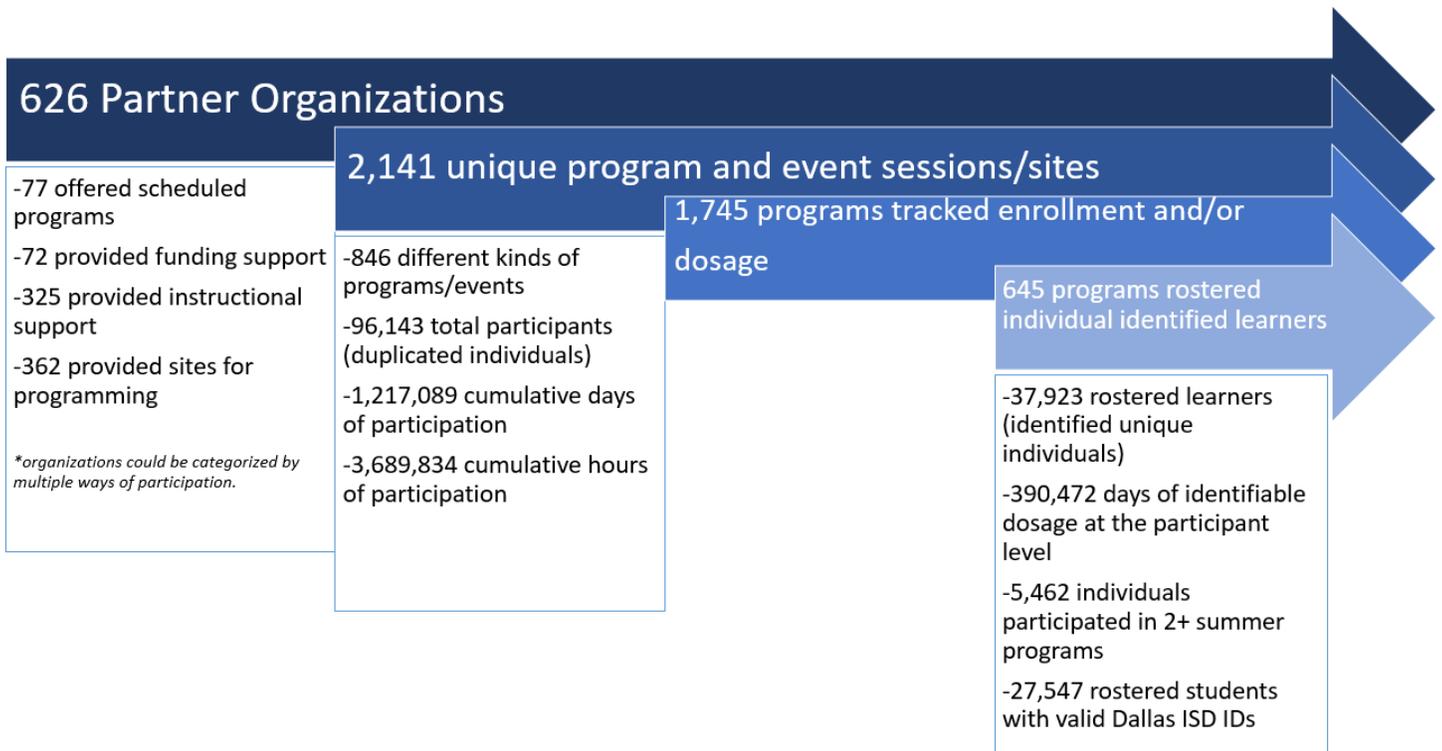
A Partner Spot Observation tool was utilized to conduct observations at summer programming sites; the focus of the tool is the “Six Dimension of Quality (6DQ)” framework that focuses on program features such as climate that supports learning and skills, techniques and knowledge of instructors. At least 1 6DQ observation was conducted at 78 different program sites (summer 2017 included 28 sites), for a total of 243 spot observations. Like summer 2017, Dimension 1 (Climate that Supports Learning) received the highest average rating across sites; this same dimension also had the largest overall improvement compared to summer 2017.

A total of 626 partner organizations participated in DCOL in at least one way, whether by facilitating an event, providing resources such as funding or space for programs, participating in a partner meeting, or most commonly, providing a program for youth and/or families. A total of 846 different programs and events were offered across the city during summer 2018: 25 different events were held across the city at locations such as Fair Park, schools and

libraries. Along with the 25 event types, 76 online programs and 745 in-person programs were offered across 2,141 unique sessions or sites. Most programs, 90%, were free to participants.

A total of 1,745 programs (81.5% of all listed programs) had some level of program enrollment, whether numbers were aggregate only or available at the individual participant level. This represented 96,143 total participants (includes duplicate individuals) accumulating 1,217,089 total days and 3,689,834 hours of scheduled programming during summer 2018. Specifically, 647 of these different program sessions and/or sites, or 30% of all scheduled programming across DCOL, had individual participant-level enrollment and/or dosage records for summer 2018. Across these 645 program sites with individually-rostered participants, a total of 37,923 unique individuals are confidently matched to programs, and 5,462 of those participated in 2 or more programs. Of the individually rostered participants, 27,547 have valid school ID numbers for later matching to student outcome metrics. These students, who will serve as the main sample for planned inferential analyses, accumulated 340,981 days of total dosage over the summer. This represents the sample of participants for which student enrollment and programmatic elements will be able for planned future analyses exploring meaningful associations between programs and student outcomes. The March 2019 report will explore links between individual students' summer 2017 and summer 2018 program enrollment and student success over multiple school years.

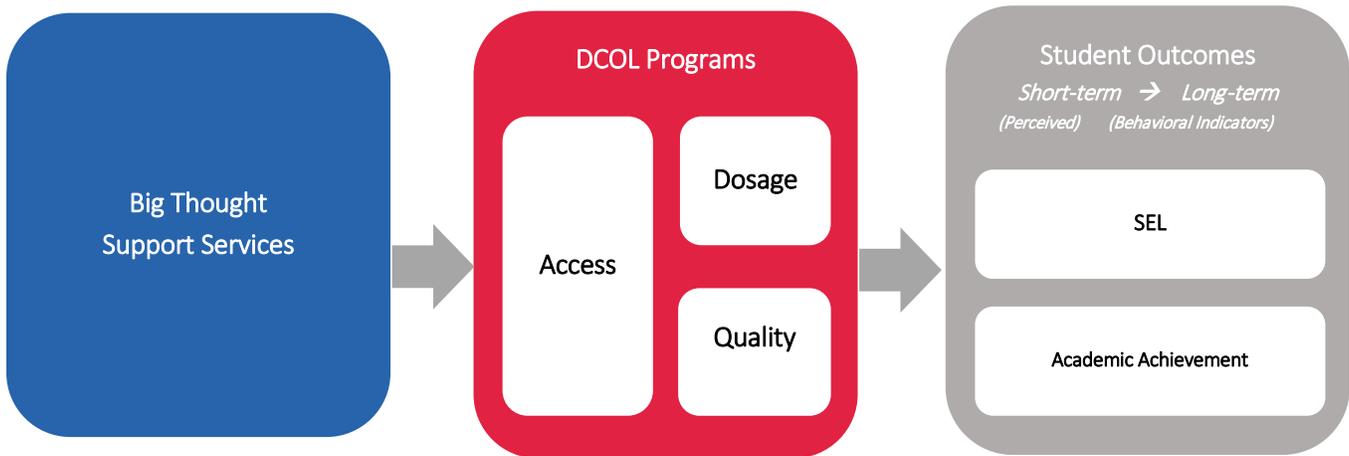
Finally, related to partner supports provided by Big Thought, 205 different organized meetings or training sessions were scheduled and facilitated by BT staff and/or DCOL partners during summer 2017; 130 of these were classified as training/professional development. Representing 148 different partner organizations or programs, 2,185 staff participated in these sessions for a cumulative 4,592 hours. Partners favorably rated supports from Big Thought through DCOL; financial support, technology and transportation resources had the greatest perceived impact on programming.



# Evaluation Framework and Data Sources

The evaluation framework is illustrated in Figure One. The evaluation seeks to answer questions about each of the three key components: Big Thought supports, DCOL programs, and student outcomes, seeking to understand each of the three components individually, and how they are associated with each other. The Year One (summer 2017) phase of the evaluation seeks to establish baseline of evidence across the DCOL continuum, with an emphasis on understanding how the processes and outputs of the system support feasible and rich evaluation. This initial phase also focuses on short-term student outcomes that include student perceptions of SEL skills, attitudes toward academic and career-related interests, and beginning of school year in-school achievement (as measured by course enrollment, course performance, and attendance in the first six weeks of school). In subsequent phases, student outcomes will be assessed over multiple summers to understand associations with DCOL programming and behavioral indicators in SEL and student achievement (as measured by cumulative academic performance, graduation paths, standardized assessments, etc.).

Figure One. DCOL Evaluation Logic Model



The evaluation of DCOL is anchored on 10 evaluation questions. This report does not aim to provide explicit answers to these specific questions. Ongoing findings specific to the questions will be explored in the March 2018 report. This report provides general descriptions of the methods and sources of data collected with preliminary descriptions of overall findings.

## Planned Data Sources

A matrix describing the relationship between the evaluation questions and each of the individual data sources is illustrated in Table One on the next page. The remainder of this report provides detailed descriptions of data collected during and post-summer 2018 programming.

Table One. DCOL Evaluation Questions by Data Source

Data Source	BT Support Services		DCOL Programs			Student Outcomes (Short- & Long-term)		Relationship between BT & Programs	Relationship between Programs & Students Outcomes	Relationship Variation Based on Context Factors	Monitoring & Tracking	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	QA	QB
BT Activity Log (meetings and professional development)	X							X		X		
Program Observations (6DQ)				X	X				X	X		
Student Surveys			X	X	X	X			X	X		
Caregiver Survey			X	X	X	X			X	X		
Program Lead Surveys	X							X		X		
Program Staff Surveys		X	X	X	X			X		X		

BT Staff Interviews	X							X		X		
Program Staff Interviews		X	X	X	X			X		X		
Program Roster Data			X	X					X	X	X	X
SEL Assessments <sup>1</sup>						X						
Document Review <sup>2</sup>	X		X					X		X	X	
Extant DISD Data							X			X		X

Note: Sources in blue are not summarized in this current report and will be included in later reports.

## Summary of Data Collected & Initial Findings

This section provides a descriptive summary of the overall findings by data source for programs within the Dallas City of Learning (DCOL) consortium. Individual programs will receive reports of this data for their own organization.

### Surveys

Surveys were collected from students, caregivers, program frontline staff, and program leaders through a combination of scan-ready paper forms and online methods. Surveys were intended to collect student, caregiver and program staff perceptions of a variety of factors such as program engagement, quality, program value, self-assessment, benefits of DCOL and reflections of support received from Big Thought. Surveys were not administered at all DCOL program sites. Rather, surveys were strategically distributed to a specific cohort of DCOL programs including Summer Achievers Academy Camps, Summer Bridge Camps, Creative Solutions, and program sites within the “Neighborhood Resource Initiative” (NRI) group. This group of approximately programs received supplementary resources from Big Thought matched to needs expressed through a pre-summer application process, and thus, agreed to participate in the more intensive components of the evaluation that included these surveys.

Respondents identified the program for which they were completing the survey. Paper form surveys pre-identified the program and/or location information, either through written documentation or electronic methods. Online surveys asked respondents to fill-in-the-blank for program name. Surveys that did not clearly identify the organization or program were not included in analyses.

Table Two describes the number of each type of survey collected at DCOL programs and the number of surveys that were confidently matched to a specific program session or valid-format school ID numbers (this will allow survey data to be linked with extant ISD data). Table Three provides a summative snapshot of parallel responses from both students and caregivers on common survey items. Compared to summer 2017, the number of surveys collected and identifiably matched to a specific “entity” increased substantially.

Table Two Number of Identifiable Surveys Collected; summer 2018

	Student Survey	Caregiver Survey	Front Line Staff Survey	Program Lead Survey
Total # Surveys Collected	1925	1128	411	29
Number Surveys Matched to Program (unique session)	<b>1925</b>	<b>1110</b>	<b>411</b>	<b>29</b>
<i>Increase From 2017</i>	<i>+439</i>	<i>+781</i>	<i>+157</i>	<i>+3</i>
Number Surveys with Valid Format Student IDs (7 digit)	1002	462	NA	NA

Note: At the time of writing this report, not all surveys collected were available to be included in the analyses. Therefore, the total number of surveys collected is slightly higher than the total number of surveys included in the

<sup>1</sup> May include Deveraux Student Strengths Assessment (DESSA) or the Student Strengths Indicator System (SSIS) which was be administered at select program sites over the course of summer 2018

<sup>2</sup> Documents for review may include evidence of transportation and financial resources allocated to DCOL partners.

sample used for analyses. The majority of the total number of surveys collected are included in the analyses, so findings are assumed to be representative of DCOL at large.

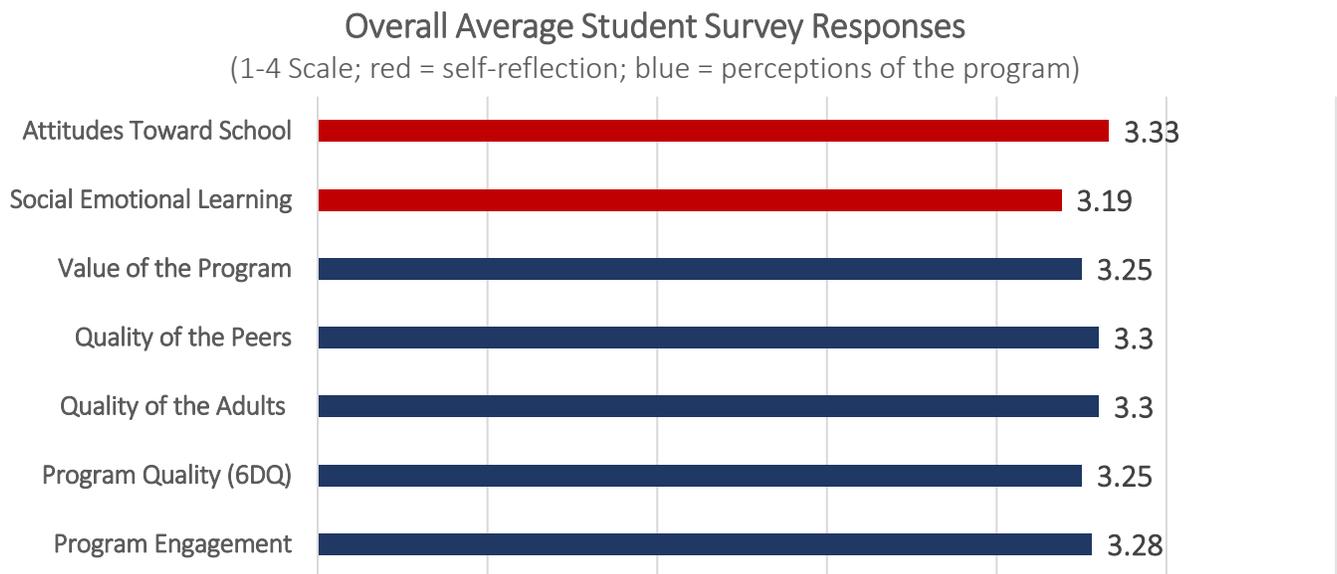
Table Three. Summary of Student and Caregiver Survey Results; summer 2018

	Overall Quality	Engagement in the Program	Quality of Programs (6DQ)	Value of Programs	Perception of SEL Skill (self-assessment)
Student (n=1866)	8.4 (out of 10)	3.28 (out of 4)	3.25 (out of 4)	3.25 (out of 4)	3.19 (out of 4)
Caregiver (n=1029)	9.3 (out of 10)	5.39 (out of 6)	5.41 (out of 6)	5.35 (out of 6)	5.21 (out of 6)

## Student Surveys

The student surveys were administered to student participants in 3<sup>rd</sup> grade or above. The survey asked the student about how the student perceived the value and quality of the program. Additionally, the survey asked the student about their own attitudes and motivations toward school (e.g., If I try hard, I believe I can do well in school) and Social-Emotional Learning (SEL) skills.

Figure Two. Average student survey responses for all of DCOL; summer 2018 (n=1866)



### Program quality according to students

Students were asked how much they agree with statements about the quality of the program they attended, such as “this program teaches me new ways to learn things” and “this program gives me chances to revise and improve my work”. These questions were scored on a 1 (strongly disagree) to 4 (strongly agree) scale. Students responded positively regarding program quality with an average quality score of 3.25.

When asked to rate the program on scale of 1 to 10, with 10 being “awesome”, students rated programs 8.4 out of 10, on average. Additionally, students had positive perceptions of the adults leading the program. When asked how much they agree with statements like “the adults at this program are supportive of me” and “the adults in this program are interested in how I am doing,” students rated the adults an average of 3.3 out of 4.

Students also perceive their peers in the program in a positive light. When asked how much they agree with statements like “the other students in this program are my friends” and “I enjoy being around the other students in this program,” students rated their peers an average of 3.3 out of 4.

### *Program Value according to students*

Students were also asked about whether the program was beneficial to them, in terms of exploring new interests and improving their ability to succeed in school (e.g., “because of this program I am learning things that will help me do better in school” and “Because of this program I am going to explore a new interest based on things I learned”). On a 1 (strongly disagree) to 4 (strongly agree) scale, students rated the value of their program a 3.25 (between agree and strongly agree).

### *Student Perspectives of their own SEL skills*

Students were asked to rate themselves on a series of 11 positive social-emotional behaviors, perspectives, and skills from 1 (strongly disagree) to 4 (strongly agree). Example items include “I feel good about my future”, “I like to plan ahead and set goals”, and “I am good at telling other people about my feelings.” On average, students rated their social-emotional skills a 3.19 out of 4 (between “agree” and “strongly agree”).

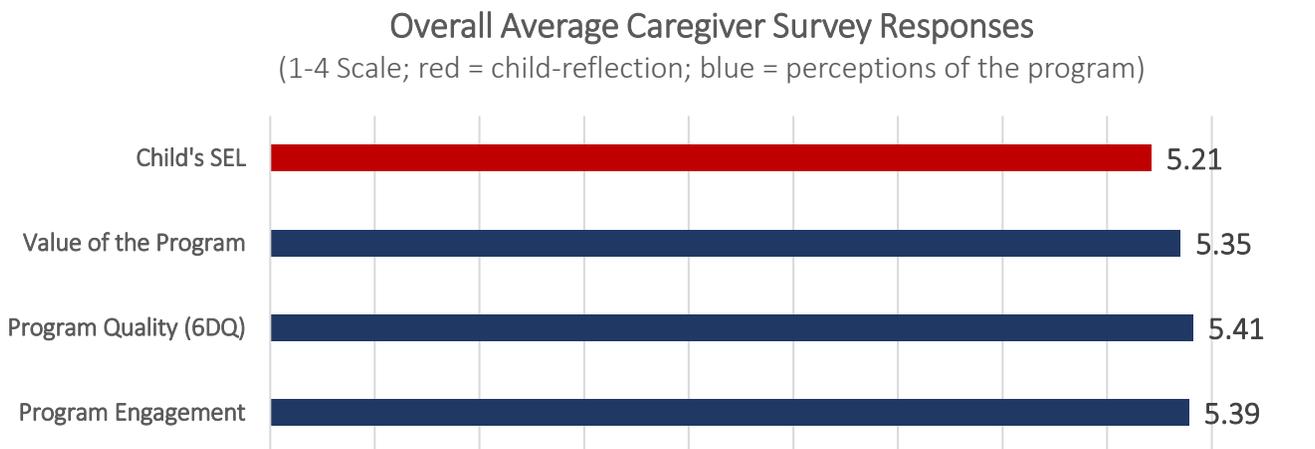
### *Student Perspectives on School*

Finally, Students were asked to share their perspective on school and their ability to perform well at school. Responding to a series of four questions, such as “I am doing a good job in school” and “If I try hard, I believe I can do my schoolwork well,” students scored their positivity about school an average of 3.33 out of 4.

## **Caregiver Surveys**

Caregiver surveys were administered to the main caregiver of students in select DCOL programs. The survey asked the caregiver about the “value” and “quality” of the program their child participated in, including their child’s engagement level in the program. Additionally, the survey asked the caregiver about their own perceptions of their child’s motivations toward school and Social-Emotional Learning (SEL) skills. CORE received a total of 1128 surveys from caregivers and parents; 1029 of them are included in this preliminary analysis.

Figure Three. Average caregiver survey responses for all of DCOL; summer 2018 (n=1029)



### *Program quality according to caregivers*

Caregivers were asked how much they agree with statements about the quality of the program their child attended, such as “this program teaches my child new ways to learn things” and “this program gives my child chances to revise and improve their work”. These questions were scored on a 1 (strongly disagree) to 6 (strongly agree) scale.

Caregivers tend to agree or strongly agree with statements that the program exhibits a variety of indicators of quality, with an average quality score of 5.41 out of 6. When asked to rate the program overall on a scale of 1 to 10, with 10 being “awesome”, caregivers rated programs 9.3 out of 10, on average.

### *Program engagement according to caregivers*

Caregivers were asked how much they agree with statements related to perceived effort and engagement their child gave during the program, such as “The things my child is learning in this program are interesting to them,” and “My child is trying hard to learn during this program.” These questions were scored on a 1 (strongly disagree) to 6 (strongly agree) scale. Caregivers also responded positively regarding their child’s perceived effort and engagement in the program they attended, with an average score of 5.39 out of 6.

### *Program Value according to caregivers*

Caregivers were also asked about whether the program was beneficial to their child, in terms of exploring new interests, improving their child’s ability to succeed in school, and accessing new opportunities (e.g., “My child is learning things at this program that will help them do better in school” and “My child says they are going to explore a new interest based on the things they learned in this program”). On a 1 (strongly disagree) to 6 (strongly agree) scale, caregivers rated the value of their child’s program a 5.35 (between “agree” and “strongly agree”).

### *Caregiver Perspectives of their child’s SEL skills*

Finally, caregivers were asked to rate their child on a series of 10 positive social-emotional behaviors, perspectives, and skills from 1 (strongly disagree) to 6 (strongly agree). Example items include “My child feels good about their future”, “My child likes to plan ahead and set goals”, and “My child is good at telling other people about their ideas and feelings”. On average, caregivers rated their child’s social-emotional skills a 5.21 out of 6 (between “agree” and “strongly agree”).

## **Frontline Program Staff Surveys**

“Front-line staff” are the key staff members of the organization who have the most direct contact with students and provide programs and activities. This is different from leadership and director-level staff. Survey questions asked about the “value” and “quality” of the program and the students’ engagement level in the program. CORE received a total of 411 surveys from front-line staff at program sites; 401 of those are included as the sample for the current analyses presented here.

To determine how staff perceive the overall purpose and benefit of their programming, front-line staff were asked about the primary focus of the program and how they hope children will benefit from participation. Each staff respondent chose up to three options for each question. Figures Four and Five show how staff described their programs. The most common program focus was “social-emotional learning”, followed by “academics” and “cultural enrichment”. The most commonly reported benefit of programs was “social skills”, followed by “character and leadership skills” and providing “a fun and safe space.”

Figure Four. Focus of Programs, According to Front-line Staff; summer 2018 (n=401)

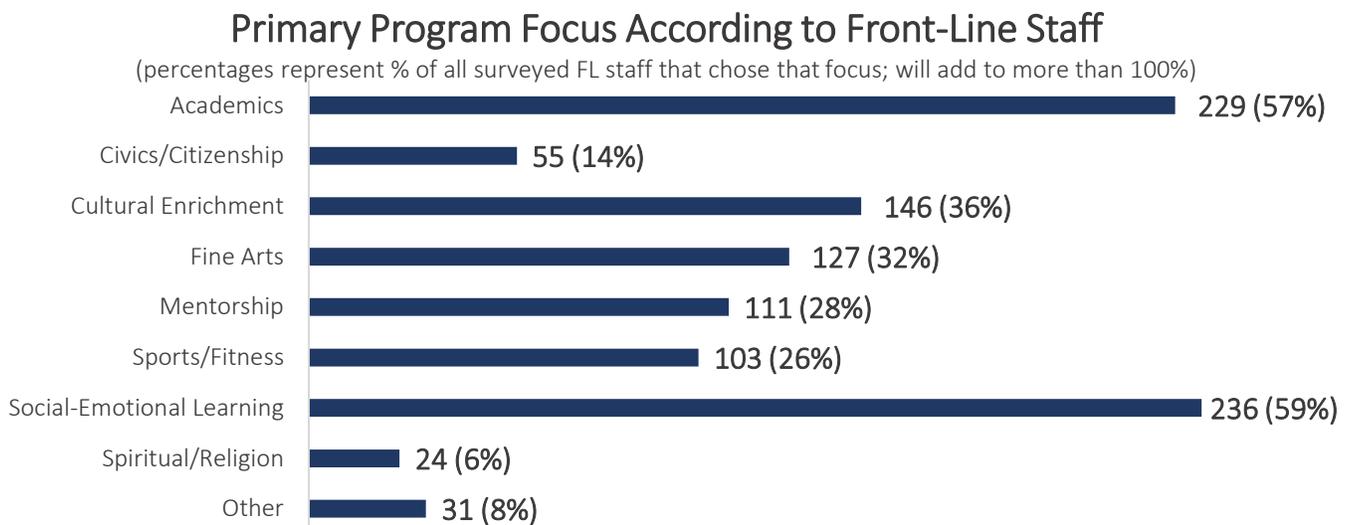
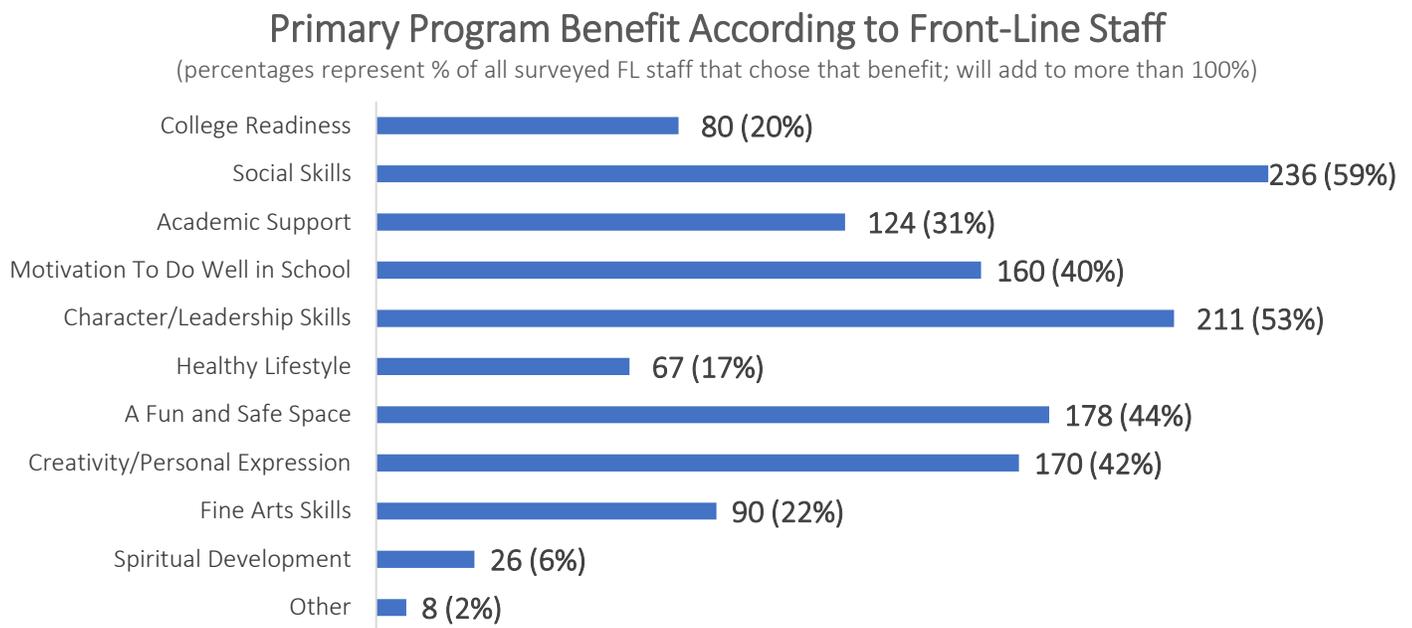


Figure Five. Benefit of Programs, According to Front-line Staff; summer 2018 (n=401)



Front-line staff responded to a series of questions that focus on two of the three aspects of programming the DCOL evaluation is primarily concerned with: engagement and quality. These questions were scored on a 1 (strongly disagree) to 6 (strongly agree) scale. Overall, front-line staff responded positively regarding their perceptions of participants' effort and engagement in the program, with an average of 5.20. Responses regarding quality were similarly positive; front-line staff tend to agree or strongly agree with statements that the program exhibits a variety of indicators of quality, with an average of 5.42. Also related to quality, when asked to rate their program on scale of 1 to 10, with 10 being "awesome," front-line staff rated programs 9.1 out of 10, on average.

Finally, in a reflective tone, front-line staff were also asked about whether they perceived that their program was valuable to the participants, in terms of exploring new interests, improving their ability to succeed in school, and accessing new opportunities. On a 1 (strongly disagree) to 6 (strongly agree) scale, front-line staff rated the value of their program a 5.28 (between agree and strongly agree).

### **Lead Program Staff Surveys**

The lead program staff surveys were provided to the staff members that hold leadership positions in some of the programs that worked directly with Big Thought as part of the Neighborhood Resource Initiative. Survey items asked similar questions about the program as were asked of front-line staff. However, this survey asked additional questions that pertain to the relationship between Big Thought and the program, including the perceived benefit Big Thought support services and resources had on the program. CORE received a total 29 responses from lead staff at program sites. On average, lead staff had worked for their organizations for 3.9 years.

To determine how leadership staff perceive the overall purpose and benefit of their programming, program lead staff were asked about the primary focus of the program and how they hope children will benefit from participation. Each leader respondent chose up to three options for each question. Figures Six and Seven show how program leads described their programs. The most common program focus was "social-emotional learning", followed by "academics" and "cultural enrichment"; this fully agrees with the program front-line staff. The most commonly reported benefits of programs were "character and leadership skills," "social skills", and "motivation to do well in school." The last benefit noted by program leads differs from the perspective of program staff who reported "a fun and safe space" as the third greatest benefit.

Figure Six. Focus of Programs, According to Program Lead Staff; summer 2018 (n=29)

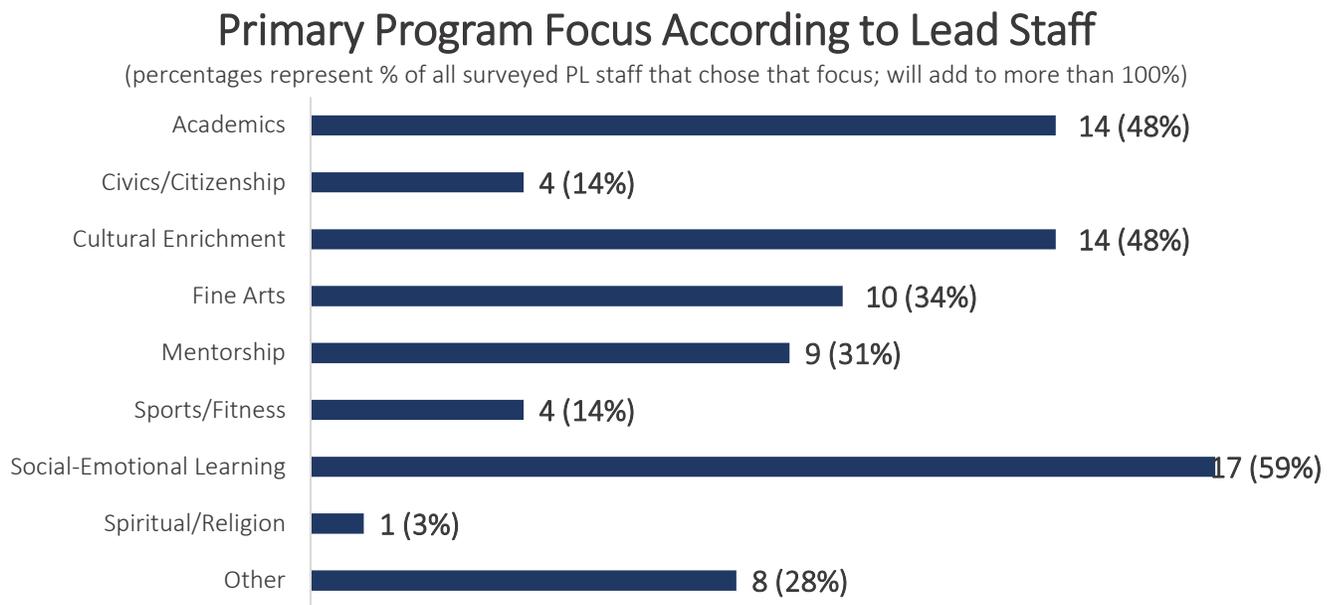
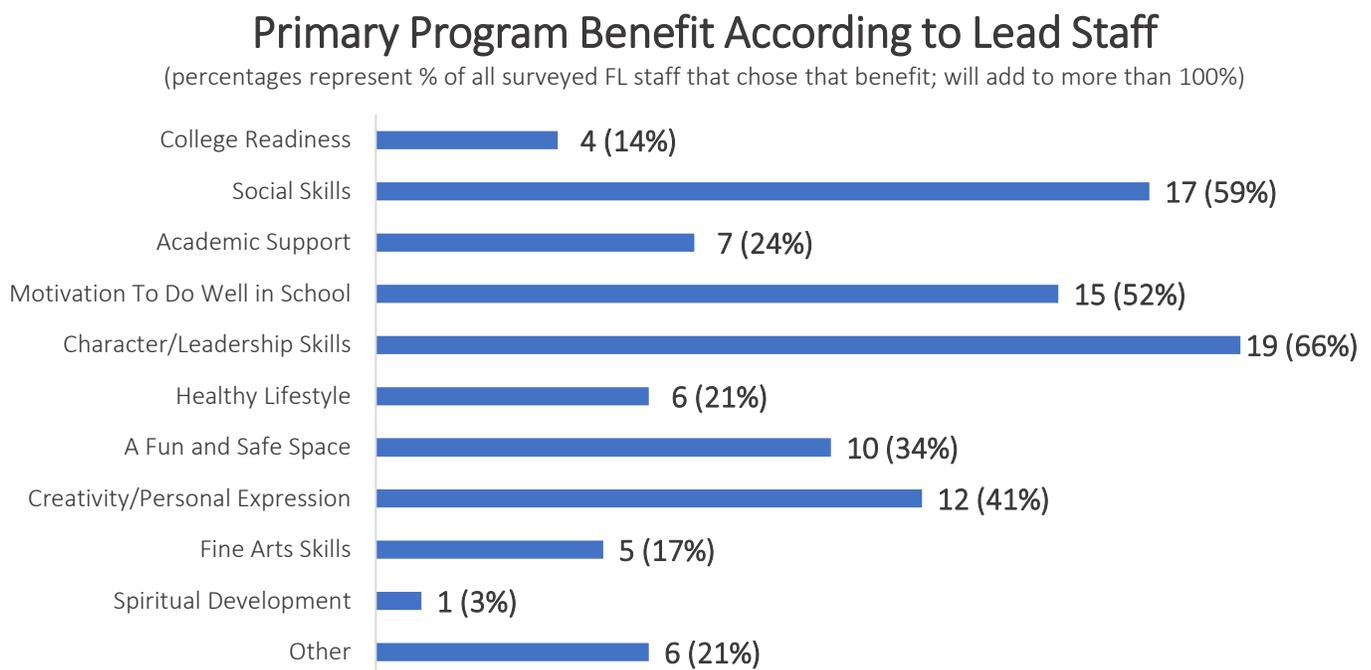


Figure Seven. Benefit of Programs, According to Program Lead Staff; summer 2018 (n=29)



As a follow up, leadership staff were asked about any social-emotional learning that their program might offer. Although social emotional learning was noted as the top program focus by both front-line and program lead staff and social skills and character skills are noted as the primary benefits, **46% percent of respondents said their program uses no social-emotional learning curriculum.** Twenty-one percent use Sanford Harmony, 7% use MindUp, and 18% use some other curriculum, including ones they developed for their own program. Of those that use SEL curriculum, 53% use it daily. Positively, 69% percent of sites report that their staff have received training related to SEL in the past school year.

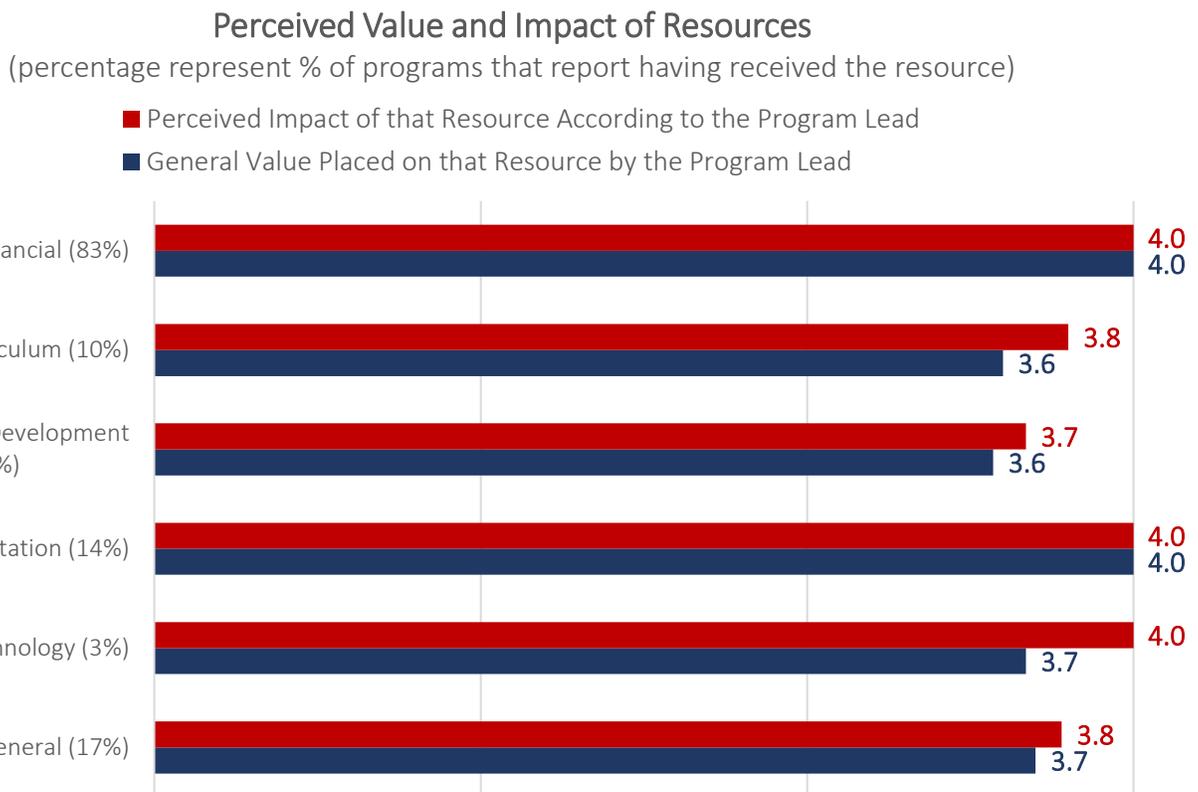
### Experiences with Support from Big Thought via DCOL

Unique to the program lead survey, leadership also responded to questions about their experiences with Big Thought and the Big Thought support team. These questions were directed at this audience because Big Thought reported that the majority of any interactions between Big Thought and DCOL program partners directly involved the program leadership rather than front-line staff. **The lead staff were asked whether they agreed that the goals of DCOL were clearly defined; respondents rated the goal clarity as 4.96 out of 6 (between somewhat agree and agree).**

On this survey, lead staff rated how they prioritize five key areas of focus for DCOL. Lead staff consider their programs to prioritize, in order: (1) increasing the amount of dosage for students, (2) increasing the number of different programs, in addition to their program, that learners interact with, (3) increasing the level of student engagement in their program, (4) increasing the quality of programs, and (5) increasing program access for students (breaking down barriers to access).

Lead staff were also asked to identify the resources their program received from Big Thought through DCOL, the value they place on that resource, and how much positive impact that resource had on their programming. **Among programs surveyed, financial and professional development resources were the most widely received. Financial, transportation, and technology resources had the highest reported impact.** Overall, program leads reported moderate to major impacts from the resources they received.

Figure Eight. Perceived Value and Impact of Resources, According to Lead Program Staff; summer 2018 (n=29)



Finally, program leads were asked many of the same questions regarding engagement, dosage, and quality that front-line staff were asked. These questions were scored on a 1 (strongly disagree) to 6 (strongly agree) scale. Overall, lead staff responded positively regarding their participants' perceived effort and engagement in the program, with an average of 5.31. Responses regarding quality were similarly positive; lead staff tend to agree or strongly agree with statements that the program exhibits a variety of indicators of quality, with an average of 5.35. Also related to quality, when asked to rate their program on scale of 1 to 10, with 10 being "awesome," lead staff rated programs 8.7 out of 10, on average.

Finally, in a reflective tone, lead staff were also asked about whether they perceived that their program was valuable to the participants, in terms of exploring new interests, improving their ability to succeed in school, and accessing new opportunities. On a 1 (strongly disagree) to 6 (strongly agree) scale, lead staff rated the value of their program a 5.20 (between agree and strongly agree).

## **Program Site Observations**

### **Six Dimensions of Quality Program Spot Observation Overview**

The 6DQ Partner Spot Observation (PSO) is a multi-indicator tool used to observe the overall quality of environment, culture and activities at a summer program site. Observers visit each program multiple times throughout the program timeline and observe “spots” throughout the program in an attempt to get a comprehensive estimate of the typical environment. Each spot check lasts approximately 20-30 minutes, and an emphasis is made on conducting spot checks during various times and activities. The PSO is a tool of the 6 Dimensions of Quality (6DQ) framework that primarily focuses on six key program quality indicators (see Figure Nine).

Figure Nine. Six Dimensions of Quality



Each of the six dimensions is comprised of 4 indicators (24 indicators total) that are scored on a scale of 1-4. A “1” indicates the quality is “Less than basic: Little learning observed; lacks organization”. A “2” indicates “Basic: Some learning occurred, though inconsistent”. A “3” indicates “Proficient: Lesson runs smoothly; opportunities for learning by many students,” and lastly, a “4” indicates “Advanced: Many consistent opportunities for learning by most students”. Each site is scored using 3 metrics for each dimension: (1) a dimension average score (ranges 1-4), (2) a “percent positive” score, which indicates the percent of ratings for a site that were scored “proficient” or “advanced”, and (3) a percent advanced score, which indicates the percent of ratings for a site that were scored “advanced”. If a skills was not observed at all, it was marked “not observed” and was not scored by that observer. In addition to the Six Indicators of Quality, an additional seven indicators are scored to measure how well the environment supports Social Emotional Learning (SEL). Table Four details the indicators, including the 24 6DQ indicators and the 7 SEL indicators.

Table Four. Six Dimensions of Quality indicators & SEL environment indicators

Dimension 1: Climate that supports learning	A positive, caring rapport between instructor and students supported learning.
	Classroom management and discipline were appropriate for effective learning.
	Materials and activities were well organized and designed to enrich learning.
	The physical space was conducive for instruction and learning in the discipline.
Dimension 2: Engagement and investment in learning	Students had opportunities to participate actively.
	The lesson was suited for students of different skill levels and learning styles.
	Tasks were appropriately challenging.
	Students had opportunities to contribute and ask questions.
Dimension 3: Classroom dialog and sharing	The instructor and students examined examples and engaged in discussions to understand content, concepts, and processes.
	Students clarified ideas, processes, and solutions.
	Students' work, ideas, and questions served as opportunities for further instruction and learning.
	Critique and discussion of ideas and products served to improve student work.
Dimension 4: Skills, techniques, knowledge of the discipline	The instructor and students developed skills, techniques, and knowledge during the session.
	Skills and techniques presented in the lesson built mastery of the content.
	Familiar practices were used to solve new problems or expand knowledge and skills.
	The focus of the lesson was on in-depth ideas and concepts in the discipline.
Dimension 5: Creative Choices	The instructor and students collaborated to generate ideas and products.
	Students had opportunities to use their imaginations and creativity.
	Students could make creative choices that directed their performance and products.
	Students engaged in producing original work.
Dimension 6: Expectations, assessment and recognition	The instructor worked with students to reflect on the quality of their own work.
	The instructor set high expectations for students' work.
	Students understood how the quality of their work was assessed.
	The instructor focused assessment on expression, choice, and innovation rather than "correctness."
SEL Environmental Quality Indicators	D1-Climate: Instructor modeled empathy and compassion.
	D1-Climate: Instructor modeled consequences of behavior, actions and decisions.
	D3-Dialogue: Use of growth mindset terminology by instructors and/or students was evident during critique and discussions.
	D3-Dialogue: Students participate in group discussion during openings and closings.
	D5-Creative Choice: Students engaged in creative problem solving.
	D5-Creative Choice: Instructor and students examine and model diverse cultural perspectives.
	D6-Expectations: Students were given opportunity to celebrate success.

## Descriptive Summary of Partner Spot Observation Findings

Staff from both CORE and Big Thought conducted 6DQ PSOs during summer 2017. PSOs were only attempted at a sample of all DCOL sites, which included sites that received resources and support from Big Thought prior to and throughout the summer. At least one 6DQ PSO was conducted at 78 different program sites (compared to 28 during summer 2017), with 243 total observations. The least amount of PSOs conducted at a site was 1 (26 sites), and the most at any one site was 22. The average number of PSOs per site was approximately 3. The overall findings for the Six Dimensions of Quality and SEL Environment for the 78 program sites is shown in Figures 10-12.

Figure Ten. Overall Average Dimension Scores for all Program Sites; summer 2018 (n=243 observations at n=78 sites)

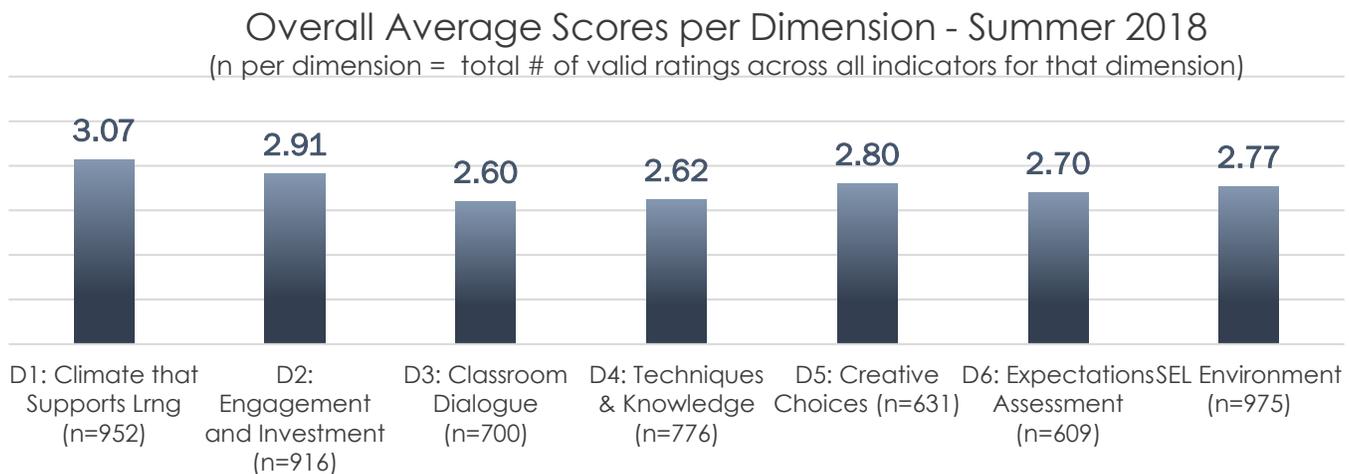


Figure 11. Overall Percent of Ratings Positive for all Program Sites; summer 2018 (n=243 observations at n=78 sites)

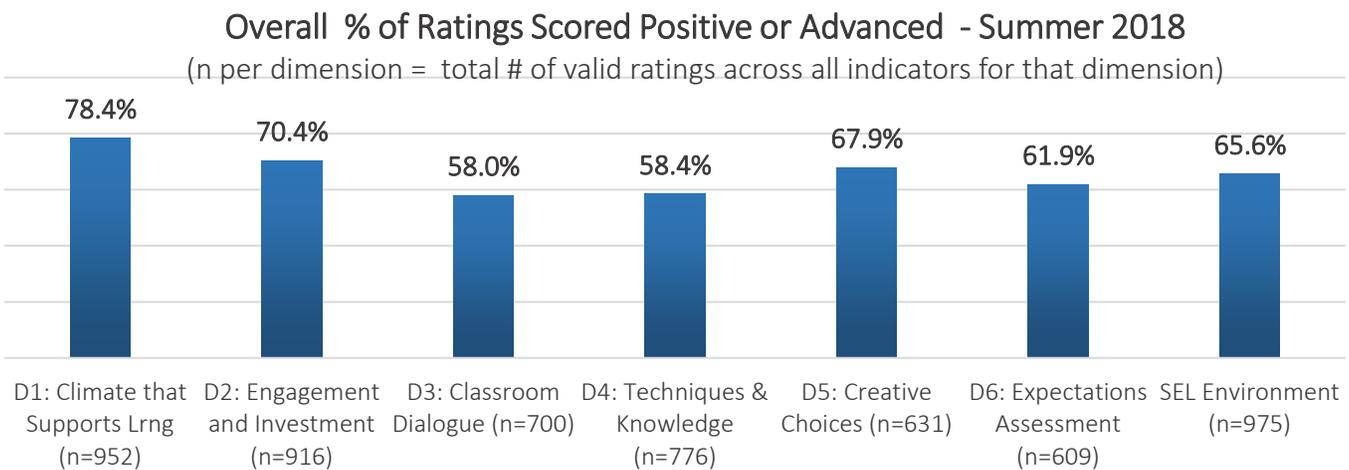
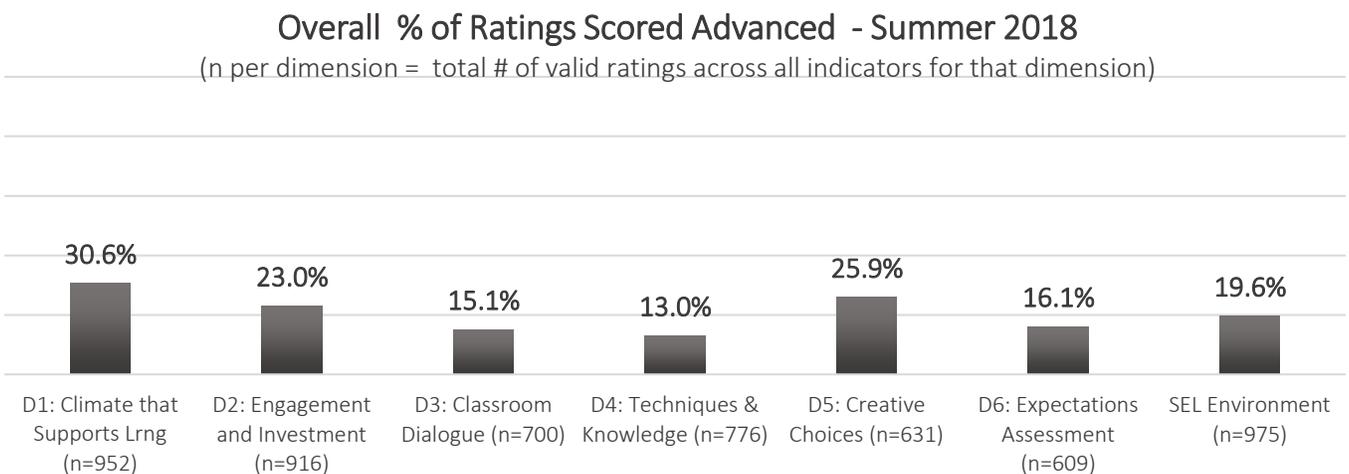


Figure 12. Overall Percent of Ratings Advanced for all Program Sites; summer 2017 (n=207 observations at n=28 sites)



The Dimension 1 indicators were rated highest among observers at all sites, with the highest overall average score (M=3.07) and the overall highest percent of ratings that were scored positively (3-proficient, or 4-advanced), with 78.4% of ratings being positive and one-third being scored as “advanced”.

The weakest of the Six Dimensions and SEL ratings were Dimension 3 and 4. Those two dimensions had the lowest overall mean score (around 2.6) and the lowest ratio of observations scored positively, with just 58%. Table Five

illustrates how each of the Six Dimensions and the SEL Environment stacked up against each other in terms of overall average score, overall percent positive and overall percent advanced.

Table Five. Dimension and SEL Indicator Score Rankings; summer 2018 (n=243 observations at n=78 sites)

	Average Score Rank	% Positive (Proficient or Advanced) Rank	% Advanced Rank
D1: Climate that Supports Lrng (n=811)	1	1	1
D2: Engagement & Investment (n=760)	2	2	3
D3: Classroom Dialogue (n=541)	7	7	6
D4: Techniques & Knowledge (n=518)	6	6	7
D5: Creative Choices (n=551)	3	3	2
D6: Expectations, Assessment (n=461)	5	5	5
SEL Environment (n=527)	4	4	4

Note: Blue shaded cells indicate higher rankings, while red shaded cells indicate lower rankings.

### Six Dimensions of Quality Partner Spot Observations Indicator Detail

Table Six provides detail for each of the indicators within the Six Dimensions of Quality and the SEL Environment observation findings. Blue shades indicate relatively higher scores and red shades indicate relatively lower scores. This table provides a detailed snapshot of areas of strength and need within the 6DQ framework according to the 243 PSOs conducted across the 78 partner sites.

Table Six. 6DQ Program Spot Observation – Indicator Detail; summer 2017 (n=207 observations at n=28 sites)

Indicator		n	Avg	% Positive	% Advanced
D1: Climate that Supports Lrng (n=952)	A positive, caring rapport between instructor and students supported learning.	241	3.12	80.1%	33.6%
	Classroom management and discipline were appropriate for effective learning.	231	2.93	70.1%	24.7%
	Materials and activities were well organized and designed to enrich learning.	240	3.04	77.9%	28.3%
	The physical space was conducive for instruction and learning in the discipline.	240	3.19	85.0%	35.4%
D2: Engagement & Investment (n=916)	Students had opportunities to participate actively.	241	3.24	86.7%	38.6%
	The lesson was suited for students of different skill levels and learning styles.	235	2.80	66.0%	16.2%
	Tasks were appropriately challenging.	234	2.79	64.5%	17.1%
	Students had opportunities to contribute and ask questions.	206	2.75	63.1%	19.4%
D3: Classroom Dialogue (n=700)	The instructor and students examined examples and engaged in discussions to understand content, concepts, and processes.	189	2.78	66.1%	21.2%
	Students clarified ideas, processes, and solutions.	170	2.51	50.0%	9.4%
	Students' work, ideas, and questions served as opportunities for further instruction and learning.	180	2.61	60.0%	12.8%
	Critique and discussion of ideas and products served to improve student work.	161	2.60	54.7%	16.8%
D4: Techniques & Knowledge (n=776)	The instructor and students developed skills, techniques, and knowledge during the session.	220	2.75	63.6%	15.9%
	Skills and techniques presented in the lesson built mastery of the content.	201	2.61	55.7%	12.4%
	Familiar practices were used to solve new problems or expand knowledge and skills.	159	2.74	65.4%	13.2%
	The focus of the lesson was on in-depth ideas and concepts in the discipline.	196	2.47	49.5%	10.2%
D5: Creative Choices (n=632)	The instructor and students collaborated to generate ideas and products.	168	2.80	66.1%	22.0%
	Students had opportunities to use their imaginations and creativity.	168	2.92	70.2%	26.2%
	Students could make creative choices that directed their performance and products.	155	2.87	66.5%	27.7%

D6: Expectations, Assessment (n=609)	Students engaged in producing original work.	140	2.92	69.3%	28.6%
	The instructor worked with students to reflect on the quality of their own work.	161	2.72	63.4%	13.7%
	The instructor set high expectations for students' work.	164	2.67	59.1%	14.0%
	Students understood how the quality of their work was assessed.	142	2.77	62.0%	18.3%
	The instructor focused assessment on expression, choice, and innovation rather than "correctness."	142	2.74	63.4%	19.0%
SEL Environment (n=975)	D1-Climate: Instructor modeled empathy and compassion.	218	3.04	76.1%	29.8%
	D1-Climate: Instructor modeled consequences of behavior, actions and decisions	150	2.80	67.3%	15.3%
	D3-Dialogue: Use of Growth Mindset terminology by instructors and/or students was evident during critique and discussions	124	2.74	68.5%	11.3%
	D3-Dialogue: Students participate in group discussion during openings and closings	133	2.62	58.6%	18.8%
	D5-Creative Choice: Students engaged in creative problem solving	132	2.60	53.0%	15.9%
	D5-Creative Choice: Instructor and students examine and model diverse cultural perspectives	69	2.87	68.1%	26.1%
	D6-Expectations: Students were given opportunity to celebrate success	149	2.77	62.4%	16.8%

## Data from DCOL Platform and Big Thought

### DCOL Partners and Programs

The DCOL partner & program information comes from the DCOL online platform that houses the official record of program information. This DCOL program listing is supplemented by a list of all official DCOL partners provided by Big Thought and includes funding partners, strategic partners, organizations that provided facilities for programming, and media support among other affiliations. Scheduled programs and partner organizations are organized into three levels: (1) the organization, (2) the “Program”, and (3) the unique program session and/or site. Some organizations have just one program conducted at one site and/or one session, while other organizations, such as Dallas ISD or the Dallas Public Library, have many different programs, each conducted at many sites and for many different sessions throughout the summer.

CORE compiled data from 7 key sources to create a comprehensive master list of all organizations or programs that participated in DCOL in various ways. The anchoring source was the list of scheduled programs on the platform, which includes all of the listed programs on the DCOL online platform. An additional 6 sources were analyzed to determine if other programs or organizations appear in those sources that *were not* already included in the list of scheduled DCOL programs: (1) organizations registered as an “org” within DCOL that did not list a specific program, (2) special events held throughout the summer, (3) the partner tracking log, which tracks engagement between Big Thought staff and partners such as meetings and visits, (4) participation in scheduled trainings held by Big Thought, (5) the official partner listing from Big Thought, and (6) a separate partner information log that Big Thought used to track various types of support requested and provided to partners throughout summer 2018. This created a comprehensive listing of organizations and programs within Dallas City of Learning during summer 2017. Figure 13 summarizes how many organizations, programs, and sessions participated. Not all participating organizations listed a face-to-face program on the DCOL platform.

Figure 13. Breakdown of Number of Organizations, Programs and Events offered; summer 2018



### Program Duration

The start and end-date for each program were derived from the scheduled programs list extracted from the DCOL platform. Programs and events lasted anywhere from less than one full day (several hours) up to more than a year for ongoing events and online programs. Program duration was available for 2,141 unique program and event sessions/sites. Ninety-eight programs had a substantial amount of time beyond the summer 2018 months. Among those held primarily through the summer (n=2,043), 22 programs lasted between 50-105 days. Most programs (n=1,859; or 86%) lasted three weeks or less (15 or less program days). The most common duration was less than a full day (n=1,080), followed by 13-14 days, or about 3 program weeks (n=502), and 1 week (n=191).

### Program Cost

The majority of the programs were free – 90% with a listed price point (n=2,141 total) were no cost to participants. The cost for each program was derived from the scheduled programs list extracted from the DCOL platform.

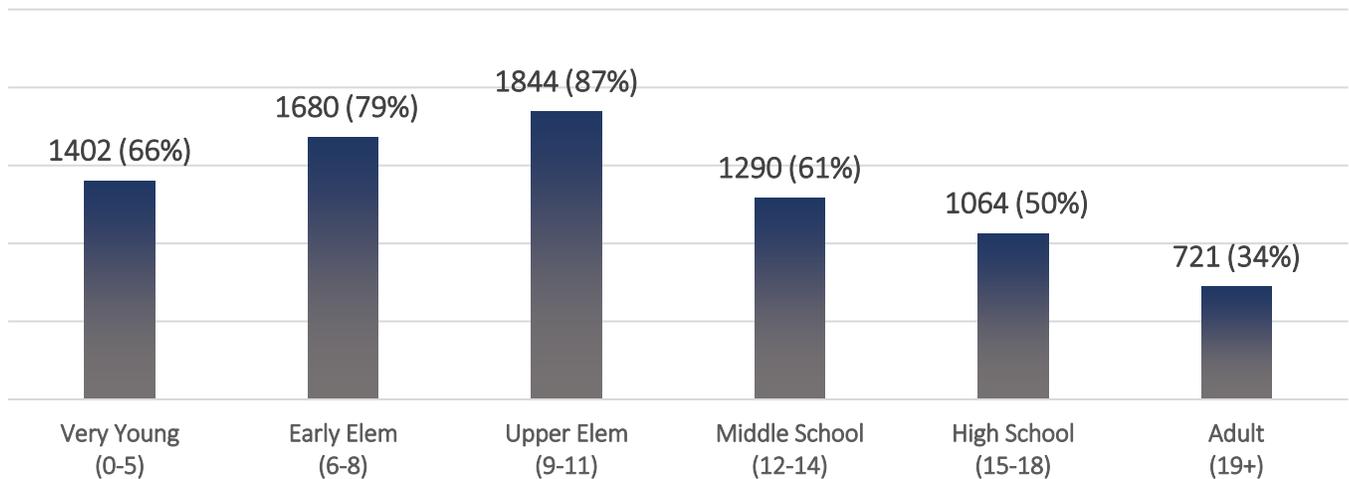
### Program Age Level

Programs were provided for a variety of age levels. The number of programs provided per age level is illustrated in Figure 14. The age levels for each program was derived from the scheduled programs list extracted from the DCOL platform. A total of 2,114 different program sessions listed on the DCOL platform provided age-level information. Each of these could have been available for one, few, or all age levels. Therefore, a single program may be accounted for in the sum for multiple age levels (e.g., a program may be for middle and high school students). Like summer 2017, the most common age-level of scheduled programming was upper elementary (ages 9-11); 87% of all programs offered were available for this age level. Notably, the ratio of programs available for very young learners and adults increased dramatically compared to summer 2017 from just 10% to 66% of all programs listed. The percent of programs available for high school students also had a notable increase, from 39% in 2017 to half of all programs in summer 2018.

Figure 14. Count of Programs per Age Level; summer 2018 (n=2,114 programs)

### # of Scheduled Programs Available for each Age Level - Summer 2018

(percentages represent % of overall programs available for that level)

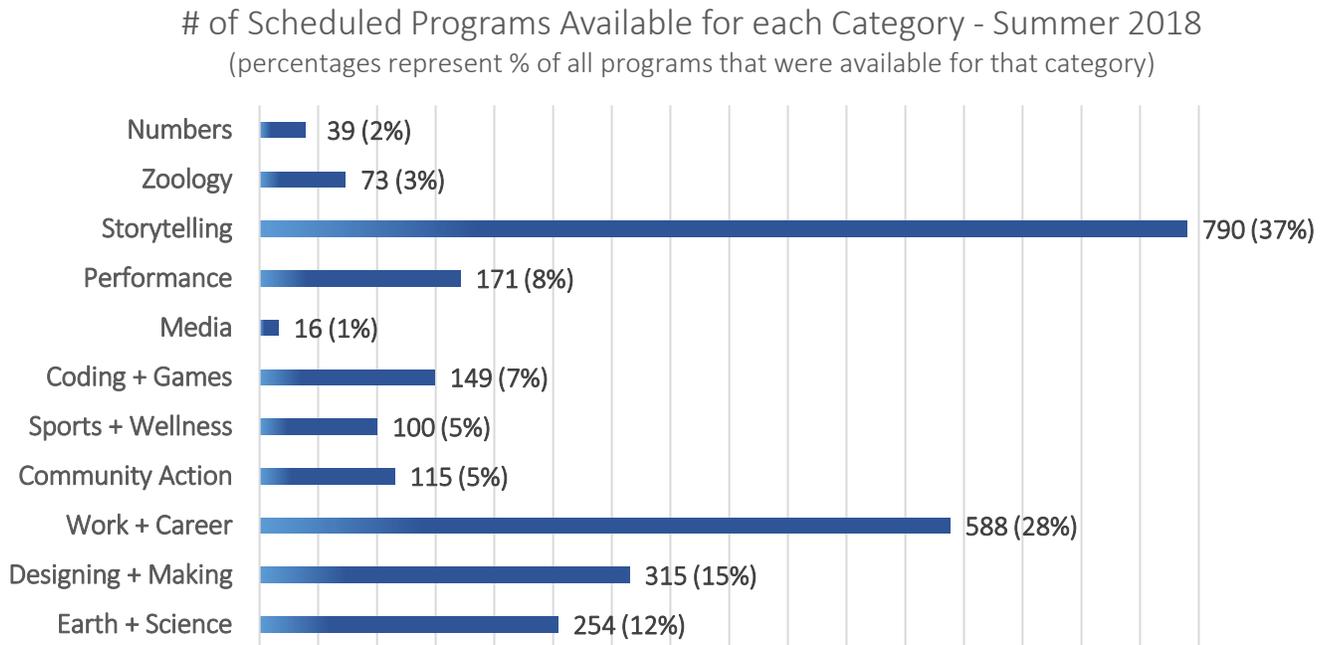


### Content Categories of Programming

A final factor related to DCOL program information is the type of content, or “category”, of programming. For the 2,134 scheduled programs for which category data is available (not all programs were assigned a category), each is matched to one or many categories such as “sports and wellness” or “earth and science”, for example. The number of programs provided per category is shown in Figure 15. A single program may be accounted for in the sum for multiple categories (e.g., a program may be categorized as both “performance” and “story telling”). Digital Youth Network created the 10 program categories for Dallas City of Learning. The highest frequencies are “Work + Career”

and “Storeytelling”. The least amount of programs were for “Numbers” and “Media”. The distribution of programming across the program categories is very similar to summer 2017.

Figure 15. Count of Programs per Category; summer 2018 (n=2,134 programs)



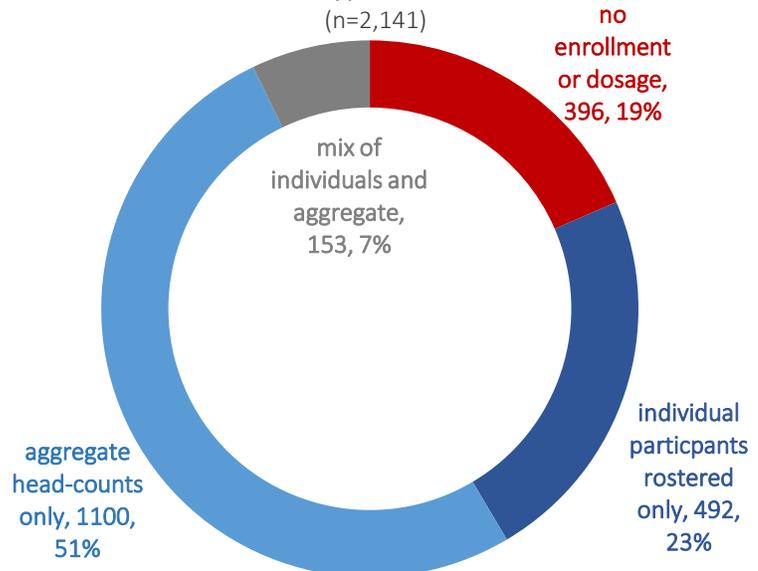
### DCOL Program Enrollment & Dosage

Individual student rostering and program dosage was compiled from a variety of formats. Each of the 2,141 programs listed were categorized into three enrollment & dosage categories: (1) individual participants rostered, (2) aggregate head-counts of participants only, (3) mixed enrollment, with some individuals rostered and some included only in an aggregate head-count, and (4) no dosage or enrollment available. **A total of 1,745 listed programs had some level of enrollment data available:** 1,100 programs had aggregate head-counts only, 645 programs had some individual participants rostered (either all or a portion), and 396 programs did not have any enrollment data available.

Most notably, **645 different programs, or 30% of all scheduled programming across DCOL, have some individual student-level enrollment and dosage records.** This represents a very large sample of programs for which careful student enrollment and programmatic elements will be applicable to ongoing analyses exploring associations between programs and student outcomes (report coming March 2019). Figure 16 shows the number of programs with each enrollment and dosage data type.

The 1,100 programs with aggregate enrollment only are fully represented by three key organizations that account for a large portion of the programming provided

Figure 16. Proportion of Programs and Events by Enrollment Type - Summer 2018



across all of DCOL. Among the 1,100 programs with aggregate enrollment only, 777 were Dallas Public Library programs, 293 were Dallas ISD programs, and 30 were Big Thought programs.

For all DCOL programs with enrollment and dosage data available at either the aggregate or student-level, **96,143 total participants enrolled in 1,745 DCOL programs or events. Among all 1,745 programs with valid individual or aggregate dosage, 1,217,089 cumulative days and 3,689,834 cumulative hours of programming were provided during summer 2018 by DCOL partner organizations.** The 96,143 total participants does not represent 96,143 unique individuals. Rather, individuals that participated in more than one program or event are counted for each program or event in which they participated.



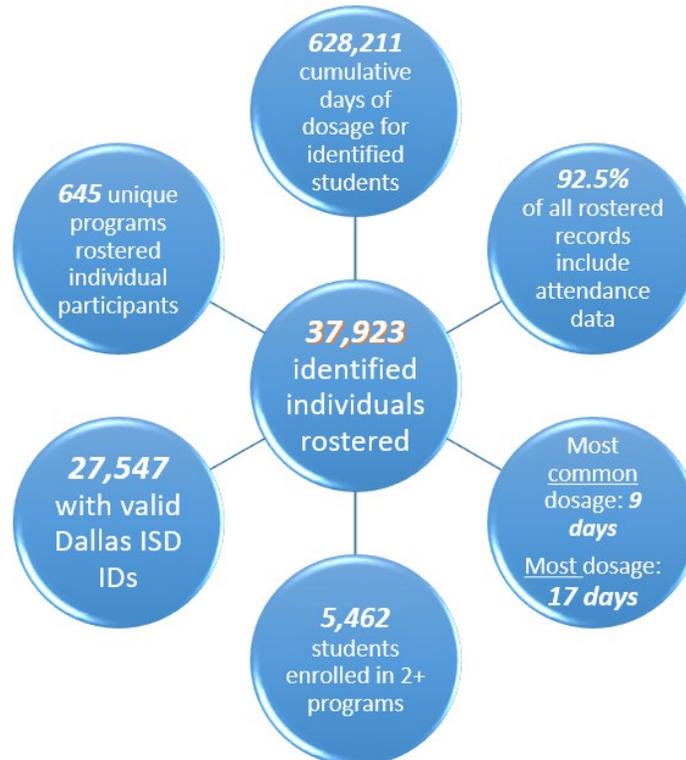
**Events**

There were 36 individual programs during summer 2018 that were classified as “events” (25 different events across 36 different locations or occasions). These included DCOL TurnUp Events, summer kickoff events, MXP truck site visits, resource fairs, and back to school events. These events were held between April 7 and August 18, 2018, with most throughout June and July, attracted 2,595 participants and accumulated 125 total hours of event programming.

**Individual Student Enrollment and Dosage**

Program rostering and dosage data was utilized to determine how many identifiable (meaning having valid ID user ID numbers for program matching and individual records), individual students enrolled and participated in programs. Figure 17 shows how students were enrolled in and across scheduled programs.

Figure 17. Individual Student Enrollment and Dosage across DCOL; summer 2018 (n=37,923 individuals)



*During summer 2018, 37,923 uniquely identified individuals enrolled in the 645 programs with individual student-level enrollment and dosage records, for a total of 44,886 roster records.* Most of these students (n=32,461, or about 85%) completed one program, and the remaining 5,462 students (14.5% of individuals rostered) completed 2 or more programs (4,551 completed 2 programs, 856 completed 2-5 programs, and 55 completed 6 or more). The number of students participating in 2 or more programs increased compared to summer 2017, when just 4% of all enrolled students attended 2 or more programs. The maximum number of programs for any individual student was 17.

Of the 44,886 roster records (students rostered into more than one program is duplicated in this number), at least one day of dosage was registered for 41,508 of the records<sup>3</sup>. Among these, the highest amount of dosage for any one student was 142 days (1 student; all Mayor’s Summer Reading Program). The most common number of days of dosage is 9 days (n=8,338, or about 22%), followed by 8 days (n=5,334 students, or 14%), 1 day (n=2,948 students, or 8%), and 18 days (n=2,282 students, or 6%). ***This sample of individually rostered students averaged 16.6 days and 50.5 total hours of programming per student and accumulated 628,211 total days of attendance at summer 2018 programs.***

All Dallas ISD students with available directory and information were automatically given user accounts within the DCOL system. Students attending schools within other education agencies were also able to register with their unique information. Cumulative, there were 175,656 registered “users” of DCOL during as of summer 2018 (note that not all registered users actively participate). Valid student ID numbers are available for 150,245 of these users. Of the 37,923 individuals rostered into at least one scheduled program, valid student ID numbers are available for 27,547 of them (a 3,931 increase compared to summer 2017). This match will allow for ample matching to student-level academic, course enrollment, and in-school attendance data made available through a research agreement and data sharing agreement with Dallas ISD. The upcoming March 2019 report will explore the associations between summer programming and student outcomes, as well as the linkages between summer 2017 and summer 2018 and students who attended programming across both summers; ***8,952 students were also enrolled in summer 2017 programs.***

### *Virtual Users*

Of 175,696 registered users in the DCOL system, 1,289 logged themselves into the DCOL platform as a “virtual” user at least once. This represents a 109% increase in virtual users compared to summer 2017. The earliest login was January 16<sup>th</sup> and the last was September 25<sup>th</sup>, 2018.

### ***Big Thought Support Services to DCOL Partners***

Big Thought tracked real-time, ongoing interactions with DCOL partners through 3 main tools: (1) the DCOL Partner Tracking tool, which tracked meetings held with partners, including the date, participants, and objective, (2) the PD Training Roster, which tracked professional development sessions facilitated for DCOL partners, including participants, date, and objective, and (3) a log of resources provided to partners such as financial or curricular support.

Data extracted from these three tools was compiled into a master comprehensive record of logged interactions and organized at the program level so that any partner that participated in trainings or meetings appears on the master roster and the total number of hours of engagement of any type is linked to that program. This data will be utilized in future planned analyses to determine if support dosage is related to perceptions or ratings of student access, quality and dosage.

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<sup>3</sup> The remaining records did not have individual dosage information (days of attendance), but the enrolled students were marked as “completing” the program. For these students, their dosage was estimated by using the total number of days for the program(s) they were enrolled in.

**Financial Resources and Investment**

Thirty-eight individual programs received direct financial support from Big Thought. Programs were required to apply for this financial support through the Neighborhood Resource Initiative of DCOL. The financial stipends ranged from \$2,000 to \$20,000 for each program. The average stipend amount was approximately \$6,600.

Overall, Big Thought directly invested nearly \$1.8 million in summer 2018 for DCOL. Approximately \$1.06 million was a direct expense for staff and other program resources, and approximately \$715K was spent on seasonal staff not providing direct instruction. This total does not include allocations for organizational capacity such as full-time permanent leadership and administrative staff of Big Thought, marketing and communications, and general overhead.

**Meetings and Training/Professional Development**

During summer 2018, 205 different organized meetings or training sessions were scheduled and facilitated by BT staff and/or DCOL partners (increased from 87 during summer 2017); 130 of these were classified as training/professional development. Representing 148 different partner organizations or programs, 2,185 staff participated in these sessions for a cumulative 4,592 hours (participants are duplicate individuals; increased from 842 participants and approximately 3,500 hours in summer 2017). Big Thought, Dallas ISD, Dallas Parks & Recreation, and Duncanville (unspecified program) accounted for the most hours of meetings and/or training/PD. The average number of hours for the 148 organizations or programs that participated was 42.8 hours per organization.

Regarding trainings/PD specifically, the 130 training sessions had a total capacity of 2,058 spots (increase from 514 during summer 2017) and attracted 1,616 participants (increase from 362 during summer 2017). Overall, trainings were at 78.5% capacity during summer 2018, which is an increase from the 70% participant-to-capacity ration from 2017. The highest number of participants in any one training was 83, and the highest number of partner organizations attending any one training session was 17. The average length of all meeting or training sessions was approximately 1.78 hours, with meetings averaging 1.3 hours and trainings averaging 2 hours.

The meetings and trainings held for summer 2018 were categorized by CORE into 4 broad categories: (1) connecting and coordinating, (2) DCOL awareness, (3) technical assistance, and (4) content, which includes topics such as curriculum, program planning, program quality, and SEL. Most meetings focused on coordinating and connecting, and most trainings focused on content (see Figure 18). More specific than the category of each session, all meetings were focused on an objective as identified by Big Thought staff. A summary of the objectives of the 75 meetings is provided in Table Seven.

Figure 18. Number of meeting and training/PD sessions by category; summer 2018 (n=205 sessions)

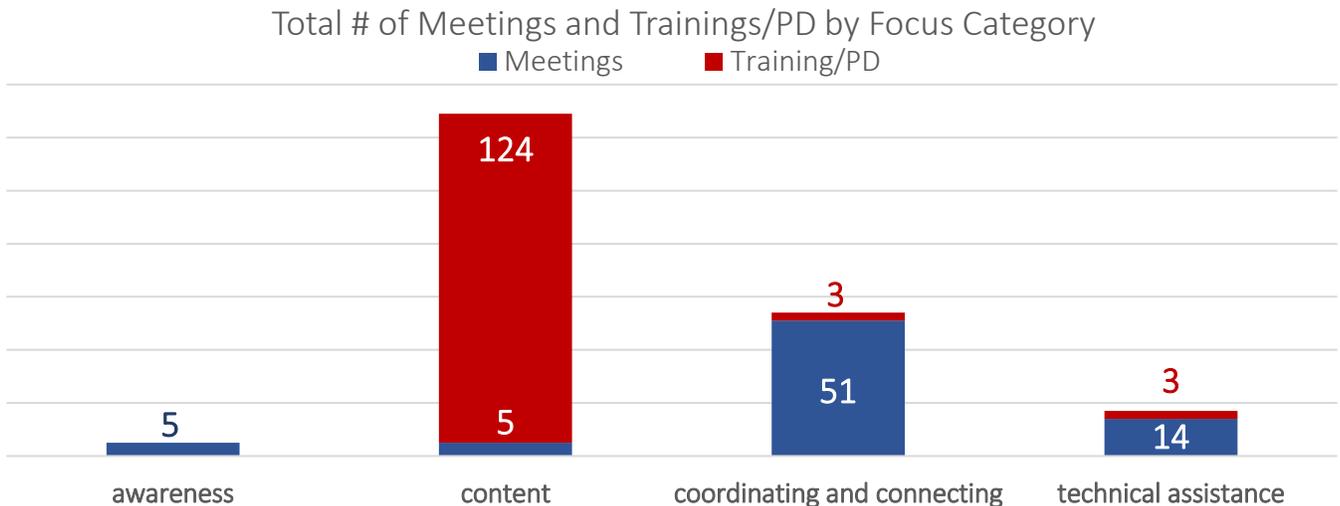


Table Seven. Objectives of Scheduled DCOL Partner Meetings; summer 2018 (n=75 sessions)

Meeting Objective	# Meetings
Coordinate professional development (6D and SEL) for partner organizations working in coordinated neighborhoods	7
Coordinate programming for West Dallas, Pleasant Grove and set up Rail Writers field trips for West Dallas & Red Bird Soars camps	1
Coordinate programs in the Redbird neighborhood and Redbird Mall	6
Coordinate Turn-Ups/Pop Ups	4
Coordinated programs in Pleasant Grove	1
Create a comprehensive searchable inventory of local and online learning experiences	12
Develop direct delivery programs	1
Discover Summer Fair & guide, Partnership proposal review	1
Discover Summer Fair and Guide, calendar, Summer Achiever's Academy, DCOL platform	1
Enrichment programs for July, summer transportation options, professional development	1
Exploratory meeting	1
Greater youth engagement during the summer outside Creative Solutions programming	1
Help DCOL partner with assessment, contract, etc.	1
Help partners use data more strategically	1
Help partners use data more strategically by building additional Tableau visualizations for partners	4
MTBSF	1
Neighborhood Resource Initiative	1
Participate in DCoL awareness outreach (e.g., DISD super Saturdays, PrepU)	4
Pilot partner PD series	1
Pleasant Grove	7
Reconnecting with Bachman Lake together to see if the pilot programs were effective and if they wanted to re-engage in those same programs. Also, to see what other programs would be beneficial to the community and learn what their needs are to uplift the communities they serve.	1
Recruit and engage partners in DCoL system so that partners understand the value of being a part of DCoL, list summer experiences, and provide program participation data to BT	9
Recruitment efforts and facility check in for West Dallas Soars	1
Review Summer 2017 evaluation report; preliminary summer 2018 planning (summer achiever's, thriving minds bridge camp, transportation, calendar, etc.)	1
Solidify programming for West Dallas and Pleasant Grove Soars Camps	1
Turn up, platform, data collection methods, searchable inventory	1
West Dallas SOARS	1
Unspecified	3

### Additional Resources

In addition to financial support and scheduled meetings and training sessions, Big Thought provided a variety of other in-kind and on-demand direct resources to partners upon request. These additional resources are summarized in Table Eight. A total of 103 individual programs accessed these supports. The most common support was targeted professional development, program capacity coaching, and transportation.

Table Eight. Frequency of Big Thought direct supports to DCoL partners; summer 2018

Curriculum	Transportation	PD Offered	Technology	Instructional Support	Program Capacity & Coaching
9	32	73	15	21	24