

Year 4 (2020-2021) NYS 21CCLC Annual Evaluation Report Template

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I. Project Information

Program Name	21 st CCLC Program at the Stanley Makowski ECC – BPS #99 (Makowski)		
Project Number	0187-21- 7030		
Name of Lead Agency	Community Action Organization of Western New York (CAO)		
Name of Program Director	JoAnna Rozier-Johnson		
Name(s) of Participating Site(s) and grade level(s) served at each site	Site 1: Stanley Makowski ECC (BPS #99) _____ Grade(s) Served: K-4 ____ Site 2: _____ Grade(s) Served: ____ Site 3: _____ Grade(s) Served: ____ Site 4: _____ Grade(s) Served: ____ Site 5: _____ Grade(s) Served: ____ Site 6: _____ Grade(s) Served: ____ Site 7: _____ Grade(s) Served: ____ Site 8: _____ Grade(s) Served: ____ Site 9: _____ Grade(s) Served: ____ Site 11: _____ Grade(s) Served: ____ Site 12: _____ Grade(s) Served: ____		
Target Enrollment	Total (Program-wide):	145 students ¹ (modified target 30 students) _____	Actual # at/above 30 hours ² ____18_____
Evaluator Name and Company	Wayne D. Jones and Morgan Williams-Bryant, JPS Solutions, LLC		
Evaluator Phone and Email	917-921-4240, wdjcompany@att.net		

¹ This number represents the pre-COVID enrollment target in the original grant application. The circumstances of COVID and its disruption of school and OST educational programming during the 2020-21 school year created unforeseen challenges to 21st CCLC programs, particularly with respect to recruitment and enrollment of students. **Indeed, school-based 21st CCLC programs like the Makowski CCLC were not allowed to provide services in district school buildings for the entirety of the year, so the originally-proposed program could not be delivered.** As discussed in this report, CAO applied and was approved to make program modifications to serve students in its three community center sites. This modification, along with the district-imposed restrictions on third-party school-based OST programs, significantly impacted the program’s expected and actual enrollment. **The modified enrollment target for Makowski’s community center site-based activities is 30 students (i.e., 10 at each site).**

² On September 2, 2021, the New York State Education Department (NYSED) released an email memorandum stating that, because of the pandemic and its devastating impact on schools and OST programs, all program participation targets would be waived. Specifically, the email said **“Given the extraordinary circumstances of the past year and a half, NYSED has agreed to waive all participation requirements, for the 2020-2021 program year only.”** Accordingly, this evaluation report will not consider project goals or measures related to project participation targets.

II. Evaluation Plan & Results

- Use the tables below to identify your program objectives, performance indicators (PIs) of success, evaluation and measurement plan, and results of your evaluation data collection and analysis for Year 3. Additional space is provided to report on Year 3 results that could not be reported last year.
- Add rows, and copy and paste the sections provided below, as many times as needed in order to accommodate all of your program's objectives and PIs. **Enter only one PI per row**, so as to make clear how it aligns with responses regarding target populations, SMART criteria, supporting activities, *etc.*
- This table is derived from the Template for Goals & Objectives in your grant proposal. **If the activities and measurability of the PIs indicate a strong adherence to this original plan, then this completed table may be used by grantees as evidence to support compliance with SMV Indicator E-3(a):** "Adherence to the Program's Grant Proposal".
- If you have an existing table that includes some of the information below, you may copy and paste it at the end of this section or attach as an appendix. *You must then reference the appended table(s)* by writing "See Appendix X" or "See table below" in the appropriate columns, and then *complete all additional columns* that require information not included in your original table(s).
- Column instructions and definitions for the following tables:

[Old Col. D] – Space for reporting activities to support program objectives and PIs has been added immediately below each objective in lieu of the old Col. D. Activities can also be reported in a row underneath each PI if there are activities unique to each PI within each objective. List activity titles, or attach a list (in any format) as an appendix, and reference here.

Col. A, B, D – PIs, Target Populations and PI Measures: Specify in the comments box whether any of these were modified from the original grant proposal, and if so, whether the modifications are pending or approved.

Col. B – Target Populations: Students, parents, grade levels, sub-groups [e.g., special education], specific activity participants, *etc.* as applicable.

Col. C – SMART Criteria: Evaluators are asked here to assess whether they believe each of the established PIs are SMART (as defined below). If not, include an explanation in the comments of why not, and any plans to modify the PI.

SMART stands for: **Specific:** targets a specific, clearly defined area of improvement for a specific target group; **Measurable:** states a defined outcome that can be assessed, and how it is to be assessed, including instruments and analyses [which can be indicated in Columns E and F]. (SMART indicators can include qualitative assessment); **Achievable:** realistic given baseline conditions and available resources [note this may be difficult for the State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, *etc.*; **Time-bound:** specifies when the goal will be achieved [most will be annual].

Col. D – PI Measures: Data collection instruments and methods used to assess success of the PI; *e.g.*, surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, *etc.* Indicate the title if a published instrument is used.

Col. E – Analyses: Analyses of the above measures used to determine whether the PI was met. Be sure to include specific results that directly assess the PI.

Col. F – Response Rate/% With Data: These measures are defined as the number of individuals for whom data/information was obtained, divided by the total number in the population for whom the PI was specified. Note that the PI target population may be smaller than the total number of program participants, for example in activities that are not designed for all students, or if the PI is specified only for students attending a minimum number of hours.

Col. G – Was PI Met? As mentioned, it is well understood that the pandemic has had a major impact on meeting or even measuring many PIs and Objectives – options for these responses have been added. A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was fully met in at least one site, but not at all sites. "Progress towards" the PI, or "almost" meeting the indicator, should not be counted as partially met, **although such details are welcome in the comments sections.** Make sure that assessments of whether PIs were met are aligned with how the PI is defined. (For example, if the PI specifies improvement, it is not sufficient to report only on end-of-year performance.)

All Columns - Any **academic** PIs from the prior year that could not be reported in that year's AER (e.g., due to pending district data) must now be reported in the "**Prior Year PIs**" subsection following each sub-objective.

a. **Sample** Evaluation Plan and Results Tables

Objective 1: 21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

Sub-Objective 1.1: Core educational services. 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

Sample Program Objective 1.1-1 (specify): ELA enrichment program offered to all students below proficient

Sample Describe activity(ies) to support this program objective here:
 - ELA Skills Through Leadership; - ELA Support for SIFE

(A) Sample Performance Indicator(s) (PI) of success	(B) Sample Target Population(s)	(C) Sample PI Meets SMART Criteria? (Y/N)	(D) Sample PI Measures data collection instruments & methods	(E) Sample Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Sample Response Rate/ % With Data (if applicable):	(G) Sample Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) Sample EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
<i>ELA enrichment programs offered 3 hours/day, 3 days/week for 30 weeks annually</i>	<i>Students who score below proficient on prior spring NYS ELA test</i>	Y	<i>- Program schedule - Fall evaluator observation summary</i>	<i>- Review of scheduled dates, days and hours - fall observations verify existence of programs</i>	NA	Partial	<i>Both activities offered for 3 hrs/day X 3 days/wk at Site A, At Site B, leadership ELA met full schedule but ELA for SIFE only 2 hrs/day.</i>
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
<i>600 students who were rated as below proficient in baseline ELA on spring 2021 Teacher Survey attend at least 30 hours of ELA programming annually</i>	<i>Students who score below proficient on prior spring NYS ELA test</i>	Y	<i>- spring '21 Teacher Surveys - attendance rosters</i>	<i>Review of: - spring '21 Teacher Surveys - count of #s attending >30 hrs by ELA scores</i>	<i># targeted by PI: Total students below proficient enrolled in ELA activities = 500 # w data: 335 [# with completed spring '21 Teacher Survey and records of hours of ELA program attendance] [% with data = 335/500=67%]</i>	Not met due to pandemic	<i>All 335 students at Sites A and B (combined) who were rated below proficient attended at least 30 hours at one of these programs; but attendance fell below the target of 600 students due to school closures.</i>

If needed, describe activity(ies) specific to the above Performance Indicator here:

Comments: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.
 - Objective 1.1 and second PI are approved modifications – original did not focus on students scoring below proficient in prior year; changed measure from prior year ELA test to Teacher Survey ratings because of 2020 testing cancellation.

Objective 2: Participants of 21st CCLC Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Sub-Objective 2.1: Achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.

Sample Program Objective 2.1-1 (specify): *Participants attending ELA enrichment improve their ELA performance*

Sample Describe activity(ies) to support this program objective here:

- ELA Skills Through Leadership; - ELA Support for SIFE

<p>(A) Sample Performance Indicator(s) (PI) of success</p>	<p>(B) Sample Target Population(s)</p>	<p>(C) Sample PI Meets SMART Criteria? (Y/N)</p>	<p>(D) Sample PI Measures data collection instruments & methods</p>	<p>(E) Sample Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.</p>	<p>(F) Sample Response Rate/ % With Data (if applicable):</p>	<p>(G) Sample Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending</p>	<p>(H) Sample EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.</p>
<p><i>80% of grade 4-8 participants who were rated as below proficient at baseline on spring 2021 Teacher Survey, and attended 30+ hours of ELA activities, are rated on the Survey as at/above proficient as of spring 2021 and/or score at/above proficient on Spring 2021 ELA test</i></p>	<p><i>Grade 4-8 students who were rated below proficient at baseline in ELA on the spring 2021 Teacher Survey</i></p>	<p>Y</p>	<p><i>- spring '21 Teacher Surveys - spring '21 ELA test - attendance rosters</i></p>	<p><i>#/% of target group at/above proficient, spring '21</i></p>	<p><i># targeted by PI: 335 [# grade 4-8 in ELA programs who were rated as below proficient at baseline AND attended ELA activity for 30+ hrs] # w data: [Pending]</i></p>	<p><i>Data Pending</i></p>	<p><i>Spring '21 ELA data expected ca. August 2021</i></p>

Sample PRIOR Year PIs for Objective 2.1-1 [needed only if not reported last year]

Sample Describe prior year activity(ies) to support this program objective here:

- ELA Skills Through Leadership; - ELA Support for SIFE

<p>(A) Sample Performance Indicator(s) (PI) of success</p>	<p>(B) Sample Target Population(s)</p>	<p>(C) Sample PI Meets SMART Criteria? (Y/N)</p>	<p>(D) Sample PI Measures data collection instruments & methods</p>	<p>(E) Sample Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.</p>	<p>(F) Sample Response Rate/ % With Data (if applicable):</p>	<p>(G) Sample Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending</p>	<p>(H) Sample EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.</p>
<p>80% of struggling participants score at/above proficient in spring 2020</p>	<p>Students who were struggling in ELA in SY 2019-20</p>	<p>N</p>	<p>- Fall '19 survey of ELA teachers - spring '19 and spring '20 NYS ELA exams - attendance rosters</p>	<p>#/% of target group at/above proficient, spring '20</p>	<p># targeted by PI: 512 students struggling in ELA participated in ELA programs # w data: No students completed spring '20 ELA exam [% with data= 0/512=0%]</p>	<p>Not measured due to pandemic</p>	<p>Spring '20 ELA performance could not be assessed due to cancellation of state testing.</p>

Sample Comments: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, , challenges encountered due to pandemic, etc.

- Y4 PI is an approved modification to specify which participants the indicator is referring to, and to reflect a change in PI measures because of 2020 state testing cancellation.
- Y3 PI was not "SMART" - Not specific (does not specify how participants would be defined as "struggling"; program submitted a program modification to change this PI for SY 2020-21 to make it Specific.

b. Evaluation Plan and Results Tables

Objective 1: 21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

Sub-Objective 1.1: Core educational services. 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

Program Objective 1.1-1 (specify): The 21st CCLC will offer high quality services in ELA and Math,

Describe activity(ies) to support this program objective here: The Makowski CCLC was initially approved to provide in-person after-school academic programming on-site at Makowski, a K-4 BPS school, to Makowski’s students using approved curricula aligned with the school-day academic programs of the school and the district. As discussed in the “Comments” section below and throughout this report, CAO made adjustments in 2020-21, following adjustments made in 2019-20, in response to the COVID-19 pandemic and to accommodate the COVID-19-related needs, requirements and circumstances of the district and the individual schools it serves. Early in the 2020-21 school year, NYSED approved modifications to the originally-proposed 21st CCLC program to allow the Makowski CCLC program to shift from exclusive after-school programming (which had been delivered remotely during much of 2019-20) to full-day in-person and blended learning programming on-site for students at an expanded number of schools at three of CAO’s community center 21st CCLC sites—i.e., the JFK Community Center, the Edward Saunders Community Center and the Pratt-Willert Community Center. The academic component of the amended program design provided in-person support to students who needed assistance and guidance in participating in the district’s virtual learning activities that they were unable to receive at home, along with other academic support and tutoring including instruction using program-specific curricula. As noted below, the changes in the program design required CAO to forego or modify many of the elements of its originally-approved 21st CCLC program, including its daily schedule and implementation of its originally-proposed curriculum. Accordingly, certain of the originally-approved Performance Indicators are not relevant or applicable “as is” in the Year 4 Program Evaluation. Specific activities to achieve this objective include personalized in-person support to students as they complete classroom and homework assignments, grade-level academic programs using approved curriculum students and other activities to build literacy, ELA and Math skills.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
Initial PI: Improved student achievement—80% of students’ achievement will be evidenced by successfully completing a module or more every 5 or more weeks. Adjusted PI: Evidence of academic growth	Students	Yes	Review of report card grades (not yet available for review) Review of pre- and post- WRAT assessment scores	Review of report card grades to determine student progress in ELA and Math. This review is pending, as report card data was not yet made available to the evaluator. Regarding pre- and post- test data, pre- assessments in ELA using the WRAT assessment instrument were administered in	# targeted by PI: Re report card data: All “regular participants”; Re WRAT test data: 8 students with pre-and post-	Yes Report card data has not been measured due to unavailability of data at the time of this report (due primarily to district demands related to COVID-19) Regarding pre and post	Independent 21 st CCLC-specific testing provided clear evidence of student growth in ELA and Math, with 7 of 8 students showing growth in ELA and 5 of 8 students showing growth in Math.

<p>based on pre- and post-tests results. (This adjustment occurred and was approved in Year One of the 21st CCLC project.)</p>				<p>Fall 2020 and post-assessments were administered in Spring 2021. Our evaluation of WRAT test results focused on those students for whom both pre- and post- assessment data is available—i.e., those students who participated in the program long enough to take both exams.</p>	<p>exam data # w data: 8</p>	<p>test data, the PI was met with more than 80% of students who took both tests showing growth in ELA and a smaller but significant percentage showing growth in Math-- i.e., test data shows evidence of academic growth, with 87.5% of students improving in ELA and 62.5% of students improving in Math.</p>	
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If needed, describe activity(ies) specific to the above Performance Indicator here:

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, **challenges encountered due to pandemic, etc.**

The program design was modified from that which was originally-proposed to remain viable and effective during the COVID-19 disruption. When the pandemic began in 2019-20 and caused the Buffalo Public Schools and Buffalo’s charter schools to cease in-person schooling and launch a remote instruction program, CAO pivoted immediately and effectively to a remote delivery model in its 21st CCLC programs. As described in the Year 3 end-of-year evaluation report, the Makowski program joined forces with the other CAO-administered 21st CCLC programs to provide a consolidated after-school remote learning program for all students in CAO-administered 21st CCLC programs. In 2020-21, the Buffalo Public Schools opened remotely, and CAO applied and was approved to implement significant modifications to its program design for its Makowski and other 21st CCLC programs. The key modification was that the 21st CCLC would cease to be merely an after-school program at Makowski during the 2020-21 school year but, rather would be a full day program that would provide in-person services at each community center site starting at 8 AM and ending at 6:30 PM.¹ Also, the 21st CCLC’s academic programming would focus on helping students succeed in the district’s school-day remote learning program, supporting students in completing homework and other classroom assignments and engaging students in supplemental instruction, tutoring and academic support aligned with the district’s school-day curricula. As CAO stated in its modification request, “Our in-person services are providing supports for students whose parents would be unable to provide the required support needed for students to have successful participation in their virtual academic programming at home.” In other words, the 21st CCLC program shifted its academic emphasis from strictly providing independent after-school instruction using program-specific curricula to providing in-person and blended on-site assistance to students engaging in BPS’ virtual learning activities during the school day and providing supplemental academic instruction, tutoring and support, along with youth development activities, during the school day and during what would ordinarily be considered after-school time-i.e., 3:30 PM to 6:30 PM. The modification, along with modifications approved for CAO’s other 21st CCLC programs, also expanded the number of schools that the Makowski 21st CCLC program could serve. (Additional modifications during the year further expanded the number of schools that could be served by CAO’s 21st CCLC program.)

The Makowski 21st CCLC program provided instruction and support to students throughout 2020-21. The program administered pre-tests to students in Fall 2020. 8 of these students were still

¹ In Spring 2021, the program made another modification to combine the school-day 21st CCLC programming from all 3 community centers to just the JFK Community Center, while after-school programming continued to occur at the other two sites.

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active participants when the program administered post- tests in Spring 2021. As described in the table, most of these students improved in ELA and Math. This growth is significant, especially given the “learning loss” that students in Buffalo and throughout the nation experienced during the COVID-19 disruption.

PRIOR Year Objective 1.1-1 [Specify if changed]: Same as above

PRIOR Year PIs for Objective 1.1-1 [report in table below only if not reported last year]: NA. This PI was reported on in last year’s Evaluation Report.

Describe prior year activity(ies) to support this program objective here:

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		

If needed, describe activity(ies) specific to the above Performance Indicator here:

					# targeted by PI: ____ # w data: ____		
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If needed, describe activity(ies) specific to the above Performance Indicator here:

Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of Pis not meeting SMART criteria, challenges encountered due to pandemic, etc.

Sub-Objective 1.2: Enrichment and support activities. 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.

Program Objective 1.2-1 (specify): The program will provide students with opportunities for enrichment and development

Describe activity(ies) to support this program objective here: The initial program design called for students to engage in recreational programs focused on arts and music, including Zumba and African drumming. When the program transitioned to remote instruction in 2019-20, several partners offered services and programming virtually. In 2020-21, 21st CCLC recreational and enrichment programming was provided on-site at the community centers during late afternoon (i.e., from 2 PM to 6/6:30 PM). In 2020-21, given the COVID-19-related modifications in the program, CAO reduced the number of partners and scope of externally-provided enrichment activities from the prior years of the program. The primary program partners in 2020-21 were 4H (STEM and youth development), Paint the Town (arts) and Girl Scouts (youth development). **All** students who participated in the after-school portion of the 21st CCLC program engaged in one or more recreational/enrichment activity.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
85% of students will explore, develop, and share their talent and will engage in interactive, recreational programming.	Students	Yes	Observations of program activities and review of attendance rates for recreational and enrichment programming.	Review of attendance and participation records for enrichment programming. Observation of students participating in enrichment programming.	# targeted by PI: 18 registered students # w data: 18 students	Yes	Review of attendance and participation records confirm that all students who participated in the after-school programming engaged in at least one enrichment/recreational/youth development activity. As noted in the discussion below, some partner-implemented activities were more extensive and better-attended than others. However, all students in the after-school portion of the program engaged in at least one session of at least one enrichment activity.
Students will demonstrate regular program attendance and show other behaviors	Students	Yes	Review of attendance records	Review of program attendance records show that the program has struggled to achieve high levels of program enrollment. The evaluators	# targeted by PI: 18 registered students # w data: 18	Not met because of COVID	In prior years, the evaluators considered “regular program attendance” for purposes of this PI to mean that a significant percentage of registered students are “regular attendees—i.e., students who

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that indicate good citizenship				compared enrollment and attendance rates in 2020-21 to those in prior years and determined, not surprisingly, that pre-pandemic attendance was significantly higher and more consistent than during the COVID-19 disruption. “Other behaviors” was not defined and was not analyzed.	students		attended for 30 days or more. This year, we are reporting the fact that the 2020-21 Makowski 21 st CCLC program did not achieve this standard. It should be noted that all of the registered students participated in the program for 30 hours or more, and 37% of students remained in the program for 90 hours (i.e., 30 days) and were “regular attendees.” Daily attendance was negatively impacted by the COVID-19 disruptions.
Students (an unspecified percentage) will perform in at least two public showcases and/or events	Students	Yes	Student showcases and presentations of student work	Review of program calendars and records with information about presentations Informal interviews and conversations with Program staff and other stakeholders. Evaluator attendance and observation of a program student showcase presentation.	NA	Not measured because of COVID	At least one virtual student showcase event was held in Spring 2021, which one of the evaluators attended. The COVID-19 disruption made it impossible for the program to schedule and present the live, in-person student performances and showcase activities that it had done in prior years. The Spring showcase event is a clear indication of the program’s intent to meet this PI.
<p>If needed, describe activity(ies) specific to the above Performance Indicator here: The program met this PI by providing a variety of recreational and enrichment opportunities to students who participated in the after-school portion of the program. Specifically, the program provided the following enrichment/youth development activities in 2020-21:</p> <ul style="list-style-type: none"> a) Girl Scouts –Girl scout youth development programming was delivered at each community center 21st CCLC site. Seven Makowski students participated in this programming. b) Paint the Town—Paint the Town provided instruction and skills-development in the arts. Four Makowski students participated in this programming. c) 4H—4H provided STEM and youth development programming at the Pratt-Willert community center. Nine Makowski students participated in this programming. d) In addition, students had opportunities to engage in enrichment, recreational and youth development activities facilitated by CAO/21st CCLC staff, including fitness activities in the community center gyms and educational games in the community center computer rooms. <p>In addition, Black Knight Chess and LaMovement Fitness were partners in CAO’s 21st CCLC program, but no Makowski students participated in their programming.</p>							
<p>Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.</p>							

The approved program modifications provided that the program would provide full-day in-person on-site academic and enrichment/youth development programming in roughly the following way:

- a) 8 AM-8:45 AM: Student arrival, COVID screenings, handwashing and breakfast
- b) 8:45 AM-9 AM: Students are situated at computers and logged in to participate in virtual school-day BPS instruction
- c) 9 AM-12:30 PM: Students participate in blended asynchronous and synchronous school day class lessons and activities and/or CAO-facilitated youth development programming (generally for students who have completed their academic work)
- d) 11:30 AM-12:30 PM: Student lunch
- e) 12:30 PM-1 PM: Student dismissal for some students and return to synchronous/asynchronous virtual instruction and other academic activities for “full-day” 21st CCLC students
- f) 1 PM-2 PM: disinfecting and COVID health and safety activities by CAO staff while students engage in academic activities
- g) 2 PM-3:30 PM: Student completion of academic classroom work, homework or other academic activities
- h) 2 PM-6:30 PM: Enrichment and youth development activities

While the program modifications significantly changed the way that the 21st CCLC program was implemented, they did not alter the enrichment/youth development-related PI. To meet the PI, the program needed to provide enrichment and youth development activities and engage its students in the enrichment and youth development initiatives. The Makowski 21st CCLC worked effectively with the CAO 21st CCLC program partners while building in-house CAO capacity to provide recreational, enrichment and youth development activities for students at each community site. **CAO therefore met this PI.**

PRIOR Year Objective 1.2-1 [Specify if changed]: Same as above							
PRIOR Year PIs for Objective 1.2-1 [report in table below only if not reported last year]: NA. This PI was reported on in the last Evaluation Report.							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic , etc.							

Sub-Objective 1.3: Community Involvement. 100% of Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.¹

Program Objective 1.3-1 (specify): The 21st CCLC will establish partnerships to provide diversified programming to participating students

Describe activity(ies) to support this program objective here: The initial project design envisioned that 21st CCLC programming—and especially its enrichment and youth development programming--would attract and engage students and promote regular attendance.

In 2020-21, the pandemic-caused disruptions in school-day programming and in the lives of students, families, program partners and staff members impacted the program’s design and recruitment/attendance outcomes. Program modifications changed the program from a primarily after-school program to one that provided school-day and after-school programming and supports. For the school-day portion of the program, students could elect to come to the 21st CCLC community center sites to receive in-person support while participating in the district’s instructional program. Enrichment and youth development activities, along with supplemental academic activities and supports, were provided to student attendees following the school-day portion of each day’s program.

The program design calls for the 21st CCLC to establish partnerships with community-based service providers to deliver enrichment and youth development activities. As noted earlier, the program recruited and worked with five partner/service providers who implemented enrichment and youth development activities for students. The program had at least one showcase activity which provided opportunities for students to express themselves creatively in the presence of parents, program and CAO staff and other members of the public.

The initial program design also envisioned the establishment of a CCLC-wide Student Leadership Team

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
Program community partners and vendors will provide diversified enrichment programming. 80% of students will demonstrate high participation levels in program activities, events and	Students and Community Partners	Yes	Evaluator review of community outreach and recruitment initiatives. Review of partner MOUs and materials. Review of participation and attendance data for program activities.	Review of and discussion with CAO Youth Services Department (YSD) Director (now Vice President of Youth Services) and Site Coordinators about partner recruitment activities; Discussions	# targeted by PI: Attendees and Partners/Providers at 3 program sites # w data: Attendees and Partners/Providers at 3 program sites	Yes	The program entered into agreements with the partners/providers listed earlier, and the partners/providers delivered enrichment and youth development programming throughout the year. Notwithstanding the reduced number of partners in the COVID-19 impacted 2020-21 program, the partners/providers delivered diversified programming, as called for in the PI.

¹ Note that this table might serve as a supplemental source of evidence documenting activities to engage and communicate with families, helping support grantees’ compliance with Indicators in SMV Section G, particularly G-3, G-5, G-6, and G-7.

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performances.			Discussion with program partners, staff and others at PAT meetings and during evaluator visits Observations of program activities, including a virtual student showcase	with Site Coordinators, CAO YSD Director, partners and program staff. Review of MOUs. Review of participation and attendance data. Observation of program activities during Fall and Spring evaluator visits.			100% of students who attended the after-school portion of the program participated in at least one enrichment activity. All partners offered programming, and Makowski students participated in partner-provided programming. A program evaluator attended and observed a virtual showcase featuring student work and performances in April 2021. The evaluator also observed the list of parent participants and can confirm that the event was well attended. Post-showcase discussion about the event at the next PAT meeting indicated that feedback from parents to CAO was very positive.
10% of students will participate on the Student Leadership Team (SLT).	Students	Yes	Discussions with the CAO VP and Site Coordinators	The analysis consisted of discussions with the CAO VP and Site Coordinators.	NA	Not measured due to the pandemic	The initial program design called for a significantly larger enrollment, which would enable the program to establish a meaningful SLT with 10% of enrolled students. Due to the program modifications based on the pandemic, the program's enrollment was substantially smaller than originally-approved target. Given the small number of students enrolled in the program, any SLT comprising 10% of students would not be meaningful or impactful. The evaluators did not measure this PI. However, we expect to measure it next year, particularly if the program returns to its original enrollment targets.

If needed, describe activity(ies) specific to the above Performance Indicator here:

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, **challenges encountered due to pandemic**, etc.

The relevant program modifications and descriptions of project partners/providers have been discussed earlier. Regarding enrollment and attendance, the evaluators recognize the impact of the

COVID-19 disruption on 21st CCLC programs generally and on the Makowski 21st CCLC program specifically. In particular, we recognize the challenges that 21st CCLC programs have had recruiting students—especially in districts like Buffalo which did not have in-person school-day programs for most of the year and did not allow third-party programs like CAO’s 21st CCLC programs to recruit on-site in schools or other district properties. We have reviewed data and discussed program recruitment and enrollment with the current CAO Vice President for Youth Development and Site Coordinators, and we will continue to work together with them to share information about best practices and support improvement towards achieving recruitment and enrollment targets. It should be noted that NYSED has determined that, because of the pandemic and its devastating impact on schools and OST programs, all program participation targets would be waived. In a memo issued this Spring, NYSED stated “**Given the extraordinary circumstances of the past year and a half, NYSED has agreed to waive all participation requirements, for the 2020-2021 program year only.**” Accordingly, the evaluators are not considering achievement of enrollment/participation targets in its determination of the program’s success in 2020-21.

PRIOR Year Objective 1.3-1 [Specify if changed]: Same as above							
PRIOR Year PIs for Objective 1.3-1 [report in table below only if not reported last year] NA. This PI was reported on in the last Evaluation Report.							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.							

Sub-Objective 1.4: Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children.¹

Program Objective 1.4-1 (specify): The 21st CCLC will provide parents with opportunities to engage with their children and to access supportive services)

Describe activity(ies) to support this program objective here: All parents (or guardians) must attend an orientation before their child is admitted to the program. Information about CAO services for parents are distributed directly to all parents.as a condition of their children’s participation in the program. In 2020-21, these orientation sessions were held virtually. Parents are invited to attend virtual and/or in-person student showcases throughout the year. Parents are also invited to participate in virtual or in-person informational events sponsored by CAO throughout the year

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
All parents will receive information and/or workshops to learn about supportive services they can access from CAO.	Parents/Guardians of participating students	Yes	Review of records and discussion with program staff re virtual parent orientations.	Review of records and discussion with program staff re virtual parent orientations. As discussed in the explanation box, there is evidence that the program met this Performance Indicator.	# targeted by PI: Parents of participating students # w data: Parents of participating students	Yes	Parents/guardians or guardians of all participating students participated in orientations prior to their student’s enrollment. This is a program requirement, and no student can be enrolled unless the parent or guardian successfully participated in the orientation. In prior years, the orientations were held in-person and orientation packets were distributed to each parent or guardian. The orientation packets and presentations contained detailed information about the program and CAO. Each parent was required to acknowledge receipt of the orientation packet. Orientation packets included

¹ Note that this table might serve as a supplemental source of evidence documenting “Adult Learning Opportunities” helping to support grantees’ compliance with MV Indicator G-8(d).

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							information about CAO services that could help parents. In 2020-21, orientations were held virtually, and the information included in the orientation packet was shared with parents online.
An undefined percentage of parents will “identify” workshops and events that “would be beneficial for them.”	Parents/Guardians of participating students	No	NA	NA	NA	NA	The Program Evaluators and CAO recognize that this PI is insufficiently specific to be measurable. <i>However, there is evidence, including CAO records, that information about CAO events and services was shared with parents at the orientation sessions and throughout the year.</i>

If needed, describe activity(ies) specific to the above Performance Indicator here:

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, **challenges encountered due to pandemic, etc.**

Apart from the challenges of providing information and services to parents remotely (e.g., being unable to deliver information in in-person public meetings as was done in prior years and supporting parents in accessing information virtually), this PI was implemented in a manner substantially similar to prior years. Regarding the PI that was insufficiently specific to be measured as a SMART Goal, this PI was approved by SED in its review of the program’s grant application and has not been modified during the course of the program. The PI requires measurement of parent thoughts (i.e., “might be beneficial to them”) as opposed to actions. We did, however, observe that parents had access to information about CAO-provided programs and services, as well as support from various CAO departments in learning about and taking advantage of programs and services that address their needs.

PRIOR Year Objective 1.4-1 [Specify if changed]: Same as above							
PRIOR Year PIs for Objective 1.4-1 [needed only if not reported last year] NA This PI was reported on in the last Evaluation Report							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.							

Sub-Objective 1.5: Extended hours. More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and on holidays.

Program Objective 1.5-1 (specify): The 21st CCLC will provide high quality after school programming. This objective is modified to provide that the 21st CCLC will provide before-school and after-school programming, as well as school-day supportive programming.

Describe activity(ies) to support this program objective here: Academic and enrichment programs are provided during after-school hours. During 2020-21, the program also provided school-day supportive academic and enrichment programming. Attendance is taken daily at the program and activity levels. While the pandemic prevented the program from providing extensive in-person field trips as it did in prior years, it did provide summer programming.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
The program will provide after-school activities. In order to remain in the program, students will remain on the roster for 3 days per week. .	Students	Yes	Participation and attendance records at program events. Observations of program activities during evaluator visits Interviews of and discussions with the Site Coordinator, the CAO VP of Youth Services, staff, partners and students. Review of program records	Review of program participation and attendance records revealed that CAO provided after-school programs and that a significant percentage of students remained on the roster for 30 days or more.	# targeted by PI: All participating students # w data: All participating students	Yes	This PI was met because the program provided after-school programming throughout the school year. As noted earlier, 37% of students who enrolled were “regular” attendees—i.e., attended and participated in program activities for 30 days or more (i.e., 90 hours or more).
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
75% of students will participate in field trips and summer programming.	Students	Yes	Participation and attendance records at summer	Review of program participation and attendance records revealed that CAO	# targeted by PI: All participating students # w data: All	Not measured due to the pandemic	CAO provided summer camp programming at the Pratt-Willert and Edward Saunders sites that Makowski students could attend.

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			<p>program events. Interviews of and discussions with the Site Coordinator, the CAO VP of Youth Services, staff, partners and students. Review of program records</p>	<p>provided summer programs that, while well-attended, were not attended by 75% of enrolled students. Since the school-year program could not offer extensive in-person field trips as in prior years this PI, which would ordinarily count attendance and participation in field trips towards the 75% target, cannot be fully measured.</p>	<p>participating students</p>		<p>As noted earlier, the 2020-21 program could not provide extensive in-person field trips and field learning opportunities as it had in prior years. The program implemented at least one virtual field trip—i.e., a 4H-facilitated virtual field trip focusing on Otters—but the program was unable to provide large-group in-person field learning experiences. Typically, field trips were very well attended and contributed significantly to the program achieving the 75% participation target. Since this critical program component was not a factor in 2020-21, this PI cannot be fully measured.</p>
<p><i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i></p>							
<p>Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.</p> <p>NA</p>							

PRIOR Year Objective 1.5-1 [Specify if changed]: Same as above							
PRIOR Year PIs for Objective 1.5-1 [needed only if not reported last year] NA. This was reported in last year's evaluation report							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of Pis not meeting SMART criteria, challenges encountered due to pandemic, etc.							

Objective 2: Participants of 21st CCLC Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Sub-Objective 2.1: Achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.

Program Objective 2.1-1 (specify): There was no written objective in the originally-approved proposal. The current working objective is “Regularly participating students will demonstrate improved academic performance and/or growth.”

Describe activity(ies) to support this program objective here: Academic programming coordinated with school day programs through collaboration with the district, including school-day supportive services and before-school and after-school academic instruction and support.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
80% of students will score improvement or maintenance on marking periods’ 2, 3, and/or 4 report cards.	Students	Yes	Report card data	Review of report card grades to determine student progress in ELA and Math. This review is pending, as report card data was not yet made available to the evaluator. We will report on this measure when the data has been reviewed.	NA	Data pending	This review is pending and will be done in Fall/Winter 2021 when data can be reviewed by the evaluator.

If needed, describe activity(ies) specific to the above Performance Indicator here:

					# targeted by PI: ____ # w data: ____		
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If needed, describe activity(ies) specific to the above Performance Indicator here:

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, **challenges encountered due to pandemic**, etc.

NA

PRIOR Year Objective 2.1-1 [Specify if changed]: Same as above							
PRIOR Year PIs for Objective 2.1-1 [needed only if not reported last year] NA. This was reported in last year's evaluation report							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.							

Sub-Objective 2.2: Behavior. Regular attendees in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

Program Objective 2.2-1 (specify): There was no written objective in the originally-approved proposal. The current working objective is “Regularly participating students will demonstrate improved behavior as evidenced by fewer suspensions and disciplinary actions as compared to the district.”

Describe activity(ies) to support this program objective here: Program staff and partners model positive character traits and encourage students to behave cooperatively and positively. Throughout the life of the program, it has worked to meet its obligation to provide and assess programming that addresses students social-emotional needs and growth. The initial program design envisioned work with Best Self Behavioral Health to provide social-emotional programming and to administer DESSA assessments to measure social-emotional growth. In prior years, the program could not always use Best Self Behavioral Health due primarily to Best Self Behavioral Health’s internal staffing and organization issues. In 2019-20, the program established a partnership with Wondermakers, a nonprofit organization that addresses issues of social-emotional development and cultural awareness, and also worked with the Boy Scouts and Girl Scouts to integrate character education into some aspects of their programming. In 2020-21, the program did not work with Wondermakers, but continued to infuse character education into Girl Scouts programming. In Year 5, the program will work to integrate character education and social-emotional programming more effectively into its enrichment and youth development initiatives.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
80% of students will improve ability to process negative emotions, increased self-control, positive conflict resolution skills and responsible problem-solving abilities as demonstrated by decreased disciplinary actions.	Students	Yes	Cohort data regarding decreases in suspensions is inconclusive due to the fluidity of the student populations at each center during the year and from year-to year. <i>Rather, suspension rate data re program participants will be compared to that of the school and the district.</i>	Suspension rate data for the school and district has not yet been made available to the evaluator. Nor has the district shared its changes in discipline and suspension policies and practices during the COVID-19 disruption. Student suspension data for 2020-21, even upon availability, will be inconclusive regarding 21 st CCLC program impact.	NA	Data pending	Suspension rate data for the school and district has not yet been made available to the evaluator. Nor has the district shared the practical impact of its changes in discipline and suspension policies and practices during the COVID-19 disruption. Our expectation is that the district made changes to its discipline practices and suspension policies during and following the shutdown of its school buildings that make year-to-year comparisons of student suspension data unreliable. We expect that student suspension data for 2020-21, even upon availability, will be inconclusive regarding 21 st CCLC program impact on student behavior, especially during the

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Students will show positive social-emotional development as measured by pre- and post-Devereux Student Strengths Assessment (DESSA) results	Students	Yes	Review of DESSA assessment results.	Due to COVID-19 disruptions and internal issues at Best Self Behavioral Health, the program did not work with Best Self Behavioral Health in 2020-21 and no DESSA tests were administered.	NA	Not met due to the pandemic	COVID-19 disruption. DESSA tests were not administered. DESSA data is therefore not available for review.
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc. NA							

PRIOR Year Objective 2.2-1 [Specify if changed]: Same as above							
PRIOR Year PIs for Objective 2.2-1 [needed only if not reported last year] NA. This was reported in last year's evaluation report							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
					# targeted by PI: ____ # w data: ____		
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of Pis not meeting SMART criteria, challenges encountered due to pandemic, etc.							

Provide a discussion of any particular strengths or limitations of above assessments or evaluation design and describe any efforts or plans to minimize limitations (**Required** if there were limitations).

(Optional): Additional comments on evaluation plan and Year 3 PI results.

Strengths of the Evaluation Design

As in prior years, the key strength of the evaluation design is ongoing communication throughout the year between the program implementation team and the evaluation team to assess the quality of program implementation, identify and address challenges and use evaluation data to support strategizing for program improvement. The evaluation team has worked with CAO for more than 15 years, and this experience allows for frank and open communication between the evaluators, CAO leadership and 21st CCLC program staff which, in turn, supports the use of evaluation findings and recommendations for program improvement. In prior years, the program evaluation team met with the leadership of the YSD and the 21st CCLC site coordinators at the beginning of the year in a “21st CCLC 101” workshop to ensure that everyone has a shared understanding of the goals, requirements, responsibilities and expectations of the 21st CCLC programs, to review the Logic Model and to establish how the evaluation will support implementation and ongoing program improvement. In 2020-21, this in-person workshop could not be held because of COVID-19-related restrictions. Instead, the evaluation team worked with the current CAO Vice President for Youth Services and Program Coordinators to convey the information that would otherwise have been shared in the workshop, to align program plans and objectives with evaluation expectations and requirements and to address program-specific challenges. This was done at the initial PAT meeting and in subsequent conversations. Throughout the year, the evaluation team has been in regular communication with CAO and the Program Coordinators to support program implementation and improvement, including a ‘debrief’ following each evaluation visit. Such ongoing communication has been especially important this year, when the program has experienced the challenges of providing academic programming that is supportive of the curricula and school-day program of multiple schools in community center-based environments, recruiting students across multiple schools, etc. Such ongoing communication has also been critically important throughout the transitions of the last 18 months—i.e., from in-person after-school services in early 2019-20 to fully remote after-school services when the district ceased its in-person instruction to the full-day academic and enrichment programming it provided during 2020-21. This ongoing communication has been helpful in supporting CAO and the community center-based 21st CCLC sites in providing continuity of instruction, enrichment and support throughout this challenging time.

Limitations of the Evaluation Design

This year has been a uniquely challenging year for schools, 21st CCLC programs and program evaluations of 21st CCLC programs. COVID-19 disruptions have wreaked havoc on school-based and OST programming—along with the health and home lives of students and families. As evaluators, we have had to make changes to our evaluation plans to adjust to an environment in which school-based and community-based programs went completely online and all state assessments were cancelled. Many of the metrics we would ordinarily use to monitor and assess a program’s progress towards achieving goals were no longer valid in the buildup to and during the COVID-19 disruption. Accordingly, the evaluation team had to work with the CAO and 21st CCLC Program Leadership to adjust and, to some degree, re-envision the program evaluation to adapt to the new reality of a COVID-19 educational environment. As evaluators, we supported CAO and the Program Coordinators as they pivoted from remote after-school programming to full-day on-site and in-person support for students from an expanded pool of feeder schools. We also observed and supported the 21st CCLC program in interacting with the district and helping students and families adapt to the COVID-19 disruption. As we reviewed the 21st CCLC program during Spring 2020 and at the beginning of the 2020-21 school year, we reflected on how the program had to adjust to COVID-19 realities and how information that we ordinarily examine and assess in the EOY evaluation report and the APR reports might be unavailable because it does not exist (e.g., state assessment data) or delayed in being provided to us (e.g., report card and suspension data).

In addition, the CAO 21st CCLC programs (like BPS school-day and other supplemental programs throughout Buffalo Public Schools) experienced severe drops in attendance in the wake of the pandemic. This reduced the sample size of students to levels that made it difficult to obtain meaningful data regarding several metrics. Also, the challenges that CAO experienced in establishing social-emotional growth programming in 2020-21 impacted the program evaluation, since the originally-contemplated social-emotional learning programs were not implemented and DESSA assessments were not administered. Our efforts to address the limitations included our recognition of changes in the programming during the COVID-19 disruption and our need to be flexible in adapting our evaluation plan to accommodate these changes.

The program evaluators have also been available to advise and provide feedback to the site-based Program Coordinators and CAO YSD leadership. We are currently exploring “lessons learned” in 21st CCLC and related educational and enrichment programming during the COVID-19 disruption to support CAO and the 21st CCLC program’s leadership and make recommendations to support program success and improvement in 2021-22.

III. Observation Results

In this section you are asked to provide data and findings from each of the two required annual evaluator visits per site, as specified in the Evaluation Manual – to the extent you were able to complete them. Also include here a discussion of any virtual observations you may have conducted, as well as a discussion of any circumstances resulting from the pandemic that may have interfered with your ability to conduct observations.

The specified purposes of these visits, as defined in the Evaluation Manual, remain the same, and include:

First visit: observe program implementation fidelity (Evaluation Manual, pp. 17-18). This visit includes verifying existence of, and *alignment* among,

- the grant proposal (including the Table for Goals and Objectives),
- logic model,
- calendar and schedule of activities,
- program timeline,
- program handbook,
- parental consent forms, and
- procedures for entering/documenting evaluation data.

This visit should also serve to identify any barriers to implementation.

Second visit: conduct point of service quality reviews (Evaluation Manual, p. 29).

This visit, during which an observation instrument such as the Out of School Time Protocol (OST) or Out of School Time Protocol Adapted for Virtual Learning (OST-A) is completed for selected activities, focuses on activity content and structure (including environmental context, participation, and instructional strategies), relationship building and the quality of interpersonal relationships, and the degree to which activities focus on skill development and mastery.

a. First visit

Append results from any observation protocols or separate reports you have prepared for your client, as applicable.⁶ Alternatively, you can paste on this page any summaries of findings on **fidelity to program design** from the first required visit.

Please specify approximate date(s) of *first* round of Year 4 observations (MM/YY):
November 30, 2020

Results: (Notes from the visit/observation)

Pratt Willert
November 30, 2020

Munirah Ali: Program Coordinator

4 staff members on site.

Upon entering the community center all guests have to sign in with the health questionnaire to ensure there are no symptoms for Covid-19. Everyone’s temperatures are also taken. Students have to initial their names for attendance signing in and out.

In this center the students were broken into three groups by grade.

Students Focus Areas:

- 1st grade: working on math (addition, subtraction and the differences, hundreds, tens, etc.)

Students are using an assortment of platforms:

- Schoolology
- Zoom
- Reading Eggs (used in between classes).

Partnerships

Girl Scouts: working on first badge,

- Boy Scouts, Virtual La Movement,
- Virtual Chess.
- 4H being conducted in person.

Knowing they are able to participate in these activities helps staff members keep the students focused during the school day.

⁶ Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), “evidence of two site visits per site.”

Annual Evaluation Report (AER) Template – Year 4 Final

Group 1: two 1st grade female students were in an active classroom working on math learning addition.

Group 2: 5th -8th graders 2 boys & 1 girl were present in this group (Ms. Cheryl, Youth Services Counselor)

Students were working quietly with headsets in an active classroom. The two boys were working on reading comprehension while the teacher gave instruction and examples using the story of Christopher Columbus. After the reading comprehension one of the young men began to work on multiplication. The girl student focused on math comprehension problems. Using a workbook for the actual documentation, she was also practicing through Roblox.

The teacher of one of the boys said Science & Social Studies will be every other day and in between they are to go on internet-based sites for individual work.

Group 3: 4 students total (1 girl 3 boys) 4th grade students: learning science lessons on carbon dioxide, what makes & sustains heat, and greenhouse gases. They were also focusing on reading lessons. Students that were finish with classes for the morning played the Roblox computer game.

Community Room Observation: The Coordinator was preparing lunch for students. Lunch was chicken sandwich, apples, and potatoes. Students were diligent, attentive, one stood up and moved around to keep himself awake during his class.

Challenges: When speaking with the Program Coordinator she said managing the student's individual schedules from the various schools is difficult. Trying to ensure they are getting a quality education and the support they need is not easy virtually. They also struggle with keeping the students focused on class, many times they are sliding onto other websites (example YouTube) when a Youth Services Counselor walks away to monitor or help another student.

Five out of the 21 students (3 in one group) have IEP's which is a challenge, and she is requesting the staff receive more training to work with them. She also expressed; it has been harder to recruit students into this program because parents are rightfully concerned about their health. Currently they have 21 students out of 30 eligible spots enrolled (3 are 21st Century students).

Lastly, being able to hire qualified staff to truly help these students with their course work has not been easy. Staff has struggled with trying to familiarize themselves with the various student platforms. The Coordinator communicates with the school administration on a regular basis to stay updated on student's schedules, progress and any additional needs.

Currently, eleven pretest have been completed they just need to be upload into the system.

Recommendation: Complete the additional 10 pretest as soon as possible and upload all into the system.

Annual Evaluation Report (AER) Template – Year 4 Final

Recommendation: Coordinator to read through full grant application so she understands the expectations of the program.

Recommendation: Have La'Shea email the complete student surveys to Wayne and Morgan.

Note for CAO Administration: Coordinator is also asking for staff to be trained on how the program should look on a day-to-day basis.

JFK Community Center
November 30, 2020

Site Coordinator: Position needs to be filled
Racheal Tarapacki & Nafeesah Habeeb overseeing for this week.

Upon entering the community room all guests have to sign in with the health questionnaire to ensure there are no symptoms for Covid-19. Everyone's temperatures are also taken. Students have to sign in and out by initialing their names on an attendance sheet.

There were eleven students (six girls and five boys) present and working individually either in class or various assignments. One of the requirements for parents to register their child is for them to have a scheduled given by their school.

Students Focus Areas:

- Second grade: working on math with a concentration on addition, other students were in class.
- Kindergarten: working on learning colors and adjectives that describe them to help with memorization.
- First grade: in class learning sentence structure and sums/differences in math.
- Eighth grade: working on a science project, learning various diseases.

Students are using an assortment of platforms:

- Schoolology
- Clever
- Zoom
- Teams
- Myon (reading program)
- Moby Max (math & reading)
- Reading Eggs
- Exact Path (Edmentum program)

Partnerships: Paint the Town, La Movement, Girl Scouts for all students in grades K-8.

The shift in Program Coordinators has left the current team members (there were four present) scrambling to get this center program reorganized. During my observations, I noticed the staff being extremely attentive to the students' needs, troubleshooting teaching issues, and helping them with assignments.

Students worked diligently, but it is also noticeable that this style of learning for a full day is challenging for them. It seems as if looking at a computer screen for hours listening to the teacher speak tires them out faster, and a few had a hard time staying awake.

Annual Evaluation Report (AER) Template – Year 4 Final

Staff members were extremely diligent in walking around monitoring, providing 1:1 support when needed, communicating with instructors and cleaning. They were on top of students who kept pulling their masks down.

Staff Concerns: There are many 6:1:1 students ½ students receiving various services that require a lot one on one attention. The team wants to make sure they are providing the students with the assistance they need, but with managing virtual learning, keeping the health protocols in order and safety precautions in place it has become more difficult.

Recommendation: Students should be pretested as soon as possible and uploaded into the system.

Edward Saunders
November 30, 2020

Site Coordinator: Ms. Gabby

Upon entering the community room all guests have to signed in with the health questionnaire to ensure there are no symptoms for Covid-19. Everyone's temperatures are also taken. Students have to sign in and out by initialing their names on an attendance sheet.

There were fifteen total students present this day and working in individually either in class or various assignments. One of the requirements for parents to register their child is for them to have a class schedule given by their school.

There are thirty students enrolled in the program out of 40 slots.

Students Focus Areas:

- Math: Supply & Demand, Addition
- Reading
- Physical Education

Group 1: two students in class (1 girl and 1 boy). One student has finished schoolwork for the day, he was able to play Garage Ban an online game. The girl is in art class drawing a community. The Teacher had a sample up on the wall behind her and was walking the class through the project.

Group 2: grades K-5 (8 students total in the group (1 boy & 7 girls): They were all working on different things/classes: gym, math: supply & demand, and digital word searches. One student got extremely frustrated because it was difficult for her to understand what the teacher was explaining, and she kept getting the answer wrong. The Coordinator immediately jumped into action talked her through breathing and then helped her take her time understanding and getting through the assignment. After that she granted her a break to give her time to refocus.

Annual Evaluation Report (AER) Template – Year 4 Final

Conversation with Program Coordinator: She is newer in her position and said it has been an adjustment learning her position. She is so used to being a Youth Services Counselor with the kids so she gravitates toward that more but also learning how to balance and focus on administration work as well. She has created herself a schedule to stay on task and build better time management. From my observation she did a great job balancing program duties, managing the staff and supporting the students.

She mentioned the students are doing very well but noted a lot of them get sidetracked, so she has 2-3 staff walk around constantly to make sure they stay on tasks.

They currently have 10 eligible 21st Century students. They did have more, but parents stopped sending their children once New York State shifted to orange. They are from the following schools: 99, 17, 61, Build Academy and King Center Charter School.

Partners: At this point this site is not allowed to have any one in the building from the outside. Paint the Town and LaMovement are virtual. They have built in a fun Friday for students where they make decorations through crafts, have karaoke, play Bingo, and Movie and Popcorn days.

Challenges: Keeping the students on tasks. Also, student's tablets die really fast, sometimes in the middle of class even with their chargers. To assist with that CAO purchased their own charging stations to help stay ahead of the issue.

Overall Observation: The Youth Services Counselors were very attentive in helping the students as needed. But also did a good job in building their confidence so they can work independently. Some students knew the answers and how to work through assignments, they just needed additional reassurance.

Social Emotional Activity: It was Math Monday the staff played addition and subtraction bingo. Everyone gets a chance to win and pick something out of the snack bin.

Recommendation: Have all students complete the pretest and coordinator should upload them into the system as soon as possible.

Three additional students will be starting no later than Wednesday of this week.

b. Second visit:

Append results from any observation protocols or separate reports you have prepared for your client,¹ or paste on this page, any summaries of findings on **point of service quality review observations** from the second observation conducted as part of the program evaluation.

Please specify approximate date(s) of *second* round of Year 4 observations (MM/YY): April 12, 2021

- Observation protocol used for point of service observations:²
 - Out of School Time Protocol (OST) – **This protocol was adapted for use in the second visit. Given the severe modifications to the program design and the small number of students engaged in group activities at any given time, the observation protocol was inappropriate. Below are the evaluator notes from the second visit to each of the program’s sites.**
 - Out of School Time Protocol Adapted for Virtual Learning (OST-A)
 - Other modified version of Out of School Time Protocol (attach a sample in Appendix)
 - Other observation protocol (attach sample in Appendix, or if published, indicate name): _____

Results:

Edward Saunders Site Visit: April 12, 2021

Site Coordinator: Gabrielle Epperson

There were eight students in attendance today.

The students were participating in the Otter Falls Field Trip. They were gathered around the computer to share in the experience of learning all about Otters.

The students were completely engaged asking questions, chatting and laughing with each other. It was really good to see the students still able to have “field trip experiences” and enjoy themselves in this adjusted academic world they are functioning in.

On the wall is a posted activity the students completed for International’s Women’s Day in March. They wrote about the Woman they admire most. The activity included them listing the- top three reasons they admire her and then wrote a special message to that woman.

After the virtual field trip students were served dinner: chicken nuggets, carrots, pineapples and bread.

¹ Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), “evidence of two site visits per site.”

² Note: As specified in SMV Indicator D-3, grantees are also required to conduct program activity implementation reviews, using a form consistent with the research-based OST (or OST-A) observation instrument. Evidence of the activities specified in Indicator D-3 [see D-3(a) and (b)] can be strengthened if the evaluator and grantee collaborate on learning from the findings of these similar point-of-service observations and grantee quality reviews.

The Youth Services Counselors did a great job keeping the students focused and completely in control.

Meeting with the Coordinator Gabby:

Her main concern was students that aren't showing up on a consistent basis. After multiple follow up attempts, she fills their slot with another student and then parents send them back to the program without communicating with the Youth Services Department team. Currently Edward Saunders has 18 students enrolled and 15 that attend on a regular basis. All pre-assessments have been completed. Wednesday-Friday are also her highest attendance days.

Pratt Willert Site Visit: April 12, 2021

Site Coordinator: Pending

This site is currently without a permanent Coordinator. Two Youth Service Counselors were managing the three youth that attended that program.

Monday's & Tuesdays are also light days at this site for attendance. The maximum number of students usually attending are four. There were three students one 8th grader working on a music project for school. He was doing research on J Dilla a Music Producer so that he could pull his whole project together. He began to put the presentation together on PowerPoint.

The Kindergarten student was in class, the Teacher was focusing on a book that taught students the steps to making a garden salad. Each student had the opportunity to "add" an ingredient. After class the Youth Services Counselor Hannah took him through a few Science Experiments, and then he transitioned to focusing on practicing writing letters. Erin also did a great job at re-directing his behavior to get him focused on completing his tasks.

1st grader was focusing on homework. He was assigned to watch a video about the Spring season and then draw a picture and write a sentence to represent what Spring looks like to him. He was having difficulty focusing on his work today. One of the Youth Service Counselors took him aside to talk to him, then another sat with him to keep him encouraged while completing his task. The Youth Services Counselor Erin was great at correcting his behavior and keeping him on task for the day.

After the homework assignment he had to watch a video on earthquakes.

After all work is completed, the students participated in a Virtual Field Trip with 4H to learn more about Otters, how to care for them and the training needed to manage them.

JFK Center Site Visit: April 12, 2021

Site Coordinator: Stefanie Kerr

*Please note that today is the first day all three sites have transitioned to having programming at JFK until the afternoon. This is to cut down on the staffing to fit the budgetary adjustments that have come with the shifts the pandemic has caused. At 2:00pm, students will transition back to their normal community centers to participate in afterschool programming.

Parents were surveyed to ask if they would be willing to drive their kids to JFK and allow students to be transported to their normal sites in the afternoon by YSD staffing.

Pre-Testing: All (19) students that are still currently with the program have been pretested and uploaded into EZ Reports. In speaking with Racheal Tarapacki, she will ensure all students complete a post-test at 30 hours.

Coordinator Meeting: Stefanie Kerr

Stefanie was promoted from a Youth Services Counselor to Coordinator and started in the role on November 30th.

Twenty-two students currently on the roster; ten is the lowest on Monday & Tuesday's and by Friday they have full attendance, averaging 17-20 students. Start in the morning with an inspirational music to get them acclimated.

The site has not had a full program partnership schedule since after Christmas break. La Fitness Movement, Paint the Town, and Animal Adventures have not continued.

4H is currently providing STEM and other enrichment activities. They led students in a speaking enrichment program. They were taught about body language, speaking clearly, managing stage fright, etc. Students selected topics to research and present to peers and staff that were issues or concerns for them. They wrote and delivered their speeches confidently. The Coordinator said it was so much pride in that room, from the team at 4H, CAO staff and their peers. One winner from each site won. A ribbon was given to the winners and all students received certificates. Some of the topics that students wrote about included:

- Black Lives Matter Movement
- Ruby Bridges
- Gang Influences
- Being a Young Black Male

The K-1st graders drew pictures and were taught how to articulate their picture. Additional activities include making robots and learning about vegetables and sodium.

Girl Scouts is also a partner. Students said they like learning the different things through activities their leader provides. They also learned how to use money wisely.

Staffing issues and a high turnover continue to be a high-level concern with the program. A few things the Coordinator needs to be more successful are being informed of changes in advance and better communication from administration. Many times, changes are being delegated at the last minute which leaves her scrambling to ensure program and continue to operate smoothly. She also needs more hands-on support navigating Teams, department protocols: i.e., requisitions, how to upload to SharePoint, etc.

- Recommendations: Read through and familiarize herself with the 21st Century grant-so she has a full understanding of what she should be implementing.
- YSD Administration to sit down and provide additional training to Stefanie for her new role which would set her up for success.
- Recruitment, reach out to BPS schools directly to inform them of the current program offerings.

Morning Observations:

K-2 graders: three students (2 girls 1 boy) the girls (kindergarten) were both working on sentence structure and learning the alphabet. One of the girls' teachers is reading "The Beastly Effect" book with the students. Each of the students had one Youth Services Counselor assigned to them to work closely and assist with understanding the work.

Cameron (2nd grader) went from working on English to Science class. The Teacher was teaching a lesson on the needs of Animals. She led the class through comprehension steps and the life cycle of an animal.

Youth Service Counselors, Brontay, Jada and Erin all like working for the program and being help the students navigate their education during these times.

About 11am another second-grade male student joined.

3-8th graders (6 students)

One male student is working on math (ones, tens, hundreds) and in between classes he was working on a crossword puzzle with a Youth Services Counselor. As she was working with him, she was helping him identify the words he was searching for by counting the number of letters in each.

8th grade female student was reading “Diary of a Wimpy Kid” in between classes. In talking with her, she said she really enjoys the program because of the staff and how they help her. She also likes the activities 4H and Girl Scouts provide. She liked selling cooking with Girl Scouts and learning about sales; and with 4H, she said she learned a lot about computers. When they hosted the speaking contest, she focused her speech on Racism and Violence.

Another student was playing games on the “Cool Math” website in between classes. A Youth Services Counselor is working with him.

Another young man is in class working on Social Studies, the topic was Women’s Rights.

The last male student was in Science class learning about “The Atmosphere Around You.”

Afternoon Observations:

- Students transitioned to afternoon classes mostly focusing on math. One male student was playing the piano (virtually) on musicplayer.com in between classes.
- K-2 students spent the afternoon playing with Legos and playdough for some fun free time.
- 2nd grade male working on Earth Science learning about the dynamics of water.
- 8th grade male in art class learning how to create animated Gifs.
- 8th grade girl in math class

Virtual Field Trip with 4H. The topic is Otters. They will be learning about their habitat, how to work with them and what the training entails. They will tour with an actual Zoo that has a special center just for them. The younger kids were able to read the book on them prior to the field trip today.

IV. Logic Model (LM) *and/or* Theory of Change Model (ToC)

Some evaluators have indicated that a Theory of Change, as an addition to, or in lieu of, a logic model, would be more meaningful than a logic model for their client. In this section, please provide whichever model(s) are most useful for your client. Theory of change should be aligned with the discussion of evidence-based research underpinning the program theory that was required by the RFP; it can be presented as a formal model, or it can be presented descriptively.

Please provide your most up-to-date logic *and/or* theory of change model(s), highlighting any modifications since the program began.¹ Logic model templates and samples are provided below:

- “**Logic Model Components**” (below) describes the basic components that should be included, as well as some optional contextual factors.
- Following the “Components,” the “**Generic Logic Model Template**” shows one possible structure in more detail.
- The “**Sample Logic Model**” then shows an example of what an actual 21st CCLC program might look like. Additional logic model examples from actual programs in NYS accompany this AER template, included with permission of the Program Directors.

For a more in-depth discussion of how to create a logic model, refer to the Evaluation Manual, *Creating a Program Logic Model Based on the Program Theory* (pp. 22-24), and *Appendix 4: The Logic Model Process Deconstructed* (Appendix pp.8-13).

Guidelines for Logic Models

- There is no one “correct” format for a logic model. It is the content that is important.
- Components of the logic model should align with your Evaluation Plan in Section II above:
 - Activities in your evaluation plan should align with activities in the logic model
 - Goals, objectives and/or performance indicators in your evaluation plan should align with outputs, and short-term and long-term outcomes in the logic model, as applicable.
- There can, however, be additional components of the logic model that are not part of the evaluation plan. For example:
 - Descriptions of administrative resources or activities that may not be directly addressed in your evaluation objectives.
 - You might also include one or more “ultimate” outcomes/impacts reflecting the fundamental purpose, motivation, or mission of your program, even if it is not something that is explicitly measured. They are typically more general statements than SMART goals – for example, “improving academic success,” or “creating productive citizens.”
- The Logic Model should do more than simply list inputs, activities, etc.; it should depict how these components relate to each other. The arrows can be read as meaning “leads to,” “supports,” “contributes to,” etc. It is important to note that the outcomes and impacts that 21st CCLC activities “contribute to” are virtually always also affected by numerous other factors.
- Logic models do not need to show measurable specifics – these details should be shown in the Evaluation Plan in Section II.

¹ **Note: an up-to-date logic model is required for compliance with SMV Indicator H-2. (See Indicator H-2(b).)**

Logic Model Components

Target Population*: A description of the population that the program is designed to serve

Intended Impact*: The overall aim of all the program activities to the target population and/or community



What supports do you have?

What will you do with it?

How much/ how many?

What will change as a result of the program?

Inputs/ Resources are what is needed to operate the program

Activities are the key services provided and the support work conducted as part of the program

Outputs are a way to show the extent of program activities, usually represented in numbers or percentages

Outcomes are the benefits or changes experienced by the target population as a result of the program activities

Outcomes can be separated into **Short-term, Intermediate, and/or Long-term** categories depending on when you expect the benefit or change to happen, and/or the order in which changes are believed to contribute to other changes

Arrows illustrate how inputs/resources support activities

Arrows illustrate how activities are related to outputs

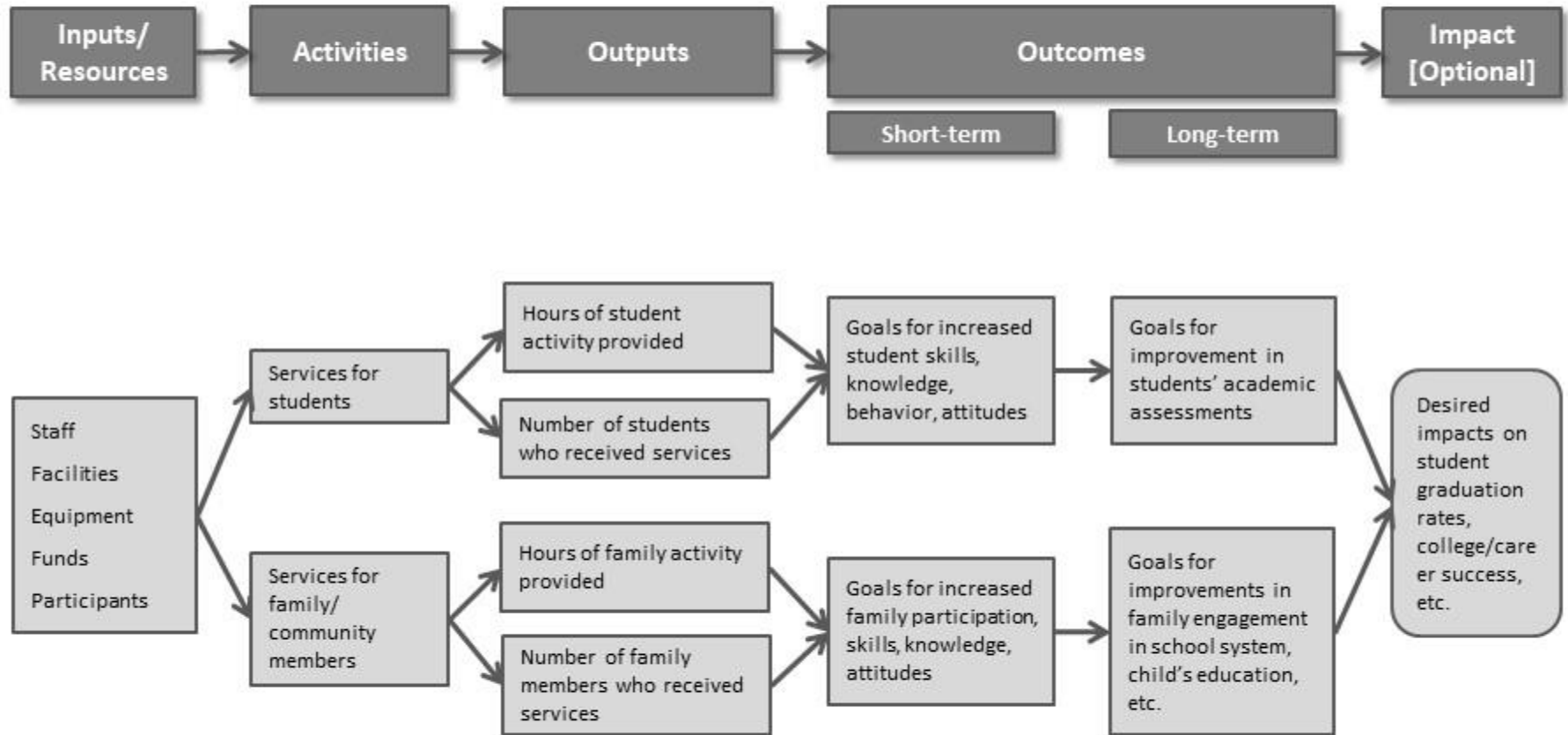
Arrows illustrate how outputs contribute to/lead to outcomes

Assumptions*: Information that we believe to be true, which provides reasoning for why the program design will be successful

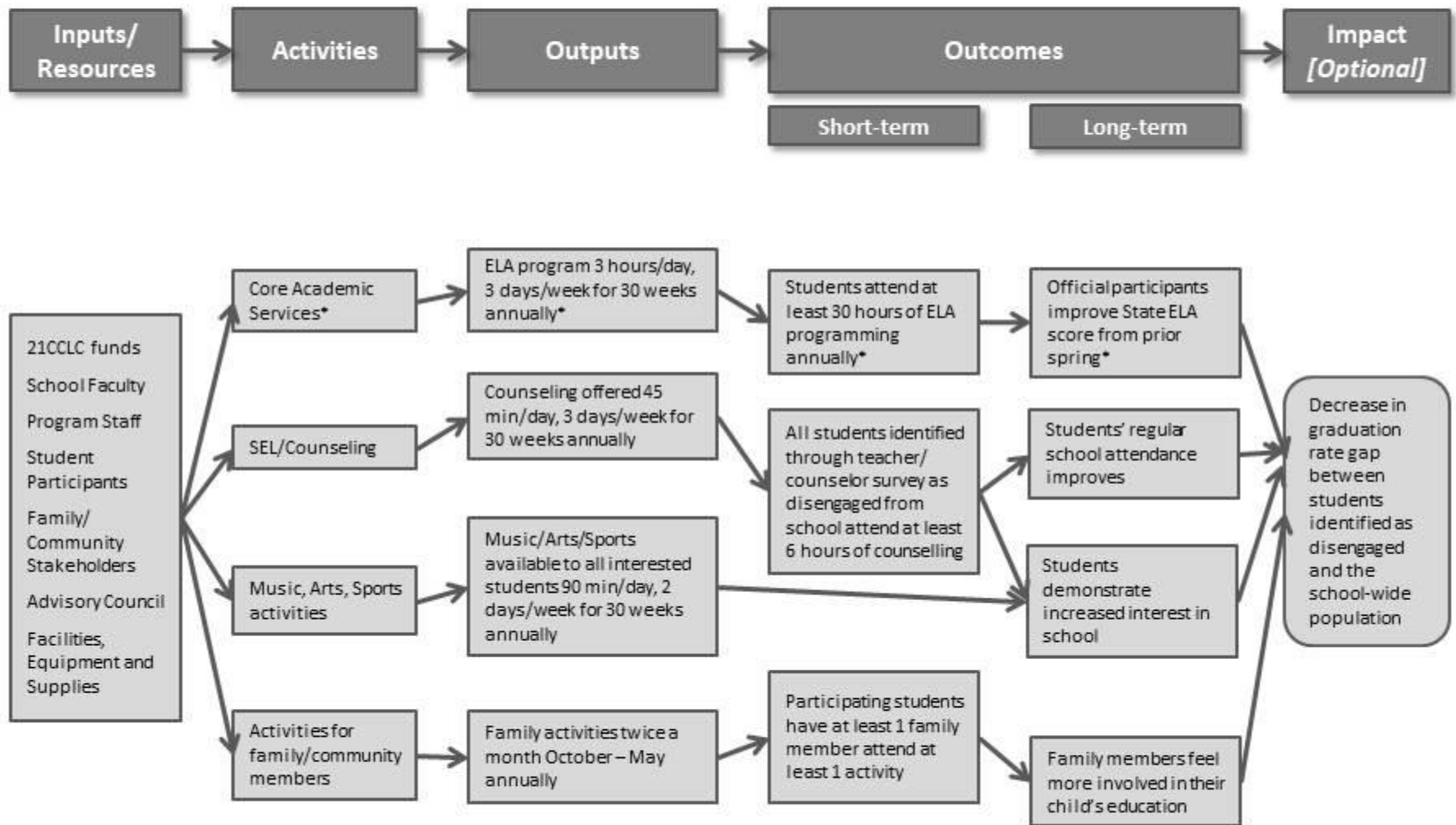
External Factors*: Aspects of the environment, which the project may have no control over, that could influence outcomes

* The boxes for Target Population, Intended Impact, Assumptions, and External Factors illustrate relevant context for the logic model, but they are not required.

21CCLC Logic Model Template



21CCLC Sample Logic Model



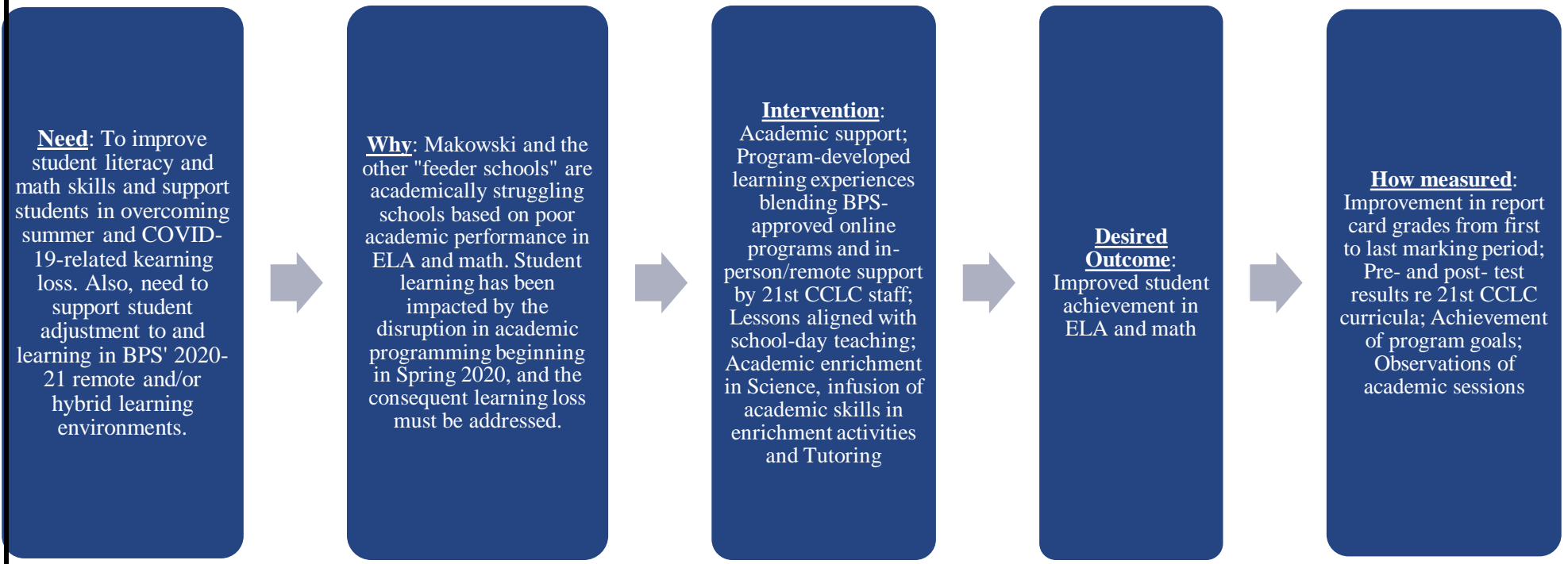
* Note how the activities, outputs and outcomes for Academic Services align with the activities, objectives and PIs in the sample evaluation plan in Section II above.

COPY AND PASTE YOUR LOGIC MODEL HERE, using the above “template” (or one of the examples) as a guide.

Logic Model—Stanley Makowski ECC 21st Century Community Learning Center (Makowski CCLC)

Introduction: The Makowski 21st Century Community Learning Center (CCLC) is designed primarily to provide educational support and enrichment opportunities to students enrolled in selected schools in Buffalo. These services are overseen and delivered by the Community Action Organization of Western New York (CAO) in collaboration with Buffalo Public Schools (BPS) and a variety of community partners. The modified program design requires that 21st CCLC activities occur on-site at the JFK Community Center, the Edward Saunders Community Center and the Pratt-Willert Community Center (with limited off-site activities like field trips, if safe and feasible). The COVID-19 pandemic and consequent disruption of educational programming throughout BPS and other schools in Buffalo has required CAO to amend the Makowski CCLC program with appropriate modification approvals. From the beginning of the 2020-21 program year, Makowski CCLC students have received on-site academic assistance at each community center in coordination with school-day remote learning delivered by BPS and the participating charter schools.

Overall Academic Goal: Provide Effective Academic Activities and Supports to Improve Student Achievement and Growth



Additional Information regarding the Overall Academic Goal

Inputs: The 21st CCLC program’s primary resource is staff at both the program level and the CAO Youth Services Department (YSD). Program staff includes a Program Coordinator at each site and youth service counselors. The Program Coordinators provide day to day leadership and supervision of program staff and partners. CAO’s Vice President of Youth Services (VP) provides oversight and support, as do additional YSD staff members. The VP and staff ensure that 21st CCLC activities are coordinated appropriately with activities, resources and practices of the YSD. To this end, the Program Coordinators have worked and will continue to work with school and district leadership to align 21st CCLC activities with the curricula and academic programming of the schools.

Additional inputs include 21st CCLC grant funds, technical assistance from the NYS Education Department and curriculum/assessment guidance and transportation support from Buffalo Public Schools. CAO will continue to seek additional outside funding and, to this end, has secured CARES Act funding to provide supplemental support to 21st CCLC and other youth services programming.

Activities: The 21st CCLC will engage students in tutoring and academic support. Research has demonstrated the effectiveness of tutoring—and especially high-intensity tutoring—in supporting student learning and addressing summer and COVID-19-related learning loss.¹ The program will recruit students at all grade levels and support their academic development in ELA/reading and Math.

Outputs: The initial student recruitment and enrollment target will be adjusted in response to the COVID-19 disruption. All students will participate in daily tutoring, instruction and support in ELA and/or Math for the duration of their enrollment.

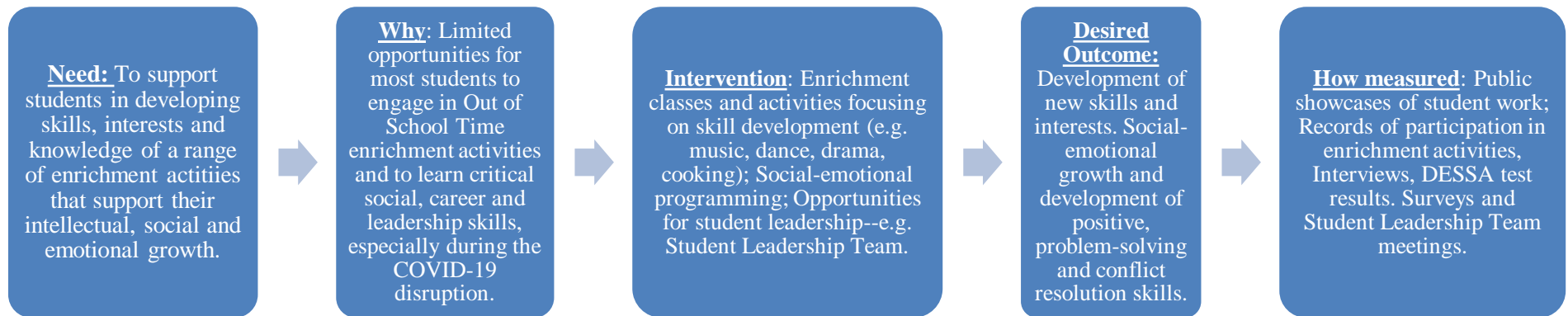
The program will also provide opportunities for parents and families to receive services. Parents and/or guardians of every student must participate in an orientation prior to and as a condition of their child’s enrollment. Parents will be informed of CAO services and resources that they can benefit from and will be provided opportunities to access them throughout each year.

Short-Term Outcomes: The 21st CCLC program expects that most students who participate in its academic activities on a regular basis will experience growth in ELA and/or Math, as evidenced through progress in report cards and improvements in pre- and post- program assessments.

Long-term Impact: The 21st CCLC program intends to help the feeder schools prepare students to progress successfully to the next level of their education (e.g., from grade to grade). CAO intends to follow the year-to-year progress of students through its organizational reporting and student information practices. The program evaluators will support CAO in monitoring student year-to-year progress.

¹ See [J-PAL North America’s](#) new publication, “[The transformative potential of tutoring for PreK-12 learning outcomes: Lessons from randomized evaluations](#),” Also *How tutoring programs can combat the “Covid-19 slide”*, MIT News , which summarizes the J PAL report. <https://news.mit.edu/2020/research-shows-tutoring-programs-can-combat-covid-19-education-slide-0917>

Overall Social-Emotional Development and Enrichment Goal—Provide Programming and Supports to Improve Social Emotional Development in Students and Families



Additional Information regarding Social-Emotional/Enrichment Goals

Inputs: The 21st CCLC program’s primary resource is staff at both the program level and the CAO Youth Services Department (YSD). Program staff includes a Program Coordinator at each site and youth service counselors. The VP provides oversight and support, as do additional YSD staff members. The VP and staff ensure that 21st CCLC activities are coordinated appropriately with activities, resources and practices of the YSD. Another key program resource is the participation of multiple program partners and vendors to provide enrichment and social-emotional development activities for students.

Additional inputs include 21st CCLC grant funds, technical assistance from the NYS Education Department and transportation support from Buffalo Public Schools. CAO has hired additional case workers with funds from the CARES Act.

Activities: The 21st CCLC will engage students in a variety of enrichment activities, as outlined in the grant proposal and as modified based on ongoing review of the effectiveness of each enrichment activity and partnership and the recruitment of new partnerships. The program will recruit students at all grade levels and support their development through activities focusing on health and fitness, arts and music and other areas of enrichment.

Outputs: The initial student recruitment and enrollment target will be adjusted in response to the COVID-19 disruption. All students will participate in daily enrichment programming for the duration of their enrollment.

The program will also provide opportunities for parents and families to support their child’s enrichment by attending public showcases and presentations of student work. Parents and/or guardians of every student must participate in an orientation prior to and as a condition of their child’s enrollment. Parents will be informed of student showcases and of CAO services and resources that they can benefit from each year.

Short-Term Outcomes: The 21st CCLC program expects that most students who participate in its academic activities on a regular basis will be exposed to new areas of education and enrichment and will develop and/or improve skills in these areas. Most students will maintain or improve in their social-emotional development, as evidenced through DESSA assessment results and other measures.

Long-term Impact: The 21st CCLC program intends to help prepare students from the feeder schools to progress in developing interests and skills in a variety of enrichment areas.

- Use the space below to summarize any aspects of the LM, **and/or Theory of Change**, that have changed since the prior program year,¹ or are still under development, and if so, why.

Comments: The Year 3 Logic Model submitted with the Year 3 EOY report was prepared at the beginning of the 2019-20 academic year and did not consider program changes made in response to the COVID-19 disruption. The program pivoted to remote instruction, along with the district and the feeder charter schools, in Spring 2020 and redesigned its programming to support students and families coping with the pandemic and transitioning to online learning. While many programming modifications were made (with approval by SED), the program did not formally revise its Logic Model until the end of the year. Consequently, the 2020-21 Logic Model is the first that addresses the current COVID-19 changes in programming and circumstances. The evaluators were intentional in maintaining flexibility within the Logic Model, in large part because of the lack of certainty throughout the year regarding health, safety and school-day educational programming in the midst of the pandemic. The 2020-21 Logic Model reflects the program design and objectives at the beginning of the 2020-21 academic year. The next-year’s Logic Model will reflect program changes and “lessons learned” during the 2020-21 CCLC experience.

¹ Note that annual reviews of the logic model are required, as per SMV Indicator H-2(b).

V. Conclusions & Recommendations

Program’s successes and lessons learned based on evaluation findings¹

a. Status of the implementation of recommendations from the previous year;

AND

documented or perceived impacts of implementing those recommendations, if known

Status of the following recommendations that were made in last year’s End-of-Year Evaluation Report:

- a) A key recommendation was to consider “lessons learned” during the initial response to the COVID-19 disruption—and in particular the shift to remote delivery of program services—and to explore strategies for integrating remote instruction and online delivery of services permanently into the CAO 21st CCLC model. In 2020-21, the Makowski CCLC, in coordination with CAO, CAO’s NURTURE Academy (which manages the community centers) and the NURTURE 21st CCLC, established a true blended learning program in which program staff provided in-person and hands-on instruction and support to students who also engaged in online learning through the district and through program-specific curricula. The program followed the evaluator’s recommendation by integrating a hybrid learning approach to 21st CCLC programming that provided individualized academic support to each participating student. As discussed below, it is strongly recommended that CAO consider further integration of online learning strategies and practices into its 21st CCLC programming, especially as we envision operating in a post-pandemic educational environment.
- b) The evaluators recommended that the Makowski 21st CCLC should continue to grow its network of partner organizations to provide enrichment programs. While the program did not significantly expand its network of partner organizations in 2020-21 it did, in coordination with CAO and the NURTURE 21st CCLC, refine its enrichment activities to provide a small but diverse set of options to its students. We expect that CAO will continue to review and refine its 21st CCLC enrichment options in 2021-22, and that it will expand its partnerships and enrichment initiatives in a post-COVID educational environment.
- c) The evaluators recommended that the Makowski 21st CCLC should improve its social-emotional programming. As discussed earlier, the program did not work with Best Self Behavioral Health in 2020-21 but did integrate character education into some of its enrichment activities.

¹ Note: as specified in SMV Indicator H-7, grantees are required to communicate evaluation findings to families and community stakeholders. Evidence of implementation of the activities specified in Indicator H-7(a) and (b) can be strengthened if the evaluator can help provide the grantee with a summary of sharable findings, such as reported in this summary.

b. Strategies to help ensure that evaluation findings were used to inform program improvement.

Communication between the Evaluators and the Project Implementation Team, including the VP, is the key to ensuring that evaluation results are used to inform program improvement. Throughout the program year, the Program Evaluators met with the VP, the Program Coordinators of each CAO program and other CAO staff to clarify the 21st CCLC grant objectives and expectations, to discuss how each program could best implement its activities in compliance with the grant, to share interim evaluation results and to address implementation challenges. Such communications include: a) memos following site visits and other written communications; b) evaluator participation in all PAT meetings; c) regular in-person meetings, video meetings and telephone calls with the VP; and d) frequent email and other communication with the Program Coordinators including communication following each site visit.

c. Conclusions and recommendations based on the current year's evaluation findings

The key conclusion is that CAO continued to rise to the challenge of maintaining an effective 21st CCLC program in the midst of a pandemic and tremendous uncertainty on the part of the district and the state regarding educational programming, access to school buildings and resources and COVID-related health and safety protocols. In the process, the program addressed several significant challenges including: a) maintaining effective communication with the leaders and educators in the district and feeder schools to coordinate 21st CCLC programming with school programming; b) student recruitment and enrollment; and c) hiring and retention of staff. In addition to the recommendations discussed earlier in the Site Visit-Observation reports, we are making the following recommendations regarding how CAO can approach these challenges going forward:

- a) **Coordination of Programming with the District and Feeder Schools**—At the time that this report was written, BPS had not finalized its decisions regarding third-party access to school buildings and resources. These decisions have great significance for CAO's 21st CCLC programs, and especially for school-based programs like the Makowski 21st CCLC which literally cannot provide the approved services when they are not permitted in the school buildings. For CAO's school-based 21st CCLC programs, BPS' decisions will impact not just whether and how they will operate in 2021-22, but also whether and how they can market their programs and recruit students on-site in school buildings, which has historically been central to their strategies for achieving enrollment targets. Under the direction of VP JoAnna Rozier-Johnson, CAO has long been successful in communicating with district and school leaders, coordinating its 21st CCLC programming with school programming and making adjustments in its programming to address changes in policies and practices in the district and in the participating schools. We strongly recommend that CAO continue to work closely with district and school leaders to coordinate programming and ensure alignment of objectives.
- b) **Student Recruitment**—Student recruitment has been a challenge for the Makowski 21st CCLC and all CAO 21st CCLC programs. At the time that this report was written, it is unclear whether and how CAO will have access to school buildings and

resources to support marketing of the 21st CCLC program and recruitment of students. If and when such access is permitted, CAO should immediately restore its robust in-school student recruitment efforts which historically have included CAO-driven marketing and awareness-building initiatives, partner-supported outreach to students and leveraging of relationships with teachers and school leaders at feeder schools. Whether or not such access is permitted, CAO should also “ramp up” its community-based student recruitment efforts, including leveraging the parent/youth relationships and resources of CAO programs organization-wide and aggressively seeking and following up on referrals from school leaders, teachers, guidance counselors and others at feeder schools.

- c) Hiring and Retention of Staff—The pandemic has had a severe effect on staffing at schools and OST educational programs, with record numbers of resignations and shortages of teacher and youth services worker candidates in schools and nonprofit organizations across New York State. CAO has “cast a wide net” in its staff recruitment efforts but is still struggling to fill vacancies at the Program Coordinator, teacher and youth services worker levels. We recommend that CAO continue to be aggressive in its efforts to recruit staff members, including recruitment of teachers and other instructional staff members at Buffalo’s charter schools and private/parochial schools, recruitment of students enrolled in college teacher training and similar programs and consideration of program alumni for recruitment and training to fill youth services positions. We will also continue to work with leadership at CAO and its 21st CCLC programs to share best practices in staff recruitment and help them develop and implement creative strategies to improve their staff recruitment outreach and outcomes.

d. Conclusions and recommendations based on evaluation findings from prior year objectives and indicators that could not be addressed until the current year due to pending data, if applicable

NA

VI. Sustainability

Have any discussions or planning taken place around sustaining the program beyond expiration of the grant?

Yes No

If YES, please briefly list potential sustainability strategies here (bullet format is sufficient): In November 2020, the evaluators worked with Ms. Rozier-Johnson, current CAO Vice President for Youth Services (then Director of the Youth Services Department), to develop a sustainability plan for the CAO-managed 21st CCLC programs. This plan, which is reviewed and amended periodically, follows:

Preliminary Sustainability Plan

21st Century Community Learning Centers Program at the Stanley Makowski ECC (Makowski)

CAO is committed to supporting its Makowski 21st Century Community Learning Centers program (Makowski 21st CCLC) during the current grant term with supplemental funding and to sustaining program activities after the grant term ends. To this end, CAO has developed a **Preliminary Sustainability Plan** for the Makowski 21st CCLC. The purpose of this plan is to provide a general framework for supporting and sustaining the project and to stimulate additional ideas and strategies for identifying grant sources and securing supplemental funds.

In seeking to secure additional funding, CAO will focus on three objectives:

- 1) ***CAO will continue to apply for grant funding from public and private sources.*** CAO has a well-established grant development capacity, both organization-wide and within its Youth Services Department (YSD). CAO has a full-time development staff member who oversees the organization’s fundraising initiatives and works to increase CAO’s funding from grants and other sources. In addition, CAO YSD’s Director JoAnna Rozier-Johnson has been effective in identifying grant sources and applying for grants and other funding to support programs in her department, including the 21st CCLC programs. Among the supplemental funding that Ms. Rozier-Johnson has helped to secure for YSD programs are: a) tuition funding for YSD summer camp programs; b) the Community Services Block Grant; c) the “Say Yes” summer camp grant for Buffalo Public Schools students; d) year-round funding from the Erie County Youth Bureau Youth Development Program; and e) the Erie County Prime Time Summer grant. CAO and the YSD have also been successful in soliciting donations of money, resources and in-kind support from businesses and individuals to support YSD programs.
 - Ms. Rozier-Johnson will maintain positive relationships with current funders and continue to identify prospective funders. To this end, she will continue to engage in prospect research and work with CAO’s development staff person.
 - Ms. Rozier-Johnson will continue to write grant proposal and supporting documents and submit them to appropriate grantmakers and other funders.
 - Ms. Rozier-Johnson will continue to work with the Program Evaluators to develop and organize their findings, observations and recommendations to demonstrate the program’s success and thus make the most effective “case” for funding.

- CAO will continue to build internal development capacity in the YSD by training selected program staff members in grant writing and in supporting Ms. Rozier-Johnson’s grant development efforts.
- 2) ***CAO will leverage its relationships with program partners to enhance YSD’s capacity to secure grants and to explore opportunities to apply collaboratively for grants.*** In the grant proposal for the Makowski 21st CCLC, CAO discussed how it would work with its program partners to promote sustainability. In the application we stated that “Each of these partners were chosen not only for their great services and rapport built with our students and families but also because of their commitment to aggressively search for funding opportunities and cost saving strategies and productive/collaborative uses of resources to sustain these programs and educational opportunities...This builds trust, provides preliminary sustainability to maintain these needed relationships and activities in the absence of 21st CCLC funding.” CAO will continue to recruit and work with program partners that can help it sustain the Makowski 21st CCLC.
- Ms. Rozier-Johnson (and/or each site’s Program Coordinator) will meet with each program partner in Fall of each year to discuss how the partner can share resources with the 21st CCLC and work with CAO to secure additional funding.
 - Each project partner must provide CAO with data and work with CAO to help it build an effective “case” for funding. Each partner must also participate, as appropriate and requested, in the development of grant proposals and building of relationships with current and prospective funders.
 - Each project partner must commit to being available to work with CAO beyond the term of the grant and, if invited to work with the program beyond the term of its current MOU, to negotiate in good faith to provide quality services within the parameters of the project budget.
- 3) ***CAO will coordinate Makowski CCLC program activities and resources with those of other CAO-managed 21st CCLCs and other YSD programs.*** CAO has a wide range of programs and services that can support participating Makowski 21st CCLC students and families during and beyond the 21st CCLC grant term. CAO has historically supported its 21st CCLC students in participating in other CAO programs, including working at its community center summer programs with funding from the Mayor’s Summer Youth Intern program and the Erie County TANF Summer Youth program.
- CAO will continue to leverage its diverse programming to support students and families in the Makowski 21st CCLC

This plan will be reviewed and revised periodically, and the Program Evaluators will assess the implementation and effectiveness of the plan in its upcoming evaluation reports.