Year 3 (2019-2020) NYS 21CCLC
Annual Evaluation Report Template

Purpose of this Document

This Year 3 Annual Evaluation Report (AER) Template and Guide for evaluators of local 21st CCLC programs in New York State was developed at the request of the **State Program Coordinator.**

It is recognized, as stated in the Evaluation Manual, that "Evaluation first and foremost should be useful to the program managers at all levels of the system…" and that "The Annual Report's primary function is to present findings on the degree to which…objectives were met." The Evaluation Manual further specifies that the AER should report on the study methodology, findings, and recommendations and conclusions.

While these represent the report's "primary" functions, they do not reflect its only purpose. The AER also serves – along with other data sources – to inform NYSED Project Managers, Resource Center support specialists, and the Statewide Evaluator about program performance and accomplishments, which help guide the monitoring review and technical assistance processes. Indeed, many of the components of this report are directly aligned with NYSED policies and program expectations that are the focus of the monitoring visits that all programs receive. These alignments are highlighted throughout this template with references to **required indicators and evidence** in the revised Site Monitoring Visit Report ("SMV Report").[1] *Because NYSED and the Resource Centers review a program's AERs before each visit, information provided in this report that aligns with those indicators can be used to fulfill the documentation requirements of these visits.*

Additional purposes of this report include helping to inform NYSED and the State Evaluator about trends across sub-grantees, which help to guide NYSED's policy decisions, as well as its mandated reporting to the U.S. Department of Education. In short, the AER supports program improvement at both the state and local levels, and contributes to evidence that the federal government needs to make funding decisions.

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[1] Retrieved from http://www.p12.nysed.gov/sss/documents/21C%20Onsite%20Monitoring%20Report%202017-19.doc.

For all of these reasons, the information requested herein should be of interest to all stakeholders, and is consistent with that required by the **Evaluation Manual** [1] per the **Request for Proposals** for local program funding,[2] as well as **State monitoring guidelines**.[3]

The purpose of this report guide and template is to clearly identify, and to organize within a consistent structure, the information that is necessary for each of the above stakeholders. The template has been designed with the varying needs of these different stakeholders in mind. It is designed to strike a compromise between the brevity and accessibility that program managers require, and the depth of detail that state and federal stakeholders require. Summaries or graphics that would be useful to program staff can always be included within the comments of each section or included in the appendices.

General Guidelines for Completing this Document

- *Results should be reported primarily at the sub-grantee level;* however, if there is a lot of variation in results among sites, or if there are one or more "outlier" sites that do not fit the consortium level summary, these variations should also be reported. In addition, if different performance indicators, activities and/or assessments are used at different sites, these differences should be made explicit in Section 2 (Evaluation Plan and Year 3 Results).

- *Additional guidelines and instructions are provided for each section below. Please read them carefully.*

- *Please provide any content that is in PDF format (logic model, appendices, etc.) as attachments of the original document; images copied into this Word document do not translate well.*

- If respondents are concerned that data-heavy appendices would be overwhelming to their client, the optional Comments after each section can be used to provide a narrative summary, graphics, etc. as desired.

Please contact the State Evaluation Team at Measurement Incorporated with any questions. Thank you for your cooperation.

New York State 21st CCLC State Evaluation Team:
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[1] "New York State's 21st Century Community Learning Centers Evaluation Manual." Retrieved from: http://www.p12.nysed.gov/sss/21stCCLC/NYSEvaluationManual.pdf
[2] Retrieved from http://www.p12.nysed.gov/funding/2017-2022-21st-cclc/2017-2022-21st-cclc-grant-application.pdf.
[3] As outlined in New York State's revised 21st CCLC "Site Visit Monitoring Report," cited above.

I.   Project Information

Program Name	21st CCLC Program at the Arthur O Eve School of Distinction—BPS#61 (AOE)
Project Number	0187-20- 7027
Name of Lead Agency	Community Action Organization of Western New York (CAO)
Name of Program Director	JoAnna Johnson (acting)
Name(s) of Participating Site(s) and grade level(s) served at each site	Site 1: ___ Arthur O. Eve School of Distinction (BPS#61)__ 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 10: _____ Grade(s) Served: _____ Site 11: _____ Grade(s) Served: _____ Site 12: _____ Grade(s) Served: _____
Target Enrollment	Total (Program-wide): ___145 students ____ Actual # at/above 30 hours _102 students (as of May)
Evaluator Name and Company	Wayne D. Jones and Morgan Williams-Bryant, JPS Solutions LLC
Evaluator Phone and Email	917-921-4240; wdjcompany@att.net

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 2 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:

  Col. A, B, D, E –*PIs, Target Populations, Activities 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 – *Activities:* List activity titles, or attach a list (in any format) as an appendix, and reference here.

  Col. E – *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. F – *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. G – *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. H – *Was PI Met?* 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. ake 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.

Evaluation Plan and Results Tables

Enter your program's data here.

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,

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) Activity(ies) to support this program objective	(E) PI Measures data collection instruments & methods	(F) Describe the analysis conducted Include any longitudinal assessments conducted beyond one program year.	(G) Response Rate/ % With Data (if applicable):	(H) Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)	(I) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # sites where PI was met. If data pending, indicate when data expected. If not measured, explain why not.
Improved student achievement— 80% of students' achievement will be evidenced by successfully completing a module or more every 5 or more weeks. (This performance indicator was revised to focus on improvements in ELA and Math based on pre- and post- test data)	Students	Yes	Grade-level academic programs using approved Edmentum and other approved curricula	Pre- and post-WRAT assessments administered during the year. Observations of academic activities.	The original plan was to review pre- and post-WRAT5 test data showing evidence of student progress. Due to the COVID 19 disruption, only pre-tests were administered. No post-tests were administered, so the comparative analysis could not be done.	# targeted by PI: 113 total participants; 82 were regular attendees-- i.e. attended for 30 or more days # w data: None—no students have pre- and post- data	Not measured	The original plan was to review pre- and post- WRAT5 test data showing evidence of student progress. Due to the COVID 19 disruption, only pre-tests were administered. No post-tests were administered, so the comparative analysis could not be done.
						# targeted by PI: ___ # w data: ___		

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 AOE 21st CCLC will provide students with opportunities for enrichment and development

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85% of students will explore, develop, and share their talent in interactive, recreational programming.	Students	Yes	Students engage in recreational programs focused on arts and music	Observations of and review of attendance rates for recreational programming. Student responses to questions in program survey related to student satisfaction with program activities.	Review of attendance and participation records for recreational programming. Observation of students participating in recreational programming. Due to the COVID-19 disruption, the program and evaluators were unable to administer surveys. Survey data, therefore, could not be reviewed. (This is discussed in the 'Limitations' section below.) As discussed in the explanation box, there is evidence that the program met this Performance Indicator.	# targeted by PI: 113 total participants; 82 were regular attendees-i.e. attended for 30 or more days # w data: All students	Yes	Participation and attendance rates for recreational programs show high rates of participation and attendance for AOE's recreational programming. 70 students enrolled in Physical Activity activities, including LaMovement Dance and breakdancing. This means that 85.4% of regular attendees participated in recreational activities. Evaluators observed students in several recreational activities and noted high levels of engagement.
Students will demonstrate regular program attendance and show other behaviors that indicate good citizenship	Students	Yes	Programming will engage students and promote regular attendance.	Review of attendance records	Review of program attendance records show high levels of program attendance for "regular attendees." "Other behaviors" was not defined and was not analyzed.	# targeted by PI: 113 total participants; 82 were regular attendees-i.e. attended for 30 or more days # w data: All students	Yes	72.6% of students participated in the program for 30 or more days; 90.3% of students participated in the program for 30 or more hours. For purposes of this analysis, since "regular attendance" was undefined in the grant application "regular attendance" is an overall program attendance rate over 60%. The program's overall average daily attendance rate was 63.9%. **Prior to the COVID-19 disruption, the average daily attendance rate was 74.5 students**
Students (an unspecified percentage) will engage in other enrichment programming in	Students	Yes	Enrichment activities include Animal Adventures, Arts & Crafts, visual arts (Paint	Observations of and review of attendance rates for enrichment programming.	Review of attendance and participation records for enrichment programming. Observation of students participating in enrichment programming.	# targeted by PI: 113 total participants; 82 were regular attendees-i.e. attended for 30 or more days	Yes	Participation and attendance rates for enrichment programs show high rates of participation and attendance for AOE's diverse enrichment programming. Health and nutrition activities included the Cooking Club, and opportunities for healthy workouts were provided through dance, drill and Soccer for Success.

areas including "healthy fitness workouts and diets, art and positive youth development learning"			the Town) and competitive and non-competitive drill.	Student responses to questions in program survey related to student satisfaction with program activities. Informal interviews and conversations with students, program staff and representatives of program partners.	As discussed in the explanation box, there is evidence that the program met this Performance Indicator.	# w data: All students		The 21st CCLC provided opportunities for students to participate in arts-related programming including Paint the Town and Movie Club. Positive Youth and cognitive Development activities included Chess Club (including a chess tournament in January 2020), the Critical Thinking Club and Animal Adventures. Participation in these activities was mixed, with some activities like Soccer for Success averaging 28.9 students per session while other activities having a smaller but engaged group of participants—e.g. Chess Club which averaged 7 3rd grade students a full series of sessions and 6.5 4th grade students over a shorter series of sessions. Several of these activities were continued through virtual means during the COVID-19 disruption. In addition, approximately 9 students participated in morning enrichment sessions held prior to the school day.
Prior Year PIs for Objective 1.2-1								
NA						# targeted by PI: ___ # w data: ___		

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 1.1-3 (specify): The AOE 21st CCLC will establish partnerships to provide diversified programming to participating students.

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(A) Performance Indicator(s) (PI) of success	(B) Target Population (s)	(C) PI Meets SMART Criteria? (Y/N)	(D) Activity(ies) to support this program objective	(E) PI Measures data collection instruments & methods	(F) Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year.	(G) Response Rate/ % With Data (if applicable):	(H) Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)	(I) 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.
Community partners and vendors will provide diversified enrichment programming to each student. 80% of students will demonstrate high participation levels in program activities and events.	Students and Partners	Yes	Program outreach and recruitment of partners and vendors. Development and implementation of partner/ vendor-programming. Ensuring quality of programming through regular monitoring and improvement. Addition of new partners and replacement of partners as needed ..	Evaluator review of community outreach and recruitment initiatives, including review of outreach materials and plans, discussions with the Program Coordinator and CAO YSD Director, review with Coordinator and YSD Director of last year's partners. Review of partner MOUs and partner-prepared materials Review of participation and attendance data for program activities. Discussion with program partners, staff members and others at PAT meetings and during evaluator visits Observations of program activities	Review and observation of partner recruitment activities and discussions with Program Coordinator, YSD Director, partners and program staff revealed that the program was successful in retaining partners from prior years and recruiting new partners. Review of MOUs showed that partner responsibilities were well established Review of partner-developed curricula and lesson plans showed alignment with program goals Review of participation and attendance data showed high levels of student participation. Observation of program activities showed students were engaged when participating in program activities.	# targeted by PI: 113 total participants; 82 were regular attendees-i.e. attended for 30 or more days # w data: All students	Yes	The program was successful in recruiting and working with multiple partners. Each partner entered into a MOU that outlined its responsibilities and provided services accordingly. Each partner developed curricula and lesson plans that guided the work. Program activities had high participation rates well over the 80% target, including a 100% participation rate for activities focused on arts, music, health, fitness and nutrition and other enrichment activities.
10% of students will participate on the Student Leadership Team (SLT).	Students	Yes	Development of a SLT with at least 9 students (i.e. more than 10% of regular attendees)	Review of program records Discussion with Program Coordinator	Interview with Program Coordinator confirmed that the program's SLT was established, with a membership throughout the year of 9 or more students. SLT team membership was spread across all grades.	NA	Yes	Interview with the Program Coordinator confirmed that the program's SLT was established. SLT team membership was spread across all grades.
Prior Year PIs for Objective 1.3-1								

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[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.*

NA						# targeted by PI: ___ --- # w data: ___	
						# targeted by PI: ___ --- # w data: ___	

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 AOE 21st CCLC will provide parents with opportunities to engage with their children and to access supportive services) .								
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) Activity(ies) to support this program objective	(E) PI Measures data collection instruments & methods	(F) Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year.	(G) Response Rate/ % With Data (if applicable):	(H) Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)	(I) 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.
100% of parents will attend and/or receive orientation packets informing them of our program and other CAO services. Parents will identify workshops and events that would be beneficial for them to attend. 4 events will be hosted for parents.	Parents	Yes	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. Parents are invited to attend student showcases throughout the year. Parents are invited to participate in informational events sponsored by CAO throughout the year.	Parent responses to questions in program survey related to parent satisfaction with program activities. .	Review of attendance and participation records for parent and public events. Due to the COVID-19 disruption, the program and evaluators were unable to administer surveys. Survey data, therefore, could not be reviewed. As discussed in the explanation box, there is evidence that the program met this Performance Indicator.	# targeted by PI: 113 total participants; 82 were regular attendees-i.e. attended for 30 or more days # w data: All students	Yes	Parents or guardians of all participating students attended an orientation meeting prior to their student's enrollment. This was a program requirement, and no student could be enrolled unless the parent or guardian successfully attended the orientation. 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 information about CAO services that could help parents. Parents were also informed about student showcases and public events throughout the year.
Prior Year PIs for Objective 1.4-1								
NA						# targeted by PI: ___ # w data: ___		

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 AOE 21st CCLC will provide services at least 15 hours per week								
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) Activity(ies) to support this program objective	(E) PI Measures data collection instruments & methods	(F) Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year.	(G) Response Rate/ % With Data (if applicable):	(H) Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)	(I) 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.
The program will provide after-school activities. To remain in the program, students will remain on the roster for 3 days per week. .	Students	Yes	Academic and enrichment programs provided after-school. Attendance is taken daily at the program and activity levels	Participation and attendance records at program events Observations of program activities Interviews of and discussions with the Program Coordinator, the YSD Director, staff, partners and students. Review of program records	Review of program participation and attendance records revealed that CAO provided after-school programs and that most students remained on the roster for 120 days or more—i.e.3 days per week or more.	# in Pop: All students # w data: All students	Yes	Program records demonstrated that after-school activities were provided weekly and that most students (77 of 92) were regular attendees. Program records therefore demonstrated that the program met this performance indicator.
75% of students will participate in field trips and/or summer programming.	Students	Yes	The program scheduled multiple field trips and off-site learning opportunities for students. The COVID-19 disruption prevented the program from implementing all planned field trips and events.	Review of scheduling and attendance re field trips	Review of schedules and attendance of field trips and discussions with the Program Coordinator and YSD Director confirmed that students were engaged in field trips prior to the COVID-19 disruption but that field learning activities could not be continued after March 2020.. Accordingly, this Performance Indicator was not met.	NA	No	While the program did offer field learning activities during the Fall and early Spring, the COVID-19 disruption prevented the program from providing field learning opportunities in mid- and late-Spring 2020. Accordingly, attendance for these activities fell well short of 75%. The program did not offer summer activities. Students enrolled in the program were offered the opportunity to participate in CAO summer programs at community centers.

Prior Year PIs for Objective 1.5-1								
NA						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		

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.

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

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) Activity(ies) to support this program objective	(E) PI Measures data collection instruments & methods	(F) Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year.	(G) Response Rate/ % With Data (if applicable):	(H) Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)	(I) 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.
80% of students will complete 10-20 minutes of reading daily.	Students	Yes	Tutoring in ELA/reading (and Math) provided daily. Academic programming was coordinated with school day programs and curricula through collaboration with the Principal and school instructional staff.	Program attendance records indicating time spent in ELA/Math instruction activity	Review of program records showed that tutoring was provided daily. Review of program attendance records showed that the program met its target of 80% of regular attendees engaging in academic programming	# targeted by PI: 113 total participants; 82 were regular attendees-- i.e. attended for 30 or more days # w data: All students	Yes	The program met its 80% target overall and in several grades. Specifically— **Overall: 80.1%** **Kindergarten: 81.2%** 1st grade: 72.2% **2nd grade: 81.9%** 3rd grade: 79.6% **4th grade: 85.4%**
80% of students will note score improvement or maintenance on marking periods' 2, 3, and/or 4 report cards.	Students	Yes	Tutoring in ELA/reading (and Math) provided daily. Academic programming was coordinated with school day programs through collaboration with the Principal and school instructional staff.	Report card data	Report card data was not made available to date. The evaluator will report on this data when report card data can be reviewed	NA	Not Measured	Data is not available. We will report on data once it has been reviewed.
Prior Year PIs for Objective 2.1-1								
NA						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		

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):

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) Activity(ies) to support this program objective	(E) PI Measures data collection instruments & methods	(F) Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year.	(G) Response Rate/ % With Data (if applicable):	(H) Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)	(I) 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.
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	Program staff and partners will model positive character traits. The program did not use Best Self Behavioral Health (Best Self) programming but rather used other programs including Gillison (SEL) for 3rd and 4th students to promote social-emotional growth.	Cohort data regarding decreases in suspensions is inconclusive due to the fluidity of the student population during the year and from year-to year. *Rather, suspension rate data re program participants will be compared to that of the school and the district.*	Suspension rate data for the school and district has not yet been made available to the evaluator. The analysis re this Performance Indicator will be done and reported on when suspension rate data is made public by the Buffalo Public Schools or the New York State Education Department (i.e. the NYS School Report Card)	# targeted by PI: 113 total participants; 82 were regular attendees-- i.e. attended for 30 or more days # w data: All students	Data not available	Suspension rate data for the school and the district has not yet been made available to the evaluator. The analysis re this Performance Indicator will be done and reported on when suspension rate data is made public by the Buffalo Public Schools or the New York State Education Department (i.e. the NYS School Report Card)
An unspecified percentage of students will show positive social-emotional development as measured by pre- and post-Devereux Student Strengths Assessment (DESSA) results	Students	Yes	Students will engage in workshops and activities to promote social-emotional growth. DESSA assessments will be administered to participating students.	Pre-test DESSA was administered in Fall 2019. Due to the COVID-19 disruption, post-test DESSA was not administered. DESSA results therefore could not be reviewed by the Evaluator	Due to COVID-19 disruptions, pre- and post- DESSA tests were not done and such data is not available	NA	Not measured	Due to COVID-19 disruptions, pre/post DESSA tests were not administered. DESSA data is therefore not available for review.

Prior Year PIs for Objective 2.2-1								
NA						# targeted by PI: ___ # w data: ___		
						# targeted by PI: ___ # w data: ___		

Strengths

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. At the beginning of each year, the program evaluation team meets with the Director of CAO's Youth Services Department and the Program Coordinators of all CAO-managed 21st CCLC programs to facilitate 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. Throughout each year, the evaluation team is in constant communication with CAO and the program directors to support program implementation and improvement, including a 'debrief" following the first evaluation visit.

Limitations

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 directors as they pivoted to remote programming, interacted with their schools and the Buffalo Public Schools in a remote learning and communication environment and helped students and families adapt to the COVID-19 disruption. As we reviewed the 21st CCLC program during Spring 2020, 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 report might be unavailable because it does not exist (e.g. state assessment data and certain program-specific assessments that were scheduled to be delivered on-site in Spring 2020 but were not administered) or delayed in being provided to us. In addition, the CAO 21st CCLC programs (like school-day and other supplemental programs throughout Buffalo Public Schools) experienced severe drops in attendance—and especially in attendance for academic programming—following the shift to remote learning. This reduced the sample size of students to levels that made it difficult to obtain meaningful data regarding several metrics. For instance, while academic pre- tests were administered in the Fall, there were no academic post-tests administered

so it was not possible to measure student growth through performance on pre- and post- assessments. Also, there were no post- DESSA examinations administered, so it was not possible to measure students' social-emotional growth as planned in the project design and as was done in Year 2.

Another COVID-19-related limitation relates to the administering of surveys. In Year 1, the Program Evaluators, the CAO YSD Director and each 21st CCLC's program implementation teams shared their observations and ideas about surveys. All parties acknowledged the difficulty of getting students (and especially younger students) and parents to respond meaningfully to survey questions late in the school year and agreed that the prior practice of administering two separate surveys—one from the agency and another from the Program Evaluators—was ineffective and in many cases redundant. Accordingly, the Program Evaluators worked with the CAO YSD Director to align the Evaluation survey questions with the questions in CAO's end-of-year survey and to create a single survey instrument for students and a single survey instrument for parents. In Year 2, these surveys were administered to students and parents and yielded important information regarding the perceptions of each constituency about the program. In Year 3, however, the COVID-19 disruption had a significant impact on students, families, 21st CCLC program staff and 21st CCLC program activities in the second half of the school year. As noted earlier, attendance in 21st CCLC programming following the COVID-19 shut-downs of school site-based programs dropped sharply, and it was clear that end-of-year survey response rates would be negligible. Consequently, no surveys were administered in Year 3.

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. For instance, we realized that our site visits during this period needed to be done virtually since all programming was to be delivered remotely. During the period between the stopping of on-site programming in March and the beginning of remote 21st CCLC programming in May, the evaluators worked with CAO to learn about their proposed changes, to advise about remote planning and implementation of remote programming and to align evaluation methods activities with the remote program. Additional flexibility was required when, once remote programming began, student attendance rates dropped dramatically across all CAO programs—and across school-day and supplemental programs throughout the Buffalo Public Schools—and CAO needed to make additional and significant changes in programming to adapt to this reality. Online programming was made available concurrently to students from all 21st CCLC programs, thus making virtual site visits to individual programs impractical. The Buffalo-based program evaluator made multiple virtual site visits to the CAO 21st CCLC program virtual space and reported on observations across all programs.

The program evaluators have also been available to advise and provide feedback to the Program Coordinator and CAO Youth Services Director. If remote 21st CCLC programming is going to be provided for a significant portion of 2020-21, then the issue of improving student attendance in its remote after-school learning programs must be addressed. We are currently exploring best practices in student engagement and attendance in after-school remote learning environments. In addition, the evaluators will work with CAO to implement technical and/or administrative solutions that provide for better disaggregation of virtual data by each individual 21st CCLC program.

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. The specified purposes of these visits, as defined in the Evaluation Manual, 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 OST 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 observation protocol results.[1] 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 3 observations (MM/YY): _____November-December 2019_____

Results:

The first evaluation visit was originally scheduled to occur in mid-January 2020, which was designed to provide for observation of program activities after roughly 2 months of programming. A series of scheduling conflicts and cancellations pushed the date of the initial evaluator visit into March, by which time preparations for the COVID-19-related disruption of programming made a physical visit impractical.

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[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."

Notwithstanding the lack of a physical observation of on-site program activities, the evaluator was able to make an initial determination about whether the program had launched successfully and was operated with fidelity to the program design. In November and December 2019, the Program Evaluator had preliminary meetings and communications with the Program Coordinator and CAO YSD Director to discuss their experiences with the 21st CCLC program to date and to get their perspective of program strengths and challenges. It should be noted that the Program Coordinator had overseen the project in Year 2 under the leadership of the CAO YSD Director, so they were both familiar with the requirements of the 21st CCLC, the program design and the history of program implementation. In their conversations, the parties also discussed in detail the programing, enrollment, attendance and related issues regarding the 21st CCLC program. A key result of the conversations was that program partnerships and activities were being implemented in general fidelity with the program design and that, while the program experienced early roll-out challenges in areas such as enrollment, attendance and staffing, the Program Coordinator, the CAO YSD Director and the CAO organization were working proactively and creatively to address the issues and improve the program. The evaluator also reviewed the charter objectives and requirements, the parental consent forms and the procedures for collecting and documenting information for the evaluation. Prior to and following these conversations, the Program Evaluators reviewed program information filed in YouthServices.net to determine whether the records reflected that the program activities were being implemented and whether progress was being made towards achieving enrollment, attendance and staffing targets.

The Program Evaluators determined that, as of the Fall/Winter 2019 communications, the AOE 21st CCLC program was being implemented with general fidelity to the program design and was making progress towards achieving its program objectives. With 91 students participating, the program was making progress towards achieving its 145-student enrollment target. Average daily attendance during the period between opening and the end of December was 69.6 students. Academic and enrichment programming was provided by program staff and partners.

b. Second visit:

Append observation protocol results,[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 3 observations (MM/YY): _____

■ Observation protocol used for point of service observations:[2]

❐ Out of School Time (OST) Protocol

❐ Modified Out of School Time (OST) Protocol

❐ Other observation protocol (attach sample in Appendix, or if published, indicate name): _____

<u>**Results:**</u>

In March 2020, the Buffalo Public Schools ceased on-site instruction in response to COVID-19 and in compliance with NYS requirements. Accordingly, the AOE 21st CCLC program, like all of CAO's 21st CCLC programs, was suspended while CAO and the school district, in coordination with the NYS Education Department, determined how they would continue to provide services in a remote learning environment. During this time, the Evaluation Team worked with CAO to support the continuation of 21st CCLC programming. Starting in May, CAO implemented virtual 21st CCLC programming to ensure that students had access to academic support and socio-emotional programming. With the consent of the NYS Education Department, CAO provided academic and enrichment programming in a completely remote learning environment. In this new remote learning model, 21st CCLC programming was provided on an online platform that could be accessed by students as well as their parents or guardians from all 21st CCLC programs. While enrollment and attendance continued to be monitored and documented by individual program, each virtual activity had participation by students from multiple site-based programs.

Accordingly, the Evaluation Team's observations of CAO's virtual 21st CCLC activities during Spring 2020 focused on the effectiveness of programming across the individual programs. The Program Evaluator while conducting virtual visits observed activities remotely on June 9th, June 10th, June 12th and three other evaluator "log-ons" in June 2020. Given the non-program-specific nature of the virtual programming, evaluator visits did not use the OST protocols that would ordinarily have been used in an evaluation visit taking place physically on-site. Following each virtual

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[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 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.

evaluator visit, the evaluator spoke with the Program Coordinators and the CAO Youth Services Director about findings and recommendations for program improvement.

Evaluator findings are that, while the program provided remote programming, attendance dropped—especially during the academic portions of the program day and student participation was sporadic. In fact, some program activities that the evaluator observed were not attended by any students. However, those students who did attend the virtual program were engaged, especially in enrichment activities. Notes from the virtual visits follow.

Virtual Observation Notes #1

With Covid-19 severely impacting the delivery of afterschool programming. CAO has transitioned to virtual programming via Zoom Video Conferencing. The team has done a great job in creating a schedule that includes the academic and social emotional components of the programming.

The majority of the schedule has catered to the K-6 population with Monday, Wednesday and Friday from 5:00-6:00pm focused on a grade 7-High School Speaker Series. There are a few pros on the schedule outside of those days that cover all grade levels.

CAO YSD JoAnna Johnson informed me that despite their efforts, many parents are not taking advantage of the Tutoring portion of the program. I assume because many are still virtually home schooling their children. The Tutoring option remains on the schedule in case a student or parent need the support.

The remainder of the schedule is attached to the email.

On May 11th I was able to observe the students Drama Club where the session taught them about empowerment. Various team members discussed the meaning of empowerment and what it means to them. Some of the feedback from the students was: empowerment made them feel like they had a voice, it meant teamwork and to never give up. They were then given an assignment to see how they can be empowered at home with their family and to also reach out to others and encourage them.

Book Club: 7 students participated in listening to Pete the Cat (the book series that has been consistently used). After the story was over, they participated into an art project to reinforce the learnings. They discussed the foods they liked and do not like, drew pictures with a happy and sad face to place the food in the proper columns to display their pleasure of displeasure with the food item. Staff members were sure to call on all students to make sure everyone had the opportunity to participate.

Drama Club: 4 students participated and the topic was creating their own newsroom. Students grabbed their pretend microphones. Many were creative and used what they had in their homes. The team talked them through what an interview voice was and how to use it. They then broke off into separate Zoom rooms so they can each host their news story with the staff members. They all had the same questions to answer:

- How do you plan on staying safe at home during the summer?

- What are you doing for fun since you have been home?

One of the students talked about science experiments they have been trying. And others mentioned they have been talking to their teachers a lot.

Paint the Town: conducted an art session with them. They students were really engaged asking clarification questions on how to draw/paint the piece for that day. Mr. Jarael walked them through the Palm tree and sky selection patiently and ensured all students were able to keep up.

May 26, 2020

Book Club: 4 students participated. Pete the Cat's theme today was Construction Destruction. After the students listened to the story, they created their own version of a dump truck. They were also able to do show & tell to display their art skills.

Story Summary: When Pete sees that the playground is in bad shape, he gets a totally groovy idea—make a new playground! Pete calls in construction workers and cement mixers, backhoes and dump trucks to build the coolest playground ever. In the end, Pete learns that to make something special, you have to dream big.

Paint the Town: conducted a session with 7 students. At the beginning to this session Mr. Jarael reviewed the materials needed. Students had just received their supplies. The big brush was called "big bear" and the little brush they call "little bear." They painted a beach scene by using various shapes to create the images needed to fill in with paint. The students made sure to engage the instructor so he can see their progress. This is an activity the students really enjoy.

May 28, 2020

Critical Thinking: Students participated in an exercise where they had to think of something they would bring to the grocery store with the first letter of their name. After they did the first round, Coordinator Fierra Green added a rhyming part, so they had to be even more creative with their stories. At the end, the kids came up with a few of their own poems at the end and made sure to say…don't forget your mask wherever you decide to go.

LaMovement Fitness: students participated in dance aerobics for an hour with the owner of the company. She started out showing them moves slowly then picking it up faster before the song ended. Throughout the various exercises you were able to workout your entire body.

Virtual Observation Notes #2

CAO continued with Virtual Programming throughout the month of May until the second week of June to ensure students has access to academic support and socio-emotional programming.

Each time I logged in there were more than enough staff members to provide support to the students who participated. In speaking with ECC#17 Program Coordinator Racheal Tarapacki (who is also a mentor and coach to Program Coordinators at other 21st CCLC programs) and CAO YSD JoAnna Johnson, the attendance throughout this virtual period was not what they had hoped and this was consistent to what I observed. However, staff was fully engaged even if only a few students were participating.

June 9th

I was able to observe three activities:

Book Club: They focused on the continued series with Pete the Cat. This day the students discussed Pete having his own pet. The students discussed the various aspects of the story and afterwards were walked through a step by step activity making their own paper cat. There were 4 students that participated, and they were fully engaged the entire time, asking clarifying questions and talking through the steps of the project.

Paint the Town: 4 students participated in this activity. Mr. Jarael patiently walked them through making Sponge Bob Square Pants sitting on a chair. They were enthused and of course had comments throughout their time painting to ensure they were making the right moves.

Dance Fitness: Led by the Youth Services team. No students were on the screen that I counted. The team went through several moves that involved the entire body for a good workout. They encouraged family engagement by inviting the entire family to participate.

June 10th

The students watched a movie but from separate zoom rooms. After the movie was over, all students came back together in a single room to have discussion. They talked through different cultures, foods, lifestyles and weather. The also expressed admiration for their rich cultural environments.

The YSD team also began to strategize spirit day (Friday) and discussed additional things to add to make the last day special.

June 12th

The last day of programming, the Program Coordinator for JFK held a special Zoom activity with her team members. She cooked, walked through the table setting and decorations and menus options. They all came together for prayer and logged off to eat together.

Additional Days (no specific dates):

I logged on 3 times for Homework Help/Tutoring, but no students took advantage of this support. Coordinators were disappointed that no one participated. They wanted to ensure their students were still successful while learning from home.

LaFitness Movement:

I was able to observe 20 minutes of this session, but the internet connection was very slow this day. It did not allow for a full 1-hour observation.

Speaker Series

There were no Speaker Series events I was able to observe for the 7th-12th graders. Each time I logged on, no one was attending the session.

Pete the Cat: I observed an additional session on the Pete the Cat Series. Students discussed what they learned and participated an activity.

IV. Logic Model (LM)

Please provide your most up-to-date logic model, highlighting any modifications since the program began.[1] Logic model templates and samples are provided below:

- **"Logic Model Components"** on the next page 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

- 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:
  - o Activities in your evaluation plan should align with activities in the logic model
  - o 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:
  - o Descriptions of administrative resources or activities that may not be directly addressed in your evaluation objectives.
  - o 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.

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

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

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

  The Logic Model is attached at the end of this evaluation report. Please note that the Logic Model was prepared at the beginning of the year and does not consider changes made to the 21st CCLC program in response to the COVID-19 disruption.

Comments:

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[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 findings[1]

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

Discussion of Year 3 activities are in bold below. Key recommendations from the Year 2 evaluation include:

1) School day-afterschool programming—The program has been effective in collaborating with the Principal and with school-day staff. The Program Coordinator participates in meetings of the school's instructional staff and communicates regularly with the Principal. The CCLS's academic programming and pacing is aligned with those of the school-day program. It is recommended that the Program Coordinator continue to collaborate with the Principal and instructional staff to ensure effective coordination of programming.

The Program Coordinator Fierra Green, who was also Program Coordinator in Year 2, provided consistent and effective leadership through Year 3. Ms. Green is a veteran 21st CCLC program leader who had established relationships with the school's leadership team, school-day teachers and program partners. Ms. Green leveraged and built upon these relationships to support program improvements in Year 3. Ms. Green worked effectively with the AOE Principal and was an effective manager of staff. Under her leadership, the program strengthened its alignment with school-day programs. In compliance with the evaluators' Year 2 recommendation, the Program Coordinator met frequently with the school's Principal and Instructional Leadership Team and scheduled academic program activities to support and compliment school-day classes and curricula. Also, in coordination with the Principal, the 21st CCLC program provided programming before the school day that was aligned to school-day curricula.

The Program Coordinator, along with the CAO Youth Services Director, continued to meet and communicate with the school Principal and staff throughout the Spring 2020 COVID-19 disruption to ensure that the 21st CCLC remote activities continued to compliment and support the evolving school-day remote learning program. In reviewing the 21st CCLC's remote learning plan, it is clear that the program was designed to align with Buffalo Public Schools school-day programming. However, as noted earlier, student attendance during the academic portion of the 21st CCLC remote program fell sharply and, accordingly, the 21st CCLC program tutoring during the period of remote learning did not yield any significant results.

2) Social-emotional programming—The Program evaluators recommend that the AOE CCLC continue to work with Best Self Now, provided that the organization can address its staffing issues. We also recommend that the AOE CCLC continue to explore and implement alternative approaches to social-emotional programming to support and/or replace the work of Best Self Now. In any event, we recommend that the program continue to work with Best Self Now to administer DESSA assessments and to analyze and use DESSA test results.

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[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.

The program did not provide social-emotional programming using Best Self Now in Year 3. While some aspects of programming provided by a social worker (Gillison) provided support for social-emotional development, there was little if any formal, structured programming specifically targeting the social-emotional growth of participating students. Also, the COVID-19 disruption prevented the program from administering the DESSA assessments, so it was not possible to measure students' social-emotional growth in the manner set forth in the program design. The CAO Youth Services Director and Program Coordinators from all CAO 21st CCLC programs, with support from the Program Evaluators, are currently exploring alternative evidence-based social-emotional development programming that has been effective in remote and hybrid OST learning environments. Also, in 2020-21, the program will administer assessments to measure social-emotional growth.

3) Continue review and expand partnerships—The Program evaluators recommend that CAO continue to recruit new partners and to explore ways that existing partners can expand their program activities. All program partners should prepare Lesson Plans and review them with the Program Coordinator regularly. It is also recommended that the Program Coordinator, in concert with YSD Director and program staff, continue to meet periodically with each project partner to review and continuously improve the effectiveness of the enrichment activities and that CAO expands it .recruitment "reach" to secure new partners. The Program Coordinator should also continue to meet regularly with the YSD Director to assess the effectiveness and popularity of each partner's programming and make decisions regarding retaining, removing or modifying the program's relationship with each partner.

The program maintained its relationships and worked effectively with partner organizations throughout the year, and especially during Fall and Winter 2020. When the COVID-19 disruption occurred, many of the 21st CCLC activities that were provided virtually were managed by program staff members. This reduced CAO's reliance on partners and outside service providers. We expect that CAO and this program will continue to recruit and work with project partners.

4) Continue and expand student recruitment efforts in coordination with program partners–A key recommendation of the Program evaluators and Ms. Thompson of the ROS Technical Assistance Center was that they think creatively about new strategies to improve student recruitment and retention.

The AOE 21st CCLC program, prior to the COVID-19 disruption, was implementing a structured academic support program and student recruitment strategy that was generally consistent with the recommendations in the Year 2 evaluation. At the time of the school building closures, the 21st CCLC program was making solid progress towards implementing the integrated academic model described in the original program design and implementing innovative student recruitment initiatives including adding morning programming to supplement 21st CCLC after-school programming. At the time of the COVID-19 disruption, average daily attendance in the 21st CCLC program was 74.5 students. However, once the program transitioned to remote learning, attendance in academic activities dropped sharply and the program could not be implemented as described in

the original grant proposal. Average daily attendance during this period was less than 1 student. Nonetheless, the program offered remote academic programming throughout Spring 2020.

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

Communication between the Evaluators and the Project Implementation Team, including the CAO Youth Services Director, is the key to ensuring that evaluation results are used to inform program improvement. At the start of the program year, the Program Evaluators met with the Program Coordinators of each CAO program and the CAO Youth Services Director and made a presentation to explain the 21st CCLC grant objectives and expectations and to discuss how each program could best implement its activities in compliance with the grant. The goal of this meeting and presentation was to ensure that everyone had a clear understanding of the goals of the project, the expectations of each site-based program and Program Coordinator and the role each Program Coordinator was expected to fill in the program evaluation process. Following this meeting, the evaluators communicated frequently with the Program Coordinators and the Youth Services Director, including: 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 CAO Youth Services Director; and d) frequent email and other communication with the Program Coordinator, including communication following each site visit.

c. Documented or perceived impacts of implementing prior year recommendations, if known

Please see response to question "a" in this section. The COVID-19 disruption and the program's pivot to an entirely remote learning environment has made it difficult to assess the year-long and long-term impacts of program changes made in response to our recommendations from last year. We can say that our recommendation that the program solidify and build upon its relationships with the Principal and other school staff was adhered to and resulted in a smooth transition regarding alignment of school-day and after school programming when both programs pivoted to remote learning. We can also say that our recommendations regarding consistency of program leadership were adhered to, as AOE's Program Coordinator provided strong leadership throughout the year. Unfortunately, Ms. Green has resigned from her role as Program Coordinator to take another job and the program will have new leadership in Year 4.

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

Our primary conclusion is that the AOE 21st CCLC program did well and experienced continuous improvement throughout the period of on-site programming in Year 3 and experienced severe challenges during the unprecedented period of COVID-19 disruption in Spring 2020. In Year 3, the AOE program had stable program leadership throughout the year with Fierra Green serving as Program Coordinator. MS Green maintained strong relationships with project partners and managed the program in a manner that, prior to the COVID-19 disruption, ensured fidelity to the program design. Also, as noted in the tables above, the program achieved many of its objectives in Year 3, particularly prior to the COVID-19 disruption. AOE did well with respect to attendance prior to the transition to remote learning. The

program's daily attendance was 74.5 students, and 102 students had attended for more than 30 hours. Chief among the program's challenges in Year 3 were enrollment throughout the year and attendance during the remote learning period. Regarding enrollment, the program's enrollment was 113 students (77.9% of the target enrollment), with 82 of these students being "regular attendees." The program has continued to work closely with the school administration to support its student recruitment efforts. Following the school building shutdown and pivot to remote learning, it became more difficult to work cooperatively with the school regarding recruitment to the after-school program. CAO implemented a vigorous outreach campaign to parents and students, including delivery of services and resources, but suffered a significant drop in enrollment during this period (with the number of students actively receiving services ultimately dropping to two students). CAO has used the summer of 2020 to strengthen its outreach and recruit students.

Attendance during the remote learning period was dramatically lower than throughout the pre-remote learning period. The average daily attendance prior to the COVID-19 disruption was 73.9 students. Following the transition to remote learning, the average daily attendance dropped to below 1 student. Going forward—and especially if remote or hybrid learning is going to be the required programming model—the AOE 21st CCLC program must focus on implementing best practices for retaining and engaging students in remote OST activities.
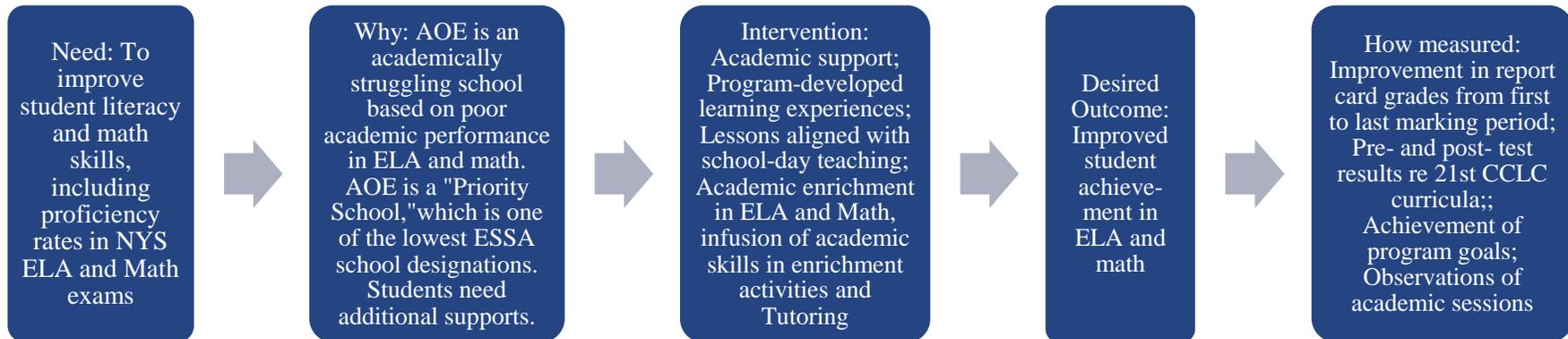
Our key recommendations are:

1) *Establish a sound leadership recruitment and orientation process to ensure continuity of leadership in the program*. The program has benefitted from a consistency in effective leadership. Unfortunately, Ms. Green has left her position and the program will now need new leadership. The program evaluators strongly recommend that CAO establish procedures, practices and professional development initiatives to ensure continuity of leadership and programming as the next Program Coordinator(s) are installed.

2) *Work to coordinate 21st CCLC programming with that of the school day especially during remote and hybrid instruction.*

3) *Develop procedures and practices to ensure academic pre and post testing in remote and/or hybrid learning environments*. While the pivot this year to remote learning was sharp and largely unexpected, we have now had some time to adjust. Next year, pre and post testing should occur in whatever learning experience we are in.

4) *Develop procedures and practices to ensure delivery of social-emotional services and supports, along with pre and post DESSA testing, in remote and/or hybrid learning environments*.

5) *Continue to review and adapt best practices in recruitment and retention of students in remote learning environments and be bold and innovative in student recruitment initiatives*.

5) *Continue to review and expand partnerships for delivery of programming in remote and/or hybrid learning environments*.

e. Conclusions and recommendations based on prior year evaluation findings that could not previously be addressed due to pending data, if applicable

NA

Logic Model—Arthur O. Eve School of Distinction—BPS#61 (AOE) 21st Century Community Learning Center

Academic Goal

Need: To improve student literacy and math skills, including proficiency rates in NYS ELA and Math exams	→	Why: AOE is an academically struggling school based on poor academic performance in ELA and math. AOE is a "Priority School,"which is one of the lowest ESSA school designations. Students need additional supports.	→	Intervention: Academic support; Program-developed learning experiences; Lessons aligned with school-day teaching; Academic enrichment in ELA and Math, infusion of academic skills in enrichment activities and Tutoring	→	Desired Outcome: Improved student achieve-ment in ELA and math	→	How measured: Improvement in report card grades from first to last marking period; Pre- and post- test results re 21st CCLC curricula;; Achievement of program goals; Observations of academic sessions

Additional Information regarding Academic 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 and youth service counselors. YSD Director provides oversight and support, as do additional YSD staff members. The YSD Director and staff will ensure that 21st CCLC activities are coordinated appropriately with activities, resources and practices of the YSD.

Another key input is the cooperation, support and allocation of resources by program partner AOE, which is providing the 21st CCLC program with designated space in its school facility for use as an office, along with appropriate access to classrooms and public areas (the cafeteria, the gymnasium, etc.). The Principal and instructional staff at AOE will also help the 21st CCLC program coordinate after school programs with school-day programming.

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.

Activities: The 21st CCLC will engage students in tutoring and academic support. The program will recruit students at all grade levels, K-grade 4 and support their academic development in ELA/reading and Math. After-school academic lesson plans will be designed to support school-day programming.

Outputs: The initial student recruitment and enrollment target is 145 students. All students will participate in daily tutoring in ELA and/or Math for the duration of their enrollment.
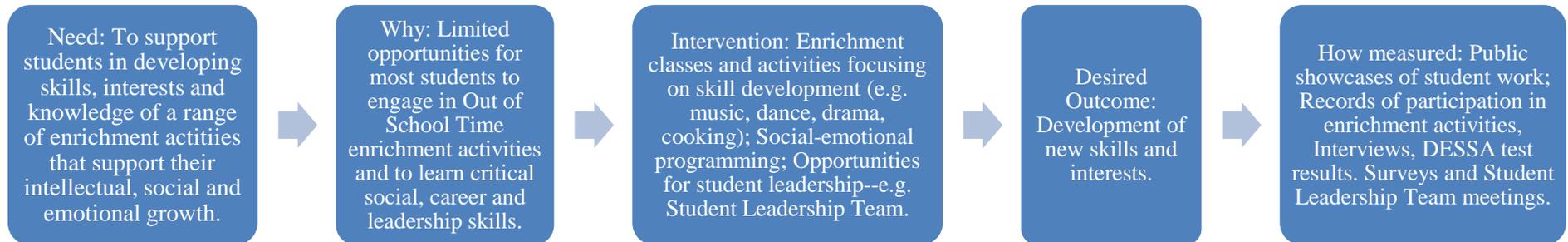
The program will also provide opportunities for parents and families to receive services. Parents and/or guardians of every student must participate in an orientation prior to and as a condition of their child(ren)'s enrollment. Parents will be informed of CAO services and resources that they can benefit 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 support AOE prepare students to progress successfully to the next level of their education (e.g. from grade to grade and from early elementary to upper elementary and beyond. 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.

<center>**Social-Emotional Development and Enrichment Goals**</center>

| Need: To support students in developing skills, interests and knowledge of a range of enrichment actities that support their intellectual, social and emotional growth. | → | Why: Limited opportunities for most students to engage in Out of School Time enrichment activities and to learn critical social, career and leadership skills. | → | Intervention: Enrichment classes and activities focusing on skill development (e.g. music, dance, drama, cooking); Social-emotional programming; Opportunities for student leadership--e.g. Student Leadership Team. | → | Desired Outcome: Development of new skills and interests. | → | How measured: Public showcases of student work; Records of participation in enrichment activities, Interviews, DESSA test results. Surveys and Student Leadership Team meetings. |

<center>**Additional Information regarding Social-Emotional/Enrichment Goals**</center>

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 and youth service counselors. YSD Director provides oversight and support, as do additional YSD staff members. The YSD Director and staff will 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.

Another key input is the cooperation, support and allocation of resources by program partner AOE, which is providing the 21st CCLC program with designated space in its school facility for use as an office, along with appropriate access to classrooms and public areas (the cafeteria, the gymnasium, etc.).

Additional inputs include 21st CCLC grant funds, technical assistance from the NYS Education Department and transportation support from Buffalo Public Schools.

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, K-4 and support their development through activities focusing on nutrition and health, arts and music and other areas of enrichment.

Outputs: The initial student recruitment and enrollment target is 145 students. 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(ren)'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(ren)'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 support AOE prepare students to progress in developing interests and skills in a variety of enrichment areas.

VI. Appendices

Required:

- Copies of any *locally developed* measurement tools/assessments (surveys, observation tools, *etc.*)

- Full, tabulated results of any quantitative assessment tools (surveys,[1] observation protocols, skills assessments, *etc.*)

Optional:

- Sample of memo or weekly/monthly report used to share ongoing evaluation results/data with program[2]

- Any additional narrative, analysis, graphics or other information that did not fit into any section in this report that you would like to include

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[1] Note: As specified in SMV Indicator H-4(a), local evaluators and program administrators are jointly responsible for administering annual surveys to student participants, and grantees are required to maintain documented evidence of this activity.

[2] Note: As specified in SMV Indicator H-3(b), local evaluators and program administrators are jointly responsible for maintaining ongoing communication with each other, and grantees are required to maintain documented evidence of this activity.