### I. Project Information

<table>
<thead>
<tr>
<th>Program Name</th>
<th>21st CCLC Program at Early Childhood Center #17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Number</td>
<td>0187-20-7026</td>
</tr>
<tr>
<td>Name of Lead Agency</td>
<td>Community Action Organization of Western New York (CAO)</td>
</tr>
<tr>
<td>Name of Program Coordinator</td>
<td>Racheal Tarapacki</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name(s) of Participating Site(s) and grade level(s) served at each site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site 1: <strong><strong><strong>ECC#17</strong></strong></strong>_ Grade(s) Served: <strong>PreK-4</strong>______________________</td>
</tr>
</tbody>
</table>
| Site 2: ___________________________
| Site 3: ___________________________
| Site 4: ___________________________
| Site 5: ___________________________
| Site 6: ___________________________
| Site 7: ___________________________
| Site 8: ___________________________
| Site 9: ___________________________
| Site 10: ___________________________
| Site 11: ___________________________
| Site 12: ___________________________

<table>
<thead>
<tr>
<th>Target Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (Program-wide): __________________ Actuall # at/above 30 hours __________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluator Name and Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne D. Jones and Morgan Williams-Bryant, JPS Solutions LLC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluator Phone and Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>917-921-4240; w <a href="mailto:djcompany@att.net">djcompany@att.net</a></td>
</tr>
</tbody>
</table>
## 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. 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.
**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.**

<table>
<thead>
<tr>
<th>Program Objective 1.1-1 (specify): The 21st CCLC will offer high quality services in ELA and Math,</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Performance Indicator(s) (PI) of success</td>
<td>(B) Target Population(s)</td>
</tr>
<tr>
<td>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)</td>
<td>Students</td>
</tr>
</tbody>
</table>
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 ECC#17 21st CCLC will provide students with opportunities for enrichment and development

<table>
<thead>
<tr>
<th>(A) Performance Indicator(s) (PI) of success</th>
<th>(B) Target Population(s)</th>
<th>(C) PI Meets SMART Criteria? (Y/N)</th>
<th>(D) Activity(ies) to support this program objective</th>
<th>(E) PI Measures data collection instruments &amp; methods</th>
<th>(F) Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year.</th>
<th>(G) Response Rate/ % With Data (if applicable):</th>
<th>(H) Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)</th>
<th>(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.</th>
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</thead>
<tbody>
<tr>
<td>85% of students will explore, develop, and share their talent in interactive, recreational programming</td>
<td>Students</td>
<td>Yes</td>
<td>Students engage in recreational programs focused on arts and music, including Zumba and African drumming. Also, students engaged in “Exercise Like Animals,” where they mimicked animal movements.</td>
<td>Observations of and review of attendance rates for recreational programming. Student responses to questions in program survey related to student satisfaction with program activities.</td>
<td>Review of attendance and participation records for recreational programming. Observation of students participating in recreational programming. Review of student responses to questions in program survey related to student satisfaction with program activities. As discussed in the explanation box, there is evidence that the program met this Performance Indicator.</td>
<td># targeted by PI: 101 regular attendees # w data: All participating students</td>
<td>Yes</td>
<td>Participation and attendance rates for recreational programs show high rates of participation and attendance for ECC#17’s recreational programming. 121 students enrolled in LaMovement Dance alone, with 60 students enrolled in Animal Adventures and 50 students enrolled in Boy Scouts. Evaluators observed students in several recreational activities and noted high levels of engagement. Student survey results are currently being analyzed and will be presented in a separate document.</td>
</tr>
</tbody>
</table>

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 attendance records | # targeted by PI: 133 total participants and 101 regular attendees # w data: All students | Yes | 75.9% of students participated in the program for 30 days or more and 53.3% of students participated in the program for 60 days or more, notwithstanding the COVID-19 disruptions in the school year and 21st CCLC programming |
| Students (an unspecified percentage) will engage in other enrichment programming in areas including “healthy fitness workouts and diets, art and positive youth development learning.” | Students | Yes | Enrichment activities include arts and crafts, engineering for kids, African drumming, visual arts, Girl Scouts, Boy Scouts, Buffalo “Animal Adventures” (learning about animals and nature), Board games and Wii activities. Students also engage in science activities in partnership with Canisius College. | Observations of and review of attendance rates for enrichment programming. Student responses to questions in program survey related to student satisfaction with program activities. Informal interviews and conversations with students and program staff. | Review of attendance and participation records for enrichment programming. Observation of students participating in enrichment programming. Review of student responses to questions in program survey related to student satisfaction with program activities. As discussed in the explanation box, there is evidence that the program met this Performance Indicator. | # targeted by PI: 133 total participants and 101 regular attendees # w data: All students | Yes | Participation and attendance data for enrichment programs show that student participation in enrichment programming was near or at 100%, with 128 students participating in arts and music and 133 students participating in recreational/fitness activities. Evaluators observed students in several recreational activities and noted high levels of engagement. |
| Students (an unspecified percentage) will perform in at least two public showcases and/or events | Students | Yes | Student musical and dance performances for parents and families. Showcases and presentations of student work focused on holidays and/or themes. End of year performance | Review of program calendars and records with information about presentations. Informal interviews and conversations with Program Coordinator | Review of program and calendars and records showed that multiple presentations. | NA | No | Spring showcase could not be done because of COVID-19 disruption. |

### Prior Year Pls 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 1.3-1 (specify): The ECC#17 21st CCLC will establish partnerships to provide diversified programming to participating students.

<table>
<thead>
<tr>
<th>Performance Indicator(s) (PI) of success</th>
<th>Target Population(s)</th>
<th>PI Meets SMART Criteria? (Y/N)</th>
<th>Activity(ies) to support this program objective</th>
<th>PI Measures data collection instruments &amp; methods</th>
<th>Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year.</th>
<th>Response Rate/ % With Data (if applicable):</th>
<th>Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)</th>
<th>EXPLAIN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program community partners and vendors will provide diversified enrichment programming to each student. 80% of students will demonstrate high participation levels in program activities, events and performances.</td>
<td>Students and Community Partners</td>
<td>Yes</td>
<td>Program outreach and recruitment of community 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.</td>
<td>Program director review of community outreach and recruitment initiatives, including review of outreach materials and plans, discussions with the Program Coordinator and CAO Youth Services, Department (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 and others at PAT meetings and during evaluator visits. Observations of program activities.</td>
<td>Review and observation of partner recruitment activities and discussions with Program Coordinator and YSD Director. Partners and program staff revealed that the program was successful in retaining partners from Year 1 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.</td>
<td># targeted by PI: 101 regular attendees # w data: All students</td>
<td>Yes</td>
<td>The program was successful in recruiting and working with multiple partners, including Paint the Town, African Drumming, Girl Scouts of Western New York, Buffalo Animal Adventures and La Movement. Each partner entered into a MOU that outlined its responsibilities and provided services accordingly. Partnership arrangements were modified in light of the COVID-19 disruption and more activities were managed by staff. Each partner developed curricula and lesson plans that guided the work. Program activities had high participation rates well over 80%, including a 96.2% participation rate for activities focused on arts and a 100% participation rate for activities focused on health, fitness and nutrition.</td>
</tr>
</tbody>
</table>

\(^1\)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.
10% of students will also participate on the Student Leadership Team (SLT).

<table>
<thead>
<tr>
<th>Students</th>
<th>Yes</th>
<th>Development of a SLT with at least 10 students (i.e. 10% of the regular attendees)</th>
<th>Review of program records Discussion with Program Coordinator</th>
<th>Review of program records revealed that the program’s SLT met regularly, as in earlier years, with a membership throughout the year of 12 or more students. SLT team membership was spread across grades</th>
<th>NA</th>
<th>Yes</th>
</tr>
</thead>
</table>

Prior Year Pls for Objective 1.3-1

| 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 ECC#17 21st CCLC will provide parents with opportunities to engage with their children and to access supportive services)

<table>
<thead>
<tr>
<th>Performance Indicator(s) (PI) of success</th>
<th>Target Population(s)</th>
<th>Activity(ies) to support this program objective</th>
<th>PI Measures data collection instruments &amp; methods</th>
<th>Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year.</th>
<th>Response Rate/ % With Data (if applicable):</th>
<th>Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)</th>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>Parents</td>
<td>Yes</td>
<td>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.</td>
<td>Parent responses to questions in program survey related to parent satisfaction with program activities.</td>
<td>Review of attendance and participation records for parent and public events. Review of parent responses to questions in program survey related to parent satisfaction with program activities. As discussed in the explanation box, there is evidence that the program met this Performance Indicator.</td>
<td># targeted by PI: Parents and guardians of 101 regular attendee students # w data: All</td>
<td>Yes</td>
</tr>
</tbody>
</table>

¹Note that this table might serve as a supplemental source of evidence documenting “Adult Learning Opportunities” helping to support grantees’ compliance with SMV Indicator G-5(d).
## Prior Year PIs for Objective 1.4-1

| NA | # targeted by PI: ___ | # w data: ___ | # targeted by PI: ___ | # w data: ___ | # targeted by PI: ___ | # w data: ___ | # targeted by PI: ___ | # w data: ___ | # targeted by PI: ___ | # w data: ___ | # targeted by PI: ___ | # w data: ___ | # targeted by PI: ___ | # w data: ___ | # targeted by PI: ___ | # w data: ___ | # targeted by PI: ___ | # w data: ___ | # 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 ECC#17 21st CCLC will provide programming at least 15 hours per week during OST time

<table>
<thead>
<tr>
<th>(A) Performance Indicator(s) (Pi) of success</th>
<th>(B) Target Population(s)</th>
<th>(C) PI Meets SMART Criteria? (Y/N)</th>
<th>(D) Activity(ies) to support this program objective</th>
<th>(E) PI Measures data collection instruments &amp; methods</th>
<th>(F) Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year.</th>
<th>(G) Response Rate/ % With Data (if applicable):</th>
<th>(H) Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)</th>
<th>(I) EXPLAIN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Students</td>
<td>Yes</td>
<td>Academic and enrichment programs provided after-school. Attendance is taken daily at the program and activity levels</td>
<td>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</td>
<td>Review of program participation and attendance records revealed that CAO provided after-school programs and that most students were regular attendees.</td>
<td># targeted by PI: 133 total participants and 101 regular attendees</td>
<td>All</td>
<td>Yes</td>
</tr>
<tr>
<td>75% of students will participate in field trips.</td>
<td>Students</td>
<td>Yes</td>
<td>The program planned several field trips.</td>
<td>Review of scheduling and attendance re field trips</td>
<td>Review of schedules of field trips and discussions with the Program Coordinator and YSD Director.</td>
<td>NA</td>
<td>No</td>
<td>The COVID-19 disruptions made it impossible to implement field trips in the second half of the school year.</td>
</tr>
</tbody>
</table>

**Prior Year PIs for Objective 1.5-1**

| NA | NA | NA | # 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.

**Program Objective 2.1-1 (specify):** The ECC#17 21st CCLC will provide students with academic programming that will improve their performance in school.

<table>
<thead>
<tr>
<th>(A) Performance Indicator(s) (PI) of success</th>
<th>(B) Target Population(s)</th>
<th>(C) PI Meets SMART Criteria? (Y/N)</th>
<th>(D) Activity(ies) to support this program objective</th>
<th>(E) PI Measures data collection instruments &amp; methods</th>
<th>(F) Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year.</th>
<th>(G) Response Rate/ % With Data (if applicable): (H) Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)</th>
<th>(I) EXPLAIN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of students will complete 10-20 minutes of reading daily.</td>
<td>Students</td>
<td>Yes</td>
<td>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.</td>
<td>Program attendance records indicating time spent in ELA/ Math instruction activity</td>
<td>Review of program records showed that tutoring was provided daily. Review of program attendance records showed that more than 80% of regular attendees participated in academic programming including reading and literacy</td>
<td># targeted by PI: 101 regular students # w data: All students</td>
<td>Yes</td>
</tr>
<tr>
<td>80% of students will note score improvement or maintenance on marking periods’ 2, 3, and/or 4 report cards.</td>
<td>Students</td>
<td>Yes</td>
<td>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.</td>
<td>Report card data</td>
<td>Review of report card data showed improvement for most students over the course of the year</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Note: Report card data was not made available to date. The evaluator will report on this data when report card data can be reviewed.
### Prior Year PI's for Objective 2.1-1

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Students</th>
<th>Program Staff and Partners</th>
<th>Cohort Data</th>
<th>Suspension Rate Data</th>
<th>NA</th>
<th>Not Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1-1</td>
<td>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.</td>
<td>Yes</td>
<td>Program staff and partners will model positive character traits. Program partners will engage students in workshops and activities 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 and the impact of COVID-19 disruptions on student discipline policies and practices. 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 Spring 2020 COVID-19 disruption. Student suspension data for 2019-20, even upon availability, will be inconclusive regarding 21st CCLC program impact.</td>
<td>NA</td>
<td>Not Measured</td>
<td></td>
<td></td>
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</tbody>
</table>

#### An unspecified percentage of students will show positive social-emotional development as measured by pre- and post-Devereux Student Strengths Assessment (DESSA) results

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Students</th>
<th>Program Staff and Partners</th>
<th>Cohort Data</th>
<th>Suspension Rate Data</th>
<th>NA</th>
<th>Not Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1-1</td>
<td>An unspecified percentage of students will show positive social-emotional development as measured by pre- and post-Devereux Student Strengths Assessment (DESSA) results</td>
<td>Yes</td>
<td>Program partners will engage students in workshops and activities to promote social-emotional growth. DESSA assessments will be administered to participating students. Program partners will engage students in workshops and activities to promote social-emotional growth. DESSA assessments will be administered to participating students. Due to COVID-19 disruptions, pre- and post- DESSA tests were not done and such data is not available</td>
<td>NA</td>
<td>Not Measured</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Prior Year PI's for Objective 2.1-1

<table>
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<tr>
<th>Objective</th>
<th>Description</th>
<th>Students</th>
<th>Program Staff and Partners</th>
<th>Cohort Data</th>
<th>Suspension Rate Data</th>
<th>NA</th>
<th>Not Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1-1</td>
<td>Prior Year PI's for Objective 2.1-1</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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):

<table>
<thead>
<tr>
<th>Performance Indicator(s) (PI) of success</th>
<th>Target Population(s)</th>
<th>PI Meets SMART Criteria? (Y/N)</th>
<th>Activity(ies) to support this program objective</th>
<th>PI Measures data collection instruments &amp; methods</th>
<th>Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year.</th>
<th>Response Rate/ % With Data (If applicable):</th>
<th>Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)</th>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>Students</td>
<td>Yes</td>
<td>Program staff and partners will model positive character traits. Program partners will engage students in workshops and activities to promote social-emotional growth.</td>
<td>Cohort data regarding decreases in suspensions is inconclusive due to the fluidity of the student population during the year and from year-to-year and the impact of COVID-19 disruptions on student discipline policies and practices.</td>
<td>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 Spring 2020 COVID-19 disruption. Student suspension data for 2019-20, even upon availability, will be inconclusive regarding 21st CCLC program impact.</td>
<td>NA</td>
<td>Not measured</td>
<td>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 Spring 2020 COVID-19 disruption. Student suspension data for 2019-20, even upon availability, will be inconclusive regarding 21st CCLC program impact.</td>
</tr>
</tbody>
</table>

An unspecified percentage of students will show positive social-emotional development as measured by pre- and post-Devereux Student Strengths Assessment (DESSA) results

<table>
<thead>
<tr>
<th>Performance Indicator(s) (PI) of success</th>
<th>Target Population(s)</th>
<th>PI Meets SMART Criteria? (Y/N)</th>
<th>Activity(ies) to support this program objective</th>
<th>PI Measures data collection instruments &amp; methods</th>
<th>Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year.</th>
<th>Response Rate/ % With Data (If applicable):</th>
<th>Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured)</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>An unspecified percentage of students will show positive social-emotional development as measured by pre- and post-Devereux Student Strengths Assessment (DESSA) results</td>
<td>Students</td>
<td>Yes</td>
<td>Program partners will engage students in workshops and activities to promote social-emotional growth. DESSA assessments will be administered to participating students.</td>
<td>Program partners will engage students in workshops and activities to promote social-emotional growth. DESSA assessments will be administered to participating students.</td>
<td>Due to COVID-19 disruptions, pre- and post- DESSA tests were not done and such data is not available</td>
<td>NA</td>
<td>Not measured</td>
<td>Due to COVID-19 disruptions, pre/post DESSA tests were not administered. DESSA data is therefore not available for review.</td>
</tr>
</tbody>
</table>

### Prior Year PIs for Objective 2.2-1

<table>
<thead>
<tr>
<th># targeted by PI:</th>
<th># w data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
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

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.

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, there were no post-tests administered at several grades and, where post-tests were provided prior to the shut-down, the amount of time and instruction provided between the pre-tests and the post-tests was relatively brief. Thus, the results showing minimal growth if any for most students must be considered with the understanding that more growth might have been shown if the program had been able to administer the post-tests later in the year, as originally scheduled.
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. 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): 03/20

**Results:**

The first evaluation visit occurred on March 2, 2020. In prior years, the first visit occurred earlier in the school year—i.e. typically in January. The 2019-20 21st CCLC program started on October 17, 2019. The evaluators worked with the Program Coordinator to establish dates in early 2020 for an initial site visit. Dates were arranged and cancelled due to scheduling conflicts. The earliest date on which the site visit could occur was March 2.

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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.”
The Program Evaluator conducting the site visit observed program activities and spoke with the Program Coordinator. Prior to the visit, the Evaluator spoke with the Program Coordinator and CAO’s USD Director to discuss their experiences with the 21st CCLC program to date and to get their perspective of program strengths and challenges. It was their consensus that the program’s strengths at the time included enrollment, attendance, providing program activities as called for in the application, maintaining strong family/parent relationships and effective management of the program. They also concurred that the program’s main weakness at the time was staff turnover, and they discussed with the evaluator several strategies they were employing or intended to employ to address this issue. In addition, the evaluator reviewed the charter objectives and requirements with them, the parental consent forms and the procedures for collecting and documenting information for the evaluation.

At the site visit, the Program Evaluator conducting the visit spoke with the Program Coordinator, staff, partner representatives and students. She also observed several program activities. Following the visit, she conferred with the other Program Evaluator and prepared notes for discussion with the Program Coordinator and the YSD Director. A series of discussions and communications followed, with the Evaluator(s), the Program coordinator and the YSD Director sharing information about program implementation, strengths and challenges and deliberating about ideas and strategies to strengthen the program. The evaluator also reviewed program paperwork including the calendar and schedules, lesson plans and handbooks. (As noted earlier, the Logic Model was shared and discussed with all CAO 21st CCLC Program Coordinators in a workshop facilitated by the evaluators prior to the start of programming.)

The Evaluator conclusion is that the program was being implemented with fidelity to the project design.

**Summary of Observations—First Visit**

**Currently 128 students enrolled. 93 students were present on the day of the visit.**

**Pre-tests have been administered.**

6:1:1-6 students in the program cannot take the pretest. They are severely disabled; most cannot read or write. All other students completed the pre-test.

**Staff turnover has been stressful, younger and newer staff members do not stay as long as the older and more veteran staff members.**

**Observations of Program Activities**

Pre-K 8 students (5 boys 3 girls) in the classroom starting the program off with Yoga. All students were happy & engaged. They also ate their dinner in the room with each other.

The overall transitions from the school day to the after school program and from activity to activity were smooth. Youth Services Counselors navigated the hallway effortlessly--some stopping so students can wash their hands and use the restrooms. Students talked together but were calm, orderly and stayed in line.

In the cafeteria similar order was maintained. One male student stepped out of line getting in a girls face; and one of the YSC immediately corrected his behavior. Another student got out of his seat to ask a question. The Coordinator immediately asked “what is the proper way to ask your question?” he responded, “sit back down and raise my hand,” and he retreated to his seat right away and did what he was supposed to do.

Programs include Drumming and Painting (2nd grade) and Drumming (3rd and 4th grade)
Affirmation—Ms. Wiggins led the affirmation that started the programming day. One difference I noticed with all other CAO 21st CCLC programs is that they have the kids lead the affirmation while, in this program, the affirmation is led by a senior staff member. The second graders had a drill to go with the affirmation.

After they got to the end of the affirmation, she brought the kids to order to focus.

Observation of First Grade Activities

Practicing their song “This little light of mine.” The majority of the students knew all the words which show they have been practicing hard and attentive to the instructions their YSC give. After they practiced, students’ that needed tutoring were taken to a separate room to get assistance from Ms. Kathy.

Observation of Second Grade Activities

Paint the Town: Instructor Jarael Adams started off with “when I say everybody, you say ready” the students repeated and were at attention. He gave them directions step by step to ensure they understood. He continued to engage them by saying, “if you got it, say got it.”

Observations of Fourth Grade Activities

Drumming—The instructor gave directions and then showed students how to make certain sounds. He also explained the various music notes. He taught the Fanga, Paka, Adjaja Sounds. When he played a beat on the bell, students used their hands to repeat it. They also practiced listening for certain cues and waiting for signals for the day of the performance.

Active Partnerships included

- Paint the Town (all)
- Canisus College: Science Program & Art Program w/PreK
- LaMovement (all)
- Animal Adventures (all)
- Boy Scouts (all)
- Girl Scouts (all k-4)
- The Walk: mentoring & leadership (k)
- Social Emotional: friendship, behavior, craft projects (made teeth out of marshmallows to teach how to brush properly, made germs) PK-4
- Drumming:
b. Second visit:

Append observation protocol results, 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): _______________ 06/20 _______________

- Observation protocol used for point of service observations:
  - [ ] 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): _______________________________________

**Results:**

In March 2020, the Buffalo Public Schools ceased on-site instruction in response to COVID-19 and in compliance with NYS requirements. Accordingly, the ECC#17 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 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 individual programs. The Program Evaluator 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 evaluator visit, the evaluator spoke with the Program Coordinator 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 logged on to for observation 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.

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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.
Virtual Observation Notes #1

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

The majority of the schedule has been 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.

Racheal Tarapacki 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 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 team work 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 was 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 be creative and using what they had in their homes if not a real mic. 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’ve 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 they needed for the students that had just received their supplies. The big brush they call “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 Feirra 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 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 helped move 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 together in a separate zoom rooms. After the movie was over all came back together to have discussion. They talked through different cultures, the food, differences of lifestyle, weather and admired their overall 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 was in 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)**

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, or are still under development, and if so, why.

**Comments:**

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1 Note that annual reviews of the logic model are required, as per SMV Indicator H-2(b).
The Logic Model is attached to 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.
V. Conclusions & Recommendations

Program’s successes and lessons learned based on evaluation findings

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. ECC#17 has experienced considerable turnover at the Principal and instructional staff levels, and the program has been responsive to these changes. It is recommended that the Program Coordinator continue to collaborate with the Principal to ensure effective coordination of programming.

The Program Coordinator and the school Principal continued to collaborate effectively throughout the year, and particularly during the COVID-19 disruption, when both school programming and 21st CCLC programming pivoted to a completely remote learning environment. The Program Coordinator and CAO’s Youth Services Director worked closely with the Principal and other school staff to ensure continuity of programming and especially to support alignment of virtual 21st CCLC program activities with the objectives and programming of the school as they evolved during the buildup to and implementation of district-wide remote learning. Going forward (especially if remote learning is continued in 2020-21), the Program Coordinator will continue to meet regularly with the Principal and other school staff to ensure alignment of school day and after-school activities.

2) Academic programming—As noted earlier, the program has been frustrated in its efforts to use the initially-proposed Edmentum programs. The Program Coordinator has indicated that, in Year 3, the program may get additional technical support to help it implement Edmentum effectively. If this is the case, then the Program Evaluators recommend that the ECC#17 program try once again to use Edmentum in Year 3. However, given past experience, we strongly recommend that the program also continues to use Reading Eggs and the other programs used during Year 2 to support and/or replace Edmentum.

The ECC#17 academic program was implemented with effectiveness and fidelity to the program design in the first half of the year. The COVID-19 disruption impacted the ECC#17 program’s ability to implement its academic program effectively in the second half of the year. While the program continued to provide instruction and academic support in the remote learning environment, attendance dropped and post-tests in most grades could not be administered. Obviously, this is an extraordinary circumstance. We expect that on-site 21st CCLC activities will occur again during at least some part of 2020-21, and we will monitor the program’s use of Edmentum and/or Reading Eggs at that time.

3) Social-emotional programming—The Program Evaluators recommend that the ECC#17 CCLC continue to work with Best Self, provided that the organization can address its staffing issues. We also recommend that the ECC#17 CCLC continue to explore and implement alternative approaches to social-emotional programming to support and/or replace the work of Best Self. In any event, we recommend that the program continue to work with Best Self to administer DESSA assessments and to analyze and use DESSA test results.

Due to the COVID-19 disruption, pre/post DESSA tests were not administered. In 2020-21, the program will administer assessments to measure social-emotional growth.

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.
4) **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. It is also recommended that the Program Coordinator, in concert with YSD 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 its “reach” to secure new partners.

The program recruited and worked effectively with partner organizations throughout the year, and especially during the Fall and Winter. 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.

**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 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.

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

Our primary conclusion is that the ECC#17 21st CCLC program remained the “jewel” of CAO’s 21st CCLC programs during the period of on-site programming in Year 3. Under the leadership of veteran Program Coordinator Racheal Tarapacki, the program provided effective instruction and services in 2019-20 and transitioned to remote learning in Spring 2020. Chief among its Key Year 3 strengths is stability of Program Leadership—Ms. Tarapacki has been Program Coordinator throughout the current program and had been Program Coordinator during the last two years of the Round 6 ECC#17 21st CCLC. Ms. Tarapacki continued to have 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. Ms. Tarapacki has demonstrated strong leadership skills not only in her program but across all of CAO’s 21st CCLC programs. Ms. Tarapacki is an advisor to CAO’s 21st CCLC Program Coordinators and has been the organizer and facilitator of the programs’ cooperative PAT meetings.
As noted throughout this document, the COVID-19 disruption resulted in a lack of post-test data and DESSA test data that we would ordinarily use to determine if students demonstrated academic achievement and/or social-emotional growth over the course of the year. Nonetheless, we can report that the program implemented its academic program as described in the program design and provided social-emotional supports throughout the pre-COVID portion of the year. Also, planning done over the summer will improve the program’s capacity to conduct testing and collect assessment data in a remote learning environment (assuming that at least part of the year will be remote).

As noted in the tables above, the program achieved many of its objectives in Year 3.

Chief among the program’s challenges in Year 3 were enrollment, staff turnover and attendance during the remote learning period. Regarding enrollment, the program’s enrollment was consistent at 111 to 116 students in the period preceding the COVID-19 disruption, with 101 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. CAO has used the summer of 2020 to strengthen its outreach and recruit students.

Regarding staff turnover, this continued to be a challenge in Year 3. The program struggled to recruit school-day teachers and was ultimately unsuccessful in hiring any. The key reason for this, as in years past, is the harsh financial reality of competing with the after school programs administered by the Buffalo Public Schools, which offer substantially higher compensation than the ECC#17 CCLC’s budget can match. In addition, teachers continue to complain of “fatigue”—i.e. many teachers have expressed that they are exhausted after a full day of teaching and are not interested in working in an after-school program, and especially one that cannot afford to pay them what they could be paid in a district-run program. To address this problem, the program has continued to utilize non-teacher staff to facilitate instruction and support student learning. The Program Evaluators have observed that the Program Coordinator’s “hands-on” approach to coaching and supporting her staff has been very effective in empowering program staff to implement the academic program.

Regarding attendance during the remote learning period, this is a challenge that has been experienced by many school-day and OST educational programs. At ECC#17, this challenge was steep. Average daily attendance at the ECC#17 program during the period preceding the school building shutdown was 87.9 students. Following the program’s pivot to remote learning, average daily attendance dropped to less than 2 students. There are several reasons cited for this drop, including the severe digital divide in Buffalo (in terms of access to technology and high speed Wi-Fi) resulting in many students being unable to log on. Another reason cited is that many students across the Buffalo Public Schools did not participate in school-day remote learning or participated only infrequently. Students who do not participate in school-day programs on any given day are not allowed to participate in 21st CCLC after-school programming on that day. In addition, one can imagine that, for students who have engaged in remote learning for an entire school day may be tired of being on their computers and simply avoid logging on for after-school activities. As noted earlier, CAO is reviewing and attempting to adapt best practices in engaging and recruiting students for remote learning after-school experiences. Going forward, the ECC#17 program will use innovative approaches grounded in best practices to support its recruitment and retention of students in remote learning.

Our key recommendations include:

1) Work to strengthen coordination of 21st CCLC after-school activities with ECC#17’s school day activities, especially during remote learning. We recommend that the Program Coordinator and CAO Youth Services Director work together so that school-based student retention initiatives are coordinated with 21st CCLC recruitment and retention efforts. Also, the 21st CCLC program should continue to align its academic program objectives and activities with the school-day curricula to the best degree possible.
2) 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.

3) 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.

4) 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—Early Childhood Center #17 (ECC #17) 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: ECC#17 is an academically struggling school based on poor academic performance in ELA and math. Only 30% of tested students were proficient in ELA and 19% in math (2019). Nearly 1/3 of students are SWDs, and only 9% of SWDs were proficient in ELA or math

Intervention: Academic support; Program-developed learning experiences; Lessons aligned with school-day teaching; Academic enrichment in Science, infusion of academic skills in enrichment activities and Tutoring

Desired Outcome: Improved student achievement 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 program resource is the participation of Canisius College staff and/or students to provide Science activities for students.

Another key input is the cooperation, support and allocation of resources by program partner ECC#17. ECC#17 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 ECC#17 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, preK-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. Also, students will engage in academic enrichment in Science delivered in partnership with Canisius College.
Outputs: The initial student recruitment and enrollment target is 175 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 ECC#17 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.

Social-Emotional Development and Enrichment Goals

Need: To support students in developing skills, interests and knowledge of a range of enrichment activities 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.

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 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 ECC#17. ECC#17 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, preK-grade 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 175 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 also 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 ECC#17 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.*)
  
  *As noted above, survey instrument will be sent separately*

- Full, tabulated results of any quantitative assessment tools (surveys, observation protocols, skills assessments, *etc.*)
  
  *As noted above, survey results will be sent separately*

**Optional:**

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

- 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.