

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.

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

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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	McKinley High School (McKinley)
Project Number	0187-20- 7028_ _ _
Name of Lead Agency	Community Action Organization of Western New York (CAO)
Name of Program Director	JoAnna Johnson
Name(s) of Participating Site(s) and grade level(s) served at each site	Site 1: ___ McKinley High School _____ Grade(s) Served: ___ 9-12 _____ 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 _____ 24 (as if May 2020)
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. 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.

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 improving their grades each marking period. (This performance indicator was revised to include a focus on improvements in ELA and Math based on pre- and post- test data)	Students	Yes	Grade-level academic programs using district-approved Edmentum curriculum and tutoring.	Review of report card grades for each marking period. Review of program-approved pre- and post- test results Observations of academic activities.	Report card data was not made available to date. The evaluator will report on this data when report card data can be reviewed. Due to the COVID-19 disruption, post-tests were not administered, so comparative analysis of pre- and post test results could not be done. The Program Evaluators reviewed attendance records to determine whether students engaged in academic programming	NA	Not Measured	Report card data is not available. We will report on data once it has been reviewed. Due to the COVID-19 disruption, post-tests were not administered, so comparative analysis of pre- and post- test results could not be done. Attendance records showed that students participated in daily Academic Power Hour programming and, following the closing of the school building during the COVID-19 disruption, virtual tutoring. (Although, as discussed later, attendance in virtual programming was dramatically reduced from earlier in the year.
						# 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 21st CCLC will provide students with opportunities for enrichment and development

(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.
85% of students will explore, develop, and share their talent and will engage in enrichment programming in areas including “healthy fitness workouts and diets, art and positive youth development learning.”	Students	Yes	Students engage in enrichment programming including fitness-related activities (e.g. (football, dance team, drill team and fitness training), arts-related activities (e.g.—F-bites, cake decorating class, health and nutrition activities).	Observations of and review of attendance rates for recreational programming.	Review of attendance and participation records for enrichment programming. Observation of students participating in enrichment programming was limited as compared to prior years, due to program staffing issues and the COVID-19 disruption. As discussed in the explanation box, the program had high rates of participation in recreational activities and exceeded the 85% target.	# targeted by PI: 145 students participated; 24 for 30 hours or more (as of May 2020) # w data: All students	Yes	In Year 3, participation and attendance data for enrichment programs show that student participation in enrichment programming was at or near 85% for all students and -100% for students who participated for 30 hours or more. 89 students participated in enrichment activities involving health and fitness and 51 students participated in arts-related activities. Even accounting for modest overlap (i.e. the activities were typically offered at the same time), the overall participation rate was high. Of the students who participated for more than 30 days, 100% engaged in enrichment activities.
Prior Year PIs for Objective 1.2-1								
NA						# targeted by PI: ____ # w data: ____		
						# 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 21st CCLC will establish partnerships to provide diversified programming to participating students.

(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.
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 that the program continues to struggle to achieve passable levels of program attendance. “Other behaviors” was not defined and was not analyzed.	# targeted by PI: 145 students participated; 24 for 30 hours or more (as of May 2020) # w data: All students	No	No students attended the program for 30 days or more. Only 24 students attended for 30 hours or more. For purposes of this analysis, “regular attendance” is an overall attendance rate of 60% or more—i.e. 87 students if calculated using the total # of students. The average daily attendance rate prior to the COVID-19 disruption was 26.2 students and the annual average daily attendance was 25.4 students.
Program community partners and vendors will provide diversified enrichment programming to each student. 80% of students will demonstrate high participation levels in	Students and Community Partners	Yes	Program outreach and recruitment of new partners and vendors. Development and implementation of partner/ vendor-programming.	Evaluator review of community outreach and recruitment initiatives. Review of partner MOUs and materials. Review of participation and attendance data for program activities.	Review and observation of partner recruitment activities and discussions with Program Coordinator, YSD Director, partners and program staff. Review of MOUs. Review of participation and attendance data.	# targeted by PI: 145 students participated; 24 for 30 hours or more (as of May 2020) # w data: All students	Yes	The program recruited and/or retained several partners. Each partner entered into a MOU that outlined its responsibilities and provided services accordingly. As noted above, more than 80% of all students and 100% of students who participated for 30 hours or more participated in at least one

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

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program activities, events and performances.			Ensuring quality of programming through regular monitoring and improvement.	Discussion with program partners, staff and others at PAT meetings and during evaluator visits Observations of program activities.	Observation of program activities (limited due to staffing issues and the COVID-19 disruption).			enrichment activity. However, given the low percentage of students who attended for 30 hours or more and the large percentage of students who attended only one or a small number of sessions, it may be a “stretch” to say the program had “high participation levels” overall.
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. 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, along with interviews of the Program Coordinator and the CAO YSD Director, showed that scheduled presentations were not implemented due to the COVID-19 disruption.	24 students with 30 or more hours of participation	Not measured	The COVID-19 disruption prevented the program from implementing scheduled public presentations.
5% of students will also participate on the Student Leadership Team (SLT).	Students	Yes	Development of a SLT with at least 5% of the 24 students who attended for 30 hours or more	Discussion with Program Coordinator and CAO YSD Director	Interview with Program Coordinator indicated that, due to the challenges of enrolling a significant number of students for 30 days or more, the program did not establish a formal SLT but, rather, solicited student feedback through informal interviews and similar means.	NA	No	Interview with Program Coordinator indicated that the program’s formal SLT was not established, and that student input and feedback was secured by the program management and staff through informal interviews and similar means.
Prior Year PIs 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 21 st 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.
All parents will receive information and/or workshops to learn about supportive services they can access from CAO. 4 events will be hosted for parents. (An additional PI is that 75% of parents will “identify” workshops and events that “would be beneficial for them.” The Program Evaluators and CAO recognize that this PI is insufficiently specific to be measurable and will continue to talk with CAO to better define the performance indicator.)	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 also invited to participate in informational events sponsored by CAO throughout the year.	Records of parent attendance at orientation meetings. Interviews with the CAO YSD Director.	Review of attendance and participation records for parent and public events. As discussed in the explanation box, there is evidence that the program met this Performance Indicator.	# in Pop: Parents of 145 students; 24 who participated for more than 30 days. # w data: All participants in parent orientations.	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: ____		

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

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

Program Objective 1.5-1 (specify): The 21st CCLC will provide high quality after school programming

(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 2 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 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 only 24 students remained on the roster for 30 hours or more and that none were on the roster for 30 days or more.	# targeted by PI: 145 students participated; 24 for 30 hours or more (as of May 2020) # w data: All students	No	Program records demonstrated that after-school activities were provided weekly and that only 16.6% of students attended for 30 hours or more. Program records therefore demonstrated that the program did not meet this performance indicator.
75% of students will participate in field trips and/or summer programming.	Students	Yes	The program provides field trips and off-site learning opportunities for students.	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 engaged in field trips. As discussed in the explanation box, there is evidence that the program provided field trips but did not meet this Performance Indicator.	NA	No	The program provided field trips, including an event at the Western NY Youth Bureau Association Youth Leadership Forum and a college tour. Due to the COVID-19 disruption, late Spring field trips were not implemented. Also, the program did not offer summer activities, but students were offered the opportunity to participate in CAO community-based summer programs. Attendance at field trips was considerably less than 75% of total program participants.
Prior Year PIs for Objective 1.5-1								
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):

(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 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.
						# targeted by PI: ____ # w data: ____		
Prior Year PIs for Objective 2.1-1								
NA						# targeted by PI: ____ # w data: ____		

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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. Program partners will engage students in activities to promote social-emotional growth.	Ordinarily would review year-to-year suspension rates. However, 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 21 st CCLC program impact.	NA	Not measured	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 21 st CCLC program impact on student behavior, especially during the COVID-19 disruption.
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	Program partners will engage students in workshops and activities to promote social-emotional growth. DESSA assessments will be administered to participating students.	Review of attendance records of social-emotional activities and review of DESSA assessment results.	Due to COVID-19 disruptions, post- DESSA tests were not done and such data is not available. No comparative analysis can be done.	NA	Not measured	DESSA pre- tests were administered in January and February 2020. Due to COVID-19 disruptions, post DESSA tests were not administered. DESSA data is therefore not available for review and no comparative analysis can be done.
Prior Year PIs for Objective 2.2-1								
NA						# targeted by PI: ____ # w data: ____		

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, including a 'debrief' following the first evaluation visit.

Another strength is the familiarity of the Program Evaluators with the McKinley 21st CCLC program and the program management, oversight and reporting systems at CAO. The McKinley 21st CCLC program was established in Round 5, and JPS Solutions has been the Program Evaluator since the inception of the program. The Program Evaluators therefore understand the history of the program, including areas in which it has improved over time and areas that have continued to be challenging. The Program Evaluators have also worked with CAO and its Youth Services Department for more than 15 years. This knowledge and experience have been helpful over the years as the Program Evaluators have worked to help the Program Coordinators and Youth Services Department use evaluation results, observations and recommendations to improve the program and to address ongoing challenges.

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_____

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.”

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. However, given staffing problems at the program—including the removal of the Program Coordinator—along with 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.

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 Evaluators had preliminary meetings and communications with the CAO YSD Director to discuss her experiences with the 21st CCLC program to date and to get her perspective of program strengths and challenges. It should be noted that the Program Coordinator had had very mixed results in overseeing the Year 2 program and continued to struggle in the beginning of Year 3. In launching the Year 3 program, the CAO YSD Director was directing the program in addressing significant challenges including staffing, enrollment and aligning 21st CCLC programming with the school day program design of a relatively new school Principal.

In their conversations, the parties discussed in detail the programing, enrollment, attendance and related issues regarding the 21st CCLC program, as well as the results and recommendation of the prior year's evaluation. A key result of the conversations was that program partnerships were being implemented in general fidelity with the program design but that the program continued to experience challenges. 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 Evaluators 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 McKinley 21st CCLC program was being implemented with general fidelity to the program design and was positioning itself to achieve and/or make progress towards achieving its program objectives.

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): 05-06/2020

■ 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): _____

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 McKinley 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 May 11th, May 26, May 28, 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-

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.

site. Following each virtual 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. They 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 menu 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 in 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:
 - Activities in your evaluation plan should align with activities in the logic model
 - Goals, objectives and/or performance indicators in your evaluation plan should align with outputs, and short-term and long-term outcomes in the logic model, as applicable.
- There can, however, be additional components of the logic model that are not part of the evaluation plan. For example:
 - Descriptions of administrative resources or activities that may not be directly addressed in your evaluation objectives.
 - You might also include one or more “ultimate” outcomes/impacts reflecting the fundamental purpose, motivation, or mission of your program, even if it is not something that is explicitly measured. They are typically more general statements than SMART goals – for example, “improving academic success,” or “creating productive citizens.”
- The Logic Model should do more than simply list inputs, activities, etc.; it should depict how these components relate to each other. The arrows can be read as meaning “leads to,” “supports,” “contributes to,” etc. It is important to note that the outcomes and impacts that 21st CCLC activities “contribute to” are virtually always also affected by numerous other factors.
- Logic models do not need to show measurable specifics – these details should be shown in the Evaluation Plan in Section II.

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

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:

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

V. Conclusions & Recommendations

Program’s successes and lessons learned based on evaluation findings¹

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

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

1) *Expansion of student recruitment and long-term enrollment initiatives*—As discussed earlier, the program has struggled to enroll students who participate consistently during the year and become regular attendees...but the Program Coordinator and staff must implement them “on the ground” more effectively and energetically. In addition, to the strategies discussed above, the program should consider targeting its recruitment efforts to attract freshman and sophomore students who can stay in the program from year-to-year, recruiting students during McKinley’s summer programs and promoting its enrichment programming more aggressively so that students across the school are made aware of the diverse range of enrichment options provided by the CCLC. The program should also frequently check the number of hours of participation that students who leave the program have attained and target students who attained 20 or more hours before leaving for recruitment to return to the program. As noted earlier, 18 students who participated in the Year 2 program for fewer than 30 hours had attained 20-to-24 hours in the program when they left. If the program had made a targeted recruitment effort to convince these students to return, some or all of them might have attained 30 or more hours by the end of the program... The Program Coordinator should aim to collaborate with the Principal and school staff to grow the CCLC’s daily attendance and long-term enrollment.

The program struggled throughout the year but did make serious attempts to implement some Year 2 evaluation recommendations, including:

- **The program targeted 9th and 10th grade students in its recruitment efforts. These efforts had mixed results.**
- **The program’s efforts to recruit more aggressively were hindered by lackluster leadership by the Program Coordinator. Following the removal of the Program Coordinator, the CAO YSD Director as Acting Program Coordinator reinvigorated the program’s recruitment efforts and improved the program’s enrollment prior to the Covid-19 disruption.**
- **Under the leadership of the CAO YSD Director, the program implemented student recruitment initiatives aimed at achieving the program’s enrollment targets and its post-waiver attendance targets.**
- **The Program Coordinator and the CAO YSD Director worked closely with the McKinley Principal to support 21st CCLC program enrollment efforts.**
- **As noted throughout this report, the program’s attendance dropped sharply following the COVID-19 disruption, notwithstanding the proactive efforts of the CAO YSD.**

2) *Coordination of School day-afterschool programming*—The McKinley Principal stated in a PAT meeting that McKinley intends to make significant changes to increase rigor in its academic program. We recommend that the Program Coordinator work closely with the Principal and

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.

other McKinley instructional leaders and staff to ensure effective coordination of the evolving school-day program and the academic programming of the CCLC.

The changes that the Principal intended to make in school-day programming were not fully implemented prior to and following the COVID-19 disruption, so the efforts to align 21st CCLC activities to the revised school-day programs did not come to fruition. The McKinley 21st CCLC program, which had struggled in prior years to provide structured academic programming, attempted to improve its alignment of Year 3 after-school programming with school day programming but experienced challenges that it tried to address during early 2020. Following the COVID-19 disruption, however, 21st CCLC programming across CAO-managed 21st CCLC programs changed drastically, and CAO necessarily changed its efforts to align 21st CCLC programming with school-day programming. In 2020-21, we will continue to monitor CAO’s efforts to align 21st CCLC programming with school-day programming, particularly as school-day programming moves from all-remote to hybrid to on-site instruction.

3) Social-emotional programming—The Program Evaluators recommend that the McKinley CCLC continue to explore ways to expand the social-emotional programming that it offers and the number of students who can benefit from these services. It is recommended that the Program Coordinator (with support from the YSD Director) continue to communicate with the leadership of Best Self to assess the organization’s capacity to provide the services anticipated in the original program design and to approve, adapt or reconsider the McKinley CCLC’s relationship with Best Self.

In Year 3, the McKinley 21st CCLC program did not provide social-emotional programming in the manner described in the project design. While some aspects of 21st CCLC programming provided indirect support for social-emotional development, there was no formal, structured programming specifically targeting the social-emotional growth of participating students. Also, the COVID-19 disruption prevented the program from administering the post- DESSA assessments (although pre- DESSA assessments were administered prior to the BPS building shutdowns), 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.

4) Continue to 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 recruitment “reach” to secure new partners.

The McKinley 21st CCLC program retained some of the partners it had in Year 2 but made an intentional shift to provide staff-facilitated program activities, especially in remote programming following the COVID-19 disruption. In 2020-21, we will continue to monitor CAO’s efforts to establish, maintain and improve partnerships and to implement effective 21st CCLC programming, particularly as school-day programming moves from all-remote to hybrid to on-site instruction.

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.

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

The McKinley 21st CCLC program was implemented with general, albeit in some areas limited, fidelity to the program design. However, interruptions in program leadership (i.e. removal of the Program Coordinator) and the COVID-19 disruption made it difficult for the program to provide the originally proposed programming throughout the entire school year. On the positive side, the program continued to provide much-needed academic and enrichment programming to students at McKinley, a school that has struggled academically for many years. The McKinley CCLC program was launched effectively and on schedule. Pre-opening student recruitment occurred in coordination with the overall student and parent outreach initiatives of CAO and, while enrollment figures were well below the target, the program instituted new initiatives to encourage student and family interest and to recruit new students. The program also implemented academic programming and, in comparison with Year 2, improved its commitment to providing formal and structured academic sessions—i.e. the Academic Power Hour.

However, the program continued to experience the challenges it experienced in prior years and, with the COVID-19 disruption, new challenges as well.

Chief among the program’s challenges in Year 3 (apart from the specific challenges caused by the COVID-19 disruption) were: a) Instability of Program Management; b) Meeting enrollment targets; and c) Providing effective social-emotional programming. Specifically—

- 1) **Program Management—**The McKinley 21st CCLC program has experienced volatility in program management throughout the last couple of 21st CCLC program rounds. Several 21st CCLC rounds ago, Program Coordinator Gary Damon (now Dr. Gary Damon) established a solid foundational program upon which the current program was built. Following Dr. Damon’s tenure, the program hired and worked with several Program Coordinators. However, none of the Coordinators hired after Dr. Damon left to pursue other educational and professional goals were effective in managing and growing the 21st CCLC program. As noted in the Year 2 evaluation, 21st CCLC Program Coordinator Derrick Brown struggled to achieve the program’s enrollment targets and to implement structured programming consistent with that described in the program design. As Year 3 began, Mr. Brown continued to experience the same challenges and the program got off to a slow start. While CAO, as per its policies and practices, worked with Mr. Brown to build his professional skills and support his efforts to improve the program, it became clear that the program was unlikely to improve unless there was a change in program management. Mr. Brown was eventually removed from his position, and the CAO YSD Director assumed the role of Acting Program Coordinator. As CAO continues to identify and hire a new official Program Coordinator, the CAO YSD Director continues to manage program activities as Acting Program Coordinator. While the program’s inconsistency in program management has impacted the implementation of the program negatively over time, CAO has worked hard to address this inconsistency—including providing training and support to Mr. Brown and, once Mr. Brown was removed, having the CAO YSD Director assume “acting” responsibilities to ensure continuity of programming. The CAO YSD Director managed program activities throughout the balance of Year 3.
- 2) **Program Enrollment—**As shown in the tables above, the 21st CCLC program struggled to achieve its enrollment targets in Year 3. The program’s target enrollment is 150 students. While 145 students participated for at least a day, only 24 students participated for 30 hours or more. Recognizing that the COVID-19 disruption impacted enrollment and attendance in programs across the state and country, the Program Evaluators are reluctant to criticize the program for not achieving year-long enrollment and attendance targets. Notwithstanding this, the program must work harder in Year 4 to achieve its enrollment and attendance targets.
- 3) **Program Social-Emotional Programming—**As noted earlier, the McKinley 21st CCLC program struggled in Year 3 to provide formal and structured social-emotional programming as described in the program design. Also, as discussed earlier, while pre- DESSA tests were administered, the COVID-19 disruption made it impossible for the program to administer post-DESSA assessments. Therefore, we are unable to determine if the program impacted students’ social-emotional development and/or growth.

Our key recommendations are:

- 1) **Coordination with the District’s Evolving Reopening Plans—**The COVID-19 disruption has created uncertainty in educational programming in Buffalo and throughout the state as we enter and proceed through Year 4. CAO’s 21st CCLC programs must be flexible as the Buffalo Public Schools open in remote learning mode and transition over time into a hybrid learning model and/or a fully on-site learning We expect that the McKinley 21st CCLC program will operate in remote learning mode for at least the early

part of Year 4 and that CAO, in coordination with the NYS Education Department, will assess the risks and benefits of shifting to hybrid or on-site programming based on a number of factors including COVID infection rates, state and CDC guidance, etc. The Program Evaluators recommend that CAO continue to communicate with the McKinley Principal and the administration of Buffalo Public Schools and coordinate its programming with the district’s reopening plan and its remote/hybrid curricula.

- 2) **Expansion of student recruitment and long-term enrollment initiatives**—As discussed earlier, the program has struggled to enroll students who participate consistently during the year and become regular attendees. The former Program Coordinator and CAO YSD Director had developed interesting strategies to address this challenge, but the program’s staffing issues and the COVID-19 disruption made it difficult to implement them throughout the year.

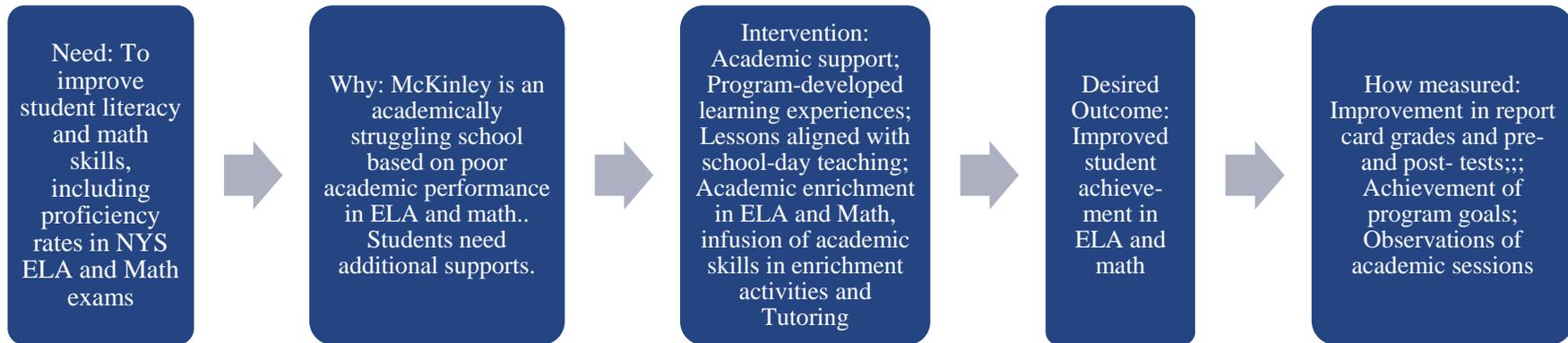
It should be noted that CAO implemented new recruitment and enrollment strategies prior to and following the transition to remote programming to support its programs in achieving their State-approved modified enrollment targets. It is recommended that the program continue and expand on these strategies in Year 4, especially if the programming will be remote for a significant part of the year. The McKinley 21st CCLC program should coordinate its student/family outreach and recruitment efforts with the school’s communications with parents and families. The program should also continue to monitor the number of hours of participation that students who leave the program have attained and target students who attained 20 or more hours before leaving for recruitment to return to the program.

- 3) **Social-emotional programming**—The Program Evaluators recommend that the McKinley CCLC continue to explore ways to expand the social-emotional programming that it offers and the number of students who can benefit from these services. It is recommended that CAO continues to communicate with the leadership of Best Self to assess the organization’s capacity to provide the services anticipated in the original program design and to approve, adapt or reconsider the McKinley CCLC’s relationship with Best Self. Alternatively, CAO should work to develop partnerships with other suitable providers of social-emotional programming.
- 4) **Continue to 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 CAO continue to meet periodically with each project partner to review and continuously improve the effectiveness of the enrichment activities. This will be particularly important if remote and/or hybrid programming is implemented during a significant part of the Year. In that event, program partners should be encouraged and supported to modify their programming to be effective when delivered online. It is also recommended that CAO continue to expand its recruitment “reach” to secure new partners and continue to explore strategies to use project partners across the various CAO-managed 21st CCLC programs.

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—McKinley High School (McKinley) 21st Century Community Learning Center
Academic Goal**



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 McKinley, 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 McKinley 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, 9-12 and support their academic development in ELA/reading and Math. After-school academic lesson plans will be designed to support school-day programming.

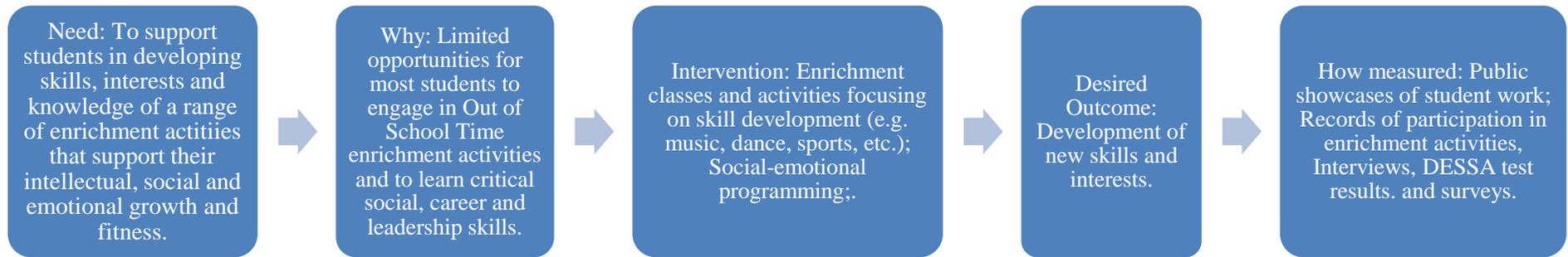
Outputs: The initial student recruitment and enrollment target is 150 students. All students will participate in daily academic programming using Edmentum and tutoring in ELA and/or Math for the duration of their enrollment.

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 help McKinley 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



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 McKinley, 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, 9-12 and support their development through activities focusing on nutrition and health, arts and music, fitness and other areas of enrichment.

Outputs: The initial student recruitment and enrollment target is 150 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 help McKinley 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 in the tables above, due to the COVID-19 disruption, end-of year surveys were not administered. Also, the OST observation instruments were not appropriate for CAO’s remote learning program, particularly given the drop in attendance. If CAO is still providing remote programming at the time of the Year 4 second site visit, we will identify and use an observation instrument that is appropriate for online programs.

- 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 program²
- Any additional narrative, analysis, graphics or other information that did not fit into any section in this report that you would like to include

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.