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.

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:**

Jonathan Tunik, Project Director  
Lily Corrigan, Project Associate  
Nora Phelan, Project Associate  
Dr. Nina Gottlieb, Senior Research Consultant

21CEval@measinc.com | 1-800-330-1420 x203

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3 As outlined in New York State’s revised 21st CCLC “Site Visit Monitoring Report,” cited above.
## I. Project Information

<table>
<thead>
<tr>
<th>Program Name</th>
<th>NURTURE Academy 21st CCLC (NURTURE)</th>
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<tbody>
<tr>
<td>Project Number</td>
<td>0187-20- 7029</td>
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<tr>
<td>Name of Lead Agency</td>
<td>Community Action Organization of Western NY (CAO)</td>
</tr>
<tr>
<td>Name of Program Director</td>
<td>JoAnna Johnson</td>
</tr>
<tr>
<td>Name(s) of Participating Site(s) and grade level(s) served at each site</td>
<td>Site 1: CAO Pratt Willert Community Center Grade(s) Served: K-8</td>
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<tr>
<td></td>
<td>Site 2: CAO Edward Saunders Community Center Grade(s) Served: K-8</td>
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<tr>
<td></td>
<td>Site 3: CAO JFK Community Center Grade(s) Served: K-8</td>
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<td>Site 4:                               Grade(s) Served:</td>
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<td>Site 6:                               Grade(s) Served:</td>
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<td>Site 8:                               Grade(s) Served:</td>
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<td>Site 9:                               Grade(s) Served:</td>
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<td>Site 10:                              Grade(s) Served:</td>
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<td>Site 11:                              Grade(s) Served:</td>
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<td></td>
<td>Site 12:                              Grade(s) Served:</td>
</tr>
<tr>
<td>Target Enrollment</td>
<td>Total (Program-wide): 62 students Actual # at/above 30 hours 73 students</td>
</tr>
<tr>
<td>Evaluator Name and Company</td>
<td>Wayne D. Jones and Morgan Williams-Bryant; JPS Solutions LLC</td>
</tr>
<tr>
<td>Evaluator Phone and Email</td>
<td>917-921-4240; <a href="mailto:wdjcompany@att.net">wdjcompany@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.
**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,**

<table>
<thead>
<tr>
<th>(A) Performance Indicator(s) (PI) of success</th>
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<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 # sites where PI was met. If data pending, indicate when data expected. If not measured, explain why not.</th>
</tr>
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<tbody>
<tr>
<td>Improved student achievement—80% of students’ achievement will be evidenced by successfully improving their grades each marking period.</td>
<td>Students</td>
<td>Yes</td>
<td>Grade-level academic programs using approved program curriculum and tutoring.</td>
<td>Review of report card grades for each marking period. Observations of academic activities. Additional evidence of academic achievement is data from pre- and post-WRAT tests.</td>
<td>Review of report card grades to determine student progress in ELA and Math. This review is pending, as report card data was not yet made available to the evaluator. We will report on this measure when the data has been reviewed. Also, while pre-tests were administered, the COVID-19 disruption prevented administering of post-tests</td>
<td>Not measured</td>
<td>Not measured</td>
<td>This review is pending and will be done in Fall 2020 when data can be reviewed by the evaluator. Also, since no post-tests were administered, we are unable to do comparison analysis of pre- and post-results.</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 program 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? (YN)</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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<tbody>
<tr>
<td>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.”</td>
<td>Students</td>
<td>Yes</td>
<td>Students engage in enrichment programming including cooking club; arts-related programming; storytelling and drama with Wondermakers; Boy Scouts/ Cub Scouts; Girl Scouts of Western NY and fitness-recreation.</td>
<td>Observations of and review of attendance rates for recreational programming.</td>
<td>Review of attendance and participation records for enrichment programming. Observation of students participating in enrichment programming. As noted in the explanation box, the program had high rates of participation in enrichment and recreational activities and exceeded the 85% target.</td>
<td># targeted by PI: 76 total participants; 26 attendees for 30 or more days and 73 for 30 hours or more # w data: 76 students</td>
<td>Yes</td>
<td>In Year 3, participation data for enrichment programs show that student participation in enrichment programming was at or near-100%. All students who attended the program participated in enrichment programming during the period of their attendance. The category of enrichment programming with the highest level of participation was arts and music, with 56 students participating at one time or another during the year.</td>
</tr>
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Prior Year PIs for Objective 1.2-1

| 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: ___ |
### 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) Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured) | (H) Response Rate/ % With Data (if applicable): | (I) EXPLAIN:
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<td>Students will demonstrate regular program attendance and show other behaviors that indicate good citizenship</td>
<td>Students</td>
<td>Yes</td>
<td>Programming will engage students and promote regular attendance.</td>
<td>Review of attendance records and observation of program activities</td>
<td>Review of program attendance records show that the program continues to struggle to achieve levels of program attendance that would ordinarily comprise “regular attendance”—i.e. 30 days or more. However, the program exceeded its “attendance waiver” goal of 70 students attending for 30 or more hours. “Other behaviors” was not defined and was not analyzed.</td>
<td># targeted by PI: 76 total participants; 26 attendees for 30 or more days and 73 for 30 hours or more</td>
<td># w data: 76 students</td>
<td>Yes</td>
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</table>

| Program community partners and vendors will provide diversified enrichment programming. 80% of students will demonstrate high participation levels in program activities, events and | Students and Community Partners | Yes | Program outreach and recruitment of new partners and vendors. Implementation of partner/vendor-programming. Ensuring quality of programming through regular | Evaluator review of community outreach and recruitment initiatives. Review of partner MOUs and materials. Review of | Review and observation of partner recruitment activities and discussions with Site Coordinators, CAO YSD Director, partners and program staff. Review of MOUs. Review of participation and attendance data. Observation of program activities | # targeted by PI: 76 total participants; 26 attendees for 30 or more days and 73 for 30 hours or more | # w data: 76 students | Yes | The program retained several Year 2 partners. Each partner entered into a MOU that outlined its responsibilities and provided services accordingly. 100% of students participated in at least one enrichment activity. All partners provided programming. In the wake of the COVID-19 disruption, partnership agreements were revisited by the Program |

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.
Performances monitoring 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.

<table>
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<tr>
<th>10% of students will participate on the Student Leadership Team (SLT).</th>
<th>Students</th>
<th>Yes</th>
<th>Development of a SLT with at least 6 students across all NURTURE sites</th>
<th>Discussion with Site Coordinators</th>
<th>Interview with Site Coordinators indicated that the program’s SLT was established. No formal records/minutes were made available to the Program Evaluators to confirm.</th>
<th>NA</th>
<th>Yes (Based on interview data, rather than program records)</th>
<th>Interview with YSD Director and site-based Coordinators indicated that the program’s SLT was established.</th>
</tr>
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</table>

Prior Year Pls for Objective 1.3-1

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

<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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<tr>
<td>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 an undefined percentage 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.</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. Parents are also invited to participate in informational events sponsored by CAO throughout the year</td>
<td>Records of parent attendance at orientation meetings. 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: All parents of participating students # w data: All parents of participating students</td>
<td>Yes</td>
<td>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.</td>
</tr>
</tbody>
</table>

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(a).
## Prior Year Pts for Objective 1.4-1

<table>
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<tr>
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<th># targeted by PI: ___</th>
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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.

<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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<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 Site 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, that a significant percentage of students remained on the roster for 30 days or more and that the percentage of students participating for more than 30 hours exceeded the program’s target.</td>
<td># targeted by PI: All students # w data: All students</td>
<td>Yes</td>
</tr>
<tr>
<td>75% of students will participate in field trips and summer programming.</td>
<td>Students</td>
<td>Yes</td>
<td>The program provided field trips and off-site learning opportunities for students and also provided summer programming.</td>
<td>Review of scheduling and program records</td>
<td>Review of schedules and attendance of field trips and discussions with the YSD Director and Site Coordinators confirmed that students engaged in field trips and summer programming. As discussed in the explanation box, there is evidence that NURTURE 21st CCLC students participated in the summer program but not enough to meet this Performance Indicator</td>
<td># targeted by PI: All students # w data: All students</td>
<td>Not measured</td>
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</table>
### Prior Year PIs for Objective 1.5-1

<table>
<thead>
<tr>
<th>NA</th>
<th># targeted by PI: ___</th>
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# 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.

<table>
<thead>
<tr>
<th>(A) Performance Indicator(s) (PI) of success</th>
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<th>(C) PI Meets SMART Criteria? (Y/N)</th>
<th>(D) Activity(ies) to support this program objective</th>
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<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>
</tr>
</thead>
<tbody>
<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 grades to determine student progress in ELA and Math. This review is pending, as report card data was not yet made available to the evaluator. We will report on this measure when the data has been reviewed.</td>
<td>Not measured</td>
<td>Not measured</td>
<td>This review is pending and will be done in Fall 2020 when data can be reviewed by the evaluator.,</td>
</tr>
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#### Prior Year PI's for Objective 2.1-1

<table>
<thead>
<tr>
<th></th>
<th># targeted by PI:</th>
<th># w data:</th>
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<tbody>
<tr>
<td>NA</td>
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### Program Objective 2.2-1

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<tr>
<th>(A) Performance Indicator(s) (PI) of success</th>
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<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. The program did not use Best Self Behavioral Health (Best Self) programming. The program provided programming by Wondermakers that addressed issues of social-emotional development and cultural awareness, and some aspects of Boy Scout/Girl Scout activities addressed character education.</td>
<td>Cohort data regarding decreases in suspensions is inconclusive due to the fluidity of the student populations at each center during the year and from year-to-year. Rather, suspension rate data for program participants will be compared to that of the school and the district.</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 on student behavior, especially during the COVID-19 disruption.</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 on student behavior, especially during the COVID-19 disruption.</td>
</tr>
<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 activities to promote social-emotional growth. DESSA assessments will be administered by Best Self to participating students.</td>
<td>Review of attendance records of social-emotional activities and review of DESSA assessment results.</td>
<td>Due to COVID-19 disruptions, post-DESSA tests were not done and such data is not available. Accordingly, no pre- and post-data comparison can be made.</td>
<td>NA</td>
<td>Not measured</td>
<td>Due to COVID-19 disruptions, 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

| NA | | | | | | | | | |
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 Coordinators to support program implementation and improvement, including a ’debrief’ following the first evaluation visit. Such ongoing communication is especially important with a multi-site program like NURTURE, which experiences the challenges of providing academic programming that is supportive of the curricula and school-day program of multiple schools, recruiting students across multiple schools, etc. The communication has also been helpful in supporting the NURTURE sites in strengthening the structure and formal programming at each center (which continues to be a challenge for this 21st CCLC program).

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

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 and 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 site-based Program Coordinators 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): ___________01/20________________________

**Results:**

The first evaluation visit occurred on January 16, 2020 at the Edward Saunders Community Center site. Attempts were made to schedule visits at the other two sites prior to the COVID-19 disruption, but scheduling conflicts prevented these visits from occurring in February, as was intended, and then the closing of Buffalo Public Schools in March prevented any physical site visits. The Program Evaluator met with the CAO Youth Services Director and communicated frequently with the site-based Program Coordinators at the

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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.”
JFK and Pratt-Willert sites to discuss each site’s progress in implementing the 21st CCLC programs, and the evaluators reviewed program paperwork (e.g. parent consent forms, etc.).

The Program Evaluator conducting the Edward Saunders site visit observed program activities and spoke with the Program Coordinator. Prior to the visit, the Evaluator spoke with CAO’s YSD Director to discuss her experiences in planning for and overseeing implementation of the 21st CCLC program to date and to get her perspective of program strengths and challenges. At the beginning of the site visit, the evaluator spoke with the Program Coordinator and reviewed the charter objectives and requirements with her.

Throughout the Edward Saunders 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. Prior to the site visit, the Program Coordinator announced that she was going to leave her position shortly to engage in another job. A key focus of the Program Evaluator’s conversation with the Program Coordinator was the Program Coordinator’s experience during her tenure as the program’s leader and her recommendations for her successor and for the program going forward. 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 at this site was being implemented with general fidelity to the project design.

**Observation Notes & Recommendations**

Edward Saunders  
January 16, 2020

The majority of this meeting was with the Coordinator so that the Evaluator can get a full understanding of how the program is going, the things the students have been doing and the recommendations she has since she will be transitioning to a new job in mid-February.

Students Enrolled 37

21st Century students pre-tested: 4

**Recommendation:** Have all students pre-tested as soon as possible to ensure the program has accurate data on where students started and establish a baseline for an education plan going forward.

Coordinator agreed to have all students pretested by January 24th. She said many had not taken the test because of staff shortage.
Coordinator said they put students on Edmentum before homework to get pre-tests completed. There have been issues with bussing drop off's for students as other Coordinators of the Community Centers have explained. She truly likes the program because it really challenges them and shows where they truly are level wise.

The staff members are all doing really well. Ms. Gabby is phenomenal and being trained to take Nafeesah’s position.

Coordinator Highlights:

- Program structure set up is good, but it is difficult to implement because of the schedules of the students coming in after 4:30pm.
- Parents’ number one request is for students to complete their homework first.
- In talking with parents, the Coordinator has found they are not on top of their kids’ academic needs, which she feels puts more work on her (which she doesn’t mind at all) to ensure that the students in the program get what they need.
- Edward Saunders has been short staff all year. It has only been Nafeesah, Gabby, Shaniah for months. Two new staff members just started which will make things easier.
- There was some bullying going on at the center. The Coordinator pulled both parents in to talk through the issues and diffuse the situation and build a plan together. The two parents exchanged phone numbers and became partners in making sure they squash the bullying between their daughters. This was a great move.
- There is an initiative she established called “Be the Orange” which promotes good character, teamwork and being positive, etc. Students can win “good dollars” to the Edward Saunders Store which is filled with various items such as: candy, hair bows, small toys, etc. This program is also teaching the students financial literacy, challenging them to save, think about what they are choosing to spend their money on and much more.
- In the summer they gave ribbons to the other sites to increase good sportsmanship.

Partnerships:

Family works: Develops children’s self-esteem. The programs foundation is for students with incarcerated parents, although for this Edward Saunders they cast a wider net so that all students can participate.

Girl Scouts: Ms. Phoenix: Very nice does an awesome job with girls, don’t need supervision at all. Her focus is teaching STEM through arts & crafts.

Cub Scouts: would need a staff person in the room at all times. The person they send seems aloof at times. There focus has been: arts & crafts and a component of healthy Exercise.

NASA Program Engineer and Design Challenge the kids love!! They are learning vocabulary words that teach them to explore life as an engineer. One activity was the students trying to land two graham (astronauts) crackers onto Mars. 3rd-8th graders participate and they come from other sites to participate all together.

Soccer for Success she is very satisfied.
Summary: Nafessah seems to have a good handle on the program and truly loved working with the staff and students. She noted that the Summer Program is the best in the City and she has worked hard to balance what the parents request and what the program guidelines are. She has promised to have the students all tested and get her data uploaded to City Span within a week.

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): ____________

- 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 NURTURE 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 the individual program, each virtual activity had participation by students from multiple site-based programs.

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.
Accordingly, the Evaluation Team’s observations of CAO’s virtual 21st CCLC activities during Spring 2020 focused on the effectiveness of programming across the individual programs. The Program Evaluator while conducting virtual visits observed activities remotely on June 9th, June 10th, June 12th and three other evaluator “log-ons” in June 2020. Given the non-program-specific nature of the virtual programming, evaluator visits did not use the OST protocols that would ordinarily have been used in an evaluation visit taking place physically on-site. Following each virtual 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 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 in 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, creatively using 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 could 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. The 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 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 (who is also a mentor and coach to Program Coordinators at other 21st CCLC programs) and CAO YSD JoAnna Johnson, the attendance throughout this virtual period was not what they had hoped and this was consistent to what I observed. However, staff was fully engaged even if only a few students were participating.
**June 9th**

I was able to observe three activities:

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

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

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

**June 10th**

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

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

**June 12th**

The last day of programming, the Program Coordinator for JFK held a special Zoom activity with her team members. She cooked, walked through the table setting and decorations and 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. 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.

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.

- 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.

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 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:

• It is recommended that the NURTURE CCLC program at each site continue to increase structure in its programming and continue to align its programming to the requirements of the program design.

The NURTURE program took significant steps to increase the structure of its 21st CCLC programming in Year 3, although it must still work to either better align the 21st CCLC programming with the general community center programming at each site or, alternatively, provide 21st CCLC-specific programming to 21st CCLC students that is aligned with the 21st CCLC program design. In the January site visit, there was evidence that students at the Edward Saunders site were engaged in the Edmentum curriculum, and a few of the students had pre-tests. This development was in stark contrast to the manner in which programming had been delivered in the past. The NURTURE program continues to be challenged by the fact that, as a community-based program serving students from multiple schools, scheduling formal activities is difficult largely because: a) student arrivals and departures are staggered based on the school-ending times of the respective feeder schools; and b) because non-21st CCLC students participate in after-school programs at the NURTURE sites (although they are not counted in the 21st CCLC program evaluation) and often engage with 21st CCLC students in after-school program activities. The Program Evaluators recognize that there are no easy solutions to these challenges, and we have worked with the NURTURE Program Coordinators and the CAO YSD Director over the years to strategize and experiment with approaches to addressing the issues. To date, the challenges remain.

Interestingly, the COVID-19 disruption might provide a glimpse into possible approaches to addressing the issue of staggered arrival times. CAO and NURTURE have established remote learning 21st CCLC programming that provides opportunities for student engagement without requiring the student to be physically at a site. While the relatively low number of students who participated in the Spring 2020 remote learning 21st CCLC programming makes it impossible to determine if the programming was effective in improving student outcomes, the fact that CAO was able to establish a 21st CCLC standards-aligned remote learning program may provide the organization with a new option for recruiting and engaging students—and especially students who, like the NURTURE program students—require non-traditional scheduling. If, going forward, CAO and NURTURE can integrate a remote/”hybrid” learning approach that incorporates synchronous and asynchronous activities into its 21st CCLC programming (with the consent of NYSED), it may be able to provide standardized program activities to all participating students.

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.
Annual Evaluation Report (AER) Template – Year 3 Final

It is recommended that the NURTURE CCLC expand its offering of enrichment opportunities for students, that it recruit additional enrichment partners and that it ensures that a full complement of organized arts, fitness and other enrichment programming is implemented at each NURTURE CCLC site.

NURTURE continued to provide a range of enrichment opportunities for students through its relationships with partners, particularly prior to the pre-COVID disruption. Among the key partnerships during this period were: a) Family works, which develops children’s self-esteem; b) Girl Scouts, which focused on teaching STEM through arts & crafts; c) Cub Scouts, which focused on arts & crafts and healthy exercise; d) the NASA Program Engineer and Design Challenge, which taught vocabulary, ELA and STEM through engaging students in exploring life as an engineer; and e) Soccer for Success. In prior years, we recommended that the sites coordinate more effectively to establish shared partnerships with organizations that can provide programming to students across the NURTURE program. In Year 3, with a few exceptions, the program continued to have site-based, rather than project-wide partnerships.

It should be noted that the process of recruiting and coordinating the activities of program partners slowed dramatically during the COVID-19 disruption. The CAO remote learning program was primarily staff-driven, with limited participation by program partners.

It is recommended that the NURTURE CCLC continue to explore ways to provide formal and sustained social-emotional programming to its students. It is recommended that the Site Coordinators (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 NURTURE CCLC’s relationship with Best Self. If Best Self can overcome the staffing challenges it faced in Year 2, then the NURTURE CCLC would benefit from resuming the relationship with it that was intended in the original program design. However, if Best Self is unable to provide the services described in the original program design, then the Site Coordinators should work with the YSD Director to explore alternative ways to provide programming and services focused on social-emotional development.

NURTURE made progress towards implementing our recommendation that, if it could not provide social-emotional programming in partnership with Best Self, then it should provide alternative social-emotional programming. NURTURE did not implement Best Self programming in Year 3, but did provide some programming intended to impact social-emotional growth including storytelling by Wonder Makers, self-esteem-building activities facilitated by Family Works and certain activities facilitated by the Cub/Boy Scouts and Girl Scouts.

It is recommended that the CAO Youth Services Director and the Program Coordinators, with support from the program evaluators, explore new strategies for integrating formal academic and enrichment programming within the context of community centers in which not all students arrive at the same time.

As discussed above, NURTURE continued to struggle with the challenge of integrating formal 21st CCLC programming into the relatively informal non-21st CCLC after-school programming at the NURTURE sites. While little significant progress was made during the pre-COVID disruption it is possible that, going forward, remote and/or hybrid programming strategies may help NURTURE and CAO address this issue.

It is recommended that the NURTURE Program Coordinators establish more formal systems for maintaining communication with the Principals and teachers at all feeder schools and that records of all such communication be kept and reviewed to support alignment of after-school and school-day programming.
In Year 3, the Program Coordinators and the CAO YSD Director made significant progress in coordinating its programs with the school day programs of the feeder school. When the COVID-19 disruption occurred, the NURTURE program and CAO doubled down on their efforts to coordinate their programs with school day programs.

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

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

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

Please see response to question “a” in this section. The COVID-19 disruption and the program’s pivot to an entirely remote learning environment has made it difficult to assess the year-long and long-term impacts of program changes made in response to our recommendations from last year. We can say that our recommendation that the program solidify and build upon its relationships with the Principals 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 NURTURE 21st CCLC program experienced continuous improvement throughout the period of on-site programming in Year 3 and experienced severe challenges during the unprecedented period of COVID-19 disruption in Spring 2020. In Year 3, the NURTURE program wrestled with several challenges that it had experienced in prior years. For instance, its leadership maintained strong relationships with project partners and managed the program in a manner that, prior to the COVID-19 disruption, ensured general fidelity to the program design. Also, as noted in the tables above, the program achieved many of its objectives in Year 3, particularly prior to the COVID-19 disruption. NURTURE did well with respect to attendance prior to the transition to remote learning. The program’s daily attendance was 20.7 students, which represents 79.6% of the ‘regular attendee” rate.

Chief among the program’s challenges in Year 3 was attendance during the remote learning period. Following the school building shutdowns and pivot to remote learning, it became more difficult to work cooperatively with the schools regarding recruitment to the after-
school program. CAO implemented a vigorous outreach campaign to parents and students, including delivery of services and resources, but suffered a significant drop in enrollment during this period (with the number of students actively receiving services).

The NURTURE program took significant steps to increase the structure of its 21st CCLC programming in Year 3, although it must still work to either better align the 21st CCLC programming with the general community center programming at each site or, alternatively, provide 21st CCLC-specific programming to 21st CCLC students that is aligned with the 21st CCLC program design. In the January site visit, there was evidence that students at the Edward Saunders site were engaged in the Edmentum curriculum, and a few of the students had pre-tests. This development was in stark contrast to the manner in which programming had been delivered in the past. The NURTURE program continues to be challenged by the fact that, as a community-based program serving students from multiple schools, scheduling formal activities is difficult largely because: a) student arrivals and departures are staggered based on the school-ending times of the respective feeder schools; and b) because non-21st CCLC students participate in after-school programs at the NURTUR sites (although they are not counted in the 21st CCLC program evaluation) and often engage with 21st CCLC students in after-school program activities. The Program Evaluators recognize that there are no easy solutions to these challenges, and we have worked with the NURTUR Program Coordinators and the CAO YSD Director over the years to strategize and experiment with approaches to addressing the issues. To date, the challenges remain.

Interestingly, the COVID-19 disruption might provide a glimpse into possible approaches to addressing the issue of staggered arrival times. CAO and NURTURE have established remote learning 21st CCLC programming that provides opportunities for student engagement without requiring the student to be physically at a site. While the relatively low number of students who participated in the Spring 2020 remote learning 21st CCLC programming makes it impossible to determine if the programming was effective in improving student outcomes, the fact that CAO was able to establish a 21st CCLC standards-aligned remote learning program may provide the organization with a new option for recruiting and engaging students—and especially students who, like the NURTURE program students—require non-traditional scheduling. If, going forward, CAO and NURTURE can integrate a remote/“hybrid” learning approach that incorporates synchronous and asynchronous activities into its 21st CCLC programming (with the consent of NYSED), it may be able to provide standardized program activities to all participating students.

Key recommendations include:

a) NURTURE must continue to build structure and formal programming into its 21st CCLC programs

b) NURTURE should continue to grow its network of partner organizations to provide enrichment programs

c) NURTURE must continue to coordinate its programming across program sites

d) NURTURE must improve its social-emotional programming
e. Conclusions and recommendations based on prior year evaluation findings that could not previously be addressed due to pending data, if applicable

NA

VI. Appendices

Required:

- Copies of any locally developed measurement tools/assessments (surveys, observation tools, etc.)
- Full, tabulated results of any quantitative assessment tools (surveys,\(^1\) observation protocols, skills assessments, etc.)

Optional:

- Sample of memo or weekly/monthly report used to share ongoing evaluation results/data with program\(^2\)
- Any additional narrative, analysis, graphics or other information that did not fit into any section in this report that you would like to include

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

\(^2\) Note: As specified in SMV Indicator H-3(b), local evaluators and program administrators are jointly responsible for maintaining ongoing communication with each other, and grantees are required to maintain documented evidence of this activity.
Logic Model—NURTURE 21st Community Learning Center (NURTURE)  
Academic Goal

Need: To improve student literacy and math skills, including proficiency rates in NYS ELA and Math exams

Why: The “feeder schools” are academically struggling schools based on poor academic performance in ELA and math. Students need additional supports.

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

Desired Outcome: Improved student achievement in ELA and math

How measured: Improvement in report card grades from first to last marking period; 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 Site Coordinators 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 and support by the NURTURE 21st CCLC’s feeder schools, under the direction of their respective Principals and instructional leadership teams, which are working with program staff to coordinate resources and align school day and after school 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 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. 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 help the “feeder schools” 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.

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**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 Site Coordinators 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 program partners and vendors to provide enrichment and social-emotional development activities for students. Additional inputs include 21st CCLC grant funds, technical assistance from the NYS Education Department and transportation support from Buffalo Public Schools.

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

**Outputs:** The initial student recruitment and enrollment target. 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 help the “feeder schools” prepare students to progress in developing interests and skills in a variety of enrichment areas.