



# Year 1 (2022-2023) NYS 21<sup>st</sup> CCLC Annual Evaluation Report

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## **Purpose of this Document**

This Round 8 – Year 1 Annual Evaluation Report (AER) was developed by Brockport Research Institute (BRI), the local-level evaluator for the Eugenio María de Hostos Charter School (EMHCS) 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) grant. It is based on the Word and Excel templates provided by Measurement, Inc. (MI), the state-level evaluator, for the 21<sup>st</sup> CCLC programs that are implemented across New York State. Because the templates are targeted for state-level evaluation, additional materials have been included here as a supplement to include local-level evaluation documentation.

## **Table of Contents**

The following is a compilation of the required documents that were submitted to NYSED along with accompanying appendices containing data for the reporting on the Performance Indicators (PIs).

1. Introduction
2. Annual Evaluation Report (AER) Template (MI template; submitted to NYSED)
3. Evaluation Plan & End-of-Year Results Tables (MI template; submitted to NYSED)
4. Appendix A – Student Survey: Grades K-6
5. Appendix B – Student Survey: Grades 7-12
6. Appendix C – EZ Reports Staff Survey
7. Appendix D – Student Focus Group Summary
8. Appendix E – Attendance Summary
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## Introduction

### *Project Summary*

In April 2022, Eugenio María de Hostos Charter School (EMHCS) was awarded a five-year grant in Round 8 of the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) funding. The three key components of all 21<sup>st</sup> CCLC grants, from the Request for Proposal, are:

1. provide opportunities for **academic enrichment**, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards;
2. offer students a **broad array of additional services, programs, and activities**, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
3. offer **families of students** served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

The **Program Theory** summarizes how EMHCS will address these three key components:

*A program of bilingual academic enrichment, youth development, career/college prep, and adult education and enrichment provides opportunities through tutoring, enrichment activities, parent workshops, and leadership opportunities for the students and families of Eugenio María de Hostos Charter School (EMHCS). There are limited after-school programs within the city of Rochester for economically disadvantaged and minority families to utilize, and none that are bilingual or accessible to the high Hispanic/Latinx population. The EMHCS program is focused on academic enrichment and productive and safe out-of-school activities (drumming, yoga, debate club, dance, etc.) for students throughout the school year, and during summer break. Adult education is provided by IAAL who will conduct bilingual workshops during weekends for parents/caregivers on parenting techniques (communication and engagement with their child and their child's academics), financial literacy, academic enrichment, and life skills. Students who participate in the program will demonstrate academic gains on state exams, increased self-confidence and leadership skills, and decreased absences and disciplinary action at school.*

EMHCS's 21<sup>st</sup> CCLC grant was awarded to fund an extensive program encompassing summer programming, before-school, after-school, and extended learning time (ELT) programming for grades K-6 at the Zimbrich Campus, after-school programming for grades 7-8 at the Joseph Campus, and intermittently scheduled programs for grades 9-12 at the Kodak Campus.

The summer **Scholar's Camp**, for students grades 1-12 kicked off the grant term in July and August 2022. Scholar's Camp was held at the Zimbrich Campus for grades 1-6 and at the Kodak Campus for grades 7-12. There were 52 students who completed 15 hours of participation during Scholar's Camp (14 students at the Kodak Campus and 38 students at the Zimbrich Campus). Student participation hours from the summer, after-school programming, and Saturday programming are tracked in EZReports, which is an online attendance tracking software provided by NYSED. Funding in years 2-5 of the grant will be based on the number of students reaching 15 hours of participation.

There are three sections of 21st CCLC programming at the **Zimbrich Campus**: a before-school program, ELT, and an after-school program.

- The before-school program began at 7:45 am with the arrival of all students in the café gathering area. Students were then separated into grade levels (K-1, 2-3, and 4-6) for an activity including dance, STEM, sports club, and arts & crafts. Students were dismissed to their regular classrooms at 9:00 am.
- ELT was a 30-minute instructional lesson taught by 21st CCLC instructors that complemented the class curriculum. ELT aimed to provide additional support and practice on academic skills such as math, writing, reading, and science. ELT sessions were structured to function within the regular school day and classroom instruction is provided in both English and Spanish as needed by the students.
- The after-school program at Zimbrich Campus ran from 4:00 pm-5:30 pm and consisted of all students gathering in the café prior to being released to go to their selected activity. Activity options included tutoring, drawing & painting, and dance. The activities were offered for 10-week terms and were determined by student input to ensure engagement and ownership. A healthy dinner was provided to all students prior to dismissal at 5:30 pm.

The after-school program at the Joseph Campus (grades 7-8) began at 2:30 pm upon school dismissal. Students gathered in the cafeteria and received a healthy snack before separating into their selected activities until dismissal at 4:00 pm. Activity options such as tutoring, dance, hair care, and more were offered for 10-week terms and determined by student input to ensure engagement and collaboration.

There was no regularly scheduled programming at the Kodak Campus (grades 9-12) in Year 1. Kodak campus students were able to participate in the summer Scholar’s Camp (in July and August 2022), but no set after-school program was able to be staffed or implemented at the time of this report. Instead, sporadic college visits, test prep, and tutoring sessions were offered throughout the school year.

The following table shows student enrollment in the 21<sup>st</sup> CCLC program at each of the three sites in Year 1, including the proposed number of students, a mid-winter count of enrolled students, and the number of students enrolled by the end of the program in June 2023. Because student participation is linked to grant funding starting in Year 2, the number of students meeting the 15-hour participation threshold is included in the table, as well as the overage (or shortfall) of students. The initial 21<sup>st</sup> CCLC proposal does not designate separate enrollment totals for the three sites, but rather states 705 is proposed overall.

<b>Comparison of Regular School-Day and 21<sup>st</sup> CCLC Enrollments to 21<sup>st</sup> CCLC Participation</b>				
<b>Site Name</b>	<b>21<sup>st</sup> CCLC Enrollment with 15 hrs of 21<sup>st</sup> CCLC Participation (# of students)</b>			<b>Difference between Proposed &amp; Actual Students with 15rs of 21<sup>st</sup> CCLC Participation <sup>2</sup> (# of students)</b>
	<b>Proposed</b>	<b>Mid-Winter <sup>1</sup></b>	<b>At End of Program</b>	
<b>Zimbrich Campus</b>	N/A	609	615	N/A
<b>Joseph Campus</b>	N/A	30	33	N/A
<b>Kodak Campus</b>	N/A	13	1	N/A
<b>TOTAL</b>	<b>705</b>	<b>652</b>	<b>649</b>	<b>-56</b>

<sup>1</sup> In Year 1, student counts were obtained from EZReports as of February 1, 2023.

<sup>2</sup> A negative value denotes a shortfall in the number of students reaching 15 hours of participation.

In addition to 21st CCLC programming for students, families have opportunities for involvement as well. The 21st CCLC Community Partner, the Ibero-American Action League (IAAL), offered ongoing workshops (Parent Leadership Training, courses, and community events for parents of 21st CCLC students. Parents were offered an initial orientation in September 2022, two 13-week long programs on computer skills (January-March 2023 and April-July 2023), one four-week parent leadership training (November 2022), a one-night Bullying

Interventions & Strategies workshop (March 2023), and an opportunity to meet with the EMHCS CEO, Mrs. Chevalier-Blackman (May 2023).

To ensure 21<sup>st</sup> CCLC program quality and student/family participation, several administrative strategies have been implemented by EMHCS program staff.

- Elements of the Quality Self Assessment (QSA) have been utilized to identify and build on programming and staffing strengths.
- The Program Director meets with the program partners to plan and address comments and concerns.
- Staff are provided with an orientation session, professional development, and common planning time.
- Curriculum is developed collaboratively to ensure quality and effectiveness.
- A shared Google Drive allows staff to have easy access to files for collaborating and sharing.
- To encourage staff retention, independent 21<sup>st</sup> CCLC staff is hired at full-time status at Zimbrich Campus.
- The Program Director attends required training and replies to state-level and Resource Center requests in a timely manner.

As ELT is built into the school day, all Zimbrich Campus students participate in the program. At the beginning of Year 1, the 21<sup>st</sup> CCLC program only required specific enrollment forms for students choosing to participate in the before-school or after-school program but did not require a distinct ELT enrollment. A Site Monitoring Visit in Spring 2023, it was learned that distinct ELT enrollment was required to include student participation within EZReports. Efforts were made to collect ELT specific enrollment forms from all Zimbrich Campus students, however return rates were low and the number of students eligible to be surveyed and counted for attendance was lower than was projected. An updated enrollment protocol and strategies were developed for Year 2 (July 1, 2023- June 30, 2024) to ensure that each Zimbrich student will be independently enrolled in ELT. The program expects to meet enrollment targets in Year 2.

# Annual Evaluation Report (AER)

## Eugenio María de Hostos Charter School

*for NYS 21CCLC Local Evaluators*

### Purpose of the AER Template

The [Annual Evaluation Report \(AER\) Template](#) was developed at the request of the State Program Coordinator to create a **uniform method** to collect and organize information about local evaluations for New York State subgrantee programs. It is intended to function, both, (1) as a protocol for submitting end-of-year evaluation information in a way that allows for **systematic review** by members of the state-level leadership team, and (2) as guidance for program evaluators to inventory their data collection measures and reporting activities, and check alignment with NYS 21CCLC evaluation requirements and performance metrics.

The New York State Education Dept. (NYSED) is committed to maintaining and supporting **high-quality local evaluation** that helps to drive continuous improvement and raise the effectiveness of statewide 21CCLC programming. The review of AERs offers key insights into a program's measurability, the research methodologies used by the evaluator, and a snapshot of findings about implementation progress and success indicators.

### Quick Facts about AERs

- ▶ **Due Date** | AERs are submitted to the NYSED Program Office by [September 30](#). (See [SMV Indicator H-1a](#))
- ▶ **Utilization** | AERs serve as a multi-purpose reference document used by NYSED and state-level partners; as such, the template is designed to collect information in areas that serve those groups' needs. Program-level stakeholders are not the primary audience for this report, yet programs are required to receive the AER from their evaluators and keep it for their records. Evaluators can provide a customized report, tailored to meet the needs of their clients and program-level stakeholders by adapting and or expanding the information from the AER. Reports designed for clients are not submitted to NYSED; they are useful for clients to utilize to communicate progress to community stakeholders (See [SMV Indicator H-6](#)), as well as for continuous program improvement.
- ▶ **Value** | AERs are reviewed by NYSED and the Resource Centers before each subgrantee Site Monitoring Visit (SMV) or Technical Assistance (TA) visit to [enrich the team's understanding](#) of the program. AERs are studied by the Statewide Evaluator to [identify patterns](#), trends, effective design strategies, and areas for further inquiry. A collection of highlights and aggregated summaries from AERs will be included in presentations to federal level monitors and the network of SEA Coordinators, as needed, to [demonstrate qualities of local evaluation](#) across the state.
- ▶ **Alignment** | Components of the template are directly aligned with NYSED policies and program expectations that are the focus of [Site Monitoring Visits \(SMVs\)](#). These alignments are [highlighted](#) throughout this template with references to required indicators and evidence in the [SMV Tool](#).

## Contents & Instructions

Section Heading	Pages	Instructions for Completion
<b>I Project Info</b>	3	Enter info into the fields on the table. *Save your draft as you work; see submission instructions, below.
<b>II Site Visit Findings</b>	5-22	Enter info into the tables; provide a brief narrative summary of visits 1 & 2.
<b>III Conclusion &amp; Recommendations</b>	23-24	Provide a written summary in the box provided. *Prepare Required Supporting Docs.
<b>IV Collaboration &amp; Utilization</b>	25	Provide a written summary in the box provided. *Prepare Optional Supporting Doc.
<b>V Logic Model/TOC</b>	26	Insert/embed a <i>clear</i> picture of the model or attach as a separate document/PDF.
<b>VI Evaluation Plan &amp; EOY Results Tables</b>	27	Download the accompanying excel workbook. Review the GUIDE, defining the category headings; the OUTLINE, showing the organization and order of the sheets; and an EXAMPLE of table 1, Core Ed Services.

### Instructions for Submitting the AER & Supporting Docs

- 1 Name the Word Doc File.** Once you begin editing/inputting info into this Microsoft Word document Template, Save As: "**AER-[RoS/NYC]-[Last four digits of Project ID]-Submission Year**" | Example: "**AER-NYC-0123-2023**" | This unique tag will be used by the State to check that each project's AER has been received by 9/30/23 and locate the AER, the accompanying Eval Plan & Results Tables (Section VI), and required supporting docs (listed on p.10) into the correct program file folder. Send as an MS Word or PDF file.
- 2 Name the Excel File.** Once you start editing/inputting info into the accompanying AER Eval Plan & Results Tables excel workbook, Save As: "**AER-[RoS/NYC]-[Last four digits of Project ID]-Submission Year-Tables**" | Example: "**AER-RoS-4567-2023-Tables**"
- 3 Name the Required Supporting Documents.** Save As: "**AER-[RoS/NYC]-[Last four digits of Project ID]-[Type of item]**" | Example: "**AER-RoS-4567-Survey**" | Supporting Docs include blank copies of any instruments used for data collection (see p.10) and *may* include a PDF of the Logic Model or Theory of Change Model if it is not embedded into page 12 of this AER document.
- 4 Send an Email with All Attachments to [EMSC21STCCLC@nysed.gov](mailto:EMSC21STCCLC@nysed.gov).** It will be received and processed by the NYSED Program Office. The state-level partners - Measurement Incorporated (MI) team and the Regional RCs - will be notified about submissions and be able to commence their review. AERs for the 2022-23 program year are due to NYSED by 9/30/23.
- 5 Send an Email with all Attachments to your client/program director** by 9/30/23 so they can review, if they wish, and add to their files. Use the **amber color-coded notes** throughout the AER Template to inform clients about which compliance indicators these items relate to.

## Section I

## PROJECT INFORMATION

Program	Eugenio Maria de Hostos Charter School		
Project #	0187-23-	<input type="text" value="8086"/>	
Lead Agency	<b>Eugenio Maria de Hostos Charter School</b>		
Program Director	Solange George, Program Director		
#	Name of Participating Site(s) @ Locality (town or city name)		Grade level(s) served at each site
1	Zimbrich Street Campus @ Rochester		Kindergarten - 6 <sup>th</sup>
2	Joseph Avenue Campus @ Rochester		7 <sup>th</sup> & 8 <sup>th</sup>
3	Kodak Campus @ Rochester		9 <sup>th</sup> - 12 <sup>th</sup>
4	<b>Name, Town/City</b>		<b>Grade Min - Max</b>
5	<b>Name, Town/City</b>		<b>Grade Min - Max</b>
6	<b>Name, Town/City</b>		<b>Grade Min - Max</b>
7	<b>Name, Town/City</b>		<b>Grade Min - Max</b>
8	<b>Name, Town/City</b>		<b>Grade Min - Max</b>
9	<b>Name, Town/City</b>		<b>Grade Min - Max</b>
10	<b>Name, Town/City</b>		<b>Grade Min - Max</b>
11	<b>Name, Town/City</b>		<b>Grade Min - Max</b>
12	<b>Name, Town/City</b>		<b>Grade Min - Max</b>
13	<b>Name, Town/City</b>		<b>Grade Min - Max</b>
14	<b>Name, Town/City</b>		<b>Grade Min - Max</b>
15	<b>Name, Town/City</b>		<b>Grade Min - Max</b>
Program-wide <b>Target</b> Student Enrollment	<input type="text" value="705"/>	<b>Actual</b> Enrollment at/above <b>15 hours</b>	<input type="text" value="667"/>
Evaluator	Caitlin Cich & Jami Saladin, 21 <sup>st</sup> CCLC Local Evaluator		Brockport Research Institute



## Annual Evaluation Report (AER) Template

Contact Info

612-987-0355 / 585-353-0270

[caitlincich@brockportresearchinstitute.com](mailto:caitlincich@brockportresearchinstitute.com)  
[jamilaladin@brockportresearchinstitute.com](mailto:jamilaladin@brockportresearchinstitute.com)

**Section II**

## Site Visit Findings

*In this section you are asked to provide summary findings from each of the two required annual evaluator site visits. Please include a discussion of any observations you may have conducted. To assist our review and learn about your process, please attach observation/interview protocols you used, if applicable. N.B.: All items/artifacts submitted to NYSED as part of the AER are for state-level review purposes only; they will **not** be shared or used outside of the review process without explicit consent from, both, the evaluator and client program director. *\*Client assist: Evidence of completion of site visits is required for compliance with **SMV Indicator H-1**.**

### First Site Visit: Readiness Review & Walkthrough

The Local Evaluator and Program Leaders schedule the First Site Visit to review installation activities and check readiness factors. Evaluators can observe early program implementation efforts, if possible. This is a collaborative, interactive experience where information is exchanged, questions are explored, and shared learning occurs.

This visit functions to demonstrate the value of the dialogue between partners: the evaluator and the program leaders. Evaluators use a protocol to review the program’s anchoring and operational documentation: i.e., verify alignment between the grant proposal (including the Table for Goals and Objectives), logic model, calendar & schedule of activities/offerings, program timeline, program handbook, parental consent forms, and procedures for entering/documenting data. This visit should also serve to identify any obstacles to implementation.

### 1a. First Site Visit | Procedure

Date(s)	Site# (use p.3 list)	Program activities observed	Methods Used across all sites
12/5/2022	1	<p>Evaluators observed the Before-School program beginning at 7:45 am when students arrived at the school. Attendance procedures, breakfast, and dismissal to their current activity selection were observed. At 9:00 am, student dismissal from the before-school program and transition to their school day classrooms was observed.</p> <p>48 students and 9 staff were observed across 5 locations.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Observation using protocol*</li> <li><input checked="" type="checkbox"/> A Formative Findings Report was generated after the visit.*</li> <li><input checked="" type="checkbox"/> An implementation checkpoints list was referenced during the development of the Formative Findings Report.*</li> <li><input checked="" type="checkbox"/> General Instructions for Site Visits provide a standardized approach to site visits.*</li> </ul>

## Annual Evaluation Report (AER) Template

12/7/2022	1	<p>Extended Learning Time (ELT) was observed between 1:45 pm and 2:30 pm. Attendance, teacher instructions, and class activities were observed within the classrooms.</p> <p>88 students and 8 staff members were observed across 3 locations.</p>	<input checked="" type="checkbox"/> Observation using protocol* <input checked="" type="checkbox"/> A Formative Findings Report was generated after the visit.* An implementation checkpoints list was referenced during the development of the Formative Findings Report.* General Instructions for Site Visits provide a standardized approach to site visits.*
12/7/2023	2	<p>The After-School Program was observed between 2:30 pm and 3:55 pm. Dismissal from regular school day and arrival 21<sup>st</sup> CCLC program, snack, and transition to student choice activities were observed. Dismissal from the 21<sup>st</sup> CCLC program and parent pickup was observed.</p> <p>31 students and 7 staff members were observed across 4 locations.</p>	<input checked="" type="checkbox"/> Observation using protocol* <input checked="" type="checkbox"/> A Formative Findings Report was generated after the visit.* An implementation checkpoints list was referenced during the development of the Formative Findings Report.* General Instructions for Site Visits provide a standardized approach to site visits.*
00/00/202X	# from list	Title of activity	<input type="checkbox"/>
00/00/202X	# from list	Title of activity	<input type="checkbox"/>
00/00/202X	# from list	Title of activity	<input type="checkbox"/>
00/00/202X	# from list	Title of activity	<input type="checkbox"/>

*\* Please submit a blank copy of each data collection instrument (see Required Supporting Documents, p.10)*

### 1b. First Site Visit | Summary of Findings

**Briefly summarize the salient findings you gathered from your observation(s) & interview(s).** *What did you see, hear, and learn about installation and initial implementation?*

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## Annual Evaluation Report (AER) Template

The first site visits to two of the three sites occurred on two separate days and were conducted by four different evaluators. Three evaluators visited the Zimbrich Campus to observe the before-school program. They were guided through the program observation by the Project Director and Data Manager. Due to the consecutive timing of the programs, the ELT program at the Zimbrich Campus and the After-School Program at the Joseph Campus were observed on the same day by a pair of evaluators. After being escorted to three different ELT classrooms by the Data Manager, the evaluators had a chance to sit with the Program Director to discuss the program, upcoming evaluation activities, and ongoing staffing changes before leaving for the Joseph Campus. The Program Director and Data Manager met the evaluators at the Joseph Campus prior to school dismissal so that the evaluators were present as students were dismissed from the regular school day and into the after-school program where attendance was taken upon arrival.

A Formative Findings Report combining all three visits was provided to the Program Administration team with the following observation summaries.

### Implementation and Processes

Topic		Evidence/Notes
Implementation fidelity to the grant proposal	<b>Zimbrich Campus Before-School</b>	<ul style="list-style-type: none"> <li>• Students participated in STEM/ dancing/ sports enrichment activities.</li> <li>• Students had a choice of a variety of activities.</li> <li>• Sufficient staffing was in place for before-school activities.</li> </ul>
	<b>Zimbrich Campus ELT</b>	<ul style="list-style-type: none"> <li>• Did not observe ELT dismissal, but it was explained in line with the proposal.</li> <li>• Sufficient staffing was observed in all classrooms.</li> </ul>
	<b>Joseph Campus After-School</b>	<ul style="list-style-type: none"> <li>• Observed distribution of snacks following dismissal from the regular school day.</li> <li>• Sufficient staffing was in place for after-school activities.</li> </ul>
	<b>All sites/programs</b>	<ul style="list-style-type: none"> <li>• Good communication was demonstrated with parents about program expectations.</li> <li>• Strong relationships were evident between staff and students as well as between students.</li> <li>• Attendance-taking was observed.</li> <li>• Program leadership appeared effective; organized, involved, knowledgeable.</li> <li>• Strong relationships were evident between staff and students as well as between students.</li> </ul>
Unintended program drift from the grant proposal	<b>All sites/programs</b>	<ul style="list-style-type: none"> <li>• If 21CCLC programming will not be held on Saturdays and holiday breaks as proposed, BRI recommends submitting a Program Modification to the Resource Center.</li> </ul>
	<b>Zimbrich Campus Before-School</b>	<ul style="list-style-type: none"> <li>• The before-school start time changed from 7:00 am (in the proposal) to 8:00 am. BRI recommends submitting a Program Modification form to the Resource Center.</li> </ul>
	<b>Joseph Campus After-School</b>	<ul style="list-style-type: none"> <li>• The after-school programming timing has changed and is now aligned with the High School, allowing for student participation in extra-curriculars and sports</li> </ul>

## Annual Evaluation Report (AER) Template

Quality of program links to the school day and staff	<b>Zimbrich Campus (Before-School and ELT)</b>	<ul style="list-style-type: none"> <li>• Consistent staffing model is used for ELT and before-school and after-school programs to enhance familiarity.</li> <li>• Full time scheduling of staff to include before-school and ELT (7 am- 4pm) or ELT and after-school program (9:00-5:30 pm) to encourage recruitment and a smooth incorporation into the regular school day.</li> <li>• 21CCLC students transition to the regular day during breakfast and then join students arriving for ELT.</li> </ul>
	<b>All sites/programs</b>	<ul style="list-style-type: none"> <li>• Good relationships evident between staff and students, between students, and between staff.</li> <li>• Fluid transition between English and Spanish languages was seen in all classrooms and program sites.</li> </ul>
Academic evidence	<b>Zimbrich Campus Before-School</b>	<ul style="list-style-type: none"> <li>• Staff allowed students independent time to brainstorm the process of ingredients to make butter and record it independently; teacher circulated room for questions.</li> <li>• The staff instructor reviewed the ingredient list with students and modeled proper spelling and process.</li> <li>• Students learned routine and used motor skills during dance class.</li> <li>• In the gym, students were following rules, showing skills of sportsmanship, resilience, and team building.</li> <li>• Students followed steps from video about sculpting “Among Us” characters from Play-Do. Fine motor skills were practiced.</li> </ul>
	<b>Zimbrich Campus ELT</b>	<ul style="list-style-type: none"> <li>• Academic work (Math and ELA) observed during ELT that was aligned with academic expectations for the general classroom.                             <ul style="list-style-type: none"> <li>○ ELA - Students practicing spelling and vocabulary. Handwriting and bilingual language skills were practiced as well.</li> <li>○ Math - Adding ten group numbers and counting by fives on worksheets and through an art project. Fine motor skills were simultaneously practiced.</li> </ul> </li> </ul>
	<b>Joseph Campus After-School</b>	<ul style="list-style-type: none"> <li>• Academic subjects incorporated into the after-school programming. Geometry, chemistry, analytical/research skill practice observed.</li> </ul>
Barriers to implementation and how they are being addressed	<b>Zimbrich Campus ELT</b>	<ul style="list-style-type: none"> <li>• ELT curriculum and classroom management could be enhanced; therefore, a Friday and Saturday staff retreat is being planned.</li> </ul>
	<b>Joseph Campus After-School</b>	<ul style="list-style-type: none"> <li>• The after-school program has a waitlist of students for the program.</li> </ul>
	<b>All sites/programs</b>	<ul style="list-style-type: none"> <li>• A referral bonus program for staff is being implemented.</li> <li>• A second floating leadership position is needed to allow increased flexibility in staffing and scheduling. The Program Director is actively searching for a qualified candidate.</li> <li>• To improve communication between school day teachers and 21<sup>st</sup> CCLC ELT staff, an Education Liaison (Mrs. Ashford) was hired this year.</li> </ul>

## Annual Evaluation Report (AER) Template

<b>Lessons learned</b>	<b>All sites/programs</b>	<ul style="list-style-type: none"> <li>• Scheduling staff on a full-time basis rather than part time basis to increase retention and attract qualified applicants.</li> <li>• Program administration is rolling out a referral program to help recruit additional staff members.</li> <li>• Family engagement with the program and its expectations is important.</li> <li>• When the program aligns with families' schedules, they are more likely to participate (e.g., 8am start time).</li> <li>• Positive staff culture and communication was observed at all sites. The Program Director credits common planning time, significant professional development opportunities, and group building opportunities.</li> <li>• The current staffing group has a strong grasp of positive and effective behavioral interventions and methods of communication with students.</li> <li>• Attendance and participation are improved by allowing the middle/high school students to disenroll from the program while participating in sports.</li> <li>• Alignment of the middle and high school day and programming allows for increased participation in all extracurriculars.</li> <li>• 21<sup>st</sup> CCLC leadership at EMHCS is strong and visible at all campuses and within all grade levels.</li> </ul>
<b>Recommendations</b>	<b>All sites/programs</b>	<ul style="list-style-type: none"> <li>• Although the program is making the most of their available space, it would be beneficial to have a bigger space for dancing to limit safety issues.</li> <li>• Because bussing for the before-school program is included in the proposal, if it will not be available, BRI recommends submitting a Program Modification to the Resource Center.</li> <li>• Ensure that current scheduling (i.e., start time, end time) is aligned with proposal, and if not, BRI recommends submitting a Program Modification to the Resource Center.</li> </ul>

Outcomes:

<b>Topic</b>		<b>Evidence/Notes</b>
Serving target populations	<b>All sites/programs</b>	<ul style="list-style-type: none"> <li>• Bilingual conversation was encouraged in all classrooms and activities.</li> <li>• Spanish objectives and visuals in classrooms and in hallways at all sites.</li> <li>• A showcase event will be held for families in February and include demonstrations from all grade's activities.</li> <li>• A majority of 21<sup>st</sup> CCLC staff are reflective of the student population diversity.</li> </ul>
Quality of student-teacher interactions	<b>All sites/programs</b>	<ul style="list-style-type: none"> <li>• Staff was friendly, caring and kind to students.</li> <li>• Staff genuinely cared for well-being of students, as witnessed by follow-up questions about experiences, things that happened during the day, family members, etc.</li> <li>• Staff helped students when they needed help academically and socially.</li> <li>• Staff demonstrated understanding of the developmental level of students and responded accordingly.</li> <li>• Effective and clear behavior limits and follow-through were established by staff in order to promote smooth classroom management and student attention when needed.</li> <li>• High percentage of male staff of color provides strong role models not always witnessed within school environments.</li> </ul>

## Annual Evaluation Report (AER) Template

		<ul style="list-style-type: none"> <li>Many teachers fluidly transition between English and Spanish to meet the students' needs and promote participation and understanding.</li> </ul>
Program successes	<b>All sites/programs</b>	<ul style="list-style-type: none"> <li>STEM/ dancing/ sports enrichment activities are offered.</li> <li>Students have choice of a variety of activities during before-school programming at Zimbrich St.</li> <li>Taking attendance in every activity and class.</li> <li>Good communication with parents about program expectations at drop off and pick up.</li> <li>Effective program leadership was presented. They were organized, involved, and knowledgeable.</li> <li>Strong relationship between staff and students as well as between students across all grades and programming.</li> <li>An engaged and attentive staffing team was observed.</li> <li>Staff continuity throughout the day to capitalize on the relationships formed within the program.</li> </ul>
	<b>Zimbrich Campus Before-School</b>	<ul style="list-style-type: none"> <li>Sufficient staffing for before-school program activities.</li> <li>Staff feels that having the before-school program helps with attendance during the regular school day.</li> </ul>
	<b>Joseph Campus After-School</b>	<ul style="list-style-type: none"> <li>Clearly popular programming choices for Joseph Ave after-school program</li> <li>Dis-enrollment option for students to allow greater choice and participation for students.</li> </ul>
Lessons learned	<b>Zimbrich Campus Before-School</b>	<ul style="list-style-type: none"> <li>Scheduling staff on a full-time basis rather than part-time basis.</li> <li>Rolling out a referral program to help maintain staff.</li> <li>Family engagement with the program and its expectations is important.</li> <li>When the program aligns with families' schedules, they are more likely to participate.</li> </ul>
	<b>Zimbrich Campus ELT</b>	<ul style="list-style-type: none"> <li>When needed, program staff will adjust programming to meet specific student needs in order to promote academic and social success.                             <ul style="list-style-type: none"> <li>Example: assigning primarily Spanish-speaking kindergarteners to a Spanish classroom to encourage bilingualism and academic success.</li> <li>Example: student in foster care has significant behavior issues but has formed a connection with a specific staff member(s). As needed, program leaders will place the student with that staff member to promote success and emotional well-being for the student.</li> </ul> </li> </ul>
		Program Leadership works long hours and would benefit from an additional staff member to allow for flexibility and more reasonable/smooth schedules.
Recommendations	<b>All sites/programs</b>	<ul style="list-style-type: none"> <li>As briefly discussed during the morning site visit, consider meeting with other Rochester-area 21CCLC sites to discuss successes and share ideas</li> <li>Continue including SEL-focused programming for students at all grade levels and PD for staff. While clearly incorporated within the current programming, SEL continues to be a high need for everyone.</li> </ul>



## 1c. First Site Visit | Delivery & Receipt of Report

**Briefly describe the **delivery** of the findings report.** *What form did your report take? How did you present it?*

**Briefly describe the **receipt** of the report, and, if known, the use of the information.** *How was it received? Was it shared with program staff and other stakeholders? What actions did program leaders take as a result of the information?*

*\*Client & State leadership team assist: Evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, help satisfy requirements in **SMV Section H**. This information also helps the state-level team understand more about the effective ways an evaluator presents formative findings, as well as the program leader's utilization of the feedback.*

### **Delivery:**

A Formative Findings report (the template is included as a Required Supporting Document) was created with the findings and recommendations of the initial site visit for all sites. The report was emailed to the Project Director, Data Manager, Site Coordinator, and Education Liaison on December 15, 2022. The report was also uploaded to a shared Google Drive account created by the Project Director.

### **Receipt:**

The Project Director, Data Manager, and Site Manager acknowledged receipt of the report via email. The initial site visit Formative Findings report and its recommendations were presented to the Program's Advisory Board during their January 20, 2023, meeting. The meeting was well-attended and there were no questions.

Recommendations were addressed by the Project Director and Data Manager by:

- Incorporating SEL-focused professional development for staff.
- Program Modifications were submitted, and approved, by NYSED for the shifting of program scheduling (i.e., start time, end time).

## Second Site Visit: Point of Service Quality Review

The second of the two annual visits is focused on assessing fidelity at full implementation. Observations are conducted at each program site for selected activities, attending to activity/lesson content and structure, environment/context, levels of participation, and staff's use of effective engagement and instructional strategies. Additional items of interest include the quality of interpersonal relationships, program personnel's use of inclusion and restorative practices, preparedness of staff delivering the lesson, support for staff from site leader(s), and the degree to which activities/lessons activate critical thinking, collaboration, and promote skill development. Evaluators are required to use an observation walkthrough tool; it may be inspired by the NYSED-approved Out of School Time (OST) tool, or another validated, reliable observation instrument.

*\*Client assist: As specified in **SMV Indicator D-2**, grantees are also required to conduct **program activity implementation reviews (PAIR)** two times a year. Alignment between the Evaluator's observational measure and the program's internal observational measure is not required, yet it could be useful for program leaders and evaluators to share an understanding about the look-fors/indicators of service quality to be able to combine findings and complement improvement efforts.*

### 2a. Second Site Visit | Procedure

Date(s)	Site# (use p.3 list)	Program activities observed	Methods Used across all sites
4/25/2023	1	The After-School Program for grades K-6 was observed by a pair of evaluators from 3:55pm-5:25pm. Dismissal from the regular school day, transition to the 21 <sup>st</sup> CCLC program, program activities, dinner, and dismissal to parents were observed. Observations were performed in 6 settings of 34 students (approx.) and 10 staff (approx.).	<input checked="" type="checkbox"/> Same observation method as during First Site Visit
4/25/2023	2	The After-School Program for grades 7-8 was observed by a pair of evaluators and a representative from NYSED from 2:45pm-3:45pm. Arrival to the 21 <sup>st</sup> CCLC program, snack, and a group activity was observed. Observation was performed in 1 setting of 11 students (approx.) and 2 staff (approx.).	<input checked="" type="checkbox"/> Same observation method as during First Site Visit
4/26/2023	1	The ELT program was observed by a pair of evaluators and a representative from NYSED from 11:10am-11:55am. Classroom instruction was observed in 3 settings of 55 students (approx.) and 6 staff (approx.).	<input checked="" type="checkbox"/> Same observation method as during First Site Visit

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6/15/2023	1	Student Focus Group was conducted at 9:30 am by two evaluators and attended by 8 students, grades 3-6 (two students from each grade) in the cafeteria accompanied by the Data Manager.	<input checked="" type="checkbox"/> Student Focus Group using evaluator developed protocol
00/00/202X	# from list	Title of activity	<input type="checkbox"/> Insert description of Other Method
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	

*\* Please submit a blank copy of each data collection instrument (see Required Supporting Documents, p.10)*

### 2b. Second Site Visit | Summary of Findings

**Briefly summarize the salient findings you gathered from your observation & interview(s).** *What did you see, hear, and learn about implementation and progress toward outcomes?*

*\*Client & State leadership team assist: Evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, help satisfy requirements in **SMV Section H**. This helps the state-level team understand more about the processes evaluators used to engage with their program partners/clients, what indicators of implementation efficacy and progress/growth they reviewed, and the discoveries made.*

The final site visits to two of the three sites occurred on three separate days by four different evaluators. Observations of the After-School Program and ELT program occurred in conjunction with a two-day site visit from NYSED. Observers were guided throughout the program observation by the Data Manager and were accompanied by a representative from NYSED. A pair of evaluators visited Zimbrich Campus at a later date to observe the Before-School program.

A Formative Findings Report combining all three visits was provided to the Program Administration team with the following observation summaries.

#### Implementation/Processes

Topic		Evidence/Notes
<b>Implementation fidelity to the grant proposal</b>	<b>Before-School (Zimbrich Campus)</b>	<ul style="list-style-type: none"> <li>• Students participated in arts/ sports enrichment activities.</li> <li>• Students had a choice of a variety of activities.</li> <li>• Program staff took attendance (52 in attendance in before-school program).</li> <li>• Grade level appropriate activities were offered.</li> <li>• Sufficient staffing for before-school program activities</li> <li>• Strong relationship between staff and students as well as between students (students give hugs and</li> </ul>

## Annual Evaluation Report (AER) Template

		show positive affect toward staff when entering the building).
	<b>After-School (Zimbrich Campus)</b>	<ul style="list-style-type: none"> <li>• Students are exposed to various types of activities (e.g., creating cartoon faces, creating fashion notebooks, creating an artistic mirror frame, playing ball games).</li> <li>• Attendance taking noted at each site.</li> <li>• First-aid kits are available in activity locations.</li> <li>• Hearty dinner provided (chicken patty, corn, fries, roll, milk, cheese, fruit).</li> <li>• At least 1 teacher sits at each table with the students during dinner.</li> <li>• Students dismissed to their parents in an orderly fashion during the dinner period.</li> </ul>
	<b>ELT (Zimbrich Campus)</b>	<ul style="list-style-type: none"> <li>• 1 ELT teacher and 1 support staff take over the classroom while the teacher goes on break.</li> <li>• Attendance was taken.</li> <li>• Teachers implement an academic and grade appropriate supplemental curriculum.</li> <li>• Students remain in the classroom for the transition back to the classroom teacher.</li> </ul>
	<b>After-School (Joseph Campus)</b>	<ul style="list-style-type: none"> <li>• Students gather in the cafeteria at school dismissal for a healthy snack.</li> <li>• Attendance is taken by 21<sup>st</sup> CCLC staff upon arrival (11 students in the current session).</li> <li>• An interactive activity is planned and implemented by 21<sup>st</sup> CCLC staff.</li> </ul>
Unintended program drift from the grant proposal	<b>Before-School (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• Experimenting with 8:45 am dismissal of before-school program rather than 9:00 am dismissal to allow better transition between the 21<sup>st</sup> CCLC and the regular school day for students and staff.</li> </ul>
	<b>ELT (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• Implementing a common curriculum for all ELT programming rather than leaving it up to each teacher's individual choices would increase consistency in programming quality.</li> </ul>
	<b>After-School (Zimbrich Campus and Joseph Campus)</b>	<ul style="list-style-type: none"> <li>• None noted at this time.</li> </ul>
Quality of program links to the school day and staff	<b>Before-School (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• The same staff works daily at the before-school program to enhance consistency for students and programming.</li> <li>• Full time scheduling of staff to include before-school and ELT (7:30 am- 4pm).</li> <li>• Good relationships between staff and students.</li> </ul>
	<b>After-School (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• Some daytime staff also work in the after-school program.</li> <li>• Students and staff pleasantly talk during activities.</li> <li>• Clear bonds and familiarity between staff and students.</li> <li>• Staff understand school rules and expectations and enforce compliance during programming.</li> </ul>

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	<b>ELT (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• Program staff follow classroom rules and expectations.</li> <li>• Clear familiarity and understanding between students and staff.</li> <li>• Grade-appropriate supplemental curriculum presentation by the staff with own materials and utilizing classroom resources (video screens, etc.).</li> </ul>
	<b>After-School (Joseph Campus)</b>	<ul style="list-style-type: none"> <li>• Program staff are regular day teachers at the school.</li> <li>• Continuation of school rules and expectations into programming activities.</li> <li>• Good relationships visible between staff and students.</li> </ul>
Academic evidence	<b>Before-School (Zimbrich Campus)</b>	<ul style="list-style-type: none"> <li>• Allowed students independent time to process steps of drawing rooster; teacher circulated room to check on students; fine motor skills were used for drawing.</li> <li>• Students learned the process of creating friendship bracelets and used fine motor skills to complete tasks.</li> <li>• In the gym, students were following rules, showing skills of sportsmanship, resilience, and team building.</li> <li>• Students used motor skills to build Lego sculptures.</li> <li>• These activities encourage students to learn new techniques.</li> </ul>
	<b>After-School (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• Activities have inherent academic and grade-appropriate skills (e.g., vocabulary, use of scissors, creative/artistic thinking, sharing, winning/losing games, team building).</li> </ul>
	<b>ELT (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• Current curriculum: ongoing project on solar energy and how it can be harnessed/utilized.</li> <li>• Curriculum planning evident for the course of the week includes art, science, writing, to complete each aspect.</li> </ul>
	<b>After-School (Joseph Campus)</b>	<ul style="list-style-type: none"> <li>• Activity is fun with an academic component (site word BINGO).</li> <li>• Staff challenges students with words to advance their engagement with the activity.</li> </ul>
Barriers to implementation and how they are being addressed	<b>Before and After School (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• None noted at this time.</li> </ul>
	<b>ELT (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• Lack of ELT enrollment forms/consents.                             <ul style="list-style-type: none"> <li>◦ New enrollment forms with data consents are in the process of being disseminated to families.</li> </ul> </li> <li>• New bell schedule and school hours mean only 30 mins of ELT vs 1 hr.</li> </ul>
	<b>After-School (Joseph Campus):</b>	<ul style="list-style-type: none"> <li>• Due to Spring sports, fewer students are enrolled in the program. This will naturally shift back to normal levels as sports finish for the season and students re-enroll.</li> </ul>

## Annual Evaluation Report (AER) Template

Lessons learned	<b>Before-School (Zimbrich Campus)</b>	<ul style="list-style-type: none"> <li>• Flexibility is important and can help the program run smoothly (possible dismissal time change).</li> <li>• Family engagement with and expectations of program is important because it fosters more participation and involvement.</li> <li>• When the program aligns with family's schedules, they are more likely to participate.</li> <li>• The lights in the gym are low-hanging and were hit several times during the kickball activity.</li> <li>• Oatmeal is messy at breakfast time because it is served in open bowls. Students are careful not to spill as they carry their breakfast to class.</li> <li>• Students did not engage in the dance class as expected, so the session was changed to a crafts class.</li> <li>• During the first session, some students still wore coats and carried bags. They weren't "settled in" and were distracted.</li> <li>• Students in the first session were disengaged. The activity (drawing with numbers) did not sufficiently challenge them, and some became restless.</li> </ul>
	<b>After-School (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• Students love DIY and fashion design courses.</li> <li>• Sports class continues to be popular.</li> <li>• Dinner is made by staff on site rather than purchased from a company. This has increased the quality of the food and ensured more kids eat.</li> </ul>
	<b>ELT (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• Lack of ELT enrollment forms/consents.                             <ul style="list-style-type: none"> <li>○ New enrollment forms with data consents are in the process of being disseminated to families.</li> </ul> </li> <li>• Universal curriculum design is needed to ensure consistent quality and detail.</li> </ul>
	<b>After-School (Joseph Campus):</b>	<ul style="list-style-type: none"> <li>• Staffing remains an issue and additional dedicated 21<sup>st</sup> CCLC staff are needed to avoid drawing on regular school day teachers who may lack the enthusiasm and energy for After-school programming.</li> </ul>
Recommendations	<b>Before-School (Zimbrich Campus)</b>	<ul style="list-style-type: none"> <li>• Although the program is making the most of their available space, it would be beneficial to have a bigger space for sports to limit safety issues.</li> <li>• Adjust the kickball activity to reduce the risk of balls hitting the ceiling or try different games that are better suited to the space (e.g., relay races, tag games).</li> <li>• Explore options for replacing the light fixtures in the gym with fixtures that are flat to the ceiling.</li> <li>• Continue to adjust offerings based on student response.</li> <li>• Explore options to provide instant oatmeal in closed containers at breakfast time.</li> <li>• Encourage students to "settle in" before starting the session - take off coats, bags. Gain their focus.</li> </ul>
	<b>After-School (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• Continue to provide activities students and families are interested in and respond to.</li> <li>• Consider moving activities with high technology needs (i.e., the hot glue guns for DIY club) to a room with better outlet placement and accessibility.</li> </ul>
	<b>ELT (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• Collect individual program enrollment forms from each student and implement a process for subsequent school years.</li> </ul>

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	<b>After-School (Joseph Campus):</b>	<ul style="list-style-type: none"> <li>Consider alternative programming when enrollment is low - maybe going outside or something that can easily be done with a smaller group but can be more engaging than staying in the cafeteria.</li> </ul>
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Outcomes

Topic		Evidence/Notes
Serving target populations	<b>Before-School (Zimbrich Campus)</b>	<ul style="list-style-type: none"> <li>Bilingual conversation was encouraged.</li> <li>Spanish objectives and visuals in classrooms and in hallways.</li> <li>Breakfast was available for all students.</li> <li>P.R.I.D.E. acronym posted in the school in both English and Spanish.</li> <li>Spanish-speaking teachers were observed working with ELL students.</li> </ul>
	<b>After-School (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>Bilingual conversation was spontaneous between students and staff.</li> <li>The program curriculum was grade-appropriate and culturally- relevant.</li> <li>Inclusive decorations and posters throughout the classroom space and hallways.</li> </ul>
	<b>ELT (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>All EMHCS students in the classroom are included in the activities and clearly known by the teacher and aide.</li> <li>Inclusive decorations and posters throughout the classroom space and hallways.</li> </ul>
	<b>After-School (Joseph Campus):</b>	<ul style="list-style-type: none"> <li>A large, healthy snack was provided to each student as they entered the cafeteria.</li> <li>Student art and inclusive signage throughout the hallways.</li> </ul>
Quality of student-teacher interactions	<b>Before-School (Zimbrich Campus)</b>	<ul style="list-style-type: none"> <li>Feedback from staff was friendly and caring towards students.</li> <li>Staff genuinely cared for the well-being of students (e.g., One student seemed troubled upon entering the school. A staff person pulled her aside to discuss).</li> <li>Staff helped students when they needed help.</li> <li>Staff spoke both English and Spanish with students.</li> <li>Cafeteria staff were positive and friendly with students as breakfast/dinner was being served. Students showed positive affect toward food service workers.</li> </ul>
	<b>After-School (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>Staff worked with students one-on-one to provide help and encouragement.</li> <li>Casual and fluid conversations between staff and students in Spanish and English.</li> <li>Staff clearly cares about each student's safety and ability to fully participate in the activity (I.e., using hot glue guns safely)</li> <li>Clear, effective directions and gently redirection from staff.</li> <li>Staff easily jokes and engages with students.</li> </ul>
	<b>ELT (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>Casual and fluid conversations between staff and students in Spanish and English.</li> <li>Staff moves seamlessly within the expectations and routine of the classroom.</li> <li>Staff gives responsibility to students to do attendance and help implement/hand out parts of the activity.</li> <li>All students are engaged and respectful of the staff and their leadership.</li> </ul>

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	<b>After-School (Joseph Campus):</b>	<ul style="list-style-type: none"> <li>Casual and fluid conversations between staff and students in Spanish and English.</li> <li>Lots of jokes and casual discussions between staff and students.</li> <li>Students respect the authority of the staff and generally cooperate.</li> <li>Staff refers to students by name.</li> </ul>
Program successes	<b>Before-School (Zimbrich Campus)</b>	<ul style="list-style-type: none"> <li>Arts/ sports enrichment activities_- students were highly engaged in both.</li> <li>Receptive to student interest; flexible in programming to align with student interests.</li> <li>Took attendance (52 in attendance in before-school program).</li> <li>Grade level-appropriate activities.</li> <li>Sufficient staffing for before-school program activities.</li> <li>Strong relationship between staff and students as well as between students.</li> <li>Students have options for breakfast in the morning - several options for cold cereal and one hot cereal option.</li> </ul>
	<b>After-School (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>Students highly engaged in all the types of activities offered (sports, art, design)</li> <li>Each student receives a well-rounded and healthy dinner before leaving.</li> <li>Safe and efficient pick-up procedures are in place.</li> <li>Programming is well planned, detailed, and in response to students' interests and requests.</li> <li>Academic, social, and fun activities are available for students in a safe environment.</li> <li>Staff are hired on a full-time basis to enhance retention.</li> <li>Solid relationships are evident between staff and students.</li> </ul>
	<b>ELT (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>Students have additional positive adult role models and advocates through the 21<sup>st</sup> CCLC staff.</li> <li>Complementary curriculum is offered to students to supplement regular school curriculum.</li> <li>Staff are engaged with the program and connected to the school, teachers, and students.</li> <li>Consistent staffing due to full-time status and program management support.</li> <li>Students respond well to the transition in and out of ELT and are excited to see the instructors.</li> <li>Good relationships between classroom teachers and 21<sup>st</sup> CCLC staff.</li> </ul>
	<b>After-School (Joseph Campus):</b>	<ul style="list-style-type: none"> <li>Students receive a healthy snack each afternoon and have a safe and enriching environment.</li> <li>Students have an alternative activity to sports for after-school enrichment, and students who do participate in the athletic teams are able to dis-enroll and re-enroll easily to encourage participation.</li> <li>Academic, social, and fun activity components (sight word BINGO).</li> </ul>
Lessons Learned	<b>Before-School (Zimbrich Campus)</b>	<ul style="list-style-type: none"> <li>Flexibility is important and can help the program run smoothly (possible dismissal time change)</li> <li>When the program aligns with family's schedules, they are more likely to participate.</li> <li>Students in the first session were disengaged. The activity (drawing with numbers) did not sufficiently challenge them, and some became restless.</li> </ul>
	<b>After-School (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>Some of the classrooms are not conducive to the activities being held within them (the DIY classroom).</li> <li>Not all students eat their dinners but use the time more to socialize with each other and their teachers.</li> <li>Students have strong relationships with 21<sup>st</sup> CCLC staff members</li> </ul>



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	<b>ELT (Zimbrich Campus):</b>	<ul style="list-style-type: none"> <li>• Universal curriculum and planning help to ensure quality among all classrooms and makes preparation more efficient.</li> <li>• Smooth transitions between classroom time and ELT time allow for the best use of the limited amount of ELT time available (i.e., try out technologies ahead of time to ensure easy usage).</li> </ul>
	<b>After-School (Joseph Ave):</b>	<ul style="list-style-type: none"> <li>• The ability to dis-enroll for other extra curriculums and then re-enroll in the program continues to be a strength.</li> <li>• Finding enthusiastic staff is a program priority.</li> <li>• Not all students are engaged or interested in games such as BINGO. They clearly wanted a different engagement for their activity.</li> </ul>
Recommendations	<b>Before-School (Zimbrich St)</b>	<ul style="list-style-type: none"> <li>• Ensure that activities are sufficiently challenging for students to engage in.</li> <li>• Continue to offer content in Spanish and English.</li> <li>• Continue to provide specialized support for ELL students.</li> <li>• Continue to engage students and families in decision-making about program content and schedule.</li> <li>• Continue to make meaningful connections with students.</li> </ul>
	<b>After-School (Zimbrich Street):</b>	<ul style="list-style-type: none"> <li>• Ensure each activity is held in a room appropriate to its needs.</li> <li>• Continue to offer content in Spanish and English.</li> <li>• Continue to engage students and families in decision-making about program content and schedule.</li> <li>• Continue to make meaningful connections with students.</li> </ul>
	<b>ELT (Zimbrich Street):</b>	<ul style="list-style-type: none"> <li>• Ensure any technologies or challenges within the lesson are ready before class starts if possible.</li> <li>• Get completed registration from each student.</li> <li>• Continue to offer content in Spanish and English.</li> <li>• Continue to engage students and families in decision-making about program content and schedule.</li> <li>• Continue to make meaningful connections with students.</li> <li>• Continue to collaborate with regular day teachers to ensure easy transitions.</li> </ul>
	<b>After-School (Joseph Ave):</b>	<ul style="list-style-type: none"> <li>• Hire or place program-specific staff to reduce burn out and raise enthusiasm.</li> <li>• Adjust programming to take advantage of smaller enrollment with unique activities and options that move outside the cafeteria.</li> <li>• Continue to offer content in Spanish and English.</li> <li>• Continue to engage students and families in decision-making about program content and schedule.</li> <li>• Continue to make meaningful connections with students.</li> </ul>

**Student Focus Group**

A student focus group was conducted of students enrolled in the 21<sup>st</sup> CCLC Extended Learning Time program at the Zimbrich Campus by a pair of evaluators on June 15, 2023. 8 students represented the grades 3-6<sup>th</sup> grade (2 students each from 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades) and the discussion followed the established Focus Group Protocol (see supporting documents attachment). The goal of the focus group was to determine the impact of the 21<sup>st</sup> CCLC program on students' internal competencies (self-confidence and motivation to succeed), self-esteem, positive peer relationships, social-emotional skills, and overall success. Following the student focus group, a Data Summary was created with the following observations (see Appendix D).

**Key Findings**

Student Impacts:

- Student participants report enjoying activities that allowed for repetition and practice across subjects.
- Students feel more confident when content knowledge is activated and practiced in both ELT and other school classes.
- Students feel more comfortable participating when they feel confident with the material and enjoy the tasks.
- Students learn about academic content as well as social-emotional well-being (positive peer relationships, teamwork, processing emotions, etc.)

**Conclusion:**

No matter which of the 21<sup>st</sup> CCLC programs the EMHCS students are enrolled in, the program helps them to feel more confident and motivated to participate during regular school day activities. The 21<sup>st</sup> CCLC ELT program gives students the opportunity to build positive peer relationships and to improve their social emotional awareness. The 21<sup>st</sup> CCLC program appears to foster the whole child, both academically and emotionally.

## 2c. Second Site Visit | Delivery & Receipt of Report

**Briefly describe the delivery of the findings report.** *What form did your report take? How did you present it?*

**Briefly describe the receipt of the report, and, if known, the use of the information.** *How was it received? Was it shared with program staff and other stakeholders? What actions did program leaders take as a result of the information?*

*\*Client & State leadership team assist: Evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, help satisfy requirements in **SMV Section H**. This information also helps the state-level team understand more about the effective ways an evaluator presents findings, as well as the program leader's utilization of the feedback.*

### **Delivery:**

A Formative Findings report (the template is included as a Required Supporting Document) was created with the findings and recommendations of the final site visit for all sites. The report was emailed to the Project Director and Data Manager on June 13, 2023. The report was also uploaded to a shared Google Drive account created by the Project Director. The final site visit Formative Findings report and its recommendations were presented to the Program's Advisory Board during their final meeting on June 20, 2023. The meeting was well attended and there were no questions.

The Focus Group Summary was presented at the program's Advisory Board meeting on June 20, 2023. The meeting was well-attended and there were no questions. A copy of the summary will be included in the Annual Evaluation Report delivered to the Project Director in September 2023.

### **Receipt:**

There were no questions regarding the final site visit formative findings report at the June 2023 Advisory Board meeting.

The recommendations were primarily directed towards Year 2 programming, however some were beginning to be implemented and explored, such as:

- Developing a student and family needs survey to continue creating programming reflective of the community's needs.
- Creating and collecting enrollment forms for all ELT students for Year 1. Year 2 will include an ELT enrollment form with the new school year paperwork.
- Staff recruitment is ongoing for multiple positions.

## Section III

**Conclusions & Recommendations**

*Synthesizing all the data from site visits, surveys, interviews, and other sources, please summarize the program's **successes**, **struggles/lessons learned**, and **recommendations** to integrate into next year's program implementation plan.*

*\*Client assist: Evidence of reporting is required for compliance with **SMV Indicator H-1**.*

**Successes:**

The 21<sup>st</sup> CCLC program maintains a strong presence at Eugenio María de Hostos Charter School and is an asset to the community as a bilingual academic enrichment program. Students and staff consistently report that they enjoy the program, and that academic and behavioral benefits are visible. ELT programming complements the regular school day curriculum and the 21<sup>st</sup> CCLC staff are active and known within the school. Before-school and After-school programming is robust and flexible to keep students and families engaged through the various other activities students and families are a part of (i.e. students can de-and re-enroll in the program in order to participate in a team sport).

**Struggles/Lessons Learned:**

The EMHCS program has faced a variety of challenges during Year 1. Primarily, these challenges stem from a lack of sufficient staffing and low engagement of students in grades 9-12.

- The 21<sup>st</sup> CCLC program has not been able to fully meet the proposed scope due to challenges attracting qualified staff. Adjustments have been made, including making most positions full-time and providing recruitment incentives; staffing is improving. The EMHCS program lacked an Education Liaison for the second half of Year 1 and shared a Site Coordinator across both Zimbrich and Joseph Campuses. Due to the scope of programming and differences in schedules, separate Site Coordinators are needed and being sought.
- 21<sup>st</sup> CCLC staff at Zimbrich Campus are hired by the program, while at Joseph and Kodak Campuses staff are often school-day teachers. Utilizing school-day teachers for after-school is challenging and has led to burn out, limiting the programming options that can be offered to students.
- Overall enrollment goals were not met because of a lack of ELT enrollment and consent forms. While they were developed and disseminated in Spring 2023, not enough were returned to allow all ELT participants to be counted in EZReports. Plans are in place to distribute and collect ELT enrollment forms for all Zimbrich Campus students in the beginning of Year 2.
- Low student interest in regularly scheduled after-school programming combined with a lack of sufficient staff led to no regular programming at Kodak Campus in Year 1. Student interest surveys and increased family outreach could increase the response to programming in Year 2.

**Recommendations:**

- Include ELT specific enrollment forms with all school forms in Year 2.
- Identify the barriers to students in grades 9-12 participating in more regular programming. Explore alternative scheduling, such as two days per week, or regular test prep days before finals to maintain flexibility but also establish the program within the Kodak Campus.
- The parent/guardian education sessions by IAAL are diverse and applicable, but attendance was poor. Continue outreach to families to spur interest and explore alternative options to make the courses easier to attend for busy parents (such as childcare, or during after-school program time).
- Utilize NYSED resources on bilingual curriculum and learning to supplement or support lesson planning for ELT. The NYSED Office of Bilingual Education and World Languages provides curriculum and instruction ideas and guides that may be helpful (<https://www.nysed.gov/bilingual-ed/bilingual-education-resources>).

Informed by the Annual Evaluation Report:

- Review PIs pertaining to the QSA and ensure it is offered to the community partner and parent representatives of the Advisory Board 2x per year in conjunction with the staff assessment timing.
- Review the Performance Indicator (PI) based on In-School Suspensions (ISSs). Because there is already a PI based on Behavior Referrals, perhaps the PI regarding ISSs is not necessary and could be removed.
- Explore utilizing a shared attendance strategy (such as GoogleDocs) with the community partner, IAAL, in order to track parent attendance to family events and opportunities.
- Deliver the SSOS surveys to all students grades 7-12 who participated in the 21<sup>st</sup> CCLC program rather than only those currently active as enrollment is low in the spring term due to team sport participation.

***Required Supporting Documents (please attach)***

► **Data Collection Instruments.** Please attach a blank copy of a survey, observation tool, and interview protocol utilized this past year.

*\*The AER collects a sample of the instruments evaluators used to conduct their study activities. However, programs/clients are required to keep evidence of survey results capturing students' satisfaction with programming and their perceptions of program impact (SMV Indicator H-4).*

## Section IV

**Collaboration & Utilization**

*Briefly describe the collaboration strategies you and program partners engaged in this year. What worked well? How much was evaluation (your participatory study practices, your information sharing) applied to support program functioning,\* if at all? If you could envision any improvements/enhancements to the communication, collaboration, and utilization of evaluation findings & services - what would those be? How would those improvements bring even greater benefit to your client?*

As an established client of Brockport Research Institute during round 7, the EMHCS 21<sup>st</sup> CCLC Program Management Team was welcoming and open to establishing an effective and open working relationship with the evaluator. While no standing monthly meeting was scheduled, the evaluator and program team attended regular check-ins meetings and communicated any necessary updates throughout the year. Email was the most utilized form of communication and served to convey answers to questions, share program updates, facilitate planning of upcoming evaluation or program activities, and share the status and outcomes of evaluation and program activities. When significant planning was needed, Google Meet and Zoom meetings were employed.

Moving forward, it would be ideal to have regular check-in meetings scheduled, but the flexibility, openness, and general level of communication was effective and created a straightforward evaluation of the 21<sup>st</sup> CCLC program and its outcomes.

**Optional Supporting Documents (please attach)**

- ▶ **Sample Communication Artifact** featuring formative, data-based recommendations. Please share a memo, brief, correspondence, abridged record from a meeting, etc., in which you provided your client with applicable, improvement-focused recommendations this past year.

*\*This information helps the state-level team understand more about the effective processes evaluators used to engage with their program partners/clients. Please provide your client with this communication because evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, helps satisfy program compliance requirements in **SMV Section H**.*

**Section V**

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

*Please provide your most up-to-date logic model and/or theory of change model. Consult the Logic Model Guidance document if you are still constructing your model and would like to review the standard components and basic scaffold. \*This illustration helps the state-level team see how the evaluator used client input to visually organize program activities and map those across change pathways to targeted outcomes.*

**INSERT HERE** or **ATTACH SEPARATELY**

**Year 1** - The Logic Model was reviewed at the first Advisory Board meeting. There were two Program Modifications submitted and approved for changes to the timing of the program scheduling and transportation, as well as a change in the assessments utilized in Objective 2.1-1. The Logic Model has been updated to reflect these modifications and is attached separately.

## Section VI

## Evaluation Plan &amp; End-of-Year Results Tables

Download the companion excel workbook, **AER Eval Plan & Results Tables**. Review the first two sheets with guidance and the overview of the seven tables. Input into the tables the information for the program's **performance indicators**, **how they were measured**, and **what the year-end results were**. See below for an example of table 1, Core Ed services - one of the five implementation-related 21CCLC program objectives.

## Example

**OBJECTIVE 1**

Program Implementation

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.

(A) Performance Indicator(s) (PI) of success	(B) Target Participants whose data will be gathered	(C) PI Measures data collection instruments & methods	(D) Analysis performed <i>Brief description</i>	(E) Sample Studied % of participants data was collected from <i>(if applicable)</i>	(F) Was PI Met? Yes/ Partially/ No/ Data pending	(G) Results in same metrics as PI <i>(if Partially or Data Pending briefly explain)</i>
ELA enrichment programming offered 3 hours/day, 3 days/week for 30 weeks, annually	Program Sites A and B	<ul style="list-style-type: none"> <li>▶ Program schedules</li> <li>▶ Observation w/ protocol</li> </ul>	<ul style="list-style-type: none"> <li>▶ Review of operating dates, days, and hours</li> <li>▶ Observations verify enrichment programming</li> </ul>	NA	Partially	Site A offered ELA activities for 3 hrs/day x 3 days/wk. for 30 weeks. Site B had staffing limitations and offered ELA for 2 hrs/day x 2 days/wk. for 25 weeks.
100% of participating ENL/MLL students receive integrated ENL supports	Students designated as ENL/MLL at the beginning of the academic year	<ul style="list-style-type: none"> <li>▶ Site visit observations; review of evidence of Sheltered Instruction Observation Protocol (SIOP) in lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>▶ Reviewed notes from observations of ENL/MLL afterschool classrooms to check for observational evidence of SIOP used in instruction</li> <li>▶ Reviewed lesson plans for ENL/MLL afterschool classes for evidence of SIOP methodologies</li> </ul>	100% <ul style="list-style-type: none"> <li>▶ 30 ENL/MLL students in 2 afterschool classrooms were observed and weekly lesson plans for these classrooms were reviewed</li> </ul>	Yes	100% of the ENL/MLL students in the program received integrated SIOP ENL supports
50 students will participate in a STEM class for at least 30 hours each year	All 21 <sup>st</sup> CCLC program participants	<ul style="list-style-type: none"> <li>▶ EZ Reports session attendance records</li> </ul>	<ul style="list-style-type: none"> <li>▶ Descriptive statistics analysis of EZ Reports data</li> </ul>	100%	No	35 students participated in 30 or more hours of STEM classes



## Evaluation Plan & End-of-Year Results Tables

- ▶ Use the tables in this workbook to identify the program objectives, performance indicators (PIs) of success, measurement plan, and results of your evaluation data collection and analysis for Year 1.
- ▶ Present information at the program-wide level.

*Instructions and definitions for Columns A-F:*

### The Plan

- A Performance Indicators (PI)** defined by SMART criteria (Specific, Measurable, Accomplishable, Relevant, Timebound)
- B Target Participants** whose data will be gathered (if applicable to the measure): Students, adult family members, grade levels, sub-groups [e.g. special education], specific activity participants, etc.

### The Process

- C 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..
- D Analyses:** Brief notes about how measures were used to determine whether the PI was met -- the ways you made sense of the data.
- E Sample Studied:** Response rate or % of the population data was collected from. Expressed as a percentage, this is the number of individuals for whom data/information was obtained, divided by the total targeted. This helps interpret how valid, how representative the results are.

### The Results

- F Was PI Met?** Yes / Partially / No / Data Pending
- E Results** expressed in the same metrics as the PI. \*Offer **brief explanation** in the following circumstances:
  - If Partially Met* - indicate # of sites where PI was fully met.
  - If Data Pending* - indicate when data expected.
  - If not measured or not measurable* explain why not.

<b>Implementation</b> Eval & PI Tables	<b>OBJECTIVE 1</b> 21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.
<b>1 Core Ed</b>	Sub-Objective 1.1 <b>Core educational services.</b> 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.
<b>2 Enrichment</b>	Sub-Objective 1.2 <b>Enrichment and support activities.</b> 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.
<b>3 Partnership</b>	Sub-Objective 1.3 <b>Community Involvement.</b> 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. <i>*Client assist: This table might serve as a supplemental source of evidence documenting activities to engage and communicate with families (Compliance with Indicators in SMV Section G).</i>
<b>4 Adult Services</b>	Sub-Objective 1.4 <b>Services to parents and other adult community members.</b> 100% of Centers will offer services to parents of participating children. <i>*Client assist: This table might serve as a supplemental source of evidence documenting “Adult Learning Opportunities”</i>
<b>5 Extended Hrs</b>	Sub-Objective 1.5 <b>Extended hours.</b> 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.
<b>Outcome</b> Eval & PI Tables	<b>OBJECTIVE 2</b> Participants of 21st CCLC Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
<b>6 Academic</b>	Sub-Objective 2.1 <b>Achievement.</b> Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports
<b>7 Behavior</b>	Sub-Objective 2.2 <b>Behavior.</b> 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.

Core Ed

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
Each academic year (August through July) 8-10 PD opportunities will be provided.	All program sites	Professional Development offering calendar as kept by Program Director.	A calendar and agenda summary of the PD offerings throughout the academic year was reviewed and counted.	100.0%	Yes	21st CCLC staff attended a 10-day orientation prior to the start of the academic year (Aug 22-31, 2022). The August orientation included 4 full-staff PD sessions, and 12 small group sessions such as "Anti-Bias Education", "Strength Based Language", "Classroom Management". Throughout the academic year, ELT staff were offered 9 PD Webinars and 13 in-person PD sessions between September 2022 - May 2023. All together, a total of 38 PD opportunities were provided to 21st CCLC staff throughout the year.
75% of staff will attend 75% of PD opportunities each academic year	21st CCLC program staff	PD attendance	PD attendance records of the staff for the program staff.	100.0%	Yes	100% of staff completed each required PD per their employment contract per PD documentation
75% of program staff and administrators will complete the QSA tool each time administered.	21st CCLC program staff and administrators	QSA results	The QSA response rates will be determined.	<u>February 2023</u> Response rate: TBD # of program staff & admin: TBD # of program staff & admin that completed QSA: 9 <u>June 2023</u> Response rate: TBD # of program staff & admin: TBD # of program staff & admin that completed QSA: 8	Data Pending	The QSA was administered in February 2023 and June 2023. The total number of active staff during each administration was not provided and therefore completion rates could not be calculated.

Core Ed

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
Tutoring and other academic enrichment activities will be offered 2.5 hours per week on average for 30 weeks during the school year.	Zimbrich Campus	EZReports Activity List, Internal planning topics list for ELT and Before- and After-School programs, Observations, Staff Conversations, and Curriculum review.	A review of the lists of activities entered into EZReports was complimented with onsite observations, lesson planning tools, staff interviews during the observations, and curricular reviews over email that occurred between the PD and evaluators.	100.0%	Yes	<ul style="list-style-type: none"> <li>- ELT was offered for 30 mins/day, 5x/week.</li> <li>- Before-School Programming was offered 1.25 hr/day, 5x/week.</li> <li>-After-School program was offered 1.5hrs/day, 5x/wk</li> </ul> <p>Total: 2.25 hrs of programming was offered for 30 wks in the academic year.</p>
Tutoring and other academic enrichment activities will be offered for 4 weeks of the summer program.	All program sites	Review of summer program schedules and lesson plans	Review of EZReports activity log and attendance.	100.0%	No	Per EZReports, Summer programming was offered from 7/5/2023 to 7/29/2022 from M-Th for grades 1-8 and Mon-Fri for grades 9-12. A total of 3 weeks of academic enrichment and tutoring activities were offered for all grades.

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
85% of students in the program report that the program helps them to do better in school through the annual Short-term Student Outcome Survey (SSOS)	Students grades 7- 12	The SSOS was administered to students.	Descriptive statistical analysis of survey responses.	<p><b>Response rate:</b> 33%</p> <p># targeted by PI: 21 (grades 7-8 only)</p> <p># w/data: 7</p> <p>Surveys were not administered to students in grades 9-12 due to a lack of regularly scheduled programming. Surveys will be administered to all grades in Year2.</p>	No	<p>Of the responding students, 75% responded positively to two questions addressing perceived academic impact, missing the threshold for this PI.</p> <p>The low response rate suggests that the survey sample is not representative of the relevant 21st CCLC student population.</p>

Enrichment

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
At least 30 program hours of nutrition, exercise and wellness activities will be offered to K-5 students yearly.	Zimbrich Campus Program Site	Program schedules EZReports Activity Data	Activity hours were reviewed and calculation via EZReports. General offering availability was determined by reviewing the program planning calendars.	100.0%	Yes	<p>Per EZReports, 201 "Fundamentals in Sports" club was offered during the after-school program at Zimbrich and available to students grades 3-6.</p> <p>2 of 5 week day ELT programming focused on Health &amp; Wellness and Physical Activity (respectively) for a total of 30 combined hours throughout the academic year.</p> <p>Before-School Programming included a rotating schedule of 4 activities, with one being "Physical Activity", indicating it was offered 1.25hrs/wk for a total of 37.5hrs throughout the year.</p> <p>In total, 268 hours of nutrition, exercise, and wellness activities were offered to students grades K-5.</p>
At least 30 program hours of nutrition, exercise and wellness activities will be offered to 6-8 students yearly.	Joseph Campus Program Site	Program schedules EZReports Activity Data	Activity hours were reviewed and calculation via EZReports. General offering availability was determined by reviewing the program planning calendars.	100.0%	Yes	Per EZReports, 204 hours of programming categorized as "Healthy and Active Lifestyle" (including Fitness, Dance, PE (outdoors)) was offered during the After-School program at Joseph Campus for students grades 7-8.
At least 30 program hours of nutrition, exercise and wellness activities will be offered to 9-12 students yearly.	Kodak Campus Program Site	Program schedules EZReports Activity Data	Activity hours were reviewed and calculation via EZReports. General offering availability was determined by reviewing the program planning calendars.	100.0%	Yes	Per EZReports, 76 hours of programming categorized as "Healthy and Active Lifestyle" was offered during the summer program in July 2022 to students grades 9-12 at Kodak campus. The program included activities such as a basketball clinic.

Enrichment

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
100% of regularly attending K-6 students will participate in at least one nutrition, exercise, or wellness activity each year.	Regularly attending students grades K-6	ELT, Before-School, and After-School Program schedules and curriculum	Program schedules and curriculum was reviewed for consistency of offering and compared with student attendance.	100.0%	Yes	Nutrition, exercise, or wellness activities made up at least 25% of all scheduled programming activities for the ELT and Before-School program. All students, grades K-6 participated in ELT, meaning that 100% attended at least one nutrition, exercise, or wellness activity during the year.
100% of regularly attending grades 7-8 students will participate in at least one nutrition, exercise, or wellness activity each year	Regularly attending students grades 7-8	Program attendance logs and schedules	Attendance and program schedules will be compared to ensure all students are participating in at least one activity.	100.0%	Yes	100% of regularly attending students grades 7-8 attended at least one nutrition, exercise, or wellness activity during the 2022-2023 academic year (program Year 1)
100% of regularly attending grades 9-12 students will participate in at least one nutrition, exercise, or wellness activity each year	Regularly attending students grades 9-12	Program attendance logs and schedules	Attendance and program schedules will be compared to ensure all students are participating in at least one activity.	100.0%	Yes	All regularly attending students grades 9-12 participated in summer programming which included a basketball skills camp and other nutrition, exercise, or wellness activities.
85% of students express satisfaction with nutrition, exercise, and wellness activities each academic year.	Regularly attending students grades K-6	Short-term Student Outcome Survey (SSOS) given at the end of the academic year.	Analyze SSOS survey data to determine satisfaction of activities.	Response rate: 82% # targeted by PI: 89 # w/data: 73	No	Grades K-6: 75% of students reported satisfaction with the nutrition, exercise, and wellness activities.
85% of students express satisfaction with nutrition, exercise, and wellness activities each academic year.	Regularly attending students grades 7-8	Short-term Student Outcome Survey (SSOS) given at the end of the academic year.	Analyze SSOS survey data to determine satisfaction of activities.	Response rate: 33% # targeted by PI: 21 # w/data: 7	Yes	Grades 7-8: 100% of students survey respondents reported satisfaction with the nutrition, exercise, and wellness activities.
85% of students express satisfaction with nutrition, exercise, and wellness activities each academic year.	Regularly attending students grades 9-12	Short-term Student Outcome Survey (SSOS) given at the end of the academic year.	Analyze SSOS survey data to determine satisfaction of activities.	Survey was not distributed to students grades 9-12	No	SSOS was not distributed to students grades 9-12

Enrichment

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
At least 30 hours of art and STEM activities will be offered each year to K-5 students	Zimbrich Campus Program Site	Program schedules	The program scheduled offerings will be assessed to ensure 30 hrs of STEM are being offered to participating students.	100.0%	Yes	The ELT curriculum schedule indicates that STEM was a regular enrichment focus and also that every Friday was an "artistic mash-up" activity. With a minimum of 30 minutes a week through ELT, 15 hours of art or STEM activity programming was offered. Additionally, art and STEM activity options were available during each 10-week activity session during before/after school, adding an extra 1.5 hrs of available programming per day, significantly exceeding the 30 hour total threshold.
At least 30 hours of art and STEM activities will be offered each year to 6-8 students	Joseph Campus Program Site	Program schedules	The program's scheduled offerings and the EZReports activity summary were assessed to ensure 30 hrs of art and STEM are being offered to participating students.	100.0%	Yes	Art and STEM activities were offered during the After-school program as Dance, Jewelry & Candle Making, Arts & Crafts, and Crocheting. One of these courses was offered during each 10-week activity rotation (2x/wk for 1.5 hrs each) equalling a minimum of 30 hours each session. With 10-week sessions in the year, the art and STEM offering exceeds the 30 hr threshold.
At least 30 hours of art and STEM activities will be offered each year to 9- 12 students	Kodak Campus Program Site	Program schedules will be reviewed.	The program's scheduled offerings will be assessed to ensure 30 hrs of STEM are being offered to participating students.	100.0%	Data Pending	Programming curriculum and schedule for students grades 9-12 was not available and the EZReports activity summary did not provide distinctions between activity focuses.



Enrichment

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
100% of regularly attending (min of 15 hours) students will participate in at least one arts or STEM activity each year	Regularly attending students grades K-6	Program attendance logs, schedules, and curriculum	Before- and After-school curriculum focus schedules, EZReports activity summary	N/A	Yes	All students, grades K-6 participated in the daily ELT program which included a STEM curricular focus and at least one day/week of an art activity, therefore meeting the 100% threshold.
100% of regularly attending (min of 15 hours) students will participate in at least one arts or STEM activity each year	Regularly attending students grades 7-8	Program attendance logs and schedules, EZReports activity summary	Attendance logs and activity choices will be reviewed for each student grade 7-8 with over 15hrs of program participation.	N/A	Data Pending	Not Measureable. Attendance to the different choice activities (health/wellness, STEM, career development) was not indicated in EZReports or the activity schedules provided.
100% of regularly attending (min of 15 hours) students will participate in at least one arts or STEM activity each year	Regularly attending students grades 9-12	Program attendance logs and schedules	The program scheduled offerings will be assessed to ensure 30 hrs are being offered to participating students.	N/A	Data Pending	Not Measurable. Summer programming curriculum and schedule for students grades 9-12 was not available and the EZReports activity summary did not provide distinctions between activity focuses.
85% of students express satisfaction with enrichment opportunities by survey	Regularly attending students grades K-12	SSOS as described in Obj. 1.1.	Analyze SSOS survey data to determine satisfaction of enrichment activities.	<b>Grades K-6:</b> Response rate: 82% # targeted by PI: 89 # w/data: 73 <b>Grades 7-8:</b> Response rate: 33% # targeted by PI: 21 # w/data: 7	Yes	Grades K-6: 85% of students reported satisfaction with the enrichment activities.  Grades 7-8: 100% of students reported satisfaction with the enrichment activities.

Enrichment

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
At least 20 hours in Leadership development activities and college and career development opportunities will be offered yearly to 7-12 grade students	Joseph and Kodak Campus Program Sites	Activity schedules and offerings	The EZReports activity summary for the academic year was reviewed and course hours were calculated using the master schedule of program offerings for Joseph Campus.	N/A	Yes	Per EZReports activity summary, 4 hours of college development to students grades 9-12 through a college visit. Career development opportunities were offered during each After-School programming session to students grades 7-8. Cosmetology and Barbering courses were offered for 22 hours each. The total of leadership, college, and career development opportunities was a minimum of 48 hours during the school year.
85% of students express satisfaction with leadership and college/career development opportunities annually through the SSOS	Regularly attending students grades 7- 12	SSOS as described in Obj. 1.1.	Descriptive statistical analysis of the SSOS survey.	<b>Grades 7-8:</b> Response rate: 33% # targeted by PI: 21 # w/data: 7 No data from grades 9-12	Yes	100% of students reported satisfaction with the college/career development opportunities.

Partnership

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
Quarterly Advisory Board meetings to discuss community needs in relationship to this program	Advisory Board Members	Advisory Board schedule and minutes	Review of agenda and minutes to determine that meetings were held quarterly.	N/A	Yes	4 Advisory Board meetings were held to review the status of the program. Meetings were held via zoom on November 3, 2022; January 20, 2023; June 6, 2023; and June 20, 2023.
Advisory Board includes at least one parent representative	Advisory Board Members	Advisory Board membership roster	Review of meeting roster and minutes to determine the participation and collaboration of the parent representative.	100.0%	Yes	The Advisory Board Roster included one parent representative who attended 50% of the meetings.
Advisory Board includes at least one student representative	Advisory Board Members	Advisory Board membership roster	Review of meeting roster and minutes to determine the participation and collaboration of the student representative.	100.0%	Yes	While a student did not attend the Advisory Board Meetings due to their occurrence during school hours, their input was sought prior to meetings and shared by the Program Director.
Community partner attends each quarterly Advisory Board meeting	Community Partner (Ibero-American Action League, IAAL) representative	Advisory Board membership attendance	Review of meeting roster and minutes to determine the participation and collaboration of the IAAL representative.	100.0%	Yes	The Director of Family and Community Engagement was a standing member of the Advisory Board and was included on each agenda to provide program updates to the entire board.
The Community Partner will commit to the 21st CCLC program for five years	Community Partner (Ibero-American Action League, IAAL) administration	Partnership agreements	Review of partner MOUS to determine ongoing attendance and commitment to 21st CCLC program.	100.0%	Yes	Per documentation from the PD and the Yr 1 MOU, and the Round 7 grant term partnership, the community partner, IAAL is committed to collaborating with the 21st CCLC program.
The Community Partner will participate in the QSA process 2X per year	Community Partner (Ibero-American Action League, IAAL) administration	QSA participation and results	Biannual review of QSA results to determine the participation rate for the Community partner.	N/A	No	Community partners were not offered the QSA in Year 1
Parent representatives participate in the QSA process 2X per year	Parents of students participating in 21st CCLC programming	QSA participation and results	Biannual review of QSA results to determine the participation rate of parents	N/A	No	Parents were not offered the QSA in Year 1.

Adult Services

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
EMHCS (via program partner IAAL) will offer at least 15 hours of social and learning opportunities for parents and community members annually	All program and community partner sites	Family education schedule	Program Director shared a programming schedule which was reviewed to determine opportunities provided annually.	100.0%	Yes	IAAL offered a 13-week basic computer skills course (26 total hrs), a 13-week Digital Skills for Life course (26 total hrs) for a total of 52 hours offered.
At least 30 unique parents will participate in at least one parent activity each year	Parents of participating students	Family activity attendance	Parent attendance logs for the one-time and shorter term programs were provided and reviewed for attendance.	N/A	Data Pending	Attendance data from the two computer skills courses is pending from the community partner.  Attendance from the other family programming indicate a total of 6 unique parent participants.
EMHCS and IAAL will offer at least 15 hours of educational coursework for parents per school year	All program sites	Family education schedule	The Program Director shared the fliers for all parent programs offered by the community partner during the academic year. Evaluators reviewed the dates and topics and calculated the total number of hours that were offered.	100.0%	Yes	IAAL offered a total of 12 parent program hours focused solely on parenting and the EMHCS community as well as two Digital Skills courses for a total of <b>26 total hours</b> : 1) Kick-off meet & greet (1 hr) 2) Parent Leadership Training course (4 weeks for 8 total hrs) 3) Bullying Interventions & Strategies workshop (2 hrs) 4) Evening chat with the program site CEO (1 hr) 5) 2 Digital Skills courses to enhance parent employment (26 hours each)

Extended Hours

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
100% of sites will meet/exceed the 90 hours per year requirement	All program sites	Program schedules from each site	An EZReport activity summary was created for all Yr 1 activities. Each site's scheduled hours across all activities were calculated to determine their total hours.	100.0%	Yes	<p><b>Zimbrich Campus:</b>            Summer program = 315 hrs            ELT = 86.5 hrs per grade            Before-School = 264 hrs            After-School = 201 hrs            Saturday-School = 25 hrs  <i>Total = 891.5 hrs</i></p> <p><b>Joseph Campus:</b>  <i>After-School = 204 hrs</i></p> <p><b>Kodak Campus:</b>            Summer program = 76 hrs            School-year program = 24 hrs  <i>Total = 100 hrs</i></p>
85% of K-6 program participant students will participate at least 90 program hours per year	Students in grades K-6 that are registered for the 21st CCLC program.	EZReports attendance records	The number of students in grades K-6 with 90 or more hours of 21st CCLC program participation is compared to the total number of registered students to calculate a percentage.	639 students in grades K-6 that were registered for 21st CCLC	No	22% (138 of 639) of students in grades K-6 participated in over 90 program hours.
70% of Grades 7-8 program participant students will attend at least 45 program hours per year	Students in grades 7-8 that are registered for the 21st CCLC program.	EZReports attendance records	The number of students in grades 7-8 with 45 or more hours of 21st CCLC program participation is compared to the total number of registered students to calculate a percentage.	48 students in grades 7-8 that were registered for 21st CCLC	No	40% (19 of 48) of students in grades 7-8 participated in over 45 program hours.

Extended Hours

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
50% of Grades 9-12 program participant students will attend at least 15 hours per year	Students in grades 9-12 that are registered for the 21st CCLC program.	EZReports attendance records	The number of students in grades 9-12 with 15 or more hours of 21st CCLC program participation is compared to the total number of registered students to calculate a percentage.	39 students in grades 9-12 that were registered for 21st CCLC	No	33% (19 of 39) of students in grades 9-12 participated for over 15 program hours held.

Academic

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied <i>if applicable</i>   <i>E.g., Response rate, etc.</i>	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
65% of regularly participating students K-3 will demonstrate growth in reading/language arts on benchmarking assessments	Regularly participating students grades K-3	K-3 FastBridge reading/language arts benchmark scores.	FastBridge reading/language arts scores for regularly participating students grades K-3 will be compared Fall to Spring to assess academic growth.	<b>Response Rate: 60%</b> Target # of students: 357 # w/ data: 213 # w/ incomplete data: 26 # w/ no data: 118	Yes	79% (n=168) students demonstrated positive growth on the aReading Fastbridge benchmarking assessment.
65% of regularly participating students grades 4-8 will demonstrate growth in reading/language arts on benchmarking assessments	Regularly participating students grades 4-8	4-8 FastBridge reading/language arts benchmark scores.	FastBridge reading/language arts scores for regularly participating students grades 4-8 will be compared Fall to Spring to assess academic growth.	<b>Response Rate: 60%</b> Target # of students: 296 # w/ data: 178 # w/ incomplete data: 26 # w/ no data: 92	Yes	81% (n=145) students demonstrated positive growth on the aReading Fastbridge benchmarking assessment.
65% of regularly participating students K-3 demonstrate growth in math on benchmarking assessments	Regularly participating students grades K-3	K-3 FastBridge aMath benchmark scores.	FastBridge aMath scores for regularly participating students (with both Fall and Spring assessment scores) grades K-3 were compared between Fall 2022 and Spring 2023.	<b>Response Rate: 57%</b> Target # of students: 357 # w/ data: 202 # w/ incomplete data: 47 # w/ no data: 108	Yes	81% (n=163) students demonstrated positive growth on the aMath Fastbridge benchmarking assessment.
65% of regularly participating students 4-8 demonstrate growth in math on benchmarking assessments	Regularly participating students grades 4-8	4-8 FastBridge math benchmark scores.	FastBridge aMath scores for regularly participating students (with both Fall and Spring assessment scores) grades 4-8 were compared between Fall 2022 and Spring 2023.	<b>Response Rate: 61%</b> Target # of students: 296 # w/ data: 181 # w/ incomplete data: 28 # w/ no data: 87	Yes	81% (n=147) students demonstrated positive growth on the aMath Fastbridge benchmarking assessment.
65% of regularly participating students in grades 7-8 and 10-12 with a prior-year unweighted GPA less than 3.0 will demonstrate an improved GPA compared to the previous year.	Regularly participating students grades 7-8 and 10-12 with a prior-year unweighted GPA less than 3.0	Unweighted GPA from prior and current years	Student GPAs will be compared annually to assess improvement.	N/A	Data Pending	Program Director requested an extension for submitting the GPA collection spreadsheet required by NYSED.
80% of regularly participating students grades K-6 indicate 21st CCLC helped them try harder in school compared to the previous year	Regularly participating students grades K-6	Modified SSOS (per 1.1-2)	Responses from students grades K-6 indicating that the program helped them try harder in school will be assessed annually.	<b>Response rate: 82%</b> # targeted by PI: 89 # w/data: 73	No	77% (n= 55) of responding students reported positively to the question assessing if their participation in the 21st CCLC program helped them to try harder in school.

Academic

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied <i>if applicable</i>   <i>E.g., Response rate, etc.</i>	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
80% of regularly participating students grades 7-8 indicate 21st CCLC helped them try harder in school compared to the previous year	Regularly participating students grades 7- 8	SSOS (per 1.1-2)	Responses from students grades 7-8 indicating that the program helped them try harder in school will be assessed annually.	<b>Response rate:</b> 33% <b># targeted by PI:</b> 21 <b># w/data:</b> 7	No	75% (n=6) of responding students reported positively to the question assessing if their participation in the 21st CCLC program helped them to try harder in school.  The low response rate suggests that the survey sample is not representative of the targeted 21st CCLC student population.
21st CCLC teachers/aides provide their perspectives on student academic and behavioral improvement	21st CCLC Teachers/aids of regularly participating students	Evaluator developed Staff Survey results	Descriptive statistical analysis of an evaluator-developed teacher survey.	Response rate: 60% <b># targeted:</b> 20 <b># w/data:</b> 12	Yes	A majority of the teachers surveyed responded to questions on academic performance and behavioral changes of 21st CCLC participating students.  <b>Observed academic performance improvement:</b> 83% (n=10) responded positively while 17% (n=2) responded that they did not see academic improvement.  <b>Observed behavioral improvement:</b> 83% (n= 10) responded positively while 17% (n= 2) responded that they did not see academic improvement.



Behavior

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
65% of regularly participating students grades 7-8 will report a decrease in high-risk behaviors	Regularly participating students grades 7-8	SSOS	Responses from students grades 7-8 self-reporting on two multi-level questions on their high-risk behaviors (positive behaviors and healthy life choices) were aggregated to create a comprehensive response.	Response rate: 33% # targeted by PI: 21 # w/data: 7	No	52% of students responded that participation in the 21st CCLC program positively impacted their high-risk behaviors.  The low response rate suggests that the survey sample is not representative of the targeted 21st CCLC student population.
65% of regularly participating students grades 9-12 will report a decrease in high-risk behaviors	Regularly participating students grades 9-12	SSOS	Responses from students grades 9- 12 self-reporting a decrease in high risk behaviors will be assessed annually.	N/A	No	Not Measurable.  Survey was not distributed to students grades 9-12.
50% of regularly participating students K-6 will report increased internal competencies (e.g., self-confidence and motivation to succeed)	Regularly participating students grades K-6	Modified SSOS	Descriptive statistical analysis of the Modified SSOS.	Response rate: 82% # targeted by PI: 89 # w/data: 73	Yes	77% of students reported positive gains in internal competencies.
50% of regularly participating students grades 7-8 will report increased internal competencies (e.g., self-confidence and motivation to succeed)	Regularly participating students grades 7-8	SSOS	Descriptive statistical analysis of the SSOS.	Response rate: 33% # targeted by PI: 21 # w/data: 7	Yes	60% of students reported positive gains in internal competencies.
50% of regularly participating students grades 9-12 will report increased internal competencies (e.g., self-confidence and motivation to succeed)	Regularly participating students grades 9-12	SSOS	Descriptive statistical analysis of the SSOS.	Descriptive statistical analysis of the SSOS.	No	Not Measurable. Survey was not distributed to students grades 9-12.

Behavior

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
Regularly participating students provide their perspective on ways the program builds self-esteem, positive peer relationships, and social emotional skills	Regularly participating students grades 3-6 and 7-12	Annual student focus groups in spring semester conducted by Evaluators (one for grades 3-6 and one for grades 7-12)	Responses gathered from student focus group discussions on the program's effect on self-esteem, positive peer relationships, and SEL skills will be reviewed and collected qualitatively.	8 students, grades 3-6, participated in an Evaluator-led focus group.  No focus group was held for students grades 7-12.	Partial	Evaluators asked four questions intended to invoke discussion and student perspectives on how the 21st CCLC program helped to build students' self-esteem, positive peer relationships, and SEL skills.
50% of regularly participating students 1-5 who had a school-day attendance rate $\leq$ 90% in the prior school year will demonstrate an improved attendance rate in the current school year	Regularly participating students in grades 1-5 with attendance rate at or below 90%	Student school-day attendance data from previous and current years will be reviewed	Evaluator compared aggregated daily attendance data provided by the Program Director for participating students and compared attendance rates in 2021-2022 and 2022-2023.	306 students in grades 1-5 with at least 15 hours of 21st CCLC program participation	Yes	# of Students at or below 90% attendance in 2021-2022: 306  # of students with improved attendance rates in 2022-2023: 254  <b>Total % with improved attendance rates: 83%</b>
50% of regularly participating students 7-8 who had a school-day attendance rate $\leq$ 90% in the prior school year will demonstrate an improved attendance rate in the current school year	Regularly participating students in grades 7-8 with attendance rate at or below 90%	Student school-day attendance data from previous and current years will be reviewed	Evaluator compared aggregated daily attendance data provided by the Program Director for participating students and compared attendance rates in 2021-2022 and 2022-2023.	13 students in grades 7-8 with at least 15 hours of 21st CCLC program participation	Yes	# of Students at or below 90% attendance in 2021-2022: 13  # of students with improved attendance rates in 2022-2023: 8  <b>Total % with improved attendance rates: 62%</b>
50% of regularly participating students 9-12 who had a school-day attendance rate $\leq$ 90% in the prior school year will demonstrate an improved attendance rate in the current school year	Regularly participating students in grades 9-12 with attendance rate at or below 90%	Student school-day attendance data from previous and current years will be reviewed	Evaluator compared aggregated daily attendance data provided by the Program Director for participating students and compared attendance rates in 2021-2022 and 2022-2023.	3 students in grades 9-12 with at least 15 hours of 21st CCLC program participation	Yes	# of Students at or below 90% attendance in 2021-2022: 3  # of students with improved attendance rates in 2022-2023: 1  <b>Total % with improved attendance rates: 100%</b>

Behavior

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
50% of regularly participating students in grades 1-6 with at least one in-school suspension (ISS) the previous year will experience a decrease in in-school suspensions in the current year	Regularly participating students in grades 1- 6 with in-school suspension(s) in 2021-2022 school year	ISS data from previous and current years taken from SchoolTool reports	A behavior referral report was reviewed and tabulated for students in grades 1-6 with at least 15 hours of 21st CCLC program participation.	N/A	No	Not Measurable. Per Project Director, EMHCS does not currently maintain records denoting the quantity or duration of ISS.
50% of regularly participating students in grades 7-8 with at least one in-school suspension (ISS) the previous year will experience a decrease in in-school suspensions in the current year	Regularly participating students in grades 7-8 with in-school suspension(s) in 2021-2022 school year	ISS data from previous and current years taken from SchoolTool reports	A behavior referral report was reviewed and tabulated for students in grades 7-8 with at least 15 hours of 21st CCLC program participation.	N/A	No	Not Measurable. Per Project Director, EMHCS does not currently maintain records denoting the quantity or duration of ISS.
50% of regularly participating students in grades 9-12 with at least one in-school suspension (ISS) the previous year will experience a decrease in in-school suspensions in the current year	Regularly participating students grades 9-12 with in-school suspension(s) in 2021-2022 school year	ISS data from previous and current years taken from SchoolTool reports	A behavior referral report was reviewed and tabulated for students in grades 9-12 with at least 15 hours of 21st CCLC program participation.	N/A	No	Not Measurable. Per Project Director, EMHCS does not currently maintain records denoting the quantity or duration of ISS.
Classroom behaviors for 50% of regularly participating K-6 students will improve from fall to spring, in those that needed to improve	Regularly participating students grades K-6 with behavior referrals from 2021-2022	Disciplinary referral data from previous and current years taken from SchoolTool reports	Program Director or data manager will provide disciplinary referral data of participating students grades K-5 to evaluators for assessment and comparison annually.	Considered students: 19	Yes	63% (n= 12) of students grades K-6 who had at least 1 disciplinary referral in Fall 2022 had fewer referrals in Spring 2023, indicating an improvement in classroom behavior.
Classroom behaviors for 50% of regularly participating grades 7-8 students will improve from fall to spring, in those that needed to improve	Regularly participating students in grades 7- 8 with behavior referrals from 2021-2022	Disciplinary referral data from previous and current years taken from SchoolTool	Program Director or data manager will provide disciplinary referral data of participating students grades 6-8 to evaluators for assessment and comparison annually.	Considered students: 16	No	31% (n=5) of students grades 7-8 who had at least 1 disciplinary referral in Fall 2022 had fewer referrals in Spring 2023, indicating an improvement in classroom behavior.

Behavior

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures   Data collection instruments & methods	Analysis briefly describing the process used for making sense of the data	Sample Studied if applicable   E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
Classroom behaviors for 50% of regularly participating grades 9-12 students will improve from fall to spring, in those that needed to improve	Regularly participating students in grades 9- 12 with behavior referrals from 2021-2022	Disciplinary referral data from previous and current years taken from SchoolTool	Program Director or data manager will provide disciplinary referral data of participating students grades 9-12 to evaluators for assessment and comparison annually.	Considered students: 1	No	No student grades 9-12 who had at least 1 disciplinary referral in Fall 2022 had fewer referrals in Spring 2023, indicating an improvement in classroom behavior.
50% of regularly participating grades K–6 students will improve in teacher-reported engagement in learning	Regularly participating students in grades K- 6	Classroom teacher survey required by NYSED that is administered through EXReports	Descriptive statistical analysis of EZReports Teacher survey.	<b>55% response rate</b> <b>Target:</b> 468 students <b>Actual:</b> 256 student surveys (from 17 teachers)	Yes	Teachers reported that <b>66%</b> of 21st CLCC participating students improved in their classroom engagement between Fall 2022 and Spring 2023.
100% of students in grades 3-6 who participate in the focus groups can identify at least one way the program helped them to be successful academically, socially, or emotionally	21st CCLC registered students grades 3-6 participating in a focus group	Annual student focus groups in spring semester conducted by evaluators (one for grades 3-6 and one for grades 7-12)	Responses to focus group questions were analyzed to establish that all participants have identified a way the program has helped them be more successful.	8 students, grades 3-6, participated in an Evaluator-led focus group.	Yes	All students grades 3-6 were able to identify ways and participate in a conversation on how the 21st CCLC program helped them to be successful academically, socially, and improve their SEL skills.
100% of students in grades 7-12 who participate in the focus groups can identify at least one way the program helped them to be successful academically, socially, or emotionally	21st CCLC registered students grades 7-12 participating in a focus group	Annual focus group for students grade 7-12 in spring semester conducted by evaluators (one for grades 3-6 and one for grades 7-12)	Responses to focus group questions were analyzed (quantitatively and qualitatively) to establish that all participants have identified a way the program has helped them be more successful.	No focus group was held for students grades 7-12.	No	Due to scheduling conflicts, a focus group was not facilitated for students in grades 7-12 in Year 1. One will be scheduled for Year 2.

## **EMHCS - 21<sup>st</sup> Century Community Learning Center Program Theory of Change**

A program of bilingual academic enrichment, youth development, career/college prep, and adult education and enrichment provides opportunities through tutoring, enrichment activities, parent workshops, and leadership opportunities for the students and families of Eugenio Maria de Hostos Charter School (EMHCS). There are limited after school programs within the city of Rochester for economically disadvantaged and minority families to utilize, and none that are bilingual or accessible to the high Hispanic/Latinx population. The EMHCS program is focused on academic enrichment and productive and safe out-of-school activities (drumming, yoga, debate club, dance, etc) for students throughout the school year, and during summer break. Adult education is provided by IAAL who will conduct bilingual workshops during weekends for parents/caregivers on parenting techniques (communication and engagement with their child and their child's academics), financial literacy, academic enrichment, and life skills. Students who participate in the program will demonstrate academic gains on state exams, increased self-confidence and leadership skills, and decreased absences and disciplinary action at school.

**EMHCS - 21<sup>st</sup> Century Community Learning Center Program Logic Model**

**DRAFT 10-30-22**

<b>Resources</b>	<b>Activities</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Impact</b>
<i>Necessary to complete activities</i>	<i>Program actions</i>	<i>Evidence of service delivery</i>	<i>Short-term changes (Program Indicators)</i>	<i>Long-term changes.</i>
<p><u>Advisory Group:</u> Program Director, Education Liaison, Site Coordinator, IAAL Director of Youth Services, EMHCS administrative team, parent representative, student representative, staff representative</p> <p><u>EMHCS:</u> Teachers, support staff, school buildings, grounds, RCSD contracted busing, cafeterias, books, supplies, and other district resources</p> <p><u>Students, Family Members &amp; Caregivers:</u> 705 students grades K-12 from 3 campuses (Zimbrich Campus K-6, Joseph Ave 7-8, State St 9-12)</p> <p><u>Community Partners:</u> Ibero-American Action League (IAAL)</p> <p><u>Funding:</u> 21<sup>st</sup> CLCC Grant funding, Child and Adult Care Food Program (meals), E-Rate (technology activities)</p> <p><u>IAAL providing:</u> Training materials, marketing services, access to IAAL facilitates and programming.</p>	<p>Professional Development opportunities for staff</p> <p>Academic enrichment programming, tutoring (K-12) and Regents prep (Gr 7-12) through before/after school and 4 weeks in the summer</p> <p>Wellness activities such as: healthy cooking, yoga, games/sports, Zumba, martial arts, fitness &amp; sports training</p> <p>Arts and STEM enrichment (theatre, musicals, dance, Soap Box Derby, coding, computer skills, arts &amp; crafts, drumming)</p> <p>Leadership and college/career development (Gr 7-12) such as: Junior Achievement, student council, debate club, college/career prep)</p> <p>Drug and violence prevention, anti-bullying activities, and character education</p> <p>Educational/Employment enrichment and parenting classes for parents.</p> <p>Advisory Board meeting includes at least one parent and student representative</p>	<p>8-10 PD opportunities per year</p> <p>Extended hrs: Gr K-6 (3hrs/day during school year, 5hr/day for 20 days during summer.</p> <p><b>K-12:</b> -Tutoring 2.5 hrs/wk school yr and 4 wk/summer -30 hrs wellness activities/yr - 30 hrs art&amp;STEM activities/yr</p> <p><b>Gr 7-12:</b> ≥20 hrs of career/leadership development</p> <p><b>Caregivers:</b> - 15 hrs of educ/employment/well-being enrichment/yr - 15 hrs of parenting classes/yr</p> <p>Quarterly Advisory Board meetings</p> <p>3 Teacher interviews annually/building</p> <p>Annual Student focus groups and surveys (Spring Semester)</p> <p>Community partner attends each quarterly Advisory Board meeting</p>	<p>75% of staff will attend 75% of PD per year</p> <p>100% of sites will meet/exceed 90 hrs/yr 85% of K-6 will participate in ≥90 hrs/yr 70% of Gr 7-8 will participate in ≥45 hrs/yr 50% of Gr 9-12 will participate in ≥ 15 hrs/yr</p> <p>65% of K-8 will demonstrate growth in reading/language arts and math on benchmark assessments (K-3) or state assessments (4-8) 65% of Gr 9-12 with a prior-year unweighted GPA less than 3.0 will improve</p> <p>80% students indicate 21st CCLC helped them try harder in school 65% of students 5-12 will report a decrease in high-risk behaviors 50% of students K-12 will report increased internal competencies (e.g., self-confidence and motivation to succeed) 85% of students will express satisfaction with the career/leadership opportunities 85% of students (Gr 7-12) will report Regents prep helped their test performance</p> <p>100% of K-12 will participate in ≥ 1 wellness activity &amp; 85% will express satisfaction in it 100% of students K-12 will participate in ≥1 art or STEM activity &amp; 85% will express satisfaction in it</p> <p>50% of students who had a school-day attendance rate ≤ 90% will improve 50% of students Gr 1-12 with at least one in-school suspension the previous year will decrease K-12 students needing behavior improvement will 50% of Grades 1–12 students will improve in teacher-reported engagement in learning</p> <p>≥30 unique parents will participate in ≥1 educ/employment enrichment activity/yr</p>	<p>ELA, Math, &amp; Science NYS exam scores will rise for participating students</p> <p>Increase school attendance and decrease disciplinary actions or other adverse behaviors</p> <p>Productive, accessible, safe, and culturally relevant childcare/activities for urban families</p> <p>Improve student engagement and self-responsibility for health &amp; wellness and increased self-esteem, self-confidence, and motivation to succeed</p> <p>Strengthening family/parent connection &amp; participation in school &amp; student's academic success</p> <p>Parents will gain educational/employment and parenting skills</p> <p>Families become more invested and prepared for student's academic future</p> <p>Families gain confidence as bilingual citizens</p>

Note: Missing is any reference to QSA for example, *The NYS Network for Your Success Quality Self-Assessment (QSA) tool will be administered twice yearly to 21<sup>st</sup> CCLC parents, students, and staff.*

## Appendix A Student Survey: Grades K-6

### ***Description***

The Grades K-6 Student Survey is based on the Short-term Student Outcomes Survey (SSOS) contained in New York State's 21<sup>st</sup> Century Learning Centers Evaluation Manual. Because that survey was designed for students in grades 4-12, evaluators at Brockport Research Institute developed an abbreviated version. The SSOS was administered to students at Joseph Campus (grades 7-8) and a discussion is included in **Appendix B**. The abbreviated version for students at the Zimbrich Campus (grades K-6) contains one or two questions from each of the eight original SSOS outcome categories.

<b>Outcome Categories</b>	<b>Question Numbers</b>
Academic	1
Community Involvement	2
Life skills	3
Positive Core Values	4 & 5
Positive Life Choices	6
Sense of Self	7
Sense of Future	8-10
Opportunity	11 & 12

The survey concludes with three satisfaction questions and an open-ended response for any additional comments and feedback.

There are five Performance Indicators (PIs) that use the survey as a measure. All five PIs are required by the Site Monitoring Visit Indicator H-4a in order to solicit student feedback on perceived academic impact and satisfaction of the program:

- Perceived Academic Impact
  1. 85% of students in the program will report that the program helps them to do better in school.
  2. 80% of students in grades K-6 will indicate that 21<sup>st</sup> CCLC helped them try harder in school compared to the previous year.
- Satisfaction
  3. 85% of students will express satisfaction with nutrition, exercise, and wellness activities each academic year.
  4. 85% or more students will express satisfaction with the enrichment opportunities.
- Internal Competencies:
  5. 50% of students will report increased internal competencies (e.g., self-confidence and motivation to succeed).

**Survey Administration**

The survey was configured in Qualtrics and administered online to those students whose parent/guardians had given consent and were actively enrolled in the 21<sup>st</sup> CCLC Before or After-School program at Zimbrich Campus. Due to the lack of specific parental consent, the student survey does not include students who participated in the Extended Learning Time (ELT) program alone. Completed surveys were reviewed to ensure only those students with given consent were included. The students were informed by the program staff and the consent page that their answers would be kept confidential, they could skip any questions, there were no right or wrong answers, their answers would not affect their participation in the 21<sup>st</sup> CCLC program, and a summary would be shared to improve 21<sup>st</sup> CCLC programming at EMHCS. Students could decline to take the survey and an adult was allowed to read questions to those students having difficulty. The survey text could be read in either English and Spanish to maximize the response rate from Spanish-speaking students as EMHCS is a bilingual school. The survey was modified using emoji options along with the words for their answers of “Yes”, “Kind of”, “No” and “I was already doing fine” in order to aid non-readers in completing the survey.

The following Table 1 shows the modified SSOS response summary. A total of 73 students responded with a response rate of 82%.

**Table 1. Grades K-6 Student Survey Response Summary**

Site	Administration Dates	# of Survey Responses	# of Students in Target Population <sup>1</sup>	Response Rate (%) <sup>2</sup>
Before-School Only	June 7-8, 2023	32	46	70%
After-School Only	June 6-8, 2023	27	32	84%
BOTH Before and After-School	June 6-8, 2023	14	11 <sup>3</sup>	127%
<b>TOTAL</b>	<b>N/A</b>	<b>73</b>	<b>89</b>	<b>82%</b>

<sup>1</sup> The target population is those students currently enrolled in each session of the 21<sup>st</sup> CCLC program

<sup>2</sup> Response rate (%) = 100 x (# of survey responses) / (# of students in the target population)

<sup>3</sup> It is assumed that some students may have misunderstood the question and misidentified their program participation.

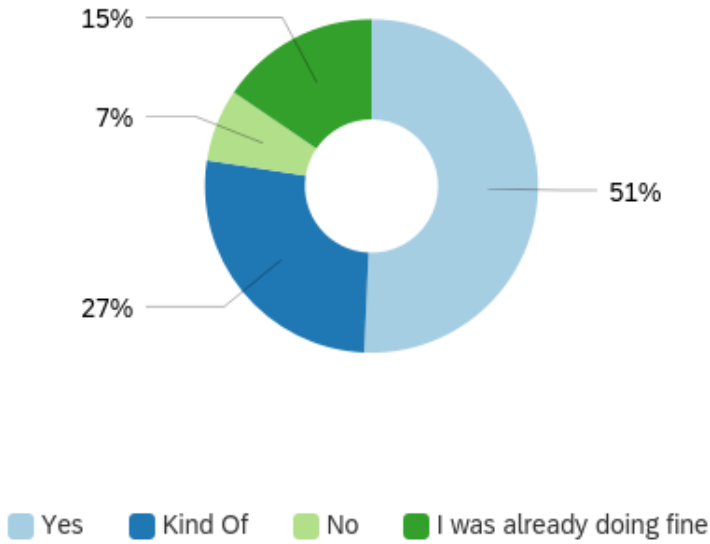
**Survey Results**

The survey results are shown in the following graphs which are grouped by the eight outcome categories. Responses were combined for students enrolled in the Before-School only, After-School only, and both Before-and After-School program populations.



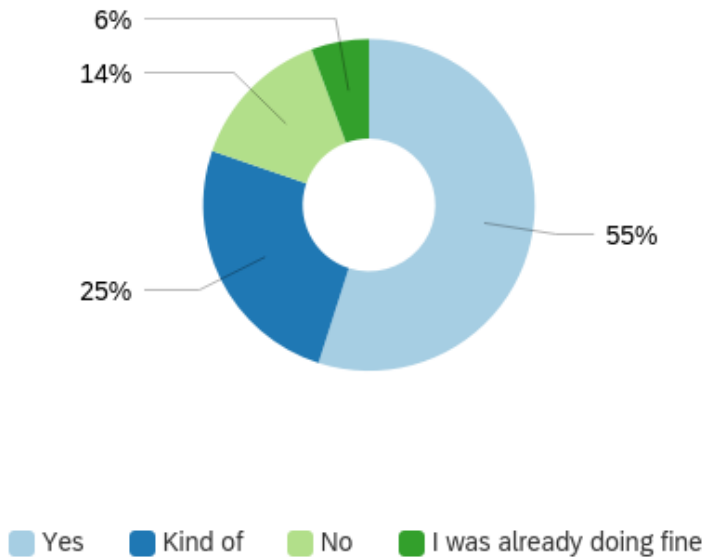
**Academic:**

1. Coming to the 21st CCLC program has helped me to do better in school.



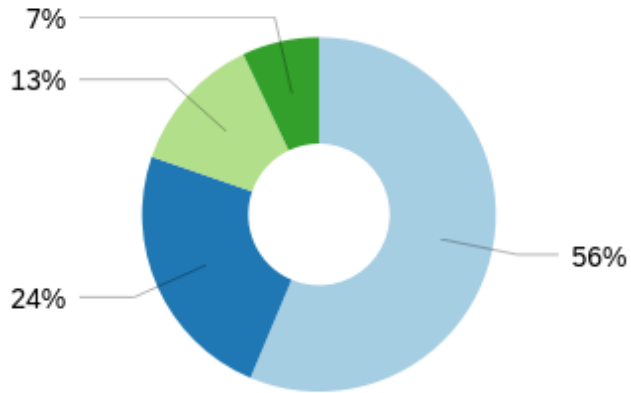
**Community Involvement:**

2. Coming to the 21st CCLC program has helped me to feel more important to my community.



**Life Skills:**

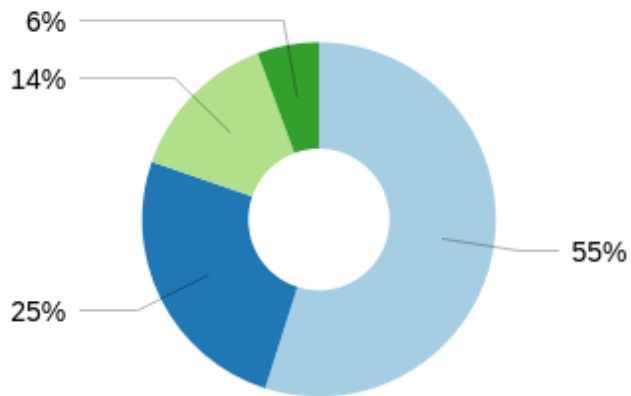
3. Coming to the 21st CCLC program has helped me to be better at making friends.



■ Yes ■ Kind of ■ No ■ I was already doing fine

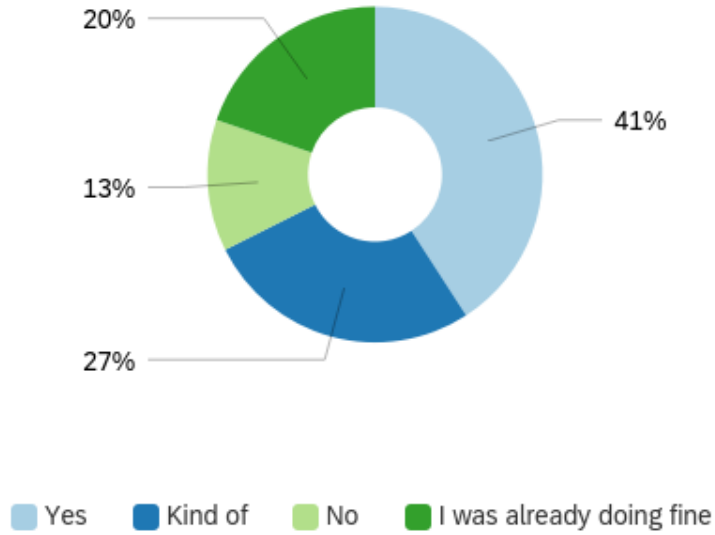
**Positive Core Values: (Questions 4 & 5)**

4. Coming to the 21st CCLC program has helped me to care more about others.



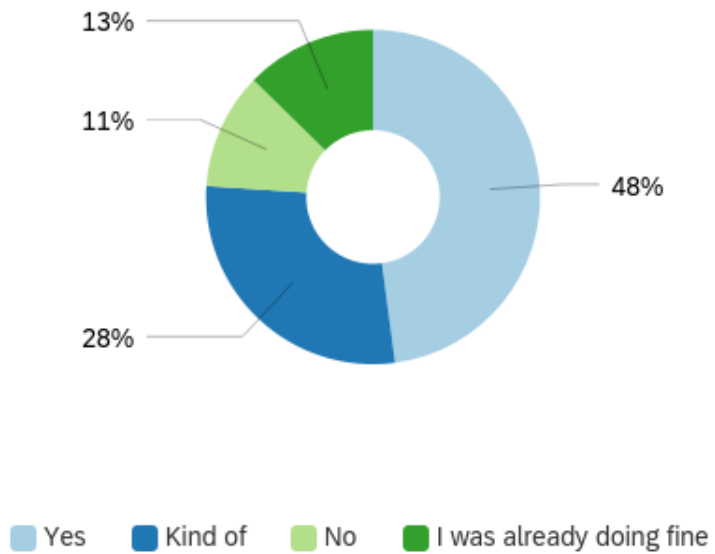
■ Yes ■ Kind of ■ No ■ I was already doing fine

5. Coming to the 21st CCLC program has helped me to tell the truth more often.



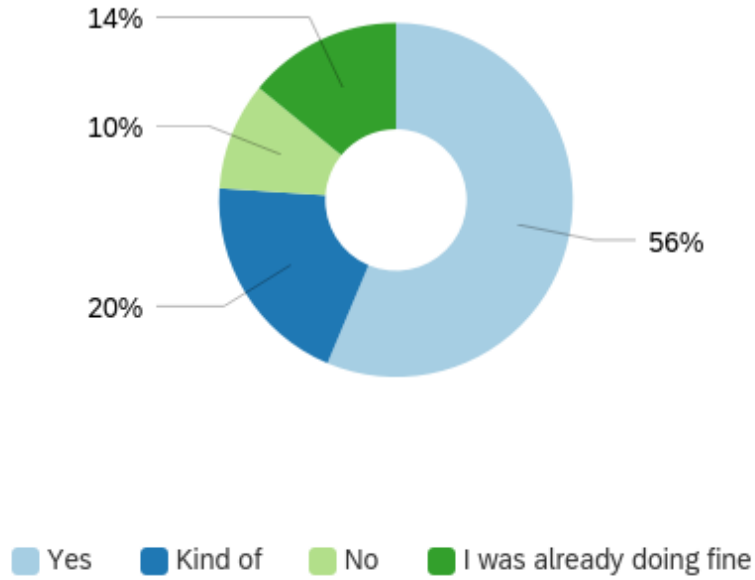
**Positive Life Choices:**

6. Coming to the 21st CCLC program has helped me to stay out of trouble.



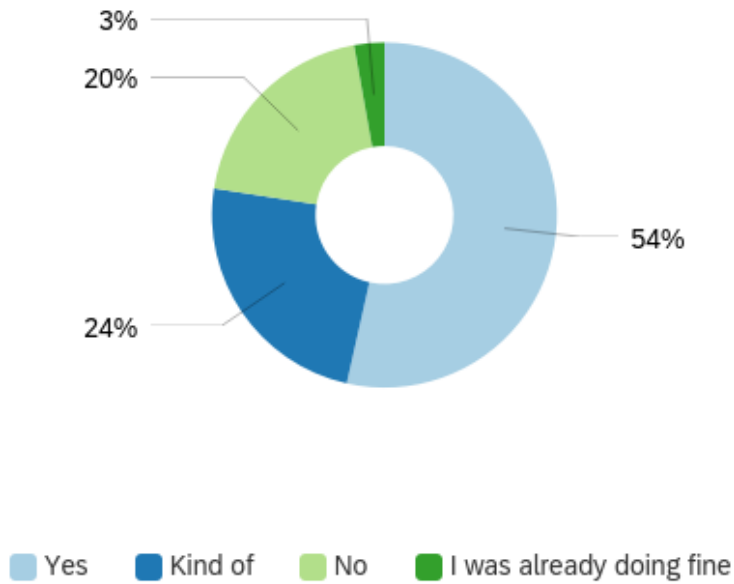
**Sense of Self:**

7. Coming to the 21st CCLC program has helped me to feel better about myself.

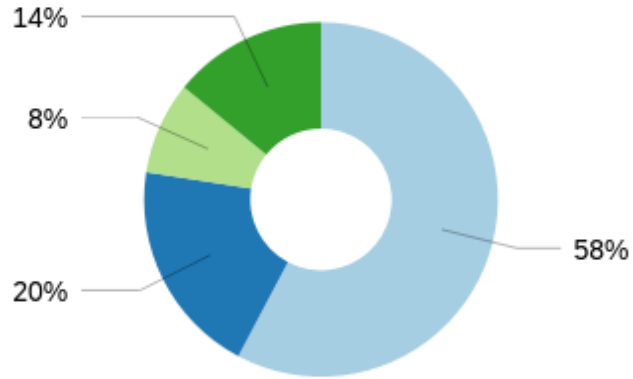


**Sense of Future:**

8. Coming to the 21st CCLC program has helped me want to come to school.

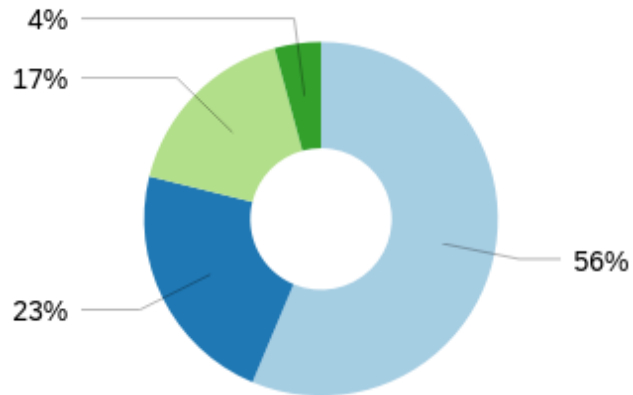


9. Coming to the 21st CCLC program makes me want to do my best in school.



■ Yes ■ Kind of ■ No ■ I was already doing fine

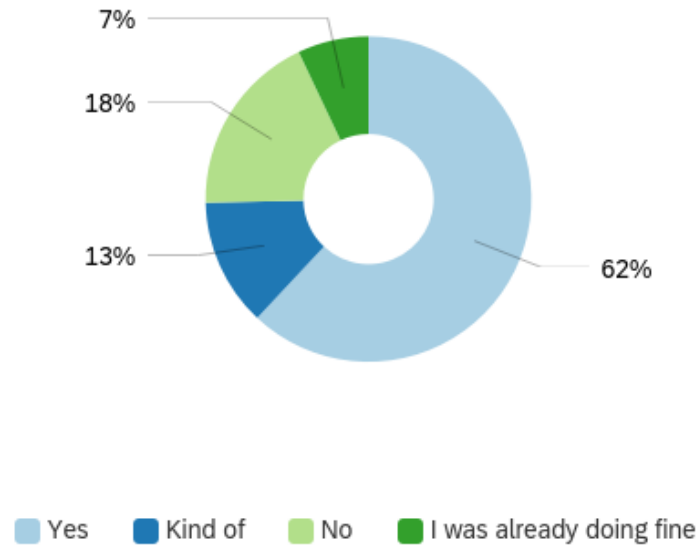
10. Coming to the 21st CCLC program has helped me to want to try new things.



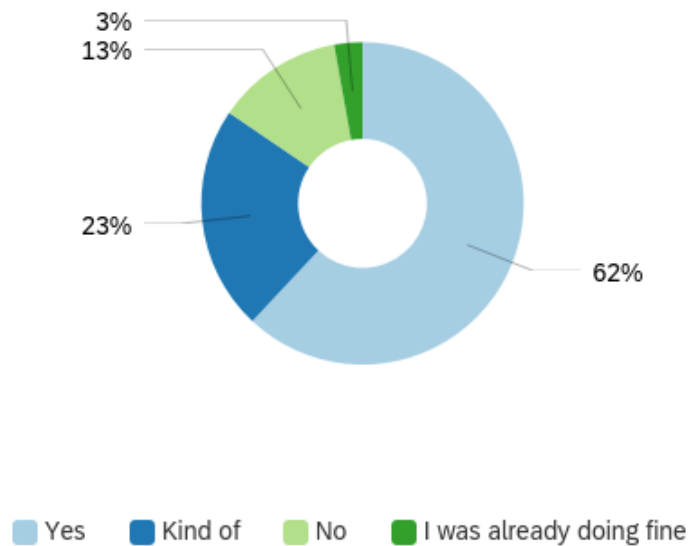
■ Yes ■ Kind of ■ No ■ I was already doing fine

**Opportunity:** (Questions 11 & 12)

11. I enjoyed learning about nutrition and exercise through activities like sports club and dinner/snack activities.

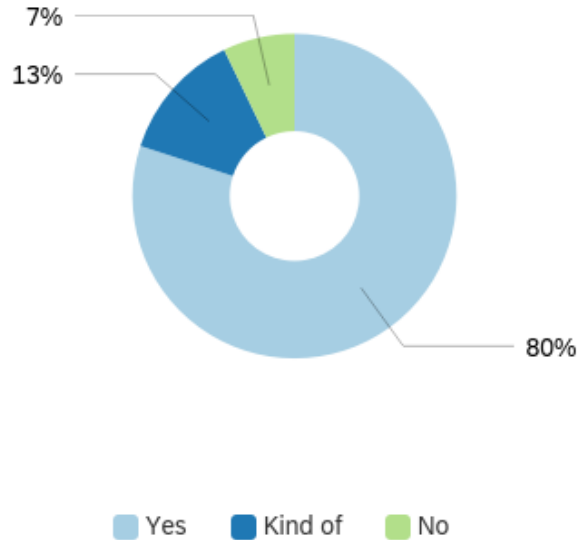


12. I enjoyed participating in the activities. Some examples are DIY club, fashion club, and sports club.



**Program Satisfaction:**

13. Do you like the 21st CCLC program?



**Student Comments:**

14. Is there anything that you would like to share about being in the 21<sup>st</sup> CCLC program?

24 students wrote in "N/A" while 4 students wrote "no"
Go outside
XXX is excited to come to school because the before- school program is really fun.
In sports club: Let learn new games and play them.
I think it is a really cool program where you can have lots of fun.
More activities
You should join morning program because it is fun!
Morning Program makes me want to be kind.
XXX liked most doing Science experiments.
It is really fun.
kind of but no
I like to draw and singing.
I feel happy.
I enjoying doing craft.
I love to being here because I like to spend time with my friends.
I would like to share that In the 21st CCLC Program, there are some kids that aren't fair and are rude. But overall i'm doing pretty well!
sometimes I am happy and then someone says something and it makes me mad but then I get better
Its kind of good. They can more craft thing with paper.
Some of these teachers are not nice, some teachers lie about being full in their classes and then move 2 students to their class right after. The food isnt that good

I like the after-school program because the activities are cool and fun.
Some times the teacher or one of the students will make me mad and other people in other classes has made me feel that same way. But besides that i enjoyed being here:).
It's exciting bc you get to make new friends, and you get to explore new passions.
after school is a really amazing program.
It's very fun, and entertaining.
i like how we did the mirror and go outside often and it helped me with diy
Its great.
The after school program is a really good program.
it was alright in till it got boring nut i guess it all right i just wish it had more stuff like better food and wish we had more groups like drumming again like last year and or have a drama club i think that will be more fun
What I would like to share about the 21st cclc program is the in the program i get treated like I don't belong here and that Im not important
I don't like sports.
It helps my mom while she is at work. Normally I don't do too much at home, but in the after school program I get to have fun with my friends.

**Summary**

Overall, the survey responses indicate that the 21<sup>st</sup> CCLC program at EMHCS had a positive impact on students’ grades K-6 in academic, enrichment, life choices and values, and social-emotional areas.

When reviewing the data to assess the four SSOS-based program indicators, the following determinations can be made.

**Perceived Academic Impact:**

1. 85% of students in the program will report that the program helps them to do better in school.

The responses to question 1, which addresses students' perceived academic impact of the 21<sup>st</sup> CCLC program are displayed below in Table 2:

Table 2. Perceived Academic Impact: Do better in school				
Question:	Response Options			
	“Yes!” (count and % of responses)	“Kind of” (count and % of responses)	“No” (count and % of responses)	“I was already doing fine” (count and % of responses)
1. “Coming to the 21 <sup>st</sup> Century program has helped me to do better in school.”	36 (51%)	19 (27%)	5 (7%)	11 (15%)
<b>Total</b>	<b>55 (77%)</b>		<b>5 (7%)</b>	<b>11 (15%)</b>

A majority of students indicated that their participation in the 21<sup>st</sup> CCLC program helped them to do better in school (indicated by a “yes” or “kind of” response). Despite the majority, the threshold for this PI is 85% of students will indicate that the 21<sup>st</sup> CCLC



program helps them to do better in school. As only 77% of students indicated “yes” or “kind of”, the PI **was not** met.

2. 80% of students in grades K-6 will indicate that 21<sup>st</sup> CCLC helped them try harder in school compared to the previous year.

Question 9 in the Modified SSOS asked students whether participating in the 21<sup>st</sup> CCLC program has made them want to try harder in school. Student responses are displayed in Table 3:

<b>Table 3. Perceived Academic Impact: Try harder at school</b>				
<b>Question:</b>	<b>Response Options</b>			
	<b>“Yes!”</b> (count and % of responses)	<b>“Kind of”</b> (count and % of responses)	<b>“No”</b> (count and % of responses)	<b>“I was already doing fine”</b> (count and % of responses)
<b>9. “Coming to the 21<sup>st</sup> Century program makes me want to do my best in school”</b>	41 (58%)	14 (20%)	6 (8%)	10 (14%)
<b>Total</b>	<b>55 (77%)</b>		<b>6 (8%)</b>	<b>10 (14%)</b>

A majority of students indicated that their participation in the 21<sup>st</sup> CCLC program has made them want to try harder in school (indicated by a “yes” or “kind of” response to question 9). However, the threshold for this PI is 80% of students indicating positive and only 77% of students indicated “yes” or “kind of”, therefore the PI **was not** met.

**Satisfaction:**

3. 85% of students will express satisfaction with nutrition, exercise, and wellness activities each academic year.
4. 85% or more will express satisfaction with the enrichment opportunities.

While 93% of students responded positively to question 13, indicating that they liked the 21<sup>st</sup> CCLC program, two PIs sought to determine satisfaction with the specific activities offered by the program. Question 11 addressed satisfaction with nutrition, exercise, and wellness activities. Question 12 addressed satisfaction with the enrichment opportunities overall (arts and crafts, design, sports). Student responses to both questions are displayed in Table 4:

<b>Table 3. Student Satisfaction</b>				
<b>Question:</b>	<b>Response Options</b>			
	<b>“Yes!”</b> (count and % of responses)	<b>“Kind of”</b> (count and % of responses)	<b>“No”</b> (count and % of responses)	<b>“I was already doing fine”</b> (count and % of responses)
<b>11. “I enjoyed learning about nutrition and exercise through activities like sports club and dinner/snack activities.”</b>	44 (62%)	9 (13%)	13 (18%)	5 (7%)
<b>Total</b>	<b>52 (75%)</b>		<b>13 (18%)</b>	<b>5 (7%)</b>
<b>12. “I enjoyed participating in the activities. Some examples are DIY club, fashion club, and sports club.”</b>	41 (58%)	14 (20%)	6 (8%)	10 (14%)
<b>Total</b>	<b>55 (77%)</b>		<b>6 (8%)</b>	<b>10 (14%)</b>

A significant majority of students reported liking the nutrition, exercise, and wellness activities (75%), and all the enrichment activities overall (85%). The threshold for both PIs is 85% ((i.e. 80% of students reported “yes” or “kind of” to questions 11 & 12). The results demonstrate that the PI for nutrition, exercise, and wellness was **not met**, but the PI for overall enrichment activities **was** met.

**Internal Competencies:**

5. 50% of students will report increased internal competencies (e.g., self-confidence and motivation to succeed).

Questions 7, 9, and 10 all serve to assess students' internal competencies. The three questions address internal motivation and willingness to grow as well as self-confidence. Student responses to these questions and their sum are displayed in table 4 below:

<b>Table 4. Internal Competencies</b>				
<b>Question:</b>	<b>Response Options</b>			
	<b>“Yes!”</b> (count and % of responses)	<b>“Kind of”</b> (count and % of responses)	<b>“No”</b> (count and % of responses)	<b>“I was already doing fine”</b> (count and % of responses)
<b>7. “Coming to the 21<sup>st</sup> CCLC program has helped me to feel better about myself.”</b>	40 (56%)	14 (20%)	7 (10%)	10 (14%)
<b>Total</b>	<b>54 (76%)</b>		<b>7 (10%)</b>	<b>10 (14%)</b>
<b>9. “Coming to the 21<sup>st</sup> CCLC program makes me want to do my best in school”</b>	41 (58%)	14 (20%)	6 (8%)	10 (14%)
<b>Total</b>	<b>55 (77%)</b>		<b>6 (8%)</b>	<b>10 (14%)</b>
<b>10. “Coming to the 21<sup>st</sup> CCLC program has helped me to want to try new things</b>	40 (56%)	16 (23%)	12 (17%)	3 (4%)
<b>Total</b>	<b>56 (79%)</b>		<b>12 (17%)</b>	<b>3 (4%)</b>
<b>Cumulative Total</b>	<b>165 (77%)</b>		<b>25 (12%)</b>	<b>23 (11%)</b>

A significant majority (77%) of students reported positive gains in internal competencies (indicated by a “yes” or “kind of” to the questions). The threshold for both PIs is 50%, therefore the results demonstrate that the PI for internal competencies was **met**.

## Appendix B

### Short-term Student Outcomes Survey: Grades 7-12

#### ***Description***

The Short-term Student Outcomes Survey (SSOS) is fully described in New York State's 21<sup>st</sup> Century Community Learning Centers Evaluation Manual. The survey asks students for their feedback on how the 21<sup>st</sup> CCLC program affected them in eight outcome categories during the current academic year:

Outcome Categories	Question Numbers
Academic	1 – 8
Community involvement	9 – 11
Life skills	12 – 23
Positive Core Values	24 – 28
Positive Life Choices	29 – 36
Sense of Self	37 - 42
Sense of Future	43 – 48
Opportunity	49 – 51

The survey concludes with satisfaction questions (Questions 52 - 55) and an open-ended response to get any additional comments and feedback.

There are seven Performance Indicators (PIs) that use the SSOS as a measure. The PIs are required by the Site Monitoring Visit Indicator H-4a in order to solicit student feedback on satisfaction, perceived academic impact, and decreased adverse behaviors as a result of participation in the program:

- Perceived Academic Impact:
  1. 85% of students in grades 7-12 in the program will report that the program helps them to do better in school.
  2. 80% of students will indicate that 21<sup>st</sup> CCLC helped them to try harder in school compared to the previous year.
- Satisfaction:
  3. 85% of students will express satisfaction with nutrition, exercise, and wellness activities each academic year.
  4. 85% or more of students will express satisfaction with the enrichment opportunities.
  5. 85% of students will express satisfaction with the program leadership and college/career development opportunities.
- Positive Life Choices:
  6. 65% of students will report a decrease in high-risk behaviors.
- Internal Competencies:
  7. 50% of students will report increased internal competencies (e.g., self-confidence and motivation to succeed).

A similar survey, with a fewer number of questions, was administered to students in grades K-6 (**Appendix A**).

**Survey Administration**

The survey was configured in Qualtrics and administered online to those students whose parent/guardians had given consent and were actively enrolled in the 21<sup>st</sup> CCLC After-School program. Completed surveys were reviewed to ensure only those students with given consent were included. The students were informed by the program staff and the consent page that their answers would be kept confidential, they could skip any questions, there were no right or wrong answers, their answers would not affect their participation in the 21<sup>st</sup> CCLC program, and a summary would be shared to improve 21<sup>st</sup> CCLC programming at EMHCS.. Students could decline to take the survey and an adult was allowed to read questions to those students having difficulty. The survey text could be read in either English or Spanish to maximize the response rate from Spanish-speaking students as EMHCS is a bilingual school. The following table shows the response summary. At Joseph Campus, while 9 students began the survey, the sample size in this report is n=7 (33% response rate) as one student did not consent to completing the survey and one did not complete a majority of the survey questions. While the survey was intended to include students in grades 9-12, there is no consistent programming for those grades and no student responses to the survey. The low number of responses does not suggest that the survey results are representative of the entire population.

**Table 1. Grades 7-12 SSOS Response Summary**

Site	Administration Dates	# of Survey Responses	# of Students in Target Population <sup>1</sup>	Response Rate (%) <sup>2</sup>
Joseph Campus	June 7-19, 2023	7	21	33%
Kodak Campus	N/A	N/A	N/A	N/A
<b>TOTAL</b>	---	<b>7</b>	<b>21</b>	<b>33%</b>

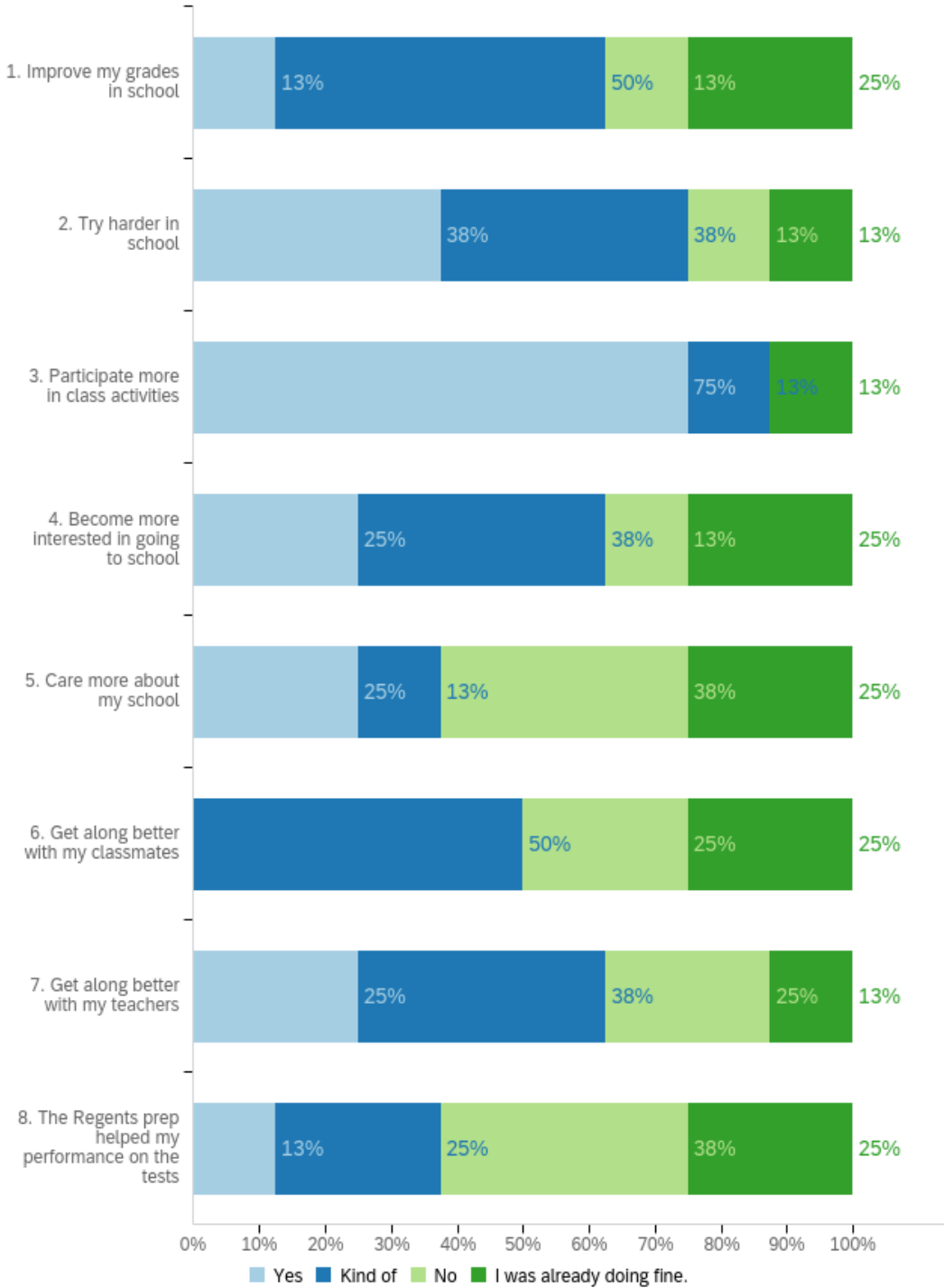
<sup>1</sup> The target population is the students currently enrolled in 21<sup>st</sup> CCLC programming.

<sup>2</sup> Response rate (%) = 100 x (# of survey responses) / (# of students in the target population)

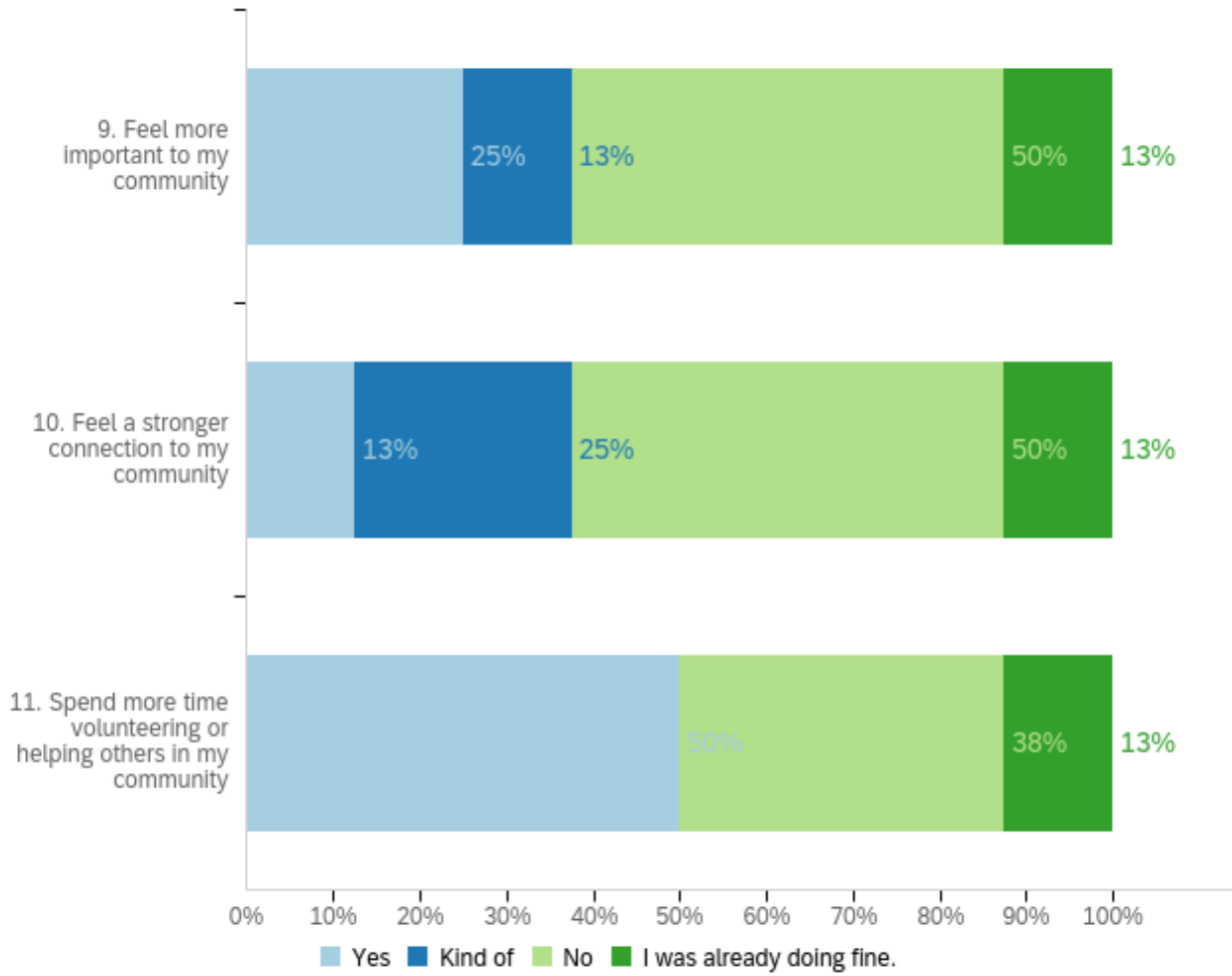
**Survey Results**

The survey results are shown in the following graphs which are grouped by the eight outcome categories.

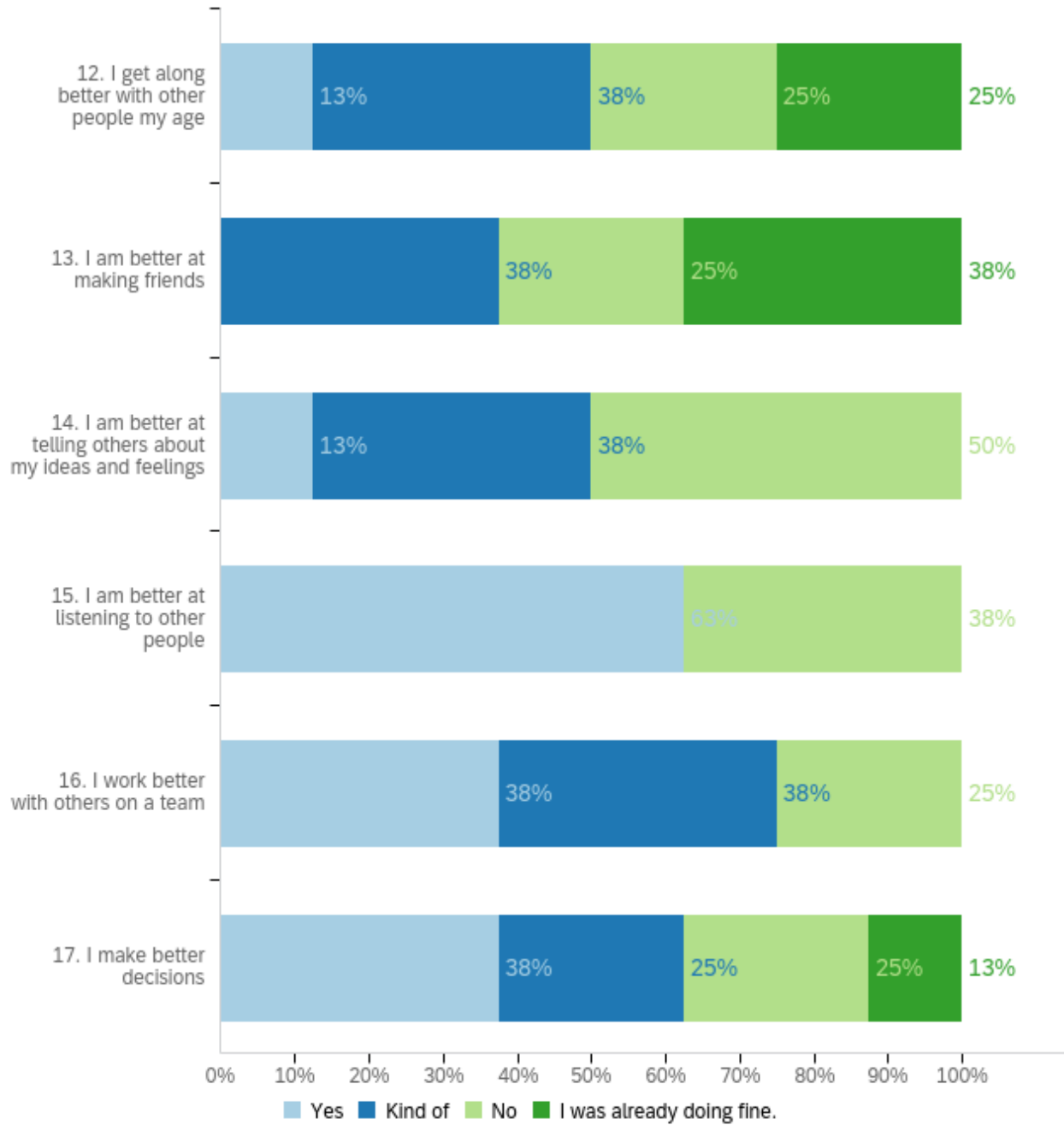
**Academic Outcomes:** (Questions 1-8) Coming to the 21<sup>st</sup> Century After-School Program has helped me to...



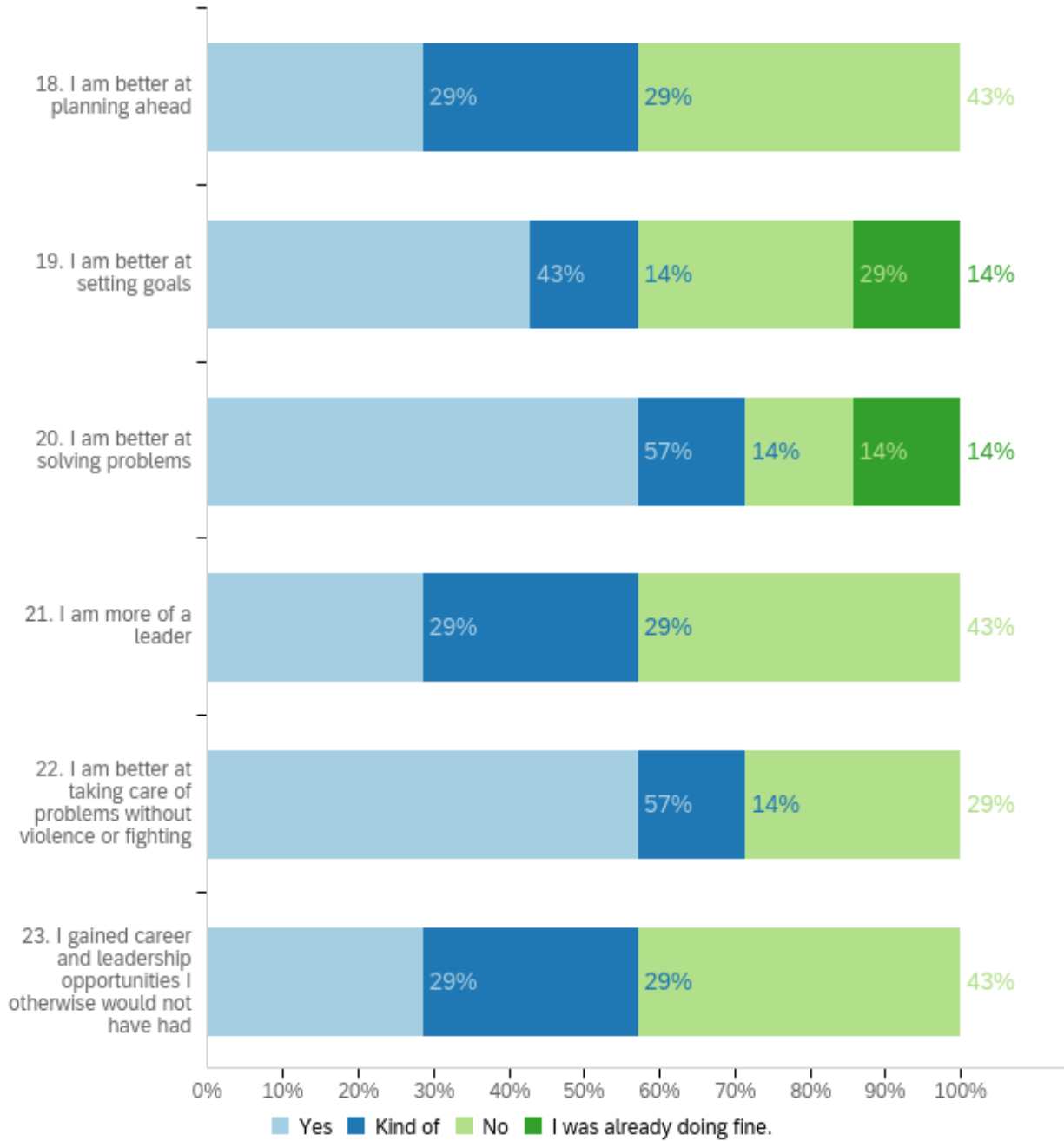
**Community Involvement:** (Questions 9-11) Coming to the 21<sup>st</sup> Century After-School Program has helped me to...



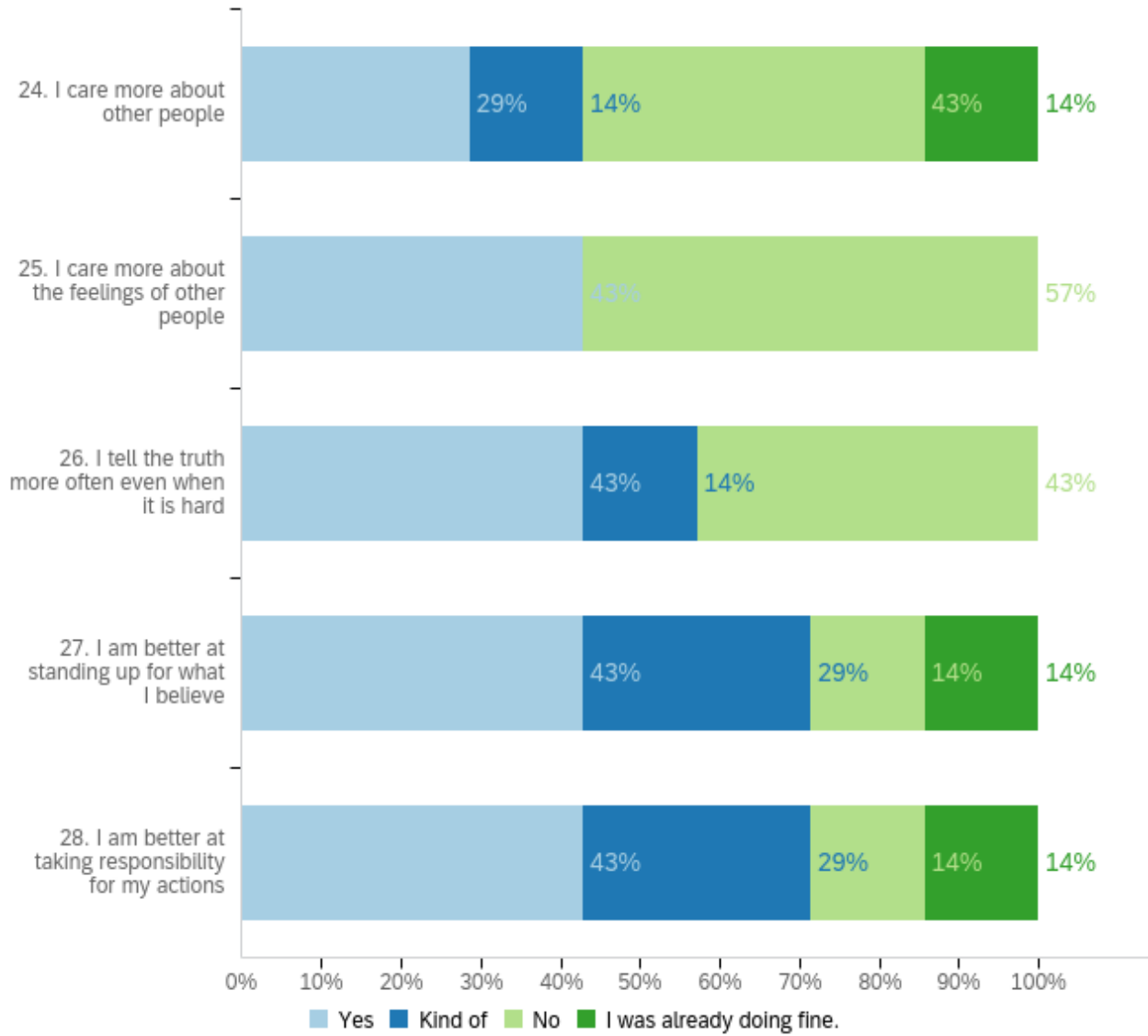
**Life Skills:** (Questions 12-17 and 18-23) Because I came to the 21<sup>st</sup> Century After-School Program...



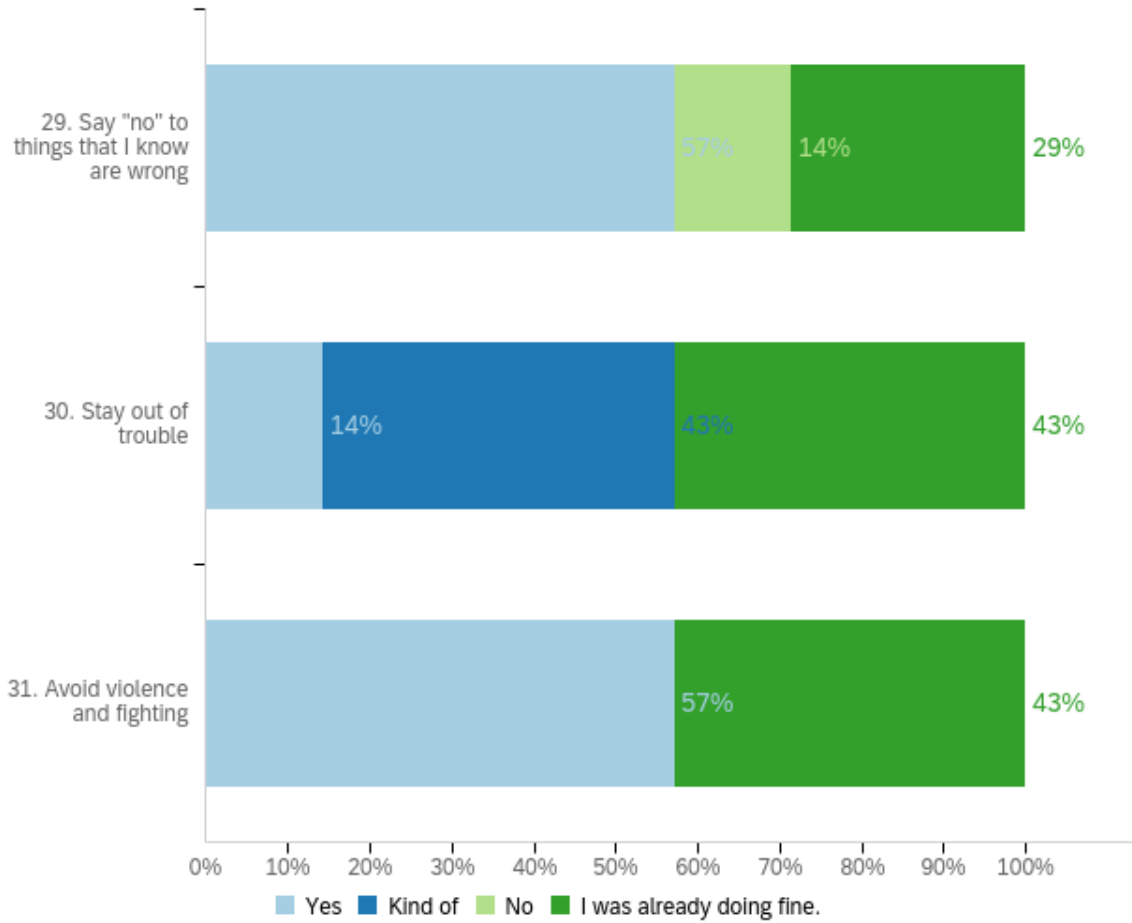




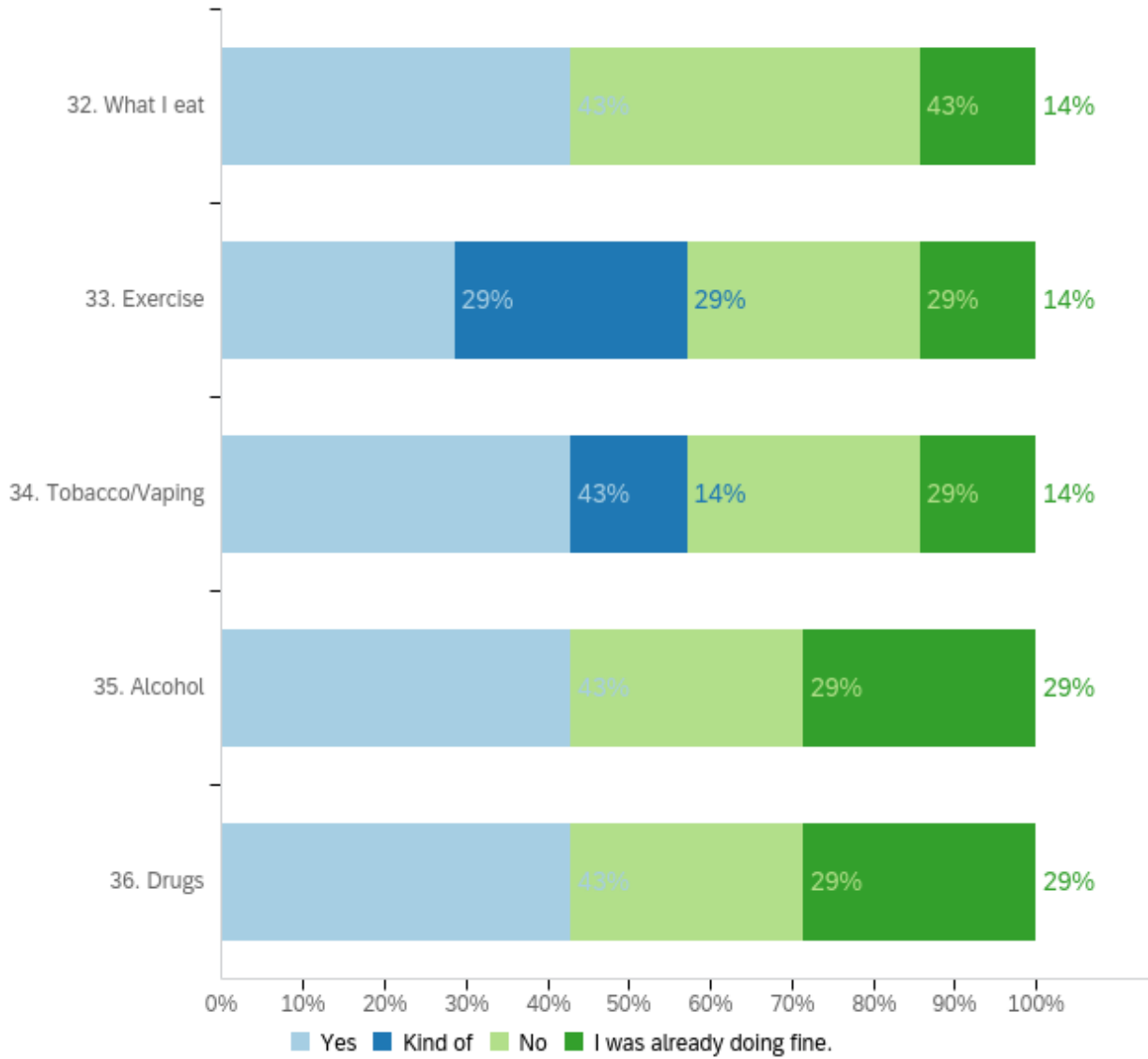
**Positive Core Values:** (Questions 24-28) Because I came to the 21<sup>st</sup> Century After-School Program...



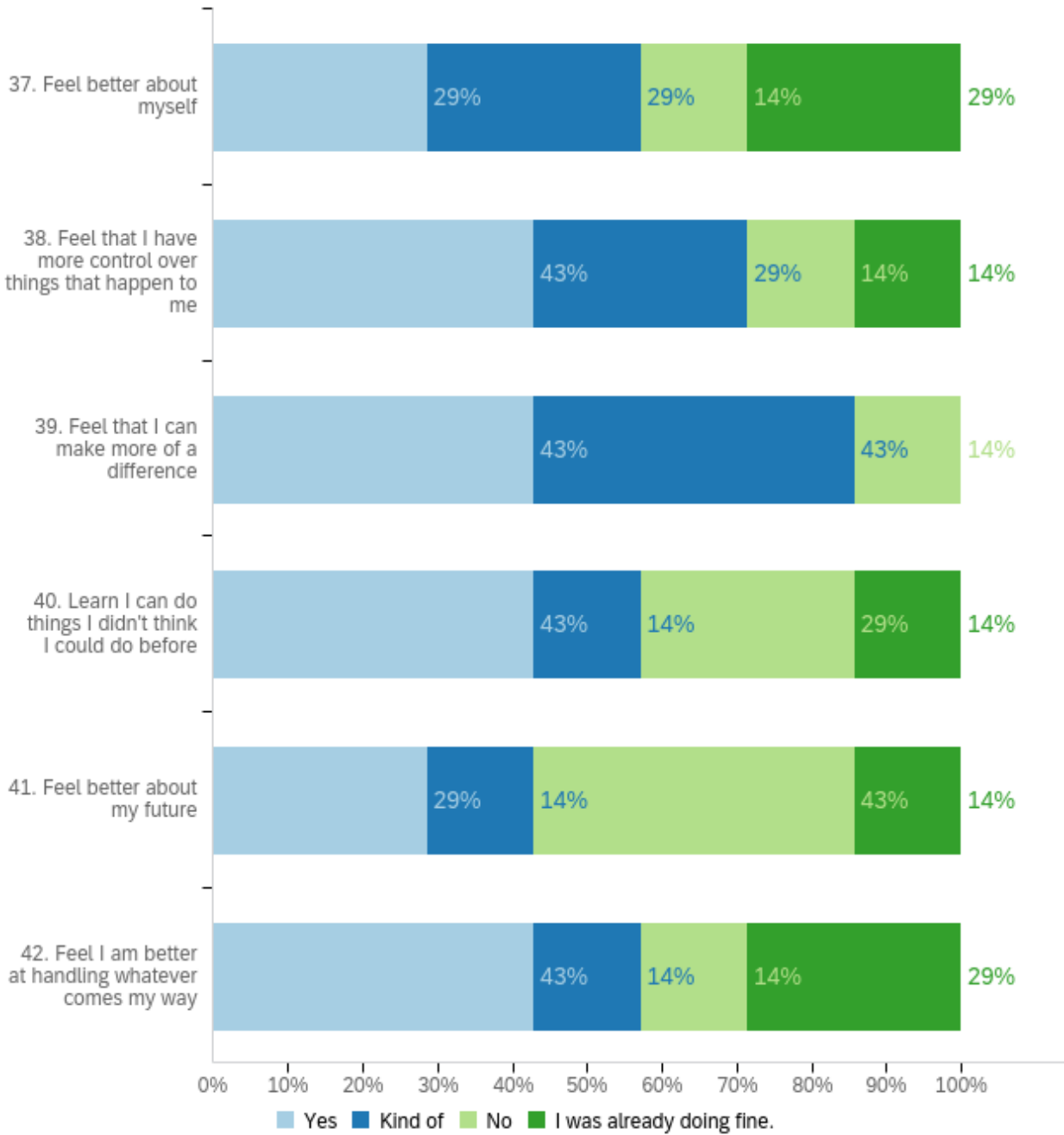
**Positive Life Choices:** (Questions 29-31) Being involved in the 21<sup>st</sup> Century After-School Program has helped me to...



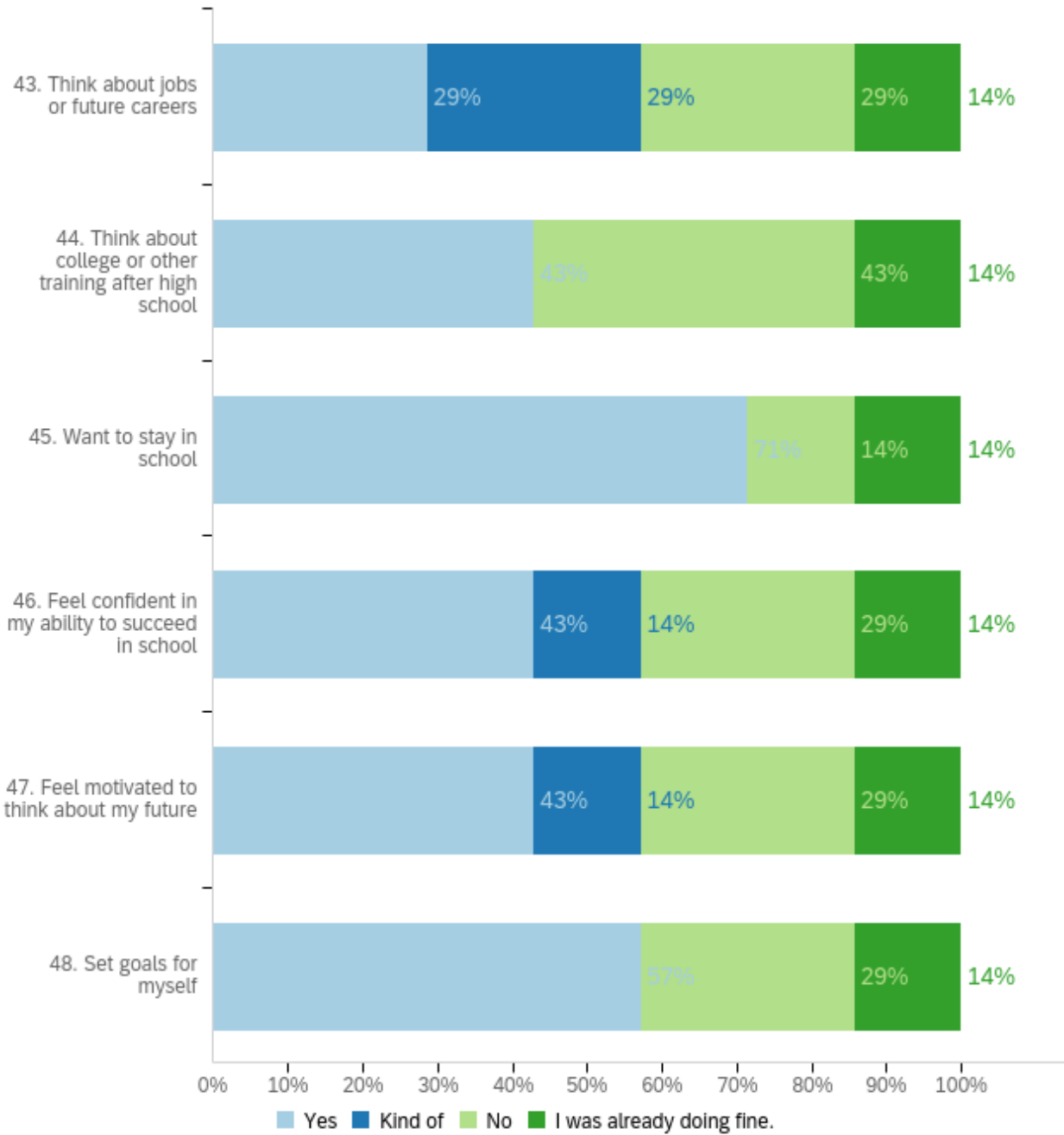
**Positive Life Choices:** (Questions 32-36) Being involved in the 21<sup>st</sup> Century After-School Program has helped me to make healthier choices about...



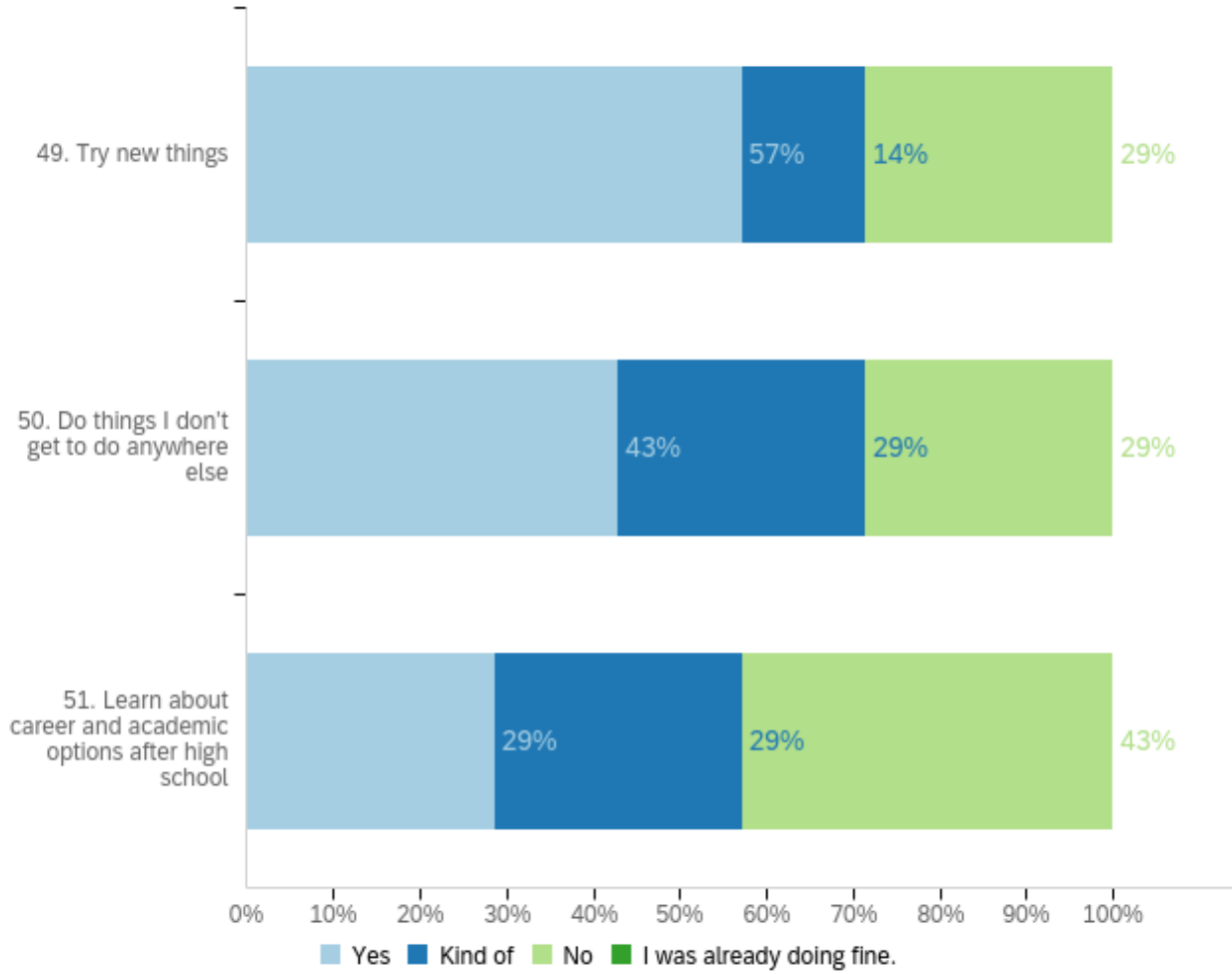
**Sense of Self:** (Questions 37-42) Coming to the 21<sup>st</sup> Century After-School Program has helped me to...



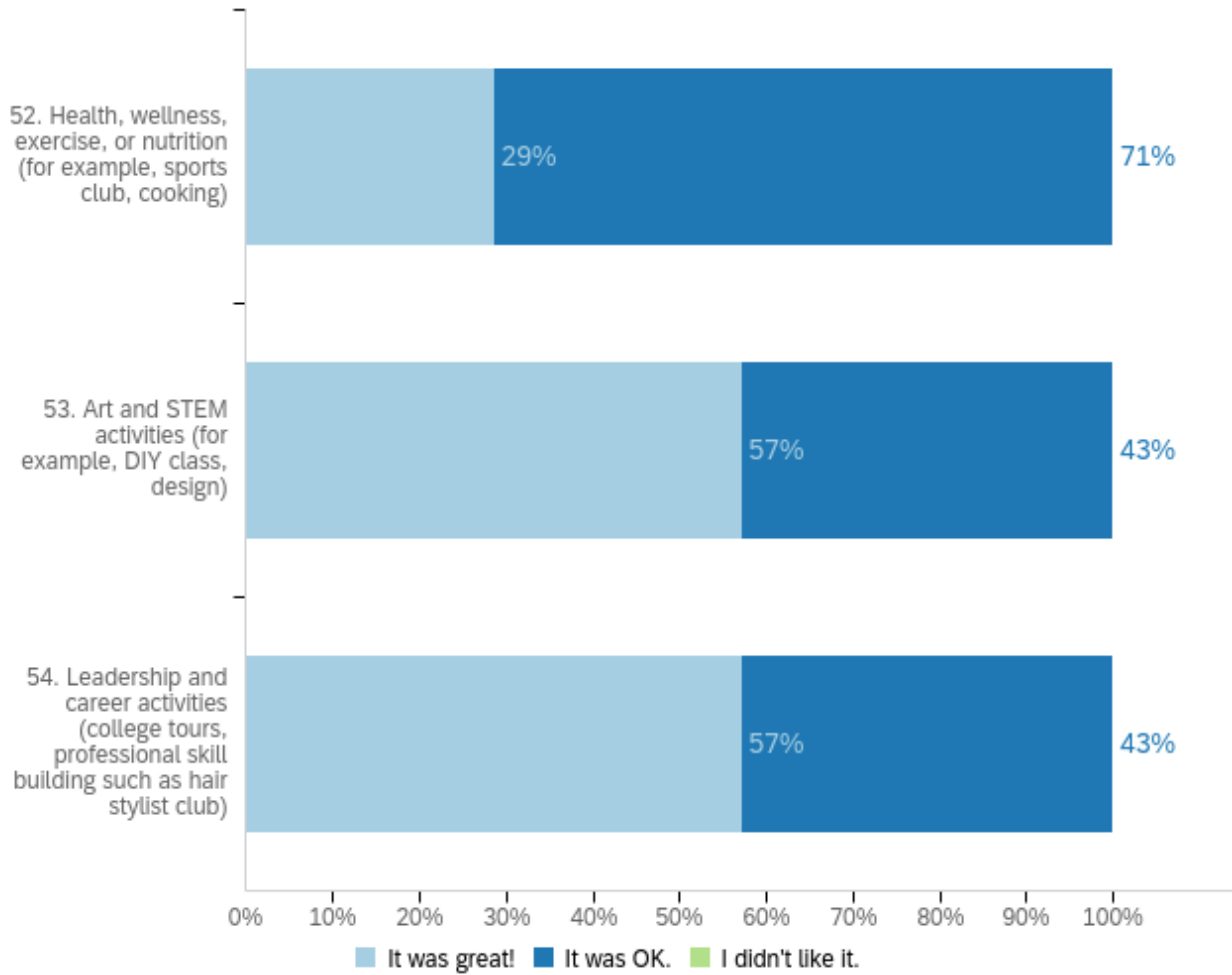
**Sense of Future:** (Questions 43-48) Coming to the 21<sup>st</sup> Century After-School Program has helped me to...



**Opportunity:** (Questions 49-51) Coming to the 21<sup>st</sup> Century After-School Program has helped me to...

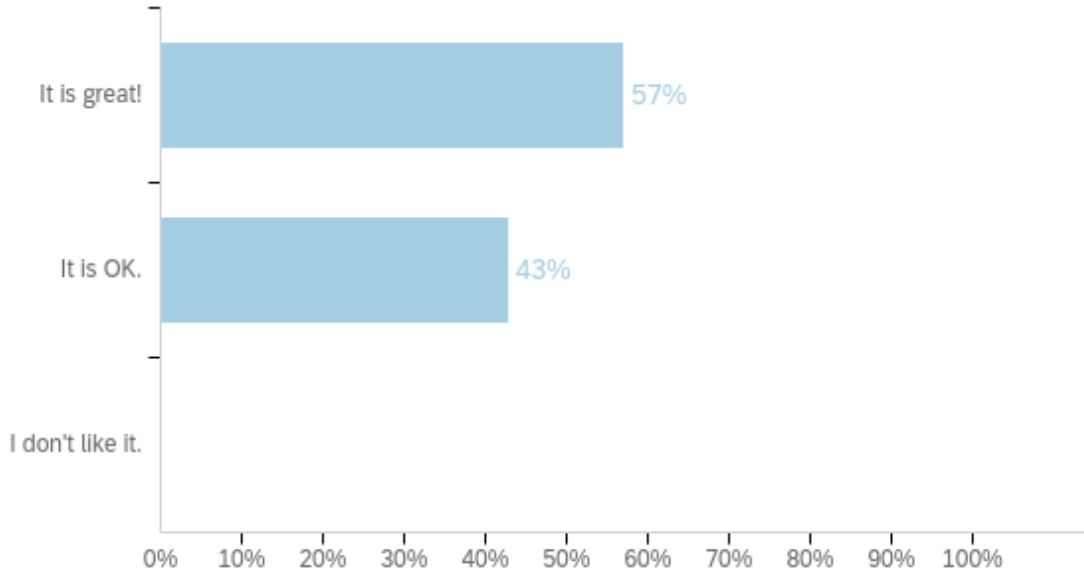


**Program Satisfaction:** (Questions 52-54) How much did you enjoy the 21<sup>st</sup> CCLC Program activities related to...



(Questions 55-) Overall, how much do you like the 21<sup>st</sup> Century After-School Program?





**Student Comments**

The students were also asked, “*Is there anything else you would like to share about being in the 21st Century Program?*” to allow them to offer any additional insights. The following responses were received and are included as raw, unedited text.

#	Student Comments
1.	<i>Not really .</i>
2.	<i>-I love being here</i>
3.	<i>No</i>
4.	<i>no</i>

**Summary**

Overall, the survey responses indicate that the 21<sup>st</sup> CCLC program at EMHCS had a positive impact on students in grades 7-8 in areas such as academic, enrichment, life choices and values, and social-emotional well-being.

When reviewing the data to assess the six SSOS-based program indicators, the following determinations can be made.

**Perceived Academic Impact:**

1. *“85% of students in grades 7-12 in the program will report that the program helps them to do better in school.”*

The responses to questions 1 and 3, which asked about students’ academic outcomes in school are shown in the following Table 2:

<b>Table 2. Perceived Academic Impact Responses</b>				
<b>Question: “Coming to the 21<sup>st</sup> Century After-School Program has helped me to...”</b>	<b>Response Options</b>			
	<b>“Yes!”</b> (count and % of responses)	<b>“Kind of”</b> (count and % of responses)	<b>“No”</b> (count and % of responses)	<b>“I was already doing fine”</b> (count and % of responses)
<b>1. Improve my grades in school</b>	1 (13%)	4 (50%)	1 (13%)	2 (25%)
<b>3. Participate more in class activities</b>	6 (75%)	1 (13%)	0 (0%)	1 (13%)
<b>OVERALL</b> (not shown on graph)	<b>7 (44%)</b>	<b>5 (31%)</b>	<b>1 (6%)</b>	<b>3 (19%)</b>
	<b>12 (75%)</b>		<b>1 (6%)</b>	<b>3 (19%)</b>

NOTE: Responses may not total to 100% due to rounding

A majority of responding students indicated that their participation in the 21<sup>st</sup> CCLC program positively (indicated by a “yes” or “kind of” response) impacted students’ perceptions of their academic outcomes in terms of improving their grades and participating more in class activities. Only 1 student (6%) responded negatively to either question and 3 (19%) reported no change in academic outcomes.

The PI threshold for improved academic outcomes is 85% (i.e. 85% of students reported “yes” or “kind of” to questions 1 and 3), with a total of 75% responding positively, the PI **was not** met.

2. *“80% of students will indicate that 21<sup>st</sup> CCLC helped them to try harder in school compared to the previous year.”*

Question 2 asked if “coming to the 21<sup>st</sup> Century After-School Program has helped me to try harder in school”. Student responses to question 2 are demonstrated in Table 3 below:

<b>Table 3. Perceived Academic Impact Responses Pt. 2</b>				
<b>Question: “Coming to the 21<sup>st</sup> Century After-School Program has helped me to...”</b>	<b>Response Options</b>			
	<b>“Yes!”</b> (count and % of responses)	<b>“Kind of”</b> (count and % of responses)	<b>“No”</b> (count and % of responses)	<b>“I was already doing fine”</b> (count and % of responses)
<b>2. Try harder in school</b>	3 (38%)	3 (38%)	1 (13%)	1 (13%)
<b>Total</b>	<b>6 (75%)</b>		<b>1 (13%)</b>	<b>1 (13%)</b>

NOTE: Responses may not total to 100% due to rounding

A majority of responding students indicated that their participation in the 21<sup>st</sup> CCLC program made them try harder in school (indicated by a “yes” or “kind of” response). Only 1 student (6%) responded negatively to either question and 1 (13%) reported no change in effort.

The PI threshold for improved academic outcomes is 80% (i.e. 80% of students reported “yes” or “kind of” to question 2), therefore the PI **was not** met.

### **Satisfaction:**

3. *“85% of students will express satisfaction with nutrition, exercise, and wellness activities each academic year.”*

Question 52 directly addressed student satisfaction with the nutrition, exercise, and wellness activities provided by the 21<sup>st</sup> CCLC program. Of the respondents, 29% ( $n=2$ ) reported that the wellness activities were “great!” and 71% ( $n=5$ ) stated, “It was ok”. No students reported not liking the activities. The PI threshold for student satisfaction with wellness activities is 85% (i.e. 85% of students reported “it was great!” or “it was ok”). With 100% of students responding positively, the PI **was** met.

4. *“85% or more will express satisfaction with the enrichment opportunities.”*

To assess satisfaction with the enrichment opportunities, question 53 asked students, “How much did you enjoy the 21<sup>st</sup> CCLC Program activities related to Art and STEM activities?” Of the respondents, 57% ( $n=4$ ) reported that the art and STEM activities were “great!” and 43% ( $n=3$ ) stated, “It was ok”. Zero students reported not liking the activities. The PI threshold for student satisfaction with enrichment (art and STEM) is 85% (i.e. 85% of students reported “it was great!” or “it was ok”). With 100% of students responding positively, the PI **was** met.

5. *“85% of students will express satisfaction with the program leadership and college/career development opportunities.”*

To assess satisfaction with the leadership and college/career development opportunities, question 54 asked students, “How much did you enjoy the 21<sup>st</sup> CCLC Program activities related to leadership and career activities?” Of the respondents, 57% ( $n=4$ ) reported that the art and STEM activities were “great!” and 43% ( $n=3$ ) stated, “It was ok”. No students reported not liking the activities. The PI threshold for student satisfaction with leadership and college/career development opportunities is 85% (i.e. 85% of students reported “it was great!” or “it was ok”). With 100% of students responding positively, the PI **was** met.

**Positive Life Choices:**

6. *“65% of students will report a decrease in high-risk behaviors.”*

The SSOS focused on two factors to assess the impact of the 21<sup>st</sup> CCLC program on students’ positive life choices. Students were asked whether being involved in the 21<sup>st</sup> Century After-School program helped them to practice positive behaviors (questions 29-31) and whether it helped them make healthier choices (questions 32-36). Table 4 aggregates student responses to the questions related to positive life choices:

<b>Table 4. Positive Life Choices</b>				
<b>Question: “Being involved in the 21<sup>st</sup> Century After-School Program has helped me to...”</b>	<b>Response Options</b>			
	<b>“Yes!”</b> (count and % of responses)	<b>“Kind of”</b> (count and % of responses)	<b>“No”</b> (count and % of responses)	<b>“I was already doing fine”</b> (count and % of responses)
<b>29. Say “no” to things I know are wrong</b>	4 (57%)	0 (0%)	1 (14%)	2 (29%)
<b>30. Stay out of trouble</b>	1 (14%)	3 (43%)	0 (0%)	3 (43%)
<b>31. Avoid violence and fighting</b>	4 (57%)	0 (0%)	0 (0%)	3 (43%)
<b>Total Positive Behavior</b>	<b>12 (57%)</b>		<b>1 (5%)</b>	<b>8 (38%)</b>
<b>Question: “Being involved in the 21<sup>st</sup> Century After-School Program has helped me to make healthier choices about...”</b>	<b>“Yes!”</b> (count and % of responses)	<b>“Kind of”</b> (count and % of responses)	<b>“No”</b> (count and % of responses)	<b>“I was already doing fine”</b> (count and % of responses)
<b>32. What I eat</b>	3 (43%)	0 (0%)	3 (43%)	1 (14%)
<b>33. Exercise</b>	2 (29%)	2 (29%)	2 (29%)	1 (14%)
<b>34. Tobacco/Vaping</b>	3 (43%)	1 (14%)	2 (29%)	1 (14%)
<b>35. Alcohol</b>	3 (43%)	0 (0%)	2 (29%)	2 (29%)
<b>36. Drugs</b>	3 (43%)	0 (0%)	2 (29%)	2 (29%)
<b>Total Healthier Choices</b>	<b>17 (49%)</b>		<b>11 (31%)</b>	<b>7 (20%)</b>
<b>Total Combined</b>	<b>29 (52%)</b>		<b>12 (21%)</b>	<b>15 (27%)</b>

The PI threshold for positive life choices is 65% (i.e. 65% of students reported “yes” or “kind of” to each question option). With a combined total of 52% of students responding positively, the PI **was not** met.

**Internal Competencies:**

- 7. *50% of students will report increased internal competencies (e.g., self-confidence and motivation to succeed).*

The questions in the outcome categories of Sense of Self (37-42) and Sense of Future (questions 43-48) combine to portray students’ internal competencies and growth through their participation in the 21<sup>st</sup> CCLC program. Table 5 displays the combined responses for students’ sense of self and sense of future:

<b>Table 4. Internal Competencies</b>				
<b>Question: Coming to the 21<sup>st</sup> Century After-School Program has helped me to...</b>	<b>Response Options</b>			
	<b>“Yes!”</b> (count and % of responses)	<b>“Kind of”</b> (count and % of responses)	<b>“No”</b> (count and % of responses)	<b>“I was already doing fine”</b> (count and % of responses)
37. “Feel better about myself”	2 (29%)	2 (29%)	1 (14%)	2 (29%)
38. “Feel that I have more control over things that happen to me”	3 (43%)	2 (29%)	1 (14%)	1 (14%)
39. “Feel that I can make more of a difference”	3 (43%)	3 (43%)	1 (14%)	0 (0%)
40. “Learn I can do things I didn’t think I could do before”	3 (43%)	1 (14%)	2 (29%)	1 (14%)
41. “Feel better about my future”	2 (29%)	1 (14%)	3 (43%)	1 (14%)
42. “Feel I am better at handling whatever comes my way”	3 (43%)	1 (14%)	1 (14%)	2 (29%)
<b>Total</b>	<b>26 (62%)</b>		<b>9 (21%)</b>	<b>7 (17%)</b>
43. “Think about jobs or future careers”	2 (29%)	2 (29%)	2 (29%)	1 (14%)
44. “Think about college or other training after high school”	3 (43%)	0 (0%)	3 (43%)	1 (14%)
45. “Want to stay in school”	5 (71%)	0 (0%)	1 (14%)	1 (14%)
46. “Feel confident in my ability to succeed in school”	3 (43%)	1 (14%)	2 (29%)	1 (14%)
47. “Feel motivated to think about my future”	3 (43%)	1 (14%)	2 (29%)	1 (14%)
48. “Set goals for myself”	4 (57%)	0 (0%)	2 (29%)	1 (14%)
<b>Total</b>	<b>24 (57%)</b>		<b>12 (29%)</b>	<b>6 (14%)</b>
<b>Cumulative Total</b>	<b>50 (60%)</b>		<b>21 (25%)</b>	<b>13 (15%)</b>

A majority (60%) of students reported positive gains in internal competencies (indicated by a “yes” or “kind of” to questions 37-48). The threshold for both PIs is 50%, therefore the results demonstrate that the PI for internal competencies was **met**.

## Appendix C EZReports Teacher Survey

### **Description**

A Teacher Survey was implemented in *EZReports* by Measurement, Inc. (MI) to collect feedback from the daytime teachers of 21<sup>st</sup> CCLC students. The survey collects responses for the Government Performance and Results Act (GPRA) Measure Indicator #5 Student Engagement in Learning: “*Percentage of students in grades 1<sup>st</sup> through 5<sup>th</sup> participating in 21<sup>st</sup> CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning.*” Teachers complete a separate survey for each 21<sup>st</sup> CCLC student that they have in their regular school day class, which for many teachers means completing multiple surveys. The responses are then aggregated statewide by bands of school-year participation hours (i.e., less than 15 hours, 15-44 hours, 45-89 hours, 90-179 hours, 180-269 hours, and 270 hours or more) for upload to the federal-level GPRA site.

The same survey is also used as a measure for one Performance Indicator (PI),

1. **Classroom engagement:** “*50% of regularly participating students will demonstrate an improvement in teacher-reported engagement in learning*”

Because this is a standardized report that is required by NYSED, it should be noted that there may be students who have fewer than 15 hours of participation and are therefore not “regularly participating” as desired by this PI.

### **Survey Administration**

The survey was administered via email to the daytime teachers of the 21<sup>st</sup> CCLC students in grades 1-5 with one or more hours of participation. The teacher names and email addresses had been previously uploaded to *EZReports* by the Data Manager. The email included a description of the survey with a link to complete the survey. *EZReports* allows reminders to be sent to those teachers who did not complete the survey to encourage their participation. The initial emails were sent beginning on May 4<sup>th</sup> and up to 3 reminders were sent weekly.

The following table summarizes the distribution of responses. It also lists the number of completed surveys as compared to the number of eligible students (i.e., students in grades 1-5 with one or more hours in the 21<sup>st</sup> CCLC program during the school year). It should be noted that all participating teachers responded to the survey for the full number of students that they were requested to, but thirty-seven students left the district (i.e., were set to “dropped” in *EZReports*) so *EZReports* shows a target of 468 surveys although only 431 surveys were requested.

School Name	Teachers Surveyed	Teacher Responses	Completed Surveys	Targeted Students	Response Rate <sup>1</sup> (%)
Zimbrich Campus	17	17	256	468	55%
Joseph & Kodak Campus	N/A	N/A	0	N/A	N/A
<b>TOTAL</b>	<b>75</b>	<b>75</b>	<b>76</b>	<b>78</b>	<b>55%</b>

<sup>1</sup> Response Rate (%) = 100 x (number of completed surveys) / (number of eligible students)

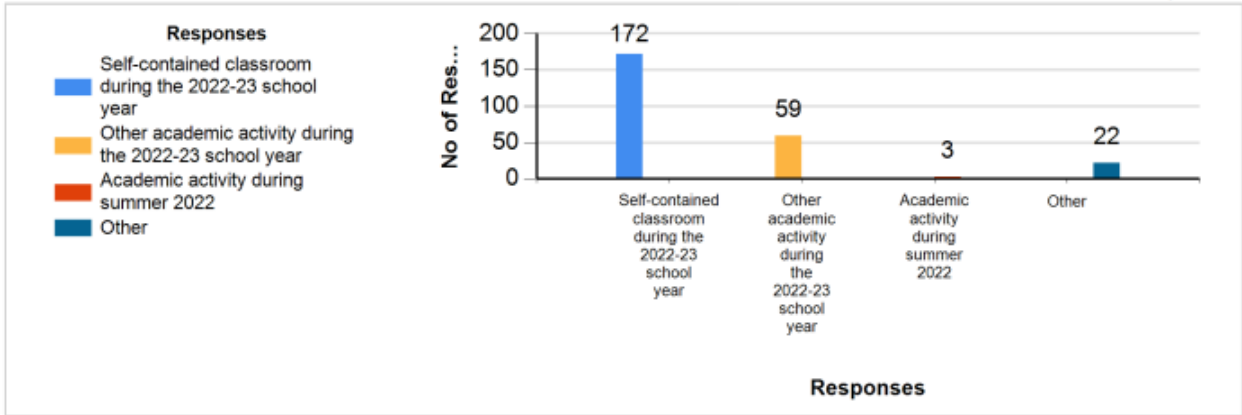
**Survey Results**

The survey consisted of three questions which are summarized below.

1. "How do you know this student? (Check all that apply)."

The following graph summarizes the responses to how teachers knew the targeted students.

**Class Type for Teacher’s Association with Student**



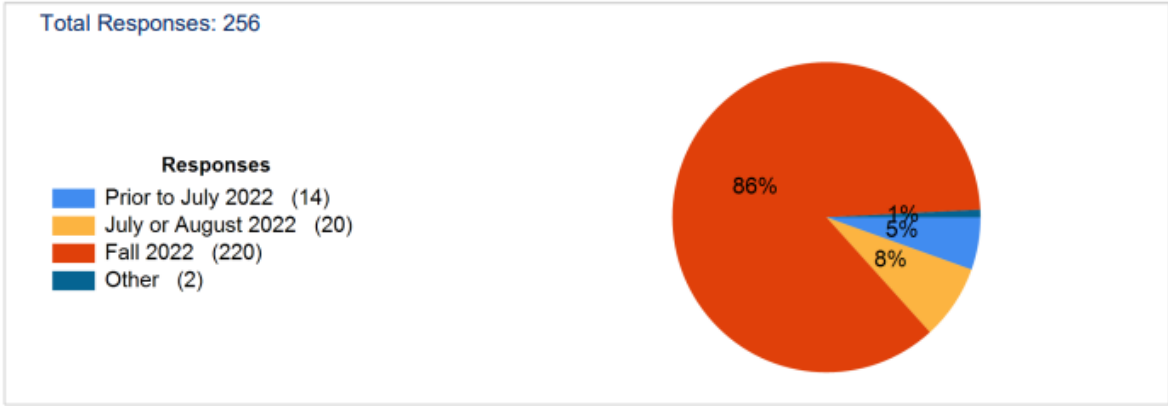
A significant majority knew the targeted students from their self-contained classrooms during the current school year. Teachers selected “other” for how they knew 22 students, and all indicated that “other” meant a “Departmentalized classroom”.

2. "Approximately when was the earliest date that you came to know this student?"

The teachers primarily had an association with the student in Fall 2022 as shown in the following table and chart.

**Start Date of Teacher’s Association with Student**

NOTE: The count of each start date option is shown in parentheses while the pie chart shows percentages.



Prior to July 2022 (# of students)	July or August 2022 (# of students)	Fall 2022 (# of students)	Other (# of times entry repeated & teacher’s comment) NOTE: entries are presented as raw, unedited text
13	19	219	1 “After school started”

			1	"He came in later in the year, almost second trimester."
			<b>2 "Other" responses</b>	

3. "Please rate this student's change in overall classroom engagement SINCE SEPTEMBER 2022 (using the definition of "engagement" as provided in the instructions.)"

The survey instructions included notes describing the Engagement Rating to define the meaning of the term and the ratings scale.

**ENGAGEMENT RATING:**

For this rating, consider "engagement" to mean:

- \* Attentive and actively engaged in class discussions, activities, and/or assignments (in-class or online); and
- \* Demonstrates self-regulation, persistence, and motivation to succeed.

This rating is conditional on *your initial assessment of the student's* need for improvement:

**Rating Scale:**

- **Already Meeting Expectations:** indicates that the student was already meeting or exceeding age and grade-appropriate expectations when you first started working with them during the current school year.
- **In Need of Improvement:** If the student was in need of improvement when you first started working with them, please use the provided scale (ranging from "Significant Improvement" to "Significant Decline") to indicate whether the student's behavior changed in this area during the course of the school year.
- If you feel that you have not known the student long enough to be able to rate this student's classroom engagement, select "Don't Know."

Table 3 summarizes teacher responses to student engagement.

<b>Table 3. Teacher Responses to Student Engagement</b>		
<b>Engagement Scale</b>	<b>Responses<sup>1</sup></b>	<b>Total</b>
<b>Student was already meeting expectations in Fall 2022</b>	64 (25%)	64 (25%)
<b>Improvement</b>	Significant	39 (15%)
	Moderate	69 (27%)
	Slight	61 (24%)
<b>No Change</b>	11 (4%)	11 (4%)
<b>Decline</b>	Significant	1 (<1%)
	Moderate	6 (2%)
	Slight	5 (2%)
<b>Don't Know</b>	0	0

<sup>1</sup> Percentages may not total 100% due to rounding.



## **Summary**

The EZReports Teacher survey was only distributed to teachers from the Zimbrich Campus during year 1. A total of 17 teachers completed 256 surveys for individual students. The surveys collected the teachers' perceptions of student engagement for students in grades 1-5 with one or more hours of participation.

The program evaluation uses the EZReports Teacher survey to determine the following program indicators (PIs):

1. *50% of K-6 students will improve in teacher-reported engagement in learning.*
2. *50% of students in grades 7-8 will improve in teacher-reported engagement in learning.*
3. *50% of students in grades 9-12 will improve in teacher-reported engagement in learning.*

The following conclusions can be drawn from the survey data:

A large majority (66%) of 21<sup>st</sup> CCLC students were reported as improving their engagement in their school day classrooms. Of the remaining students, 25% were identified as already meeting engagement expectations in the Fall of 2022 and a small percentage (9% total) were identified as demonstrating no change or a decline in engagement. The threshold for the teacher-reported engagement in learning PI is 50%, therefore, it is **met** for students in grades K-6. The teacher-reported engagement in learning PI for students grades 7-12 was not able to be assessed at this time and is therefore **not** met.

## Appendix D Student Focus Group Summary

### ***Description***

An evaluator-led focus group was held on June 15, 2023 with 8 student participants in grades 3-6 of the EMHCS 21<sup>st</sup> CCLC program. All 8 participants attended the ELT portion of the 21<sup>st</sup> CCLC program, and 2 of the students also attended the before-school and after-school program. The goal of the focus group was to determine the impact of the 21<sup>st</sup> CCLC program on students' internal competencies (self-confidence and motivation to succeed), self-esteem, positive peer relationships, social-emotional skills, and overall success.

The student focus group is used as a measure for Performance Indicators (PIs) separated across two grade bands (grades 3-6 and grades 7-12) for a total of four PIs,

1. **Improving SEL Skills:** *"Students will provide their perspective on ways the [21<sup>st</sup> CCLC] program builds self-esteem, positive peer relationships, and social emotional skills."*
2. **Self-identifying SEL Improvements:** *"100% of students who participate in the focus groups can identify at least one way the [21<sup>st</sup> CCLC] program helped them to be successful academically, social, or emotionally."*

### ***Focus Group Facilitation***

The interviews were conducted by external evaluators from Brockport Research Institute (BRI). Each participant verbally consented to taking part in the interview and to the interview being recorded. The focus group was facilitated using a structured protocol developed by the BRI evaluators. The focus group occurred during school hours in a private space where students were free to express their opinions and experiences.

### ***Findings***

The focus group participants reported enjoying the 21<sup>st</sup> CCLC program and reported feeling more confident when content knowledge is activated and practiced in both ELT and other school classes. Further, the students indicated learning and practicing social-emotional skills and habits within the program's curriculum.

Evaluators directly addressed the **Improving SEL Skills** PI with the following questions:

1. Question: What are some of your favorite aspects of participating in ELT?
  - a. Student responses:
    - i. Playing games and doing fun activities that reinforce their math skills
    - ii. Fun writing assignments in ELA
2. Question: How has participating in ELT helped to improve your participation in class during the school day?

- a. Student responses:
  - i. Students reported feeling motivated to participate because they are having fun while learning.
  - ii. Students reported increasing confidence in content knowledge due to the ELT focus and therefore, feel safer participating in class. If students feel confident, they may be more motivated to participate.

To address the **Self-Identifying SEL Improvements** PI, evaluators posed questions and fostered discussion on the specific ways that the 21<sup>st</sup> CCLC program has impacted their SEL skills and helped them to succeed in school.

- 3. Question: How has your participation in the ELT program impacted your confidence in yourself to succeed at school?
  - a. Student responses:
    - i. Helps practice skills in different classes
    - ii. If they participate, their overall grade increases because their participation grade increases
- 4. Question: Has your participation made you aware of your options in school and in the future?
  - a. Student responses:
    - i. Has helped to foster interests they may not otherwise have
    - ii. Participation builds confidence and allows them to see their options in the future
- 5. Question: How has participating in ELT helped you in relationships with others?
  - a. Student responses:
    - i. Participation has fostered friendships through common interest or group work.
    - ii. Groupwork exposes them to interpersonal differences and teamwork
- 6. Question: What are some social/emotional skills you have learned through participating in ELT?
  - a. Student responses:
    - i. Feel more motivated and happier to be involved
    - ii. They understand that it is normal to feel a range of emotions but they should treat others with respect even if they are upset
- 7. Question: What are some changes you have noticed in your behavior while participating in the Before and After-School program?
  - a. Student responses:
    - i. Students report they are hanging out with the “right” people and staying involved
    - ii. They feel seen by teachers and encouraged to participate
- 8. Question: Have you noticed a change in your behavior at home?
  - a. Student responses:
    - i. Students are excited for ELT

- ii. Students report getting along better with family and friends
  - iii. Students are learning the level of respect required to work as a team
9. Question: How has participating in the program helped you to recognize and deal with your emotions?
- a. Student responses:
    - i. Report feeling confident and are more outgoing
    - ii. Identify that they feel more empathetic and conscientious
    - iii. Are learning the importance of sportsmanship and how to process emotions in a calm way
    - iv. All students could identify emotions confidently and can explain them

### ***Summary***

The focus group was held for students grades 3-6 during Year 1. Student responses help to determine the two PIs. The overall discussion and student comment suggest that the Improving SEL Skills PI was met. Additionally, all students who participated in the focus group could identify at least one way the program helped them to be successful, indicating that the Self-identifying SEL Improvements PI **was** met.

Because no focus group was held for grades 7-12, the Improving SEL Skills and Self-identifying SEL Improvements PIs were **not** met for this grade band.

## Appendix E Student Attendance Summary

### **Description**

One Performance Indicator (PI) related to improving student attendance during the regular school day. The PI looks at whether attendance improved for those that had low attendance in the previous school year (2021-2022) for the current school year (2022-2023). This performance indicator was broken down for each site/grade band (Zimbrich Campus, K-6; Joseph Campus, 7-8; and Kodak Campus, 9-12)

1. *50% of regularly participating students (defined as 15 hours of participation in the 21<sup>st</sup> CCLC program during the school year) who had a school day attendance rate of ≤90% in the prior school year will demonstrate an improved attendance rate in the current school year.*

### **Student Attendance Data**

For the attendance PI, regularly participating students in 2022-2023 who had also been an EMHCS student in the previous school year were considered. Their attendance rates in the previous school year (2021-2022) were reviewed to determine which students were at or below 90%, and then, of those, how many had an improved attendance rate in the current school year (2022-2023) was analyzed. The count of applicable students, the number of students at or below the 90% threshold in the previous school year, the count of those students that improved in the current school year, and their percentage, are shown in the following table.

#### **Students with Improved Attendance Rate from Previous Year to Current Year**

School Name	# of Students Considered <sup>1</sup>	Count of Students At or Below 90% Attendance Rate in Previous School Year (2021-2022)	Students with Improved Attendance Rate in Current School Year (2022-2023) (Count and %)
Zimbrich Campus	446	306	254 (83%)
Joseph Campus	30	13	8 (62%)
Kodak Campus	3	1	1 (100%)
<b>Total</b>	<b>479</b>	<b>320</b>	<b>263 (82%)</b>

<sup>1</sup> Students were included if: (1) they reached 15 hours of participation during the 2022-2023 school year and (2) were a student at EMHCS the previous school year (2021-2022).

### **Summary**

A review of the data table for the first PI shows that each of the three sites met the target of having 50% of the students with an attendance rate at or below 90% in the previous school year (2021-2022) demonstrate an improved attendance rate during the current school year (2022-2023). This indicates that the attendance PI **was** met.

## Appendix F aReading FastBridge Data Summary

### **Description**

Student academic achievement is evaluated using FastBridge assessments - an adaptive online tool used by EMHCS and other schools three times per year (fall, winter, spring) used to determine grade-level achievement and growth as well as to identify students who may need additional support in specific content areas. The Adaptive Reading assessment (aReading) is developed with reference to Common Core State Standards in the following categories (*aReading Score Interpretation Guide, 2023*):

- **Foundational Skills:** Includes skills related to mastery of the concepts of print, alphabetic principles, and other basic conventions of the English writing system.
- **Informational Reading:** Includes skills related to understanding and responding to content area texts (i.e., non-fiction).
- **Language:** Includes skills related to listening and speaking in English.
- **Reading Literature:** Includes skills related to understanding and responding to literary texts (i.e., fiction).

aReading scores fall within a range from 350-750 and each score report provides details about which specific skill(s) a student needs to improve on and compares student achievement and growth between assessments to school and national percentiles.

Two Performance Indicators (PIs) use the aReading FastBridge assessment as a measure:

1. *“65% of students grade K-3 will demonstrate growth in reading/language arts on benchmarking assessments.”*
2. *“65% of students grade 4-8 will demonstrate growth in reading/language arts on benchmarking assessments.”*

### **Student aReading FastBridge Data**

The following table displays the changes in aReading assessment gains for 21<sup>st</sup> CCLC students with 15 hours or more of participation. Both PIs are determined by any positive growth in the aReading assessment score, regardless of percentile or grade-level achievement. The table shows the total maximum number of students with at least 15 hours of 21<sup>st</sup> CCLC attendance, the number of students with partial score information (due to students not being available for one or both assessments), the total number of considered students (who have both assessment scores), and the number of students with positive and negative growth.

<b>Table 1. 2022-2023 aReading Scores and Demonstrated Growth Grades K-8 <sup>1</sup></b>					
<b>Grade Level</b>	<b>Maximum Possible # of Students <sup>2</sup></b>	<b># of Students with Fall and Spring aReading Scores</b>	<b># of Students with Missing Scores</b>	<b>Changes from Fall 2022 to Spring 2023</b>	
				<b>Demonstrated Negative Growth</b>	<b>Demonstrated Positive Growth</b>
<b>Grades K-3</b>	357	213	144 (40%)	45 (21%)	<b>168 (79%)</b>
<b>Grades 4-8</b>	296	178	118 (40%)	33 (19%)	<b>145 (81%)</b>
<b>Total</b>	<b>653</b>	<b>391</b>	<b>262 (40%)</b>	<b>78 (20%)</b>	<b>313 (80%)</b>

<sup>1</sup> It should be noted that for this purpose, any positive score growth on the aReading assessment is considered student growth.

<sup>2</sup> Students with at least 15 hours of program participation.

### **Summary**

The threshold for both PIs is that 65% of students will demonstrate some level of positive growth in their reading assessment. For students in grades K-3, 79% demonstrated positive growth and 81% of students in grades 4-8 demonstrated positive growth. Therefore, **both PIs were met**.

## Appendix G aReading FastBridge Data Summary

### **Description**

Student academic achievement is evaluated using FastBridge assessments - an adaptive online tool used by EMHCS and other schools three times per year (fall, winter, spring) to determine grade-level achievement and growth as well as identifying students who may need additional support in specific content areas. The Adaptive Math assessment (aMath) is developed with reference to Common Core State Standards. The aMath assessment is comprehensive and is intended to aid teachers in understanding their students' specific math strengths and weaknesses within the following categories (*aMath Score Interpretation Guide*, 2023):

- **Counting & Cardinality:** Recall the number names and the counting sequence
- **Operations & Algebraic Thinking:** Understand the principles of, and facts for, addition, subtraction, multiplication, and division
- **Number & Operations in Base Ten:** Work with numbers in relation to their base ten values to solve problems
- **Number & Operations—Fractions:** Work with fractions and mixed numbers to solve problems
- **Measurement & Data:** Classify, describe, measure, and analyze different types of data
- **Geometry:** Identifying, describing, analyzing, comparing, and measuring different shapes
- **Ratios & Proportional Relationships:** Understand ratio concepts and use ratio reasoning to solve problems
- **The Number System:** Understand and use rational and non-rational numbers
- **Expressions & Equations:** Solve real-life and mathematical problems using linear and non-linear equations with numerical and algebraic expressions.
- **Functions:** Use a variety of functions to model relationships between and among quantities
- **Statistics & Probability:** Use statistical data to interpret categorical and quantitative data, make inferences and justify conclusions, and apply probability rules to make decisions

aMath scores fall within a range of 145-275 and each score report provides details about which specific skill(s) a student needs to improve and compares student achievement and growth between assessments to school and national percentiles.

Two Performance Indicators (PIs) use the aMath FastBridge assessment as a measure:

1. *“65% of students grade K-3 will demonstrate growth in math on benchmarking assessments.”*
2. *“65% of students grade 4-8 will demonstrate growth in math on benchmarking assessments.”*

### **Student aReading FastBridge Data**

The following table displays the changes in aMath assessment gains for 21<sup>st</sup> CCLC students with 15 hours or more of participation. Both PIs are determined by any positive growth in the aMath assessment score, regardless of percentile or grade-level achievement. The table shows



the total maximum number of students with at least 15 hours of 21<sup>st</sup> CCLC attendance, the number of students with partial score information (due to students not being available for one or both assessments), the total number of considered students (who have both assessment scores), and the number of students with positive and negative growth.

Table 1. 2022-2023 aMath Scores and Demonstrated Growth Grades K-8 <sup>1</sup>					
Grade Level	Maximum Possible # of Students <sup>2</sup>	# of Students with Fall and Spring aReading Scores	# of Students with Missing Scores	Changes from Fall 2022 to Spring 2023	
				Demonstrated Negative Growth	Demonstrated Positive Growth
<b>Grades K-3</b>	357	202	155 (43%)	39 (19%)	<b>163 (81%)</b>
<b>Grades 4-8</b>	296	181	115 (39%)	34 (19%)	<b>147 (81%)</b>
<b>Total</b>	<b>653</b>	<b>383</b>	<b>270 (41%)</b>	<b>73 (19%)</b>	<b>310 (81%)</b>

<sup>1</sup> It should be noted that for this purpose, any positive score growth on the aMath assessment is considered student growth.

### **Summary**

The threshold for both PIs is 65% of students who demonstrate some level of growth on their math assessment. For students in grades K-3, 81% demonstrated positive growth and 81% of students in grades 4-8 demonstrated positive growth. Therefore, **both PIs were met.**

## Appendix H Disciplinary Referrals Summary

### **Description**

Three Performance Indicators (PIs) under Sub-objective 2.2 state, “Classroom behaviors for 50% of participating [K-6] [7-8] [9-12] students will improve from fall to spring in those that needed to improve.” Disciplinary referrals for all regularly participating students (defined as 15 or more hours of 21<sup>st</sup> CCLC program attendance) was compared to determine whether there was an improvement in classroom behaviors between the fall and spring of the 2022-2023 school year.

### **Disciplinary Referrals Data**

Improvements in classroom behavior is indicated by a decrease in disciplinary referrals from Fall 2022 to Spring 2023. The table below displays the number of students for each site/grade band that were considered (due to their participation in 21<sup>st</sup> CCLC and any behavior referrals in Fall 2022) and the number that received fewer referrals in the spring of 2023. It is important to keep in mind that there was only one considered student in grades 9-12, so the resulting percentage is not representative of the entire program.

### **Disciplinary Referrals**

Site Name	# of Students Considered <sup>1</sup> (# of students)	Students with fewer Disciplinary Referrals in Spring 2023 than Fall 2022
<b>Zimbrich Campus (grades K-6)</b>	19	12 (63%)
<b>Joseph Campus (grades 7-8)</b>	16	5 (31%)
<b>Kodak Campus (grades 9-12)</b>	1	0 (0%)
<b>TOTAL</b>	36	17 (47%)

<sup>1</sup> Only students in who reached 15 hours of participation and received at least 1 disciplinary referral in Fall 2022 were considered.

### **Summary**

The PI target of 50% of students improving their classroom behaviors **was met** for grades K-6 but was **not met** for grades 7-8 or grades 9-12.

## Appendix I Staff Survey Summary

### **Description**

To assess program implementation, staff engagement and support, and program impact, the external evaluators at Brockport Research Institute (BRI) developed an online staff survey. The survey was sent to all active 21<sup>st</sup> CCLC staff members and school day teachers at both sites with regularly occurring programming, Zimbrich Campus and Joseph Campus.

The survey included questions about the staff member’s role in 21<sup>st</sup> CCLC and the span of content they teach within the program. Additional questions on their perspectives of the 21<sup>st</sup> CCLC program’s impact and reach were followed by two open-ended response questions. The open-ended response questions asked responding staff members for specific program academic impacts and behavioral changes they have seen among 21<sup>st</sup> CCLC participating students.

There is one Performance Indicator (PI) that uses the survey as a measure:

1. **Academic and Behavioral Improvement:** *“21<sup>st</sup> CCLC teachers/aides will provide their perspectives on student academic and behavioral improvement.”*

### **Survey Administration**

The survey was configured in Qualtrics and administered to all active 21<sup>st</sup> CCLC staff and school day teachers via email. The survey was shared on June 14, 2023 and responses were captured between June 14 -19, 2023. The following table shows the Staff Survey response summary. A total of 21 staff opened the survey and 20 consented to completing it. Only 13 staff members completed the entire survey and 5 did not complete more than the initial questions on grades and programs they teach. A complete response rate is indeterminable as it is unclear how many staff members from Joseph Campus received the survey email.

### **21<sup>st</sup> CCLC and EMHCS Staff Survey Response Summary**

Site	Administration Dates	# of Survey Responses	# of Staff in Target Population <sup>1</sup>	# of Staff who completed the survey	Response Rate (%) <sup>2</sup>
Zimbrich Campus	June 14-19, 2023	15	41	12	29%
Joseph Campus	June 14-19, 2023	3	Unknown	1	Unknown
<b>TOTAL</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>13</b>	<b>N/A</b>

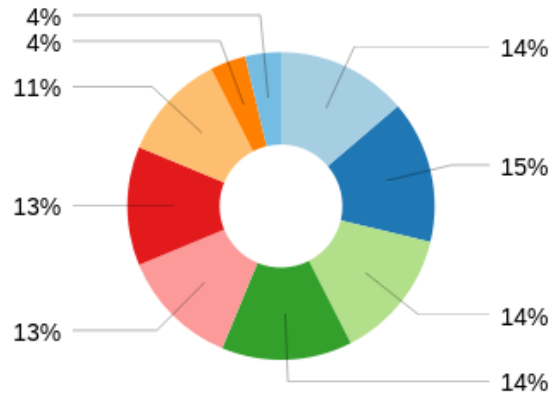
<sup>1</sup> The target population is those staff actively employed by the 21<sup>st</sup> CCLC program or EMHCS

<sup>2</sup> Response rate (%) = 100 x (# of survey responses) / (# of staff in the target population)

### **Survey Results**

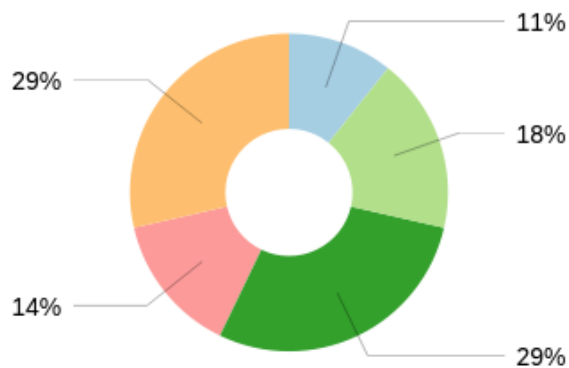
The survey results are shown in the following graphs.

1. What grade level(s) of students have you worked with this year? (Please select all that apply.)



- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

2. Please indicate your role at EMHCS. (Please select all that apply.)



- Before-School (Zimbrich only)
- After-School (Joseph Ave.)
- Other. Please write in:
- ELT (Zimbrich only)
- After-School (Zimbrich)
- After-School (Kodak Campus)
- Daytime staff

Other. Please write in:

classroom teacher

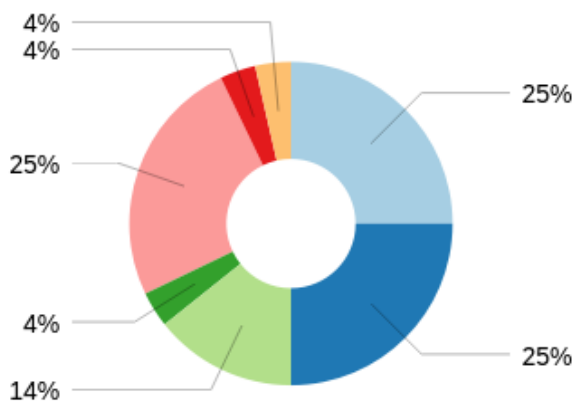
Specials Teacher

ELA teacher

Before- School Program

After School

3. If you taught during ELT at Zimbrich, what subject(s) did you teach? (Please select all that apply.)



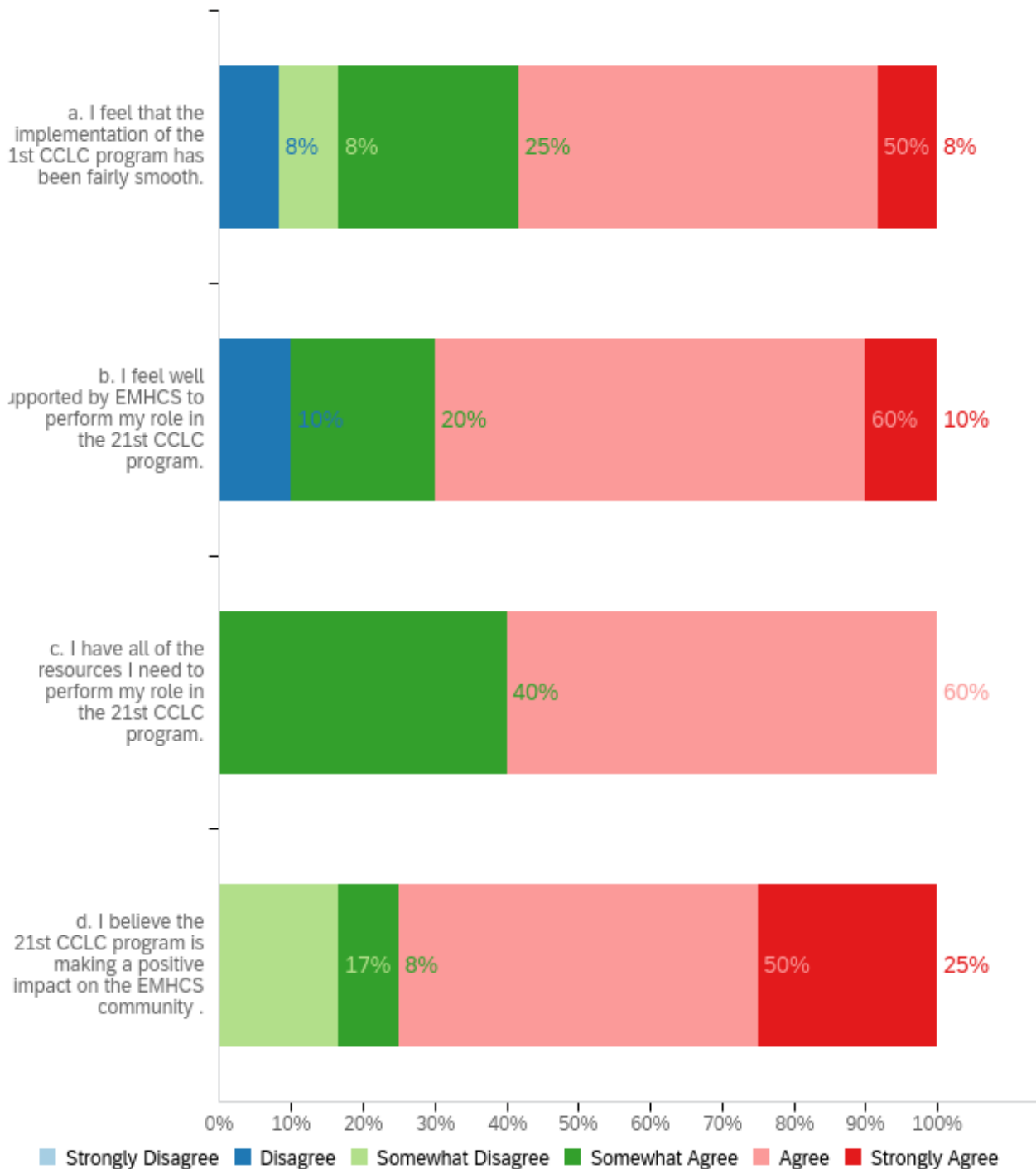
■ ELA ■ Math ■ Science ■ Bilingual Instruction ■ Art ■ Music

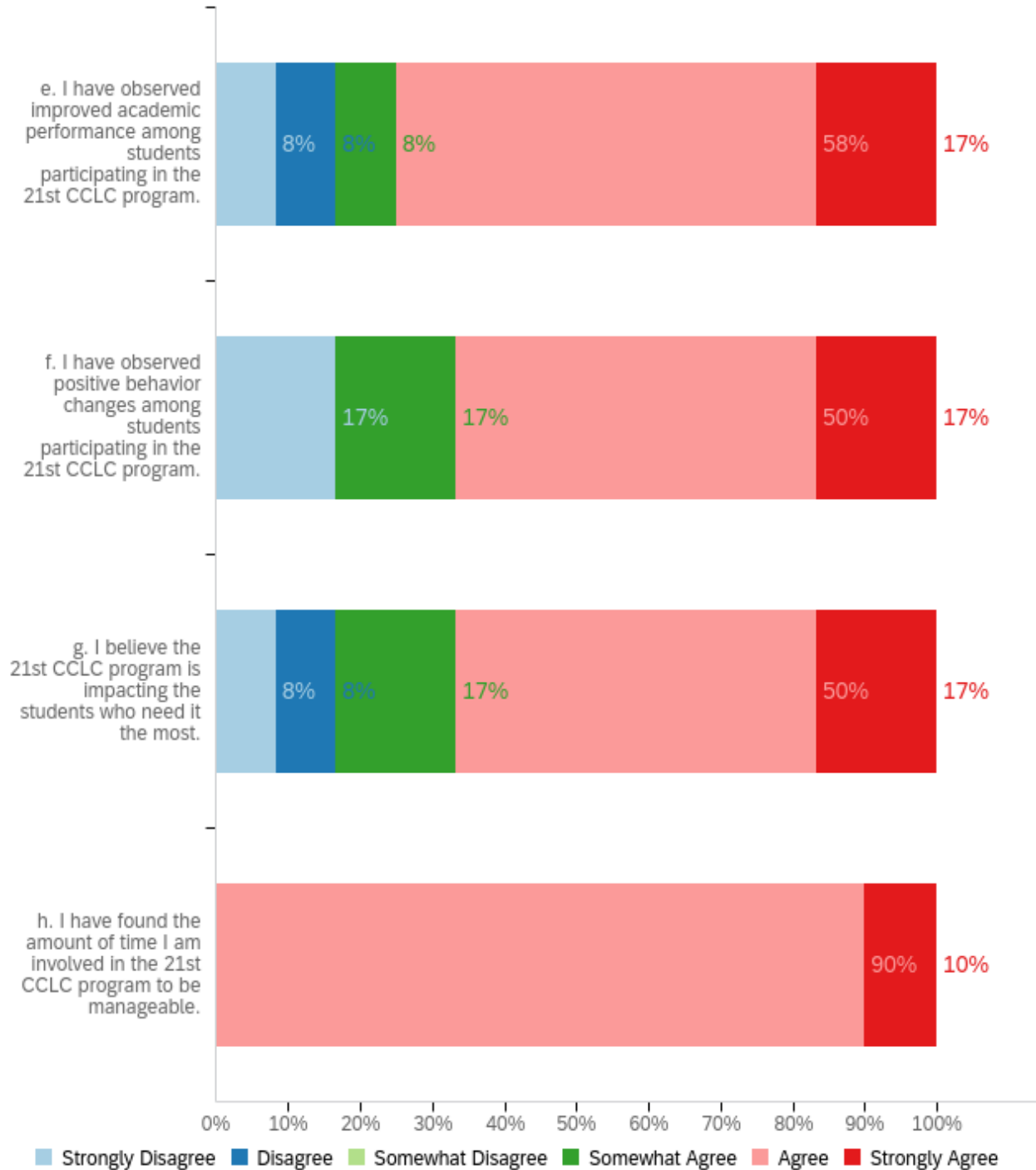
■ Other. Please write in:

Other. Please write in:

N/A

4. For the next set of questions, please indicate how much you agree with each statement. (If the statement does not apply to you, check "Not Applicable".)





**Staff Comments:**

5. What are some of the broad academic impacts that you have noticed among students participating in the 21<sup>st</sup> CCLC program?

*I have observed that several of my more "challenged" students started to work better when given specific things/tools.*

*When they received one-on-one assistance, I saw a noticeable improvement in disciplines*

<i>like math where they had previously struggled.</i>
<i>I found that ELT helped out a lot with the students. We were like a tutor program , where ever the students struggles we helped with helping them improve.</i>
<i>Ive noticed that the ELT program was kind of like a tutoring program for the students because whatever they were struggling with we incorporated it in our lessons plans and it helped them out a lot academically.</i>
<i>The ELT program helps students with where they are struggling, we insert what we see our classes struggling with in our lesson plans and help them improve.</i>
<i>He notado que la mayoria ha aprendido a seguir instrucciones. Y a tener mayor inters en aprender o a aplicar destrezas.</i> <b>Translotion:</b> <i>I have noticed that the majority have learned to follow instructions. And to have greater interest in learning or applying skills.</i>
NA
<i>I feel a lot of kids feel safe to express themselves with us and you can see the smile and joy they get when they finally understand what we are showing or teaching them.</i>
<i>I have noticed students improving upon their math skills. I also have noticed students are more conscious about their mental health.</i>
<i>Some of the broad academic impacts that I have noticed among students participating in the 21st CCLC program is students have gotten better at reading out loud compared to when we first started working with the kids.</i>
<i>I've noticed students improve their writing skills.</i>
<i>I haven't noticed academic improvements.</i>
<i>Very few improvements have happen with ELT. I suggested lessons on handwriting and not a lot were provided.</i>
<i>Total participation</i>

6. What are some of the broad behavioral changes that you have noticed among students participating in the 21<sup>st</sup> CCLC program?

<i>A lot of the kids behavior changed when they felt comfortable to talk to us and didn't feel like they were being ignored.</i>
<i>Behaviors become worse at ELT time and altercations do not have sufficient consequences.</i>
<i>During ELT, student behavior is not well-managed.</i>
<i>El comportamiento ha mejorado en comparacion a cuando llegue a trabajar. Los estudiantes siguen instrucciones. Poruque desean aprender mas y participar.</i> <b>Translotion:</b> <i>Behavior has improved compared to when I arrived to work. Students follow instructions. Because they want to learn more and participate.</i>
<i>I have noticed students become more respectful to others and more respectful around teachers. When they have a strong relationship with an ELT staff the student finds them selves listening to the ELT staff and correcting their actions.</i>
<i>I've noticed students build good character. Students demonstrate better self control and communication among ELT staff.</i>
<i>Ive noticed that the students would confide in the ELT staff a lot quicker than they do their homeroom teacher. During ELT times students tend to be comfortable during class time so the behavior of the students are very manageable.</i>
<i>Most students have shown improved maturity as the school year progressed. There are no cases where students have shown worse behavior.</i>
NA
<i>Some of the broad behavioral changes that I have noticed among students participating in the 21st CCLC program is that students raise their hands more when they need something</i>



*instead of just getting up and walking around.*

*There is one student who I use to work with one-on-one, in the beginning of the year he would always start fights, and argue with his teachers, after spending some time with him, and teaching him during ELT we grew a strong connection, and I told him what I expect of him, and I began to see him change not only with me, but with his teachers, and how he interacted with other students.*

*They do well with structure.*

*When I first came into the program I noticed a lot of students with various behaviors. Once I built a relationship with each student I saw behaviors decrease. The students and I have a very good relationship they only needed someone to listen to them*

### **Summary**

Overall, the survey responses indicate that the 21<sup>st</sup> CCLC program at EMHCS has helped to facilitate improvements in student participation both academically and behaviorally as shown below and staff who were able to share their perspectives. 83% of responding staff shared that they saw positive academic improvement and 83% also responded that they witnessed behavioral improvement from students participating in 21<sup>st</sup> CCLC. By collecting staff perspectives, the PI **was** met.