Year 5 (2021-2022) NYS 21CCLC
Annual Evaluation Report Template

Purpose of this Document

This Year 5 Annual Evaluation Report (AER) Template and Guide for evaluators of local 21st CCLC programs in New York State was developed at the request of the **State Program Coordinator.**

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

While these represent the report's "primary" functions, they do not reflect its only purpose. The AER also serves to inform NYSED Project Managers, Resource Center Support Specialists, and the Statewide Evaluator about program performance and accomplishments, which help guide the monitoring review and technical assistance processes. Many of the components of this report are directly aligned with NYSED policies and program expectations that are the focus of the monitoring visits that all programs receive. These alignments are highlighted throughout this template with references to **required indicators and evidence** in the revised Site Monitoring Visit Report ("SMV Report").[1] *Because NYSED and the Resource Centers review a program's AERs before each visit, information provided in this report that aligns with those indicators can be used to fulfill the documentation requirements of these visits, which will continue into Round 8.*

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

Please note that NYSED, the Resource Centers, and the State Evaluation Team are acutely aware of the ongoing challenges created by the COVID-19 pandemic. While the State Coordinator has stated that programs are expected to return to their original in-person

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[1] Retrieved from http://p1232.nysed.gov/sss/documents/SiteMonitoringVisitReportPDF4.28.21.pdf. Please keep your eyes on the SSS website for future updates to the SMV.

programming, some redesign of programming models and activities – and even project goals – may still be necessary. Please refer to NYSED's email of October 8, 2021 (sent from EMSC) outlining circumstances in which virtual programming may be allowable or required, and whether formal modifications would be required.

Use the "Explain" column in the Evaluation Plan tables, and other narrative sections of the report, to explain where the program and the evaluation were affected by these conditions, as well as any strategies that were used to address the challenges.

Round 7 New York State 21st CCLC State Evaluation Team:
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I.   Project Information

Program Name	EMHCS 21st CCLC Enrichment Program
Project Number	0187-22- 7035
Name of Lead Agency	Eugenio Maria de Hostos Charter School
Name of Program Director	Vincent Alexander
Name(s) of Participating Site(s) and grade level(s) served at each site	Site 1: _____Zimbrich Street_____ Grade(s) Served: _____K-5_____ Site 2: _____Joseph Avenue_____ Grade(s) Served: _____6-8_____
Target Enrollment	Total (Program-wide):650 (Site 1: 569) (Site 2:155) Actual # at/above 30 hours 682 (Site 1: 533); (Site 2: 149)
Evaluator Name and Company	Roberta Benedict, Brockport Research Institute
Evaluator Phone and Email	585.431.3416, robertabenedict@brockportresearchinstitute.com

a. Project Summary

In 2017, Eugenio Maria de Hostos Charter School (EMHCS) was awarded a five-year, Round 7, 21st Century Community Learning Center (CCLC) grant. This 21st CCLC program offers a safe space for students and their families with available programming offered during the regular school day and after-school to students and families supporting positive academic outcomes, including college matriculation. The 21st CCLC enrichment activities focus on academics, wellness (e.g., physical health, socio-emotional wellness), the arts, technology, leadership, Service Learning, and character development. Parent activities include linguistic and financial literacy, parenting education, and family support services. The program was envisioned to serve 650 students in grades kindergarten through grade nine.

21st CCLC programming at EMHCS focuses on academic improvement and positive youth development to meet the mission to "*provide students and their families with an after-school bilingual environment where they feel safe and motivated to receive academic, social, and emotional support, participate in enrichment activities, family support services, learn to access community resources and aspire to be college and career ready.*" The 21st CCLC program builds linkages between the traditional school day and after-school activities to engage students and their families and to increase college aspirations and preparation.

A program modification for 2020-2021 was approved under temporary conditions due to the pandemic. The approved modification is detailed in Appendix F. Additionally, the regular school-day schedule at EMHCS was changed for the 2020-2021 academic year, so the 21st CCLC program is now split into three categories: morning session, after-school session, and the extended learning time

(ELT) that occurs in 30-minute allotments for each grade with different topics each day of the week. This regular school-day schedule change persisted into 2021-2022.

b. Formative Assessment

Summary of Strengths and Weaknesses
In year five, the program continued to build on the experiences of the first four years, specifically with the large adjustments made during 2020-2021. The staff showed continued increasing engagement with students, specifically with the after-school program at Site 2 with enrollment maximums and excellent student-to-staff interactions.

Strengths
There were many strengths observed in Year 5. First, the schedule change from Year 4 was maintained so that ELT was embedded within the regular school day to allow wide participation in the program. This occurred throughout the regular school day in 30-minute allotments. Before school, students were offered a variety of activities such as drumming, arts and crafts, and book club. Academic skill-building in ELA, mathematics, and science was also included before school for grades 7-8. During the regular school day, ELT included health and wellness, physical activity, academic skill-building, character education, and Artistic Mash-Up. During the after-school portion of the program, and in addition to dinner, students participated in vocals, drumming, arts and crafts, and jewelry club. Students made program choices, and they had ample opportunities to develop healthy, positive interactions with the teachers, staff, and peers. A secondary site coordinator was hired to oversee the programming at the Joseph Ave site which allows both Site 1 and 2 to have designated site-specific leadership. The Site 2 coordinator facilitated regular-school day staff support for the 21st CCLC program and student engagement and participation in the program.

Weaknesses
Documentation in regards to attendance and topic-specific program elements can be increased to achieve program objectives and provide evidence of offered program elements. Moreover, because of the changes in the school day and when ELT was offered, it was not explicitly clear when the 21st CLCC implemented the daily 30-minute tutoring element for Site 2 as written into the grant plan. Additionally, program topics related to Drug and Violence Prevention, service projects, and Leadership Development were only offered during specified dates during the spring semester and not throughout the entire year to have a larger impact on the broader student population. Attendance at the advisory board meetings by stakeholders could be improved, in addition to productive dialogue around program elements. Since attendance is not 100% of the identified stakeholders, there is room to improve opportunities for exchange of ideas and questions at these quarterly meetings.

Suggestions for Improvement
(1) Ensure that some portion of the 21st CCLC program is focused on the tutoring element of the grant, either during 30-minute time blocks during the regular school day or offered before or after school. (2) Document program topics to address Drug and Violence Prevention, service projects, and Leadership Development by taking attendance to inform increasing participation or verity participation, and offer these topics throughout the entire year where possible. (3) Explore the opportunity to combine Leadership Development with either the service project or Drug and Violence Prevention to increase serving the target student population and reduce and simplify the amount of activity planning. (4) Clarify language around key members of the advisory board, so that attendance can be accurately reflected for each meeting.

II.   Evaluation Plan & Results

c. Evaluation Plan and Results Tables

Objective 1: 21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

Sub-Objective 1.1: Core educational services. 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

Program Objective 1.1-1 (specify): Program will offer professional development opportunities for staff and will continually monitor program to ensure that programing is of high quality.

Describe activity(ies) to support this program objective here: Parent & Family Engagement; In-Person & Virtual Behavior Management; Supporting Staff Wellness

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was *fully* met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
All staff attends professional development opportunities for staff throughout the year including a week orientation during the summer.	All Staff	Yes	Staff professional development attendance recorded and tracked using an Excel spreadsheet	Attendance at different PD opportunities offered throughout the school year was recorded.	# targeted by PI: All (staff # fluctuated throughout the year)___ # w data: ___	Year 1: Not measured	Staff attendance records were not provided for analysis
						Year 2: Yes	All staff attended the summer orientation. Staff numbers fluctuated throughout the school year, so it was not clear when 'all' staff attended PD during the school year.
						Year 3: Yes	Several PDs were offered, including summer orientation and virtual options during Covid-19 restrictions; attendance for all PDs attended by staff members was reviewed.
						Year 4: Not Met for other reasons	Virtual PDs were offered during the pandemic conditions in the summer and fall. Topics included teaching in a virtual setting, social-emotional learning, and how to engage students. All staff that were employed during the year attended at least 2 and up to 19 PD sessions; however, because of vacancies and fluctuations in staff employment it is difficult to quantify if staff attended all PD available to them during their time of employment.

| | | | | | | Year 5: Partial | Professional development opportunities were documented for August through May. Of the 16 staff with documented hours (n = 16), five have 10+ hours, the remaining have 1-5 hours, congruous with the length and dates of employment for each individual staff. Where possible, staff should have the opportunity to receive PD similar to what would have been offered during summer orientation, regardless of the start date, and then have that training documented. |

If needed, **describe activity(ies) specific to the above Performance Indicator here:**

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.
Because of vacancies and fluctuations in staff employment it is difficult to quantify if staff attended all PD available to them during their time of employment. Also because of staff turnover it is difficult to quantify the amount of PD any member of the staff would have had available to them, depending on their start and end date.

Key staff will complete the QSA tool 2X/year.	Staff (key staff not delineated)	Yes	Records from a review of QSA and determination of topics selected; records of staff members offered the QSA, records of staff members that completed QSA	He	# targeted by PI: ___ # w data: ___	**Year 1:** No	The QSA was only administered once. The roles and number of people who completed the QSA was not provided. Neither the elements, nor the extent of implementation of recommendations were provided to the evaluator.
						Year 2: No	The QSA was only administered once. The roles and number of people who completed the QSA was not provided. Neither the elements or the extent of implementation of recommendations were provided to the evaluator.
						Year 3: Yes	The QSA was administered to key staff twice in Year 3. Results were communicated to the evaluator.
						Year 4: Yes	The QSA was administered twice, once in December 2020 and once in June 2021. It was completed by 15/15 staff members in December and 13/13 staff members in June. The second set of QSA results showed general trends in improving program elements from the first set of results, indicating that feedback had been implemented.
						Year 5: Not met due to pandemic	The QSA was administered on December 21, 2021 to 11 staff members. The QSA was administered a second time on June 23, 2022 to 8 staff members. Only three staff completed both of the assessments due to staff turnover.

If needed, **describe activity(ies) specific to the above Performance Indicator here:** Review and administer QSA twice a year; carryout all recommendations

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.
There was still measureable staff turnover this academic year due to the pandemic which impacted the effectiveness of the QSA because several staff did not have the opportunity to give two evaluations. The data from the second administration may still provide value, but it will be harder to assess what changes were realized over the course of the year from a staff-level perspective.

Program Objective 1.1-2(specify): Program will offer opportunities for attendees to improve and enrich their knowledge and skills in reading, writing, math and science.

Describe activity(ies) to support this program objective here: ELA, Math and Science tutoring for a 30-minute block on a daily basis.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was *fully* met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
325 attendees attend tutoring sessions for 30 days or more	Student attendees	Yes	Attendance records, Observations,	Daily attendance records analyzed for Choice A to determine hourly participation. Observations of individual, and group tutoring during Choice A between 2 – 3:30 pm for K-8.	# targeted by PI: 325 # w data: 516	**Year 1:** Yes	Due to more students enrolled vs. target, more than 100% (715/325) of students enrolled in Choice A received 30 minutes of academic support daily, and more than 100% of students attended 30 or more days of academic support activities
						Year 2: Yes	Due to more students enrolled vs target, more than 100% (696/325) of students enrolled in Choice A received 30 minutes of academic support daily. More than 100% of students attended 30 or more days of academic support activities
						Year 3: Yes	Due to more students enrolled vs target, more than 100% (716/325) of targeted students enrolled in Choice A received 30 minutes of academic support daily during some portion between 2 and 3:30 pm. Total count of 30 days or more is 708 students.
						Year 4: Yes	Academic skill building is offered one day a week during ELT time. 531 students in grades K-5 have attended at least 30 days of skill building or tutoring.
						Year 5: Yes	569 students at Site 1 attended 30 days or more of tutoring during ELT.

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.

Sub-Objective 1.2: **Enrichment and support activities.** 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.

Program Objective 1.2-1 (specify): Program will offer opportunities for attendees to learn about the benefits of making healthy choices by engaging in nutrition, exercise and wellness activities.

Describe activity(ies) to support this program objective here: Nutrition, exercise and wellness activities (healthy cooking class/healthy snacks & dinner, outdoor & indoor games/sports/Zumba/martial arts).

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was *fully* met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
650 attendees attend for 30 days or more nutrition, exercise and wellness activities.	Student attendees	Yes	Attendance records, document review (program schedule; curriculum), on-site observations	Review program schedule for health-related lessons and activities; curriculum review for nutrition education and wellness. Analyze attendance records for Choice A and B activities related to nutrition, exercise and wellness. Observations of Choice A and B activities related to nutrition, exercise and wellness in grades K-9.	# targeted by PI: 650 # w data: 516	**Year 1:** Yes	Due to more students enrolled vs target, more than 100% (715/650) of students participated in exercise and wellness activities
						Year 2: Yes	Due to more students enrolled vs target, more than 100% (696/650) of students were offered healthy snacks during Choice A; 108 students were offered healthy dinner options during Choice B. Choice A programming included health and physical activities in the rotation. Choice B programming included health-related lessons and activities: Zumba, physical activities, creating cook books; CATCH curriculum addressed nutrition education and wellness
						Year 3: Yes	Due to more students enrolled vs target, more than 100% (708/650) of targeted students enrolled in Choice A attend activities related to nutrition, exercise and wellness. In Choice B, 69 students received further instruction in these topics.
						Year 4: Not met for other reasons	Students are offered programming related to nutrition, exercise, and wellness during ELT, two days/week. 516 students have attended at least 76 days (i.e., 38 weeks) of ELT. Students in after-school sessions were provided a nutrition-balanced dinner through a Foodlink partnership.
						Year 5: Yes	Health and Wellness and Physical Activity were topics of ELT time two days of every week, for over 60 days from September 2021 to June 2022. 590 students at Zimbrich enrolled in the regular school day received programming on this topic two days every week. Students in the

							before-school session also had Physical Activity as part of the topic rotation.

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.

Program Objective 1.2-2 (specify): Program will offer opportunities for attendees to participate in Drug and Violence Prevention activities.

Describe activity(ies) to support this program objective here: Scheduling will result in Drug and Violence Prevention activities.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was *fully* met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
650 attendees attend for 30 days or more Drug and Violence Prevention activities	Student attendees	Yes	Attendance records, document review (program schedule; curriculum), on-site observations	Year 1: Curriculum review for violence prevention content including Life Skills, Playworks, and Too Good for Drugs (Grade 6 only); Analysis of attendance records Year 2: Curriculum review Year 3: Curriculum review Year 4: Curriculum review	# targeted by PI: 650 # w data: 516	Year 1: No	Life Skills curriculum addressed substance abuse and violence prevention. Playworks curriculum was implemented to prevent bullying. Grade 6 students (54 total) received Too Good for Drugs curriculum offered in the Spring, for 20 days. The second unit covered alcohol, tobacco, marijuana, and other drugs. The 30 day indicator of success was not met, only 20 days of attendance was recorded.
						Year 2: No	No programming reflected Drug and Violence Prevention activities
						Year 3: No	No programming specifically reflected Drug and Violence Prevention activities.
						Year 4: Not met for other reasons	All attendees (n = 516) in grades K-5 had nine classes from March-April when Drug and Violence prevention were the topics during the ELT health and wellness days.
						Year 5: Not met for other reasons	Drug and Violence prevention activities were offered for 35 days during May and June for both Zimbirch and Joseph sites. 600 students attended at least 30 days.

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.
Clarifying the activities that fall under this topic element in order for attendance to be counted is important to accurately reflect meeting this PI. Additionally, being able to offer related topics throughout the whole year will help meet this PI, as well as impact the broader student population.

Program Objective 1.2-3 (specify): Program will offer opportunities for attendees to participate in a variety of visual arts, performing arts, and technology clubs and activities.

Describe activity(ies) to support this program objective here: Scheduling will result in a variety of visual arts, performing arts, and technology clubs and activities.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was *fully* met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
650 attendees attend for 30 days or more a variety of visual arts, performing arts, and technology clubs and activities.	Student attendees	Yes	Attendance records, document review (e.g., program schedule), on-site observations	Attendance records analyzed, program schedule reviewed, and on-site observations of activities associated with Drama Club performances.	# targeted by PI: 650 # w data: 516	Year 1: Yes	715 students attended 30 or more days of visual arts, performing arts, and technology activities. The program schedule shows evidence of visual and performing arts and technology. The evaluator observed programming related to visual arts, performing arts, and technology.
						Year 2: Yes	Drama club – Hairspray, The Lion King
						Year 3: Yes	708/650, 100% of targeted students enrolled in Choice A attended activities for 30+ days related to visual arts, performing arts, and technology clubs. During Choice B 69 students attended 30+ days of further activities related to the arts and technology.
						Year 4: Not met for other reasons	Students are offered a variety of programming that includes drumming, vocals, and visual arts in before- and after-school, and also during Friday ELT: Artistic Mash-Up. 516 students attended 34 days of Artistic Mash-Up during ELT sessions (one day per week of school) with 72 of those students attending additional activities before- and after-school related to drumming, arts and crafts, and vocal performance.
						Year 5:Yes	Artistic Mash-up was a topic of ELT one day a week for a total of 16 days offered from the start of school to December 31, 2021. 590 students were enrolled at Site 1 and received ELT daily. In addition, students (n=75) attended after-school topics including Drumming (n=19), Music club (n=22), S.T.E.M (n=23).

If needed, describe activity(ies) specific to the above Performance Indicator here:

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.

Program Objective 1.2-4 (specify): Program will offer opportunities for attendees to participate in a variety of service projects.

Describe activity(ies) to support this program objective here: Scheduling will result in service projects tied into regular school day units of study.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was *fully* met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
650 attendees attend for 30 days or more service projects.	Student attendees	Yes	Attendance records, document review (program schedule)	Attendance records analyzed, program schedule reviewed and on-site observations	# targeted by PI: 538 # w data: 523	Year 1: No	The school-wide Penny for Patients for The Leukemia & Lymphoma Society was the only service project; while this was not tied to regular school day units of study, it was a school-wide project.
						Year 2: No	There is no program schedule that indicates service projects tied to the regular school day units of study
						Year 3: No	There is no program schedule that indicates service projects tied to the regular school day units of study
						Year 4: Not met for other reasons	All attendees (n = 516) in grades K-5 had 11 classes between March 5 and May 13 where Better World Day curriculum was the activity during the ELT Character Education days, resulting in a student-authored e-book. Students (n = 6) in the after-school portion completed 11 days of the Better World Day curriculum between March 5 and May 13, where a food pantry was designed and stocked for distribution. Students (n = 13) also participated in a community garden activity for 23 days in after-school program.
						Year 5: No	Service project related activities were offered for two weeks (10 days) in May and June for students (n_{avg} = 22) enrolled in the after-school program at Site 2 (Joseph).

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.
Clarifying the activities that fall under this topic element in order for attendance to be counted is important to accurately reflect meeting this PI. Service project related activities were offered during the after-school (by choice enrollment) so the number of students engaged in this activity was lower than anticipated; there were also limitations on available slots for students, limiting the number of possible participants in the after-school program.

Program Objective 1.2-5 (specify): Program will offer opportunities for attendees to secondary school attendees to participate in Leadership Development

Describe activity(ies) to support this program objective here: Scheduling will result in Leadership Development activities (overnight leadership camp, student council, and student-led community meetings).

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was *fully* met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
100 attendees attend for 30 days or more Leadership Development activities.	Secondary school attendees	Yes	Attendance records, document review (e.g., program schedule, curriculum content),	Attendance records analyzed, program schedule reviewed and on-site observations conducted	# targeted by PI: 100 # w data: 7	Year 1: No	There were no specific Leadership Development activities for students in grades 7-10, as described in the proposal. However, some Choice A options (Girls Group, Teachers of Tomorrow, Project Lifestyle, and student government) included leadership components. In addition, Choice B included leadership as part of character education, but the secondary attendance was very low and did not achieve PI.
						Year 2: No	There were no specific Leadership Development activities for students in grades 7-10, as described in the proposal. Choice B included leadership as part of character education, but the secondary attendance was very low.
						Year 3: No	There were no specific Leadership Development activities for students in grades 7-9, as described in the proposal. Choice B included leadership as part of character education one day a week for K-8, with a total of 69 students attending 30+ days. Once program went virtual due to Covid-19. The 1/week schedule was modified so the target of 100 attendees was not reached
						Year 4: Not met for other reasons	Students in K-5 are offered program related to character development, including Leadership Development during ELT, one day each week. 531 students have attended at least 38 days of ELT focused on character development. Topics were not explicitly covered with secondary students, grades 6-8.

						Year 5: Not met for other reasons	The after-school program topics included Youth Leadership for 53 days with 35 participants in attendance.

If needed, describe activity(ies) specific to the above Performance Indicator here:

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.
Clarifying the activities that fall under this topic element in order for attendance to be counted is important to accurately reflect meeting this PI. Leadership activities were offered during the after-school (by choice enrollment) so the number of students engaged in this activity was lower than anticipated; there were also limitations on available slots for students, limiting the number of possible participants in the after-school program.

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Sub-Objective 1.3: Community Involvement. 100% of Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.[1]							
Program Objective 1.3-1 (specify): Program will establish a strong partnership with families and community through the functioning of a 21st CCLC Advisory board which includes program partners and other representatives from the community in addition to parents, students and key school and program staff working collaboratively to achieve program goals.							
Describe activity(ies) to support this program objective here: Quarterly Advisory Board meetings where all stakeholders are invited to attend, report, and ask questions.							

(A) Performance Indicator(s) (PI) of success	**(B)** Target Population(s)	**(C)** PI Meets SMART Criteria? (Y/N)	**(D)** PI Measures data collection instruments & methods	**(E)** Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	**(F)** Response Rate/ % With Data (if applicable):	**(G)** Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	**(H)** EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI). If Partial, indicate # of sites where PI was *fully* met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
Advisory Board includes all key members	Program manager, key school and program staff (as defined in the grant proposal), representatives from community partner(s), parents, students	No	Document review (roster with titles).	Year 1: Advisory Board roster filled later in the year. Evaluator attended all meetings. Year 2: Advisory Board roster was provided in September 2018. Evaluator attended all meetings. Year 3: Advisory Board roster provided in September 2019. Evaluator attended all meetings. Year 4: Advisory Board roster provided in September 2020. Evaluator attended all meetings.	# targeted by PI: ___ # w data: ___	Year 1: Yes Year 2: No Year 3: No	Advisory board established in August 2017 with representation from the grant and school administrators, education coordinators, a parent coordinator, teachers, and the partner (IAAL). The evaluator attended every meeting. No parents joined the Advisory Board. A student rep and a school board member attended the first meeting only. A Year 2 advisory board roster was provided in September 2018. Key positions were filled, except the Joseph Avenue principal, assistant principal, and site coordinator for that building were not in attendance. Only one teacher was listed, and the student was TBD. At the completion of Year 2, the advisory board did not include a student representative, the secondary principal (Joseph Ave site), or the secondary assistant principal. Board was established at the start of the academic year. Key positions held vacancies at various points during the year – including the Executive Director at year end. Efforts were made to quickly fill all positions as vacancies occurred.

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

						Year 4: Yes	Board was established at the start of the academic year, with all positions filled. Student representation was identified at the first meeting.
						Year 5: Yes	Board was established at the start of the academic year, with all positions filled, with the exception of a student representative regularly attending the board meetings.

If needed, **describe activity(ies) specific to the above Performance Indicator here:** Establish the Advisory Board

75% of key members attend meetings	Program manager, key school and program staff (as defined in the grant proposal), representatives from community partner(s), parents, students	Yes	Document review (roster with titles), Attendance records with names and titles.	Comparison of roster to attendance records for each meeting to calculate percentage of members attending.	# targeted by PI: ___ # w data: ___	Year 1: No	11 board members were in attendance for first meeting on 9/7/17. The member list was still under development, preventing the reporting fo an attendance rate. A "mini" advisory board meeting was held on 10/19/17 to finish the evaluator's presentation (7 staff, plus the evaluators). 69% (9 of 13) Board members in attendance for second meeting on 1/16/18. Meeting three was on 4/17/18. Nine staff, plus the evaluators were in attendance, representing elementary and secondary and IAAL. Meeting four on 6/5/18 was limited to program and education coordinators to discuss the evaluator's spring observation findings. Six staff attended. The two principals and Executive Director were not present (2 of the 3 had resigned). Overall, most meetings had a mix of elementary and secondary administrators, education coordinators, grant coordinators, and partner representation. The teacher, parent, and student representation was absent to very low. The advisory board roster changed to accommodate staffing shifts throughout the year, making it difficult to report the attendance rate.
						Year 2: No	15 board members listed as the Year 2 Advisory Board. Ten members (66.6%) were in attendance for the 1st board meeting on 9/19/18. Ten members (66.6%) were in attendance for the 2nd board meeting on 12/7/18 Twelve members (80%) were in attendance for the 3rd board meeting on 3/8/19. Fourteen members (93%) were in attendance for the 4th board meeting on 6/14/19; The community partner IAAL was present at all four advisory board meetings. A parent representative was present at the first three advisory board meetings in Year 2. The Joseph Avenue building was not

								represented at the advisory board meetings in Year 2.
							Year 3: No	1st meeting had 5/19 members present. 2nd meeting had 12/19 present with four vacancies not filled. The 3rd meeting was canceled due to Covid-19. The 4th meeting was held virtually with 10/19 members present (data coordinator, executive director, and two site coordinator positions were vacant at this time)
							Year 4: Not met for other reasons	The first meeting had 13/16 members (81.25%) present - the student representative, the secondary site coordinator, and the secondary principal were not in attendance. The second meeting had 13/16 members (81.25%). The third meeting had 11/16 members (68.75%); a fourth meeting that was to occur in the spring did not occur, so for the three meetings that occurred 2/3 had 75% attendance.
							Year 5: Not measured for other reasons	The first meeting was held on 10/21/2021 and had ten staff present in addition to the external evaluators; the second meeting was held on 12/21/2021 with eight staff present in addition to the external evaluators.The third and fourth meetings were on 3/10/2022 and 6/7/2022 with nine staff present in addition to external evaluators. Fourteen (n= 14) members are listed on the board, including a student representative.

If needed, **describe activity(ies) specific to the above Performance Indicator here:** Scheduling results in Advisory Board quarterly meetings.

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.
The ambiguity of "key staff" on the board, compared to other staff, made this difficult to quantify. The number of total staff present for all the meetings was listed, in addition to the evaluators.

Sub-Objective 1.4: Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children.[1]

Program Objective 1.4-1 (specify): Program will offer services to engage parents of regular attendees and other community members in literacy, ESL and other courses that will enhance their educational development.

Describe activity(ies) to support this program objective here: Scheduling will result in 30 hours of ESL, SSL, Financial Literacy and computer literacy. (10-week sessions 3 times (fall, winter, spring) per class per year).

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
20 parents will participate in at least 30 hours of ESL, SSL, Financial Literacy or computer literacy.	Parents	Yes	No documents available to review.	No parenting classes implemented.	# targeted by PI: 20 # w data: ___	Year 1: No	No implementation of specific parenting classes: ESL, SSL, Financial Literacy or Computer Literacy
						Year 2: No	No implementation of educational development classes: ESL, SSL, Financial Literacy or Computer Literacy
						Year 3: No. No implementation of educational development classes: ESL, SSL, or computer literacy.	Parents did have the opportunity to attend a Financial Literacy Seminar; Bingo for Books; Family Night at Skate Luvers; and Scholastic Books/Family night. Also a "Cafe con Leche w/ Parents" was held by the elementary principal. Attendance records were not provided for these events.
						Year 4: No Parents were offered workshops through the	Padres Comprometidos program with the IAAL partner. Signed permission slips for 9 parents (3 in the fall and 6 in the winter) were provided. The course material/topics were not provided nor attendance across multiple classes within the workshop. Additionally, parents participated in four one-hour session yoga (n=26) and four one-hour session cooking classes (n=10).
						Year 5: Not met for other reasons	Padres Comprometidos program with the IAAL partner. Four parents have attended 7 hours, with the other four parents attending between 3 and 6 hours. Session 1 & 2 – 5 parents, Session 3 – 6 parents, Session 4 – 4 parents,

[1] Note that this table might serve as a supplemental source of evidence documenting "Adult Learning Opportunities" helping to support grantees' compliance with MV Indicator G-8(d).

							Session 5 & 6 & 7– 8 parents.

If needed, **describe activity(ies) specific to the above Performance Indicator here:**

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.
This goal is a very large stretch goal given the length of time parents are expected to commit to achieve this PI. While parents are supported and given options of how to engage with the 21st CCLC program, the amount of hours associated with this PI is probably not realistic, especially during the pandemic.

Program Objective 1.4-2 (specify): Program will offer services in parenting classes that will increase their ability to support their child's education and well-being.

Describe activity(ies) to support this program objective here: Scheduling will result in monthly parenting classes (IAAL & Family Services Assistance Program).

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was *fully* met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
30 parents will attend 5 or more classes	Parents	Yes	Document review (parenting class schedules); Attendance records; Referral records	Review of parenting class schedules -dates and time of each class; Record attendance at each class.	# targeted by PI: ___ # w data: ___	Year 1: No	Four parenting classes were offered; 5/2/18 – 4 in attendance; 5/23/18 – 1 in attendance; 5/30/18 – 2 in attendance; 6/20/18 – 1 in attendance. Family Services Assistance Program was implemented in October 2017. Between November 2017 to June 2018, 80 referrals were initiated.
						Year 2: No	Family Services Assistance Program was implemented in October 2017. During Year 2, 67 referrals were initiated, a decline from Year 1. Two parenting workshops were offered: •Fall 2018: Oct. 16 (Self-care – 4 attendees), Oct. 23 (Parent Leadership – 3 attendees), Oct. 30 (Alternative Education - 3 attendees), & Nov. 6 (Beyond High School – 3 attendees), Nov. 13 (Graduation – 3 attendees) •Winter 2019: Jan. 9 (Orientation, Introduction, and Planning – 5 attendees), Jan. 16 (First Steps in Becoming a Committed Parent – 9 attendees), Jan. 30 (Open Dialog with School Principal – Cancelled), Feb. 6 (Supporting Children's Education at Home and School Part 1 – 5 attendees), Feb. 13 (Supporting Children's Education at Home and School Part 2), Feb. 27

								(Visit from the School Counselor – 5 attendees), March 6 (Creating a Positive Environment at Home – 6 attendees), March 13 (Middle School and Beyond – 6 attendees), March 20 (Graduation Celebration)
							Year 3: No	During Year 3, 49 referrals were initiated for Family Support Services through IAAL and 10-13 participants completed the four-session Padres workshop provided by IAAL.
							Year 4: Not met for other reasons	During Year 4, 46 parents participated in classes; although, there was not enough multiple session events to meet the PI. Three elementary parents completed the four-session Padres Comprometidos workshop provided by IAAL in the fall; six parents completed the winter session (4 classes). Ten parents completed a single workshop cooking class, and 27 parents participated in virtual yoga instruction.166 referrals were initiated for Family Support Services through IAAL.
							Year 5: Not met for other reasons	Padres Comprometidos program with the IAAL partner. Four parents have documented attendance of 7 hours (7 sessions), with the other four parents documenting attendance between 3 and 6 hours (3-6 sessions). In addition 53 families received FSA services during the course of the school year.

If needed, **describe activity(ies) specific to the above Performance Indicator here:**

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.
This goal is a very large stretch goal given the length of time parents are expected to commit to achieve this PI. While parents are supported and given options of how to engage with the 21st CCLC program, the amount of hours associated with this PI is probably not realistic, especially during the pandemic.

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

Program Objective 1.5-1 (specify): Program will offer 5 hours per week during mandatory school time; 15 hours per week after school Monday through Friday; 3 hours Saturday mornings; 2.5 hours during February and Spring breaks; 25 hours during the summer.

Describe activity(ies) to support this program objective here: Scheduling will result in program hours M-F 2:00pm – 6:00pm.; Saturdays 9:00am – 12:00pm.; Feb Break /Spring Break 9:00am – 11:30am; Summer programming 20 days, 12:30pm – 5:30pm.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was *fully* met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
Both campuses will be open at the scheduled times September – June. The Zimbrich Campus will be open for summer.	Student attendees	Yes	Attendance and document review	Attendance records for program and instructional documents for lesson plans were reviewed.	# targeted by PI: ___ # w data: ___	Year 1: No	Both campuses opened on September 18, 2017 and offered programming M-F from 2-6 p.m., resulting in 20 hours per week through the last week of school in June. Saturday programming was not implemented. February and Spring Break programming was not implemented. Due to the award date and staff hiring over summer 2017, summer programming was not offered in Year 1, but was in Year 2 (July 2018).
						Year 2: No	Both campuses opened on September 5, 2018 for school and the Zimbrich campus offered programming M-Th from 2-6 pm, resulting in 16 hours per week. Saturday programming was not implemented during Year 2. Summer programming was offered July 5-28, 2018; 76 hours of program offered over 19 days to a total of 214 students from incoming K to incoming 8th grade. Programming during February & Spring break was focused on rehearsal for the drama club members (no attendance record available at this time)
						Year 3: Partial	Campus opened on September 4, 2019, with scheduling 5 days a week (M-F) of Choice A (2:00-4:30 pm) at Zimbrich and Joseph Ave and 4 days a week (M-Th) of Choice B (4:30-6:00 pm) at Zimbrich, starting Oct. 7, 2019, for the first quarter. Choice B at Joseph Ave was started October 23, 2019. Saturday scheduling has not been implemented. Feb/Spring break program did not occur due to Co-vid 19. Summer program (2019) was offered for 20

							days between July 8 and August 2 with an average of 142 students attending each day for incoming K to incoming grade 9 students. Campuses were closed on March 16 due to Covid-19 restrictions and school and program transitioned to virtual offerings by April 1, 2020 and continued virtually until June 1, 2020.
						Year 4: Not met due to pandemic	Campus opened on September 14, 2020, with programming offered 5 days a week for before- and after-school components and ELT embedded in the school day at Site 1. The program at Site 2 began on November 20, 2020. The last day of program was offered on June 23, 2021, for both sites. Saturday scheduling was not implemented. Summer (2020) and non-school day program was not offered due to the pandemic restrictions.
						Year 5: Yes	A total of 138 students in K-8 were provided with programming during the Summer 2021 program. The agenda of the Summer is included in Appendix G. Both Site 1 and 2 were open for in-person program starting on September 9, 2021 and closing on June 24, 2022 for summer break.

If needed, describe activity(ies) specific to the above Performance Indicator here:

Comments on Program Objective: **Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria,** challenges encountered due to pandemic, **etc.**

Objective 2: Participants of 21st CCLC Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Sub-Objective 2.1: Achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.

Program Objective 2.1-1 (specify): To increase regular attendees' ELA, Math and Science skills through tutoring, service projects and the arts.

Describe activity(ies) to support this program objective here: Daily 30-minute blocks of ELA, Math and Science tutoring sessions.
Service projects integrated into regular school day units of study.
Variety of visual arts, performing arts, and technology activities that infuse the application of ELA, Math and Science skills.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was *fully* met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
65% of regular attendees will increase performance in ELA, Math and Science, as measured by 1st and 4th quarter grades and i-Ready results.	Student attendees	No	Q1 and Q4 student scores in reading, math, and science; i-Ready Math and Reading Scores; On-site observations	To calculate the percentage of attendees that increased their performance, the 'increase' was any increase regardless of how much the increase was. Students without a pre-test and post-test score were excluded from the analysis. The change in the percentage of students who achieved a particular level ("proficient" or reading "at grade level") the following calculation was used: (Average percentage of students at Q4 divided by the average percentage of students achieving a specific level at Q1) x 100.	# targeted by PI: ___ # w data: ___	Year 1: Yes	Of K-6 students with Q1 & Q4 grades (n = 397), the percentage reading "At Grade Level" increased from 34% to 70%, an increase of 206%. The percentage of K-6 attendees that increased their reading grades (regardless of how much or meeting any benchmark level) was 99%, exceeding the goal. Of K-6 students with Q1 & Q4 grades (n = 396), in "Proficient" math scores increased from 44% to 50%, a 13.6 percentage increase). The percentage of K-6 attendees that increased their math grades (regardless of how much or meeting any benchmark level) was 43%, not meeting the goal. Of K-6 students with Q1 & Q4 grades (n = 268), "Proficient" science scores increased from 46% to 59%, a 28.3 percentage increase). The percentage of K-6 attendees that increased their science grades (regardless of how much or meeting any benchmark level) was 67%, meeting the goal. Of K-6 students with Q1 & Q4 grades (n = 536), "at grade level" for i-Ready Math scores increased from 8% to 38%, a 475% increase. The percentage of students that showed any increase at all was 90.5%, meeting the goal.

							Of K-6 students with Q1 & Q4 grades (n = 333) with i-Ready Reading scores "at grade level" increased from 10% to 22%, a 220% increase.The percentage of students that showed any increase at all was 76%, meeting the goal. A question about academic performance in science was included in the K-10 teacher survey. One-third reported science was not applicable or the student did not need to improve as of fall 2017. For those in need of improvement, 32.12% slightly improved, 21.90% moderately improved, and 7.30% significantly improved.
						Year 2: No	The number of students having two i-Ready scores for reading was 255 for grades K-11; however, this pool of 255 scores was only for students in grades 3-6. The number of students "At Grade Level" increased from 52 (20%) to 75 (29%), a 145% increase. The number of students having two i-Ready scores for math was 442 for grades K-6. The number of students "At Grade Level" increased from 52 (12%) to 175 (40%), a 333% increase. There were n = 548 students in K-6 with two science grades; the overall percentage of students obtaining proficiency decreased from 73.4% to 60.3%. For 7-11, n = 235 with the average overall scores decreasing for all grades. There were n = 566 students in K-6 with two math grades; the overall percentage of students obtaining proficiency increased from 36% to 45%. For 7-11, n = 254 with the average overall scores decreasing for all grades. There were n = 468 students in K-6 with two reading grades; the overall percentage of students reading "at grade level" increased from 14.3% to 76.6%, a 535% increase. For 7-11, n = 287 with two English scores, with the average overall scores increasing for grades 7 and 9, and decreasing for grades 8, 10 - 11.

						Year 3: No All report card scores are in Appendix E	Science report card grades for grades K and 2 had increases in overall average scores of 106% and 108%, respectively (n = 88 and 100); grade 3 remained the same for overall average score; grades 1,4, and 5 had decreases of 12%, 48%, and 57%, respectively (n = 100, 80, 78, respectively) ELA report card grades, for K (n = 88) had a 418% increase; grade 1 (n = 82) had a 162% increase; grade 2 (n = 100) had a 122% increase; grade 3 (n = 91) had a 123% increase; grade 4 (n = 80) had a 111% increase; grade 5 (n = 78) had a 118% increase. In Q1, students in grades 6-9 (n = 202) have an overall science report card average of 71.7 (0-100 scale); scores for Q4 were not reported. In Q1, students in grades 6-9 (n = 202) have an overall math report card average of 74.2 (0-100 scale); scores for Q4 were not reported.
		•				Year 4: No report card scores and i-Ready scores are in Appendix E	Trimester grades for marking period 1 (M1) to M3 were reported for students (n = 499) in grades K-5: • 82% of students progressed in ELA, • 56.5% of students progressed in Mathematics 74.5% of students progressed in Science Students with two i-Ready scores, one in the fall and one in the spring, were included in the analysis. In grades K-5 > 75% of students (n = 452) increased in their ELA i-Ready scores from fall to spring. Average i-Ready scores for each grade are in Appendix E. *Additional information and aggregated scores for Grades 6-8 are provided in Appendix E.*

| | | | | | | | Year 5: Yes | Scores marking periods 1 and 3 for K-8 grades for ELA, Math and Science are listed in Appendix E. The i-Ready monitoring system was transitioned to FastBridge System for the 2021-2022 academic year. 68% of students demonstrated an increase in their Math FastBridge score and 65% in their Reading score from MP1 to MP3 across grades K-8. |

Comments on Program Objective: **Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria,** challenges encountered due to pandemic, **etc.**

Sub-Objective 2.2: Behavior. Regular attendees in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.
Program Objective 2.2-1 (specify): To mitigate risky behaviors while building self-esteem, positive peer relationships, social, emotional and intellectual skills as a result of participation in conflict resolution skill development activities and other program activities.
Describe activity(ies) to support this program objective here: Nutrition, exercise and wellness activities (Healthy Cooking Class/Healthy Snacks/Healthy Dinner Outdoor Games/Indoor Games/Sports/Zumba/Martial Arts). Leadership Development activities (overnight leadership camp, student council, community meetings). Drug and Violence Prevention activities.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was *fully* met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
65% of regular attendees will have a decrease in disciplinary referrals and increased rates of attendance.	Student Attendees	No	Extant Data: Student absences, disciplinary referrals	Q1 and Q4 disciplinary referrals, student absences. Percent change for referrals from Q1 to Q4 was calculated by: (Number of referrals of students with referrals in Q4 (that also had referrals in Q1) divided by the number of referrals in Q1) x 100. Percentage for attendance was calculated by: Average number of days of absences per student at Q4 divided by the average number of days of absences per student at Q1) x 100.	# targeted by PI: ___ # w data: ___	Year 1: Yes	In Q1, 149 of 706 students had disciplinary referrals (21%); of those 149 students, 75% showed a decrease in referrals in Q4. Number of student absences by quarter increased substantially (by 2,201) from total number of absences in Q1 of 2,053 to 4,254 in Q4 (this is for the quarter, not cumulative).
						Year 2: No	In Q1 there were 292 disciplinary referrals for 125 students for grades K-11. In Q4 there were 260 disciplinary referrals for 139 students for grades K-11. In Q1 there were 2,780 absences for grades K-11; in Q4 there were 4,431 absences for grades K-11, with large increases for grades 2,4, and 7, in particular
						Year 3: Yes	In Q1, K-9 (n = 785) had 1884 total absences in days. The average per student was 2.4 days. There were 99 disciplinary referrals for K-9. Compiling attendance and disciplinary referrals for Q4 was invalidated due to Co-vid19. The total absences for September through March for K-9 (n = 724) was 6248 days, for an average of 8.6 days absent per student. Disciplinary referrals for K-9 (n = 184) totaled 471 for September through March, resulting in 2.6 referrals per student.

| | | | | | | Year 4: Not measured due to the pandemic; No | There was a total of 38 (n = 539) disciplinary referrals during the academic year. There were 10 (n = 539) disciplinary referrals for Q1; this low number is largely related to the hybrid and full remote structure of school during pandemic restrictions. There were 28 (n = 539) disciplinary referrals for Q4. The relative increase is related to the students being in person during Q4, as opposed to remote or hybrid in Q1. Comparative data for individual student's disciplinary referrals was not reported. For regular attendees with attendance data (n = 509), 48% of students increased the relative number of days of attendance from fall to spring. |
| | | | | | | Year 5: Partial | 78 students had recorded disciplinary referrals in the first semester and 118 students had referrals over the course of the whole year, an increase of 51% from the first to second semester. However, of the 78 students with referrals recorded in the first semester, 64% had a decrease or same number of referrals from the first to the second semester. All grades (K-8) showed an increase in regular school day attendance from the first to the second semester. The records for referrals and attendance are reported in Appendix F. |

If needed, describe activity(ies) specific to the above Performance Indicator here:

| 50% of teachers report reduction in classroom interruptions due to behavioral issues (teacher survey). | Student Attendees | No | Teacher surveys | Teacher survey data was tabulated and compared from Q1 to Q4 | # targeted by PI:539 ___ # w data: 246___ | Year 1: Yes | Of those teachers who completed a survey, 12.62% of the students did not need to improve in their classroom behaviors in fall 2017. For those that did, 60% of students improved their classroom behaviors (few interruptions) by June 2018, meeting the goal. Note that one teacher per grade level was randomly selected to complete surveys |
| | | | | | | Year 2: No | Of those teachers who completed a survey (n = 1, for K-8), 39% of the students improved their classroom behavior (few interruptions) from fall 2018 to Spring 2019. This number did not meet the target goal of 50% reduction in classroom interruptions. Note that one teacher per grade level was randomly selected to complete surveys (with no repeat completers from Year 1). |

						Year 3: Yes	According to the teacher survey results between 56% of teachers saw a reduction in classroom interruptions.
						Year 4: Not measured for other reasons	This was not directly probed in the EZ Reports survey the teachers completed; however, from the questions answered by the teachers in the EZ report survey 42.7% (n = 246) of students were said to improve "collaborating constructively with other students" which indicates a general classroom environment where students are learning and engaged.
						Year 5: Not measured for other reasons	This was not directly probed in the EZ Reports survey the teachers completed; however, from the questions answered by the teachers in the EZ report survey 83% (n=272) of the students were said to improve classroom engagement or have already been meeting the expectations from Fall to Spring semester.

If needed, describe activity(ies) specific to the above Performance Indicator here:

						Year 1: Yes	95% of K-3 student survey respondents "feel better about myself" (18 "yes", 1 "kind of" out of 19), 73.69% of 4-10 student survey responses (12 "yes", 2 "kind of" out of 19) and 58.25% of teacher survey respondents indicated students appeared to improve their self-esteem.
50% of regular attendees report improved self-esteem (student survey).	Student Attendees	No	Student surveys	Student survey data was tabulated	# targeted by PI: 516 # w data:84	Year 2: No	93.7% of K-3 student survey respondents "feel better about myself" (40 "yes", 5 "kind of" out of 48), 83.3% of 4-10 student survey responses (11 "yes", 4 "kind of" out of 18) and 48% of teacher survey respondents indicated students improved their self-esteem
						Year 3: Yes	Students reported increased self-esteem with 82% of K-3 (n = 11) and 62-75% for grades 4-9 (n = 45).
						Year 4: Not measured for other reasons	82.4% (n = 68) of grades K-3 students surveyed and 69% (n = 16) of grades 4-9 students surveyed said the program helps them to feel better about themselves, a measure of self-confidence.
						Year 5: Partial	82.5% of K-8 students that responded to the survey (n = 103) said that the program helped them feel better about themselves. Responses included "kind of" (n = 16) and "yes" (n = 69). The total number of regular attendees did not

							respond to the survey, but of those that did, the PI was met.

If needed, **describe activity(ies) specific to the above Performance Indicator here:**

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.
The total number of regular attendees did not respond to the survey, but of those that did, the PI was met.

Program Objective 2.2-2 (specify): To increase school attendance and academic performance and decrease disciplinary actions or other adverse behaviors as a result of participation in enrichment in nutrition and health activities and other program activities.

Describe activity(ies) to support this program objective here: Nutrition, exercise and wellness activities (e.g., healthy cooking class, healthy snacks, healthy dinner outdoor and indoor games, sports, Zumba, martial arts)
A variety of visual arts, performing arts, and technology activities.
.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Data (if applicable):	(G) Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was *fully* met. If data pending, indicate when data expected. If not measured, explain why not. If not met due to pandemic, explain why not.
65% of regular attendees will exhibit improved student engagement and self-responsibility for health and wellness, and increased self-esteem, self-confidence and motivation to succeed (as reported in teacher and student surveys).	Student attendees	No	Student surveys Document review: curriculum, program schedules On-site observations	Teacher and student data was tabulated	# targeted by PI: ___ # w data: ___	Year 1: Yes	53.4% of teachers who completed a survey reported the students improved responsibility for their health and wellness. None of the student survey respondents were old enough (grades 7-10) to answer questions about making healthier choices regarding tobacco, alcohol, drugs, or sex. 95% of K-3 student survey respondents "feel better about myself" (18 "yes", 1 "kind of" out of 19), 73.69% of 4-10 student survey respondents (12 "yes", 2 "kind of" out of 19) and 58.25% of teacher survey respondents indicated students improved their self-esteem. 95% of K-3 students surveyed ("feel better about myself"), 77.78% of 4-10 students surveyed ("learned I could do things I didn't think I could do before") and 59.22% of teachers who completed a survey reported the students increased their self-confidence. 80% of K-3 students (16 out of 20) surveyed ("do better in school"), 61.69% of 4-10 students "did better in school" (13 out of 21), 77.27% of grade 4-10 students "improved my grades in school" (17 out 22), 70% of grade 4-10 students "tried

								harder in school" and 55.34% of teachers who completed a survey reported the students increased their motivation to succeed.
							Year 2: Yes	Of teachers who completed a survey, they reported 51.7% of students improved responsibility for their health and wellness. Of the student survey respondents old enough (n = 13, grades 6-10) to answer questions about making healthier choices regarding tobacco, alcohol, drugs, or sex 77% responded "yes" to program helping them make better choices, and 7.7% responded they were "already doing fine". mm93.7% of K-3 student survey respondents "feel better about myself" (40"yes", 5 "kind of" out of 48), 83.3% of 4-10 student survey responses (11 "yes", 4 "kind of" out of 18) and 48% of teacher survey respondents indicated students improved their self-esteem respondents indicated students improved their self-esteem. 93.7% of K-3 student survey respondents "feel better about myself", 94.4% of 4-10 students surveyed "learned I could do things I didn't think I could do before" (11 responded "yes", and 6 responded "kind of") and of teachers who completed a survey, they reported 68.5% of students increased their self-confidence, meeting the goal. 79% of K-3 students (38 out of 48) surveyed ("do better in school"), 83.3% of 4-10 students "did better in school" (15 out of 18), 72.2% of grade 4-10 students "improved my grades in school" (13 out of 18), 83.3% of grade 4-10 students "tried harder in school" and of teachers who completed a survey, they reported that 53.7% of students increased their motivation to succeed.
							Year 3: Yes	According to the teacher survey results between 60-67% of students who were regular attendees exhibited improvements in the areas of student engagement and self-responsibility for health and wellness, and increased self-esteem, self-confidence and motivation to succeed.
							Year 4: No	From the student surveys, 74% (n = 68) of K-3 respondents felt "Coming to the Extended Day program this past school year has helped me to feel better about myself"; while 69% (n = 13) of grades 4-5 respondents answered similarly.

						Year 5: Partial	Teachers complete individual surveys for each of their students. In total data was collected for 248 students. It was reported that 48% (n = 246) of students demonstrated improvement from slight to significant in "Demonstrating self-regulation and persistence with challenging tasks."
							This was not directly probed in the EZ Reports survey the teachers completed; however, from the questions answered by the teachers in the EZ report survey 83% (n=272) of the students were said to improve classroom engagement or have already been meeting the expectations from Fall to Spring semester. 86.4% of k-3 students (n = 44) said that the program helped them want to try new things. Responses included "kind of" (n = 2) and "yes" (n = 36). 88.3% of grade 4-8 students (n = 60) said that the program helped them do things they did not think they could do before. Responses included "kind of" (n = 11) and "yes" (n = 42). 83.8% of K-8 students (n = 105) said that the program helped them to do better in school. Responses included "kind of" (n = 21) and "yes" (n = 67). 82.5% of K-8 students (n = 103) said that the program helped them feel better about themselves. Responses included "kind of" (n = 16) and "yes" (n = 69).

If needed, **describe activity(ies) specific to the above Performance Indicator here:**

65% of regular attendees will have a decrease in disciplinary referrals and increased rates of attendance.			Extant Data: Student absences, disciplinary referrals	Q1 and Q4 disciplinary referrals, student absences. Percent change for referrals from Q1 to Q4 was calculated by: (Number of referrals of students with referrals in Q4 (that also had referrals in Q1) divided by the number of referrals in Q1) x 100. Percentage for attendance was calculated by: Average number	# targeted by PI: ___ # w data: ___	Year 1: Yes	In Q1, 149 of 706 students had disciplinary referrals (21%); of those 149 students, 75% showed a decrease in referrals in Q4. The number of student absences per quarter increased substantially from Q1 (2,053) to Q4 (4,254).
						Year 2: Yes	In Q1 there were 292 disciplinary referrals for 125 students for grades K-11. In Q4 there were 260 disciplinary referrals for 139 students for grades K-11. In Q1 there were 2,780 absences for grades K-11; in Q4 there were 4,431 absences for

					of days of absences per student at Q4 divided by the average number of days of absences per student at Q1) x 100.			grades K-11, with large increases for grades 2, 4, and 7, in particular.
							Year 3: Yes	In Q1, K-9 (n = 785) had 1884 total absences. The average per student was 2.4 days. There were 99 disciplinary referrals for K-9. Compiling attendance and disciplinary referrals for Q4 was invalidated due to Co-vid19. The total absences for September through March for K-9 (n = 724) was 6248 days, for an average of 8.6 days absent per student. Disciplinary referrals for K-9 (n = 184) totaled 471 for September through March, resulting in 2.6 referrals per student. There is a possible trend of decreasing disciplinary referrals across Years 1-3; however, because of the lack of disciplinary referrals in Q3 and Q4 of Year three due to virtual instruction because of Covid19, it is not clear if the trend is valid and will need to be analyzed during the fourth year.
							Year 4: Not measured due to the pandemic; No	There was a total of 38 (n = 539) disciplinary referrals during the academic year. There were 10 (n = 539) disciplinary referrals for Q1; this low number is largely related to the hybrid and full remote structure of school during pandemic restrictions. There were 28 (n = 539) disciplinary referrals for Q4. The relative increase is related to the students being in person during Q4, as opposed to remote or hybrid in Q1. Comparative data for individual student's disciplinary referrals was not reported. For regular attendees with attendance data (n = 509), 48% of students increased the relative number of days of attendance from fall to spring.
							Year 5: Not met for other reasons	78 students had recorded disciplinary referrals in the first semester and 118 students had referrals over the course of the whole year, an increase of 51% from the first to second semester. However, of the 78 students with referrals recorded in the first semester, 64% had a decrease or same number of referrals from the first to the second semester.

							All grades (K-8) showed an increase in regular school day attendance from the first to the second semester. The records for referrals and attendance are reported in Appendix F.

If needed, **describe activity(ies) specific to the above Performance Indicator here:**

Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.
This PI around disciplinary referrals is not a SMART PI, so it is challenging to report as met or not met. There was a decrease in referrals for students that incurred them during the first semester however, and that is noted as a positive outcome. The total number of regular attendees did not respond to the survey, but of those that did, the PI was met.

> Provide a discussion of any particular strengths or limitations of above assessments or evaluation design, and describe any efforts or plans to minimize limitations (***Required*** if there were limitations).
>
> (Optional): Additional comments on evaluation plan and Year 5 PI results.

Site 1(grades K-5): Students are offered a variety of desired topics during before- and after-school and ELT embedded within the regular school day. Each grade follows a rotating schedule for ELT which ensures students are exposed to topics and curricula relevant to the 21st CCLC goals. Specified documentation of attendance and topics covered in academic tutoring, Drug and Violence Prevention, and service projects will make achieving these program objectives more attainable. There were ongoing staff turnover concerns, as noted in previous years, causing the corestaff to manage multiple roles until vacancies were filled. Despite the challenges with staff, there is active student-staff engagement and positive relationships. Seventy-five students are in regular attendance for the before and after-school programs, with a waiting list for more students.

Site 2 (grades 6-8): The student-to-staff relationship and engagement is a highlight for Site 2, with the staff being a critical element of seeing high student participation and engagement. 35-40 students at Site 2 are in regular attendance for the after-school program.

III.   Observation Results

a. First visit

Append results from any observation protocols or separate reports you have prepared for your client, as applicable.[1] Alternatively, you can paste on this page any summaries of findings on **fidelity to program design** from the first required visit.

> Please specify approximate date(s) of *first* round of Year 5 observations (MM/YY): November 16, 2021 and December 14, 2021.

Results: Attached in Appendix D are the Building Observation Synthesis Forms for Site 1 and Site 2.

b. Second visit:

Append results from any observation protocols or separate reports you have prepared for your client,[2] or paste on this page, any summaries of findings on **point of service quality review observations** from the second observation conducted as part of the program evaluation.

> Please specify approximate date(s) of *second* round of Year 5 observations (MM/YY): _____05/18/2022 – 05/19/2022_____

Results:.

- Observation protocol used for point of service observations:[3]

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[1] Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), "evidence of two site visits per site."

[2] Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), "evidence of two site visits per site."

[3] Note: As specified in SMV Indicator D-3, grantees are also required to conduct program activity implementation reviews, using a form consistent with the research-based OST (or OST-A) observation instrument. Evidence of the activities specified in Indicator D-3 [see D-3(a) and (b)] can be

☒ Out of School Time Protocol (OST)

❒ Out of School Time Protocol Adapted for Virtual Learning (OST-A)

❒ Other modified version of Out of School Time Protocol (attach a sample in Appendix)

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

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strengthened if the evaluator and grantee collaborate on learning from the findings of these similar point-of-service observations and grantee quality reviews.

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

EMHCS 21st Century Community Learning Center (CCLC) Logic Model				
Resources	**Activities** (Actions, processes, tools, and events)	**Outputs** Direct products of activities (e.g. # of participants at programs)	**Outcomes** (Expected changes as a result of programs.)	**Impact** (broad-based, long-term)
Advisory Group 1.Executve Director/CFO 2. Principals (Elementary and Secondary) 3. Project Coordinator 4. Site Coordinators 5. Teachers 6. Education Coordinators 7. Parent Coordinator 8. Parent 9. Student 10. Board Member 11. Ibero-American Action League Partner 12. Evaluator Students & Family Members Staff • Certified teachers • Music/art teacher • Physical Education teacher • Special Education teacher • Teacher Assistants • Bus drivers Community Partners • Ibero-American Action League • Family Support Assistance Program and staff Supplies and Materials (e.g. Life Skills Curriculum, CATO) Food Program budget Program facilities (2 school buildings) Professional development opportunities	Advisory Board Meetings Academic support (e.g. homework, tutoring) Visual and Performing Arts Drumming Violence prevention program Nutrition Education Martial Arts/Step/Zumba Arts & Crafts Character Education Leadership Development Service Learning Projects Technology Drug Prevention Education Counseling Family Support Services ESL and Spanish Second Language classes (for parents)	Programming will be provided for 20 hours per week during the school year (with the exception of holidays) and 25 hours per week for 4 weeks in the summer. Each participant obtains 90 hours or more of programming over the year. Participant students will attend at least 30 minutes of tutoring or academic enrichment activities every day they attend. Participating students will attend at least 1 hour of enrichment or youth development activities every day they attend. Students will attend 15 out of 30 days or more for each of the 6 areas (or 50% when fewer than 30 days are offered per session): 1) art; 2) dance; 3) health; 4) character education; 5) physical activities; 6) crafts. # of student participants (650) # of family participants (50) # of parent meetings with the FSA	Increased student grades and test scores in ELA, math, and science Increased student attendance Decreased disciplinary referrals Increased student leadership skills Decreased bullying Increased positive classroom behavior Increased student self-confidence Increased parent attendance at school meetings Increased student fitness Increased family support (e.g., meeting self-sufficiency goals) Increased parent engagement through training	Improved student achievement Improved classroom and school climate Increased community presence in school Increased social-emotional well-being of students and families Better school and family relationships Improved student and family well being

		Advisory Board meetings (4 per grant year)		
	Computer Class (for parents)			
	Financial literacy (for parents)	20 Parents attend 30 hrs. of ESL, SSL, Financial Literacy, Computer classes		
	Parenting Activities			
		30 parents attend 5 or more parenting classes		
		At least 75% of parents/ family members will participate in at least one parent activity each year.		

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

Comments: The Logic Model was reviewed with the program coordinator and disseminated to the staff during September 2021.

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

V. Conclusions & Recommendations

Program's successes and lessons learned based on evaluation findings[1]

a. Status of the implementation of recommendations from the previous year; AND documented or perceived impacts of implementing those recommendations, if known

The first implementation of the QSA was not until halfway through the year, which impacts the opportunity to use the findings in a way to impact change in the given program year. It was noted during the first round of on-site observations the impact of hiring a designated Site 2 coordinator. The coordinator was able to foster and maintain connection with the students and interface with the regular-school day teachers and staff, providing continuity from the regular school-day to the 21st CCLC program. The impact of this coordinator was evidenced throughout the year with strong participation of students at Site 2, even during by-choice enrollment activities.

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

Review the results from the QSA earlier in the year in order to implement the suggestions during the year in a manner that will impact change in program delivery or outcomes. Improve documentation of attendance around topic-specific objectives: Drug and Violence Prevention, Service projects and academic tutoring specifically. Continue to foster the relationship and impact of the site coordinator at Site 2 in order to maintain the interest of the students in grades 6-8. Staffing shortages continue to be a challenge, which impacts continuity for students and for gaining valuable feedback through the QSA; it is recommended to continue to look for incentives or other methods to retain staff.

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

Ongoing documentation review and communication with the program coordinator will be maintained in order to ensure findings are used to inform program improvement. The second round of observations were also used to determine if findings from earlier in the year and from Year 4 were implemented.

VI. Sustainability

Have any discussions or planning taken place around sustaining the program beyond expiration of the grant?
☒ Yes   ☐ No

If YES, please briefly list potential sustainability strategies here (bullet format is sufficient):
- Received Round 8 funding through 21st CCLC Request for Proposal
- Aim High: Supporting Out of School Time Grant Program

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[1] Note: as specified in SMV Indicator H-7, grantees are required to communicate evaluation findings to families and community stakeholders. Evidence of implementation of the activities specified in Indicator H-7(a) and (b) can be strengthened if the evaluator can help provide the grantee with a summary of sharable findings, such as reported in this summary.

- ARP (American Resuce Plan)

Briefly describe the status of your sustainability plan. (For example: Which key stakeholders have contributed to the plan? Has it been finalized, or is it still under discussion? Is there a general consensus as to how well the plan is likely to support continued programming in lieu of a renewed 21CCLC grant?)

Round 8 funding was received through 21st CCLC RFP and programming will transition from the current activities under Round 7, Year 5 to Round 8, Year 1 with some changes to address areas of opportunity noted in the Round 7 program.

VII. Appendices

a. Appendix A:
Student Survey Summary: Grades K-3

Grades K-3 Student Survey Summary

The Grades K-3 Student Survey is based on the Short-term Student Outcomes Survey (SSOS) contained in New York State's 21st Century Learning Centers Evaluation Manual. Because that survey was intended for students in grades 4-12, BRI developed an abbreviated version in consultation with the grant coordinator that includes one to two questions from each of the eight outcome categories.

The Grades K-3 Student Survey was administered via Survey Monkey in June 2022 to all ELT students to solicit their feedback on how the 21st CCLC program affected them during the 2021-2022 academic calendar program.

The total number of student responses was 44 for those that participated in the before- and/or after-school portion of the 21st CCLC. The overall trend was that participation in the program helped them have better self-esteem, do better in school, and desire to try new things.

Question	Positive Response
The before-school or after-school program helped me to want to try new things.	86.4% "yes" or "kind of"
The before-school or after-school program helped me to make healthy choices.	84.1% "yes" or "kind of"
The before-school or after-school program helped me to be Better in School	88.6% "yes" or "kind of"
The before-school or after-school program helped me to feel better about myself.	83.7% "yes" or "kind of"

b. Appendix B:
Student Survey Summary: Grades 4-9

Student Survey Summary: Grades 4-9

The Short-term Student Outcomes Survey (SSOS) is fully described in New York State's 21st Century Community Learning Centers Evaluation Manual. The results from this survey will be reported in the AER.

The total number of student responses was 60 for those that participated in the before- and/or after-school portion of the 21st CCLC. The overall trend was that participation in the program helped them have better self-esteem, do better in school, and desire to try new things.

Question	Positive Response
The before-school or after-school program helped do things I didn't think I could do before.	88.3% "yes" or "kind of"
The before-school or after-school program helped me to make healthier choices about exercise	72.7% "yes" or "kind of"
The before-school or after-school program helped me to make healthier choices about diet and nutrition	75.8% "yes" or "kind of"
The before-school or after-school program helped me to be Better in School	80.3% "yes" or "kind of"
The before-school or after-school program helped me to try harder in school	86.4% "yes" or "kind of"
The before-school or after-school program helped me to feel better about myself.	81.7% "yes" or "kind of"

c. Appendix C:
Teacher Survey Summary

Teacher Survey Summary

The Teacher Survey will be administered via EZ Reports via NYSED June 2022 to solicit judgments of impact on students participating in the 21st CCLC program during the 2021-22 academic calendar program.

The Teacher Surveys only were looking for student engagement in the classroom and any changes seen from the Fall to Spring semester, for teachers that knew the students long enough to assess. 455 surveys were targeted, and 272 responses were received. The breakdown for the question "ENGAGEMENT: Please rate this student's change in overall classroom engagement SINCE SEPTEMBER 2021 (using the definition of "engagement" as provided in the instructions.)" is listed below in a table. Overall, 83% of students were said to have improved or were already meeting expectations over the course of the year.

Responses	Number (#)	Percent (%)
Student was already meeting expectations in Fall 2021	37	13.6%
Significant Improvement	47	17.3%
Moderate Improvement	58	21.3%
Slight Improvement	84	30.9%
No Change	31	11.4%
Slight Decline	8	2.9%
Moderate Decline	4	1.5%
Significant Decline	1	0.4%
Don't Know	2	0.7%

d. Appendix D:
Building Level Observation Synthesis Form

Building level Observation Synthesis

Building name: EMHCS – Site 1 (Zimbrich)   **Dates:** November 16, 2021
Number of observations:

A. Implementation/Processes

Topic	Evidence/Notes
Implementation fidelity (to the grant proposal)	There are a variety of program options offered during the before-school, ELT and after-school program
Unintended program drift (from the grant proposal)	Activities in before-school are not always aligned with the topic of the day/week.
Quality of program links to the school day and staff (may or may not observe). Academic evidence (e.g., tutoring).	ELT time occurs in 30-minute installments during the regular school day with direct links to the school day curriculum and staff overlap.
Barriers to implementation and how they are being addressed	Staffing vacancies occurred (in general and when staff had to quarantine), so additional substitutes are being hired.
Lessons learned	It would be beneficial to have more staff substitutes available to cover absences.
Recommendations	Continue offering a variety of program topics to keep students engaged. Document specific program elements of Drug and Violence prevention and service projects

B. Outcomes

Topic	Evidence/Notes
Serving target populations	K-5 Yes (at Site 1)
Quality of student-teacher interactions	Overall positive interactions, students are well-behaved, and enthusiastic. Positive behavioral support is used by staff.
Program successes	High student and teacher engagement was observed. A variety of programs are offered.
Lessons learned	Students enjoy the opportunity to choose programs.
Recommendations	Continue to expand staffing to maintain positive student-teacher interactions.

Building level Observation Synthesis

Building name: EMHCS –Site 2 (Joseph site)   **Dates:** December 2021
Number of observations:

A. Implementation/Processes

Topic	Evidence/Notes
Implementation fidelity (to the grant proposal)	Variety of programs relevant to grades 6-8, with active student-to-staff relationship
Unintended program drift (from the grant proposal)	The school day schedule at Site 2 does not allow regular implementation of ELT.
Quality of program links to the school day and staff (may or may not observe). Academic evidence (e.g., tutoring).	The site coordinator is available before and during the school day to bridge theschool day activities and culture to the after-school setting. Before-school topics include academic skill-building (tutoring) relevant to the school day curriculum.
Barriers to implementation and how they are being addressed	ELT is not offered during the regular school day, but the implementation of a variety of program topics before and after-school are being executed.
Lessons learned	The high value around staff/site coordinators to facilitate both the student engagement and the regular-school day staff support.
Recommendations	Ensure the site coordinator has the staff support to continue the implementation of the program – both 21st CCLC and regular-school day staff.

B. Outcomes

Topic	Evidence/Notes
Serving target populations	Grades 6-8, yes
Quality of student-teacher interactions	Excellent
Program successes	Great success with student engagement and effective relationships with staff.
Lessons learned	Students highly value positive relationships with staff.
Recommendations	Look for opportunities to incorporate ELT into the regular school day or with increased participation in before/after school in order to meet program objectives.

Building level Observation Synthesis

Building name: EMHCS – Site 1 (Zimbrich)   **Dates:** May 2022
Number of observations:

C. Implementation/Processes

Topic	Evidence/Notes
Implementation fidelity (to the grant proposal)	There are a variety of program options offered during the before-school, ELT and after-school program; all rooms were well staffed with engaged teachers and aids
Unintended program drift (from the grant proposal)	Activities in before-school are not always aligned with the topic of the day; some choices offered to students do not align with the topic of the day
Quality of program links to the school day and staff (may or may not observe). Academic evidence (e.g., tutoring).	ELT time occurs in 30-minute installments during the regular school day with direct links to the school day curriculum and staff overlap.
Barriers to implementation and how they are being addressed	Staffing vacancies occurred (in general and when staff had to quarantine); room environment can distract from the activity planned (i.e. lighting, sound/noise, etc.)
Lessons learned	It would be beneficial to have more staff substitutes available to cover absences.
Recommendations	Document specific program elements of Drug and Violence prevention and service projects and plan to provide them to a broader number of students to reach PIs

D. Outcomes

Topic	Evidence/Notes
Serving target populations	K-5 Yes (at Site 1)
Quality of student-teacher interactions	Overall positive interactions, students are well-behaved, and enthusiastic. Positive behavioral support is used by staff.
Program successes	High student and teacher engagement was observed. A variety of programs are offered.
Lessons learned	Students love having a choice and a rotation
Recommendations	Continue surveying students for interests and offering rotating options. Looking to double-up activities that can serve for content topics and meet other PIs around service, leadership and education

Building level Observation Synthesis

Building name: EMHCS –Site 2 (Joseph site)   **Dates:** May 2022
Number of observations:

C. Implementation/Processes

Topic	Evidence/Notes
Implementation fidelity (to the grant proposal)	Variety of programs relevant to grades 6-8, with active student-to-staff relationship; students are engaged in community efforts beyond just the school building
Unintended program drift (from the grant proposal)	The school day schedule at Site 2 does not allow regular implementation of ELT; the targeted number of students were not reached because of when activities are able to be offered at this site (before/after versus during the school day)
Quality of program links to the school day and staff (may or may not observe). Academic evidence (e.g., tutoring).	The site coordinator is available before and during the school day to bridge the school day activities and culture to the after-school setting. Before-school topics include academic skill-building (tutoring) relevant to the school day curriculum.
Barriers to implementation and how they are being addressed	ELT is not offered during the regular school day, but the implementation of a variety of program topics before and after-school are being executed.
Lessons learned	The high value around staff/site coordinators to facilitate both the student engagement and the regular-school day staff support.
Recommendations	Ensure the site coordinator has the staff support to continue the implementation of the program – both 21st CCLC and regular-school day staff.

D. Outcomes

Topic	Evidence/Notes
Serving target populations	Grades 6-8, yes
Quality of student-teacher interactions	Excellent; students have a great rapport with the staff and site coordinator
Program successes	Great success with student engagement and effective relationships with staff.
Lessons learned	Students highly value positive relationships with staff and stay engaged throughout the year because of that connection
Recommendations	Look for opportunities to incorporate ELT into the regular school day or with increased participation in before/after school in order to meet program objectives.

**e. Appendix E:
Report Card & FastBridge System Scores**

Report Card Scores Grades K-8
*This grant proposal is to service K-9.
MP refers to Marking Period

All students scores in K-8 were used to compile the data in the grade-average Table 1 below. Once regular attendees of 30+ hours of program during the year are determined, those student scores will be used to assess changes in grade average from the first marking period to the last one for the academic year 2021-2022.

Math and science grades were assessed using a 1-4 scale for reporting to align to NYS scoring and expectations. On this scale, 4 represents meeting standards with distinction; 3 represents meeting NYS and school standards; 2 represents partially meeting standards; and 1 represents being below standards. Thus, a student receiving a 3 or 4 is seen as performing at or above standards (i.e., proficient), while a student receiving a 1 or 2 is marked as non-proficient. ELA grades are scaled as follows: students at or above grade level in the first Quarter receive a score of their grade level with a .2 decimal. For example, a student in grade 2 reading at grade level in the first quarter would receive a 2.2 for their reading grade. A student in grade 2 receiving a 0.2 would be two grade levels below their expected reading level.

Interim Evaluation Report (IER) Template – Year 5 Interim

Table 1 Average scores for all students in grades K-6 of students from M1 to M3 in ELA (scaled score*), Math (scale 0-4), and Science (scale 0-4). Scores, as grade average, for grades 7-8 are for all students enrolled in the regular school day.

Grade	# students	Avg ELA MP1	MP3	# students	Avg Math MP1	MP3	# students	Avg Science MP1	MP3
K	70	1.7	2.3	70	2.2	2.5	70	2.2	2.7
1	94	1.8	2.4	94	2.3	2.8	94	2.6	3.0
2	92	1.9	2.3	92	2.2	2.6	92	2.4	2.6
3	83	2.2	2.7	83	2.1	2.3	83	2.5	2.7
4	95	3.2	3.0	95	2.1	2.3	95	2.9	2.4
5	85	4.5	3.3	85	2.5	2.7	85	3.0	2.8
6	81	4.8	3.2	81	2.7	2.4	81	3.3	2.8
Total/Avg. for K-6	600			600			600		
		Grade Average			Grade Average			Grade Average	
7	95	63.6	71.8	95	62.0	65.6	95	78.6	79.0
8	65	80.7	81.1	65	75.4	78.9	65	75.3	84.7
Total/Avg. for 7-8	160	72.1	76.5	160	68.7	72.2	160	76.9	81.9

* ELA grades are scaled as follows: students at or above grade level in the first Quarter receive a score of their grade level with a .2 decimal. For example, a student in grade 2 reading at grade level in the first quarter would receive a 2.2 for their reading grade. A student in grade 2 receiving a 0.2 would be two grade levels below their expected reading level.

EMHCS transitioned from i-Ready to FastBridge Systems during the 2021-2022 academic year as a system for monitoring student progress.
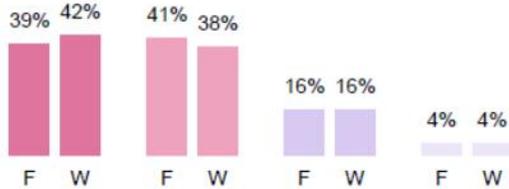
FastBridge scores for Math (Table 2) and Reading (Table 3) in grades K-8 showing the percentage of students considered high risk, some risk, low risk, and college pathway. The percent improvement will be reported in the AER based on Fall and Spring assessment outcomes. As of the fall assessment, 80% of students were considered 'some' or 'high' risk with only 4% considered college pathway.
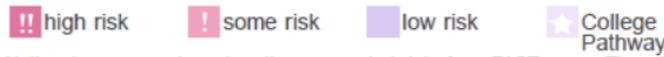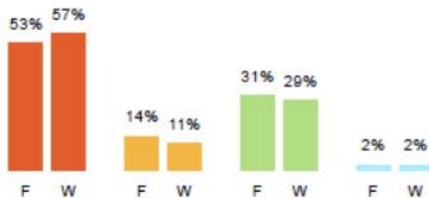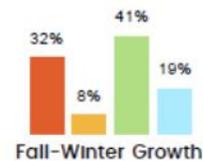
Table 2 FastBridge Report Fall to Winter for Math Scores K-8

START: 2021-2022 : Fall	END: 2021-2022 : Winter	GROWTH %ILES: Growth by All	COLOR CODING: Benchmarks	GROWTH: Monthly	END OF YEAR GOAL: Next Highest

Scores Of All Students In Group
By Benchmark Categories: ❓

	F	W
	39%	42%
	41%	38%
	16%	16%
	4%	4%

Growth Of All Students In Group
By Benchmark Categories: ❓

Fall-Winter Growth: 28% 25% 26% 21%

Student Median %ile:

‼️ high risk   ❗ some risk   low risk   ⭐ College Pathway

Table 3 FastBridge Report Fall to Winter for Reading Scores K-8

START: 2021-2022 : Fall	END: 2021-2022 : Winter	GROWTH %ILES: Growth by All	COLOR CODING: Norms	GROWTH: Monthly	END OF YEAR GOAL: Next Highest

Scores Of All Students In Group
By Normative Categories: ❓

	F	W
	53%	57%
	14%	11%
	31%	29%
	2%	2%

Growth Of All Students In Group
By Normative Categories: ❓

Fall-Winter Growth: 32% 8% 41% 19%

■ 0-19.99 %ile   ■ 20-29.99 %ile   ■ 30-84.99 %ile   ■ 85 %ile and Above

FastBridge scores were reported for some subset of students that had scores for both the Fall and Spring. The overall change in score was calculated (positive or negative) and the number of students with increases and decreases by grade level are reported in Table 4 for Math assessments. A bar-chart depicting gross changes in low, some, and high risk from Fall to Spring assessments for Math shows little shift in overall categories, despite a number of students increasing their scores, as depicted in the table.

Table 4 FastBridge Math Scores Fall to Spring - Increase and Decrease

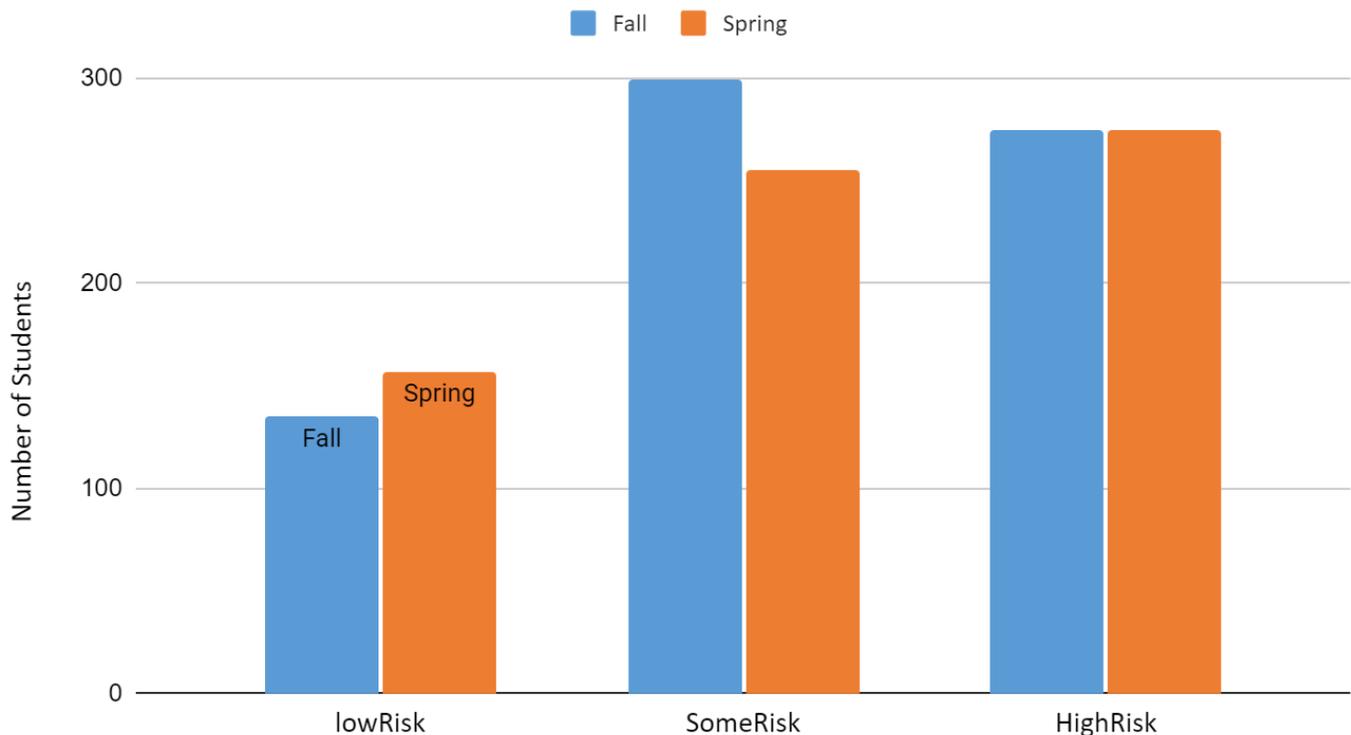| Grade	# Students with Increased Math Score Fall to Spring	# Students with Decreased Math Score Fall to Spring
K	62	1
1	82	3
2	63	26
3	63	13
4	59	18
5	49	31
6	54	15
7	47	26
8	35	16

Math Fall and Spring Risk Level

Figure 1 FastBridge Math Risk Assessment Fall to Spring

FastBridge scores were reported for some subset of students that had scores for both the Fall and Spring. The overall change in score was calculated (positive or negative) and the number of students with increases and decreases by grade level are reported in Table 5 for Reading assessments. A bar-chart depicting gross changes in low, some, and high risk from Fall to Spring assessments for Reading shows little shift in overall categories, with a notable increase in high risk scores, despite a number of students increasing their scores, as depicted in the table.

Table 5 FastBridge Reading Scores Fall to Spring - Increase and Decrease

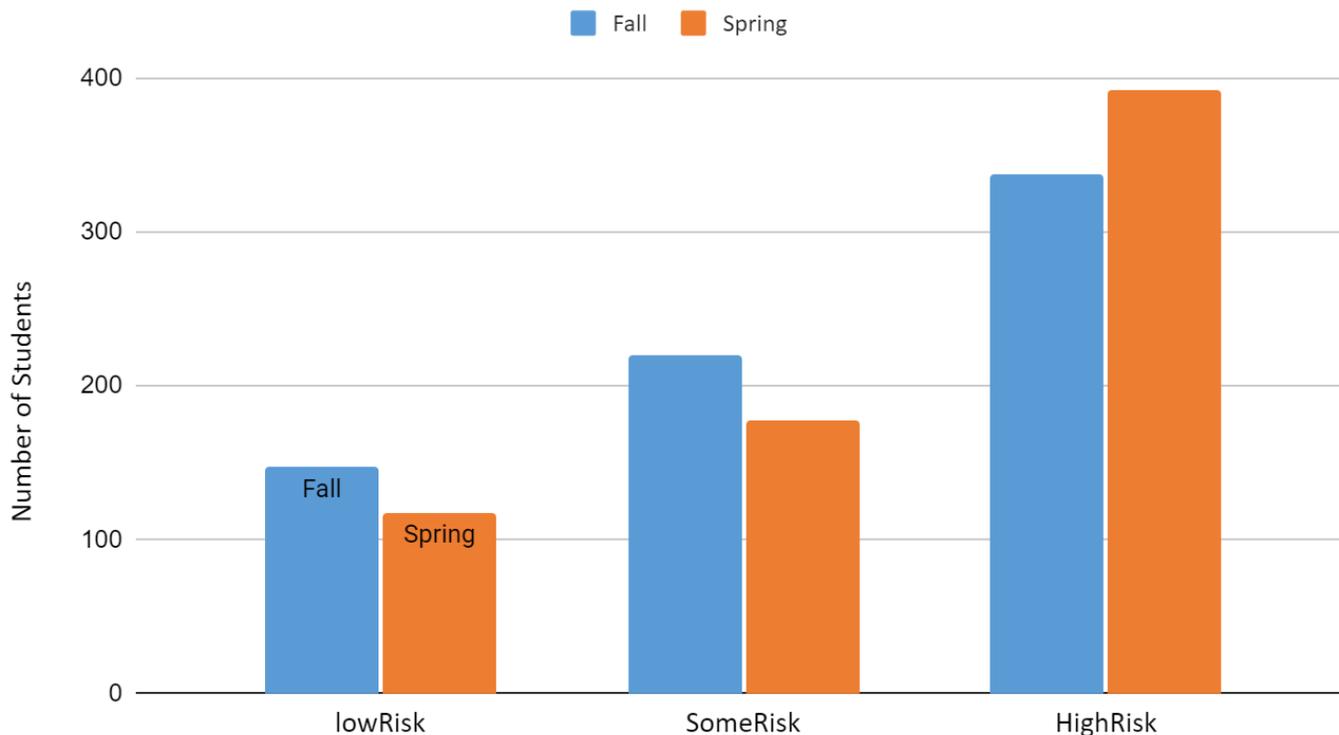| Grade	# Students with Increased Reading Score Fall to Spring	# Students with Decreased Reading Score Fall to Spring
K	64	0
1	65	17
2	70	20
3	58	19
4	62	22
5	48	31
6	56	10
7	37	37
8	31	21

Reading Fall and Spring Risk Level

Figure 2 FastBridge Reading Risk Assessment Fall to Spring

f. Appendix F:
Attendance and Disciplinary Referrals

Attendance and disciplinary referrals will be monitored from the first marking period to the final marking period. The tables below show the number of students per grade and how many average absences per grade and the average and the total number of disciplinary referrals for each grade. This data covers the school day range of September 1, 2021 to June 24, 2022, with 186 possible schools days in this date range.

Table 6 Regular School Day Attendance: Number of absences and average number/grade

Grade	# Students/Grade	Avg. # Absences/Student		Avg. Attendance Rate/Grade	
		Fall	Spring	Fall	Spring
K	70	15	12	83%	86%
1	96	17	14	80%	85%
2	95	17	14	80%	85%
3	84	15	13	83%	85%
4	95	19	13	78%	85%
4	86	17	14	81%	85%
6	81	14	12	84%	87%
7	95	12	10	86%	88%
8	65	12	10	87%	89%

Table 7 Disciplinary referrals per grade and average/grade

Grade	# Students/Grade	#Students with Referrals/Grade	Total referrals in 1st Semester	Total referrals in Full Year*	Avg. # referrals per Student**
K	70	1	1	1	1.0
1	96	1	1	1	1.0
2	95	8	11	14	1.8
3	84	3	3	4	1.3
4	95	0	0	0	
5	86	17	22	31	1.8
6	81	21	33	59	2.8
7	95	23	32	43	1.9
8	65	4	5	5	1.3

*For those students with a cited referral during the 1st semester
** Average number of referrals per student that had a referral during the 1st semester

**g. Appendix G:
Program Modifications**

21ˢᵗ Century Community Learning Centers Program

Fall 2020 Program Modification Request

Date: 9/9/2020

Please use this form to explain how your 21ˢᵗ CCLC program will operate given your participating schools' adjusted Fall 2020 schedule due to COVID-19.

Agency Name:	Eugenio Maria de Hostos Charter School
Mailing Address:	27 Zimbrich Street Rochester, NY 14621
Project Number:	0187-20-7035
Contact Person:	Vincent J. Alexander, III
Phone:	(585) 544-6170

Contract Number *(if applicable):* _____

Email: valexander@emhcharter.org

Day School(s) schedule(s)
Use this section to provide schedules/models for each of your participating schools or attach the school model schedule(s). If attaching this information, please indicate in space below "See attached." Please provide hours/days of day school, indicating when/if in-person school or virtual instruction is planned. If it varies by cohort, please provide those details as well.

Our school has chosen an in-person/virtual option model for our elementary students, grades K-5 and a hybrid/virtual option model for our middle school students (grade 6-8). Due to our district transportation shifting our bus schedules we were forced to change our school schedule from 8:00am - 4:30pm to 9:00am - 4:30pm, therefore the school has lost one hour of instructional time. "Please see attached - First Tab"

21ˢᵗ CCLC program schedule - Out of School Time (OST), and if applicable, Extended Learning Time (ELT)
Use this section to provide schedule of 21ˢᵗ CCLC programming. Please provide hours/days programing is planned. If attaching this information, please indicate in space below "See attached." Indicate whether in-person or virtual for each day and time of program. Hybrid models will have both in-person and virtual times indicated. If virtual, indicate when synchronous meetings/check-ins/instruction will take place, and indicate if there will an asynchronous component. Since asynchronous activities cannot be given a time slot, indicate anticipated time duration for assignment completions, if known. We realize this level of detail may not be available at this time. Note: 21ˢᵗ CCLC programming cannot be scheduled while day school is in session unless you are approved for ELT programming

As mentioned above, our school day has shifted to start at 9:00am instead of 8:00am. This change has impacted several parents, especially our parents whom work schedules are set around their children's school schedule. Therefore, we plan to offer an enrollment based enrichment before-school program experience from 7:00am - 9:00am for students in grades K-8. With the change in the school's start and end times, the school has lost an hour of instruction, therefore, the school needed to take away our full hour of ELT which typically happened from 3:30pm - 4:30pm. In result, we will provide

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21ˢᵗ Century Community Learning Centers Program

students with enrichment programming throughout the school day for both in-person and virtual students at the elementary school only, for all students. The middle school site could not accomdate us in their school day schedule, therefore, we are operating asynchronous enrichment programming for all middle school students grades 6-8. In addition, we will provide enrollment based after-school programming to students grades K-8 from 4:30pm - 6:00pm; Friday's after-school programming operates from 2:00pm - 4:30pm to support the school's early dismissal schedule on Fridays.

*If planning to provide any in-person programming, please indicate by checking the box to the right that you agree to comply with SACC/DOH, or District requirements related to COVID-19 safety protocols.	☒ I agree

Gaps based on previous 21ˢᵗ CCLC program: *Please explain what you will be unable to provide as the result of school schedule and other changes due to COVID-19.*

Due to the school losing an hour of instruction we are unable to provide students with a full hour of enrichment programming during ELT, however, we will provide a half hour of enrichment synchonous programming to all enrolled students K-5 and asynchonous to all students grade 6-8.

Supplement not Supplant[1] - *Explain how this altered program schedule will supplement, not supplant pre-existing day school and funded services.*

This model now offers an addition resource to our parents with before-school programming, as well as and after-school program. Although we are unable to provide students with the full hour of ELT programming, we will provide supplimentary work that students can do at home or on their own to make up for the lost time.

Use this section to request any other changes. *This may include site location changes, partner changes, objectives changes, etc. If you are not requesting any changes other than your program-related changes identified above, please indicate as NA in the space below.*

Prior to COVID-19 we planned to submit an official program modicfication to remove 9ᵗʰ grade.

Justification for above change request: *Explain why these changes are reasonable and necessary to meet the goals and objective of the grant. If no additional changes are being requested, please indicate as NA in the space below.*

In year 1 and 2 our 9th grade students were part of the middle school with our schools grow out model. However, by year three we grew up to a full K-12 school adding a third campus in year three of our grant. Servicing 9th graders only last year was challenging because of staffing restraints, students lack of engagment due to their desire to particpate in modified sports, and their school day block schedule not accompadating ELT.

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[1] Supplement means to "build upon" or "add to"; supplant means to "replace" or "take the place of." Federal law prohibits recipients of federal funds from replacing state, local, or agency funds with federal funds.

21ˢᵗ Century Community Learning Centers Program

Impacted Objectives and/or Goals: *Will any of your current goals and objective be impacted by the changes in your 21ˢᵗ CCLC programming or other changes described above? If so, please summarize below.*
No, all of our goals and objectives should be met by the end of year 4.

Implementation Date:	Would this modification require a Budget Amendment?²
9/14/2020	☐ Yes ☒ No

For NYSED Program office only:

√ Approved   ☐ Not Approved

Eugenio Maria de Hostos Charter School
21st Century ELT Enrichment Focus

Note: As promised the enrichment schedule for what takes place during the various blocks from 9 - 4:30.

	Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
Enrichment Focus	Health & Wellness	Physical Activity	Academic Skill Building	Character Education	Artistic Mash-Up

h. Appendix H: Summer Program

Eugenio Maria de Hostos Charter School
21st Century Summer Fun Program

	Monday	Tuesday	Wednesday	Thursday	Friday
12:30 – 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 – 1:15	DEAR	DEAR	DEAR	DEAR	DEAR
1:15 – 2:30	Health & Wellness	Academic Skill Building	Arts & Crafts	Academic Skill Building	Program Fun
2:30 – 3:00	Snack/Bathroom Break/ Transition	Snack/Bathroom Break/ Transition	Snack/Bathroom Break/ Transition	Snack/Bathroom Break/ Transition	Snack/Bathroom Break/ Transition
3:00 – 4:15	Physical Activity	Character Education	Social Justice	Physical Activity	Program Fun
4:15 – 4:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

*DEAR – Drop Everything And Read – Independently/Read Aloud