

Newburgh Enlarged City School District

Susan Torres-Bender, Grant Facilitator

21st CCLC Interim Evaluation Report: Year 2



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Prepared by
Lynn T. Moulton



Brockport Research Institute
24 Brook Terrace
Brockport, NY 14420
585.703.5400

lynn.moulton@BrockportResearchInstitute.com

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Executive Summary

BRI prepared this interim report following the Annual Evaluation Report Guide for Year 2 provided by the 21st CCLC grant Statewide Evaluator, Measurement Inc. This report will be shared with the grant facilitator of the Newburgh Enlarged City School District (NECSD) and may be collected by the NYSED Project Managers to review with the Statewide Evaluator.

Project Summary

In April 2017, NECSD was awarded their five-year Round 7 21st CCLC funding to target 750 students in grades K-5 at four Title I elementary schools and their families. In Year 2, a fifth school, Vails Gate, was added. The **Program Theory** from the proposal states how NECSD will address the three key components of all 21st CCLC grants: academic enrichment outside of school hours, youth development, and family literacy/advocacy.

Located within a high needs and diverse community, the Newburgh Enlarged City School District is committed to supporting and providing opportunities for its students and families beyond the school day. We will provide academic enrichment and programs as well as activities and services to enhance the growth and development of our students and their families. A major component is Saturday Family Learning Experiences where children and families learn together, thereby helping families develop skills to support their child in school.

The **Logic Model** (located in Appendix A) is a graphical depiction of how the Program Theory will be executed by creating an After-School Academy (ASA), offering Saturday Family Learning Trips, and promoting the Parent University/Academy. The ASA contains academic, enrichment, and social-emotional components and continues to have the Boys and Girls Club of Newburgh (BGCN) as the community partner.

Year 2 programming began in July 2018 with a 12-day Lego-based STEM Summer Academy for 60 students. It included a field trip to Legoland that was also offered to parents/guardians but only students attended. Although the Summer Academy was funded by the 21st CCLC grant, student busing was provided in conjunction with another summer program.

The Year 2 ASA program began on October 23, 2018 with BGCN providing one artist and one Triple Play facilitator at each building. Triple Play is a Boys & Girls Club program that promotes healthy habits, physical activity, and social/emotional development. This change was made based on student feedback from Year 1. Another enrichment opportunity is being piloted at Balmville School with students in grades K-2 through Zylophone, Inc., a local non-profit that incorporates music with math, spelling, and movement. The ASA is scheduled to end on April 18, 2019.

The grant facilitator continues to manage the many additional facets of the 21st CCLC grant including administering the Quality Self-Assessment (QSA), exploring sustainability options, recruiting of staff and students, ensuring that proper documentation and procedures are in place, submitting state and federal level reports, attending trainings, and leading Program Advisory Council Team (PACT) meetings (i.e., advisory board). The grant also includes professional development for various groups of 21st CCLC staff (e.g., Math & Movement, Project Lead the Way, the effects of trauma on students) and 21st CCLC teachers have common planning time for grant activities.

Key Findings

During Year 1 of the grant, NECSD was able to put in place the framework needed to ensure that successive years have a solid foundation. Each school's ASA consists of a two-hour block with the same program structure: starting and ending whole group in the cafeteria with equal portions of enrichment or arts and tutoring. The enrichment portion changes for each multi-week activity block with choices such as show chorus, puppet palace, yoga, gym sports, board games, and art. The tutoring time allows students to play academic online games if they have no homework. Students with homework complete their assignments with tutoring as needed.

As of February 25, 2019, 598 students had enrolled in the 21st CCLC program, across five buildings. The goal is 750 participating students, although only 95%, or 713 students, with 30 hours are required for full funding. Student participation hours and serving of target populations (i.e., low-performing, economically disadvantaged) will be evaluated in the Year 2 annual report.

Three Saturday Family Learning Trips occurred in Year 2: Legoland (December 2018), The Maritime Aquarium at Norwalk (February 2019), and West Point's Eisenhower Hall Theatre for The Illusionists (March 2019). Satisfaction survey results will be included in the Year 2 annual report.

The Parent University/Academy continues to be offered, but no parents have attended classes. The October 2018 "Lights on Afterschool" event at each school, however, included a parent education component regarding the Every Student Succeeds Act (ESSA) with a total of 137 family members attending. Showcase events at each school at the end of each multi-week activity period are also utilized for parent education opportunities. For example, free blood pressure screenings were provided at two schools in February while another school incorporated community service by having a non-perishable food drive.

Key Recommendations

The key recommendation is **recruiting more teachers** so that additional students can be accommodated to meet enrollment targets to avoid funding cuts. **Parent involvement** in learning opportunities also has much room for growth.

Project Description

Located within a high needs and diverse community, NECSD committed to supporting and providing opportunities for its students and families beyond the school day. NECSD has provided academic enrichment and programs, as well as activities and services to enhance the growth and development of students and their families. During Year 1, the 21st CCLC program was located in four schools and starting in Year 2, is located in five schools. All five schools serve grades K-5, with students from all grade levels being targeted and focusing on students that scored at levels 1 and 2 on the New York State assessments, students that are economically disadvantaged, students with limited English proficiency (LEP), and students with disabilities. Table 1 shows the enrollment at the participating schools and the targeted numbers of grade K-5 students. For three of the buildings, a smaller percentage of students per building are targeted for the ASA in Year 2. Across the five buildings, 15-35% of the building population is targeted for 21st CCLC programming.

Table 1. School Enrollment and Targeted Students

School Name	Year #	Total Enrollment (# of students)	Students Targeted for 21 st CCLC	
			# of students	% of Total
Balmville Elementary	1	493	150	30%
	2	462	100	22%
Gardnertown Leadership Academy	1	696	200	29%
	2	669	100	15%
Gidney Avenue	1	801	200	25%
	2	803	200	25%
Horizons on the Hudson	1	518	200	39%
	2	483	150	31%
Vails Gate	1	N/A	N/A	N/A
	2	565	200	35%
TOTAL	1	2,508	750	30%
	2	2,982	750	25%

Although Vails Gate was included in the original proposal, it was not able to participate in Year 1 due to an existing after-school program for Academic Intervention Services (AIS) for 100 of its students. Instead, Gardnertown Leadership Academy joined the grant and started programming on January 31, 2018. The three other schools had begun programming on November 14, 2017. Vails Gate joined the 21st CCLC program starting in Year 2.

As proposed, the project would serve a total of 750 students with student and family programming being offered in partnership with the BGCN's Newburgh Performing Arts Academy (NPAA). NECSD and BGCN have successfully partnered in two earlier 21st CCLC grants with BGCN as the lead. By becoming the lead, NECSD looked to extend and target programming to meet the needs of more students and their families with a major component to include Saturday Family Learning Experiences where children and

families learn together, thereby helping families develop skills to support their child in school.

The 21st CCLC grant also provides free programming for parents/guardians. Classes continue to be offered in financial literacy, English, and GED/HSE although none have been attended to date. The programs are advertised in the 21st CCLC newsletter, posted on each school's bulletin board, and posted on the district website.

The goals of the 21st CCLC program are to increase the participating students' math and ELA achievement, increase their school attendance, decrease their referrals and negative behaviors during the regular school day, strengthen the relationships between the schools and families, and increase the attendance of parents/guardians in Parent University/Academy programs (e.g., literacy).

Key stakeholders

In addition to the students that participated in the programming, stakeholders include their parents/guardians and families, program staff, administrators at the participating schools, the community partner's (BGCN) Executive Director and program staff, and NECSD administrators (e.g., grant facilitator, director of grants, and assistant superintendent of curriculum). In addition to BGCN staff, each school's program is staffed by teachers and classroom aides, generally from that school, but there are a couple of teachers that come in from other schools. Each school also has a school monitor, nurse, and clerical typist during program time.

Program objectives and activities

The Program Objectives and Activities for the 2st CCLC program are presented in Appendix B, the Evaluation Plan. They correspond with the NYS 21st CCLC Objectives and Sub-objectives. To ensure that the program objectives and activities align with each school's regular academic program as well as student's academic needs, all five schools currently utilize an administrator from the regular school day. Also, the after-school program at each school is staffed by teachers and aides from the regular school day, with only a couple of exceptions of teachers from the middle school level working at the Horizons on Hudson School. Common planning time is scheduled monthly to allow staff to plan 21st CCLC activities.

Performance measures

The performance measures for NECSD's 21st CCLC program are presented in Appendix B, the Evaluation Plan. The indicators of success and their corresponding method of measurement include:

Core Educational Services

- Students will demonstrate 95% attendance in the program (*Cayen* software

stores attendance)

Enrichment and Support Activities

- After-School Academy
 - Students will demonstrate 95% attendance in the program (*Cayen* software stores attendance)
 - 95% of the students will find the program favorable based on exit survey (student surveys and/or focus groups)
- Saturday Family Learning Trips
 - Students and parents will achieve a 95% attendance rate in the program based on those that register (*Cayen* software stores attendance)
 - 90% of students and parents will find the program favorable through an exit survey (surveys to students and parents/guardians)

Community Involvement

- All stakeholders including the BGCN and Director of Family and Community Engagement (FACE) will participate in 95% of meetings (meeting minutes record attendance). Note that this indicator will be reviewed, however, and revised for the annual report because attendance at 95% of four meetings is not a reasonable measure.
- Each site will host a Parent Academy event that includes at least 2 additional community organizations (grant facilitator maintains a program guide for parent programming, attendance by parents/guardians is recorded at all events and stored in *Cayen* software)

Services to parents and other adult community members

- Parent University/Academy
 - An increase of 50% in parents that attend at least one Parent University/ Academy program, including literacy programs (attendance records)
 - Of parents who attended Parent University/ Academy programs, 90% will find the program favorable (exit survey)
- Saturday Family Learning Trips
 - Students and parents/guardians will achieve a 95% attendance rate in the Saturday Family Learning Trips (attendance records)
 - Of students and parents who attend Saturday Family Learning Trips, 90% will find the program favorable (exit survey)

Extended Hours

- 50% of students will demonstrate at least 90 hours throughout the course of the program (*Cayen* software tracks attendance)

Achievement

- Students will increase ELA and math achievement by 10% (iReady scores from the Fall and Spring will be compared)

Behavior

- 50% of participating students will have a decrease in referrals and negative behaviors during the regular school day (referrals from the previous school

- year and the current school year will be compared and surveys will be reviewed)
- 75% of participating students will have an increase in daily school attendance (absences from the previous school year and the current school year will be compared)

Theory of action

NECSD's grant proposal described the theory upon which their 21st CCLC program was based. According to *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It* (Little, Wimer, & Weiss, 2008), research has shown that after-school programs can have an impact on academic achievement. Little, Wimer & Weiss (2008) confirm that after looking across many research and evaluation studies, children and youth who participate in after-school programs can reap a host of positive benefits in a number of interrelated outcome areas—academic, social/emotional, prevention, and health and wellness. There are many after-school programs that focus on an academic program for all types of learners, but programs that provided more than just academic support show an even higher improvement among participants. Little, Wimer, & Weiss (2008) emphasized in their research that balancing academic support with a variety of engaging, fun, and structured extracurricular or co-curricular activities that promote youth development in a variety of real-world contexts appears to support and improve academic performance. (2008, p. 4)

Status of Logic Model development

Along with the Program Theory, the Year 1 Logic Model was presented at the August 2018 and December 2018 PACT meetings to graphically depict how the Program Theory will be executed. Although Vails Gate has not been officially approved as a participating school by NYSED, it has been fully involved with the 21st CCLC program and was added to the Resources section of the Logic Model. The Logic Model is included in Appendix A and includes the program indicators.

Intentional changes made since the original application

During Year 1, two revisions made to the originally-approved project were necessary and justified. Because four grade K-5 schools were originally proposed, changing Vails Gate to Gardnertown Leadership Academy was not a significant change and it was authorized by NYSED. Although the Newburgh Chess Club was not included in the original proposal, it was an attempt to add a community partner in addition to BGCN; it was not successful.

During Year 2, the number of schools included in the grant activities increased from four to five with the addition of Vails Gate. NECSD has submitted the required documentation and expects to receive NYSED approval.

Progress or modifications in implementation and/or outcomes since Year 1

Program modification documentation was submitted to NYSED to allow for the expansion of the 21st CCLC program from four schools to five schools, with Vails Gate STEAM Academy as the fifth school. Although the submission was delayed and did not occur until Fall 2018 due to a change in grant management personnel at NECSD, program implementation occurred at Vails Gate along with the other four schools with a programming start date of October 23, 2018. NECSD has reached out to NYSED and 21st CCLC Resource Center contacts on an ongoing basis, but has not yet been able to determine the status of the modification.

Progress in Year 2 outcomes will be compared to Year 1's outcomes in the Year 2 Annual Report.

Evaluation Framework and Plan

NECSD contracted with Brockport Research Institute (BRI) for their external evaluation. BRI has maintained contact with the 21st CCLC program coordinator, Ms. Susan Torres-Bender on an ongoing basis through phone calls, emails, and site visits to monitor implementation during both years of the grant.

Every funded program has objectives that relate to implementation (process) and outcomes. The Evaluation Plan aligns with the objectives and sub-objectives defined by NYS statutory. The logic model emphasizes that implementation fidelity will affect the intended outcomes on student achievement and behaviors. This report addresses fidelity of implementation, progress toward objectives, and recommendations for program improvement.

Details of the Evaluation Framework and Plan of this project are included in Appendix C.

Implementation/Process Evaluation Findings

Fidelity of implementation

The Evaluation Plan in Appendix B presents findings for fidelity of implementation based on Objective 1: *"21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services for students and their families."* with its five corresponding Sub-Objectives and NECSD's Program Objectives. as stated in NECSD's grant narrative.

NECSD proposed to provide **(1.1) core educational services** in the subjects of reading and literacy, mathematics, and science as evidenced by document review and evaluator observations. Students attending the after-school program have access to teachers for small group tutoring and academic-based online learning and were engaged learners.

These services were observed during the fall observations. **(1.2) Enrichment and support activities** are also provided to 21st CCLC students during the after-school program as well as during Saturday Family Learning Trips. Although Saturday Family Learning Trips were not observed, surveys from students and parents that attended the first trip to Legoland were very positive about the experience. Enrichment activities such as chorus, hip hop dance, and computer programming were observed during the fall observations. **(1.3) Community involvement** is evidenced by the formation of the PACT in order to collaborate and commit to planning, implementing, and sustaining programming. Participation in PACT meetings has been varied, with almost all schools represented by an administrator either attending in person or participating by phone, student comments via survey, and BGCN director. **(1.4) Services were offered to parents/guardians** of participating children to increase literacy and skills. Flyers are provided to parents/guardians to promote free classes. NECSD provided **(1.5) extended hours** of programming during the school year (generally 6 hours per week) and, in Year 2, summer programming. Although summer programming was not observed, extended hours were observed during the fall observations.

Unintended drift

As with any large project, there were a few areas of unintended program drift during implementation. Differences will undoubtedly occur when a proposed grant is put into place in the day-to-day reality of a school district. None of these items listed below are critical to the success of the grant.

- Starting in Year 1 and continuing in Year 2, the program start time was shifted fifteen minutes later in order to accommodate the contractual obligations of staff.
- Due to the late award of the grant, Year 1 summer programming was not offered. In the summer of Year 2, a Lego-based STEM camp was offered for three weeks, four days per week.
- Although not included in the original proposal, *Cayen* software was procured in Year 1 to effectively track enrollment, attendance, and demographics of participating students in an organized platform that was developed specifically for 21st CCLC programs. It tracks students by grade level, attendance hours, and demographics as needed for the federal Annual Performance Report (APR). It continues to be used in Year 2.
- Year 2 teacher recruitment started much earlier than Year 1 and changes in the format of the after-school program (e.g., three activity sessions rather than four, allowing teachers to select which session(s) they would like to work in rather than committing to the entire year) has helped increase the number of teachers. A waiting list of students remains, however, and the program target of 750 students has not yet been reached.
- Parent/guardian participation in educational opportunities continues to be an issue, as it was in Year 1. Plans for continuing parent recruitment have been discussed and will be evaluated and implemented.

- As previously experienced in Year 1, the PACT meetings have a varying level of attendance. Because the schools serve different geographic areas, potential PACT attendees must drive to the meeting location and traffic congestion can make that a longer trip, therefore it can be inconvenient for a school's potential participants (administrators, parents, staff) to participate. Some success in Year 2 was achieved by having the meeting later in the day (i.e., 6:30 p.m.) and located at the central office building. Student voice was included by presenting results of informal interviews. Parents continue to be recruited for the PACT. Some administrators have participated by phone in both Years 1 and 2.

Reach to the target population

Sites are required to report participation data two times during the year. Mid-Winter enrollment data is provided to NYSED by mid-February of each grant year via online survey while enrollment data at the end of the grant year is provided to Measurement Inc. on a spreadsheet with counts of participants' summer (not applicable for NECSD in Year 1) and after-school calendar days as well as total number of hours. Attendance data is stored by *Cayen* which can then generate the necessary reports. *Cayen* data was used to generate the actual enrollment data contained in Table 2. The enrollment at each school increased throughout Year 1 although each school did not reach its proposed level. Year 2 enrollment at each school continues to be monitored and has increased as compared to Year 1's mid-winter enrollment, but teacher staffing is the limiting factor to reaching proposed enrollments and each school has a waiting list.

Table 2. Student Participation

Site Name	Year #	Proposed Enrollment (# of students)	Actual Enrollment			
			Mid-Winter ¹ (# of students)	At End of 21 st CCLC Program		
				Total (# of students)	With 30 Hours of Participation (# of students)	Difference from Proposed (# of students)
Balmville	1	150	63	115	97	-53
	2	100	101	LATER	LATER	LATER
Gardnertown	1	200	85	104	91	-109
	2	100	96	LATER	LATER	LATER
Gidney Avenue	1	200	130	179	138	-62
	2	200	171	LATER	LATER	LATER
Horizons	1	200	58	73	67	-133
	2	150	122	LATER	LATER	LATER
Vails Gate	1	N/A	N/A	N/A	N/A	N/A
	2	200	108	LATER	LATER	LATER
TOTAL	1	750	336	470	393	-357
	2	750	598	LATER	LATER ²	LATER

¹ Year 1 data is from February 12, 2018. Year 2 data is from February 25, 2019.

² Starting in Year 2, if students "With 30 Hours of Participation" is below 713 students (95% of the 750 proposed total), NYSED will reduce the grant amount for the current year. It resets for the following year.

Because this is the second year of the grant, NYSED will be enforcing the requirement that students participate for 30 hours in the program to be considered a participant for funding purposes. The grant request for proposal details the effect on funding for not meeting the participation target for non-profit sites:

In grant years two through five, if less than 95% of the student participation target set forth in the 2017-2018 application's Participating Schools Form and reflected in the Composite Budget has met the minimum threshold of at least 30 hours to be considered a participant for the purposes of this RFP, the grantee's budget will be proportionately reduced by the amount of the percentage deficiency. For example, if 94% of the projected participants have attended 30 hours or more, the grantees budget will be reduced by 1% in the year of the deficiency. In the event of a shortfall in participation goals, grantees will be required to submit a budget amendment (FS10A) to indicate from which budget categories the reduction will be taken. The Final expenditure Report (FS10F) will then need to reflect this reduced budget amount when it is submitted by September 30 following each program year. This budget reduction will affect the fiscal year for which the attendance was reported, not the subsequent year. The following year's budget amount will return to the original annual grant award. There will be no fiscal impact in year one.

In February 2019, a total of 598 students were participating in the ASA. At each school, student participation is limited by the number of teachers willing to take part in the 21st CCLC program and students are wait-listed until a teacher applies to work in the 21st CCLC program and goes through the approval process with the Board of Education. District policy requires students to be instructed by certified teachers in both the enrichment and tutoring sessions with a 10:1 student to teacher ratio. Each BGCN staff person may also lead a group of students provided that a teacher aide or teacher is present so there may be up to 20 students in those groups. Teacher feedback from Year 1 that was applied to Year 2 included changing from four to three activity blocks (multi-week sessions), allowing staff to select which activity blocks they work during and not be required to work in all activity blocks, and ending programming in April due to the reduced availability of students and staff experienced in Year 1 in late April and early May.

As proposed, the 21st CCLC program would target students that are economically disadvantaged (as indicated by eligibility for free or reduced-price lunch), students with LEP, students with disabilities, and students that scored at levels 1 and 2 on the New York State assessments. Cayen reports these student demographics and others as required by the Federal APR and was used to generate the data shown in Table 3.

Table 3. Participant Demographics (Cayen data as of 1/31/2019)

Demographic		Balmville Elementary		Gardnertown Academy		Gidney Avenue Magnet School		Horizons on Hudson		Vails Gate	
		Student Count	% of total (n=100)	Student Count	% of total (n=78)	Student Count	% of total (n=161)	Student Count	% of total (n=90)	Student Count	% of total (n=90)
Racial/Ethnic Group	American Indian or Alaskan Native	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Asian	0	0.0	1	1.3	0	0.0	4	4.4	2	2.2
	Black or African American	37	37.0	19	24.4	29	18.0	38	42.2	21	23.3
	Hispanic or Latino	33	33.0	38	48.7	120	74.5	35	38.9	44	48.9
	Hawaiian or Pacific Islander	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	White	22	22.0	11	14.1	6	3.7	7	7.8	16	17.8
	Two or More Races	8	8.0	8	10.3	6	3.7	6	6.7	7	7.8
	Data not provided	0	0.0	1	1.3	0	0.0	0	0.0	0	0.0
Gender	Male	50	50.0	45	57.7	78	48.4	48	53.3	43	47.8
	Female	50	50.0	32	41.0	83	51.6	42	46.7	47	52.2
	Data not provided	0	0.0	1	1.3	0	0.0	0	0.0	0	0.0
Other	Limited English Proficiency (LEP)	0	0.0	21	26.9	62	38.5	8	8.9	11	12.2
	Eligible for Free/Reduced Lunch	72	72.0	34	43.6	129	80.1	69	76.7	68	75.6
	Special Needs	16	16.0	13	16.7	30	18.6	21	23.3	14	15.6
	Family members	0	0.0	0	0	0	0.0	0	0.0	0	0.0

The grant proposal (dated October 31, 2016) states that the schools had the following percentages of students that were eligible for free/reduced-price lunch: Balmville at 62.10%, Gidney Avenue at 76.22%, Vails Gate at 72.28%, and Horizons on Hudson at 66.89%. Gardnertown Leadership Academy was not included in the original proposal. When comparing those percentages to the percentages for the 21st CCLC participants in Table 3, the 21st CCLC students are at a higher percentage for each school. This was also true for Year 1. Obtaining more current data on the school-wide demographics would clarify if the school population has changed or there truly is a higher percentage of students eligible for free/reduced-price lunch that participate in the 21st CCLC program. This will be reported on in the Year 2 Annual Report.

The schools had varying participation of students with LEP as shown in Table 4. Balmville and Vails Gate have lower percentages of students with LEP in their 21st CCLC program as compared to the school's total population; the other three schools have similar or higher percentages. The data from this demographic will be reevaluated at the end of Year 2.

Table 4. Participation of Students with LEP

Site Name	Year #	Total Population		21 st CCLC Participants ¹	
		n	Students with LEP (%)	n	Students with LEP (%)
Balmville	1	434	9.4	113	13.3
	2	464	5.6	100	0.0
Gardnertown	1	625	25.4	101	34.7
	2	671	23.4	78	26.9
Gidney Avenue	1	604	34.9	180	37.8
	2	792	26.1	161	38.5
Horizons	1	450	11.6	73	12.3
	2	488	8.8	90	8.9
Vails Gate	1	N/A	N/A	N/A	N/A
	2	554	20.8	90	12.2

¹ Data regarding 21st CCLC participants is from Table 3.

Table 5 shows a comparison of students with special needs that are participating in the 21st CCLC program as compared to the school's total population. In both Year 1 and Year 2, the 21st CCLC programs at all schools had similar percentages of students with special needs as compared to their respective whole school population as reported by NECSD staff.

Table 5. Participation of Students with Special Needs

Site Name	Year #	Total Population		21 st CCLC Participants ¹	
		n	Students with Special Needs (%)	n	Students with Special Needs (%)
Balmville	1	434	12.4	113	14.2
	2	464	15.5	100	16.0
Gardnertown	1	625	15.4	101	15.8
	2	671	15.9	78	16.7
Gidney Avenue	1	604	17.9	180	17.2
	2	792	18.1	161	18.6
Horizons	1	450	19.6	73	20.5
	2	488	21.7	90	23.3
Vails Gate	1	N/A	N/A	N/A	N/A
	2	554	17.7	90	15.6

¹ Data regarding 21st CCLC participants is from Table 3.

Observed Service Quality

As in Year 1, the first round of observations of the after-school program occurred in December of the program year as summarized in Table 6. The site coordinators of the schools were advised that the first observations are part of the evaluability process (the

multi-stage checklist that is due to NYSED in December is included in Appendix D) and are not to be construed as high-stakes.

Table 6. First Round Observations

	Site Name	Date and Time	Observer(s)	# of Students	# of Adults ¹
Year 1	Gidney Avenue	December 19, 2017 2:45 – 4:10 p.m.	L. Moulton S. Silverstone	125	13
	Balmville Elementary	December 19, 2017 4:20 – 4:55 p.m.	L. Moulton S. Silverstone	70	7
	Horizons on Hudson	December 19, 2017 5:10 – 6:00 p.m.	L. Moulton S. Silverstone	66	8
	Gardnertown Leadership	Programming did not start until 1/31/18. First round observations not performed.			
Year 2	Gidney Avenue	December 4, 2018 3:00 – 4:30 p.m.	L. Moulton P. Williams	90	12
	Gardnertown Leadership	December 4, 2018 4:45 – 6:15 p.m.	L. Moulton P. Williams	54	15
	Vails Gate	December 5, 2018 3:00 – 4:30 p.m.	L. Moulton P. Williams	65	11
	Horizons on Hudson	December 5, 2018 4:45 – 6:15 p.m.	L. Moulton	67	13
	Balmville Elementary	December 5, 2018 4:45 – 6:15 p.m.	P. Williams	69	14

¹ This number includes certified teachers, teaching assistants, and NPAA staff providing the programming. Each site also has a security monitor, registered nurse, and clerical typist.

Ms. Torres-Bender or a school administrator guided the observations of the 21st CCLC programs at the schools. Each of the after-school programs is directed by an administrator (principal or assistant principal from the regular school day), although in Year 1 a Horizons administrator was not available after-school and a high school principal, who had formerly worked at Horizons, was brought in for the role. As shown in Table 7, the 21st CCLC program followed the same format at each of the schools. The snack is not funded by the 21st CCLC grant.

Table 7. Two-hour Timeline of 21st CCLC After-School Academy

20 minutes	40 minutes	40 minutes	20 minutes
Snack & Physical Activity	K – 2 nd grade students: Enrichment or Arts	K – 2 nd grade students: Tutoring	Reflection & Dismissal
	3 rd – 5 th grade students: Tutoring	3 rd – 5 th grade students: Enrichment or Arts	

Because GAMS and Vails Gate have an earlier start time for the regular school day than the other three schools, the after-school program is held 3:15 – 5:15 p.m. The after-school program at the other three schools is held 4:15 – 6:15 p.m.

Enrichment and art activities are provided by NECSD teachers and BGCN staff. In Year 2, each of the five schools is assigned two BGCN staff: an NPAA artist and a Triple Play coach. Also, musical arts programming by a local non-profit, Zylophone, Inc., is being piloted with grade K-2 students at Balmville.

The students sign up for the enrichment or art activity they would like to participate in for each of the activity blocks. School staff make the final determination in order to have an appropriate number of students, while balancing student personalities, and ensuring exposure to different activities. The activity blocks are shown in Table 8. A showcase event is generally held at the end of each activity block for families to come to school and see demonstrations and displays of the enrichment activities (e.g., artwork, yoga, hip hop).

Table 8. Activity Blocks

Year 1	Block #	Balmville Elementary, Gidney Avenue, Horizons on Hudson	Gardnertown
	1	November 14, 2017 - January 11, 2018	N/A
2	January 16, 2018 - February 28, 2018	January 31, 2018 - March 8, 2018	
3	March 6, 2018 - April 19, 2018	March 13, 2018 - April 19, 2018	
4	April 24, 2018 - June 7, 2018	April 24, 2018 - June 7, 2018	
Year 2	Block #	All 5 schools: Balmville Elementary, Gardnertown, Gidney Avenue, Horizons on Hudson, and Vails Gate	
	1	October 23, 2018 – December 13, 2018	
	2	January 15, 2019 – February 28, 2019	
	3	March 5, 2019 – April 18, 2019	

The 21st CCLC grant is also used to provide evening events for families (e.g., *Lights on for Afterschool* family nights were held at the Newburgh Free Library on October 26, 2017 and at each of the five schools on October 25, 2018 as well as showcase events at the end of each activity block), Saturday Family Learning Trips for students and a parent/guardian, and classes exclusively for parents/guardians (e.g., an English as a Second Language class). Only the after-school programming was observed in December 2017 and December 2018.

Based on the observations at the schools, BRI assessed the evaluability for the Stage 2 checklist and implementation fidelity. The analysis revealed the following overarching findings across the sites observed:

- The types of activities that were observed and their schedule aligned with the grant proposal.
- Bussing was provided as proposed.

- Throughout the observation timeframe, students were supervised, the staff was attentive, and the students were engaged.
- The number of adult and student participants met the required ratio of ten students to one adult.
- Many teachers are certified in special education.
- Teachers were provided with a resource to support tutoring: Student Center Activities Aligned to the Common Core State Standards from the Florida Center for Reading Research: http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm.
- The 21st CCLC program is separated from the regular school day by having the students come to the cafeteria (i.e., get out of the classroom) for physical movement (e.g., the students participate in *Go Noodle* activities), generally led by a small group of students. Vails Gate students played Simon Says led by a staff member. Although the students were engaged, it may be more effective to use a tool such as *Go Noodle* because it allows staff to participate, rather than lead, which also allows staff to transition.
- A hearty, pre-assembled snack box was provided at all sites.
- Attendance-taking was observed at all sites.
- Attendance sheets were collected at each session by a clerical person and returned to the school's office where a site binder and student files are stored.
- Two shared Google Drives are utilized for storage of administration and clerical documentation to ensure ease of access and to support sustainability.
- Parent orientation is required but was not part of the observation.
- Each of the schools has a bulletin board in the entry way to promote the 21st CCLC program to staff, students, and parents. A standardized list of materials to be displayed on the bulletin board was provided by the grant facilitator.
- The 21st CCLC program is promoted on the district website as well as each school's web page.
- Students were mainly on task during academic sessions.
- In the few instances of observed behavior issues, teachers were efficient with redirection and staff cooperated with each other to keep students engaged.
- Staff is engaged during student transitions.
- Students were made aware of the opportunity to self-select their enrichment opportunities.
- Some type of social-emotional focus is included just prior to dismissal (e.g., reflection, meditation).
- Students have a positive connection to staff (e.g., sharing ideas, saying good-bye when departing).
- Students at Gidney Avenue Magnet School and Vails Gate were observed responding to the Quality Self-Assessment (QSA). Although the QSA has been provided to students at the other schools, it was not observed.

A second round of observations will occur in Spring 2019, starting on March 5, to evaluate the point of service quality. Table 9 will summarize the observations in the

Year 2 Annual Report. Observations of Family Learning Trips and programming for parents will not be performed.

Table 9. Point of Service Quality Observations

Site Name	Date and Time	Grades Observed (Observer)	# of Students	# of Adults
Gidney Avenue	LATER	LATER	LATER	LATER
Balmville Elementary	LATER	LATER	LATER	LATER
Gardnertown	LATER	LATER	LATER	LATER
Horizons on Hudson	LATER	LATER	LATER	LATER
Vails Gate	LATER	LATER	LATER	LATER

The Year 2 Annual Report will include an observation analysis to reveal implementation/process findings across the observed sites including strengths and areas for improvement.

Although they will not be observed, Saturday Family Learning Trips are offered at all schools for 21st CCLC students with one accompanying adult per student (i.e., parent, guardian, or sibling over 18 years of age). Appendix E has a description of the trips along with attendance and survey results.

Outcome objectives

The Evaluation Plan in Appendix B also presents findings for outcomes based on Objective 2: “*Participants of 21st Century Community Learning Center Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.*” with its two corresponding Sub-Objectives and NECSD’s Program Objectives. **(2.1) Achievement** is evaluated by considering iReady scores, surveys of teachers regarding the participants, and self-report through student surveys. **(2.2) Behavior** is evaluated by exploring changes in referrals and absences in the regular school day. The teacher and student surveys also contain supporting information on student behaviors.

Student achievement will be evaluated using iReady assessments in reading and math that are administered in Fall and Spring of each program year. Table 10 and Table 11 contain the changes in iReady scores at each school for Reading and Math, respectively. The count of students with both Spring and Fall test scores, n, can vary between a school’s reading and math calculations due to students not being available for the Fall, Spring, or both, assessments (i.e., scores for both Fall and Spring are needed).

Table 10. Percent Increase in iReady Reading Scores from Fall to Spring

Site Name	Year 1			Year 2		
	21 st CCLC enrollment June 2018	n	Increase (%)	21 st CCLC enrollment June 2019	n	Increase (%)
Balmville	115	96	8.4	LATER	LATER	LATER
Gardnertown	104	99	9.1	LATER	LATER	LATER
Gidney Avenue	179	165	8.5	LATER	LATER	LATER
Horizons	73	69	7.6	LATER	LATER	LATER
Vails Gate	N/A	N/A	N/A	LATER	LATER	LATER

Table 11. Percent Increase in iReady Math Scores from Fall to Spring

Site Name	Year 1			Year 2		
	21 st CCLC enrollment June 2018	n	Increase (%)	21 st CCLC enrollment June 2019	n	Increase (%)
Balmville	115	88	7.5	LATER	LATER	LATER
Gardnertown	104	100	7.3	LATER	LATER	LATER
Gidney Avenue	179	164	9.0	LATER	LATER	LATER
Horizons	73	64	6.3	LATER	LATER	LATER
Vails Gate	N/A	N/A	N/A	LATER	LATER	LATER

In Year 1, the iReady scores increased by at least 6% for both reading and math at the four schools, but none reached the performance indicator of success goal of 10%. Year 2 findings will be included in the Year 2 Annual Report.

Surveys will again be administered in Year 2 to 21st CCLC students in grades K-3 (Appendix F) and grades 4-5 (Appendix G), as well as teachers of 21st CCLC participants (Appendix H). Given the shorter program timeline in Year 2, survey administration is earlier this year. A detailed description of the surveys and results will be reported on in the Annual Report.

The participating students' absences and referrals for the regular school day will be compared for grant years 1 and 2 in Tables 12 and 13. In both instances, students would need to have been enrolled at NECSD for the 2016-2017 academic school year (prior to the grant) for data to be available. Students with no referrals in both years were not included. The goal of the grant is students who participate in program will have a 75% increase of daily school attendance and 50% of referrals and behaviors during the regular school day will decrease. Comparison to this benchmark is further presented in Appendix B.

Table 12. Changes in Student Participant Absences from Previous Year to Current Year

Site Name	Year #	n	Increased Absences (% of students)	Same Number of Absences (%)	Increased Attendance (% of students)
Balmville	1	109	56.9	3.7	39.4
	2	LATER	LATER	LATER	LATER
Gardnertown	1	97	38.1	3.1	58.8
	2	LATER	LATER	LATER	LATER
Gidney Avenue	1	170	78.2	2.9	18.8
	2	LATER	LATER	LATER	LATER
Horizons	1	71	43.7	7.0	49.3
	2	LATER	LATER	LATER	LATER
Vails Gate	1	N/A	N/A	N/A	N/A
	2	LATER	LATER	LATER	LATER

Table 13. Changes in Student Participant Referrals from Previous Year to Current Year

Site Name	Year #	n	Increased Referrals (% of students)	Same Number of Referrals (%)	Decreased Referrals (% of students)
Balmville	1	25	76.0	8.0	16.0
	2	LATER	LATER	LATER	LATER
Gardnertown	1	9	77.8	0.0	22.2
	2	LATER	LATER	LATER	LATER
Gidney Avenue	1	40	77.5	12.5	10.0
	2	LATER	LATER	LATER	LATER
Horizons	1	25	84.0	8.0	8.0
	2	LATER	LATER	LATER	LATER
Vails Gate	1	N/A	N/A	N/A	N/A
	2	LATER	LATER	LATER	LATER

In addition to looking at absences and referrals, which will both continue to be reviewed over the course of the grant, feedback from surveys administered to students and teachers included questions about attendance and behavior issues (see Appendices F, G, and H). For example, the grades K-3 survey asks about wanting to come to school as well as stay out of trouble (questions 8 and 6). The teacher survey did not contain a specific attendance-related question, but class participation, attentiveness, and engagement all address these topics, as well as student outcomes such as behaving well in class and getting along with others. Year 2 findings for all surveys will be included in the Year 2 Annual Report.

Quality of the program's links to the school day/school day staff

Starting in Year 1 and continuing into Year 2, there were several links between the 21st CCLC program and the regular school day and the school day staff, which helped establish continuity. These links were evidenced during site observations and observed in documents:

- At all schools, teachers, aides, the nurse, and security monitor from the regular school day staff the after-school program. This ensures that school rules are followed and that behavior expectations are adhered to.
- Student homework from the regular school day was the starting point for small group tutoring in the after-school program.
- In Year 2, all five schools have daytime administrators working in the after-school program.

Participant outreach

Outreach efforts to recruit and retain students in both Year 1 and Year 2 include:

- Distributing a dedicated 21st CCLC newsletter several times throughout the school year to all students at a school.
- Providing guidance to each school for requirements for a dedicated 21st CCLC bulletin board in each school's entry way. The list of required items, as established by the grant facilitator, ensures completeness and consistency.
- Sending flyers home with students regarding field trips and the *Lights on Afterschool* event.
- Posting on the NECSD website throughout the school year to show photos and videos of 21st CCLC activities
- Robo-calls were made to each school's families informing them of the opportunity to register for the 21st CCLC program.

Parent engagement efforts

Parent engagement efforts include:

- Distributing a dedicated 21st CCLC newsletter several times throughout the school year that contained parent/guardian education opportunities and "showcase" announcements (i.e., at the end of an activity session, students perform, demonstrate, and display what they had been working on after-school; refreshments were provided).
- Inviting parents to participate in the PACT meetings as advertised on the bulletin board, district website, and 21st CCLC newsletter.
- Sending flyers home with students for parents/guardians targeted to adult education opportunities.
- Posting throughout the school year on the NECSD website to announce education opportunities as well as highlight student activities.
- Orientation sessions are held for the parents/guardians of the students.

Performance assessment/internal quality improvement efforts

Throughout the grant, performance was assessed, and internal quality improvements were implemented.

- Year 2 professional development has included trauma sensitivity training (Trauma – The Sponge, Resilience, and Lost Days) as well as Math & Movement. These professional development topics are also relevant to the staff during the regular school day.
- The QSA was administered twice to 21st CCLC staff in Year 1, and, to date, once to staff in Year 2. A date for the second administration needs to be scheduled.
- Each year, the evaluability process was completed and the Checklist submitted in late December to the grant facilitator for signing and submission to NYSED. It included fidelity checks on the schools' implementation through site observations and documentation review. In Year 1 Gardnertown Leadership Academy did not start 21st CCLC programming until January and therefore was not part of the evaluability process. In Year 2, all five schools were included. The Year 2 Checklist is included in Appendix D.
- An "Aloha Visit" was performed by representatives from the Rest of State (ROS) Technical Assistance Resource Center on April 20, 2018. This type of visit is for new 21st CCLC grant awardees and includes a documentation review, but not observations of programming. The representatives found the documentation to be complete and thorough.
- A Monitoring Visit by the ROS Technical Assistance Center is scheduled for March 7, 2019 and will include a meeting with the grant facilitator and observation at a school. Prior to that date, the grant facilitator submitted documentation for review by the ROS Technical Assistance Resource Center.
- The grant facilitator has attended NYSED 21st CCLC trainings in January 2018, May 2018, and November 2018.
- Common planning time is provided monthly for each school's staff.
- The grant facilitator regularly observes each site's programming and is continuously monitoring and supporting the 21st CCLC programming.

Barriers to program implementation

Through discussions with the grant facilitator and at PACT meetings, the primary implementation barrier that has limited grant implementation for the first two grant years was identified as an insufficient number of teachers interested in working in the after-school program. All schools have the maximum number of students participating in their respective programs based on their number of teachers. Each school maintains a waiting list of students.

Because of the shortage of teacher participation, additional teachers are not available when needed for back-up (e.g., a 21st CCLC teacher out sick) to ensure coverage.

When this occurs, students are either combined with other student groups while maintaining a student-to-staff ratio of 10:1, or the school administrator or the grant facilitator will step in to handle that teacher's assignment for the day.

In Year 1, attempts to address this barrier included exploring options with the teacher's union and posting a request for ideas on the NYS 21st CCLC discussion forum. The layout of Year 2's programming has been modified at teacher request to have three sessions rather than four as in Year 1, end after-school programming in April 2019 rather than May 2019, and allow staff to select the session(s) they would like to work in and not require them to work for the entire after-school program year. These modifications have increased teacher participation somewhat, but not enough to reach the targeted student enrollment.

Evaluation utilization

Once formally contracted in late September 2017 (which was after grant start-up), BRI maintained ongoing communication with the grant facilitator to promote evaluation utilization. BRI implements a collaborative evaluation approach, communicating with project directors on a regular basis and seeking input for customizing data collection and analysis to best provide formative and summative feedback. BRI attends the PACT meetings, either in person or by phone, and provides updates on the evaluation status including the steps required for the evaluation process. The Year 1 mid-year report was provided in late March 2018 with the primary finding that insufficient staffing was limiting student enrollment, which was addressed throughout Year 1. During grant Year 2, the executive summary of the Year 1 Annual Report was presented at the December 2018 PACT meeting. The evaluator has observed the grant facilitator taking follow-up steps to recruit teachers, promote project sustainability (e.g., provide professional development to incorporate Math & Movement materials into the after-school program), offer professional development, and recruit additional members for the advisory board. In addition, a Year 2 timeline for both the evaluator and grant facilitator was collaboratively developed to make a concerted effort to improve aspects that were lacking rigor in Year 1 (e.g., survey consent and administration).

Preliminary Summative Findings

Summative findings on changes in student achievement, referrals, and absences will be reported on in the Year 2 Annual Report.

Conclusions and Recommendations

Conclusions will be reserved for the annual report. The key recommendation for mid-year is focusing on teacher recruitment to enroll wait list students and to obtain at least 713 students, with a minimum of 30 hours per student, to avoid funding loss.

Strategies to address ongoing challenges

The primary and consistent challenge that the 21st CCLC program has had is not having an adequate number of teachers to staff the program to allow student enrollment to reach proposed levels at all schools. In the first year, teacher staffing was low due to the quick start-up time required for the grant and therefore teachers already had other obligations and were not available to commit to a full year of after-school programming. To proactively solve this problem, teacher recruitment for Year 2 started in Year 1 and changes were implemented (e.g., allowing teachers to select which activity periods they would like to participate in rather than requiring a full year commitment). Official job postings for teachers and teacher aides were publicized as soon as allowed in order to have them ready for approval by the Board of Education.

In order to address no shows for Saturday Family Learning Trips that occurred in the Year 1, repercussions were instituted in Year 2 (e.g., not being able to attend future Family Learning Trips) to promote the importance of attendance.

Parent education continues to be offered but not attended. Rectifying this may require reaching out to parents to determine which times of day, days of the week, topics, and locations that would be best suited to have a successful program. A school's parent-teacher organization (PTO) may have ideas or needs that could be a starting point. Discussions with school counselors could help define the needs of that school's parents. It can be hard to reach the parents who need the most support; varying ideas may need to be tried before finding some success. The grant coordinator may want to discuss these various challenges with the 21st CCLC Resource Center and/or other grant coordinators for additional strategies to consider.

**Appendix A:
Logic Model**

NECSD 21st Century Community Learning Center - Logic Model - 12/2018				
Resources	Activities	Outputs	Outcomes	Impact
<i>In order to accomplish our set of Activities we will need the following:</i>	<i>We will conduct the following activities (based on program objectives from proposal):</i>	<i>Once completed or underway, these activities will produce the following evidence of service delivery:</i>	<i>We expect that if completed or ongoing, these activities will lead to the following short-term changes:</i>	<i>We expect that if completed these activities will lead to the following long-term changes.</i>
<u>Community Partner</u> <ul style="list-style-type: none"> • Boys & Girls Club of Newburgh <u>Students</u> <ul style="list-style-type: none"> • GAMS (200 K-5) • Horizons (150 K-5) • Balmville (100 K-5) • Gardnertown (100 K-5) • Vails Gate (200 K-5) <u>Family members</u> <ul style="list-style-type: none"> • GAMS (75) • Horizons (75) • Balmville (75) • Gardnertown (75) • Vails Gate (75) <u>Program Advisory Council Team (PACT)</u> <ul style="list-style-type: none"> • Assistant Super. of Curriculum • Director of Grants • Grant Facilitator • School Principals (5) • Community Partner representative (1) • Student representatives • Teacher representatives • Parent representatives <u>Staff</u> <ul style="list-style-type: none"> • Certified teachers • Teacher aides • Nurses • Clerical typists • Security monitors <u>Supplies & Materials</u> <u>Program budget</u> <u>Program facilities (5 schools)</u> <u>Professional Development Opportunities</u> <u>Common Planning Time</u>	<p>High quality academic support in the core subjects of reading and literacy, mathematics, and science</p> <p>Enrichment and youth development opportunities that reinforce the regular school day academic program such as nutrition and health, art, music, technology, and recreation</p> <p>Establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs (i.e. Program Advisory Council Team).</p> <p>Engage families by offering services to parents of participating children including Saturday Family Learning Trips and Parent University/Academy.</p>	<p>Programming will be provided for 6 hours per week during the school year and for 3-4 hours on four Saturdays.</p> <p>Participant students will attend at least 1 hour of tutoring or academic enrichment activities every day they attend.</p> <p>Participant students will attend at least 1 hour of enrichment or youth development activities related to health, the arts, prevention education, recreation, service learning, or other areas every day they attend.</p> <p>Parents, students, and community partners will be included on the PACT, which will meet at least quarterly.</p> <p>Students and parents will achieve a 95% attendance rate in the Saturday Family Learning Trips.</p>	<p>Students will increase ELA and Math achievement by 10%.</p> <p>75% of participating students will have an increase in daily school attendance.</p> <p>50% of participating students will have a decrease in referrals and negative behaviors during the regular school day.</p> <p>Strengthened relationships between schools and families.</p> <p>An increase of 50% in parents that attend at least one Parent University/ Academy program, including literacy programs.</p>	<p>Student participants improve academic achievement.</p> <p>Partnerships established and maintained that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.</p> <p>Parents have an opportunity to benefit from, and be involved with, their child's education.</p>

**Appendix B:
Evaluation Plan**

Objective 1: 21st Century Community Learning Centers 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: Students who participate in the After-School Academy will improve their academic achievement by 5% utilizing instruments such as iReady Diagnostic, the NYS assessment program, and project-based learning activities centered around STEAM.

Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Annual Findings
After-School Academy	Students will demonstrate 95% attendance rate in the program.	Attendance records: Cayen maintains data on each student's daily attendance in the ASA and calculates each school's ASA average daily attendance. The attendance rate can be computed as the ratio of: ASA average daily attendance to the total number of ASA participants.	<p>Year 1: Average student attendance rates for the ASA: Balmville: 69/115 = 60% Gardnertown: 70/104 = 67% Gidney Avenue: 111/179 = 62% Horizons: 56/73 = 77%</p> <p>It would be expected to not reach a high attendance rate (i.e., 95%) in Year 1 because students were not necessarily enrolled the entire program year.</p> <p>Year 2: Findings will be included in the Year 2 Annual Report.</p>

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: Community learning center will provide activities that promote health and wellness, and social and emotional learning in order to demonstrate an increase in attendance and positive school behavior reports for all student participants.

Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Annual Findings
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Boys and Girls Club of Newburgh (BGCN) - Artists in Residence program (NPAA – Newburgh Performing Arts Academy)	Students will achieve 95% attendance within the program	Attendance records	Because enrichment and support activities occur daily with the academic portion of the after-school program, the attendance rate is the same as shown in Sub-Objective 1.1.
	95% of students will find the program favorable based on exit survey.	Student survey: surveys are administered to students in grades K-3 (Appendix F) and grades 4-5 (Appendix G) to obtain feedback on the ASA	Year 1: Three schools each had two NPAA artists that rotated for each of the enrichment blocks. Because the fourth school, Gardnertown, had a later start date, school staff provided all arts activities. Although there were a limited number of survey responses from both age groups, there was positive feedback on all outcome areas.
			Year 2: Each of the five schools has a coach and artist from BGCN that rotate for each enrichment block. Survey findings will be included in the Year 2 Annual Report.
Saturday Family Learning Trips	Students and parents will achieve a 95% attendance rate in the program.	Attendance for students and parents/guardians is recorded at all Saturday Family Learning Trips	Year 1: For the three field trips, attendance was: <ul style="list-style-type: none"> • Locust Grove Estate: 74.0% (74 out of 100) students and 72.0% (72 out of 100) parents/guardians attended • Liberty Science Center: 46.5% (93 out of 200) students attended and 43.0% (86 out of 200) parents/guardians attended • National Geographic Experience: 57.5% (115 out of 200) students attended and 50.0% (100 out of 200) parents/guardians attended This performance indicator was not met in Year 1, although it was primarily due to adults signing up to attend and then not coming on the day of the trip. Consequences for “no shows” were implemented in Year 2.
			Year 2: (missing data will be added for the annual report) <ul style="list-style-type: none"> • Legoland: 98.0% (98 out of 100) students and xx% (LATER out of LATER) parents/guardians attended • Norwalk Aquarium: LATER% (LATER out of 100) students and LATER % (LATER out of 100) parents/guardians attended • The Illusionists Magic Show at West Point: LATER% (LATER out of 100) students and LATER % (LATER out of 100) parents/guardians attended To date, this performance indicator has been met.

	90% of students and parents will find the program favorable through an exit survey	Exit survey (Refer to Appendix E)	<p>Year 1: Students were surveyed regarding the Saturday Family Learning Trips along with their outcome surveys in May and June 2018. A low number of parent consents were collected, hence the small number of student surveys completed.</p> <ul style="list-style-type: none"> • Students in grades K-3: Of the 15 respondents, the majority (12 students) had not previously been to any of the three Family Field Trip locations and all of the students either “liked” or “kind of” liked the trip. • Students in grades 4-5: Of the 16 respondents, the majority (9 students) had not previously been to any of the three Family Field Trip locations and all but 1 student indicated that they “liked” the trip. <p>Year 2: Students and parents were provided with exit surveys at the end of each Saturday Family Learning Trip. Findings will be included in the Year 2 Annual Report.</p>
<p><i>Sub-Objective 1.3: Community Involvement.</i> 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.</p>			
<p>Program Objective 1.3-1: Each program site will develop two new community partnerships throughout the course of the grant.</p>			
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Annual Findings
PACT Advisory Council	All stakeholders including the Girls and Boys Club and Director of FACE (Family and Community Engagement) will participate in 95% of meetings.	Meeting agendas	<p>Year 1: Nine PACT meetings were scheduled: October 11, 2017, November 20, 2017, December 18, 2017, January 22, 2018, February 26, 2018 (cancelled due to a mandatory safety meeting being scheduled), March 19, 2018, April 23, 2018, May 21, 2018 (cancelled due to attendees not being available due to school being closed May 16-18 due to a storm and power outage), and June 12, 2018. Note that this exceeds the grant requirement of four meetings.</p> <p>Year 2: Four PACT meetings were scheduled. Three have occurred to date: August 20, 2018, December 3, 2018, and March 4, 2019. The April PACT meeting has not yet been rescheduled.</p>

		Attendance	<p>Year 1: Stakeholder representation was extensive although parent/guardian attendance was minimal and no students attended (student “voice” could be indirectly included in the meetings, without actual attendance; see Recommendations section).</p> <p>Year 2: Stakeholder representation has varied even when meeting location and time was adjusted. Student, staff, and family voice was included by reading anonymous survey responses regarding what they felt are positive aspects to the 21st CCLC program as well as concerns and suggestions.</p>
Parent University/ Academy	Each site will host a Parent Academy event that includes at least 2 additional community organizations.	Program documentation	<p>Year 1: Flyers for English as a Second Language (ESL), Financial Literacy, General Education Diploma (GED), and High School Equivalency (HSE) classes were distributed to families and posted on each school’s bulletin board.</p> <p>Year 2: Findings will be included in the Year 2 Annual Report.</p>
		Attendance in programs	<p>Year 1: There was not any attendance by parents/guardians at learning opportunities.</p> <p>Year 2: Parent education occurred at the Lights On Afterschool event with a training on the Every Student Succeeds Act (ESSA) and at showcase events (e.g., free blood pressure screenings and non-perishable food drive). Additional findings will be included in the Year 2 Annual Report.</p>
Sub-Objective 1.4: Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children.			
Program Objective 1.4-1: Approximately 60 adults will participate in financial management, technology classes, and/or other adult community programs.			
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Annual Findings
Parent University/Academy	An increase of 50% in parents that attend at least one Parent University/Academy program, including literacy programs.	Attendance records	<p>Year 1: There was not any attendance by parents/guardians at learning opportunities.</p> <p>Year 2: Findings will be included in the Year 2 Annual Report.</p>
		Exit survey	Year 1: There was not any attendance by parents/guardians at learning opportunities.

	Of parents who attended the program, 90% will find the program favorable.		Year 2: Findings will be included in the Year 2 Annual Report.
Saturday Family Learning Trips	Students and parents will achieve a 95% attendance rate in the program.	Attendance records	Because students and parents/guardians attend Saturday Family Learning Trips together, attendance is noted above in Sub-Objective 1.2-1.
	Of parents who attended program, 90% will find the program favorable based on exit survey	Exit survey	See exit survey findings in Sub-Objective 1.2-1.
Sub-Objective 1.5: Extended hours. <i>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.</i>			
Program Objective 1.5-1: 50% of Students and parents will participate in programming opportunities on an average of at least 90 hours throughout the program.			
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Annual Findings
After-School Academy, Boys and Girls Club – Artists in Residence, Saturday Family Learning Trips, Parent Academy	Attendance in program activities will demonstrate at least 90 hours throughout the course of the program	Attendance records	Year 1: Attendance data as reported to NYSED/Measurement Inc. on the year-end (6/30/2018) participation spreadsheet was used to determine the following: <ul style="list-style-type: none"> • Balmville = 37% of participants (42 out of 115) reached 90 hours. • Gardnertown = 0% of participants (0 out of 103) reached 90 hours. This school started programming on January 31, 2018 so it is expected that the goal was not reached. 63% of participants (65 out of 103) reach 45 hours. • Gidney Avenue = 48% of participants (86 out of 179) reached 90 hours. • Horizons on Hudson = 33% of participants (24 out of 73) reached 90 hours. Although none of the four schools fully reached this level of attendance, it is expected that attendance will improve in Year 2 due to families' interest and experience with the program.
			Year 2: Findings will be included in the Year 2 Annual Report.

Objective 2: Participants of 21st Century Community Learning Center 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: Regular participation by students will demonstrate continuous improvement in academic achievement.

Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Annual Findings
After-School Academy	Students will increase ELA and Math achievement by 10%	Results on iReady Diagnostic assessments from fall and spring will be compared	<p>Year 1: All four schools had an increase in iReady scores in both reading and math, using fall as a pre-test and spring as a post-test</p> <ul style="list-style-type: none"> • Balmville = 8.45% in reading, 7.5% in math • Gardnertown = 9.1% in reading, 7.3% in math • Gidney Avenue = 8.5% in reading, 9.0% in math • Horizons on Hudson = 7.6% in reading, 6.3% in math <p>The increases were below the desired amount of 10%, however.</p> <p>Year 2: Findings will be included in the Year 2 Annual Report.</p>

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: Regular participation by students will demonstrate continuous improvement in behavior.

Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Annual Findings
Grant activities for students (i.e., After-School Academy, BGCN, and Saturday Family Learning Trips)	50% of referrals and behaviors during the regular school day will decrease.	For students participating in the program, referrals for the previous school year will be compared to referrals for the current school year.	<p>Year 1: The number of students with referrals in both the 2016-2017 and 2017-2018 school years was less than 35% of the participating students, and in the case of Gardnertown, less than 9%. Therefore, many students were not applicable to this performance indicator. Of the relevant students, on average, the majority had an increase in referrals. Surveys of students in grades K-3, grades 4-5, and teachers, however, reported better attitudes towards school although all three surveys had low numbers of responses.</p> <p>Year 2: Findings will be included in the Year 2 Annual Report.</p>

<p>Students who participate in program will have a 75% increase of daily school attendance.</p>	<p>For students participating in the program, attendance for the previous school year will be compared to attendance for the current school year.</p>	<p>Year 1: Data on student absences from the 2016-2017 to 2017-2018 school years shows that, on average, student absences did not decrease. Surveys of students in grades K-3, grades 4-5, and teachers do report better attitudes towards school. All three surveys, however, had low numbers of responses.</p> <p>Year 2: Findings will be included in the Year 2 Annual Report.</p>
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**Appendix C:
Evaluation Framework and Methodology**

Evaluation Framework and Methodology

Every funded program has objectives that relate to implementation (process) and outcomes. The Evaluation Plan aligns with the objectives and sub-objectives defined by NYS statutory. The logic model emphasizes that implementation fidelity will affect the intended outcomes on student achievement and behaviors.

Evaluation Framework

Using the theory of change approach, New York State's statutory objectives include both an implementation objective and an outcome objective. The implementation objective is: "21st CCLCs will offer a range of high quality educational, developmental and recreational services for students and their families." The outcome objective is: "Regular attendees in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes."

For the mid-year and annual local-level reports, the evaluator presented findings for four key implementation issues: 1) fidelity of implementation, 2) reach to the target population, 3) observed service quality, and 4) potential implementation barriers.

The evaluation framework was developed during the grant proposal stage to correspond with the proposed goals, measurable objectives and the expected outcomes of the program. Throughout the course of the evaluation, BRI maintained regular contact with the NECSD grant facilitator to ensure that the data collection tools and analysis supports the measurement of their goals, objectives, and expected outcomes. The evaluation facilitates NECSD's preparedness for federal-level APR reporting, following New York State guidelines, for the 21st CCLC Government Performance and Results Act (GPRA) Indicators:

1. *Percentage of regular program participants whose math/English grades improved from fall to spring.*
2. *Percentage of regular program participants who meet or exceed the proficient level of performance on State Assessments in reading/language arts and mathematics.*
3. *Percentage of regular program participants with teacher-reported improvement in homework completion and class participation.*
4. *Percentage of students with teacher reported improvements in student behavior.*
5. *Percentage of 21st CCLCs reporting emphasis in at least one core academic area.*
6. *Percentage of 21st CCLCs offering enrichment and support activities in technology.*
7. *Percentage of 21st CCLCs offering enrichment and support in activities in other areas.*

The formative design includes regular consultation with the grant facilitator, presenting at the PACT meetings (either in person or by phone), and providing immediate feedback loops after observations and after the surveys close. The evaluation team presents

formative feedback to the site in a timely manner as opposed to waiting for the mid-year or annual report to share findings and recommendations. The mid-year report provides an opportunity for course correction each grant year. Teachers, students, and parents have opportunities to comment on the 21st CCLC program through surveys, the QSA, and/or participating in the PACT meetings. They also may provide informal feedback to the grant facilitator or site administrators at any time.

The summative design of the evaluation includes a presentation of findings about the program participants and activities via written reports and presentations to the PACT. The summative component includes annual student outcomes on academic performance and behavior (via self-report and a teacher survey). The summative design also includes presenting the end-of-year program statistics or outputs (e.g., number of participants, hours of attendance, changes in regular school day attendance), which are compared to the performance indicator(s) of success, as shown in Appendix B

There are multiple evaluation questions.

1. The first evaluation question relates to the need that the 21st CCLC grant is meant to address. In the NECSD proposal, the need for the grant is described as providing a safe haven to support the academic and enrichment needs of students and their families. The evaluation will therefore examine, “To what extent did the 21st CCLC program safely meet the academic and enrichment needs of students and families that the 21st CCLC grant is meant to address?”
2. “To what extent were the goals and objectives met?”
3. “With what quality were the goals and objectives met?”

The BRI 21st CCLC evaluation team consists of a lead evaluator (Lynn Moulton), the BRI Director of Evaluations (Tracy Herman), and the BRI President (Dr. Sara Silverstone). The lead evaluator is the first point of contact for NECSD and is responsible for day-to-day management of the project, ongoing consultation with the grant facilitator, logic model development, attending PACT meetings, completing the evaluability checklist, instrument design, survey programming, data collection (including observing twice per year, surveys, documents, and extant data), data analysis, and preparing the interim and annual reports per year. The lead evaluator attends the “welcome” or “monitoring” visit conducted by the 21st CCLC ROS Resource Center or Peaceful Schools as requested. The lead evaluator participates in one-to-one meetings with the BRI Director of Evaluations and in group meetings to share progress and new information with the BRI 21st CCLC evaluation team. The Director of Evaluations oversees the quality and timeliness of all the lead evaluator’s deliverables (e.g., advisory board meeting presentations, logic model, instrument development, survey programming, data analysis, reports). She provides job-embedded professional development as needed with each lead evaluator and maintains meeting agendas with minutes for all team meetings. When appropriate, the Director also communicates with the site and may join the lead evaluator for client meetings, PACT meetings, and/or assistance with observations. She ensures BRI contractually fulfills its obligations to NECSD. The BRI President maintains the ultimate responsibility for the quality of all BRI work and manages the financial component of our service. As needed, she provides

input to the evaluation team. The BRI team collectively shares the responsibility of attending an annual statewide meeting to go to the evaluator's track at the 21st CCLC Rest of State conference, as well keeping informed of NYSED and Measurement Inc. communications (e.g., phone calls, emails, discussion boards).

Evaluation Plan

The Evaluation Plan (located in Appendix B) mirrors the "Goals and Objectives" table included in NECSD's grant application. This table includes the variables or performance indicators, data sources/instruments, and data collection methods.

The quantitative data analysis included calculating descriptive statistics (e.g. totals, averages) and comparing the students' performance from pre-test to post-test, looking for the percentage of gain. The qualitative data underwent content analysis to cull themes. As an example, after each day of observing, the evaluator summarized the overall level of grant implementation (success and gaps) and well as successes, then generated recommendations. Finally, all data was triangulated to address the evaluation questions.

Stakeholders have involvement in the evaluation process through the opportunity to join the PACT (e.g., program staff and families; student voice would be via survey or focus group), participation in the QSA, and responding to the appropriate surveys. During Year 1, stakeholder involvement in evaluation was limited, as reflected by minimal participation in PACT meetings - one time a family member attended and a couple of times a PTO representative attended. Teachers of 21st CCLC students, students in grades K-3, students in grades 4-5, and attendees to Family Learning Trips had surveys available, with students requiring parental consent.

Evaluation data are used to monitor progress and inform continuous program improvement via presentations at PACT meetings and bi-annual reports. BRI encourages the grant facilitator to share reports and presentations (e.g., handouts at meetings) to all grant stakeholders. Findings may be disseminated to a wider audience via message boards in the hallways, newsletters to parents, website news, etc. The grant facilitator, district administration, school administration, teachers, and community partner are encouraged to use the evaluation findings and recommendations for continuous program improvement.

The strengths of the data collection instruments include BRI's use of recommended instruments provided by the statewide evaluator (i.e., the Out of School Time observation protocol and Short-term Student Outcomes Survey). In addition, the grant facilitator was given the option of providing each survey in electronic and/or hard copy format. This flexibility was intended to increase the survey participation rate. BRI modeled the teacher survey on the sample provided by Measurement Inc. and modified the SSOS for the grades K-3 students, in consultation with the grant facilitator to utilize a small sample of the SSOS questions (i.e., nine vs. fifty questions) with terminology/language that resonates and/or practices emphasized in the district. Therefore, these instruments would be considered a limitation, as they were piloted this year. A limit in the data collection methodology was teacher, student, and parent sampling for the surveys, due to the timing of the survey administration and the demand on teachers.

Survey administration will be reviewed and adjusted for Year 2.

Engagement & Communication

The evaluation team strategically planned evaluation activities so they would not interfere with program activities by being flexible with the grant facilitator in scheduling meetings, survey administration periods, and observations, as long as they aligned with the general timelines established in the NYS 21st CCLC evaluation manual and updated timelines provided by the 21st CCLC Resource Center and/or NYSED.

If necessary, BRI would communicate any immediate concerns about observations (e.g., safety, school protocols, teacher or student behaviors) directly to the grant facilitator within 24 hours of the observation. As needed, communications could extend beyond the grant facilitator by including administrative staff, program staff, and/or the PACT members.

**Appendix D:
Completed Stage 1 and Stage 2 Checklists**

The Evaluability Process Checklist

Grantee Name Newburgh Enlarged Central School District Award Date April 28, 2017

Program Director Susan Torres-Bender Evaluator Name: Brockport Research Institute

Stage 1 - Initial Stage of the Evaluability Process: To be completed within two months of the funding award date. If funding award date was July 1, Stage 1 should be completed by August 31. For later funding award dates NYSED may revise this completion date for Year 1 only.

	Yes	No
1. Is an advisory group in place and functioning that adequately represents the program's key stakeholders?	X	
Explanation of extenuating circumstances, No. 1:		
2. Did the advisory group convene its first meeting within 2 months following the funding award date - By August 31 st ? (If yes, but at a later time, please provide a brief explanation as to why this occurred at a later date than advised)		X
Explanation of extenuating circumstances, No. 2: The Project Director was an external hire and was approved by the Board of Education on August 17, 2017 to start on September 1, 2017. The first PACT meeting was held on October 11.		
3. At the advisory group meeting, was the program theory agreed upon with all stakeholders?	X	
4. At the advisory group meeting, was a logic model of the program created and/or reviewed with stakeholder involvement that reflects the program theory?	X	
5. At the advisory group meeting, were the program objectives reviewed with stakeholders and re-assessed for alignment with the program theory?	X	
6. At the advisory group meeting did the evaluator review the indicators and measures that would be used and did the evaluator provide program stakeholders with the rationale for how and why they will effectively measure the implementation and outcomes of the program?	X	
Explanation of extenuating circumstances, Nos. 3-6:		
7. At the advisory group meeting, did the evaluator notify the stakeholders regarding activities that would take place as part of Stage 2 in the Evaluability Process and that they would occur one to two months following the program start date?	X	
8. At the advisory group meeting did the evaluator share the Evaluability processes that are included in Stage 2 so that program staff will be aware of program implementation expectations and their importance to the evaluation of the program?	X	

Stage 2- Follow-up Stage of the Evaluability Process: To be completed one to two months following the program start date, the evaluator will assess the following criteria during an on-site Evaluability Review (This will typically occur in November or December annually. NYSED may adjust the completion date for Stage 2 in Year 1 only if delays in program start-up occurred in the first year.)

	Yes	No
1. Based on the evaluator's observation of program activities and a review of program documents, is the program being implemented as designed? If NO, please clarify:	X	
2. Does the program have a timeline of program activities that will be occurring during the program year so that an evaluation timeline can be created and provided to the program staff and other stakeholders?	X	
3. Does the program have an employee handbook that clarifies internal policies and procedures?	X	
4. Is there a procedure in place for systemically and systematically recording and/or entering all required data necessary for program evaluation purposes?	X	
5. Are parents/guardians of participants being provided with, at intake into the program, the parental consent form asking for their permission to allow their child to participate in the evaluation of this program? At the State level this is required for the Short-term Student Outcomes Survey. At the local level it would include any additional means of collecting evaluation data from program participants which may include additional surveys, interviews, focus groups, etc.	X	

Check one of the following based on evaluator determination of program evaluability.

Yes, this program is ready to be evaluated.

No, this program is not ready to be evaluated at this time. (Please refer to Option 1 and Option 2 below)

OPTION 1: Date of anticipated re-review of program readiness and re-submission of Checklist (not to exceed 30 days):

OPTION 2: I recommend that this program be referred to the Statewide Technical Resource Centers. Re-review date to be determined in consultation with the Statewide Technical Resource Centers.

Jessica Lomas-Bender 12/5/18

Project Director's Signature Date

Lynne A. Moulton 12/5/18

Local Program Evaluator's Signature Date

Stage 3: Submit this checklist to the NYSED two weeks following completion of Stage 2 or by December 31 Annually (NYSED may adjust the submission date in Year 1 if the Program had a delayed start-up date)

**Appendix E:
Saturday Family Learning Trip Summary**

Saturday Family Learning Trip Summary

The Saturday Family Learning Trips expose students and adults to a variety of experiences. Each trip generally includes a light breakfast, busing to the location, lunch, and busing back to the school where the trip originated. Students were not required to specifically bring a parent/guardian. An adult family member over 18 years old was sufficient. Although many students were accompanied by a parent, there were also grandparents and, in at least one instance, a great-grandparent that attended the Family Learning Trip.

During Year 1, there were three trip destinations. Locust Grove is a National Historic Landmark with a museum, nature preserve, antique exhibits, and art gallery. The Liberty Science Center explores how people communicate and the science of energy and how it is used around the world. The National Geographic Encounter: Ocean Odyssey was located in Times Square in New York City and allowed visitors to participate in a simulated interactive, immersive walk from the South Pacific to the coast of California.

Because there is not enough capacity for all students to attend each Family Learning Trip, participation was on a first come, first served basis. The table below shows the locations of the Family Learning Trips along with the attendees. The student and adult counts do not match in all cases due to a few adults being paired with two or more children due to siblings participating in the 21st CCLC program.

Saturday Family Learning Trips

NOTE: Data shown is formatted as: number of students, number of adults

	Location (Date)	Balmville Elementary	Gardnertown Academy	Gidney Avenue	Horizons on Hudson	Vails Gate	Total	Maximum Capacity	Participation (%)
Year 1	Locust Grove Estate (4 trips during January & February 2018)	Not available	Not available ¹	Not available	Not available	N/A	74, 72	100, 100	74.0, 72.0 (n = 100)
	Liberty Science Center (April 14, 2018)	20, 17	21, 21	33, 29	19, 19	N/A	93, 86	200, 200	46.5, 43.0 (n = 200)
	National Geographic Encounter: Ocean Odyssey (May 12, 2018)	16, 12	26, 26	42, 38	31, 24	N/A	115, 100	200, 200	57.5, 50.0 (n = 200)
Year 2	Legoland (December 8, 2018)	20, 17	19, 15	19, 15	20, 16	20, 18	98, xx	100, 100	98.0, xx.x (n = 100)
	Norwalk Aquarium (February 9, 2019)	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
	The Illusionists (March 3, 2019)	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER

¹ Only participating students in grades 3 and 4 were invited to attend the February 2018 field trip because Gardnertown had just begun participating in 21st CCLC on January 31, 2018 and there was not enough time to sign up students from grades K-2.

During Year 1, participation was below the desired level of 95% for each Family Learning Trip because, although adults registered themselves and their student and the trips appeared to be at capacity, many did not show up on the morning of the trip. This

occurred even when automatic phone calls and flyers were utilized as reminders. During Year 2, families were made aware that missing a field trip that they had signed up for would exclude them for signing up for future field trips. This policy has decreased the number of families that do not show up.

During Year 1, students and parent/guardians were surveyed regarding their Family Learning Trip experience(s). Students in grades K-3 had a paper survey that was distributed to the same students that had parental consent to participate in the Grades K-3 Student Survey (see Appendix F). Not all students that completed the Student Survey (21 students) also completed the Family Learning Trip survey (15 students): Locust Grove Estate had 4 responses, Liberty Science Center had 5 responses, and National Geographic Encounter had 7 responses. The majority (12 students) had not previously been to the Family Field Trip location and all of the students either “liked it” or “kind of” liked it; no one indicated that they did not like it. One student left a comment regarding the National Geographic Encounter, “I liked the 3D movie. We got swallowed by a shark. I would like to go on all field trips.”

Students in grades 4-5 were surveyed online using Survey Monkey. Students that had parental consent to participate in the Grades 4-5 Student Survey (see Appendix G) were asked the Family Learning Trip questions as an extension to the Student Survey. That way there was not a second survey to access and would therefore increase the number of responses.

- Five of the twenty respondents indicated that they had participated in the Locust Grove Estate trip. All five students indicated that they had never been there before, while four students indicated that they liked the trip and one indicated that he/she did not.
- Six of the twenty respondents indicated they had attended the Liberty Science Center Family Learning Trip. Although five students indicated that they had previously been there, all six indicated that they liked the trip.
- Five of the twenty respondents indicated that they had attended the National Geographic Encounter: Ocean Odyssey Family Learning Trip. Two students indicated that they had been there before and all five liked the trip.

Parents/guardians were also surveyed. Although an online survey was available through Survey Monkey, it was not utilized and paper surveys that were distributed at the conclusion of each Family Learning Trip were a more effective method of obtaining responses. Because the survey was being developed while field trips were occurring, only those field trips that occurred after the survey was available have responses.

Four parents of Horizons on Hudson students completed the survey regarding the Family Learning Trip to Liberty Science Center. None of the four had been there before and all agreed that it was interesting, they learned something new, and they enjoyed meeting other families. Overall, all four parents indicated that they were very satisfied and commented, “Appreciate field trips are on Saturday. It let us parent be more involved.” and “It is an amazing program and I am very grateful [son’s name] is involved in it!”

Ten parents of Gardnertown Leadership Academy students completed the survey regarding their visit to National Geographic Encounter. Eight parents indicated that they had not been there before. Eight of the parents indicated that, overall, they were very satisfied and the remaining two parents indicated that they were satisfied. Seven parents agreed that the trip was interesting to them as well as their student and that they both learned something, although two parents neither agreed, nor disagreed. Comments included, "It was amazing!" and "Gives me the chance at visiting many places that I won't personally plan."

Ten parents of Gidney Avenue students completed the survey regarding the Family Learning Trip to National Geographic Encounter. Eight indicated that they had not been there before and agreed that the trip was well-organized, it was interesting to their student, and that their student learned something new. All but one parent indicated that, overall, they were very satisfied in general with the trip. Comments included, "I was able to learn as well as the children." and, translated from Spanish, "Because it's a way that my children are able to know other places and understand different things."

Eight parents of Horizons on Hudson students completed the survey regarding the Family Learning Trip to National Geographic Encounter. Seven indicated that they had not been there before. Seven indicated that, overall, they were very satisfied with the eighth indicating satisfied. Comments included, "new experiences are great and we don't get the chance otherwise," "very interesting to explore new things with the children," and "this is a wonderful way to bring family together."

Although the parents have students in each of the four schools, many realized that exposing their children to new places and experiences was beneficial and they appreciated being able to do it with them. Most parents indicated that they had not been to the Family Field Trip location prior to going with the 21st CCLC program.

During Year 2, paper surveys are being utilized at the conclusion of each Family Field Trip to increase the response rate, obtain feedback more quickly to inform future field trips, and help ensure that participants can better recall and share their experience. Field trip staff are provided with a check list that includes survey administration to ensure that the surveys are distributed and collected. Survey results will be evaluated in the Year 2 Annual Report.

**Appendix F:
Student Survey Summary: Grades K-3**

Student Survey Summary: Grades K-3

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 is intended for students in grades 4-12, BRI developed an abbreviated version in consultation with the grant coordinator, that contains one or two questions from each of the eight outcome categories: academic (question 1), community involvement (question 2), life skills (question 3), positive core values (questions 4 and 5), positive life choices (question 6), sense of self (question 7), sense of future (question 8), and opportunity (question 9).

In Year 1, the Grades K-3 Student Survey was administered on paper in May and June 2018 to students at Balmville Elementary, Gidney Avenue Magnet School, and Horizons on Hudson to those students whose parent/guardian had returned the parental consent form. Because the form was only available close to the end of the 21st CCLC year, Gardnertown Leadership Academy opted to not participate in Year 1. For Year 2, parental consent for surveys is included in the online registration.





School staff read an introduction to small groups of students to inform them that: a parent/guardian had given consent for the student to participate in the survey, that their answers would be kept confidential, and that a summary would be shared in order to improve 21st CCLC programming. The students were also informed that they could skip any questions, that there were no right or wrong answers, and that their answers would not affect their participation in the 21st CCLC program. Students could decline to take the survey. An adult was allowed to read questions to those students having difficulty.

In Year 1, parental consents were received for 24 students and 21 students responded to the survey. It is not clear if they declined to take the survey or if the 21st CCLC program had ended and it was not offered to them. Responses were received from:

- Balmville: 15 students (nine in 1st grade, three in 2nd grade, two in 3rd grade, one was not indicated)
- Gidney Avenue: 2 students (both in 1st grade)
- Horizons on Hudson: 4 students (two in Kindergarten, one in 1st grade, one in 2nd grade)

They were then shown a sample question that was already answered and then allowed to practice by answering a different sample question. The survey results are shown in the following table. Because of the low number of responses, they were combined and each school's is not shown separately. Note that because students were allowed to skip any question, the total number of responses for each question, n, is included in the table. Also, if students marked two answers to a question, both were disregarded.

Responses to Grades K-3 Student Survey (Year 1)

Coming to the After-School Program this year has helped me to...	Yes 	Kind of 	No 	I was already doing fine. 	Number of survey responses, n (max = 21)
1. Do better in school	15	4	2	0	21
2. Feel more important to my community	14	3	2	1	20
3. Do better at making friends	20	0	0	0	20
4. Care more about others	13	3	5	0	21
5. Tell the truth more often	14	4	1	1	20
6. Stay out of trouble	12	3	4	2	21
7. Feel better about myself	20	0	1	0	21
8. Want to come to school	16	4	1	0	21
9. Try new things	18	0	1	1	20

Although there are insufficient responses to draw significant conclusions, the majority of students indicates that the 21st CCLC program had helped them in all nine outcomes.

The students were also asked “*What would you like to share about being in the after-school program?*” to allow them to offer additional insights. Two students responded (note: responses are presented as raw, uncleaned data):

- “*I liked playing the drums the most.*” ~2nd grade girl
- “*I like to do PBL*” ~2nd grade girl

Overall, the survey responses indicate that the 21st CCLC program had a positive impact on the grade K-3 students in both academic and social-emotional areas.

For Year 2, the survey was updated to include a Spanish translation embedded with the English text in order for non-Spanish-speaking staff to be able to support Spanish-speaking students. Feedback from students will be obtained in Spring 2019 and results will be presented in the Year 2 Annual Report.

**Appendix G:
Student Survey Summary: Grades 4-5**

Student Survey Summary: Grades 4-5

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

For Year 1, school staff administered the survey via Survey Monkey in May and June 2018 to the total of 20 students from Balmville Elementary, Gidney Avenue Magnet School, Gardnertown Leadership Academy, and Horizons on Hudson whose parent/guardian had returned the parental consent form. For Year 2, parental consent for the surveys was included in the online registration. The survey will be administered in Spring 2019 and the results included in the Year 2 Annual Report.

An introduction informs the students that: a parent/guardian has given consent for the student to participate in the survey, that their answers will be kept confidential, and that a summary will be shared in order to improve 21st CCLC programming. The students are also informed that they can skip any questions, that there are no right or wrong answers, and that their answers will not affect their participation in the 21st CCLC program. An adult is allowed to read questions to those students having difficulty. Students can decline taking the survey in one of the initial survey questions, although in Year 1, all 20 consented to complete the survey. The breakdown of students by school and grade level is shown below.

Grades 4-5 Student Survey Responses

Site Name	Year #	Administration Date	4 th Grade Students		5 th Grade Students		Total of 4 th and 5 th Grade Students		Response Rate (%)
			# with Consent	# of Responses	# with Consent	# of Responses	# with Consent	# of Responses	
Balmville	1	May/June 2018	2	2	1	1	3	3	100
	2	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
Gardnertown	1	May/June 2018	6	6	5	5	11	11	100
	2	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
Gidney Avenue	1	May/June 2018	0	0	4	4	4	4	100
	2	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
Horizons	1	May/June 2018	2	2	0	0	2	2	100
	2	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
Vails Gate	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
TOTAL	1	N/A	10	10	10	10	20	20 ¹	100
	2	N/A	LATER	LATER	LATER	LATER	LATER	LATER	LATER

¹ Ten girls (50%) and ten boys (50%) completed the survey.

Survey responses for Year 1 are shown in the following table.

Responses to Grades 4-5 SSOS, by School

NOTE: Survey responses are stacked in each cell in the following order: Balmville (BAL), Gardnertown (GAR), Gidney Avenue (GAMS), Horizons (HOH), and Vails Gate (VG).

Outcome Category									
Positive Life Choices	Being involved in the 21 st Century After-School Program has helped me to make healthier choices about...	Year	School	Yes	Kind of	No	I was already doing fine.	Total # of Responses, n	Max. Possible # of Responses ¹
	What I eat	1	All 4	13	5	1	0	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Exercise	1	All 4	17	0	2	1	20	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Tobacco	1	All 4	6	1	8	3	18	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Alcohol	1	All 4	6	1	9	2	18	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Drugs	1	All 4	5	2	9	2	18	20

		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Being involved in the 21st Century After-School Program has helped me to...	Year	School	Yes	Kind of	No	I was already doing fine.	Total # of Responses, n	Max. Possible # of Responses ¹
	Say 'no' to things I know are wrong	1	All 4	16	3	0	1	20	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Stay out of trouble	1	All 4	11	6	2	0	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Avoid violence and fighting	1	All 4	15	2	1	1	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
Academic	Coming to the 21st Century After-School Program has helped me to...	Year	School	Yes	Kind of	No	I was already doing fine.	Total # of Responses, n	Max. Possible # of Responses ¹
	Do better in school	1	All 4	16	3	0	0	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Improve my grades in school	1	All 4	10	8	0	1	19	20
		2	BAL GAR GAMS	LATER	LATER	LATER	LATER	LATER	LATER

			HOH VG						
Try harder in school	1	All 4		16	1	0	1	18	20
	2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER	LATER
Participate more in class activities	1	All 4		13	6	0	0	19	20
	2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER	LATER
Become more interested in going to school	1	All 4		9	8	1	1	19	20
	2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER	LATER
Care more about my school	1	All 4		16	3	0	0	19	20
	2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER	LATER
Get along better with my classmates	1	All 4		14	4	1	0	19	20
	2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER	LATER
Get along better with my teachers	1	All 4		17	1	0	1	19	20
	2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER	LATER

		1	All 4	11	8	0	1	20	20
	Spend more time doing my homework	2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
Community Involvement	Coming to the 21st Century After-School Program has helped me...	Year	School	Yes	Kind of	No	I was already doing fine.	Total # of Responses, n	Max. Possible # of Responses ¹
	Feel more important to my community	1	All 4	13	5	1	0	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Feel a stronger connection to my community	1	All 4	12	6	0	0	18	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Spend more time volunteering or helping others in my community	1	All 4	13	6	1	0	20	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Life Skills	Because I came to the 21st Century After-School Program...	Year	School	Yes	Kind of	No	I was already doing fine.	Total # of Responses, n
I get along better with other people my age		1	All 4	18	2	0	0	20	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER

	I am better at making friends	1	All 4	11	5	0	2	18	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	I am better at telling others about my ideas and feelings	1	All 4	6	9	3	0	18	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	I am better at listening to other people	1	All 4	16	1	0	2	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	I work better with others on a team	1	All 4	9	8	2	0	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	I make better decisions	1	All 4	14	3	2	0	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	I am better at planning ahead	1	All 4	11	5	2	0	18	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	I am better at setting goals	1	All 4	11	7	1	0	19	20

		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	I am better at solving problems	1	All 4	12	3	3	1	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	I am more of a leader	1	All 4	17	2	0	0	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	I am better at taking care of problems without violence or fighting.	1	All 4	15	2	1	1	19	20
2		BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER	
Positive Core Values	Because I came to the 21st Century After-School Program...	Year	School	Yes	Kind of	No	I was already doing fine.	Total # of Responses, n	Max. Possible # of Responses ¹
	I care more about other people	1	All 4	14	4	1	0	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	I care more about the feelings of other people	1	All 4	15	4	0	0	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER

	I tell the truth more often even when it is hard	1	All 4	15	2	0	2	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	I am better at standing up for what I believe	1	All 4	12	5	1	0	18	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	I am better at taking responsibility for my actions	1	All 4	14	4	0	2	20	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
Sense of Self	Coming to the 21st Century After-School Program has helped me to...	Year	School	Yes	Kind of	No	I was already doing fine.	Total # of Responses, n	Max. Possible # of Responses ¹
	Feel better about myself	1	All 4	16	2	0	2	20	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Feel that I have more control over things that happen to me	1	All 4	13	3	1	2	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Feel that I can make more of a difference	1	All 4	14	5	0	0	19	20

		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER	
	Learn I can do things I didn't think I could do before	1	All 4	18	1	0	0	19	20	
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER	
	Feel better about my future	1	All 4	12	5	1	1	19	20	
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER	
	Feel I am better at handling whatever comes my way	1	All 4	10	7	0	2	19	20	
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER	
	Sense of Future	Coming to the 21st Century After-School Program has helped me to...	Year	School	Yes	Kind of	No	I was already doing fine.	Total # of Responses, n	Max. Possible # of Responses ¹
		Think about jobs or future careers	1	All 4	14	4	2	0	20	20
			2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
		Think about college or other training after high school	1	All 4	11	4	2	2	19	20
			2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER

	Want to stay in school	1	All 4	16	3	0	0	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Think about my future	1	All 4	17	2	0	0	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Set goals for myself	1	All 4	16	2	1	0	19	20
			2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER
Opportunity	Coming to the 21st Century After-School Program has helped me to...	Year	School	Yes	Kind of	No	I was already doing fine.	Total # of Responses, n	Max. Possible # of Responses ¹
	Try new things	1	All 4	20	0	0	0	20	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER
	Do things here I don't get to do anywhere else	1	All 4	13	2	4	0	19	20
		2	BAL GAR GAMS HOH VG	LATER	LATER	LATER	LATER	LATER	LATER

¹ The Max. Possible # of Responses is the total number of grade 4-5 students with consent as shown in the previous table. Because students are allowed to skip any question, the Total # of Responses, n, for a question may be less than the Maximum Possible # of Responses.

Like the grades K-3 student survey, there are not sufficient responses to draw significant conclusions. From reviewing the responses, however, the majority of students selected “Yes” or “Kind of” for all questions in the eight outcome areas.

The students were also asked “*What would you like to share about being in Program?*” to allow them to offer any additional insights. Sixteen students responded; several of their replies are included here (note: responses are presented as raw, uncleaned data):

- *“i like being in the program cause it lets you learn and to get along with other people”* ~4th grade student from Gardnertown
- *“being with friends”* ~4th grade student from Gardnertown
- *“The after school program is a really fun place to try new things.”* ~5th grade student from Gidney Avenue
- *“That it is fun and it helped me and show me different things.”* ~4th grade student from Balmville

Overall, the SSOS responses indicate that Year 1 of the 21st CCLC program had a positive impact on the grade 4-5 students in academic, enrichment, and social-emotional areas.

Results from the Year 2 survey will be included in the Year 2 Annual Report.

**Appendix H:
Teacher Survey Summary**

Teacher Survey Summary

The Teacher Survey is administered online via Survey Monkey at the end of the 21st CCLC programming and asks classroom teachers for feedback on students that are participating in the 21st CCLC program. Teachers complete a separate survey for each 21st CCLC student that they have in their regular school day class, which for many teachers means completing multiple surveys.

The table below shows the distribution of responses from each of the schools broken down by grade level. In Year 1, the survey was administered to all K-5 classroom teachers in the four schools that had 21st CCLC students and a total of 122 responses were received.

Number of Completed Teacher Surveys by School and Grade Level

School Name	Year #	Administration Date	# of Teachers That Responded	Grade Levels of Students They Reported On						TOTAL
				K	1 st	2 nd	3 rd	4 th	5 th	
Balmville	1	May/June 2018	6	3	10	0	1	0	5	19
	2	LATER	LATER	X	X	X	X	X	X	X
Gardnertown	1	May/June 2018	10	1	0	3	1	14	11	30
	2	LATER	LATER	X	X	X	X	X	X	X
Gidney Avenue	1	May/June 2018	17	7	14	12	2	2	12	49
	2	LATER	LATER	X	X	X	X	X	X	X
Horizons	1	May/June 2018	6	1	0	4	18	0	1	24
	2	LATER	LATER	X	X	X	X	X	X	X
Vails Gate	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2	LATER	LATER	X	X	X	X	X	X	X
TOTAL	1	May/June 2018	39	12	24	19	22	16	29	122
	2	N/A	LATER	X	X	X	X	X	X	X

The teachers are asked “*To what extent has the student changed their behavior in terms of...*” followed by ten fundamental student outcomes, comparing the student’s current performance to that of the previous Fall. The teachers are directed to respond in terms of the impact attributable to 21st CCLC programming. The table below summarizes the responses from teachers, separated by school. The Year 2 findings will be presented in the annual report.

Responses to Teacher Survey, By School

NOTE: Survey responses are stacked in each cell in the following order: Balmville (BAL), Gardnertown (GAR), Gidney Avenue (GAMS), Horizons (HOH), and, starting in Year 2, Vails Gate (VG).

STUDENT OUTCOMES	Year	School	# of Responses	TEACHER RESPONSES								
				N/A (%)	Did not need to improve (%)	Improvement			No change (%)	Decline		
						Significant (%)	Moderate (%)	Slight (%)		Slight (%)	Moderate (%)	Significant (%)
1. Turning in homework on time.	1	BAL	19	0	47.4	15.8	10.5	10.5	10.5	5.3	0	0
		GAR	30	0	26.7	16.7	20.0	13.3	20.0	3.3	0	0
		GAMS	49	0	24.5	16.3	26.5	16.3	14.3	2.0	0	0
		HOH	24	4.2	20.8	29.2	12.5	20.8	12.5	0	0	0
	2	BAL	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAR	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAMS	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		HOH	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
VG	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER		
2. Completing homework to your satisfaction.	1	BAL	19	0	63.2	10.5	10.5	5.3	10.5	0	0	0
		GAR	30	0	6.7	40.0	26.7	20.0	6.7	0	0	0
		GAMS	49	0	10.2	26.5	32.7	14.3	12.2	4.1	0	0
		HOH	24	4.2	8.3	37.5	25.0	12.5	12.5	0	0	0
	2	BAL	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAR	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAMS	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		HOH	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
VG	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER		
3. Participating in class.	1	BAL	19	0	36.8	5.3	10.5	5.3	42.1	0	0	0
		GAR	30	0	16.7	26.7	26.7	20.0	10.0	0	0	0
		GAMS	49	0	16.3	12.2	32.7	22.4	14.3	2.0	0	0
		HOH	24	0	16.7	33.3	16.7	16.7	16.7	0	0	0
	2	BAL	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAR	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAMS	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		HOH	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
VG	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER		

4. Volunteering (e.g., for more responsibilities)	1	BAL	19	0	31.6	5.3	5.3	15.8	42.1	0	0	0	
		GAR	30	0	10.0	26.7	30.0	23.3	10.0	0	0	0	
		GAMS	49	0	10.2	8.2	28.6	32.7	20.4	0	0	0	
		HOH	24	0	16.7	33.3	16.7	12.5	20.8	0	0	0	
	2	BAL	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAR	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAMS	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		HOH	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		VG	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	
5. Being attentive in class.	1	BAL	19	0	26.3%	5.3%	10.5	0	52.6	0	5.3	0	
		GAR	30	0	20.0%	13.3%	30.0	20.0	16.7	0	0	0	
		GAMS	49	0	16.3%	10.0%	28.6	18.4	22.4	2.0	2.0	0	
		HOH	24	0	8.3%	37.5%	12.5	16.7	25.0	0	0	0	
	2	BAL	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAR	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAMS	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		HOH	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		VG	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	
6. Behaving well in class.	1	BAL	19	5.3	42.1%	5.3%	10.5	0	26.3	5.3	5.3	0	
		GAR	30	3.3	30.0%	3.3%	23.3	20.0	20.0	0	0	0	
		GAMS	49	0	36.7%	4.1%	16.3	16.3	18.4	8.2	0	0	
		HOH	24	0	8.3%	37.5%	12.5	20.8	20.8	0	0	0	
	2	BAL	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAR	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAMS	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		HOH	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		VG	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	
7. Engagement & interest in Math.	1	BAL	19	0	21.1%	5.3%	15.8	0	57.9	0	0	0	
		GAR	30	0	3.3%	20.0%	40.0	30.0	6.7	0	0	0	
		GAMS	49	0	20.4%	12.2%	26.5	26.5	12.2	2.0	0	0	
		HOH	24	0	12.5%	41.7%	25.0	12.5	8.3	0	0	0	
	2	BAL	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAR	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		GAMS	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		HOH	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER
		VG	n	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	LATER	
8. Engagement & interest in Science.	1	BAL	19	0	21.	5.3	15.8	0	57.9	0	0	0	
		GAR	30	0	6.7	16.7	43.3	26.7	6.7	0	0	0	
		GAMS	49	0	18.4	10.2	24.5	30.6	16.3	0	0	0	
		HOH	24	0	12.5	37.5	20.8	16.7	12.5	0	0	0	

	2	BAL GAR GAMS HOH VG	n n n n n	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER
9. Getting along well with others.	1	BAL GAR GAMS HOH	19 30 49 24	0 3.3 4.1 0	42.1 16.7 32.7 12.5	5.3 20.0 8.2 33.3	10.5 23.3 18.4 16.7	0 16.7 14.3 16.7	36.8 20.0 20.4 20.8	5.3 0 2.0 0	0 0 0 0	0 0 0 0
	2	BAL GAR GAMS HOH VG	n n n n n	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER	LATER LATER LATER LATER LATER
10. Displaying effort to "Seek first to understand."	1	BAL GAR GAMS HOH	19 30 49 24	0 0 0 0	36.8 13.3 18.4 8.3	5.3 23.3 16.3 37.5	5.3 30.0 22.4 16.7	5.3 26.7 16.3 20.8	47.4 6.7 22.4 16.7	0 0 4.1 0	0 0 0 0	0 0 0 0

The teachers are also asked “Given the various factors that could contribute to changes in student behavior, in your opinion, to what extent did the 21st CCLC program impact the student?” The following table summarizes their responses.

Teachers’ Perception of Grant Impact on Their Students

Site Name	Year #	Total # of responses	To a great extent		To some extent		To a little extent		To no extent		I don't know	
			%	n	%	n	%	n	%	n	%	n
Balmville	1	19	0.0	0	26.3	5	26.3	5	47.4	9	0.0	0
	2	LATER	LATER	n	LATER	n	LATER	n	LATER	n	LATER	n
Gardnertown	1	30	23.3	7	46.7	14	13.3	4	13.3	4	3.3	1
	2	LATER	LATER	n	LATER	n	LATER	n	LATER	n	LATER	n
Gidney Avenue	1	49	10.2	5	63.3	31	10.2	5	10.2	5	6.1	3
	2	LATER	LATER	n	LATER	n	LATER	n	LATER	n	LATER	n
Horizons	1	24	16.7	4	25.0	6	25.0	6	12.5	3	20.8	5
	2	LATER	LATER	n	LATER	n	LATER	n	LATER	n	LATER	n
Vails Gate	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2	LATER	LATER	n	LATER	n	LATER	n	LATER	n	LATER	n
TOTAL	1	122	13.1	16	45.9	56	16.4	20	17.2	21	7.4	9
	2	LATER	LATER	n	LATER	n	LATER	n	LATER	n	LATER	n

The Year 2 Annual Report will present the results of the teacher survey that will be administered in Spring 2019.