

Year 3 (2019-2020) 21CCLC Interim Evaluation Report



Purpose of this Document

This Year 3 Interim Evaluation Report follows the format of the Year 2 Annual Evaluation Report (AER) Template and Guide for evaluators of local 21st Century Community Learning Center programs which was developed by Measurement Incorporated, the state-level evaluator, at the request of the State Program Coordinator. While this report is not intended for submission to the State Program Coordinator, it includes content expected to be included in the Year 3 AER.

The information contained herein is provided primarily for use by the grant facilitator. It may be of interest to all stakeholders. It is provided as a formative assessment of program implementation to date. This feedback can be used to improve the 21st CCLC program for the remainder of Year 3 and in planning for Year 4.

This Interim Evaluation Report was written by the local evaluator of the NECSD 21st CCLC grant, Brockport Research Institute.



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I. Project Information

Program Name	Newburgh Enlarged City School District		
Project Number	0187-20- 7 1 4 0		
Name of Lead Agency	Newburgh Enlarged City School District		
Name of Program Director	Susan Torres-Bender		
Name(s) of Participating Site(s) and grade level(s) served at each site	Site 1: Balmville Elementary School	Grade(s) Served:	Kindergarten – 5 th grade
	Site 2: Gardnertown Leadership Academy	Grade(s) Served:	Kindergarten – 5 th grade
	Site 3: Gidney Ave. Magnet School	Grade(s) Served:	Kindergarten – 5 th grade
	Site 4: Horizons On The Hudson	Grade(s) Served:	Kindergarten – 5 th grade
	Site 5: Vails Gate STEAM Academy	Grade(s) Served:	Kindergarten – 5 th grade
Evaluator Name and Company	Lynn T. Moulton, Brockport Research Institute		
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Project Summary

In April 2017, Newburgh Enlarged City School District (NECSD) was awarded a five-year grant in Round 7 of the 21st Century Community Learning Centers (21st CCLC) funding. The proposed project targets 750 students in grades K-5 at four Title I elementary schools and their families. In Year 2, a fifth school, Vails Gate STEAM Academy, 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.

NECSD partners with the Boys & Girls Club-Newburgh (BGCN) to have them provide additional enrichment opportunities, to supplement what the NECSD staff provides. In Year 1, BGCN provided two artists from their Newburgh Performing Arts Academy (NPAA) and in Years 2 and 3, they have provided a coach and an artist (e.g., visual arts, dance). Each follows curriculum provided by the Boys & Girls Clubs of America: Triple Play for the coaches and Youth Arts Activity Guide for the artists. Other short-term enrichment opportunities are utilized as well.

Sites are required to report student data two times during the year. Mid-Winter enrollment data is provided to NYSED by mid-February (Years 1 and 2) or March 31 (Year 3) via online survey while participation data at the end of the grant year is provided to Measurement Inc. on a spreadsheet template. NECSD utilizes a licensed online software product (*Cayen*) to store attendance data and generate the necessary reports. The following table summarizes those reports for all three grant years at each site.

Student Enrollment and Participation

Site Name	Year #	K-5 School Enrollment (# of students)	Proposed 21 st CCLC Enrollment (# of students)	Mid-Winter 21 st CCLC Enrollment (# of students)	Final 21 st CCLC Enrollment (# of students)	Students with 30 Hours of Participation ¹ (# of students)	Difference between Proposed & with 30 Hours (# of students)
Balmville	1	493	150	63	115	97	-53
	2	462	100	101	118	86	-14
	3	453	100	152	TBD	TBD	TBD
Gardnertown	1	696	200	85	104	91	-109
	2	669	100	96	186	82	-18
	3	682	100	127	TBD	TBD	TBD
Gidney Avenue	1	801	200	130	179	138	-62
	2	803	200	171	188	158	-42
	3	817	200	184	TBD	TBD	TBD
Horizons	1	518	200	58	73	67	-133
	2	483	150	122	147	111	-39
	3	487	150	147	TBD	TBD	TBD
Vails Gate	1	N/A	N/A	N/A	N/A	N/A	N/A
	2	565	200	108	134	52	-148
	3	543	200	135	TBD	TBD	TBD
TOTAL	1	2,508	750	336	470	393	-357
	2	2,882	750	598	773	489	-261
	3	2,982	750	711	TBD	TBD	TBD

¹ 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. As shown in the table, in Year 2, 489 students reached 30 hours leaving a shortfall of 224 students compared to the target of 713 students.

In the first two years, the 21st CCLC enrollment at each school increased from mid-winter to the end of the program (e.g., in Year 2, Balmville increased enrollment from 101 to 118 students). Students with 30 hours of participation, however, did not reach the proposed level at any of the schools as indicated by the negative values in the rightmost column. Teacher staffing has been a limiting factor to reaching proposed enrollments. Results from the end of Year 3 will be reported on in the Year 3 AER.

In addition to 21st CCLC programming that occurred in the academic years, summer programming was held in Year 2 (Summer 2018) and Year 3 (Summer 2019) as per the grant proposal. Because of the late award date of the grant, summer programming was not held in Year 1. The Summer LEGO Academy utilized LEGO Education’s WeDo 2.0 Curriculum of STEM-based projects which includes English language arts components. In Year 2, there were a number of students that reached 30 hours of participation during the summer: Balmville had 4, Gardnertown had 1, Gidney Avenue had 6, and Horizons had 16. Because Vails Gate did not start 21st CCLC programming until the Year 2 academic year, they did not participate in the summer camp. Data for Year 3 will be included in the Year 3 AER.

II. Formative Assessment

Summary of Strengths and Weaknesses

Year 3 of NECSD's 21st CCLC program has continued to build on the successes of the first two grant years. Year 3 began with a Lego Academy in Summer 2019 for 63 students that was highly successful based on student survey; only one out of the 44 surveys indicated that they did not like the Summer Lego Academy. The after-school program began in October 2019 and was originally scheduled for three sessions based on input from school staff. It was announced on March 13, 2020, however, that the district would be closed starting on March 16, 2020 and, as of the writing of this report, reopen on April 16, 2020.

Program strengths are numerous as evidenced through Round 1 and Round 2 evaluator observations, evaluator participation in PACT meetings, evaluator review of materials posted online on the Newburgh district's 21st CCLC web page and Facebook, and conversation/email with the grant facilitator. The 21st CCLC programming has been implemented with high fidelity to the grant proposal and is very robust. Students and staff are engaged, transitions are orderly, there is an interesting variety of enrichment activities, and staff-student interactions are respectful and positive. Enrichment activities are provided by:

- Boys & Girls Club-Newburgh (both a sports coach and an artist at each of the five schools),
- Zylophone, Inc. (a local music non-profit participated at Balmville and Vails Gate),
- TheHappyOrg.org (presented to Horizons students),
- a community volunteer (two sessions of soccer were run at Horizons),
- West Point Cadets "College STEM Buddies" (visits to Gardnertown),
- staff from the individual schools and from other schools within the district.

There have been several opportunities for families to participate in the 21st CCLC program: families were required to attend an orientation which included SEL instruction, they could register for Saturday Family Learning Trips (two were offered in Year 3), and education classes in financial literacy, ESL, and GED were offered. An online interest survey was posted on the 21st CCLC web page and flyers were sent home with students to collect input on interest in workshops in computer basics and healthcare services. Only five surveys were completed and further planning is on hold during the district shutdown.

In order to ensure continued 21st CCLC program quality and student/family participation, several initiatives occurred:

- the Quality Self Assessment (QSA) survey was administered;
- Participation Forms were offered to students, adults, and staff as a means to share their input at PACT meetings;
- the grant facilitator participated in NYSED conferences;
- staff was provided with professional development and common planning time;
- if scheduling allows, a bring-a-friend day will be implemented at each school to promote the 21st CCLC program to other students;
- a monthly Best Practices Spotlight was written by the grant facilitator and distributed to 21st CCLC staff to share grant implementation ideas and highlight successes (e.g., using the Remind app to communicate with parents and kudos to schools for high numbers of QSA responses). This has fostered an innovative mindset; for example, staff at one school suggested switching the order of academic and enrichment periods (i.e., have students in grades K-2 participate in tutoring first and then enrichment);

- based on feedback from Year 2, the tutoring focus for Year 3 was established as Tuesday for math skills (Math & Movement, Greg Tang Math), Wednesday for ELA (guided reading and reading conferences using Florida Research Center lesson plans and other district resources), and Thursday for ELA or math conferences with small groups of students while others work on Greg Tang Math games or pleasure reading.

The primary concern for complete grant implementation has been reaching the proposed number of students with 30 hours of participation (i.e., 95% of 750 students). In Year 2, a shortfall in teacher staffing did not allow for sufficient student enrollment to achieve the targeted participation goal, leading to a reduction in funding. This has been addressed in Year 3 on three fronts: teachers, students, and budget planning.

- Teachers have been allowed to select the sessions they would like to work and are not required to teach in all three sessions. Only a few teachers have taken advantage of working less than three sessions.
- Teachers may partner with another teacher and job share (e.g., work alternate weeks or alternate days).
- There is a heightened focus on improving student attendance. School administrators reinforce with parents/guardians that picking up students early from the after-school program may affect the grant funding due to students not reaching the required 30 hours of participation.
- Parents/guardians are contacted if their student has been absent from the after-school program.
- Another strategy that was implemented in Year 2 to increase student hours is related to the Saturday Family Learning Trips. If a registered student and their accompanying adult do not attend a trip, they are not allowed to sign up for future trips. This had generally been effective except for the first trip in Year 3 when only half of those registered actually participated. This meant a loss in potential hours for the students that did not attend as well as an unnecessary expense since trip locations generally require prepayment for large groups.
- Although the number of teachers has increased from Year 2 and student hours have improved, the grant facilitator and director of grants meet monthly to review the budget and ensure that spending does not exceed the projected funding. Therefore, although full funding is not expected again in Year 3 due to student participation being below target, expenses have been reduced accordingly (e.g., closer locations for Saturday Family Learning Trips to reduce transportation costs and departing from a single school to minimize the number of buses).

Suggestions for Improvement

The 21st CCLC program as implemented is very comprehensive and aligned with the grant proposal. Several practices currently in place should be continued to further extend the current program.

- Continue recruitment of 21st CCLC staff. While the primary need is teachers from the participating schools, other staff could include teachers and aides from other schools, community organizations, and community volunteers.
- Continue to promote adult education opportunities to families via the 21st CCLC web page, Facebook page posts, flyers sent home with students, and posting of flyers on each school's 21st CCLC bulletin board. Continue to include adult education components with showcases and fall orientation. Review the adult education survey and determine how to serve those that responded.
- Keep a focus on following up with students' families regarding early pick-up and absenteeism, both from the regular school day and 21st CCLC after-school program. Explain the need for consistent attendance to ensure continued grant funding. Determine the barriers to participation and address.
- Continue to provide professional development to staff. Survey staff to determine topic(s) of interest.
- Once student surveys are complete, review the results to determine topics that may be of relevance to students (e.g., healthy choices regarding tobacco products). A summary and tabulation of results will be included in the Year 3 AER.

III. Evaluation Plan & Results

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

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

Program Objective 1.1-1 (specify): Students who participate in the After-School Academy (ASA) will improve their academic achievement by 5% utilizing instruments such as i-Ready Diagnostic, the NYS assessment program, and project-based learning activities centered around STEAM.

Performance Indicator(s) (PI) of success	Target Population(s) ¹	PI Meets SMART Criteria? ² (Y/N)	Activity(ies) to support this program objective ³	PI Measures data collection instruments & methods ⁴ (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate ⁵ (if applicable):	Was this PI Met? (Yes, No, Partial ⁶ , Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not.
Students will demonstrate 95% attendance rate in the After School Academy (ASA) program.	Students enrolled in the 21 st CCLC program	No. Based on the population being served, a 95% attendance rate is most likely not attainable. In both grant years, many students have not had consistent attendance for the year.	Academic-based portion of after school program	Daily attendance is recorded by school staff and entered into an online data-tracking system (<i>Cayen</i>) that is dedicated to the 21 st CCLC grant.	<i>Cayen</i> stores data on each student's daily attendance and then calculates each school's average daily attendance. The attendance rate is computed as the ratio of the school's average daily attendance to its total number of registered 21 st CCLC participants.	N/A	Year 1: No	Year 1: Student attendance rates: Balmville: 69/115 = 60% Gardnertown: 70/104 = 67% Gidney Avenue: 111/179 = 62% Horizons: 56/73 = 77% It would be expected to not reach a high attendance rate (i.e., 95%) in Year 1 because summer camp was not offered and students were not necessarily enrolled in the entire program year
							Year 2: No	Year 2: Student attendance rates: Balmville: 67/113 = 59% Gardnertown: 78/181 = 43% Gidney Avenue: 124/175 = 70% Horizons: 71/117 = 61% Vails Gate: 77/130 = 59%
							Year 3: TBD	Year 3: Student attendance rates will be included in the Year 3 AER

¹ Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.

² "SMART" = **Specific**: targets a specific area of improvement; **Measurable**: has a defined target that can be assessed (can include qualitative assessment); **Achievable**: realistic given baseline conditions and available resources [note this may be difficult for State Evaluator to assess]; **Relevant**: aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound**: specifies when the goal will be achieved [most will be annual].

³ List activity titles, or attach a list (in any format) as an appendix, and reference here.

⁴ E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.

⁵ **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.

⁶ A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.

Sub-Objective 1.2: Enrichment and support activities. 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.								
Program Objective 1.2-1 (specify): 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.								
Performance Indicator(s) (PI) of success	Target Population(s) ¹	PI Meets SMART Criteria? ² (Y/N)	Activity(ies) to support this program objective ³	PI Measures data collection instruments & methods ⁴ (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate ⁵ (if applicable):	Was this PI Met? (Yes, No, Partial ⁶ , Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not.
Students will achieve 95% attendance in enrichment and youth development activities	Same as Program Objective 1.1-1	Same as Program Objective 1.1-1	Enrichment portion of after school program	Same as Program Objective 1.1-1	Same as Program Objective 1.1-1	N/A	Same as Program Objective 1.1-1	Because enrichment and youth development activities occur daily with the academic portion of the ASA, the attendance rate is the same as shown in Program Objective 1.1-1.
95% of students will find the enrichment program favorable based on exit survey.	Students enrolled in the 21 st CCLC program	No, the target of 95% is high. A suggested target would be 80%.	Enrichment portion of after school program including those activities provided by the grant partner Boys and Girls Club of Newburgh (BGCN)	Student surveys, including data collection instruments and methods, are discussed in Appendix A (grades K-3) and Appendix B (grades 4-5)	Student surveys, including analysis and results, are discussed in Appendix A (grades K-3) and Appendix B (grades 4-5)	Year 1 Grades. K-3: 11.1% # in Pop: 190 # w data: 21 Grades 4-5: 13.1% # in Pop: 153 # w data: 20	Year 1: No, although the positive responses ranged from 88.2% to 89.6%.	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. The majority of students in grades K-3 indicated an 88.2% positive response (76.8% “Yes” and 11.4% “Kind of”). The majority of students in grades 4-5 indicated an 89.6% positive response (69.7% “Yes” and 19.9% “Kind of”).

¹ Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.

² "SMART" = **Specific:** targets a specific area of improvement; **Measurable:** has a defined target that can be assessed (can include qualitative assessment); **Achievable:** realistic given baseline conditions and available resources [note this may be difficult for State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].

³ List activity titles, or attach a list (in any format) as an appendix, and reference here.

⁴ E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.

⁵ **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.

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Interim Evaluation Report – Year 3

						<p>Year 2 Grades. K-3: 74.1% # in Pop: 274 # w data: 203 Grades 4-5: 57.4% # in Pop: 188 # w data: 108</p>	<p>Year 2: No, although positive responses ranged from 70.0% to 88.4%</p>	<p>Year 2: Each of the five schools had a coach and artist from Boys & Girls Club – Newburgh (BGCN) with district staff also leading additional enrichment opportunities. The majority of students in grade K-3 from all five schools had positive feedback (i.e., “Yes” and “Kind of” responses) to the survey but none reached the 95% target: <ul style="list-style-type: none"> • Balmville: 79.4% (68.5% + 10.9%) • Gardnertown: 71.3% (60.9% + 10.4%) • Gidney Ave: 80.4% (65.7% + 14.7%) • Horizons: 83.2% (70.9% + 12.3%) • Vails Gate: 88.2% (80.3% + 7.9%) The majority of students in grades 4-5 from all five schools also had positive feedback (i.e., “Yes” and “Kind of” responses) to the SSOS but none reached the 95% target: <ul style="list-style-type: none"> • Balmville: 76.4% (57.2% + 19.2%) • Gardnertown: 70.0% (46.6% + 23.4%) • Gidney Ave: 88.4% (62.0% + 26.4%) • Horizons: 73.9% (51.7% + 22.2%) • Vails Gate: 74.0% (43.3% + 30.7%) </p>
						<p>Year 3 TBD</p>	<p>Year 3: TBD</p>	<p>Year 3: Surveys will be administered in Spring 2020.</p>
Students will achieve a 95% attendance rate to Saturday Family Learning Trips	Students that attend a Saturday Family Learning Trip	Yes	Saturday Family Learning Trips	<p>Attendance is recorded by school staff at each Saturday Family Learning Trip and entered in the <i>Cayen</i> software system.</p> <p>Saturday Family Learning Trips, including data collection instruments and methods, are discussed in Appendix C.</p>	<p>The attendance rate is computed as the total number of student attendees from a school compared to the number that were registered.</p> <p>In both Year 1 and Year 2, the registration for all Saturday Family Learning Trips was at full capacity.</p> <p>Saturday Family Learning Trips, including analysis and results, are discussed in Appendix C.</p>	N/A	<p>Year 1: No, but attendance policies were revised and attendance improved in Year 2.</p>	<p>Year 1: For the three field trips, the overall student attendance rate was 56.4% (282 students attended out of 500 possible) This performance indicator was not met in Year 1, although it was primarily due to adults registering their student and themselves to attend and then not coming on the day of the trip. Consequences for “no shows” were implemented in Year 2 (i.e., the adult would not be allowed to register for future Saturday Family Learning Trips).</p>
							<p>Year 2: No, although Vails Gate reached an attendance rate of 93.3%.</p>	<p>Year 2: Averaged over the three field trips, the student attendance rate for each school was: <ul style="list-style-type: none"> • Balmville: 86.7% (52 out of 60) • Gardnertown: 88.3% (53 out of 60) • Gidney Ave: 88.3% (53 out of 60) • Horizons: 86.7 (52 out of 60) • Vails Gate: 93.3% (56 out of 60) </p>
							<p>Year 3: No, although Gardnertown reached 92.5%</p>	<p>Year 3: Averaged across the two field trips, the student attendance rate for each school was: <ul style="list-style-type: none"> • Balmville: 57.5% (23 out of 40) • Gardnertown: 92.5% (37 out of 40) </p>

90% of students will find the Saturday Family Learning Trip favorable based on exit survey.	Students that attend a Saturday Family Learning Trip	Yes	Saturday Family Learning Trips	Surveys for Saturday Family Learning Trips, including data collection instruments and methods, are discussed in Appendix C.	Surveys for Saturday Family Learning Trips, including analysis and results, are discussed in Appendix C.	<p>Year 1 <u>Locust Grove</u> 12.2%, # in Pop: 74 # w data: 9 <u>Liberty</u> 11.8% # in Pop: 93 # w data: 11 <u>Nat. Geo.</u> 10.4% # in Pop: 115 # w data: 2</p> <p>Year 2: <u>Legoland</u> 68.4%, # in Pop: 98 # w data: 67 <u>Aquarium</u> 45.3% # in Pop: 86 # w data: 39 <u>West Point</u> 91.4% # in Pop: 81 # w data: 74</p> <p>Year 3: <u>Camp Mariah</u> 92.3%, # in Pop: 52 # w data: 48 <u>Bounce Park</u> 69.1%, # in Pop: 97 # w data: 67</p>	<p>Year 1: Yes</p> <p>Year 2: Yes</p> <p>Year 3: Yes</p>	<ul style="list-style-type: none">• Gidney Ave: 77.5% (31 out of 40)• Horizons: 70.0% (28 out of 40)• Vails Gate: 75.0% (30 out of 40) <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 were surveyed regarding each Saturday Family Learning Trip at its conclusion. Students had generally not previously visited the locations and the majority liked or “kind of” liked participating.</p> <ul style="list-style-type: none">• Legoland: 100% (65 out of 65)• Aquarium: 100% (37 out of 37)• West Point: 97.3% (72 out of 74) <p>Year 3: As in Year 2, students were surveyed on paper regarding each Saturday Family Learning Trip at its conclusion. In both cases, the majority liked or “kind of” liked the trip.</p> <ul style="list-style-type: none">• Camp Mariah: 100% (48 out of 48)• Bounce Park: 95.5% (64 out of 67)

Sub-Objective 1.3: Community Involvement. 100% of Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.¹

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

Program Objective 1.3-1 (specify): Each program site will develop two new community partnerships throughout the course of the grant.

Performance Indicator(s) (PI) of success	Target Population(s) ¹	PI Meets SMART Criteria? ² (Y/N)	Activity(ies) to support this program objective ³	PI Measures data collection instruments & methods ⁴ (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate ⁵ (if applicable):	Was this PI Met? (Yes, No, Partial ⁶ , Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not.
All stakeholders will participate in 95% of Program Advisory Council Team (PACT) meetings (i.e., advisory board)	As listed here and shown in the Logic Model, there is a diverse target population for the PACT: <ul style="list-style-type: none"> • Assistant Superintendent of Curriculum • Director of Grants • Grant Facilitator • Community Partner representative • From each school: <ul style="list-style-type: none"> - School Principal - Student representatives - Teacher representatives - Parent representatives 	No. Because the PACT is required to meet four times per year, a more appropriate target would be to participate in 75% of the meetings. Due to the high number of invitees, however, it is unlikely that they could all attend 75% of the meetings.	PACT meetings	PACT meeting agendas and meeting minutes document the occurrence of the PACT meetings as well as the attendees	The evaluator participates in the PACT meetings by phone or in-person and receives agendas and minutes from the grant facilitator	N/A	Year 1: No. There was a high number of PACT meetings scheduled, along with a high number of invitees, making a 95% attendance rate unlikely.	Year 1: <ul style="list-style-type: none"> • Nine PACT meetings were scheduled; 7 meetings were held: 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 – attendees were not available after school was closed May 16-18 due to a storm and power outage), and June 12, 2018. Note that the number of PACT meetings scheduled exceeded the grant requirement of four meetings. • Stakeholder representation (i.e., school & district administrators, BGCN representative, community representatives) was extensive although parent/guardian attendance was minimal and no students or teachers attended.
							Year 2: No due to the high number of stakeholders and the inability to find a common availability.	Year 2: <ul style="list-style-type: none"> • Four PACT meetings were held: August 20, 2018, December 3, 2018, March 4, 2019, and April 30, 2019. • Stakeholder representation varied even when meeting location and time was adjusted to accommodate needs. To include student, staff, and family input to the meetings, the grant facilitator surveyed these stakeholders anonymously to determine what they felt were the positive aspects to the 21st CCLC program as well as concerns and suggestions.
							Year 3: TBD	Year 3: <ul style="list-style-type: none"> • To date, two PACT meetings have been held: August 28, 2019 and December 19, 2019. The PACT meeting scheduled for March 23, 2020 was postponed due to coronavirus-related school closings and a fourth PACT is scheduled for May 14, 2020.

								<ul style="list-style-type: none">• Participation Forms are distributed to students, staff, and families to allow a means for them to have input to the meetings. Responses are included in the PACT meeting agenda. The staff form asks for positive aspects as well as concerns and suggestions. The student form asks why they like participating in the program, what activities they like best, and suggestions for changes/additions. The family form is written in both English and Spanish and asks what they like about the program, what adult classes they are interested in, and if they have concerns and suggestion.• School administrators invite PTA/O representatives.• Due to the high number of stakeholders, in-person representation has varied. In order to share information, stakeholders are provided with the agenda before the meeting and minutes, including an evaluation report, are distributed afterward.• The grant facilitator visits each site periodically to follow up in person with school staff.
Each site will host a Parent Academy event that includes at least 2 additional community organizations.	Parents/guardians and family members of students participating in the 21 st CCLC program	Yes	Showcase events at each school at the end of each enrichment session, as well as the Lights On Afterschool event in October	Program documentation	The grant facilitator provides copies of the flyers to the evaluator.	N/A	Year 1: Partial, due to promotion of educational opportunities	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.
							Year 2: Yes	Year 2: Parent education occurred at the Lights On Afterschool event (October 2018) with training on the Every Student Succeeds Act (ESSA) and at showcase events (e.g., free blood pressure screenings and non-perishable food drive).
							Year 3: Yes	Year 3: Parent education occurred at the Lights On Afterschool events held at each school in October 2019. Each school hosted three or four community-based organizations, a Parent University included presentations and handouts by district guidance counselors on SEL, and principals conducted family orientations which are required for student participation. An orientation packet was sent home to those that did not attend to be completed and returned for continued student participation.

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

Program Objective 1.4-1 (specify): Approximately 60 adults will participate in financial management, technology classes, and/or other adult community programs.

Performance Indicator(s) (PI) of success	Target Population(s) ²	PI Meets SMART Criteria? ³ (Y/N)	Activity(ies) to support this program objective ⁴	PI Measures data collection instruments & methods ⁵ (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate ⁶ (if applicable):	Was this PI Met? (Yes, No, Partial ⁷ , Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not.
An increase of 50% in parents/guardians that attend at least one Parent University/Academy program, including literacy programs.	Parents/guardians of students participating in the 21 st CCLC program	No. Based on the targeted parents and results to date, 50% is an ambitious target.	Parent University/ Academy	Attendance records	The grant facilitator would provide attendance records to the evaluator.	N/A	Year 1: No	Year 1: No parents/guardians attended these learning opportunities.
							Year 2: No	Year 2: No parents/guardians attended these learning opportunities.
							Year 3: TBD	Year 3: A Family Education Interest survey was posted on the 21 st CCLC web page in Fall 2019, in both English and Spanish, by the grant facilitator. The intent is to gather information regarding interest, availability, preferred language, and location for classes in Computer Basics and Introduction to Health Services. Five surveys were submitted.
Of parents/guardians who attended the program, 90% will find the program favorable.	Parents/guardians of students participating in the 21 st CCLC program who attend a program	Yes	Parent University/ Academy	Exit survey	A survey will be administered when an adult education programs is attended.	N/A	Year 1: No	Year 1: No parents/guardians attended these learning opportunities.
							Year 2: No	Year 2: No parents/guardians attended these learning opportunities.
							Year 3: TBD	Year 3: TBD
95% of registered adults will attend the Saturday Family Learning Trip	Adults registered for Saturday Family Learning Trips	N/A	See 1.2-1	See 1.2-1	See 1.2-1	See 1.2-1	See 1.2-1	Because students are required to have an adult accompany them on Saturday Family Learning Trips, the student attendance rate determines the adult attendance rate. See Objective 1.2-1 “Students will achieve a 95% attendance rate to Saturday Family Learning Trips”

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

² Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.

³ “SMART” = **Specific:** targets a specific area of improvement; **Measurable:** has a defined target that can be assessed (can include qualitative assessment); **Achievable:** realistic given baseline conditions and available resources [note this may be difficult for State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].

⁴ List activity titles, or attach a list (in any format) as an appendix, and reference here.

⁵ E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.

⁶ **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.

⁷ A designation of “Partial” can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.

90% of adults attending a Saturday Family Learning Trip will find the program favorable based on exit survey	Adults attending Saturday Family Learning Trips	Yes	Saturday Family Learning Trips	Surveys for Saturday Family Learning Trips, including data collection instruments and methods, are discussed in Appendix C	Surveys for Saturday Family Learning Trips, including analysis and results, are discussed in Appendix C	<u>Year 1</u> <u>Locust Grove</u> N/A <u>Liberty</u> 4.7% # in Pop: 86 # w data: 4 <u>Nat. Geo.</u> 29.0% # in Pop: 100 # w data: 29	Year 1: Yes	Year 1: Most adults had not been to the Saturday Family Field Trip locations, overall were satisfied, and shared positive comments. There were low response rates to the surveys, but over 90% of respondents found the program favorable.
						<u>Year 2:</u> <u>Legoland</u> 67.9%, # in Pop: 81 # w data: 55 <u>Aquarium</u> 66.7% # in Pop: 69 # w data: 46 <u>West Point.</u> 96.9% # in Pop: 64 # w data: 62		Year 2: There were much higher response rates. Similar to Year 1, most adults indicated that they had not been to the Saturday Family Field Trip locations and greater than 90% of respondents were satisfied or very satisfied with the excursion, and are likely or very likely to attend another.
						<u>Year 3:</u> <u>Camp Mariah</u> 95.6% # in Pop: 45 # w data: 43 <u>Bounce Park</u> 89.7% # in Pop: 68 # w data: 61		Year 3: Response rates for adults were high (i.e., over 89%) for both trip locations. <ul style="list-style-type: none">• Camp Mariah – Although only 35 out of 43 surveys indicated that they were satisfied or very satisfied (81.4%), responses to other survey questions and comments were favorable.• Bounce Trampoline Sports – 55 adults out of 60 responses (91.6%) indicated that they were satisfied or very satisfied

Sub-Objective 1.5: Extended hours. More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and on holidays.								
Program Objective 1.5-1 (specify): 50% of students will participate in programming opportunities on an average of at least 90 hours throughout the program.								
Performance Indicator(s) (PI) of success	Target Population(s) ²	PI Meets SMART Criteria? ³ (Y/N)	Activity(ies) to support this program objective ⁴	PI Measures data collection instruments & methods ⁵ (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate ⁶ (if applicable):	Was this PI Met? (Yes, No, Partial ⁷ , Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was fully met. If data pending, indicate when data expected.

								If not measured, explain why not.
50% of students participating in 21 st CCLC will demonstrate at least 90 hours of activities throughout the course of the program	Students participating in the 21 st CCLC program	No. Based on the population that the grant is trying to reach, 90 hours of attendance is not realistic.	After-School Academy and Saturday Family Learning Trips	Attendance is recorded by school staff at each 21 st CCLC activity and entered in the <i>Cayen</i> software system. <i>Cayen</i> is used to generate the attendance data required for the annual NYSED/MI year-end participation spreadsheet.	The year-end participation spreadsheet was reviewed to determine student participation	N/A	Year 1: No	Year 1: Students that reached 90 hours: <ul style="list-style-type: none">• Balmville = 37% of participants (42 out of 115)• Gardnertown = 0% of participants (0 out of 103). 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)• Horizons on Hudson = 33% of participants (24 out of 73)
							Year 2: No	Year 2: Students that reached 90 hours: <ul style="list-style-type: none">• Balmville = 13% of participants (15 out of 118)• Gardnertown = 22% of participants (40 out of 186).• Gidney Avenue = 16% of participants (31 out of 188)• Horizons on Hudson = 20% of participants (29 out of 115)• Vails Gate = 0% of participants (0 out of 134)
							Year 3: TBD	Year 3: Results will be determined at the end of 21 st CCLC programming and reported in the Year 3 AER.

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

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

Program Objective 2.1-1 (specify): Regular participation by students will demonstrate continuous improvement in academic achievement.

Performance Indicator(s) (PI) of success	Target Population(s) ¹	PI Meets SMART Criteria? ² (Y/N)	Activity(ies) to support this program objective ³	PI Measures data collection instruments & methods ⁴ (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate ⁵ (if applicable):	Was this PI Met? (Yes, No, Partial, ⁶ Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not.
Students will increase ELA and Math achievement by 10%	Students participating in the 21 st CCLC program	Yes, although it may be more appropriate to have different targets for each grade level & each subject area, or use proficiency (i.e., was not proficient and improved to proficient).	After-School Academy	i-Ready Assessments were administered to students in fall and spring of each academic year. Refer to Appendix D .	Results on i-Ready Assessments from fall to spring were compared. Refer to Appendix D .	N/A	Year 1: No. Although all four schools had increases ranging from 6.3% to 9.1%.	Year 1: All four schools had increases in i-Ready scores in both reading and math. <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 Ave. = 8.5% in reading, 9.0% in math• Horizons = 7.6% in reading, 6.3% in math
							Year 2: Partial Gardnertown and Vails Gate reached the target in reading, but none of the schools reached it in math.	Year 2: All five schools had increases in i-Ready scores in both reading and math. <ul style="list-style-type: none">• Balmville = 9.4% in reading, 6.8% in math• Gardnertown = 11.6% in reading, 8.1% in math• Gidney Ave. = 9.6% in reading, 7.3% in math• Horizons = 8.6% in reading, 7.2% in math• Vails Gate = 11.2% in reading, 8.7% in math
							Year 3: TBD	Year 3: Results will be determined at the end of 21 st CCLC programming and reported in the Year 3 AER.

¹ Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.

² "SMART" = **Specific:** targets a specific area of improvement; **Measurable:** has a defined target that can be assessed (can include qualitative assessment); **Achievable:** realistic given baseline conditions and available resources [note this may be difficult for State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].

³ List activity titles, or attach a list (in any format) as an appendix, and reference here.

⁴ E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.

⁵ **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.

⁶ A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.

Sub-Objective 2.2: Behavior. Regular attendees in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

Program Objective 2.2-1 (specify): Regular participation by students will demonstrate continuous improvement in behavior.

Performance Indicator(s) (PI) of success	Target Population(s) ¹	PI Meets SMART Criteria? ² (Y/N)	Activity(ies) to support this program objective ³	PI Measures data collection instruments & methods ⁴ (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate ⁵ (if applicable):	Was this PI Met? (Yes, No, Partial ⁶ , Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not.
50% of discipline referrals and poor behaviors during the regular school day will decrease.	Students participating in the 21 st CCLC program	Yes.	After-School Academy and Saturday Family Learning Trips	Discipline referrals for all students are maintained by NECSD. Refer to Appendix E . Surveys administered to teachers and students. Refer to Appendix F (teachers), Appendix A (grades K-3) and Appendix B (grades 4-5).	The number of discipline referrals from the previous academic year is compared to the number for the current academic year. Refer to Appendix E. Surveys administered to teachers, students in grades K-3, and students in grades 4-5 are reviewed to determine changes in attitudes. Refer to Appendices F, A, and B respectively.	Refer to survey appendices for response rates for teachers, students K-3, and students 4-5.	Year 1: No, although survey responses showing improved attitudes.	Year 1: The number of students with discipline 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, the majority had an increase in discipline 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.
							Year 2: Partial. Three schools met the PI and student survey responses indicated that 21 st CCLC helped them stay out of trouble.	Year 2: As in Year 1, the number of students with discipline referrals in both the 2017-2018 and 2018-2019 school years was less than 35% of the 21 st CCLC students at each school. Students at three schools, on average, decreased their number of referrals over 55%: Balmville w/ 61.5%, Gardnertown w/58.3%, and Horizons w/55.6%. Student surveys indicate that 21 st CCLC helped them stay out of trouble. Teachers from the five schools had varying levels of responses regarding discipline-based questions.
							Year 3: TBD	Year 3: Results will be determined at the end of 21 st CCLC programming and reported in the Year 3 AER.
Students who participate in program will have a 75% increase of daily school attendance.	Students participating in the 21 st CCLC program	No. Based on the population that the grant targets, 75% is too high.	After-School Academy and Saturday Family Learning Trips	Daily school attendance records for all students are maintained by NECSD. Refer to Appendix G .	The number of absences occurring in the previous academic year is compared to the number for the current academic year. Refer to Appendix G . Surveys administered to teachers, students in grades K-3, and students in	Refer to survey appendices for response rates for teachers, students K-3,	Year 1: No	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.

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		The PI should be restated as reducing absences, which is the measure being used.		Surveys administered to teachers and students. Refer to Appendix F (teachers), Appendix A (grades K-3) and Appendix B (grades 4-5).	grades 4-5 are reviewed to determine changes in attitudes. Refer to Appendices F, A, and B respectively.	and students 4-5.	<div><div>Year 2: No, although one school reached 73.6% of students with decreased absences. The other four schools ranged from 46.4% to 68.2% of students with decreased absences.</div><div>Year 3: TBD</div></div> <div>Year 2: Data on student absences from the 2017-2018 to 2018-2019 school years shows that, on average, at four schools, more students decreased their number of absences than increased, with Gidney Ave. reaching the highest number of students with decreased absences at 73.6%. Horizons had a slightly higher percentage of students with an increased number of absences. A small percentage at each school (6% and below) remained the same. Surveys of students indicate that 21st CCLC helped them want to come to school. Teachers from the five schools indicated varying levels of improvement.</div> <div>Year 3: Results will be determined at the end of 21st CCLC programming and reported in the Year 3 AER.</div>
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(Optional): Additional comments on evaluation plan and PI results. Include a discussion of any particular strengths or limitations of above assessments, and describe any efforts to minimize limitations

1. Starting in Year 2 and continuing in Year 3, surveys of students and parents/guardians that attended Saturday Family Learning Trips were administered at the completion of the trip (rather than at a later date, as they had been done with students in Year 1) and on paper, as parents/guardians did not all have cell phones to complete the online survey and there was not a way for staff to know if it had been completed. Having each person turn in their completed paper survey was easier to track in order to ensure a high response rate. Hand-tallied surveys are double checked for accuracy. Also, survey administration was added to the checklist that staff utilizes during every trip.
2. During Year 1, NECSD obtained *Cayen*, an online software tool specific to 21st CCLC data needs, to store attendance data and generate reports as needed for the federal APR. Each site's clerical staff has been trained and has been effectively using the software. It is much more suited to the tracking and reporting needs of a 21st CCLC program than the district's student management system.
3. The grades K-3 student survey is administered on paper which makes it easier for staff to track which students have completed the survey. The survey contains English text and Spanish text which is embedded line by line with the English text. This allows staff to better support Spanish-speaking students. Although these both help with survey response rate, the survey results must be tallied by hand which can be time consuming and errors can be made. Tallies are double checked to keep miscounts to a minimum. The survey included an open-ended question to allow students to submit their comments and handwriting legibility varies.
4. The grades 4-5 student survey (Short-term Student Outcomes Survey, SSOS) is administered online via Survey Monkey. It is a standard survey that is very comprehensive and contains 49 questions. It also has English text with Spanish text embedded line by line. Tallying is performed within Survey Monkey and is therefore exact. An open-ended question allows students to submit their comments and because they are typing, it is easy to read.

IV. Observation Results

In this section you are asked to provide data and findings from each of the two required annual evaluator visits per site, as specified in the Evaluation Manual. The specified purposes of these visits include:

First visit: to observe program implementation fidelity

Second visit: to conduct point of service quality reviews.

- First visit: Append observation protocol results.¹ Alternatively, you can paste on this page any summaries of findings on **fidelity to program design** from the first required visit.

Please specify approximate date(s) of *first* round of Year 3 observations (MM/YY): 11/19.

Results: The first round of observations of the after-school program occurred in either November or December of the program year as summarized in the following table. The site administrators of the schools were advised that the first observations are part of the evaluability process and are not to be construed as high-stakes. Because these are shorter observations, student and adult counts may not be exact and not all classrooms are observed.

First Round Observations

Site Name	Year #	Date and Time	Observer(s)	# of Students	# of Adults ¹
Gidney Avenue	1	December 19, 2017, 2:45 – 4:10 p.m.	L. Moulton, S. Silverstone	125	13
	2	December 4, 2018, 3:00 – 4:30 p.m.	L. Moulton, P. Williams	90	12
	3	November 21, 2019, 2:45 – 4:27 p.m.	L. Moulton, C. Flynn	95	12
Balmville Elementary	1	December 19, 2017, 4:20 – 4:55 p.m.	L. Moulton, S. Silverstone	70	7
	2	December 5, 2018, 4:45 – 6:15 p.m.	P. Williams	69	14
	3	November 21, 2019, 4:56 – 6:20 p.m.	L. Moulton	76	16
Horizons on Hudson	1	December 19, 2017, 5:10 – 6:00 p.m.	L. Moulton, S. Silverstone	66	8
	2	December 5, 2018, 4:45 – 6:15 p.m.	L. Moulton	67	13
	3	November 21, 2019, 4:40 – 6:26 p.m.	C. Flynn	99	13
Gardnertown Leadership	1	Programming did not start until 1/31/18. First round observations were not performed.			
	2	December 4, 2018, 4:45 – 6:15 p.m.	L. Moulton, P. Williams	54	15
	3	November 19, 2019, 4:58 – 6:20 p.m.	L. Moulton	59	10
Vails Gate	1	Programming did not start until Year 2.			
	2	December 5, 2018, 3:00 – 4:30 p.m.	L. Moulton, P. Williams	65	11
	3	November 19, 2019, 2:50 – 4:25 p.m.	L. Moulton	73	7

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

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

Observations of the 21st CCLC programs were guided by Ms. Torres-Bender and/or a site administrator. Each of the after-school programs is directed by an administrator (principal or assistant principal from the regular school day or a principal from another school). As shown in the following table, the 21st CCLC program follows the same general format at each of the schools with social-emotional learning (SEL) included at varying times based on each school's needs (e.g., Vails Gate students go to their homeroom after snack and physical activity time to have SEL and leave their coats and backpacks since they will return there for academic time before being dismissed). The snack is not funded by the 21st CCLC grant.

Approximate Two-hour Timeline of 21st CCLC After-School Program

20 minutes	40 minutes	40 minutes	20 minutes
Snack & Physical Activity	<ul style="list-style-type: none"> Grades K-2: Enrichment or Arts Grades 3-5: Tutoring 	<ul style="list-style-type: none"> Grades K-2: Tutoring Grades 3-5: Enrichment or Arts 	Reflection & Dismissal

Because Gidney Avenue and Vails Gate schools 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 Boys & Girls Club-Newburgh (BGCN) staff. In Years 2 and 3, each of the five schools is assigned two BGCN staff: an NPAA artist and a Triple Play coach. Also, in Year 2, musical arts programming by a local non-profit, Zylophone, Inc., was piloted with grade K-2 students at Balmville. In Year 3, Zylophone, Inc. staff worked with Balmville and Vails Gate students. Other enrichment activities in Year 3 included a presentation by TheHappyOrg.org (Horizons), visits by West Point Cadets "College STEM Buddies (Gardnertown), and soccer skills and games by a volunteer coach for two of the three activity blocks (Horizons).

The students sign up for the enrichment activity of their choice 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 the following table. 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). Community organizations are also invited to the showcases to increase family awareness of local resources.

Activity Blocks

Year 1	Block #	3 Schools (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	
	1	October 23, 2018 – December 13, 2018	
	2	January 15, 2019 – February 28, 2019	
	3	March 5, 2019 – April 18, 2019	
Year 3	Block #	All 5 Schools	
	1	October 22, 2019 – December 12, 2019	
	2	January 14, 2020 – February 19, 2020	
	3	March 10, 2020 – April 30, 2020 (as scheduled)	

The 21st CCLC programming also includes (1) 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 and October 24, 2020 as well as showcase events at the end of each activity block), (2) Saturday Family Learning Trips for students with a parent/guardian, and (3) classes exclusively for family members (e.g., English as a Second Language class). Only the after-school programming was observed by the evaluator.

Based on the Year 3 observations at the schools, BRI assessed evaluability based on the Evaluability Process 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.
- 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 November 2019 Best Practice Spotlight shared photos of each site's bulletin board.
- Throughout the observation timeframe, students were supervised, the staff was attentive, and the students were engaged.
- Classrooms, libraries, and gyms were labeled with 21st CCLC sign indicating teacher, grade level, and activity.
- Starting in Year 3, the tutoring focus is scheduled based on the day of the week. On Tuesdays, teachers will focus on math skills using Math & Movement and Greg Tang Math to meet standards in the previous AIS teacher meeting. On Wednesdays, teachers will focus on ELA with an emphasis on guided reading along with reading conferences with students. 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). On Thursdays, teachers will conduct either math or ELA conferences with small groups of students while other students work on Greg Tang Math Games or reading for fun.
- 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 (i.e., the students participate in *Go Noodle* or Vails Gate students participate in teacher-led dances/games).
- Students were provided with a hearty, pre-assembled snack box.
- Attendance-taking was observed at all sites.
- Students were mainly on task during academic and enrichment sessions and orderly during transitions.
- 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.
- Some type of social-emotional focus is included (e.g., positive affirmations, RULER's Mood Meter reflection/discussion).
- Students have a positive connection to staff (e.g., sharing ideas, saying good-bye when departing).

Additional highlights of the 21st CCLC implementation include the following. They were documented separately from the site visits either online or with the grant facilitator.

- 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 observations.
- A Best Practice Spotlight is compiled by the grant administrator and electronically distributed to each site's administrators and the local evaluator.

- The main page of the district website includes a link to the online student registration for the 21st CCLC program as well as the monthly newsletter. The registration form and the newsletters are available in both English and Spanish.
 - Each school has a dedicated 21st CCLC web page with the newsletters (English and Spanish versions), volunteer information, online application (English and Spanish versions), program calendar, online Family Field Trip registration (when applicable), evaluation reports, important news (e.g., a letter explaining the optional homework policy, in English and Spanish), and links to the QSA (when applicable, in English and Spanish). The web page also includes directions for translating the web page into ten languages.
 - The 21st CCLC program has a dedicated Facebook page.
 - Families are provided updates and information regarding the 21st CCLC program using the Remind app as well as flyers sent home with students.
- **Second visit:** Append observation protocol results,¹ or paste on this page, any summaries of findings on **point of service quality review observations** from the second observation conducted as part of the program evaluation.

Please specify approximate date(s) of *second* round of Year 3 observations (MM/YY):

The second round of observations were performed on the dates shown in the following table.

The second round of observations occurs in the Spring of the grant year to assess the point of service quality of the activities. As shown in the following table, two evaluators visit each school with each observing a different grade band of students as they participate in the after-school program. The evaluators use the Out of School Time (OST) protocol and rotate settings. Observations of Saturday Family Learning Trips are not performed.

Point of Service Quality Observations

Site Name	Year #	Date (Time)	Grades Observed (Observer)	# of Students	# of Adults
Balmville	1	April 18, 2018 (4:15 – 6:15 p.m.)	K – 2 (L. Moulton) 3 – 5 (T. Herman)	34 40	7 4
	2	March 28, 2019 (4:28 – 6:18 p.m.)	3 – 5 (P. Williams)	26	14
		April 3, 2019 (4:00 – 6:15 p.m.)	K – 2 (L. Moulton)	29	13
	3	TBD	K – 2 (TBD) 3 – 5 (TBD)	TBD	TBD
Gardnertown	1	April 19, 2018 (4:15 – 6:15 p.m.)	3 – 5 (L. Moulton) K – 2 (T. Herman)	48 30	7 7
	2	April 2, 2019 (4:09 – 6:15 p.m.)	K – 2 (L. Moulton) 3 – 5 (K. Caccavaio)	40 45	13 13
	3	TBD	K – 2 (TBD) 3 – 5 (TBD)	TBD	TBD
Gidney Avenue	1	March 20, 2018 (3:00 – 5:00 p.m.)	K – 2 (L. Moulton)	37	8
		March 20, 2018 (5:00 – 5:15 p.m.)	3 – 5 partial (L. Moulton)	9	1

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

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		May 22, 2018 (3:00 – 3:45 p.m.)	3 – 5 partial (L. Moulton, T. Herman)	19	2
	2	March 20, 2019 (2:45 – 5:15 p.m.)	K – 2 (P. Williams) 3 – 5 (L. Moulton)	70 69	11 11
	3	TBD	K – 2 (TBD) 3 – 5 (TBD)	TBD	TBD
Horizons on Hudson	1	May 22, 2018 (4:00 – 6:15 p.m.)	K – 2 (L. Moulton) 3 – 5 (T. Herman)	21 20	6 2
	2	March 19, 2019 (3:50 – 6:15 p.m.)	K – 2 (P. Williams) 3 – 5 (L. Moulton)	31 45	9 11
	3	February 4, 2020 (3:40 – 6:30 p.m.)	K – 2 (P. Williams) 3 – 5 (L. Moulton, K. Ganley)	107	15
Vails Gate	1	Did not participate in Year 1	N/A	N/A	N/A
	2	March 5, 2019 (2:55 – 5:15 p.m.) April 3, 2019 (3:15 – 5:07 p.m.)	K – 5 (L. Moulton) K – 5 (K. Caccavaio)	75 81	9 11
	3	February 5, 2020 (2:40 – 5:17 p.m.)	K – 2 (K. Ganley) 3 – 5 (L. Moulton)	89	18

- Observation protocol used for point of service observations:¹

- Out of School Time (OST) Protocol

- ☐ Modified Out of School Time (OST) Protocol

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

Results:

The results of the observation analysis will be included in the Year 3 AER.

¹ Note: As specified in SMV Indicator D-3, grantees are also required to conduct program activity implementation reviews, using a form consistent with the research-based OST observation instrument. Evidence of the activities specified in Indicator D-3 [see D-3(a) and (b)] can be strengthened if the evaluator and grantee collaborate on learning from the findings of these similar point-of-service observations and grantee quality reviews.

V. Logic Model (LM)

NECSD 21 st Century Community Learning Center				
Logic Model				
(2/2020)				
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</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 Student representatives Teacher representatives Parent representatives <u>Staff</u> <ul style="list-style-type: none"> Certified teachers Teaching assistants 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>Summer Lego Academy to learn about design, engineering, and coding using motorized models and simple programming</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 discipline 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>

- Use the space below to summarize any aspects of the Logic Model that have changed since the prior program year,¹ or are still under development, and if so, why.

Comments:

The Year 3 Logic Model was presented and approved at the August 2019 PACT meeting to graphically depict the implementation of the 21st CCLC Program.

Changes made from the original Logic Model have been:

- (1) Vails Gate School was added as a fifth school and was approved by NYSED as a Program Modification (Year 2).
- (2) Common Planning Time was added as a Resource as it was inadvertently left off the Logic Model (Year 2).
- (3) Summer Lego Academy was added as an Activity as it was inadvertently left off the Logic Model (Year 3).

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

VI. Conclusions & Recommendations

Program’s successes and lessons learned based on your evaluation findings from Year 3.¹ (Include results of implementation of recommendations from Years 1 and 2, as applicable):

Overall program conclusions from Year 3 will be provided in the Annual Evaluation Report.

Key recommendations from Year 3 (including any relevant to other OST programs):²

Overall program recommendations from Year 3 will be provided in the Annual Evaluation Report.

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

² Note: As specified in SMV Indicator H-5(a), local evaluators are required to provide grantees with “Annual Evaluation Reports (AERs) that include actionable recommendations linked to key, implementation and impact evaluation findings.”

VII. Appendices

Required:

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

Optional:

- Sample of memo or weekly/monthly report used to share ongoing evaluation results/data with program²
- Any additional narrative, analysis, graphics or other information that did not fit into any section in this report that you would like to include

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

² Note: As specified in SMV Indicator H-3(b), local evaluators and program administrators are jointly responsible for maintaining ongoing communication with each other, and grantees are required to maintain documented evidence of this activity.

Appendix A:
Student Survey Summary: Grades K-3

Student Survey Summary: Grades K-3

NOTE: The survey for students in grades K-3 will be administered in Spring 2020 and the results will be included in the Year 3 AER. The text included here is from the Year 2 AER.

Description

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).

Survey Administration

In both Year 1 and Year 2, the survey was administered on paper to those students whose parent/guardian had given consent and, starting in Year 2, had reached a 30-hour program participation threshold. In Year 1, consent was obtained using a stand-alone form that was only available close to the end of the 21st CCLC year and only a small number of forms were completed. In Year 2, the consent form was included in the online registration packet and almost all parents gave consent. When considering the participation requirement, four or less students at each school in the K-3 grade band did not receive consent.

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. Starting in Year 2, the survey included both English and Spanish text in order to maximize the response rate from Spanish-speaking students. The following table shows the response rates.

Grades K-3 Student Survey Response Rates

NOTE: Survey responses are disaggregated by school: Balmville (BAL), Gidney Avenue (GAMS), Horizons (HOH), Gardnertown (GLA), and Vails Gate (VG).

Year #	School	Administration Dates	# of Consents Received	# of Survey Responses							# in Target Population ¹		Response Rate (%) ²	
				K	1 st	2 nd	3 rd	Grade Unknown	Total by School					
1	BAL	May & June 2018	24 total	0	9	3	2	1	15		63		23.8	
	GAMS			0	2	0	0	0	2		75		2.7	
	HOH			2	1	1	0	0	4	Total 21	52	Total 190	7.7	Overall 11.1
2	BAL	April 9-30, 2019	48	7	8	9	6	0	30		48		62.5	
	GLA		48	8	8	12	11	0	39		52		75.0	
	GAMS		78	9	14	20	20	0	63	Total 203	81	Total 274	77.8	Overall 74.1
	HOH		57	8	8	12	11	0	47		60		78.3	
	VG		33	9	3	7	5	0	24		33		72.7	

¹ The target population is those students who reached the 30-hour participation threshold. Students with only summer hours were not included.





² Response Rate = number of responses / number in target population

Survey Results









The survey results are shown in the following table. Note that if a student marked two answers to a question, those responses were not included in the analysis.

Responses to Grades K-3 Student Survey

NOTE: Survey responses are disaggregated by school: Balmville (BAL), Gidney Avenue (GAMS), Horizons (HOH), Gardnertown (GLA), and Vails Gate (VG).

Coming to the 21 st Century After-School Program this year has helped me to...	Year #	School	# of Survey Responses ¹	# of Responses for each Question ²	RESPONSES (#)			
					Yes 	Kind of 	No 	I was already doing fine. 
1. Do better in school	1	Combined ³	24	21	15	4	2	0
	2	BAL	30	29	22	3	0	4
		GLA	39	37	27	2	1	7
		GAMS	63	61	47	5	1	8
		HOH	47	47	31	5	1	10
		VG	24	23	19	3	0	1
2. Feel more important to my community	1	Combined ³	24	20	14	3	2	1
	2	BAL	30	29	19	3	3	4
		GLA	39	39	22	7	3	7
		GAMS	63	61	35	15	7	4
		HOH	47	47	30	6	8	3
		VG	24	24	19	2	3	0
3. Do better at making friends	1	Combined ³	24	20	20	0	0	0
	2	BAL	30	29	19	3	2	5
		GLA	39	39	27	2	3	7
		GAMS	63	60	42	8	4	6
		HOH	47	47	37	6	2	2
		VG	24	24	18	1	2	3
4. Care more about others	1	Combined ³	24	21	13	3	5	0
	2	BAL	30	30	22	2	2	4
		GLA	39	38	21	3	3	11
		GAMS	63	61	42	11	2	6
		HOH	47	47	36	8	0	3
		VG	24	22	17	2	1	2
5. Tell the truth more often	1	Combined ³	24	20	14	4	1	1
	2	BAL	30	30	16	4	1	9
		GLA	39	39	22	6	2	9
		GAMS	63	59	37	10	2	10
		HOH	47	47	28	9	8	2
		VG	24	22	20	1	0	1

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Coming to the 21 st Century After-School Program this year has helped me to...	Year #	School	# of Survey Responses ¹	# of Responses for each Question ²	RESPONSES (#)			
					Yes 	Kind of 	No 	I was already doing fine. 
6. Stay out of trouble	1	Combined ³	24	21	12	3	4	2
	2	BAL	30	30	19	4	0	7
		GLA	39	38	19	5	5	9
		GAMS	63	61	37	8	5	11
		HOH	47	47	27	6	8	6
		VG	24	23	14	2	2	5
7. Feel better about myself	1	Combined ³	24	21	20	0	1	0
	2	BAL	30	30	21	2	1	6
		GLA	39	38	23	3	3	9
		GAMS	63	60	38	8	5	9
		HOH	47	47	33	6	3	5
		VG	24	21	18	2	1	0
8. Want to come to school	1	Combined ³	24	21	16	4	1	0
	2	BAL	30	30	22	6	1	1
		GLA	39	37	22	6	4	5
		GAMS	63	61	37	8	6	10
		HOH	47	47	39	4	3	1
		VG	24	22	17	2	2	1
9. Try new things	1	Combined ³	24	20	18	0	1	1
	2	BAL	30	30	23	2	3	2
		GLA	39	33	23	1	2	7
		GAMS	63	61	43	7	1	10
		HOH	47	47	39	2	2	4
		VG	24	22	21	1	0	0
Overall Summary	Year #	School	Total # of Survey Responses	Total # of Question Responses	RESPONSES (%)			
					Yes 	Kind of 	No 	I was already doing fine. 
	1	Combined ³	216	185	76.8	11.4	9.2	2.7
	2	BAL	270	267	68.5	10.9	4.9	15.7
		GLA	351	338	60.9	10.4	7.7	21.0
		GAMS	567	545	65.7	14.7	6.1	13.6
		HOH	423	423	70.9	12.3	8.3	8.5
		VG	216	203	80.3	7.9	5.4	6.4

¹ The # of Survey Responses is pulled from the previous table.

² Because students are allowed to skip any question, the # of Responses for each Question may be less than the # of Survey Responses.

³ In Year 1, only students in Balmville, Gidney Avenue, and Horizons schools participated in the survey. Parental consents were received for 24 students and 21 students responded to the survey. It is not clear if the three remaining students declined to take the survey or if the 21st CCLC program had ended and the survey was not offered to them. Because of the low number of responses in Year 1, they were combined; each school's responses are not shown separately.

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. In Year 2, student responses included (note: responses are presented as raw, uncleaned data):

- “*I like coming to the program because I don’t get to do my homework at home and I could play.*” ~2nd grade girl from Balmville
- “*Ami me gusto todo.*” (translation: “*I like everything.*”) ~3rd grade girl from Gidney Avenue
- “*I like meeting new friends.*” ~1st grade boy from Gardnertown Leadership Academy
- “*It is fun and the people care about us,*” ~2nd grade boy from Horizons on Hudson
- “*I am happy to be here*” ~2nd grade girl from Vails Gate

Summary

The majority of students at all five schools indicated that the 21st CCLC program had helped them in all nine outcomes. 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.

Appendix B:
Student Survey Summary: Grades 4-5

Student Survey Summary: Grades 4-5

NOTE: The survey for students in grades 4-5 will be administered in Spring 2020 and the results will be included in the Year 3 AER. The text included here is from the Year 2 AER.

Description

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.

Survey Administration

In both Year 1 and Year 2, the survey was administered online via Survey Monkey to those students whose parent/guardian had given consent and, starting in Year 2, had reached a 30-hour program participation threshold. In Year 1, consent was obtained using a stand-alone form that was only available close to the end of the 21st CCLC year and only a small number of forms were completed. In Year 2, the consent form was included in the online registration packet and almost all parents gave consent. When considering the participation requirement, three or fewer students at each school in grades 4-5 grade did not receive consent.

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 in one of the initial survey questions and an adult was allowed to read questions to those students having difficulty. Starting in Year 2, the survey included both English and Spanish text in order to maximize the response rate from Spanish-speaking students. The following table shows the response rates for each school.

Response Rates to Grades 4-5 SSOS

Year #	School	Administration Date	4 th Grade Students		5 th Grade Students		Total			# in Target Population ¹		Response Rate (%) ²	
			# with Consent	# of Responses	# with Consent	# of Responses	# with Consent	# of Responses					
1	BAL	June 5, 2018	2	2	1	1	3	3		34		8.8	Overall 13.1
	GLA	June 5-14, 2018	6	6	5	5	11	11		42		26.2	
	GAMS	June 6, 2018	0	0	4	4	4	4	Total	62	Total	6.5	
	HOH	June 13, 2018	2	2	0	0	2	2	20	15	153	13.3	
2	BAL	Feb. 26-27, 2019	20	16	13	10	33	26		34		76.5	Overall 57.4
	GLA	Feb. 26-March 6, 2019	16	6	13	7	29	13		29		44.8	
	GAMS	Feb. 13-21, 2019	40	10	28	16	68	26	Total	71	Total	36.6	
	HOH	Feb. 28-April 2, 2019	18	11	17	14	35	25		35		71.4	
	VG	Feb. 14-26, 2019	7	7	12	11	19	18		19		94.7	

¹ The target population is those students who reached the 30-hour participation threshold. Students with only summer hours were not included.

² Response rate = number of responses / number in target population

Survey Results

Survey results are shown in the following table.

Responses to Grades 4-5 SSOS, by School

NOTE: Where noted, responses are disaggregated by school: Balmville (BAL), Gidney Avenue (GAMS), Horizons (HOH), Gardnertown (GLA), and Vails Gate (VG).

	Being involved in the 21 st Century After-School Program has helped me to make healthier choices about...	Year	School	RESPONSES (#)				# of Responses for each Question ¹	# of Survey Responses ²
				Yes	Kind of	No	I was already doing fine.		
Positive Life Choices	1. What I eat	1	Combined ³	13	5	1	0	19	20
		2	BAL	15	3	1	5	24	26
			GLA	8	1	1	3	13	13
			GAMS	15	5	5	1	26	26
			HOH	13	2	4	3	22	25
			VG	6	3	5	3	17	18
	2. Exercise	1	Combined ³	17	0	2	1	20	20
		2	BAL	15	2	1	6	24	26
			GLA	5	3	3	2	13	13
			GAMS	18	4	2	1	25	26
			HOH	9	3	7	3	22	25
			VG	11	2	0	4	17	18
	3. Tobacco	1	Combined ³	6	1	8	3	18	20
		2	BAL	3	2	15	4	24	26
			GLA	5	0	3	5	13	13
			GAMS	7	2	10	7	26	26
			HOH	3	1	13	3	20	25
			VG	6	0	6	4	16	18
	4. Alcohol	1	Combined ³	6	1	9	2	18	20
		2	BAL	3	1	15	4	23	26
			GLA	4	0	4	5	13	13
			GAMS	6	2	11	7	26	26
			HOH	3	1	14	3	21	25
			VG	6	0	7	3	16	18
	5. Drugs	1	Combined ³	5	2	9	2	18	20
		2	BAL	3	2	15	4	24	26
			GLA	5	0	3	5	13	13
			GAMS	7	1	10	7	25	26
			HOH	2	2	14	3	21	25
			VG	7	0	6	3	16	18

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	Being involved in the 21 st Century After-School Program has helped me to...	Year	School	RESPONSES (#)				# of Responses for each Question ¹	# of Survey Responses ²
				Yes	Kind of	No	I was already doing fine.		
	6. Say “no” to things I know are wrong	1	Combined ³	16	3	0	1	20	20
		2	BAL	15	2	2	4	23	26
			GLA	11	0	1	1	13	13
			GAMS	17	4	1	2	24	26
			HOH	10	4	3	5	22	25
			VG	8	7	1	2	18	18
	7. Stay out of trouble	1	Combined ³	11	6	2	0	19	20
		2	BAL	12	7	0	4	23	26
			GLA	5	5	0	3	13	13
			GAMS	14	6	1	1	22	26
			HOH	13	4	1	4	22	25
			VG	9	7	0	1	17	18
	8. Avoid violence and fighting	1	Combined ³	15	2	1	1	19	20
		2	BAL	10	10	0	3	23	26
			GLA	8	1	1	3	13	13
			GAMS	15	5	3	1	24	26
			HOH	10	5	2	5	22	25
			VG	7	6	1	2	16	18
Academic	Coming to the 21 st Century After-School Program has helped me to...	Year	School	RESPONSES (#)				# of Responses for each Question ¹	# of Survey Responses ²
				Yes	Kind of	No	I was already doing fine.		
	9. Do better in school	1	Combined ³	16	3	0	0	19	20
		2	BAL	13	5	0	6	24	26
			GLA	11	1	0	1	13	13
			GAMS	20	5	0	1	26	26
			HOH	13	5	0	4	22	25
			VG	10	4	0	4	18	18
	10. Improve my grades in school	1	Combined ³	10	8	0	1	19	20
		2	BAL	17	5	2	0	24	26
			GLA	8	4	0	1	13	13
			GAMS	15	10	0	0	25	26
			HOH	12	8	0	2	22	25
			VG	11	4	0	3	18	18
	11. Try harder in school	1	Combined ³	16	1	0	1	18	20
		2	BAL	15	6	0	2	23	26
			GLA	6	4	1	2	13	13
			GAMS	24	2	0	0	26	26
			HOH	12	4	1	2	19	25
			VG	11	3	0	4	18	18

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	12. Participate more in class activities	1	Combined ³	13	6	0	0	19	20
		2	BAL	13	7	1	3	24	26
			GLA	5	4	1	3	13	13
			GAMS	16	9	1	0	26	26
			HOH	18	1	0	3	22	25
			VG	10	3	1	4	18	18
	13. Become more interested in going to school	1	Combined ³	9	8	1	1	19	20
		2	BAL	9	8	4	3	24	26
			GLA	4	2	2	5	13	13
			GAMS	18	6	1	1	26	26
			HOH	11	6	4	1	22	25
			VG	7	5	4	2	18	18
	14. Care more about my school	1	Combined ³	16	3	0	0	19	20
		2	BAL	12	6	4	2	24	26
			GLA	7	3	0	3	13	13
			GAMS	17	7	0	2	26	26
			HOH	12	6	3	1	22	25
			VG	8	8	2	0	18	18
	15. Get along better with my classmates	1	Combined ³	14	4	1	0	19	20
		2	BAL	9	11	2	2	24	26
			GLA	6	3	2	2	13	13
			GAMS	15	9	1	1	26	26
			HOH	10	6	4	2	22	25
			VG	4	6	2	3	15	18
	16. Get along better with my teachers	1	Combined ³	17	1	0	1	19	20
		2	BAL	16	2	0	4	22	26
			GLA	6	4	0	3	13	13
			GAMS	22	3	0	1	26	26
			HOH	13	4	2	3	22	25
			VG	8	6	0	3	17	18
	17. Spend more time doing my homework	1	Combined ³	11	8	0	1	20	20
		2	BAL	13	5	2	4	24	26
			GLA	7	3	1	2	13	13
			GAMS	17	8	1	0	26	26
			HOH	12	5	2	2	21	25
			VG	10	4	2	1	17	18

	Coming to the 21 st Century After-School Program has helped me...	Year	School	RESPONSES (#)				# of Responses for each Question ¹	# of Survey Responses ²
				Yes	Kind of	No	I was already doing fine.		
Community Involvement	18. Feel more important to my community	1	Combined ³	13	5	1	0	19	20
		2	BAL	16	6	0	2	24	26
			GLA	6	3	3	1	13	13
			GAMS	15	10	1	0	26	26
			HOH	10	5	5	2	22	25
			VG	7	6	3	2	18	18
	19. Feel a stronger connection to my community	1	Combined ³	12	6	0	0	18	20
		2	BAL	17	5	0	1	23	26
			GLA	6	3	3	1	13	13
			GAMS	15	8	2	1	26	26
			HOH	10	6	3	2	21	25
			VG	3	12	1	1	17	18
	20. Spend more time volunteering or helping others in my community	1	Combined ³	13	6	1	0	20	20
		2	BAL	12	7	1	4	24	26
			GLA	4	4	4	1	13	13
			GAMS	15	8	3	0	26	26
			HOH	11	6	4	1	22	25
			VG	7	6	2	3	18	18
Life Skills	Because I came to the 21 st Century After-School Program...	Year	School	RESPONSES (#)				# of Responses for each Question ¹	# of Survey Responses ²
				Yes	Kind of	No	I was already doing fine.		
	21. I get along better with other people my age	1	Combined ³	18	2	0	0	20	20
		2	BAL	12	7	1	3	23	26
			GLA	8	3	2	0	13	13
			GAMS	17	8	1	0	26	26
			HOH	10	7	0	5	22	25
			VG	9	6	2	1	18	18
	22. I am better at making friends	1	Combined ³	11	5	0	2	18	20
		2	BAL	11	5	1	6	23	26
			GLA	5	3	3	2	13	13
			GAMS	16	7	3	0	26	26
			HOH	14	3	1	4	22	25
			VG	8	4	3	2	17	18
	23. I am better at telling others about my ideas and feelings	1	Combined ³	6	9	3	0	18	20
		2	BAL	7	10	5	1	23	26
			GLA	3	4	5	0	12	13
			GAMS	14	8	3	0	25	26
			HOH	8	6	4	3	21	25
			VG	4	7	5	2	18	18

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	24. I am better at listening to other people	1	Combined ³	16	1	0	2	19	20
		2	BAL	13	3	1	5	22	26
			GLA	5	4	3	1	13	13
			GAMS	13	9	2	0	24	26
			HOH	13	5	1	3	22	25
			VG	7	6	0	4	17	18
	25. I work better with others on a team	1	Combined ³	9	8	2	0	19	20
		2	BAL	15	3	0	5	23	26
			GLA	7	3	3	0	13	13
			GAMS	14	8	1	1	24	26
			HOH	12	5	4	1	22	25
			VG	8	6	1	3	18	18
	26. I make better decisions	1	Combined ³	14	3	2	0	19	20
		2	BAL	12	3	0	5	20	26
			GLA	6	4	1	2	13	13
			GAMS	15	9	1	0	25	26
			HOH	14	4	0	4	22	25
			VG	12	5	0	1	18	18
	27. I am better at planning ahead	1	Combined ³	11	5	2	0	18	20
		2	BAL	16	5	1	1	23	26
			GLA	5	3	3	2	13	13
			GAMS	14	10	2	0	26	26
			HOH	8	9	3	2	22	25
			VG	4	8	2	3	17	18
	28. I am better at setting goals	1	Combined ³	11	7	1	0	19	20
		2	BAL	18	2	1	3	24	26
			GLA	7	1	2	3	13	13
			GAMS	16	9	1	0	26	26
			HOH	14	3	2	2	21	25
			VG	12	2	2	1	17	18
	29. I am better at solving problems	1	Combined ³	12	3	3	1	19	20
		2	BAL	14	5	1	4	24	26
			GLA	4	3	4	2	13	13
			GAMS	12	11	2	1	26	26
			HOH	14	5	1	2	22	25
			VG	6	6	1	4	17	18
	30. I am more of a leader	1	Combined ³	17	2	0	0	19	20
		2	BAL	13	7	1	3	24	26
			GLA	5	3	3	2	13	13
			GAMS	15	9	1	1	26	26
			HOH	8	11	2	1	22	25
			VG	5	6	5	1	17	18

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	31. I am better at taking care of problems without violence or fighting.	1	Combined ³	15	2	1	1	19	20
		2	BAL GLA GAMS HOH VG	11 7 17 15 6	8 2 7 5 7	3 1 2 2 3	2 3 0 0 1	24 13 26 22 17	26 13 26 25 18
Positive Core Values	Because I came to the 21st Century After-School Program...	Year	School	RESPONSES (#)				# of Responses for each Question ¹	# of Survey Responses ²
	32. I care more about other people	1	Combined ³	14	4	1	0	19	20
		2	BAL	11	8	0	5	24	26
			GLA	6	5	1	1	13	13
			GAMS	13	11	1	1	26	26
			HOH	13	7	0	2	22	25
			VG	7	8	0	3	18	18
	33. I care more about the feelings of other people	1	Combined ³	15	4	0	0	19	20
		2	BAL	11	8	2	3	24	26
			GLA	5	4	2	2	13	13
			GAMS	16	9	1	0	26	26
			HOH	12	5	1	4	22	25
			VG	6	7	3	2	18	18
	34. I tell the truth more often even when it is hard	1	Combined ³	15	2	0	2	19	20
		2	BAL	13	6	1	4	24	26
			GLA	5	5	2	1	13	13
			GAMS	17	8	1	0	26	26
			HOH	9	8	1	3	21	25
			VG	9	5	2	1	17	18
	35. I am better at standing up for what I believe	1	Combined ³	12	5	1	0	18	20
		2	BAL	16	4	0	4	24	26
			GLA	7	3	1	2	13	13
			GAMS	16	8	2	0	26	26
			HOH	10	6	2	4	22	25
			VG	9	5	3	0	17	18
	36. I am better at taking responsibility for my actions	1	Combined ³	14	4	0	2	20	20
		2	BAL	13	5	1	5	24	26
			GLA	7	5	0	1	13	13
			GAMS	18	6	0	1	25	26
			HOH	9	8	1	4	22	25
			VG	13	3	0	2	18	18

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	Coming to the 21 st Century After-School Program has helped me to...	Year	School	RESPONSES (#)				# of Responses for each Question ¹	# of Survey Responses ²
				Yes	Kind of	No	I was already doing fine.		
Sense of Self	37. Feel better about myself	1	Combined ³	16	2	0	2	20	20
		2	BAL	16	4	0	3	23	26
			GLA	6	4	1	2	13	13
			GAMS	18	4	1	1	24	26
			HOH	14	3	3	2	22	25
			VG	6	4	2	6	18	18
	38. Feel that I have more control over things that happen to me	1	Combined ³	13	3	1	2	19	20
		2	BAL	13	3	0	7	23	26
			GLA	6	3	2	2	13	13
			GAMS	12	10	3	0	25	26
			HOH	13	4	3	2	22	25
			VG	4	9	3	2	18	18
	39. Feel that I can make more of a difference	1	Combined ³	14	5	0	0	19	20
		2	BAL	18	0	1	4	23	26
			GLA	5	4	1	2	12	13
			GAMS	17	5	2	0	24	26
			HOH	13	5	2	2	22	25
			VG	5	8	2	2	17	18
	40. Learn I can do things I didn't think I could do before	1	Combined ³	18	1	0	0	19	20
		2	BAL	16	5	0	2	23	26
			GLA	6	3	1	3	13	13
			GAMS	20	3	0	0	23	26
			HOH	14	3	0	4	21	25
			VG	10	4	1	2	17	18
	41. Feel better about my future	1	Combined ³	12	5	1	1	19	20
		2	BAL	17	2	0	4	23	26
			GLA	6	4	2	0	12	13
			GAMS	18	5	1	0	24	26
			HOH	11	5	3	3	22	25
			VG	6	6	3	2	17	18
	42. Feel I am better at handling whatever comes my way	1	Combined ³	10	7	0	2	19	20
		2	BAL	17	1	1	4	23	26
			GLA	5	4	1	3	13	13
			GAMS	13	8	2	0	23	26
			HOH	11	5	2	3	21	25
			VG	8	7	1	1	17	18

Interim Evaluation Report – Year 3

	Coming to the 21 st Century After-School Program has helped me to...	Year	School	RESPONSES (#)				# of Responses for each Question ¹	# of Survey Responses ²
				Yes	Kind of	No	I was already doing fine.		
Sense of Future	43. Think about jobs or future careers	1	Combined ³	14	4	2	0	20	20
		2	BAL	17	1	0	5	23	26
			GLA	5	5	1	1	12	13
			GAMS	14	9	1	0	24	26
			HOH	10	5	2	4	21	25
			VG	8	3	6	1	18	18
	44. Think about college or other training after high school	1	Combined ³	11	4	2	2	19	20
		2	BAL	14	5	0	4	23	26
			GLA	6	2	3	2	13	13
			GAMS	17	5	2	0	24	26
			HOH	11	3	2	5	21	25
			VG	5	6	6	1	18	18
	45. Want to stay in school	1	Combined ³	16	3	0	0	19	20
		2	BAL	15	2	1	5	23	26
			GLA	8	1	1	3	13	13
			GAMS	16	3	3	0	22	26
			HOH	13	4	1	3	21	25
			VG	4	4	7	1	16	18
	46. Think about my future	1	Combined ³	17	2	0	0	19	20
		2	BAL	16	2	1	4	23	26
			GLA	6	4	2	1	13	13
			GAMS	17	5	2	0	24	26
			HOH	10	5	1	5	21	25
			VG	10	3	3	1	17	18
	47. Set goals for myself	1	Combined ³	16	2	1	0	19	20
		2	BAL	20	0	0	3	23	26
			GLA	5	4	2	2	13	13
			GAMS	15	6	3	0	24	26
			HOH	10	4	3	4	21	25
			VG	10	5	2	1	18	18
Opportunity	Coming to the 21 st Century After-School Program has helped me to...	Year	School	RESPONSES (#)				# of Responses for each Question ¹	# of Survey Responses ²
				Yes	Kind of	No	I was already doing fine.		
	48. Try new things	1	Combined ³	20	0	0	0	20	20
		2	BAL	18	1	1	3	23	26
			GLA	6	3	3	1	13	13
			GAMS	20	3	1	0	24	26
			HOH	15	3	0	1	19	25
			VG	5	11	0	2	18	18

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	49. Do things here I don't get to do anywhere else	1	Combined ³	13	2	4	0	19	20
		2	BAL	13	3	4	2	22	26
			GLA	6	4	2	1	13	13
			GAMS	13	7	4	0	24	26
			HOH	9	4	2	4	19	25
			VG	6	8	2	2	18	18
Overall Summary	Year	School	RESPONSES (%)				Total # of Responses for each Question ¹	Total # of Survey Responses ²	
			Yes	Kind of	No	I was already doing fine.			
	1	Combined ³	69.7	19.9	6.8	3.7	931	980	
	2	BAL	57.2	19.2	8.1	15.4	1143	1274	
		GLA	46.6	23.4	14.4	15.6	633	637	
		GAMS	62.0	26.4	8.3	3.3	1227	1274	
		HOH	51.7	22.2	12.8	13.3	1053	1225	
VG	43.3	30.7	13.3	12.6	849	882			

¹ Because students are allowed to skip any question, the # of Responses for each Question may be less than the # of Survey Responses.

² The # of Survey Responses is pulled from the previous table.

³ In Year 1, the responses from the four participating schools (i.e., Balmville, Gardnertown, Gidney Avenue, and Horizons) were combined.

The majority of the questions had affirmative answers (“Yes” and “Kind of”) as the responses, especially when combined. The questions where “No” received the majority of responses were in the Positive Life Choices section regarding tobacco, alcohol, and drugs. Although there were also a number of responses from each school (3-7 students) that responded that they were “already doing fine,” these Positive Life Choices topics are worth exploring further for potential inclusion in Year 3 programming.

The students were also asked “*Is there anything else you would like to share about being in the 21st Century Program?*” to allow them to offer any additional insights. In Year 2, student responses included (note: responses are presented as raw, uncleaned data):

- “that my teacher is kind and wonderful.” ~4th grade female student from Balmville Elementary
- “That I care more of myself better and I do my homework and I’m more responsible.” ~5th grade male student at Gardnertown
- “It makes me a LEADER” ~5th grade male student from Gidney Avenue
- “That you do things that you never did before you can here.” ~4th grade female student from Horizons on Hudson
- “I love afterschool expecelly sports.” ~5th grade male student from Vails Gate

Summary

Overall, as in Year 1, the SSOS responses indicate that Year 2 of the 21st CCLC program had a positive impact on the grade 4-5 students in academic, enrichment, and social-emotional areas.

Appendix C:
Saturday Family Learning Trip Summary

Saturday Family Learning Trip Summary

Description

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 Saturday Family Learning Trip. During Year 1, there were three trip destinations:

- Locust Grove Estate (Poughkeepsie, NY) – a National Historic Landmark with a museum, nature preserve, antique exhibits, and art gallery.
- Liberty Science Center (Jersey City, NJ) – a learning center with a wide variety of science and technology-based exhibits and hands-on activities.
- National Geographic Encounter: Ocean Odyssey (Times Square, New York City) – a simulated interactive experience which allows visitors to participate in a “walk” from the South Pacific to the coast of California.

A different set of three destinations were selected for Year 2:

- Legoland Discovery Center (Yonkers, NY) – a Lego-based family attraction with hands-on Lego challenges, 4D cinema, and interactive rides
- Maritime Aquarium (Norwalk, CT) – an aquarium that includes living exhibits that teach marine science and the environment in a hands-on approach.
- The Illusionists (West Point Naval Academy) – a live Broadway show at West Point that included many types of magic including levitation, mind-reading, and disappearance. Before the show, families met with Cadets to participate in a question and answer period, learn proper posture for marching, practice marching, and pose for photographs if interested.

In Year 3, the following Saturday Family Learning Trips were offered:

- Camp Mariah (Sharpe Reservation, Fishkill, NY) – a Fresh Air facility that provided STEM activities such as building and racing go-karts, exploring the camp’s grounds using orienteering skills, making paper, and engineering an egg drop container. This facility is not open to the general public but is available for group visits.
- Bounce Trampoline Park (Poughkeepsie, NY) – a morning of fun fitness activities (e.g., trampoline bouncing and games, air hockey, obstacle course including a foam pit) was provided to students and their accompanying adult to promote health and wellness.

Because there is not enough capacity for all 21st CCLC students to attend each Saturday Family Learning Trip, participation was on a first come, first served basis. During Year 1, participation was below the desired level of 95% for each Saturday 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 Saturday Family Learning Trip that they had signed up for would exclude them from signing up for future Saturday Family Learning Trips. This policy decreased the number of families that did not show up, although all three Year 2 Saturday Family Learning Trips had full sign ups and continued to have some no-shows. Only the Saturday Family Learning Trip to Legoland Discovery Center reached the desired level of 95% participation by obtaining 98%.

The initial Year 3 Saturday Family Learning Trip to Camp Mariah had very low attendance (52 of the 100 students that had registered). Although the trip registration was at full capacity of 100 students and accompanying adult, and all families were called to confirm, there were numerous no-shows. It may have been due to foggy weather on the day of the trip and buses departing from a single school (GAMS) rather than each school as had been done in prior trips. Camp Mariah is also not open to the general public because it is a summer camp for the Fresh Air Program so parents' unfamiliarity with the location may have been a deterrent also. The trip to Bounce Trampoline Park exceeded the target of 95% participation level with all buses departing from GAMS. Due to budget constraints, a third Saturday Family Learning Trip was not planned. The following table shows a summary of the attendance for the Saturday Family Learning Trips.

Saturday Family Learning Trip Attendance Summary

Year #	Location (Date)	Attendance ¹ (NOTE: Data sets are formatted as: # students, # adults)						Maximum Capacity	Student Participation, by trip (%)
		Balmville Elementary	Gardnertown Academy	Gidney Avenue	Horizons on Hudson	Vails Gate	TOTAL		
1	Locust Grove Estate (4 trips; Jan. & Feb. 2018)	Not available	Not available ²	Not available	Not available	N/A	74, 72	100 students, each with an adult	74.0 (n = 100)
	Liberty Science Center (April 14, 2018)	20, 17	21, 21	33, 29	19, 19	N/A	93, 86	200 students, each with an adult	46.5 (n = 200)
	National Geographic Encounter (May 12, 2018)	16, 12	26, 26	42, 38	31, 24	N/A	115, 100	200 students, each with an adult	57.5 (n = 200)
	Student Participation (%)	Not available	Not available	Not available	Not available	N/A	56.4 (n = 500)		
2	Legoland Discovery Center (December 8, 2018)	20, 17	19, 15	19, 15	20, 16	20, 18	98, 81	100 students, each with an adult	98.0 (n = 100)
	Maritime Aquarium (February 9, 2019)	17, 10	16, 13	17, 14	17, 16	20, 16	87, 69	100 students, each with an adult	87.0 (n = 100)
	The Illusionists at West Point (March 3, 2019)	15, 13	18, 14	17, 13	15, 11	16, 13	81, 64	100 students, each with an adult	81.0 (n = 100)
	Student Participation (%)	86.7 (n = 60)	88.3 (n = 60)	88.3 (n = 60)	86.7 (n = 60)	93.3 (n = 60)	88.7 (n = 300)		
3	Camp Mariah (December 14, 2019)	3, 2	19, 17	13, 10	9, 9	8, 7	52, 45	100 students, each with an adult	52.0 (n = 100)
	Bounce Trampoline Park (February 22, 2020)	20, 13	18, 16	18, 14	19, 9	22, 16	97, 68	100 students, each with an adult	97.0 (n = 100)
	Student Participation, by school (%)	57.5 (n = 40)	92.5 (n = 40)	77.5 (n = 40)	70.0 (n = 40)	75.0 (n = 40)	74.5 (n = 200)		

¹ The student and adult counts do not match in most cases due to adults being paired with two or more children due to siblings participating in the Trip.

² 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.

Survey Administration

Although surveys of students that attend the Saturday Family Learning Trips have been utilized in both Year 1 and Year 2, the administration process has improved. In Year 1, students were surveyed at the end of the school year regarding the Saturday Family Learning Trips along with their student survey. This was due to parental consents still being obtained during the school year. Starting in Year 2, however, parental consent was included in the 21st CCLC registration and through discussion with project staff, it was decided that paper surveys would be administered at the conclusion of each Saturday Family Learning Trip.

Parents/guardians were also surveyed both years. For the first Saturday Family Learning Trip in Year 1 (Locust Grove Estate), an online survey was developed using Survey Monkey to give parents/guardians access to the survey through their phones. There were no responses to the online survey, for reasons that are unclear, and a paper version of the survey was developed for use starting with the next Saturday Family Learning Trip. Response rates remained low for the remaining two Saturday Family Learning Trips in Year 1. To improve response rates, field trip staff were provided with a checklist that included survey administration to both students and parents/guardians to help ensure that the surveys are distributed and collected.

Survey Results - Students

The following table summarizes the survey responses received from students that attend the Saturday Family Learning Trips.

Student Survey: Completion and Response Summaries

NOTE: Survey responses are disaggregated by school: Balmville (BAL), Gidney Avenue (GAMS), Horizons (HOH), Gardnertown (GLA), and Vails Gate (VG).

Year #	Saturday Family Learning Trip	School	Maximum Possible # of Responses		# of Responses		Response Rate (%)		Have you been there before?			Did you like the Field Trip?		
									Yes	Not Sure	No	Yes	Kind of	No
1	Locust Grove Estate	BAL	N/A	Total 74	5	Total 9	N/A	Overall 12.2	0	0	5	3	2	0
		GLA	N/A		1		N/A		0	0	1	1	0	0
		GAMS	N/A		3		N/A		0	0	3	2	0	1
		HOH	N/A		0		N/A		N/A	N/A	N/A	N/A	N/A	N/A
	Liberty Science Center	BAL	20	Total 93	3	Total 11	15	Overall 11.8	1	0	2	3	0	0
		GLA	21		3		14		2	0	1	3	0	0
		GAMS	33		2		6		2	0	0	2	0	0
		HOH	19		3		16		3	0	0	3	0	0
	National Geographic Encounter	BAL	16	Total 115	4	Total 12	25	Overall 10.4	0	0	4	4	0	0
		GLA	26		2		8		0	0	2	2	0	0
		GAMS	42		3		7		2	0	1	3	0	0
		HOH	31		3		10		1	0	2	3	0	0
2	Legoland Discovery Center	BAL	20	Total 98	0 ¹	Total 67	N/A	Overall 68.4	N/A	N/A	N/A	N/A	N/A	N/A
		GLA	19		16		84		7	1	8	16	0	0
		GAMS	19		19		100		8	1	10	18	1	0
		HOH	20		16		80		13	0	3	16	0	0
		VG	20		16		80		2	0	14	14	0	0
	Maritime Aquarium	BAL	16 ²	Total 86	16	Total 39	100	Overall 45.3	8	1	7	16	0	0
		GLA	16		10		63		0	0	10	8	0	0
		GAMS	17		0 ¹		N/A		N/A	N/A	N/A	N/A	N/A	N/A
		HOH	17		0 ¹		N/A		N/A	N/A	N/A	N/A	N/A	N/A
		VG	20		13		65		2	2	9	13	0	0
	The Illusionists at West Point	BAL	15	Total 81	13	Total 74	87	Overall 91.4	4	0	9	13	0	0
		GLA	18		18		100		3	0	15	18	0	0
		GAMS	17		16		94		9	1	6	14	2	0
		HOH	15		13		87		1	1	10	10	2	1
		VG	16		14		88		5	0	9	12	1	1
3	Camp Mariah	BAL	3	Total 52	3	Total 48	100	Overall 92.3	1	0	2	2	1	0
		GLA	19		17		89		5	0	12	16	1	0
		GAMS	13		13		100		1	0	12	9	4	0
		HOH	9		9		100		1	0	8	8	1	0
		VG	8		6		75		1	0	5	4	2	0
	Bounce Trampoline Park	BAL	20	Total 97	18	Total 67	90	Overall 69.1	13	12	2	16	1	0
		GLA	18		17		94		10	0	7	15	2	0
		GAMS	18		11		61		7	1	3	11	0	0
		HOH	19		5		26		2	0	3	4	1	0
		VG	22		16		73		11	0	5	16	0	0

¹ The survey was not administered.² Although 17 students attended, one student had opted out of participating in surveys.

Survey Results – Parents/Guardians

The following table summarizes the completion of surveys by the parents/guardians accompanying the students.

Parent/Guardian Survey: Completion Summary

NOTE: Survey responses are disaggregated by school: Balmville (BAL), Gidney Avenue (GAMS), Horizons (HOH), Gardnertown (GLA), and Vails Gate (VG).

Year #	Saturday Family Learning Trip	School	Maximum Possible # of Responses		# of Responses		Response Rate ¹ (%)	
1	Locust Grove Estate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Liberty Science Center	BAL GLA GAMS HOH	17 21 29 19	Total 86	0 0 0 4	Total 4	0 0 0 4	Overall 4.7
	National Geographic Encounter	BAL GLA GAMS HOH	12 26 38 24	Total 100	0 10 10 9	Total 29	0 38 26 38	Overall 29.0
2	Legoland Discovery Center	BAL GLA GAMS HOH VG	17 15 15 16 18	Total 81	0 ² 10 14 15 16	Total 55	N/A 67 93 94 89	Overall 67.9
	Maritime Aquarium	BAL GLA GAMS HOH VG	10 13 14 16 16	Total 69	11 8 0 ² 14 13	Total 46	100 62 N/A 88 81	Overall 66.7
	The Illusionists at West Point	BAL GLA GAMS HOH VG	13 14 13 11 13	Total 64	9 15 14 12 12	Total 62	69 100 100 100 92	Overall 96.9
3	Camp Mariah	BAL GLA GAMS HOH VG	2 17 10 9 7	Total 45	3 14 10 10 6	Total 43	100 82 100 100 86	Overall 95.6
	Bounce Trampoline Park	BAL GLA GAMS HOH VG	13 16 14 9 16	Total 68	13 14 9 11 14	Total 61	100 88 64 100 88	Overall 89.7

¹ Response rate = number of responses / number in target population. If the # of Responses was greater than the Maximum Possible # of Responses (i.e., the number of reported parent/guardian attendees), the Response Rate was capped at 100%.

² Survey was not administered.

The following tables summarize the survey responses received from the parents/guardians accompanying the students

Parent/Guardian Survey: Response Summary (Part 1 of 4)

NOTE: Responses are disaggregated by school: Balmville (BAL), Gidney Avenue (GAMS), Horizons (HOH), Gardnertown (GLA), and Vails Gate (VG).

Year #	Saturday Family Learning Trip	School	Have you been there before?			In general, how satisfied were you with this Family Field Trip? ¹					How likely are you to attend a Family Field Trip again? ²				
			Yes, one other time	Yes, more than one other time	No, only this time	VD	D	N	S	VS	VU	U	N	L	VL
1	Locust Grove Estate	Online survey was not utilized by parents/guardians. Changed to paper survey for future Saturday Family Learning Trips.													
	Liberty Science Center	BAL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		GLA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		GAMS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		HOH	0	0	4	0	0	0	0	4	0	0	0	0	4
	National Geographic Encounter	BAL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		GLA	1	1	8	0	0	0	2	7	0	0	0	2	7
		GAMS	0	1	8	1	0	0	2	7	1	0	0	1	8
		HOH	1	1	7	0	0	0	1	7	0	0	0	2	6
2	Legoland Discovery Center	BAL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		GLA	0	0	10	3	0	0	1	6	0	0	0	0	10
		GAMS	0	0	14	1	0	0	2	10	0	0	0	2	12
		HOH	3	1	11	1	0	0	5	9	2	0	0	1	11
		VG	2	0	14	1	0	0	5	10	1	0	0	2	13
	Maritime Aquarium	BAL	2	1	8	2	0	0	2	7	1	0	0	2	7
		GLA	0	1	7	1	0	0	0	6	0	0	0	0	7
		GAMS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		HOH	3	1	10	0	0	0	2	12	1	0	0	2	10
		VG	2	1	9	1	0	0	3	9	0	0	0	0	11
	The Illusionists at West Point	BAL	0	1	8	1	0	0	4	4	1	0	0	2	3
		GLA	2	0	13	0	0	0	5	10	0	0	0	1	12
		GAMS	0	1	14	0	0	2	6	6	2	0	1	5	6
		HOH	0	1	11	0	0	0	3	9	0	0	0	2	7
		VG	0	1	10	0	0	1	6	6	1	0	0	1	9
3	Camp Mariah	BAL	0	0	3	0	0	1	0	2	0	0	0	1	2
		GLA	0	0	14	3	0	2	2	7	1	0	0	3	7
		GAMS	1	1	8	0	0	0	0	10	0	0	0	0	9
		HOH	0	0	10	0	0	0	1	9	0	0	0	0	9
		VG	0	0	6	2	0	0	2	2	0	0	0	1	5
	Bounce Trampoline Park	BAL	5	7	1	2	0	0	0	11	1	0	0	2	9
		GLA	3	6	2	2	0	0	2	9	0	0	0	1	10
		GAMS	4	1	4	0	0	0	2	7	0	0	0	1	7
		HOH	1	7	3	1	0	0	2	8	1	0	0	2	8
		VG	2	8	4	0	0	0	5	9	0	0	0	4	7

¹ Column heading abbreviations: Very dissatisfied (VD), Dissatisfied (D), Neither dissatisfied, nor satisfied (N), Satisfied (S), and Very satisfied (VS).

² Column headings abbreviations: Very Unlikely (VU), Unlikely (U), Neither unlikely, nor likely (N), Likely (L), and Very Likely (VL).

Parent/Guardian Survey: Response Summary (Part 2 of 4)

Year #	Saturday Family Learning Trip	Summary
1	Locust Grove Estate	Online survey was not utilized by parents/guardians. Changed to paper survey for future Saturday Family Learning Trips.
	Liberty Science Center	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, <i>“Appreciate field trips are on Saturday. It let us parent be more involved.”</i> and <i>“It is an amazing program and I am very grateful [son’s name] is involved in it!”</i>
	National Geographic Encounter	<p>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, <i>“It was amazing!”</i> and <i>“Gives me the chance at visiting many places that I won’t personally plan.”</i></p> <p>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 satisfied or very satisfied in general with the trip. That one parent indicated that they were very dissatisfied but his/her other responses are positive regarding the trip and it may have been mistakenly chosen. Comments included, <i>“I was able to learn as well as the children.”</i> and, translated from Spanish, <i>“Because it’s a way that my children are able to know other places and understand different things.”</i></p> <p>Nine 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, <i>“new experiences are great and we don’t get the chance otherwise”</i>, <i>“very interesting to explore new things with the children”</i>, and <i>“this is a wonderful way to bring family together”</i>.</p>
2	<ul style="list-style-type: none"> • Legoland Discovery Center • Maritime Aquarium • The Illusionists at West Point 	<p>Students had generally not previously visited the Saturday Family Field Trip locations although there were some exceptions (e.g., 13 out of 16 students from Horizons on Hudson indicated that they had been to Legoland Discovery Center). The Saturday Family Learning Trips are exciting to students based on all but three students liking or “kind of” liking all of the Year 1 and Year 2 locations. Comments from the students were generally positive, for example, <i>“I liked everything!”</i> (Legoland attendee), <i>“interacting with animals”</i> (Aquarium attendee), and <i>“My favorite part was the magic”</i> (Illusionist attendee). The few negative comments were more personal such as <i>“I did not like the sandwich”</i> (Legoland attendee), <i>“I didn’t like the jellyfish cause they were scary”</i> (Aquarium attendee), and <i>“Not being chosen to go on stage”</i> (Illusionist attendee).</p> <p>The adults recognized that exposing their children to new places and experiences is beneficial and they appreciated being able to do it with them. Most parents indicated that they had not been to the Saturday Family Field Trip locations prior to going with the 21st CCLC program, were satisfied or very satisfied with the excursion, and are likely or very likely to attend another. There were a few “very” responses of very dissatisfied or very unlikely, but they do not match the parent/guardian’s other responses and may have been mistakenly selected. Each of the ten statements on the survey (e.g., The field trip was well organized, I learned something new, etc.) were generally responded to favorably.</p>

Parent/Guardian Survey: Response Summary (Part 3 of 4)

NOTE: Survey responses are disaggregated by school: Balmville (BAL), Gidney Avenue (GAMS), Horizons (HOH), Gardnertown (GLA), and Vails Gate (VG).

Year #	Saturday Family Learning Trip	Statement	School	Responses			Sample of comments from Parents/Guardians (quotes are presented in raw, uncleaned format)
				Disagree	Neither agree, nor disagree	Agree	
3	Camp Mariah	1. The field trip was well organized.	BAL GLA GAMS HOH VG	0 0 0 0 0	0 1 0 0 1	3 10 9 9 5	<i>"I enjoy outdoors trips"</i> <i>"New experience, chance to meet other parents/children from program."</i>
		2. The field trip was too far away.	BAL GLA GAMS HOH VG	3 10 8 9 5	0 1 0 0 1	0 0 1 0 0	<i>"I like the activity"</i> <i>"This is a very informative trip for all the families involved. Plus it allows for the families to connect for even a few hours."</i>
		3. The field trip activity was interesting to me.	BAL GLA GAMS HOH VG	1 0 0 0 1	0 1 0 1 0	2 10 9 8 5	<i>"Enjoy learning about different places and things."</i>
		4. The field trip activity was interesting to my student.	BAL GLA GAMS HOH VG	1 0 0 0 0	0 1 0 0 0	2 10 9 9 6	<i>"I like to explore new places."</i> <i>"Because I like to spend time with my children."</i>
		5. I learned something new.	BAL GLA GAMS HOH VG	0 0 0 0 0	1 0 1 1 1	2 11 7 8 5	<i>"This trip was a great experience for my child and I"</i> <i>"Enjoyable for both of us!"</i>
		6. My student learned something new.	BAL GLA GAMS HOH VG	0 0 0 0 0	0 1 0 0 0	3 10 8 9 6	<i>"It is a wonderful opportunity to experience places we normally would not be able to explore."</i>
		7. The date and time of the field trip was convenient.	BAL GLA GAMS HOH VG	0 0 1 0 0	0 1 0 0 0	3 10 8 9 6	<i>"Because we as a family really enjoyed ourselves and had so much fun. I would definitely attend another"</i> <i>"Good time spent w/ good people making memories & learning"</i>
		8. Transportation was comfortable.	BAL GLA GAMS HOH VG	0 0 0 0 0	0 2 1 1 1	3 9 8 8 5	<i>"Affords opportunity for family outing & relieves some tensions."</i>
		9. I enjoyed meeting other families.	BAL GLA GAMS HOH VG	0 0 0 0 0	0 1 1 0 0	3 10 8 9 6	<i>"Luv this program, Luv meeting new families make friends. Thank you!"</i> <i>"My daughter & I feel blessed for the ability to participate in this program & the learning trips!"</i>
		10. I appreciated having food provided.	BAL GLA GAMS HOH VG	0 0 0 0 0	1 2 2 2 1	2 9 6 7 5	

Parent/Guardian Survey: Response Summary (Part 4 of 4)

NOTE: Survey responses are disaggregated by school: Balmville (BAL), Gidney Avenue (GAMS), Horizons (HOH), Gardnertown (GLA), and Vails Gate (VG).

Year #	Saturday Family Learning Trip	Statement	School	Responses			Sample of comments from Parents/Guardians (quotes are presented in raw, uncleaned format)
				Disagree	Neither agree, nor disagree	Agree	
3	Bounce Trampoline Park	1. The field trip was well organized.	BAL	0	0	12	<i>"It's great to get the kids out and meet her friends and their families."</i>
			GLA	0	0	11	
			GAMS	0	1	7	
			HOH	1	0	10	
			VG	0	0	12	
		2. The field trip was too far away.	BAL	8	2	2	<i>"enjoyed spending time with my children + friends"</i>
			GLA	7	2	3	
			GAMS	8	0	0	
			HOH	10	0	1	
			VG	11	1	0	
		3. The field trip activity was interesting to me.	BAL	0	0	12	<i>"so much fun and great to meet new people"</i>
			GLA	0	1	11	
			GAMS	0	1	7	
			HOH	0	2	9	
			VG	0	5	7	
		4. The field trip activity was interesting to my student.	BAL	0	0	12	<i>"Single mom that works a lot, not much free time to spend with kids. Enjoy seeing her smile with other kids her age."</i>
			GLA	0	1	11	
			GAMS	0	0	8	
			HOH	0	1	10	
			VG	0	1	11	
		5. I learned something new.	BAL	2	6	4	<i>"Had so much fun. Build relationship to other families"</i>
			GLA	0	5	7	
			GAMS	0	2	6	
			HOH	1	5	5	
			VG	2	6	3	
		6. My student learned something new.	BAL	0	8	4	<i>"love being involved in my kids school activities and trips"</i>
			GLA	0	5	7	
			GAMS	0	1	8	
			HOH	0	2	8	
			VG	1	7	4	
		7. The date and time of the field trip was convenient.	BAL	1	0	11	<i>"I enjoy spending time with my child doing fun activities"</i>
			GLA	0	1	11	
			GAMS	1	0	7	
			HOH	1	1	9	
			VG	0	3	9	
		8. Transportation was comfortable.	BAL	0	0	11	<i>"My grandson and friends has a wonderful time"</i>
			GLA	0	0	12	
			GAMS	0	0	8	
			HOH	0	1	11	
			VG	1	2	12	
		9. I enjoyed meeting other families.	BAL	0	1	11	<i>"Overall, we were happy with each trip. Seeing my child with her big smile made me happy."</i>
			GLA	0	0	12	
			GAMS	0	0	8	
			HOH	0	0	11	
			VG	0	0	12	
		10. I appreciated having food provided.	BAL	0	0	12	<i>"It gives my kid something to do at the weekend"</i>
			GLA	0	5	7	
			GAMS	0	0	7	
			HOH	1	0	10	
			VG	0	0	12	
			BAL	0	1	11	<i>"We enjoy field trips together"</i>
			GLA	0	0	12	
			GAMS	0	0	8	
			HOH	0	0	11	
			VG	0	0	12	
			BAL	0	0	12	<i>"I love that the kids have something fun to do with the school, and friends"</i>
			GLA	0	5	7	
			GAMS	0	0	7	
			HOH	1	0	10	
			VG	0	0	12	
			BAL	0	0	12	<i>"My child enjoys meeting up with her friends and classmates outside of school"</i>
			GLA	0	5	7	
			GAMS	0	0	7	
			HOH	1	0	10	
			VG	0	0	12	

Summary

Survey response rates increased from Year 1 to Year 2 for both students and parents/guardians. For students, this was due to adjusting the survey timing to right after the completion of the Saturday Family Learning Trip since in Year 2 consents were in place at the onset of 21st CCLC programming. For parents, changing from an online to paper survey was beneficial so that staff could distribute and collect the surveys and therefore be able to track the survey administration. The survey was added to the staff's Saturday Family Learning Trip checklist and having paper surveys allowed for a visual means for staff to know if parents/guardians had completed the survey. This applied to the student surveys as well.

Although student participation increased from Year 1 to Year 2, there were still parents/guardians that registered for the Saturday Family Learning Trip but did not attend even after paper, electronic, and phone call reminders were utilized. Starting in Year 2, parents/guardians that were “no-shows” are not allowed to register for future Saturday Family Learning Trips. This policy did not prevent a considerable number of no-shows for the initial Saturday Family Learning Trip in Year 3. The Camp Mariah trip only had 52 students attend although 100 had registered. The high rate of no-shows may have been due to the time of year for a partially outdoor location (chilly, foggy weather that December morning), students and adults not being familiar with the location because it is not open to the public and therefore not as appealing as more well-known locations (e.g., Bounce Trampoline Park had 97 out of 100 registered students attend), and confusion that there was a single departure location (Gidney Avenue School) rather than from each of the five schools. Surveys of students and adults from the trip were, however, overall positive. All of the students either liked or “kind of” liked the field trip and enjoyed the various activities: doing an egg drop challenge, building go-carts, treasure hunting (map reading), making paper, and being outside. Surveys from the adults indicate that 81% (35 out of 43 adults) were satisfied or very satisfied overall with the trip and in each of the ten follow-up questions, the majority responded positively. Comments from the adults were also very positive and expressed their appreciation for spending time with their student, learning about different places and topics, and meeting other students and adults.

The next Saturday Family Learning Trip was to Bounce Trampoline Park in February and was very well-attended. The majority of student responses indicated that they had been there before (43 responses out of 66, 65%) and all of the students indicated that they liked or “kind of” liked the trip. Student comments included that their favorite part was the foam pit, the obstacle course, playing with all the kids, and “*having the whole district together.*” Similar to the student responses, the majority of adult responses indicated that they had been there before (44 responses out of 58, 76%) and 92% (55 out of 60 responses) indicated that they were satisfied or very satisfied overall with the trip. In eight of the ten follow-up questions, the adults had strong positive responses. The two topics that had fewer positive responses were “I learned something new” (25 out of 54, 46% agreed) and “My student learned something new” (31 out of 55, 56% agreed) with “neither agree nor disagree” responses at 44% and 42%, respectively. It should be noted that the facility was closed to the public during the timeframe that the Newburgh families were there which facilitated interaction among the students and adults.

It is expected that Saturday Family Learning Trips will continue to be popular in Year 4 and that those who register will actually attend in order to maintain their eligibility for future Saturday Family Learning Trips. Survey participation should also remain high due to staff and parent/guardian awareness of the process and the inclusion of the surveys on the staff's check list.

**Appendix D:
i-Ready Assessment Summary**

i-Ready Assessment Summary

NOTE: Changes in student achievement will be included in the Year 3 AER. The text included here is from the Year 2 AER.

Student achievement is evaluated using i-Ready Assessments in reading and math that are administered in fall and spring of each academic year. The following tables contain the changes in i-Ready Assessment scores at each school for reading and math, respectively. The count of students with both fall and spring scores can vary between a school's reading and math data due to students not being available for the fall, spring, or both assessments (i.e., scores for both fall and spring are needed for a student's data to be included).

Change in i-Ready Assessment Scores from Fall to Spring

Site Name	Year #	Maximum Possible # of Students ¹	READING		MATH	
			# of Students with both Fall and Spring scores	i-Ready Score Increase (%)	# of Students with both Fall and Spring scores	i-Ready Score Increase (%)
Balmville	1	115	96	8.4	88	7.5
	2	82	67	9.4	65	6.8
Gardnertown	1	104	99	9.1	100	7.3
	2	81	80	11.6	80	8.1
Gidney Avenue	1	179	165	8.5	164	9.0
	2	152	144	9.6	135	7.3
Horizons	1	73	69	7.6	64	6.3
	2	95	76	8.6	79	7.2
Vails Gate	1	N/A	N/A	N/A	N/A	N/A
	2	52	52	11.2	52	8.7

¹ Starting in Year 2, only students who reached 30-hours of participation were included, although students with only summer hours were excluded.

In Year 2, the number of 21st CCLC students with both Fall and Spring i-Ready scores ranged from 65 of 82 possible (79%) at Balmville for math, to 52 of 52 possible (100%) at Vails Gate for both reading and math. This indicates that the data is fairly representative of all 21st CCLC participants. The i-Ready scores for reading at all four schools increased by over 8%, but only two schools reached the performance indicator goal of 10% - Gardnertown and Vails Gate. The i-Ready scores for math at all four schools increased by over 6%, but none of the five schools reached the performance indicator goal of 10%. The performance indicator may need review to determine if it should be adjusted downward.

In addition to quantitative measures, surveys were administered to 21st CCLC students in grades K-3 (**Appendix A**) and grades 4-5 (**Appendix B**) and included questions regarding academics. Students in grades K-3 indicated that the 21st CCLC program had helped them to “do better in school.” Students in grades 4-5 participated in a more comprehensive survey and also responded that the 21st CCLC program had helped them to “do better in school” as well as “improve my grades in school,” “try harder in school,” and “spend more time doing my homework.” A survey was also administered to teachers of 21st CCLC participants (**Appendix F**) that included some academic topics. Overall, teachers indicated that more than one-third of students (up to 56.6%) showed improvement in all ten outcomes.

**Appendix E:
Discipline Referral Summary**

Discipline Referral Summary

NOTE: Changes in student discipline referrals will be included in the Year 3 AER. The text included here is from the Year 2 AER.

Changes in participating students' discipline referrals for the regular school day are compared in the following table. One goal of the grant is for students who participate in the 21st CCLC program to have a decrease of 50% of discipline referrals during the regular school day.

Calculations are based on 21st CCLC students in grades 1-5, not Kindergarten, since discipline referral data from the previous and current academic years are compared to determine if there was an increase, no change, or a decrease (e.g., for a student just completing 2nd grade, the number of discipline referrals received in 2nd grade is compared to the number received in 1st grade). Students with no discipline referrals in both the previous year and current year were not included. The count of applicable students and the percentages of students with each type of change (increase, same, decrease) are shown in the following table.

Changes in Discipline Referrals from Previous Year to Current Year ¹

Site Name	Year #	# of Students with Referrals in One or Both Years	Students with Increased Referrals (%)	Students with Same Number of Referrals (%)	Students with Decreased Referrals (%)
Balmville	1	24	75.0	8.3	16.7
	2	26	30.8	7.7	61.5
Gardnertown	1	9	77.8	0.0	22.2
	2	12	41.7	0.0	58.3
Gidney Avenue	1	36	75.0	13.9	11.1
	2	42	66.7	11.9	21.4
Horizons	1	23	82.6	8.7	8.7
	2	27	33.3	11.1	55.6
Vails Gate	1	N/A	N/A	N/A	N/A
	2	14	50.0	7.1	42.9

¹ Starting in Year 2, only students who reached 30 hours of participation were included, although students with only summer hours were excluded.

The number of students meeting the criteria of receiving discipline referral(s) in the previous or current year is relatively low compared to the number of participating students at each school (see Project Summary). Of the 30 hour participants in each of the five schools, less than 35% of students had any referrals in the previous or current year (e.g., Horizons had 27 students with discipline referrals in at least one of the years which is only 28.4% of the 95 students who had met the 30 hour participation threshold during the school year). In Year 2 at Balmville, Gardnertown, and Horizons, referrals decreased in the majority of students from year to year, meeting the performance indicator of a 50% decrease in referrals. In the remaining two schools, the majority of students showed an increase in referrals, although Vails Gate was close to meeting the performance indicator of a 50% reduction in referrals (42.9% decrease). For the four schools with 21st CCLC programming for two years, there was a marked improvement in the percentage of students with reduced referrals from Year 1 to Year 2.

In addition to looking at discipline referrals, feedback from surveys administered to students and teachers included questions about behavior issues (see Appendices A, B, and F). For example, the grades K-3 survey asks about staying out of trouble and the majority of responses at all five schools indicated that the 21st CCLC program had helped them. The grades 4-5 survey includes several questions regarding behavior that the 21st CCLC program has helped them with, for example: staying out of trouble, avoiding violence and fighting, getting along better with classmates and teachers, and being better at taking care of problems without violence or fighting. All of these questions received the majority of affirmative responses. The teacher survey did not contain a specific question regarding discipline referrals but did address areas such as behaving well in class and getting along with others. The variation in responses amongst the five schools between perceptions that students did not need to improve in those areas, the amount of improvement, and students with no change in the behavior limits the ability to interpret teachers' responses regarding changes in 21st CCLC student behavior.

**Appendix F:
Teacher Survey Summary**

Teacher Survey Summary

NOTE: The survey for classroom teachers will be administered in Spring 2020 and the results will be included in the Year 3 AER. The text included here is from the Year 2 AER.

Description

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 have participated 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.

Survey Administration

The following table 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 participating schools that had 21st CCLC students in their classroom; a total of 122 responses were received. In Year 2, teachers were provided with a list of students in their classroom that had participated in the 21st CCLC program for a minimum of 30 hours and were asked to complete the survey for each of the listed students. A total of 152 responses were initially received, but after removing duplicates and responses for those students with less than 30 hours of participation, 129 responses remained.

Number of Completed Teacher Surveys by School and Grade Level

School Name	Year #	Administration Dates	# of Teachers That Received Survey	# of Teachers That Responded (worked in 21 st CCLC program, did not)	Response Rate (%) ¹	# of Students Reported On, By Grade Level						Total # of Students Reported On
						K	1 st	2 nd	3 rd	4 th	5 th	
Balmville	1	May 11-June 15 2018	Unknown	6 (1, 5)	N/A	3	10	0	1	0	5	19
	2	April 2-June 14, 2019	17	4 (1, 3)	23.5	0	0	0	2	0	9	11
Gardnertown	1	May 11-June 15 2018	Unknown	10 (7, 3)	N/A	1	0	3	1	14	11	30
	2	April 2-June 14, 2019	20	7 (2, 5)	35.0	1	8	0	2	0	8	19
Gidney Avenue	1	May 11-June 15 2018	Unknown	17 (5, 12)	N/A	7	14	12	2	2	12	49
	2	April 2-June 14, 2019	19	10 (6, 4)	52.6	0	2	12	15	8	10	47
Horizons	1	May 11-June 15 2018	Unknown	6 (2, 4)	N/A	1	0	4	18	0	1	24
	2	April 2-June 14, 2019	20	11 (3, 8)	55.0	5	2	10	0	16	10	43
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	April 2-June 14, 2019	19	5 (3, 2)	26.3	0	1	0	0	1	7	9
TOTAL	1	May 11-June 15 2018	Unknown	39 (15, 24)	N/A	12	24	19	22	16	29	122
	2	April 2-June 14, 2019	95	37 (15, 22)	38.9	6	13	22	19	25	44	129

¹ In Year 2, the number of teachers that received the survey was estimated as the total number of K-5 classroom teachers. A recommendation has been included to plan for and document the distribution of the survey.

The survey asks the teachers “*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.

Survey Results

The following table summarizes the responses from teachers, disaggregated by school.

Responses to Teacher Survey

NOTE: Survey responses are disaggregated by school: Balmville (BAL), Gidney Avenue (GAMS), Horizons (HOH), Gardnertown (GLA), and 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	11	9.1	18.2	18.2	36.4	9.1	0	0	0	9.1
		GAR	19	0	63.2	15.8	5.3	0	15.8	0	0	0
		GAMS	47	2.1	40.4	19.1	14.9	10.6	12.8	0	0	0
		HOH	43	0	25.6	11.6	20.9	23.3	11.6	4.7	2.3	0
		VG	9	0	11.1	33.3	22.2	11.1	22.2	0	0	0
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	11	9.1	18.2	18.2	36.4	9.1	0	0	0	9.1
		GAR	19	0	36.8	15.8	15.8	10.5	15.8	5.3	0	0
		GAMS	47	2.1	36.2	21.3	19.1	8.5	12.8	0	0	0
		HOH	43	0	20.9	20.9	18.6	25.6	11.6	0	2.3	0
		VG	9	0	0	33.3	33.3	11.1	22.2	0	0	0
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	11	0	9.1	18.2	54.6	9.1	9.1	0	0	0
		GAR	19	0	42.1	10.5	10.5	10.5	26.3	0	0	0
		GAMS	47	0	36.2	14.9	21.3	17.0	8.5	2.1	0	0
		HOH	43	2.3	16.3	23.3	14.0	20.9	23.3	0	0	0
		VG	9	0	11.1	33.3	22.2	11.1	22.2	0	0	0
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	11	0	18.2	27.3	36.4	0	9.1	9.1	0	0
		GAR	19	0	57.9	5.3	5.3	10.5	21.1	0	0	0
		GAMS	47	0	38.3	12.8	21.3	8.5	19.1	0	0	0

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 (%)
		HOH	43	0	16.3	14.0	27.9	14.0	25.6	2.3	0	0
		VG	9	0	11.1	33.3	22.2	11.1	22.2	0	0	0
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	11	0	9.1	18.2	54.6	0	9.1	9.1	0	0
		GAR	19	0	52.6	0	0	10.5	36.8	0	0	0
		GAMS	47	0	38.3	17.0	14.9	14.9	12.8	0	2.1	0
		HOH	43	0	16.3	16.3	9.3	30.2	23.3	4.7	0	0
		VG	9	0	11.1	33.3	22.2	11.1	22.2	0	0	0
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	11	0	18.2	18.2	45.5	0	9.1	9.1	0	0
		GAR	19	0	57.9	5.3	0	10.5	26.3	0	0	0
		GAMS	47	0	40.4	2.1	19.1	8.5	25.5	0	4.3	0
		HOH	43	0	25.6	7.0	20.9	16.3	23.3	7.0	0	0
		VG	9	0	11.1	33.3	11.1	22.2	22.2	0	0	0
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	11	0	9.1	18.2	45.5	9.1	0	9.1	9.1	0
		GAR	19	0	42.1	5.3	5.3	15.8	26.3	0	5.3	0
		GAMS	47	2.1	36.2	19.1	14.9	12.8	14.9	0	0	0
		HOH	43	0	18.6	18.6	20.9	11.6	30.2	0	0	0
		VG	9	0	0	33.3	22.2	22.2	22.2	0	0	0
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	11	0	9.1	9.1	54.6	9.1	0	18.2	0	0
		GAR	19	0	42.1	10.5	5.3	15.8	26.3	0	0	0
		GAMS	47	6.4	40.4	4.3	14.9	8.5	25.5	0	0	0
		HOH	43	0	14.0	11.6	18.6	23.3	32.6	0	0	0
		VG	9	0	0	33.3	11.1	22.2	33.3	0	0	0

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 (%)
9. Getting along well with others.	1	BAL	19	0	42.1	5.3	10.5	0	36.8	5.3	0	0
		GAR	30	3.3	16.7	20.0	23.3	16.7	20.0	0	0	0
		GAMS	49	4.1	32.7	8.2	18.4	14.3	20.4	2.0	0	0
		HOH	24	0	12.5	33.3	16.7	16.7	20.8	0	0	0
	2	BAL	11	0	9.1	18.2	45.5	9.1	0	18.2	0	0
		GAR	19	0	47.4	15.8	0	26.3	10.5	0	0	0
		GAMS	47	0	44.7	10.6	14.9	6.4	21.3	2.1	0	0
		HOH	43	0	18.6	11.6	11.6	32.6	23.3	2.3	0	0
		VG	9	0	0	33.3	22.2	0	33.3	11.1	0	0
10. Displaying effort to “Seek first to understand.”	1	BAL	19	0	36.8	5.3	5.3	5.3	47.4	0	0	0
		GAR	30	0	13.3	23.3	30.0	26.7	6.7	0	0	0
		GAMS	49	0	18.4	16.3	22.4	16.3	22.4	4.1	0	0
		HOH	24	0	8.3	37.5	16.7	20.8	16.7	0	0	0
	2	BAL	11	0	9.1	27.3	45.5	0	0	9.1	0	9.1
		GAR	19	0	47.4	5.3	5.3	5.3	36.8	0	0	0
		GAMS	47	0	38.3	10.6	12.8	14.9	23.4	0	0	0
		HOH	43	2.3	16.3	14.0	16.3	18.6	32.6	0	0	0
		VG	9	11.1	0	33.3	11.1	11.1	22.2	11.1	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 Overall 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	26.3	5	26.3	5	47.4	9	0	0
	2	11	0	0	36.4	4	45.5	5	9.1	1	9.1	1
Gardnertown	1	30	23.3	7	46.7	14	13.3	4	13.3	4	3.3	1
	2	19	0	0	42.1	8	42.1	8	5.3	1	10.5	2
Gidney Avenue	1	49	10.2	5	63.3	31	10.2	5	10.2	5	6.1	3
	2	47	2.1	1	40.4	19	42.6	20	10.6	5	4.3	2
Horizons	1	24	16.7	4	25.0	6	25.0	6	12.5	3	20.8	5
	2	43	11.6	5	27.9	12	30.2	13	16.3	7	14.0	6
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	9	11.1	1	44.4	4	11.1	1	22.2	2	11.1	1
TOTAL	1	122	13.1	16	45.9	56	16.4	20	17.2	21	7.4	9
	2	129	5.4	7	36.4	47	36.4	47	12.4	16	9.3	12

Summary

Balmville Elementary

There were 11 responses from four 2nd and 5th grade teachers. Of the four teachers, one works in the 21st CCLC program and the other three do not. **The low number of responses is a limitation of this data.**

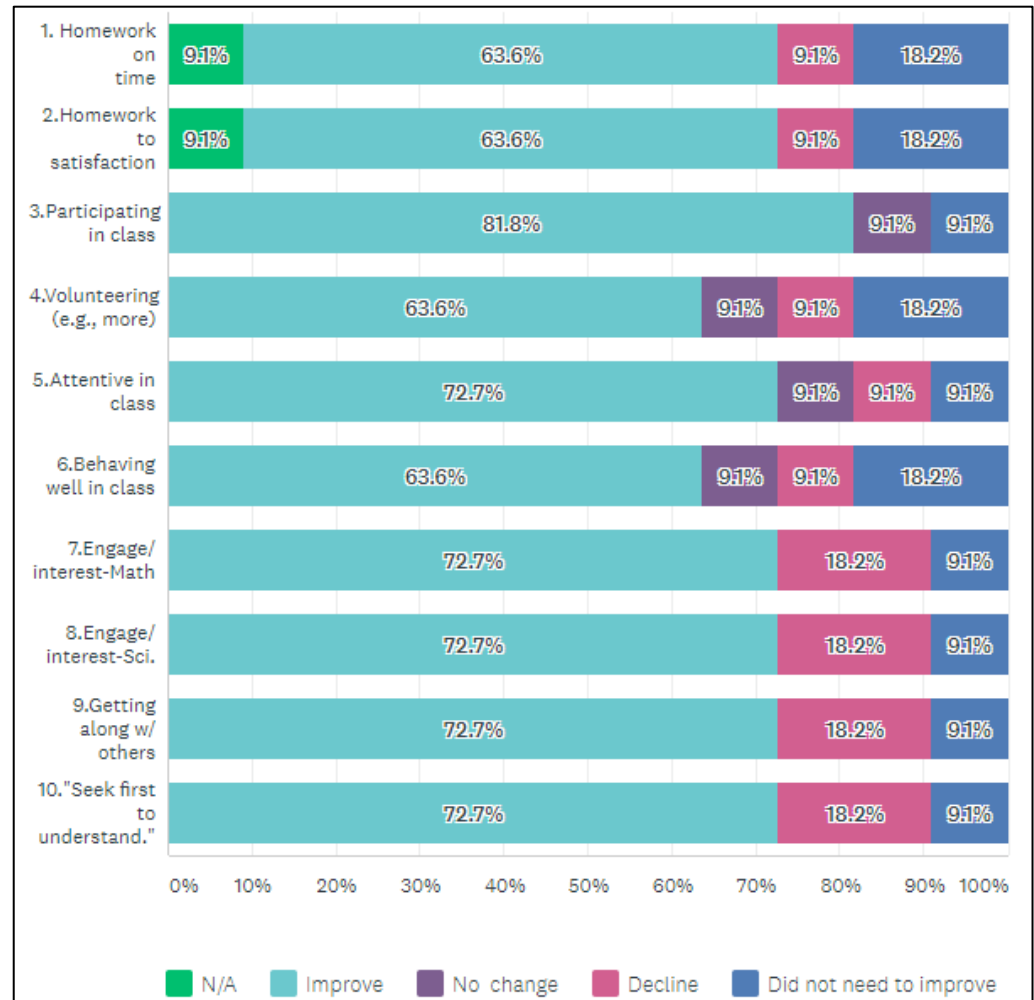
The three levels of responses from the main data table (significant, moderate, and slight) were combined to provide a composite percent improvement and composite percent decline for each outcome, shown in the chart to the right. Teachers reported that:

- Almost two-thirds of the students improved in all ten outcome areas.
- The greatest improvement was seen in class participation (improvement of 81.8%).
- The lowest improvement (63.6%) was seen in four outcomes (turning homework in on time, completing homework to satisfaction, volunteering, and behaving well in class).
- Each outcome had a few students that did not need to improve.
- Declines (up to 18.2% of students) were reported in all outcomes except class participation.

For teachers' perception of overall grant impact, no teacher responded that impact was "to a great extent," but over a third (36.4%) responded "to some extent" and almost half (45.5%) indicated that 21st CCLC had contributed "to a little extent."

Comments left by Balmville Elementary teachers include the following (note: responses are presented as raw, uncleaned data):

- *"The 21st Century program gave him an opportunity to succeed outside of class."*
- *"She had opportunity to get input from other adults who inspired her to do her best."*



Gardnertown Leadership Academy

There were 19 responses from seven teachers reporting on students in all grades except 2nd and 4th. Of the seven teachers, two work in the 21st CCLC program and five do not.

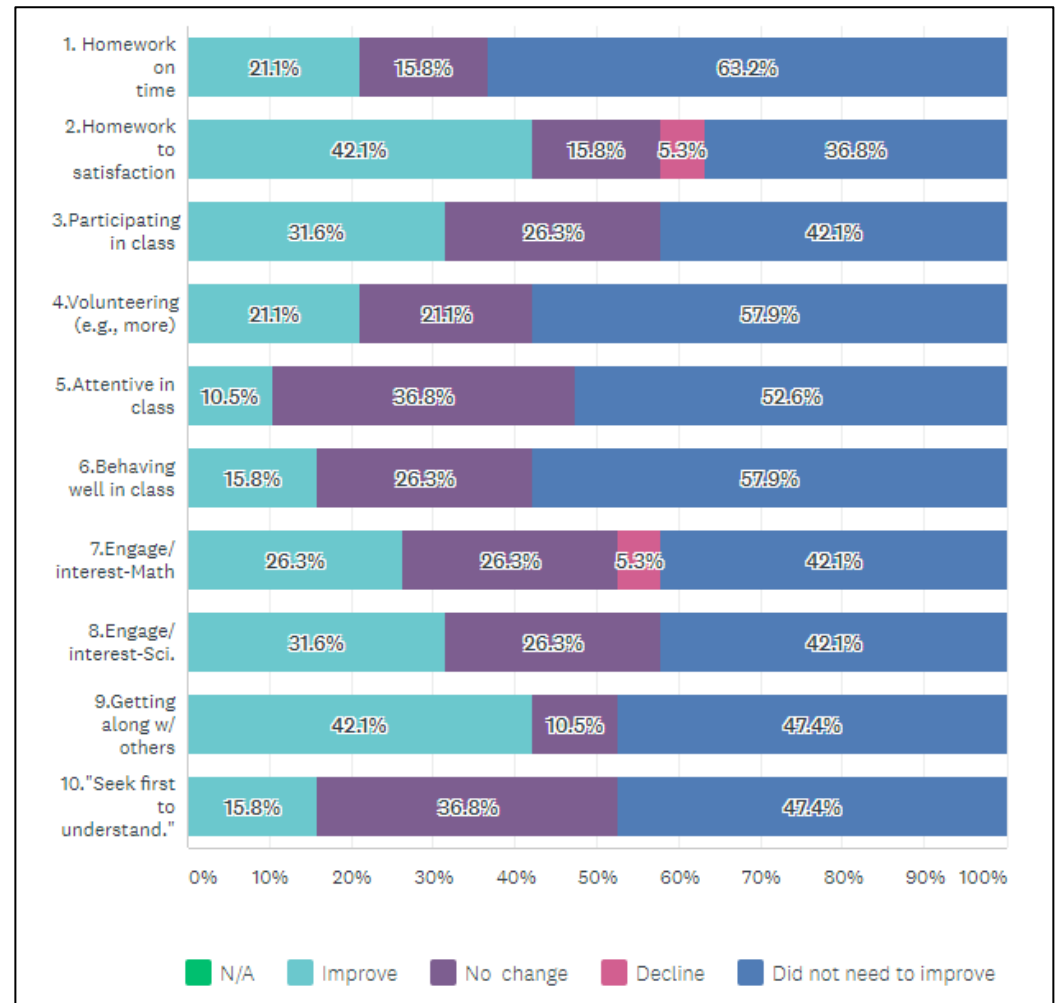
The three levels of responses from the main data table (significant, moderate, and slight) were combined to provide a composite percent improvement and composite percent decline for each outcome, shown in the chart to the right. Teachers reported that:

- Improvement ranged from 10.5% to 42.1% of students in all ten outcome areas.
- The greatest improvement was seen in “Homework completed to satisfaction” and “Getting along with others” (42.1% of students); the least improvement was in “Attentive in class” at 10.5%.
- In all ten outcomes, a large percentage of students “did not need to improve,” ranging from 36.8% up to 63.2%.
- All ten outcomes had students with “no change,” ranging from 10.5% to 36.8%.
- There were a very low number of decline responses. In eight out of the ten outcomes, no declines were reported.

For teachers’ perception of overall grant impact, no teacher responded that the impact was “to a great extent,” but almost half (42.1%) responded “to some extent” and another 42.1% indicated “to a little extent.” One response indicated that overall there was no impact and two indicated they did not know.

Comments left by Gardnertown Leadership Academy teachers include the following (note: responses are presented as raw, uncleaned data):

- “Has helped her to build relationships with other students in the program.”
- “he seems more mature when engaging with other students”



Gidney Avenue Magnet School

There were 47 responses from 10 teachers reporting on students in all grades except Kindergarten. Of the 10 teachers, six work in the 21st CCLC program and four do not.

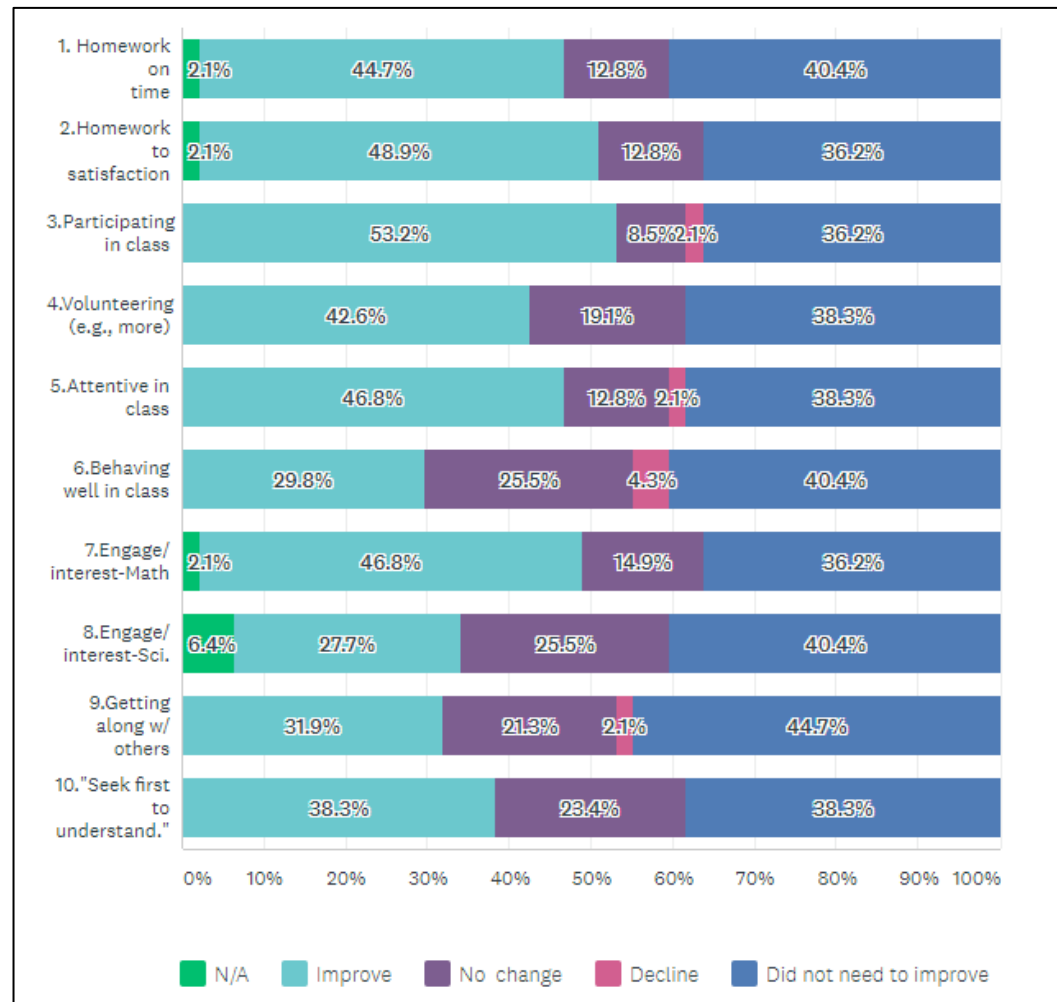
The three levels of responses from the main data table (significant, moderate, and slight) were combined to provide a composite percent improvement and composite percent decline for each outcome, shown in the chart to the right. Teachers reported that:

- All 10 outcome areas showed improvement responses ranging from 27.7% to 53.2% of students.
- The four outcomes with the greatest improvement were “Participating in class” (53.2%), “Homework completed to satisfaction” (48.9%), “Attentive in class” (46.8%), and “Engagement/Interest-Math” (46.8%).
- In all ten outcomes, a large percentage of students “did not need to improve” (ranging from 36.2% up to 44.7% of students).
- All ten outcomes indicated students with no change, ranging from 8.5% to 25.5%. The maximum of 25.5% occurred in the outcome areas of “Behaving well in class” and “Engagement and interest in science.”
- A low number of declines were reported in four out of ten outcomes, ranging from 2.1 to 4.3% of responses.

For teachers’ perception of overall grant impact, one response indicated the impact was to “a great extent.” Another 19 responses indicated that the impact was “to some extent” while another 20 responses indicated “to a little extent.” Five responses indicated “to no extent” while two did not know.

Comments left by Gidney Avenue Magnet School teachers include the following (note: responses are presented as raw, uncleaned data):

- “Overall he is a good student. He was new to the school this year. Therefore, the program allowed him to meet new people and settling in.”
- “Her confidence has improved since being a part of the program. She participates more in class.”
- “This student became more grounded and less of a “mean girl”.”
- “He struggles in math. Being provided with the extra math support during homework help boosted his confidence a little. It also, made him feel comfortable to participate a little more during math because he had a little better understanding of what was going on at times.”



Horizons on Hudson

There were 43 responses from 11 teachers reporting on students in all grades except 3rd grade. Of the 11 teachers, three work in the 21st CCLC program and eight do not.

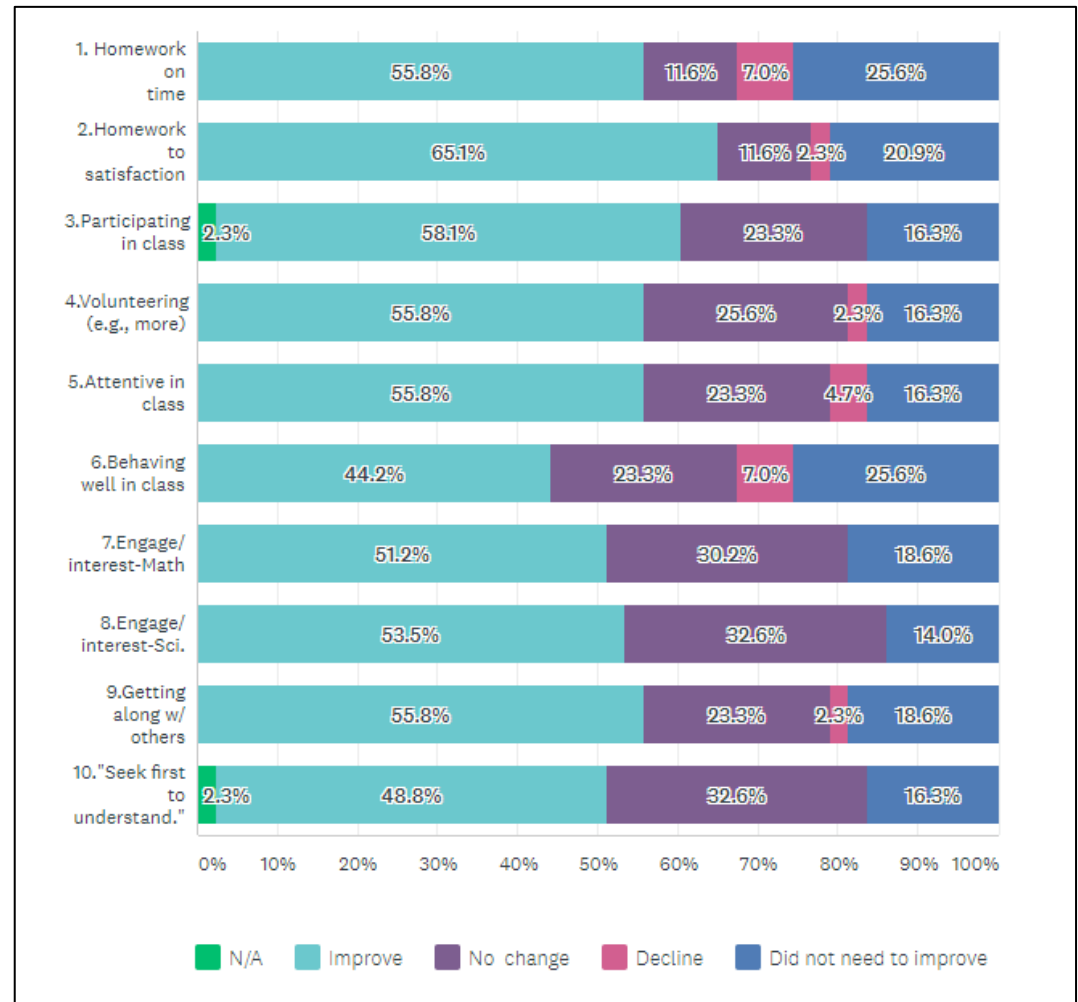
The three levels of responses from the main data table (significant, moderate, and slight) were combined to provide a composite percent improvement and composite percent decline for each outcome, shown in the chart to the right. Teachers reported that:

- In all ten outcome areas, the combined improvement responses were the highest of all possible responses, ranging from 44.2% to 65.1%.
- The greatest improvement was in the outcome area of “Homework completed to satisfaction.”
- Each outcome area had at least 11.6% of students that had no change, ranging up to 32.6%.
- Each outcome area also had students that did not need to improve, ranging from 14.0% to 25.6%.
- Declines were reported in six out of ten outcomes, ranging from 2.3% to 7.0% of responses.

For teachers’ perception of overall grant impact, 11.6% indicated the impact was “to a great extent,” almost a third (27.9%) indicated “to some extent,” while another 30.2% indicated “to a little extent.” Seven (16.3%) responses indicated “to no extent” while another six (14.0%) did not know if the 21st CCLC program contributed to changes.

Comments left by Horizons on Hudson teachers include the following (note: responses are presented as raw, uncleaned data):

- “He learned how to work with others.”
- “He has shown more control over his feelings.”
- “I believe that having a safe place to stay after school was very beneficial. I also know that having the homework help was definitely a positive influence on him!”
- “She is more engaged and willing to ask questions when needed”



Vails Gate

There were 9 responses from five teachers reporting on students in 1st grade (1 response), 4th grade (1 response), and 5th grade (seven responses). Of the five teachers, three work in the 21st CCLC program and two do not. **The low number of responses is a limitation of this data.**

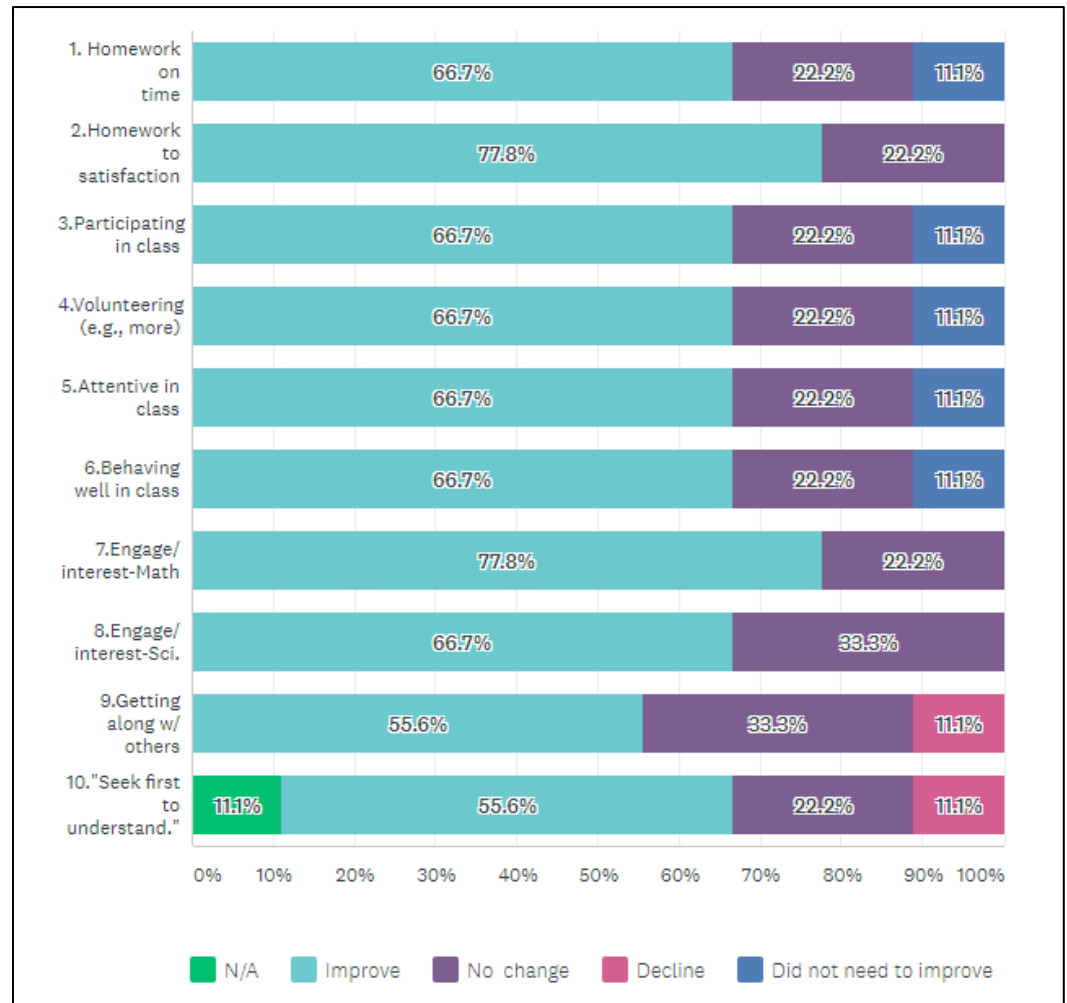
The three levels of responses from the main data table (significant, moderate, and slight) were combined to provide a composite percent improvement and composite percent decline for each outcome, shown in the chart to the right. Teachers reported that:

- The improvement responses were the highest in all ten outcome areas, ranging from 55.6% (getting along well with others and “seek first to understand”) to 77.8% (completing homework to satisfaction and engagement/interest in math).
- Each outcome area had at least 22.0% of students that had no change, ranging up to 33.3%.
- Responses that students did not need to improve were only indicated in five categories at 11.1% each.
- There were decline responses indicated in two outcome areas at 11.1% each.

For teachers’ perception of overall grant impact, one response indicated the impact was “to a great extent,” four indicated “to some extent,” and one indicated “to a little extent.” There were two responses there was no impact and one responded that he/she did not know the impact.

A comment left by a Vails Gate teacher was:

- *“Expectations were set and the scholars knew that their work ethic should be carried on throughout the day and into the program and back to the classroom again.”*



Overall Teacher Survey Conclusions

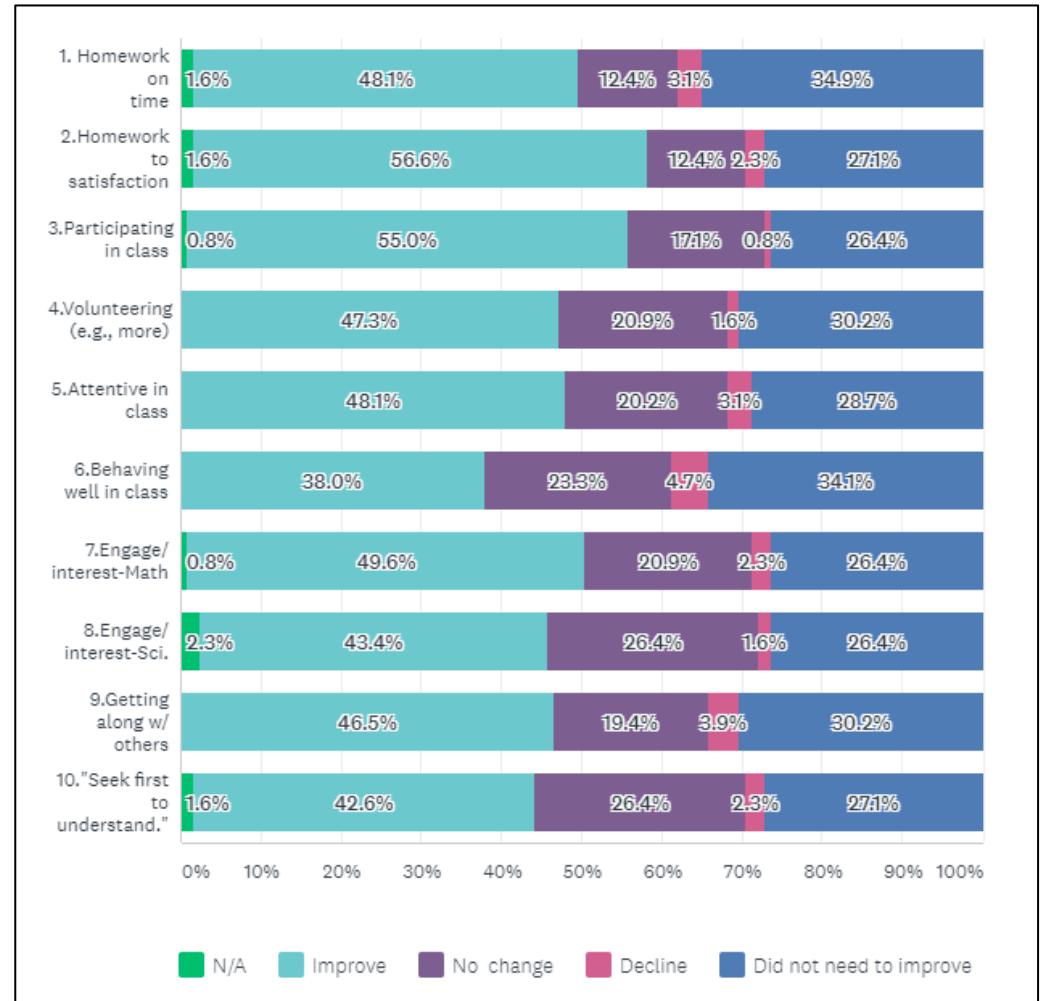
Each school's survey responses varied as to which outcome areas improved the most, which outcomes were not in need of improvement, and which did not change. Therefore, the school-level analyses are informative to use for local input of teachers' perception of impact of the 21st CCLC programming.

Overall, there were 129 responses from 37 teachers regarding students in grades K-5, although there were only six Kindergarten students included in the survey compared to 19-25 students in 1st through 4th grades, and 44 students in 5th grade. Of the 37 teachers who responded, 15 work in the 21st CCLC program and 22 do not.

The responses indicate students at all five buildings showed some improvement in all ten outcome areas. Compared to the other schools, Gardnertown had a significant number of students that did not need to improve or had no change compared to the other four schools, with a corresponding reduction of students who showed improvement. There were very few students who showed decline in any school for any outcome area.

The chart to the right shows a combined summary of responses from the teachers at all five schools. Overall, teachers reported that:

- Over one-third of students showed improvement in all ten outcomes, ranging up to 56.6%.
- A low number of students had no change in all ten outcomes, ranging from 12.4% to 26.4%.
- There were a significant number of students that teachers judged did not need to improve in all ten outcomes, ranging from 26.4% to 34.9%.
- All ten outcomes had a small percentage of students who showed decline.



**Appendix G:
Student Absence Summary**

Student Absence Summary

NOTE: Changes in student absences will be included in the Year 3 AER. The text included here is from the Year 2 AER.

Changes in participating students' absences for the regular school day are compared in the following table. One goal of the grant is for students who participate in the 21st CCLC program to have a 75% increase in daily school attendance.

Calculations are based on 21st CCLC students in grades 1-5, not Kindergarten, since absences occurring in the previous and current academic years are compared to determine if there was an increase, no change, or a decrease (e.g., for a student just completing 5th grade, the number of absences they had in 5th grade is compared to their number in 4th grade). Students with no absences in both the previous year and current year were not included. The count of applicable students and the percentages of students with each type of change (increase, same, decrease) are shown in the following table.

Changes in Absences from Previous Year to Current Year ¹

Site Name	Year #	# of Students with Absences in One or Both Years	Students with Increased Absences (%)	Students with Same Number of Absences (%)	Students with Decreased Absences (%)
Balmville	1	109	56.9	3.7	39.4
	2	73	41.1	2.7	56.2
Gardnertown	1	97	38.1	3.1	58.8
	2	67	46.3	6.0	47.8
Gidney Avenue	1	170	78.2	2.9	18.8
	2	140	23.6	2.9	73.6
Horizons	1	71	43.7	7.0	49.3
	2	84	51.2	2.4	46.4
Vails Gate	1	N/A	N/A	N/A	N/A
	2	44	31.8	0.0	68.2

¹ Starting in Year 2, only students who reached 30 hours of participation were included, although students with only summer hours were excluded.

The number of students meeting the criteria of absences in the previous or current year is relatively high compared to the number of participating students at each school (see Project Summary). Of the 30 hour participants in each of the five schools, more than 80% of students had at least one recorded absence in the previous or current year (e.g., Balmville had 73 students with absences in at least one of the years which is 89% of the 82 students who had met the 30 hour participation threshold during the school year). In Year 2, a majority of students (ranging from 46.4-68.2 percent) increased attendance (decreased absences). Balmville and Gidney Avenue showed a significant increase in the percentage of students attending school from Year 1 to Year 2. None of the schools reached the performance indicator of 75% with decreased absences, however.

In addition to looking at absences, feedback from surveys administered to students and teachers included questions about attendance (see Appendices A, B, and F). For example, in the grades K-3 survey, the majority of responses at all five schools indicated that the 21st CCLC program had helped them want to come to school. The grades 4-5 survey includes two questions regarding the 21st CCLC program and if it has helped the

student become more interested in going to school and wanting to stay in school. At all five schools, the majority of answers for both questions were an affirmative (i.e., combined “Yes” and “Kind of” responses). The teacher survey did not contain a specific question regarding attendance, but did ask about class participation, attentiveness, and engagement. Each of the five schools had varying levels of improvement, with Gardnertown and Gidney Avenue having high levels of response that students that did not need to improve (ranging from 36.2% to 52.6%) and all five schools had responses that there was not any change (ranging from 0% to 36.8%).