

Year 3 (2019-2020) NYS 21CCLC Annual Evaluation Report



Purpose of this Document

This Year 3 Annual Evaluation Report (AER) follows the format of the Year 3 Annual Evaluation Report Template and Guide for evaluators of local 21st Century Community Learning Center (21st CCLC) programs in NYS which was developed by Measurement Incorporated, the Statewide Evaluator, at the request of the State Program Coordinator. From MI,

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

While these represent the report’s “primary” functions, they do not reflect its only purpose. The AER also serves – along with other data sources – to inform NYSED Project Managers, Resource Center support specialists, and the Statewide Evaluator about program performance and accomplishments, which help guide the monitoring review and technical assistance processes. Indeed, many of the components of this report are directly aligned with NYSED policies and program expectations that are the focus of the monitoring visits that all programs receive. These alignments are highlighted throughout this template with references to **required indicators and evidence** in the revised Site Monitoring Visit Report (“SMV Report”).¹ *Because NYSED and the Resource Centers review a*

¹ Retrieved from <http://www.p12.nysed.gov/sss/documents/21C%20Onsite%20Monitoring%20Report%202017-19.doc>.

program's AERs before each visit, information provided in this report that aligns with those indicators can be used to fulfill the documentation requirements of these visits.

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

For all of these reasons, the information requested herein should be of interest to all stakeholders and is consistent with that required by the **Evaluation Manual**¹ per the **Request for Proposals** for local program funding,² as well as **State monitoring guidelines**.³

This Annual Evaluation Report was written by the local evaluator of the Newburgh Enlarged City School District (NECSD) 21st CCLC grant, Brockport Research Institute.



¹ "New York State's 21st Century Community Learning Centers Evaluation Manual." Retrieved from: <http://www.p12.nysed.gov/sss/21stCCLC/NYSEvaluationManual.pdf>

² Retrieved from <http://www.p12.nysed.gov/funding/2017-2022-21st-cclc/2017-2022-21st-cclc-grant-application.pdf>.

³ As outlined in New York State's revised 21st CCLC "Site Visit Monitoring Report," cited above.

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I. Project Information

Program Name	Newburgh Enlarged City School District (NECSD)		
Project Number	0187-20- 7 1 4 0		
Name of Lead Agency	Newburgh Enlarged City School District (NECSD)		
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	
Target Enrollment	Total (Program-wide): 750	Actual # at/above 30 hours: 546	
Evaluator Name and Company	Lynn T. Moulton, Brockport Research Institute		
Evaluator Phone and Email	(585) 703-5400, Lynn.Moulton@BrockportResearchInstitute.com		

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 Enrollment & Students with 30 hours of Participation (# of students)
Balmville	1	493	150	63	115	97	-53
	2	462	100	101	118	86	-14
	3	453	100	152	152	95	-5
Gardnertown	1	696	200	85	104	91	-109
	2	669	100	96	186	82	-18
	3	682	100	127	128	98	-2
Gidney Avenue	1	801	200	130	179	138	-62
	2	803	200	171	188	158	-42
	3	817	200	184	184	114	-86
Horizons	1	518	200	58	73	67	-133
	2	483	150	122	147	111	-39
	3	487	150	147	148	130	-20
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	135	109	-91
TOTAL	1	2,508	750	336	470	393	-357
	2	2,882	750	598	773	489	-261
	3	2,982	750	711	747	546	-204

¹ In Year 2, if students “With 30 Hours of Participation” was below 713 students (95% of the 750 proposed total), NYSED reduced the grant amount for Year 2. It reset for Year 3 and due to the Coronavirus requiring virtual programming, NYSED adjusted the participation requirement to either (A) 45% of targeted students reach 30 hours of participation, or (B) 95% of targeted students reach 15 hours of participation. NECSD met funding requirement (A) in Year 3.

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 enrollment.

Like other school districts in New York State, NECSD buildings closed on March 18, 2020, initially for fourteen days but then for the remainder of the school year. Regular school day instruction was transitioned to a virtual format and 21st CCLC programming was discontinued due to staff, families, and students having their focus on becoming familiar with a different mode of learning. Also, not all students in grades K-5 had been provided with a computer to use at home and many did not have internet access. Like during 21st CCLC program time however, meals were provided (although families had to do a drive-through pick-up) and social-emotional resources were available (posted on the district website).

In addition to 21st CCLC programming that occurred during the academic school 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 both years of the Summer LEGO Academy, 60 students could be accommodated. In Year 2, 27 students reached 30 hours of participation during the summer and then did not participate in 21st CCLC during the school year: Balmville had 4, Gardnertown had 1, Gidney Avenue had 6, and Horizons had 16 students participate. Because Vails Gate did not start 21st CCLC programming until the Year 2 academic year, they did not participate in the summer academy. In Year 3, 28 students reached 30 hours of participation during the Summer LEGO Academy without continuing to participate in 21st CCLC during the school-year: Balmville had 4, Gardnertown had 3, Gidney Ave. had 7, Horizons had 11, and Vails Gate had 3 students. These summer-only students are included when determining the number of students with 30 or more hours for funding purposes, but are not included when looking at outcomes (e.g., scores for i-Ready assessments are only reviewed for students with 30 or more hours in the academic year, which in Year 3 is 518 students rather than 546 students).

II. Evaluation Plan & Results

The following table is derived from the Template of Goals & Objectives submitted with the grant. Because the activities and measurability of the performance indicators (PIs) indicate a strong adherence to the original plan, this completed table may be used by NECSD as evidence to support compliance with SMV Indicator E-3(a): “Adherence to the Program’s Grant Proposal: Programming aligns with the **Template for Goals and Objectives** as it appears in proposal and/or *NYSED-approved* program modifications”.

These definitions were used when completing the table:

- Target Populations: students, parents, staff; grade levels, sub-groups (e.g., special education), specific activity participants, etc. as applicable.
- "SMART" criteria: **Specific**: targets a specific, clearly defined area of improvement for a specific target group; **Measurable**: states a defined outcome that can be assessed, and how it is to be assessed, including instruments and analyses (SMART indicators 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).
- Activities to support this program objective: List of activity titles.
- PI Measures: Data collection instruments and methods used to assess success of the PI (e.g., surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments).
- Analyses: Analyses of the above measures used to determine whether the PI was met.
- **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population for whom the PI was specified. (Note that the PI target population may be smaller than the total number of program participants, for example in activities that are not designed for all students, or if the PI is specified only for students attending a minimum number of hours.).
- “Was this PI met?” A designation of “Partial” can only be used to indicate that a Performance Indicator (PI) was fully met in at least one site, but not at all sites.

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)	PI Meets SMART Criteria? (Y/N)	Activity(ies) to support this program objective	PI Measures data collection instruments & methods (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 (if applicable):	Was this PI met? (Yes, No, Partial, 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	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> stores data on each student's daily attendance and then calculates each school's average daily attendance.	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%

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		95% attendance rate is most likely not attainable. In all grant years, many students have not had consistent attendance for the year.		(Cayen) that is dedicated to the 21 st CCLC grant.	The attendance rate is computed as = 100 x average daily attendance / total number of registered 21 st CCLC participants			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: No , although the rate increased for four of the five schools from Year 2	Year 3: Student attendance rates: Balmville: 81/148 = 55% Gardnertown: 78/128 = 61% Gidney Ave: 104/145 = 72% Horizons: 112/150 = 75% Vails Gate: 89/130 = 69%

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)	PI Meets SMART Criteria? (Y/N)	Activity(ies) to support this program objective	PI Measures data collection instruments & methods (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 (if applicable):	Was this PI met? (Yes, No, Partial, 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 and, starting in Year 2, reaching 30 hours of participation	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”).

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						<p>Year 2:</p> <p>Grades. K-3: 74.1% # in Pop: 274 # w data: 203</p> <p>Grades 4-5: 57.4% # in Pop: 188 # w data: 108</p>	<p>Year 2: No, although positive responses ranged from 68.6% to 85.1%</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.</p> <p>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:</p> <ul style="list-style-type: none"> • Balmville: 78.5% (67.8% + 10.7%) • Gardnertown: 68.7% (58.7% + 10.0%) • Gidney Ave: 77.2% (63.1% + 14.1%) • Horizons: 83.2% (70.9% + 12.3%) • Vails Gate: 82.9% (75.5% + 7.4%) <p>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:</p> <ul style="list-style-type: none"> • Balmville: 68.6% (51.3% + 17.3%) • Gardnertown: 69.5% (46.3% + 23.2%) • Gidney Ave: 85.1% (59.7% + 25.4%) • Horizons: 63.5% (44.4% + 19.1%) • Vails Gate: 71.3% (41.7% + 29.6%)
						<p>Year 3:</p> <p>Grades. K-3: 13.7% # in Pop: 248 # w data: 34</p> <p>Grades 4-5: 11.9% # in Pop: 151 # w data: 18</p>	<p>Year 3: Yes</p>	<p>Year 3: In Year 3, a general satisfaction question was added to both the grades K-3 survey and the grades 4&5 survey.</p> <p>All students in grades K-3 that replied to the question either selected “It is great!” (25 students) or “It is OK.” (5 students).</p> <p>Similarly, all students in grades 4&5 that replied to the question either selected “It is great!” (7 students) or “It is OK.” (6 students).</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</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 all three years, , 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 2: No, although Vails</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: Averaged over the three field trips, the student attendance rate for each school was:</p>

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				instruments and methods, are discussed in Appendix C.			Gate reached an attendance rate of 93.3%.	<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)
							Year 3: No, although Gardnertown reached 92.5%	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) • Gidney Ave: 77.5% (31 out of 40) • Horizons: 70.0% (28 out of 40) • Vails Gate: 75.0% (30 out of 40)
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.	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	Year 1: Yes	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. <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.
						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	Year 2: Yes	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. <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)
						Year 3: <u>Camp Mariah</u> 92.3%, # in Pop: 52 # w data: 48	Year 3: Yes	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.

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						Bounce Park 69.1%, # in Pop: 97 # w data: 67		<ul style="list-style-type: none"> • Camp Mariah: 100% (48 out of 48) • Bounce Park: 95.5% (64 out of 67)
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Sub-Objective 1.3: Community Involvement. 100% of Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.¹

Program Objective 1.3-1 (specify): 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	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	<p>Year 1: No.</p> <p>There was a high number of PACT meetings scheduled, along with a high number of invitees, making a 95% attendance rate unlikely.</p>	<p>Year 1:</p> <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.

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.

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		that they could all attend 75% of the meetings.					<p>Year 2: No due to the high number of stakeholders and the inability to find a common availability.</p> <p>Year 2:</p> <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.
							<p>Year 3: No, due to the large number of stakeholders.</p> <p>Communication among the grant facilitator, school admins, district admins, and CBO partner is strong, however.</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Four PACT meetings were held: August 28, 2019, December 19, 2019, March 23, 2020 (agenda shared and comments received by email due to school closings) and May 21, 2020. • Participation Forms were 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 any concerns or suggestions. • School administrators invite PTA/O representatives. • Due to the large 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 the evaluation update, which is distributed afterward. • The grant facilitator visits each site periodically to follow up in-person with school staff and maintain communication.
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	Program documentation	The grant facilitator provides copies of the flyers to the evaluator.	N/A	<p>Year 1: Partial, due to promotion of educational opportunities</p> <p>Year 1: Flyers for English as a Second Language (ESL), Financial Literacy, General Education Diploma (GED), and High School Equivalency (HSE) classes were distributed to families and posted on each school's bulletin board.</p>

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			the Lights On Afterschool event in October				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. Principals conducted family orientations which are required for student participation. An orientation packet was sent home to those that did not attend the orientation 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)	PI Meets SMART Criteria? (Y/N)	Activity(ies) to support this program objective	PI Measures data collection instruments & methods (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 (if applicable):	Was this PI met? (Yes, No, Partial, 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: No	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 was to gather information regarding interest, availability, preferred language, and location for classes in Computer Basics and Introduction to Health Services. Five surveys were submitted. Adult education initiatives were not continued after the transition to a virtual school day in mid-March.
		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.

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).

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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						Year 2: No	Year 2: No parents/guardians attended these learning opportunities.
							Year 3: No	Year 3: No parents/guardians attended these learning opportunities.
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”
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	Year 1 <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.
						Year 2: <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: Yes	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.
						Year 3: <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: Partial	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 <i>fully</i> 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 (42/115) Gardnertown = 0% of participants (0/103). This school started programming on January 31, 2018 so it is expected that the goal was not reached. 63% of participants (65/103) reach 45 hours. Gidney Avenue = 48% of participants (86/179) Horizons = 33% of participants (24/73)
							Year 2: No	Year 2: Students that reached 90 hours: <ul style="list-style-type: none"> Balmville = 13% of participants (15/118) Gardnertown = 22% of participants (40/186). Gidney Avenue = 16% of participants (31/188) Horizons = 20% of participants (29/115) Vails Gate = 0% of participants (0/134)
							Year 3: No, due to 21 st CCLC program ending in mid-March although "Partial" if a prorated PI of 60 hours is used (3 schools)	Year 3: Students that reached 90 hours: <ul style="list-style-type: none"> Balmville = 3% of participants (4/152) Gardnertown = 12% of participants (15/128) Gidney Avenue = 5% of participants (10/184) Horizons = 5% of participants (8/148) Vails Gate = 1% of participants (2/135) If using a rounded, prorated value of 60 hours (based on 90 x 6.5 months/10 months possible), however, three schools reached the PI: <ul style="list-style-type: none"> Balmville = 26% of participants (40/152) Gardnertown = 55% of participants (70/128) Gidney Avenue = 44% of participants (81/184) Horizons = 63% of participants (93/148) Vails Gate = 50% of participants (67/135)

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)	PI Meets SMART Criteria? (Y/N)	Activity(ies) to support this program objective	PI Measures data collection instruments & methods (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 (if applicable):	Was this PI met? (Yes, No, Partial, 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 and, starting in Year 2, reaching 30 hours of participation	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 (or fall and winter, for Year 3) of each academic year. Refer to Appendix D .	Results on i-Ready Assessments from fall to spring (fall to winter, for Year 3) 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. • 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. • 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: No (If a prorated PI of 5% is used, four schools were successful in Reading and one in Math.)	Year 3: All five schools had increases in i-Ready scores in both reading and math. • Balmville = 6.7% in reading, 3.1% in math • Gardnertown = 6.6% in reading, 4.9% in math • Gidney Ave. = 4.6% in reading, 3.4% in math • Horizons = 5.3% in reading, 3.7% in math • Vails Gate = 5.6% in reading, 5.0% in math

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.

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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 and, starting in Year 2, reaching 30 hours of participation	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: No	Year 3: Similar to previous years, the percentage of students with discipline referrals in both the previous and current school years is low (i.e., less than 32% in Year 3). Although each of the five schools had a percentage of students with decreased referrals, none reached the 50% PI: <ul style="list-style-type: none"> • Balmville: 18.5% had decreased referrals • Gardnertown: 20.0% had decreased referrals • Gidney Ave: 40.0% had decreased referrals • Horizons: 44.4% decreased referrals • Vails Gate: 39.4% had decreased referrals Student surveys, however, again indicate that 21 st CCLC helped them stay out of trouble. The survey responses from the daytime teachers showed varying perceptions as to the impact of 21CCLC

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								on students behaving well in class and getting along with others.
Students who participate in program will have a 75% increase of daily school attendance.	Students participating in the 21 st CCLC program and, starting in Year 2, reaching 30 hours of participation	No. Based on the population that the grant targets, 75% is too high. The PI should be restated as reducing absences, which is the measure being used.	After-School Academy and Saturday Family Learning Trips	Daily school attendance records for all students are maintained by NECSD. Refer to Appendix G . 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 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 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	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.
							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.	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 21 st CCLC helped them want to come to school. Teachers from the five schools indicated varying levels of improvement.
							Year 3: Partial Balmville and Gidney Ave reached a 75% increase in attendance	Year 3: Data from the 2018-2019 and 2019-2020 school years showed that a high percentage of students increased their attendance. <ul style="list-style-type: none"> • Balmville: 79.5% increased attendance • Gardnertown: 71.2% increased attendance • Gidney Ave.: 77.7% increased attendance • Horizons: 68.9% increased attendance • Vails Gate: 58.1% increased attendance Student surveys also indicated that 21 st CCLC helped them want to come to school and stay in school. The survey of daytime teachers had questions regarding class participation, attentiveness, and engagement in math and science. Only one outcome at one school (Balmville students' math engagement) did not have the highest percentage of responses that students improved as compared to not changing and not needing to improve.

Provide a discussion of any particular strengths or limitations of above assessments or evaluation design, and describe any efforts or plans to minimize limitations (**Required** if there were limitations).

(Optional: Additional comments on evaluation plan and Year 3 PI results.)

Limitations (with efforts or plans to minimize)

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 3, because all students were learning remotely at the time of survey administration, the grades K-3 survey was converted to an online format in Survey Monkey. It still included both English and Spanish text. Although the survey was promoted via district robo-call and by having teachers inform students, the response rate was only 13.7%. Similarly, although the grades 4&5 survey had already been administered in Survey Monkey in previous years, it also had a low response rate of 11.9%. As Year 4 progresses, survey administration plans will be coordinated with the grant facilitator to reach a higher number of students.

Strengths

1. 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.
2. During Year 1 and Year 2, the grades K-3 student survey was administered on paper which made it easier for staff to track which students had completed the survey. The survey contained English text and Spanish text embedded line by line to allow staff to better support Spanish-speaking students. Although these both helped with survey response rate, the survey results were tallied by hand which can be time consuming and errors can be made. Tallies were 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 varied.
3. 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.

III. Observation Results

This section provides data and findings from each of the two required annual evaluator visits per site, as specified in the Evaluation Manual. The specified purposes of these visits, as defined in the Evaluation Manual, include the following.

First visit – Observe program implementation fidelity (Evaluation Manual, pp. 17-18). This visit includes verifying existence of, and *alignment* among:

- the grant proposal (including the Table for Goals and Objectives),
- logic model,
- calendar and schedule of activities,
- program timeline,
- program handbook,
- parental consent forms, and
- procedures for entering/documenting evaluation data.

This visit should also serve to identify any barriers to implementation.

Second visit – Conduct point of service quality reviews (Evaluation Manual, p. 29). This visit, during which an observation instrument such as the OST is completed for selected activities, focuses on activity content and structure (including environmental context, participation, and instructional strategies), relationship building and the quality of interpersonal relationships, and the degree to which activities focus on skill development and mastery.

a. First visit

A summary of findings on **fidelity to program design** from the first required visit is provided.¹

Please specify approximate date(s) of *first* round of Year 3 observations (MM/YY): 11/19 (See table below for specific dates) .

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.

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.”

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	Did not participate in Year 1	N/A	N/A	N/A
	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.

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 – March 12, 2020 (NECSD closed starting March 16, 2020) Original end date was scheduled as April 30, 2020	

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 the fidelity of program implementation. The analysis revealed the following overarching findings across the five 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 was scheduled based on the day of the week. On Tuesdays, teachers focused on math skills using Math & Movement and Greg Tang Math to meet standards in the previous AIS teacher meeting. On Wednesdays, teachers focused 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 conducted either math or ELA conferences with small groups of students while other students worked on Greg Tang Math Games or reading for pleasure.
- The 21st CCLC program was 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). Movement breaks are also beneficial for these students who have already spent a long day focusing on learning at school.
- 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 was engaged during student transitions.
- Some type of social-emotional focus was included (e.g., positive affirmations, RULER's Mood Meter reflection/discussion).
- Students were observed to 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.

b. Second visit

A summary of findings on **point of service quality review observations** from the second round of observations is provided.¹

Please specify approximate date(s) of *second* round of Year 3 observations (MM/YY): **02/20 (See table below for specific dates)**.

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 visited each school with each observing a different grade band of students as they participated in the after-school program. The evaluators used the Out of School Time (OST) protocol and rotated settings. Observations of Saturday Family Learning Trips were 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.) April 3, 2019 (4:00 – 6:15 p.m.)	3 – 5 (P. Williams) K – 2 (L. Moulton)	26 29	14 13
	3	Not performed due to NECSD closure	N/A	N/A	N/A
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	Not performed due to NECSD closure	N/A	N/A	N/A
Gidney Avenue	1	March 20, 2018 (3:00 – 5:00 p.m.) March 20, 2018 (5:00 – 5:15 p.m.) May 22, 2018 (3:00 – 3:45 p.m.)	K – 2 (L. Moulton) 3 – 5 partial (L. Moulton) 3 – 5 partial (L. Moulton, T. Herman)	37 9 19	8 1 2
	2	March 20, 2019 (2:45 – 5:15 p.m.)	K – 2 (P. Williams) 3 – 5 (L. Moulton)	70 69	11 11
	3	Not performed due to NECSD closure	N/A	N/A	N/A
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

¹ Copies of completed site visit summaries are provided to the grant facilitator as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), “evidence of two site visits per site.”

■ 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:

As seen during the first round of observations, the 21st CCLC program has been implemented very closely to the 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. There was very little need for staff to redirect student attention. BGCN is providing a coach and artist at each school. There is signage on classroom doors to promote the program to students and a bulletin board in each school's entry way to promote the program to families.

Additional results from the second round of observations include:

- Lesson plans for academic sessions were observed and, in some cases, reviewed. Observers had neglected to request them at enrichment sessions, although BGCN coaches follow the BGC Triple Play program and NPAA artists are required by BGCN to have lesson plans.
- Student participation in the physical activity varied and interest tended to decrease with the older students. Staff verbally encouraged students and modeled participation. The principal at one site encouraged older students to be role models for younger students by participating.
- Social-emotional learning (SEL) occurs daily and staff may either embed topics into activities or do a whole group exercise. Schools follow the same SEL program in the 21st CCLC program as they use during the regular school day: Balmville follows the *Responsive Classroom* program, Gardnertown and Gidney Avenue follow the *Leader In Me* program, and both Horizons and Vails Gate follow the *Yale RULER* program.
- The 10:1 student to staff ratio is closely monitored and maintained. Staff and substitutes attend training and the requirement is included in the staff handbook.
- Transitions are monitored and adjusted as needed. For example, Vails Gate implemented a lanyard system to ensure that only 21st CCLC students are in attendance at the initial gathering in the cafetorium.
- A new enrichment offering, music games and activities with Zylophone Studios staff, was offered on a limited basis in Year 2 and continued in Year 3 in order to expand the types of enrichment activities offered to include music.
- Both English-speaking and Spanish speaking students and staff were observed.

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.

IV. 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).

V. Conclusions & Recommendations

The 21st CCLC program's successes and lessons learned, as determined from evaluation findings, are presented here.¹

a. Status of the implementation of recommendations from Year 2

The Year 2 AER included several recommendations. The recommendations and their status are discussed below.

1. Investigate issues that prevent students from having consistent attendance in the 21st CCLC program. Although this is a larger issue related to attendance during the regular school day as well, there was improvement in Year 3. The software utilized to track 21st CCLC activities, *Cayen*, determines average daily attendance and when compared to the number of registered participants, the attendance rate is calculated. As shown in Section II. Evaluation Plan and Results, the attendance rate at four schools increased from Year 2 to Year 3, with the fifth school having only a small decrease from 59% to 55%. Each school promotes 21st CCLC to families as a three-day commitment, not a drop-in program, and follows up with families when early student pick-up or absenteeism becomes a regular occurrence.
2. Continue to pursue additional staffing. The grant facilitator has made this a priority since Year 1 of the grant. There are success stories such as middle school science teachers offering an enrichment class, classroom aides from other non-21st CCLC elementary schools coming to work in the program, and a high school teacher offering an enrichment class. Also, by allowing teachers the flexibility to work in desired rotations, and even job-sharing during a rotation, several teachers were retained. There were still not enough teachers to support the full number of targeted students, however.
3. Continue to provide professional development. All staff completed a program orientation, safety orientation, and clerical staff had a job-specific orientation. A workshop on social-emotional learning was scheduled for April 1, 2020 but was canceled.
4. Maximize student participation. This recommendation was offered to ensure that as many students as possible could attend the 21st CCLC program by planning academic and enrichment sessions with a 10:1 ratio of students to staff. This ties into recommendation #1 as well, since planning must be done assuming that all students will be in attendance. During the second round of observations, the ratios in the observed settings varied from 4:1 to 10:1. It should be noted that activities led by non-NECSD staff must also have an NECSD staff person present due to district policy. For example, the BGCN coach must have an NECSD staff person present but that does increase the number of allowable students to 20.
5. Follow up with students regarding healthy choices about use of tobacco, alcohol, and drugs. This recommendation stemmed from the responses on the Year 2 SSOS from grades 4&5 students (see **Appendix B**). It is not clear whether the students are making poor

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.

choices of if they did not see a connection to 21st CCLC. This recommendation should continue to be followed up on since similar results were seen on the Year 3 SSOS.

6. Continue to promote and provide adult education opportunities. Families of 21st CCLC students benefit from participation in the Saturday Family Learning Trips, the annual Lights on Afterschool event, and showcases at the finish of each rotation. Each has an educational component through either a presentation or an information table (e.g., blood pressure screening). This year, parents were surveyed to determine their interest and availability for workshops but a low response rate and district closure precluded any workshops from being offered.
7. Explore partnerships with local organizations for program sustainability. This type of initiative has been on-going and has had some success: discussions were held with Mount Saint Mary College regarding student volunteers, West Point Academy had cadets visit a school and do a STEM activity with students, and a local coach presented a soccer enrichment activity. These relationships may be able to be continued in Year 4 with appropriate planning.

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

Ongoing communication between the grant facilitator and evaluator supports the overall grant implementation. By establishing a relationship and communication process, they can discuss and brainstorm ideas (e.g., staffing strategies, student attendance supports) within the grant requirements.

c. Documented or perceived impacts of implementing Year 2 recommendations, if known

The specific impacts of implementing the Year 2 recommendations are not known. Most recommendations are minor improvements that will continue to support the grant implementation in future years (e.g., sustainability).

d. Conclusions and recommendations based on Year 3's evaluation findings

Year 3 of the grant implementation was very comprehensive and aligned with the grant proposal. Recommendations from Year 2's AER continue to pertain to Year 3 with the most critical being staffing.

1. Promote the 21st CCLC program to staff in order to accommodate the targeted number of students. Each of the five schools must have an administrator, teachers, aides, nurse, clerk, and safety resource officer.
2. Once the after-school program has commenced, continue to follow up on student participation to ensure that they are attending. Implementation of the grant in Fall 2020 will be virtual so this may be more challenging.
3. In addition to the required orientations for NECSD staff, provide professional development that will support their role in the 21st CCLC program (i.e., SEL training that was postponed from Year 3).
4. Ensure that all academic and enrichment sessions are scheduled to include a full roster of ten students per staff person. This will allow the maximum number of students to attend after-school programming.

5. Follow up with grades 4-5 students (e.g., focus group, short survey) to determine the need for education regarding the harms of tobacco (including vaping), alcohol, and drugs.
6. Continue to explore partnerships with local organizations and expand on those currently in place with West Point and Mount Saint Mary College.
7. Maintain a focus on adult education for families of 21st CCLC students. Explore options with district administration.

e. Conclusions and recommendations based on Year 2 evaluation findings that could not previously be addressed due to pending data, if applicable

There was not any data pending from Year 2 that precluded determining conclusions and recommendations.

VI. Appendices

The appendices contain the required documentation, including full, tabulated results of any quantitative assessment tools (surveys,¹ academic assessments, etc.):

- Appendix A: Student Survey: Grades K-3
- Appendix B: Student Survey: Grades 4-5
- Appendix C: Saturday Family Learning Trip Summary
- Appendix D: i-Ready Assessment Summary
- Appendix E: Discipline Referral Summary
- Appendix F: Teacher Survey Summary
- Appendix G: Student Attendance Summary

Although optional appendices, such as sample reports used to share ongoing evaluation results/data with program ² are not included, communication between the evaluator and grant facilitator generally occurs weekly with an increase during specific activities (e.g., observation planning and discussion, report generation and review, PACT meeting planning and debriefing) and written evaluation update reports are submitted for each of the PACT meetings. These reports are not included here because they contain a summary of the current evaluation activities and have essentially the same information as found in the Interim Report and AER .

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

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 was designed for students in grades 4-12, BRI developed an abbreviated version, in consultation with the grant coordinator, for the primary grades. This version 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

Survey administration was adjusted year-to-year to attempt to improve rates of completion. During 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 also 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 (i.e., when considering the participation requirement, four or less students at each school in the K-3 grade band did not receive consent). Again, in Year 3, the consent form was included in the online registration packet and almost all parents gave consent (i.e., for students with 30 hours of participation, only fifteen did not have consent, with six of those being at Horizons).

During Years 1 and 2, 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. Because the survey was online in Year 3, this information was included in the survey introduction. Starting in Year 2, the survey included both English and Spanish text in order to maximize the response rate from Spanish-speaking students.

During Year 3, because regular school day instruction transitioned to virtual, the survey was converted to an online format in Survey Monkey and a link was posted on the district's 21CCLC web page. The survey was promoted to students via a School Messenger Broadcast (phone calls and emails), social media posts (NECSD's 21CCLC Facebook page), and by having classroom teachers inform their students of its availability. Unfortunately, there was a low number of responses overall. Horizons did not promote the survey due to the belief that parents were probably being overwhelmed with school communications due to the closure.

The following table shows the response rates for all three years of the grant. This appendix continues with details of item-by-item responses disaggregated by school site, additional summary tables as well as qualitative/verbatim responses. A summary that highlights data trends completes this appendix.

Grades K-3 Student Survey Response Rates

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





Year #	School	Administration Dates	# of Consents Received	# of Survey Responses						# of Students in Target Population ¹	Response Rate (%) ²
				K	1 st	2 nd	3 rd	Grade Unknown	Total		
1	BAL GAMS HOH	May & June 2018	24 total	0	9	3	2	1	15	63	23.8
				0	2	0	0	0	2	75	2.7
				2	1	1	0	0	4	52	7.7
									21 Grand Total	190 Grand Total	11.1 Overall
2	BAL GLA GAMS HOH VG	April 9-30, 2019	48	7	8	9	6	0	30	48	62.5
			48	8	8	12	11	0	39	52	75.0
			78	9	14	20	20	0	63	81	77.8
			57	8	8	12	11	0	47	60	78.3
			33	9	3	7	5	0	24	33	72.7
									203 Grand Total	274 Grand Total	74.1 Overall
3	BAL GLA GAMS HOH VG	Survey was available online: April 7, 2020 - May 19, 2020	58	0	4	0	2	0	6	60	10.0
			59	1	1	1	0	0	3	61	4.9
			55	0	4	2	0	0	6	57	10.5
			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			67	3	6	3	7	0	19	70	27.1
									34 Grand Total	248 Grand Total	13.7 Overall

¹ The target population is those students who reached 30 hours of participation during the school year. Students with only summer hours were not included.² Response Rate (%) = 100 x number of responses / number in target population**Survey Results**





The survey results are shown in the following table.

Responses to Grades K-3 Student Survey





NOTE: Data is disaggregated by school for Year 2 since the overall response rate exceeded 50%: Balmville (BAL), Gardnertown (GLA), Gidney Avenue (GAMS), Horizons (HOH), and Vails Gate (VG). Data is not disaggregated for Year 1 and Year 3 due to the low overall response rates.

Coming to the 21 st Century After-School Program this year has helped me to...	Year #	School	Yes (#) 	Kind of (#) 	No (#) 	I was already doing fine. (#) 	Question Skipped (#)
1. Do better in school	1	Combined	15	4	2	0	0
	2	BAL	22	3	0	4	1
		GLA	27	2	1	7	2
		GAMS	47	5	1	8	2
		HOH	31	5	1	10	0
		VG	19	3	0	1	1
	3	BAL	3	0	0	0	3
		GLA	3	0	0	0	0
		GAMS	3	2	0	0	1
		HOH	N/A	N/A	N/A	N/A	N/A
		VG	14	0	0	1	4
		TOTAL	23	2	0	1	8





Annual Evaluation Report – Year 3

Coming to the 21 st Century After-School Program this year has helped me to...	Year #	School	Yes (#) 	Kind of (#) 	No (#) 	I was already doing fine.  (#)	Question Skipped (#)
2. Feel more important to my community	1	Combined	14	3	2	1	1
	2	BAL	19	3	3	4	1
		GLA	22	7	3	7	0
		GAMS	35	15	7	4	2
		HOH	30	6	8	3	0
		VG	19	2	3	0	0
	3	BAL	2	1	0	0	3
		GLA	0	0	0	0	0
		GAMS	2	2	0	1	1
		HOH	N/A	N/A	N/A	N/A	N/A
		VG	12	2	1	0	4
		TOTAL	16	5	1	1	8
3. Do better at making friends	1	Combined	20	0	0	0	1
	2	BAL	19	3	2	5	1
		GLA	27	2	3	7	0
		GAMS	42	8	4	6	3
		HOH	37	6	2	2	0
		VG	18	1	2	3	0
	3	BAL	1	2	0	0	3
		GLA	3	0	0	0	0
		GAMS	3	1	0	1	1
		HOH	N/A	N/A	N/A	N/A	N/A
		VG	13	0	1	1	4
		TOTAL	20	3	1	2	8
4. Care more about others	1	Combined	13	3	5	0	0
	2	BAL	22	2	2	4	0
		GLA	21	3	3	11	1
		GAMS	42	11	2	6	2
		HOH	36	8	0	3	0
		VG	17	2	1	2	2
	3	BAL	3	0	0	0	3
		GLA	3	0	0	0	0
		GAMS	4	0	0	0	2
		HOH	N/A	N/A	N/A	N/A	N/A
		VG	11	1	0	3	4
		TOTAL	21	1	0	3	9
5. Tell the truth more often	1	Combined	14	4	1	1	1
	2	BAL	16	4	1	9	0
		GLA	22	6	2	9	0
		GAMS	37	10	2	10	4
		HOH	28	9	8	2	0
		VG	20	1	0	1	2
	3	BAL	1	1	0	1	3
		GLA	2	1	0	0	0
		GAMS	4	1	0	0	1
		HOH	N/A	N/A	N/A	N/A	N/A

Annual Evaluation Report – Year 3

Coming to the 21 st Century After-School Program this year has helped me to...	Year #	School	Yes (#) 	Kind of (#) 	No (#) 	I was already doing fine. (#) 	Question Skipped (#)
6. Stay out of trouble		VG	9	1	2	3	4
		TOTAL	16	4	2	4	8
	1	Combined	12	3	4	2	0
	2	BAL	19	4	0	7	0
		GLA	19	5	5	9	1
		GAMS	37	8	5	11	2
		HOH	27	6	8	6	0
		VG	14	2	2	5	1
	3	BAL	2	1	0	0	3
		GLA	2	1	0	0	0
		GAMS	2	2	0	0	2
		HOH	N/A	N/A	N/A	N/A	N/A
		VG	7	1	0	7	4
		TOTAL	13	5	0	7	9
7. Feel better about myself	1	Combined	20	0	1	0	0
	2	BAL	21	2	1	6	0
		GLA	23	3	3	9	1
		GAMS	38	8	5	9	3
		HOH	33	6	3	5	0
		VG	18	2	1	0	3
	3	BAL	3	0	0	0	3
		GLA	3	0	0	0	0
		GAMS	4	0	0	0	2
		HOH	N/A	N/A	N/A	N/A	N/A
		VG	12	2	1	0	4
		TOTAL	22	2	1	0	9
8. Want to come to school	1	Combined	16	4	1	0	0
	2	BAL	22	6	1	1	0
		GLA	22	6	4	5	2
		GAMS	37	8	6	10	2
		HOH	39	4	3	1	0
		VG	17	2	2	1	2
	3	BAL	2	1	0	0	3
		GLA	3	0	0	0	0
		GAMS	4	0	0	4	2
		HOH	N/A	N/A	N/A	N/A	N/A
		VG	9	1	1	4	4
		TOTAL	18	2	1	8	9
9. Try new things	1	Combined	18	0	1	1	1
	2	BAL	23	2	3	2	0
		GLA	23	1	2	7	6
		GAMS	43	7	1	10	2
		HOH	39	2	2	4	0
		VG	21	1	0	0	2

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Coming to the 21 st Century After-School Program this year has helped me to...	Year #	School	Yes (#) 	Kind of (#) 	No (#) 	I was already doing fine. (#) 	Question Skipped (#)
	3	BAL	2	0	0	1	3
		GLA	3	0	0	0	0
		GAMS	4	0	0	0	2
		HOH	N/A	N/A	N/A	N/A	N/A
		VG	13	0	0	2	4
		TOTAL	22	0	0	3	9

Overall Effect

Combining the responses for the nine questions provides a general indication of how the grade K-3 students perceive the overall effects of the 21st CCLC program. The following table summarizes the overall responses.

Grades K-3 Student Survey – Overall Summary of Responses

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

Year #	School	Yes (%) 	Kind of (%) 	No (%) 	I was already doing fine. (%) 	Question Skipped (%)
1	Combined ¹	75.1	11.1	9.0	2.7	2.1
2	BAL	67.8	10.7	4.8	15.6	1.1
	GLA	58.7	10.0	7.4	20.2	3.7
	GAMS	63.1	14.1	5.8	13.1	3.9
	HOH	70.9	12.3	8.3	8.5	0.0
	VG	75.5	7.4	5.1	6.0	6.0
3	BAL	35.2	11.1	0.0	3.7	50.0
	GLA	91.7	8.3	0.0	0.0	0.0
	GAMS	51.7	13.8	0.0	10.3	24.1
	HOH	N/A	N/A	N/A	N/A	N/A
	VG	58.5	4.7	3.5	12.3	21.1
	TOTAL	55.7	7.8	2.0	9.4	25.1

¹ Because of the low number of responses, they were combined; each school's responses are not shown separately.




In all three years of the grant, the majority of students indicated that, overall, the 21st CCLC program had a positive effect. Each year also had students that indicated that they were already doing fine with a lesser number that indicated that it had no effect.

General Satisfaction

In Year 3, a general satisfaction question was added to the survey, “How much do you like the 21st Century After-School Program?” The responses are shown in the following table.

Grades K-3 Student Survey – General Satisfaction

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

Year #	School	It is great! (#) 	It is OK. (#) 	I do not like it. (#) 	Question Skipped (#)
3	BAL	2	1	0	3
	GLA	3	0	0	0
	GAMS	4	0	0	2
	HOH	N/A	N/A	N/A	N/A
	VG	11	4	0	4
	TOTAL	20	5	0	9

Although there were a limited number of responses to the survey, those students that did not skip the question indicated that they were satisfied with the 21st CCLC after-school program. There were no responses that the program was not liked.

Student Comments

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 3, student responses included (note: responses are presented as raw, unedited data):

Balmville students

- “Fun” ~1st grade girl
- “I would like to learn more about sports because right now we only play games.” ~1st grade boy
- “so much fun wish we could have it now” ~1st grade boy
- “i like it because of sports.” ~3rd grade boy

Gardnertown students

- “I miss being in the after school program” ~1st grade boy
- “I ENJOY GOING, AND ENJOY GOING ON THE TRIPS” ~2nd grade girl

Gidney Avenue students

- “That’s is fun and I see my friends.” ~1st grade girl
- “I HAD A LOT OF FUN THERE” ~1st grade boy
- “I had a lot of fun and I miss being there” ~2nd grade girl

Vails Gate students

- *“Aprendo mas” (translation “I learn more”) ~3rd grade boy*
- *“Me gusta por que no voy con niñera” (translation “I like it because I do not go to a babysitter”) ~2nd grade girl*
- *“We truly love the program! Only downfall is my boys couldn’t go on any of the Saturday activities cause I’m a stay at home mom with their father that works weekends and was not allowed to take their brother with me even if we drove there like the other school field trips where that was allowed and I have no one to watch their younger brother.” ~from the mother of a 1st grade boy*
- *“i like it” ~3rd grade boy*
- *“It’s fun because of the activities and seeing my friends.” ~1st grade boy*
- *“I miss coming to after school” ~1st grade boy*
- *“I learn Yoga. I will love to learn soccer also. Next time.” ~Kindergarten girl*
- *“I was able to do I Read also. And I learn how to put together a comic book. It was great.” ~1st grade boy*
- *“Me Encato porque mi Niño se me desarrolló mucho y además me fue muy útil por el horario fue genial para yo poder trabajar tranquila” (translation “I love it because my child developed a lot and it was also very useful for me because of the schedule it was great for me to be able to work quietly”) ~parent of Kindergarten boy*
- *“They help me with my homework.” ~3rd grade girl*
- *“having enrichment” ~3rd grade boy*
- *“ti is fun and we can Activities candy and board games” ~3rd grade girl*
- *“21st century is the best place to learn and have fun activities with my friends” ~2nd grade girl*
- *“I like the trips. I like to have more time with my friends after school” ~1st grade boy*

Summary

Since the overall response rate for Year 3 is 13.7% (without any participation from HOH), the sample may not be truly representative of the entire population of students. However, the majority of students responding to the survey 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. It should be noted that typically with low response rates, those who are motivated to participate are those more likely to have had a positive experience.

Appendix B:
Student Survey Summary: Grades 4-5

Student Survey Summary: Grades 4-5

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 categories (academic, community involvement, life skills, positive core values, positive life choices, sense of self, sense of future, and opportunity) during the current academic year.

Survey Administration

During 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 (i.e., when considering the participation requirement, three or fewer students at each school in grades 4-5 did not receive consent). Again, in Year 3 the consent form was included in the online registration packet and almost all parents gave consent (i.e., for students with 30 hours of participation, only one did not have consent).

During Years 1 and 2, 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. This information is included in the survey introduction. Starting in Year 2, the survey included both English and Spanish text in order to maximize the response rate from Spanish-speaking students.

During Year 3, because regular school instruction transitioned to virtual, a link to the online survey was posted on the district's 21CCLC web page. The survey was promoted to students via a School Messenger Broadcast (phone calls and emails), social media posts (NECSD's 21CCLC Facebook page), and by having classroom teachers inform their students of its availability. Unfortunately, there was a low number of responses and Horizons did not promote the survey due to feeling that parents were being overwhelmed with school communications due to the closure.

The following table shows the response rates for each school for each year of the grant. This appendix continues with details of item-by-item responses disaggregated by school site, additional summary tables as well as qualitative/verbatim responses. A summary that highlights data trends completes this appendix.

Response Rates to Grades 4-5 SSOS

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

Year #	School	Administration Dates	# of Consents Received	# of Survey Responses			# of Students in Target Population ¹	Response Rate (%) ²
				4 th grade	5 th grade	Total		
1	BAL	June 5, 2018	3	2	1	3	34	8.8
	GLA	June 5-14, 2018	11	6	5	11	42	26.2
	GAMS	June 6, 2018	4	0	4	4	62	6.5
	HOH	June 13, 2018	2	2	0	2	15	13.3
						20 Grand Total	153 Grand Total	13.1 Overall
2	BAL	Feb. 26-27, 2019	33	16	10	26	34	76.5
	GLA	Feb. 26-March 6, 2019	29	6	7	13	29	44.8
	GAMS	Feb. 13-21, 2019	68	10	16	26	71	36.6
	HOH	Feb. 28-April 2, 2019	35	11	14	25	35	71.4
	VG	Feb. 14-26, 2019	19	7	11	18	19	94.7
						108 Grand Total	188 Grand Total	57.4 Overall
3	BAL	Survey was available online: April 7, 2020 - May 19, 2020	31	3	6	9	31	29.0
	GLA		34	0	0	0	34	0.0
	GAMS		49	0	2	2	50	4.0
	HOH		N/A	N/A	N/A	N/A	N/A	N/A
	VG		36	1	6	7	36	19.4
						18 Grand Total	151 Grand Total	11.9 Overall

¹ The target population is those students who reached 30 hours of participation during the school year. Students with only summer hours were not included.² Response rate (%) = 100 x number of responses / number in target population**Survey Results**

The survey results are shown in the following table.

Responses to Grades 4-5 SSOS, by School

NOTE: Data is disaggregated by school for Year 2 since the overall response rate exceeded 50%: Balmville (BAL), Gardnertown (GLA), Gidney Avenue (GAMS), Horizons (HOH), and Vails Gate (VG). Data is not disaggregated for Year 1 and Year 3 due to the low overall response rates.

	Coming to the 21 st Century After-School Program has helped me to...	Year #	School	Yes (#)	Kind of (#)	No (#)	I was already doing fine. (#)	Question Skipped (#)
Academic	1. Do better in school	1	Combined	16	3	0	0	1
		2	BAL	13	5	0	6	2
			GLA	11	1	0	1	0
			GAMS	20	5	0	1	0
			HOH	13	5	0	4	3
			VG	10	4	0	4	0
		3	Combined	8	3	0	3	4
	2. Improve my grades in school	1	Combined	10	8	0	1	1

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

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	9a. Spend more time doing my homework	1	Combined	11	8	0	1	0
		2	BAL GLA GAMS HOH VG	13 7 17 12 10	5 3 8 5 4	2 1 1 2 2	4 2 0 2 1	2 0 0 4 1
	9b. Did you work on homework on days when there was 21 st Century After-School Program?	3	Combined	Very Often, or Always (#)	Some-times (#)	Rarely or Never (#)	N/A	Question Skipped (#)
				6	6	2	N/A	4
Community Involvement	Coming to the 21 st Century After-School Program has helped me...	Year #	School	Yes (#)	Kind of (#)	No (#)	I was already doing fine. (#)	Question Skipped (#)
	10. Feel more important to my community	1	Combined	13	5	1	0	1
		2	BAL GLA GAMS HOH VG	16 6 15 10 7	6 3 10 5 6	0 3 1 5 3	2 1 0 2 2	2 0 0 3 0
			3	Combined	8	3	0	3
	11. Feel a stronger connection to my community	1	Combined	12	6	0	0	2
		2	BAL GLA GAMS HOH VG	17 6 15 10 3	5 3 8 6 12	0 3 2 3 1	1 1 1 2 1	3 0 0 4 1
			3	Combined	9	4	0	1
	12. Spend more time volunteering or helping others in my community	1	Combined	13	6	1	0	0
		2	BAL GLA GAMS HOH VG	12 4 15 11 7	7 4 8 6 6	1 4 3 4 2	4 1 0 1 3	2 0 0 3 0
			3	Combined	10	4	0	0
Life Skills	Because I came to the 21 st Century After-School Program...	Year #	School	Yes (#)	Kind of (#)	No (#)	I was already doing fine. (#)	Question Skipped (#)
	13. I get along better with other people my age	1	Combined	18	2	0	0	0
		2	BAL GLA GAMS HOH VG	12 8 17 10 9	7 3 8 7 6	1 2 1 0 2	3 0 0 5 1	3 0 0 3 0
			3	Combined	6	6	0	2
14. I am better at making friends	1	Combined	11	5	0	2	2	

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		2	BAL GLA GAMS HOH VG	11 5 16 14 8	5 3 7 3 4	1 3 3 1 3	6 2 0 4 2	3 0 0 3 1
		3	Combined	6	4	1	3	4
	15. I am better at telling others about my ideas and feelings	1	Combined	6	9	3	0	2
		2	BAL GLA GAMS HOH VG	7 3 14 8 4	10 4 8 6 7	5 5 3 4 5	1 0 0 3 2	3 1 1 4 0
		3	Combined	7	4	1	2	4
		1	Combined	16	1	0	2	1
		2	BAL GLA GAMS HOH VG	13 5 13 13 7	3 4 9 5 6	1 3 2 1 0	5 1 0 3 4	4 0 2 3 1
		3	Combined	12	0	0	2	4
	16. I am better at listening to other people	1	Combined	9	8	2	0	1
		2	BAL GLA GAMS HOH VG	15 7 14 12 8	3 3 8 5 6	0 3 1 4 1	5 0 1 1 3	3 0 2 3 0
		3	Combined	8	5	1	0	4
		1	Combined	14	3	2	0	1
		2	BAL GLA GAMS HOH VG	12 6 15 14 12	3 4 9 4 5	0 1 1 0 0	5 2 0 4 1	6 0 1 3 0
		3	Combined	6	6	0	2	4
	17. I work better with others on a team	1	Combined	11	5	2	0	2
		2	BAL GLA GAMS HOH VG	16 5 14 8 4	5 3 10 9 8	1 3 2 3 2	1 2 0 2 3	3 0 0 3 1
		3	Combined	4	9	0	0	5
		1	Combined	11	7	1	0	1
		2	BAL GLA GAMS HOH VG	18 7 16 14 12	2 1 9 3 2	1 2 1 2 2	3 3 0 2 1	2 0 0 4 1
		3	Combined	6	4	2	1	5
	18. I make better decisions	1	Combined	14	3	2	0	1
		2	BAL GLA GAMS HOH VG	12 6 15 14 12	3 4 9 4 5	0 1 1 0 0	5 2 0 4 1	6 0 1 3 0
		3	Combined	6	6	0	2	4
		1	Combined	11	5	2	0	2
		2	BAL GLA GAMS HOH VG	16 5 14 8 4	5 3 10 9 8	1 3 2 3 2	1 2 0 2 3	3 0 0 3 1
		3	Combined	4	9	0	0	5
	19. I am better at planning ahead	1	Combined	11	7	1	0	1
		2	BAL GLA GAMS HOH VG	18 7 16 14 12	2 1 9 3 2	1 2 1 2 2	3 3 0 2 1	2 0 0 4 1
		3	Combined	6	4	2	1	5
		1	Combined	11	7	1	0	1
		2	BAL GLA GAMS HOH VG	18 7 16 14 12	2 1 9 3 2	1 2 1 2 2	3 3 0 2 1	2 0 0 4 1
		3	Combined	6	4	2	1	5
	20. I am better at setting goals	1	Combined	11	7	1	0	1
		2	BAL GLA GAMS HOH VG	18 7 16 14 12	2 1 9 3 2	1 2 1 2 2	3 3 0 2 1	2 0 0 4 1
		3	Combined	6	4	2	1	5
		1	Combined	11	7	1	0	1
		2	BAL GLA GAMS HOH VG	18 7 16 14 12	2 1 9 3 2	1 2 1 2 2	3 3 0 2 1	2 0 0 4 1
		3	Combined	6	4	2	1	5

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	21. I am better at solving problems	1	Combined	12	3	3	1	1
		2	BAL	14	5	1	4	2
			GLA	4	3	4	2	0
			GAMS	12	11	2	1	0
	HOH		14	5	1	2	3	
	VG	6	6	1	4	1		
	3	Combined	8	2	1	2	5	
	22. I am more of a leader	1	Combined	17	2	0	0	1
		2	BAL	13	7	1	3	2
			GLA	5	3	3	2	0
			GAMS	15	9	1	1	0
	HOH		8	11	2	1	3	
	VG	5	6	5	1	1		
	3	Combined	5	6	1	1	5	
	23. I am better at taking care of problems without violence or fighting.	1	Combined	15	2	1	1	1
2		BAL	11	8	3	2	2	
		GLA	7	2	1	3	0	
		GAMS	17	7	2	0	0	
	HOH	15	5	2	0	3		
VG	6	7	3	1	1			
3	Combined	5	5	1	2	5		
Positive Core Values	Because I came to the 21 st Century After-School Program...	Year #	School	Yes (#)	Kind of (#)	No (#)	I was already doing fine. (#)	Question Skipped (#)
	24. I care more about other people	1	Combined	14	4	1	0	1
		2	BAL	11	8	0	5	2
			GLA	6	5	1	1	0
			GAMS	13	11	1	1	0
	HOH		13	7	0	2	3	
	VG	7	8	0	3	0		
	3	Combined	8	3	0	3	4	
	25. I care more about the feelings of other people	1	Combined	15	4	0	0	1
		2	BAL	11	8	2	3	2
			GLA	5	4	2	2	0
			GAMS	16	9	1	0	0
	HOH		12	5	1	4	3	
	VG	6	7	3	2	0		
	3	Combined	9	2	1	2	4	
26. I tell the truth more often even when it is hard	1	Combined	15	2	0	2	1	
	2	BAL	13	6	1	4	2	
		GLA	5	5	2	1	0	
		GAMS	17	8	1	0	0	
HOH		9	8	1	3	4		
VG	9	5	2	1	1			
3	Combined	7	5	1	1	4		
	1	Combined	12	5	1	0	2	

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	27. I am better at standing up for what I believe	2	BAL GLA GAMS HOH VG	16 7 16 10 9	4 3 8 6 5	0 1 2 2 3	4 2 0 4 0	2 0 0 3 1
		3	Combined	8	3	1	1	5
		1	Combined	14	4	0	2	0
	28. I am better at taking responsibility for my actions	2	BAL GLA GAMS HOH VG	13 7 18 9 13	5 5 6 8 3	1 0 0 1 0	5 1 1 4 2	2 0 1 3 0
		3	Combined	7	5	0	2	4
		1	Combined	14	4	0	2	0
		2	BAL GLA GAMS HOH VG	13 7 18 9 13	5 5 6 8 3	1 0 0 1 0	5 1 1 4 2	2 0 1 3 0
Positive Life Choices	Being involved in the 21st Century After-School Program has helped me to...	Year #	School	Yes (#)	Kind of (#)	No (#)	I was already doing fine. (#)	Question Skipped (#)
	29. Say “no” to things I know are wrong	1	Combined	16	3	0	1	0
		2	BAL GLA GAMS HOH VG	15 11 17 10 8	2 0 4 4 7	2 1 1 3 1	4 1 2 5 2	3 0 2 3 0
		3	Combined	9	3	0	2	4
	30. Stay out of trouble	1	Combined	11	6	2	0	1
		2	BAL GLA GAMS HOH VG	12 5 14 13 9	7 5 6 4 7	0 0 1 1 0	4 3 1 4 1	3 0 4 3 1
		3	Combined	3	8	0	2	5
	31. Avoid violence and fighting	1	Combined	15	2	1	1	1
		2	BAL GLA GAMS HOH VG	10 8 15 10 7	10 1 5 5 6	0 1 3 2 1	3 3 1 5 2	3 0 2 3 2
		3	Combined	6	4	1	2	5
	Being involved in the 21st Century After-School Program has helped me to make healthier choices about...	Year #	School	Yes (#)	Kind of (#)	No (#)	I was already doing fine. (#)	Question Skipped (#)
	32. What I eat	1	Combined	13	5	1	0	1
		2	BAL GLA GAMS HOH VG	15 8 15 13 6	3 1 5 2 3	1 1 5 4 5	5 3 1 3 3	2 0 0 3 1
		3	Combined	8	1	4	1	4
	33. Exercise	1	Combined	17	0	2	1	0

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		2	BAL GLA GAMS HOH VG	15 5 18 9 11	2 3 4 3 2	1 3 2 7 0	6 2 1 3 4	2 0 1 3 1
		3	Combined	7	5	1	1	4
	34. Tobacco	1	Combined	6	1	8	3	2
		2	BAL GLA GAMS HOH VG	3 5 7 3 6	2 0 2 1 0	15 3 10 13 6	4 5 7 3 4	2 0 0 5 2
		3	Combined	6	0	7	1	4
		1	Combined	6	1	9	2	2
		2	BAL GLA GAMS HOH VG	3 4 6 3 6	1 0 2 1 0	15 4 11 14 7	4 5 7 3 3	3 0 0 4 2
		3	Combined	6	0	7	1	4
	35. Alcohol	1	Combined	6	1	9	2	2
		2	BAL GLA GAMS HOH VG	3 4 6 3 6	1 0 2 1 0	15 4 11 14 7	4 5 7 3 3	3 0 0 4 2
		3	Combined	6	0	7	1	4
		1	Combined	5	2	9	2	2
		2	BAL GLA GAMS HOH VG	3 5 7 2 7	2 0 1 2 0	15 3 10 14 6	4 5 7 3 3	2 0 1 4 2
		3	Combined	6	0	7	1	4
	36. Drugs	1	Combined	5	2	9	2	2
		2	BAL GLA GAMS HOH VG	3 5 7 2 7	2 0 1 2 0	15 3 10 14 6	4 5 7 3 3	2 0 1 4 2
		3	Combined	6	0	7	1	4
Sense of Self	Coming to the 21 st Century After-School Program has helped me to...	Year #	School	Yes (#)	Kind of (#)	No (#)	I was already doing fine. (#)	Question Skipped (#)
	37. Feel better about myself	1	Combined	16	2	0	2	0
		2	BAL GLA GAMS HOH VG	16 6 18 14 6	4 4 4 3 4	0 1 1 3 2	3 2 1 2 6	3 0 2 3 0
		3	Combined	7	3	1	3	4
		1	Combined	13	3	1	2	1
		2	BAL GLA GAMS HOH VG	13 6 12 13 4	3 3 10 4 9	0 2 3 3 3	7 2 0 2 2	3 0 1 3 0
		3	Combined	8	3	2	1	4
	38. Feel that I have more control over things that happen to me	1	Combined	14	5	0	0	1
		2	BAL GLA GAMS HOH VG	13 6 12 13 4	3 3 10 4 9	0 2 3 3 3	7 2 0 2 2	3 0 1 3 0
		3	Combined	8	3	2	1	4
		1	Combined	14	5	0	0	1

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	39. Feel that I can make more of a difference	2	BAL GLA GAMS HOH VG	18 5 17 13 5	0 4 5 5 8	1 1 2 2 2	4 2 0 2 2	3 1 2 3 1
		3	Combined	9	3	2	0	4
	40. Learn I can do things I didn't think I could do before	1	Combined	18	1	0	0	1
		2	BAL GLA GAMS HOH VG	16 6 20 14 10	5 3 3 3 4	0 1 0 0 1	2 3 0 4 2	3 0 3 4 1
		3	Combined	11	3	0	0	4
		1	Combined	12	5	1	1	1
	41. Feel better about my future	2	BAL GLA GAMS HOH VG	17 6 18 11 6	2 4 5 5 6	0 2 1 3 3	4 0 0 3 2	3 1 2 3 1
		3	Combined	9	4	0	0	5
		1	Combined	10	7	0	2	1
		2	BAL GLA GAMS HOH VG	17 5 13 11 8	1 4 8 5 7	1 1 2 2 1	4 3 0 3 1	3 0 3 4 1
		3	Combined	7	4	0	3	4
	42. Feel I am better at handling whatever comes my way	1	Combined	10	7	0	2	1
		2	BAL GLA GAMS HOH VG	17 5 13 11 8	1 4 8 5 7	1 1 2 2 1	4 3 0 3 1	3 0 3 4 1
		3	Combined	7	4	0	3	4
		1	Combined	10	7	0	2	1
Sense of Future	Coming to the 21 st Century After-School Program has helped me to...	Year #	School	Yes (#)	Kind of (#)	No (#)	I was already doing fine. (#)	Question Skipped (#)
	43. Think about jobs or future careers	1	Combined	14	4	2	0	0
		2	BAL GLA GAMS HOH VG	17 5 14 10 8	1 5 9 5 3	0 1 1 2 6	5 1 0 4 1	3 1 2 4 0
		3	Combined	8	3	1	1	5
		1	Combined	11	4	2	2	1
	44. Think about college or other training after high school	2	BAL GLA GAMS HOH VG	14 6 17 11 5	5 2 5 3 6	0 3 2 2 6	4 2 0 5 1	3 0 2 4 0
		3	Combined	8	2	1	2	5
		1	Combined	11	4	2	2	1
		2	BAL GLA GAMS HOH VG	14 6 17 11 5	5 2 5 3 6	0 3 2 2 6	4 2 0 5 1	3 0 2 4 0
		3	Combined	8	2	1	2	5
	45. Want to stay in school	1	Combined	16	3	0	0	1

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		2	BAL GLA GAMS HOH VG	15 8 16 13 4	2 1 3 4 4	1 1 3 1 7	5 3 0 3 1	3 0 4 4 2
		3	Combined	7	3	2	1	5
		1	Combined	17	2	0	0	1
	46. Think about my future	2	BAL GLA GAMS HOH VG	16 6 17 10 10	2 4 5 5 3	1 2 2 1 3	4 1 0 5 1	3 0 2 4 1
		3	Combined	9	2	0	2	5
		1	Combined	16	2	1	0	1
	47. Set goals for myself	2	BAL GLA GAMS HOH VG	20 5 15 10 10	0 4 6 4 5	0 2 3 3 2	3 2 0 4 1	3 0 2 4 0
		3	Combined	8	1	0	4	5
		1	Combined	16	2	1	0	1
Opportunity	Coming to the 21 st Century After-School Program has helped me to...	Year #	School	Yes (#)	Kind of (#)	No (#)	I was already doing fine. (#)	Question Skipped (#)
	48. Try new things	1	Combined	20	0	0	0	0
		2	BAL GLA GAMS HOH VG	18 6 20 15 5	1 3 3 3 11	1 3 1 0 0	3 1 0 1 2	3 0 2 6 0
		3	Combined	8	3	1	1	5
	49. Do things here I don't get to do anywhere else	1	Combined	13	2	4	0	1
		2	BAL GLA GAMS HOH VG	13 6 13 9 6	3 4 7 4 8	4 2 4 2 2	2 1 0 4 2	4 0 2 6 0
		3	Combined	5	3	3	1	6

Homework Question

Question 9b was added in Year 3 to obtain feedback from grade 4-5 students regarding the “homework optional” policy for 21st CCLC students. Although there were a limited number of responses, the majority of students indicated that they worked on homework during program days. The question does not delineate between doing homework during program time or afterward. The following comments were submitted by the students specifically regarding this question (note: responses are presented as raw, unedited data):

Balmville students

- *“I don’t do homework at the afterschool program because my teacher doesn’t give our class homework.” ~5th grade boy*
- *“Because i don’t get homework” ~5th grade boy*
- *“Because when i get home i have to do things.” ~4th grade girl*
- *“Because my mom has taught me to do important things before the unimportant things.” ~5th grade girl*

Gidney Avenue student

- *“we had other things to do in that class” ~5th grade girl*

Vails Gate students

- *“Because so i can get better grades” ~4th grade boy*
- *“because in after school we do homework” ~5th grade girl*
- *“because if i don’t did it my grade will go done” ~5th grade girl*
- *“Because we did work in 21st century after school program. So they took away homework so we didn’t have as much to stress over” ~5th grade girl*
- *“The reason why we got work was because Xxx wanted us to prepare for the state test.” ~5th grade boy*

Based on the remarks, some students did not have homework assigned, some students realized homework was optional for 21st CCLC students, and some did homework (but it is not clear if they realized that it was not required).

Overall Effect

Combining the responses for the forty-nine questions, in the eight outcome areas categories as well as overall, provides a general indication of how the grade 4-5 students perceive the overall effects of the 21st CCLC program. The following table summarizes the overall responses.

Grades 4-5 Student Survey – Overall Summary of Responses

NOTE: Data is disaggregated by school for Year 2 since the overall response rate exceeded 50%: Balmville (BAL), Gardnertown (GLA), Gidney Avenue (GAMS), Horizons (HOH), and Vails Gate (VG). Data is not disaggregated for Year 1 and Year 3 due to the low overall response rates.

Year #	School	Outcome Category	Yes (%)	Kind of (%)	No (%)	I was already doing fine. (%)	Question Skipped (%)
1	Combined	All	66.2	18.9	6.4	3.5	5.0
2	BAL	All	51.3	17.3	7.3	13.8	10.3
	GLA	All	46.3	23.2	14.3	15.5	0.6
	GAMS	All	59.7	25.4	8.0	3.1	3.7
	HOH	All	44.4	19.1	11.0	11.4	14.0
	VG	All	41.7	29.6	12.8	12.1	3.7
3	Combined	Academic	41.4	19.8	6.8	9.3	22.8
		Comm. Involvement	50.0	20.4	0	7.4	22.2
		Life Skills	36.9	25.8	4.0	8.6	24.7
		Positive Core Values	43.3	20.0	3.3	10.0	23.3
		Pos. Life Choices	35.4	14.6	18.8	7.6	23.6
		Sense of Self	47.2	18.5	4.6	6.5	23.1
		Sense of Future	44.4	12.2	4.4	11.1	27.8
		Opportunity	36.1	16.7	11.1	5.6	30.6
		TOTAL	40.9	19.3	7.0	8.5	24.3

Although there was a limited number of responses (18 for the four participating schools, with four respondents consistently skipping questions), the majority of the questions had affirmative answers (“Yes” or “Kind of”), especially when they are summed. The specific questions where “No” received the majority of responses were in the Positive Life Choices section regarding tobacco, alcohol, and drugs. The wording of these questions, however, may have had students interpret their lack of experience with these choices as not needing help with them. Follow up to determine student need and potential inclusion in Year 4 programming is suggested. This is a long survey and the number of students that skipped a question generally increased as the survey progressed.

General Satisfaction

In Year 3, a general satisfaction question was added to the survey, “How much do you like the 21st Century After-School Program?” The responses are shown in the following table.

Grades 4-5 Student Survey – General Satisfaction

NOTE: Data is not disaggregated by school due to the low response rate.

Year #	School	It is great! (#)	It is OK. (#)	I do not like it. (#)	Question Skipped (#)
3	Combined	7	6	0	5

Although there were a limited number of responses to the survey, those students that did not skip the question indicated that they were satisfied with the 21st CCLC after-school program. There were no responses that the program was not liked.

Student Comments

The students were also asked “*Is there anything else you would like to share about being in the 21st Century Program?*” to allow them to offer any additional insights. In Year 3, student responses included (note: responses are presented as raw, unedited data):

- “*playing different games in gym and doing more teamwork games*” ~4th grade boy from Vails Gate
- “*i’m sorry i dont like the food cause it is cold a nasty*” ~5th grade girl from Gidney Avenue
- “*that i like bord game because we could try new game*” ~5th grade girl from Vails Gate

Summary

Overall, as in Year 1 and Year 2, the SSOS responses indicate that Year 3 of the 21st CCLC program had a generally positive impact on the grade 4-5 students in academic, enrichment, and social-emotional areas. It should be noted, however, that typically with low response rates, those who are motivated to participate are those more likely to have had a positive experience.

**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 are not required to specifically bring a parent/guardian; an adult family member over 18 years old is sufficient. Although many students are accompanied by a parent, there are 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.

Since 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%. Although trips appeared to be registered at capacity, many families did not show up on the morning of the trip. This pattern of no-shows occurred even with automatic phone calls and flyers as reminders. During Year 2, families were advised that missing a Saturday Family Learning Trip would exclude them from registering for future Saturday Family Learning Trips. This policy decreased the number of families no- shows. Although all three Year 2 Saturday Family Learning Trips were fully pre-registered, some no-shows continued. Only the Saturday Family Learning Trip to Legoland Discovery Center reached the desired level of 95% participation by obtaining 98%.

The first Year 3 Saturday Family Learning Trip to was to Camp Mariah. 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. A very low attendance rate resulted (52 of the 100 students that had registered). Factors contributing to low attendance may have included; foggy weather on the day of the trip and/or buses

departing from a single school (GAMS) rather than each school as had been done for prior trips. It is also notable that Camp Mariah is not open to the general public because it is a summer camp for the Fresh Air Program. This suggests that parents may be unfamiliar with the location which could have been another deterrent. The second 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 includes 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 delay was due to an extended time period needed to obtain parental consents. Beginning in Year 2, parental consent was included with the 21st CCLC registration. Following discussion with project staff, it was also decided that paper surveys would be administered at the conclusion of each Saturday Family Learning Trip.

Parents/guardians were also surveyed both of the first two years. For the first Saturday Family Learning Trip in Year 1 (Locust Grove Estate), an online survey was developed using Survey Monkey to provide parents/guardians access to the survey through their cellphones. There were no responses to the online survey, for reasons that are unclear. 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 during 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: Data is 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: Data is 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	17	Total 86	0	Total 4	0	Overall 4.7
		GLA	21		0		0	
		GAMS	29		0		0	
		HOH	19		4		4	
	National Geographic Encounter	BAL	12	Total 100	0	Total 29	0	Overall 29.0
GLA		26	10		38			
GAMS		38	10		26			
HOH		24	9		38			
2	Legoland Discovery Center	BAL	17	Total 81	0 ²	Total 55	N/A	Overall 67.9
		GLA	15		10		67	
		GAMS	15		14		93	
		HOH	16		15		94	
		VG	18		16		89	
	Maritime Aquarium	BAL	10	Total 69	11	Total 46	100	Overall 66.7
		GLA	13		8		62	
		GAMS	14		0 ²		N/A	
		HOH	16		14		88	
VG		16	13		81			
The Illusionists at West Point	BAL	13	Total 64	9	Total 62	69	Overall 96.9	
	GLA	14		15		100		
	GAMS	13		14		100		
	HOH	11		12		100		
	VG	13		12		92		
3	Camp Mariah	BAL	2	Total 45	3	Total 43	100	Overall 95.6
		GLA	17		14		82	
		GAMS	10		10		100	
		HOH	9		10		100	
		VG	7		6		86	
	Bounce Trampoline Park	BAL	13	Total 68	13	Total 61	100	Overall 89.7
		GLA	16		14		88	
		GAMS	14		9		64	
		HOH	9		11		100	
VG		16	14		88			

¹ Response rate (%) = 100 x 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: Data is 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”, “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: Data is 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, unedited 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: Data is 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, unedited format)
				Disagree	Neither agree, nor disagree	Agree	
3	Bounce Trampoline Park	1. The field trip was well organized.	BAL GLA GAMS HOH VG	0 0 0 1 0	0 0 1 0 0	12 11 7 10 12	<i>"It's great to get the kids out and meet her friends and their families."</i> <i>"enjoyed spending time with my children + friends"</i>
		2. The field trip was too far away.	BAL GLA GAMS HOH VG	8 7 8 10 11	2 2 0 0 1	2 3 0 1 0	<i>"The trips are always fun and well organized"</i>
		3. The field trip activity was interesting to me.	BAL GLA GAMS HOH VG	0 0 0 0 0	0 1 1 2 5	12 11 7 9 7	<i>"so much fun and great to meet new people"</i> <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>
		4. The field trip activity was interesting to my student.	BAL GLA GAMS HOH VG	0 0 0 0 0	0 1 0 1 1	12 11 8 10 11	<i>"Had so much fun. Build relationship to other families"</i>
		5. I learned something new.	BAL GLA GAMS HOH VG	2 0 0 1 2	6 5 2 5 6	4 7 6 5 3	<i>"love being involved in my kids school activities and trips"</i> <i>"I enjoy spending time with my child doing fun activities"</i>
		6. My student learned something new.	BAL GLA GAMS HOH VG	0 0 0 0 1	8 5 1 2 7	4 7 8 8 4	<i>"My daughter enjoyed the trip and so did I"</i>
		7. The date and time of the field trip was convenient.	BAL GLA GAMS HOH VG	1 0 1 1 0	0 1 0 1 3	11 11 7 9 9	<i>"My grandson and friends has a wonderful time"</i> <i>"Overall, we were happy with each trip. Seeing my child with her big smile made me happy."</i>
		8. Transportation was comfortable.	BAL GLA GAMS HOH VG	0 0 0 0 1	0 0 0 1 2	11 12 8 11 12	<i>"It gives my kid something to do at the weekend"</i>
		9. I enjoyed meeting other families.	BAL GLA GAMS HOH VG	0 0 0 0 0	1 0 0 0 0	11 12 8 11 12	<i>"We enjoy field trips together"</i> <i>"I love that the kids have something fun to do with the school, and friends"</i>
		10. I appreciated having food provided.	BAL GLA GAMS HOH VG	0 0 0 1 0	0 5 0 0 0	12 7 7 10 12	<i>"My child enjoys meeting up with her friends and classmates outside of school"</i>

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” were 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 Camp Mariah trip were overall positive, despite the high number of no-shows. 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.

Although it is uncertain what format that Saturday Family Learning Trips will be implemented in Year 4, in-person or virtual, it is expected that they will continue to be popular 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 checklist.

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

i-Ready Assessment Summary

Student achievement is evaluated using i-Ready assessments - an online tool used by NECSD and other school districts to measure student academic growth in various subject areas. Each of the five participating schools administers i-Ready assessments in reading and math in the fall, winter, and spring of each academic year. In Year 1 and Year 2 of the grant, the i-Ready scores from fall and spring were compared to determine a percent increase in score. In Year 3, however, due to the transition to virtual classes in March 2020, i-Ready assessments were not administered in the spring and therefore the scores from the winter i-Ready assessments were used to determine the percent increase from fall.

The following table shows the increases in i-Ready assessment scores at each school for reading and math for 21st CCLC students with 30 hours of participation during the school year. The count of students with both fall and winter/spring scores can vary between a school's reading and math data due to students not being available for the fall, winter/spring, or both assessments (i.e., scores for both fall and winter/spring are needed for a student's data to be included in the calculation).

Change in i-Ready Assessment Scores from Fall to Spring (Year 1 and Year 2) or Fall to Winter (Year 3)

Site Name	Year #	Maximum Possible # of Students ¹	READING		MATH	
			# of Students with both Scores	i-Ready Score Increase (%)	# of Students with both Scores	i-Ready Score Increase (%)
Balmville	1	115	96	8.4	88	7.5
	2	82	67	9.4	65	6.8
	3	91	85	6.7	87	3.1
Gardnertown	1	104	99	9.1	100	7.3
	2	81	80	11.6	80	8.1
	3	95	95	6.6	95	4.9
Gidney Avenue	1	179	165	8.5	164	9.0
	2	152	144	9.6	135	7.3
	3	107	106	4.6	105	3.4
Horizons	1	73	69	7.6	64	6.3
	2	95	76	8.6	79	7.2
	3	119	114	5.3	110	3.7
Vails Gate	1	N/A	N/A	N/A	N/A	N/A
	2	52	52	11.2	52	8.7
	3	106	105	5.6	100	5.0

¹ Starting in Year 2, only students who reached 30-hours of participation during the school year were included; students with only summer hours were excluded.

In Year 3, the number of 21st CCLC students with both fall and winter i-Ready scores ranged from 92% (110 of 119 possible students at Horizons for math scores) to 100% (95 of 95 possible students for Gardnertown in both reading and math). This indicates that the calculated increases in i-Ready scores are very representative of each school's 21st CCLC participants.

The performance indicator goal is a 10% increase for both reading and math i-Ready scores. Because in Year 3 a mid-year assessment was used, however, a pro-rated goal of half that amount, or a 5% increase is suggested.

- **Reading:** The i-Ready scores at the five schools increased by 4.6% to 6.7%, with all but one school (Gidney Avenue) reaching the prorated performance indicator goal of 5%.
- **Math:** The i-Ready scores at the five schools increased by 3.1% to 5.0%, with only one school (Vails Gate) reaching the prorated performance indicator goal of 5%.

In addition to the quantitative measure of i-Ready scores, surveys were administered to 21st CCLC students in grades K-3, grades 4-5, and daytime teachers of 21st CCLC participants which included questions regarding academics.

- For students in grades K-3 (**Appendix A**), 67.6% (23 out of 34) 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 (**Appendix B**) and for all eight questions in the Academic category (e.g., “do better in school,” “improve my grades in school,” “try harder in school”) they responded that the 21st CCLC program had helped them.
- A survey was also administered to daytime teachers of 21st CCLC participants (**Appendix F**) that included academic topics. Overall, teachers indicated that almost one-third of students showed improvement in all ten outcomes, ranging from 26.6 to 54.4%.

**Appendix E:
Discipline Referral Summary**

Discipline Referral Summary

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. Changes in participating students' discipline referrals for the regular school day are compared in the following table.

Calculations are based on 21st CCLC students in grades 1-5. Kindergarten is not included 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 were excluded if they were not enrolled in the district the previous year or if they did not have any discipline referrals in both the previous year and the current year. 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

Site Name	Year #	Maximum Possible # of Students ¹	# of Students with Referrals in Previous and Current Years	Change in Student Discipline Referrals		
				Increased from Previous Year (%)	Same Number in both Years (%)	Decreased from Previous Year (%)
Balmville	1	115	24	75.0	8.3	16.7
	2	82	26	30.8	7.7	61.5
	3	91	27	77.8	3.7	18.5
Gardnertown	1	104	9	77.8	0.0	22.2
	2	81	12	41.7	0.0	58.3
	3	95	15	73.3	6.7	20.0
Gidney Avenue	1	179	36	75.0	13.9	11.1
	2	152	42	66.7	11.9	21.4
	3	107	25	56.0	4.0	40.0
Horizons	1	73	23	82.6	8.7	8.7
	2	95	27	33.3	11.1	55.6
	3	119	18	44.4	11.1	44.4
Vails Gate	1	N/A	N/A	N/A	N/A	N/A
	2	52	14	50.0	7.1	42.9
	3	106	33	48.5	12.1	39.4

¹ Starting in Year 2, only students who reached 30 hours of participation during the school year were included; students with only summer hours were excluded.

For all five schools, the number of students included in the calculations is relatively low compared to the number of 30 hour participants. At each school, less than 32% of its 21st CCLC participants have discipline referrals in the previous and current school year (e.g., Balmville had 27 students which is only 29.7% of the 91 participants with 30 or more hours during the school year).

In Year 3, none of the five schools met the 50% goal of decreased referrals, even though it was a shorter in-person school year due to the transition to virtual instruction. Three schools (Gidney Avenue, Horizons, and Vails Gate), however, did attain at least a 39% reduction. It should be noted that the same PBIS program is used during 21st CCLC program time as during the regular school day. Staff from the regular school day work in the 21st CCLC program with very few exceptions. These exceptions include: staff from other NECSD schools, volunteers (which would have an NECSD staff person with him/her), or BGCN staff (which would also have an NECSD staff person with him/her).

In addition to looking at discipline referrals, feedback from surveys administered to students and teachers included questions about behavior issues.

- For example, the grades K-3 survey (**Appendix A**) asks about “staying out of trouble” and the majority of responses from the four responding schools indicated that the 21st CCLC program had helped them.
- The grades 4-5 survey (**Appendix B**) includes several questions regarding behavior that the 21st CCLC program has helped them with, for example: “7. Get along better with my classmates,” “18. I make better decisions,” “23. Better at taking care of problems without violence or fighting,” and “30. Stay out of trouble.” All of these questions received the majority of affirmative responses of “Yes” and “Kind of.”
- The teacher survey (**Appendix F**) did not contain a specific question regarding discipline referrals but did address areas such as behaving well in class (question 6) and getting along with others (question 9). There was a variation in responses among the five schools as to teachers’ perceptions of student improvement in these two outcomes. Both Balmville and Gardnertown had the highest percentages of responses that students did not need to improve for both outcomes (Balmville at 41.9% and 38.7%, with Gardnertown at 42.3% and 46.2%). The other three schools had the highest percentages of responses that students improved in both outcomes, except for Gidney Avenue in the getting along with others outcome (although 25.0% of students improved, 32.1% were perceived to have no change).

**Appendix F:
Teacher Survey Summary**

Teacher Survey Summary

Description

The Teacher Survey is administered online via Survey Monkey at the end of the 21st CCLC programming and asks daytime 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 disaggregated by grade level. During 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. During 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. During Year 3, the survey link was provided to each school's administrator with a list of students who had reached 30 hours of participation during the school year. The survey link and student list were then emailed to the daytime classroom teachers of those students. Even with the additional burden of virtual teaching, there were more responses from the teachers of all five schools than in Year 2. Responses regarding a total of 305 students were received out of a possible maximum of 518.

Teacher Survey Completion 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
	3	March 25-May 12, 2020	24	8 (3, 5)	33.3	4	4	14	1	0	8	31
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
	3	March 25-May 12, 2020	34	17 (1, 16)	50.0	10	13	8	11	1	9	52
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
	3	March 25-May 12, 2020	35	11 (7, 4)	31.4	0	7	11	12	20	6	56
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
	3	March 25-May 12, 2020	28	20 (2, 18)	71.4	11	11	20	16	17	17	92
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	N/A
	2	April 2-June 14, 2019	19	5 (3, 2)	26.3	0	1	0	0	1	7	9
	3	March 25-May 12, 2020	35	21 (7, 14)	60.0	9	13	14	12	11	15	74
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
	3	March 25-May 12, 2020	156	77 (20, 57)	49.3	34	48	67	52	49	55	305

¹ Response Rate (%) = 100 x number of responses / number in target population

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

STUDENT OUTCOME	Year #	School	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	0	47.4	15.8	10.5	10.5	10.5	5.3	0	0
		GLA	0	26.7	16.7	20.0	13.3	20.0	3.3	0	0
		GAMS	0	24.5	16.3	26.5	16.3	14.3	2.0	0	0
		HOH	4.2	20.8	29.2	12.5	20.8	12.5	0	0	0
	2	BAL	9.1	18.2	18.2	36.4	9.1	0	0	0	9.1
		GLA	0	63.2	15.8	5.3	0	15.8	0	0	0
		GAMS	2.1	40.4	19.1	14.9	10.6	12.8	0	0	0
		HOH	0	25.6	11.6	20.9	23.3	11.6	4.7	2.3	0
		VG	0	11.1	33.3	22.2	11.1	22.2	0	0	0
	3	BAL	3.2	38.7	0	6.5	19.4	32.3	0	0	0
		GLA	3.8	61.5	5.8	9.6	7.7	3.8	3.8	3.8	0
		GAMS	14.3	23.2	7.1	16.1	8.9	21.4	1.8	3.6	3.6
		HOH	66.3	2.2	2.2	4.3	9.8	13.0	2.2	0	0
		VG	17.6	29.7	14.9	12.2	10.8	13.5	1.4	0	0
2. Completing homework to your satisfaction.	1	BAL	0	63.2	10.5	10.5	5.3	10.5	0	0	0
		GLA	0	6.7	40.0	26.7	20.0	6.7	0	0	0
		GAMS	0	10.2	26.5	32.7	14.3	12.2	4.1	0	0
		HOH	4.2	8.3	37.5	25.0	12.5	12.5	0	0	0
	2	BAL	9.1	18.2	18.2	36.4	9.1	0	0	0	9.1
		GLA	0	36.8	15.8	15.8	10.5	15.8	5.3	0	0
		GAMS	2.1	36.2	21.3	19.1	8.5	12.8	0	0	0
		HOH	0	20.9	20.9	18.6	25.6	11.6	0	2.3	0
		VG	0	0	33.3	33.3	11.1	22.2	0	0	0
	3	BAL	3.2	32.3	0	6.5	22.6	35.5	0	0	0
		GLA	3.8	50.0	9.6	11.5	9.6	7.7	3.8	3.8	0
		GAMS	14.3	19.6	7.1	16.1	12.5	21.4	1.8	3.6	3.6
		HOH	65.2	1.1	1.1	8.7	9.8	13.0	1.1	0	0
		VG	17.6	28.4	18.9	10.8	9.5	12.2	0	1.4	1.4

Annual Evaluation Report – Year 3

STUDENT OUTCOME	Year #	School	TEACHER RESPONSES (%)								
			N/A	Did not need to improve	Improvement			No change	Decline		
					Significant	Moderate	Slight		Slight	Moderate	Significant
3. Participating in class.	1	BAL	0	36.8	5.3	10.5	5.3	42.1	0	0	0
		GLA	0	16.7	26.7	26.7	20.0	10.0	0	0	0
		GAMS	0	16.3	12.2	32.7	22.4	14.3	2.0	0	0
		HOH	0	16.7	33.3	16.7	16.7	16.7	0	0	0
	2	BAL	0	9.1	18.2	54.6	9.1	9.1	0	0	0
		GLA	0	42.1	10.5	10.5	10.5	26.3	0	0	0
		GAMS	0	36.2	14.9	21.3	17.0	8.5	2.1	0	0
		HOH	2.3	16.3	23.3	14.0	20.9	23.3	0	0	0
		VG	0	11.1	33.3	22.2	11.1	22.2	0	0	0
	3	BAL	3.2	19.4	0	19.4	25.8	32.3	0	0	0
		GLA	0.0	38.5	9.6	17.3	17.3	15.4	0	1.9	0
		GAMS	16.1	10.7	10.7	17.9	25.0	19.6	0	0	0
		HOH	0	21.7	12.0	30.4	19.6	16.3	0	0	0
		VG	1.4	20.3	21.6	17.6	17.6	20.3	0	0	1.4
4. Volunteering (e.g., for more responsibilities)	1	BAL	0	31.6	5.3	5.3	15.8	42.1	0	0	0
		GLA	0	10.0	26.7	30.0	23.3	10.0	0	0	0
		GAMS	0	10.2	8.2	28.6	32.7	20.4	0	0	0
		HOH	0	16.7	33.3	16.7	12.5	20.8	0	0	0
	2	BAL	0	18.2	27.3	36.4	0	9.1	9.1	0	0
		GLA	0	57.9	5.3	5.3	10.5	21.1	0	0	0
		GAMS	0	38.3	12.8	21.3	8.5	19.1	0	0	0
		HOH	0	16.3	14.0	27.9	14.0	25.6	2.3	0	0
		VG	0	11.1	33.3	22.2	11.1	22.2	0	0	0
	3	BAL	3.2	22.6	3.2	32.3	6.5	32.3	0	0	0
		GLA	0	32.7	13.5	9.6	23.1	21.2	0	0	0
		GAMS	16.1	5.4	10.7	21.4	21.4	25.0	0	0	0
		HOH	1.1	13.0	18.5	25.0	17.4	25.0	0	0	0
		VG	1.4	20.3	20.3	14.9	13.5	28.4	1.4	0	0
5. Being attentive in class.	1	BAL	0	26.3	5.3	10.5	0	52.6	0	5.3	0
		GLA	0	20.0	13.3	30.0	20.0	16.7	0	0	0
		GAMS	0	16.3	10.0	28.6	18.4	22.4	2.0	2.0	0
		HOH	0	8.3	37.5	12.5	16.7	25.0	0	0	0
	2	BAL	0	9.1	18.2	54.6	0	9.1	9.1	0	0
		GLA	0	52.6	0	0	10.5	36.8	0	0	0
		GAMS	0	38.3	17.0	14.9	14.9	12.8	0	2.1	0
		HOH	0	16.3	16.3	9.3	30.2	23.3	4.7	0	0
		VG	0	11.1	33.3	22.2	11.1	22.2	0	0	0
	3	BAL	6.5	25.8	3.2	16.1	19.4	29.0	0	0	0
		GLA	3.8	30.8	5.8	15.4	15.4	23.1	1.9	3.8	0
		GAMS	16.1	14.3	8.9	19.6	14.3	23.2	3.6	0	0

Annual Evaluation Report – Year 3

STUDENT OUTCOME	Year #	School	TEACHER RESPONSES (%)								
			N/A	Did not need to improve	Improvement			No change	Decline		
					Significant	Moderate	Slight		Slight	Moderate	Significant
		HOH VG	1.1 0	21.7 17.6	13.0 18.9	18.5 18.9	19.6 25.7	25.0 17.6	1.1 0	0 0	0 1.4
6. Behaving well in class.	1	BAL	5.3	42.1	5.3	10.5	0	26.3	5.3	5.3	0
		GLA	3.3	30.0	3.3	23.3	20.0	20.0	0	0	0
		GAMS	0	36.7	4.1	16.3	16.3	18.4	8.2	0	0
		HOH	0	8.3	37.5	12.5	20.8	20.8	0	0	0
	2	BAL	0	18.2	18.2	45.5	0	9.1	9.1	0	0
		GLA	0	57.9	5.3	0	10.5	26.3	0	0	0
		GAMS	0	40.4	2.1	19.1	8.5	25.5	0	4.3	0
		HOH	0	25.6	7.0	20.9	16.3	23.3	7.0	0	0
		VG	0	11.1	33.3	11.1	22.2	22.2	0	0	0
	3	BAL	6.5	41.9	0	12.9	6.5	32.3	0	0	0
		GLA	3.8	42.3	3.8	11.5	15.4	13.5	5.8	1.9	1.9
		GAMS	17.9	21.4	5.4	14.3	8.9	26.8	5.4	0	0
		HOH	4.3	30.4	6.5	13.0	17.4	28.3	0	0	0
		VG	0	31.1	14.9	9.5	14.9	24.3	5.4	0	0
7. Engagement & interest in Math.	1	BAL	0	21.1	5.3	15.8	0	57.9	0	0	0
		GLA	0	3.3	20.0	40.0	30.0	6.7	0	0	0
		GAMS	0	20.4	12.2	26.5	26.5	12.2	2.0	0	0
		HOH	0	12.5	41.7	25.0	12.5	8.3	0	0	0
	2	BAL	0	9.1	18.2	45.5	9.1	0	9.1	9.1	0
		GLA	0	42.1	5.3	5.3	15.8	26.3	0	5.3	0
		GAMS	2.1	36.2	19.1	14.9	12.8	14.9	0	0	0
		HOH	0	18.6	18.6	20.9	11.6	30.2	0	0	0
		VG	0	0	33.3	22.2	22.2	22.2	0	0	0
	3	BAL	6.5	25.8	0	19.4	12.9	35.5	0	0	0
		GLA	0	26.9	15.4	13.5	21.2	21.2	0	1.9	0
		GAMS	16.1	8.9	8.9	23.2	14.3	28.6	0	0	0
		HOH	3.3	21.7	16.3	19.6	25.0	14.1	0	0	0
		VG	8.1	20.3	20.3	12.2	24.3	13.5	0	1.4	0
8. Engagement & interest in Science.	1	BAL	0	21.	5.3	15.8	0	57.9	0	0	0
		GLA	0	6.7	16.7	43.3	26.7	6.7	0	0	0
		GAMS	0	18.4	10.2	24.5	30.6	16.3	0	0	0
		HOH	0	12.5	37.5	20.8	16.7	12.5	0	0	0
	2	BAL	0	9.1	9.1	54.6	9.1	0	18.2	0	0
		GLA	0	42.1	10.5	5.3	15.8	26.3	0	0	0
		GAMS	6.4	40.4	4.3	14.9	8.5	25.5	0	0	0
		HOH	0	14.0	11.6	18.6	23.3	32.6	0	0	0
		VG	0	0	33.3	11.1	22.2	33.3	0	0	0
	3	BAL	6.5	29.0	0	16.1	19.4	29.0	0	0	0
		GLA	3.8	30.8	15.4	7.7	19.2	21.2	0	1.9	0

Annual Evaluation Report – Year 3

STUDENT OUTCOME	Year #	School	TEACHER RESPONSES (%)								
			N/A	Did not need to improve	Improvement			No change	Decline		
					Significant	Moderate	Slight		Slight	Moderate	Significant
		GAMS	16.1	21.4	7.1	16.1	12.5	26.8	0	0	0
		HOH	1.1	18.5	15.2	26.1	23.9	15.2	0	0	0
		VG	16.2	17.6	18.9	17.6	9.5	18.9	1.4	0	0
9. Getting along well with others.	1	BAL	0	42.1	5.3	10.5	0	36.8	5.3	0	0
		GLA	3.3	16.7	20.0	23.3	16.7	20.0	0	0	0
		GAMS	4.1	32.7	8.2	18.4	14.3	20.4	2.0	0	0
		HOH	0	12.5	33.3	16.7	16.7	20.8	0	0	0
	2	BAL	0	9.1	18.2	45.5	9.1	0	18.2	0	0
		GLA	0	47.4	15.8	0	26.3	10.5	0	0	0
		GAMS	0	44.7	10.6	14.9	6.4	21.3	2.1	0	0
		HOH	0	18.6	11.6	11.6	32.6	23.3	2.3	0	0
		VG	0	0	33.3	22.2	0	33.3	11.1	0	0
	3	BAL	6.5	38.7	0	9.7	16.1	29.0	0	0	0
		GLA	5.8	46.2	3.8	9.6	15.4	11.5	7.7	0	0
		GAMS	17.9	25.0	5.4	14.3	5.4	32.1	0	0	0
		HOH	2.2	35.9	12.0	8.7	21.7	19.6	0	0	0
		VG	0	32.4	14.9	10.8	18.9	20.3	2.7	0	0
10. Displaying effort to “Seek first to understand.”	1	BAL	0	36.8	5.3	5.3	5.3	47.4	0	0	0
		GLA	0	13.3	23.3	30.0	26.7	6.7	0	0	0
		GAMS	0	18.4	16.3	22.4	16.3	22.4	4.1	0	0
		HOH	0	8.3	37.5	16.7	20.8	16.7	0	0	0
	2	BAL	0	9.1	27.3	45.5	0	0	9.1	0	9.1
		GLA	0	47.4	5.3	5.3	5.3	36.8	0	0	0
		GAMS	0	38.3	10.6	12.8	14.9	23.4	0	0	0
		HOH	2.3	16.3	14.0	16.3	18.6	32.6	0	0	0
		VG	11.1	0	33.3	11.1	11.1	22.2	11.1	0	0
	3	BAL	6.5	29.0	0	3.2	29.0	32.3	0	0	0
		GLA	1.9	32.7	5.8	11.5	23.1	21.2	3.8	0	0
		GAMS	25.0	10.7	5.4	14.3	16.1	28.6	0	0	0
		HOH	0	13.0	17.4	22.8	25.0	21.7	0	0	0
		VG	8.1	17.6	18.9	13.5	18.9	21.6	0	0	1.4

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 #	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	0	0	26.3	5	26.3	5	47.4	9	0	0
	2	0	0	36.4	4	45.5	5	9.1	1	9.1	1
	3	0	0	61.3	19	9.7	3	9.7	3	19.4	6
Gardnertown	1	23.3	7	46.7	14	13.3	4	13.3	4	3.3	1
	2	0	0	42.1	8	42.1	8	5.3	1	10.5	2
	3	19.2	10	25.0	13	26.9	14	17.3	9	11.5	6
Gidney Avenue	1	10.2	5	63.3	31	10.2	5	10.2	5	6.1	3
	2	2.1	1	40.4	19	42.6	20	10.6	5	4.3	2
	3	5.4	3	26.8	16	17.9	10	8.9	6	41.1	23
Horizons	1	16.7	4	25.0	6	25.0	6	12.5	3	20.8	5
	2	11.6	5	27.9	12	30.2	13	16.3	7	14.0	6
	3	16.3	15	44.6	41	18.5	17	7.6	7	13.0	12
Vails Gate	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2	11.1	1	44.4	4	11.1	1	22.2	2	11.1	1
	3	24.3	18	44.6	33	16.2	12	12.2	9	2.7	2
TOTAL	1	13.1	16	45.9	56	16.4	20	17.2	21	7.4	9
	2	5.4	7	36.4	47	36.4	47	12.4	16	9.3	12
	3	15.1	46	39.7	121	18.4	56	10.8	33	16.1	49

Summary

A summary of the responses from each school's teachers, as well as overall, follows.

Balmville Elementary There were 31 responses from eight teachers reporting on students in all grades except 4th grade. Of the eight teachers, three worked in the 21st CCLC program and five did not.

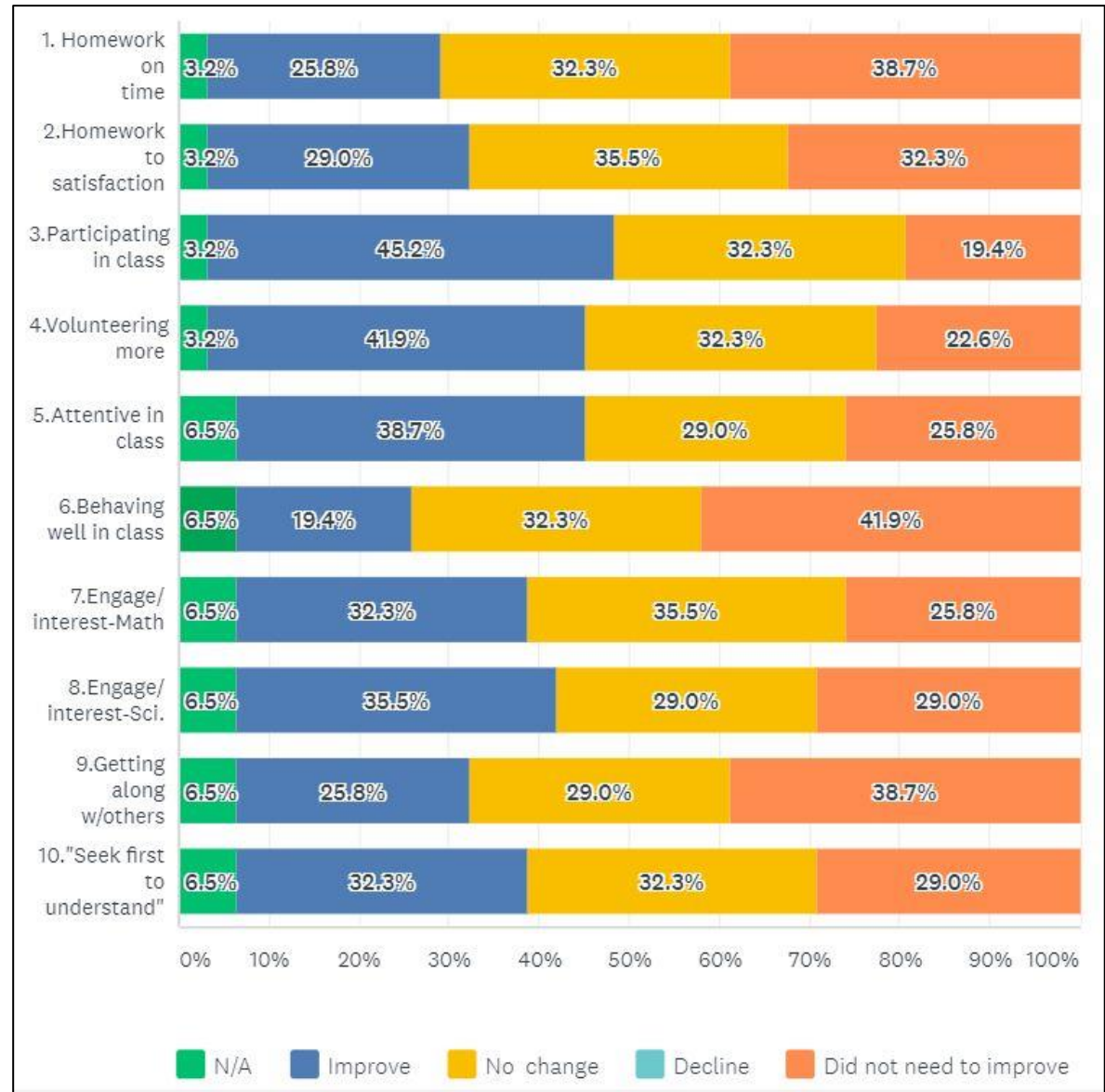
The three levels of responses from the main data table (significant, moderate, and slight) were combined to provide a composite percent improvement and composite percent decline for each outcome, shown in the chart to the right. Teachers reported that:

- At least 25% of students showed an increase in all outcomes except classroom behavior where only 19.4% of students showed improvement. Classroom behavior, however, also had the highest percentage of students (41.9%) that did not need to improve.
- The greatest improvement was seen in class participation (45.2% of students improved) which was followed by volunteering for more responsibilities (41.9%).
- Each outcome had approximately a third of students (ranging from 29.0 to 35.5%) that had no change.
- Each outcome had students that did not need to improve, ranging from 19.4% (participating in class) to 41.9% (behaving well in class).
- No declines were reported in any outcomes.

For teachers' perception of overall grant impact on student behavior, no teachers responded that students were impacted "to a great extent," but that almost two thirds (61.3%) of students were impacted "to some extent" and 9.7% of students were impacted "to a little extent." Teachers also responded that they did not know if 19.4% of students were impacted.

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

- "It allowed many students to participate in activities that would not have been able to otherwise. It also provided an additional snack and a structured place to be after school."
- "She is an average student and does well in class prior to the 21st century. She did improve with participating and volunteering in class since she was shy in the beginning of the school year."
- "Behaved in after school program with the same issues she had in class"
- "Unfortunately the students in this grade level who participated in this program were all part of the same problematic group in school"

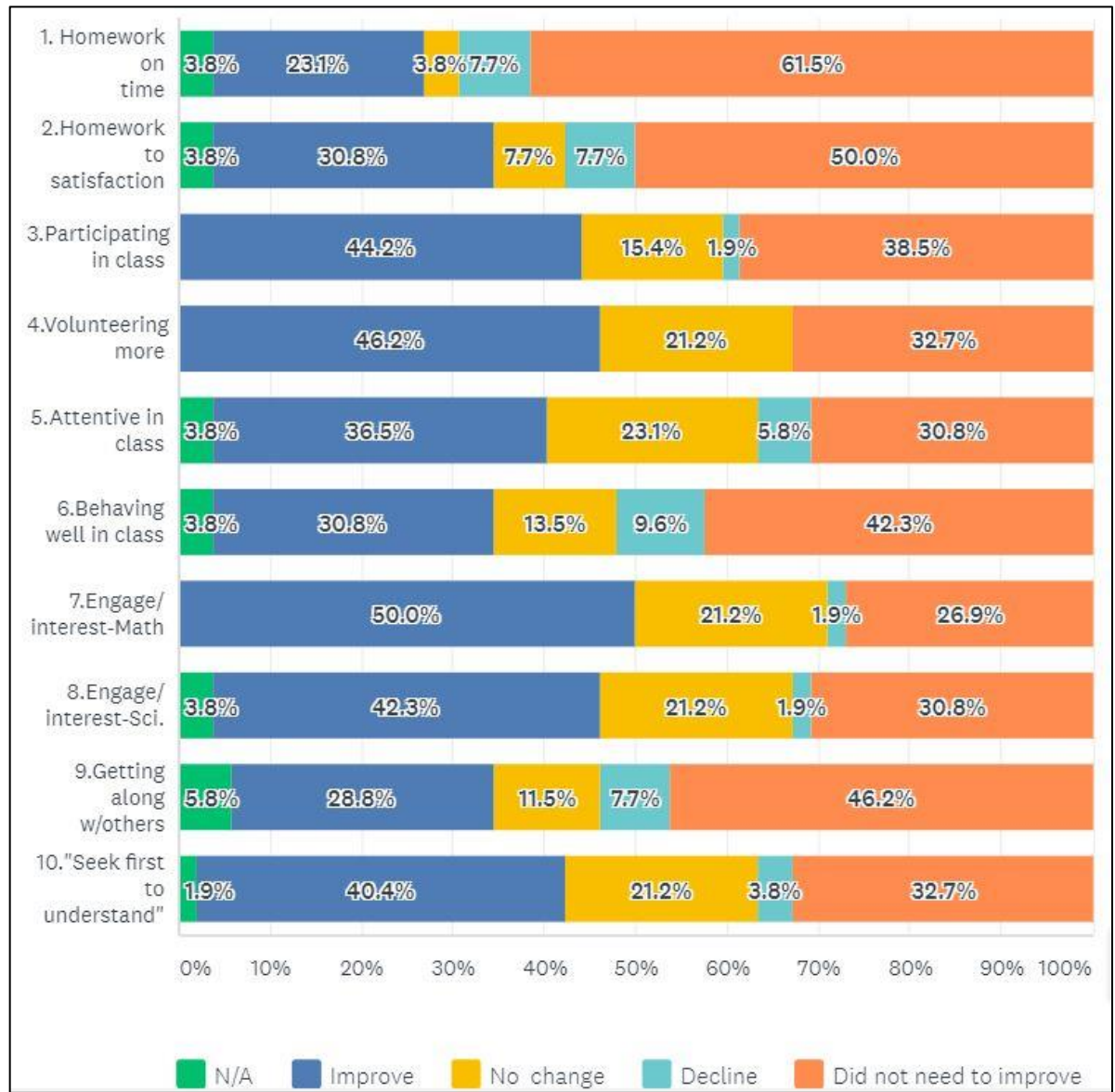


Gardnertown Leadership Academy There were 52 responses from 17 teachers reporting on students in all grades. Of the 17 teachers, one worked in the 21st CCLC program and sixteen did not.

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 23.1 to 50.0% of students in all ten outcome areas.
- The greatest improvement (50.0% of students) was seen in engagement and interest in math.
- The least improvement (23.1% of students) was seen in turning homework in on time but this outcome also had the highest percentage of students (61.5%) that did not need to improve. This may be a result of the no homework policy that was instituted in Year 3.
- Each outcome had a relatively small percentage of students that had no change, ranging from 3.8 to 23.1%.
- Nine of the ten outcomes, except volunteering more, had a small percentage of students who declined, ranging from 0.0 to 9.6%.
- In all ten outcomes, a large percentage of students “did not need to improve,” ranging from 26.9 up to 61.5%.

For perception of overall grant impact on student behavior, teachers responded that 19.2% of students were impacted “to a great extent,” 25.0% were impacted “to some extent,” and another 26.9% were impacted “to a little extent.” Teachers responded that only 17.3% of students were not impacted and they did not know how 11.5% were impacted.



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

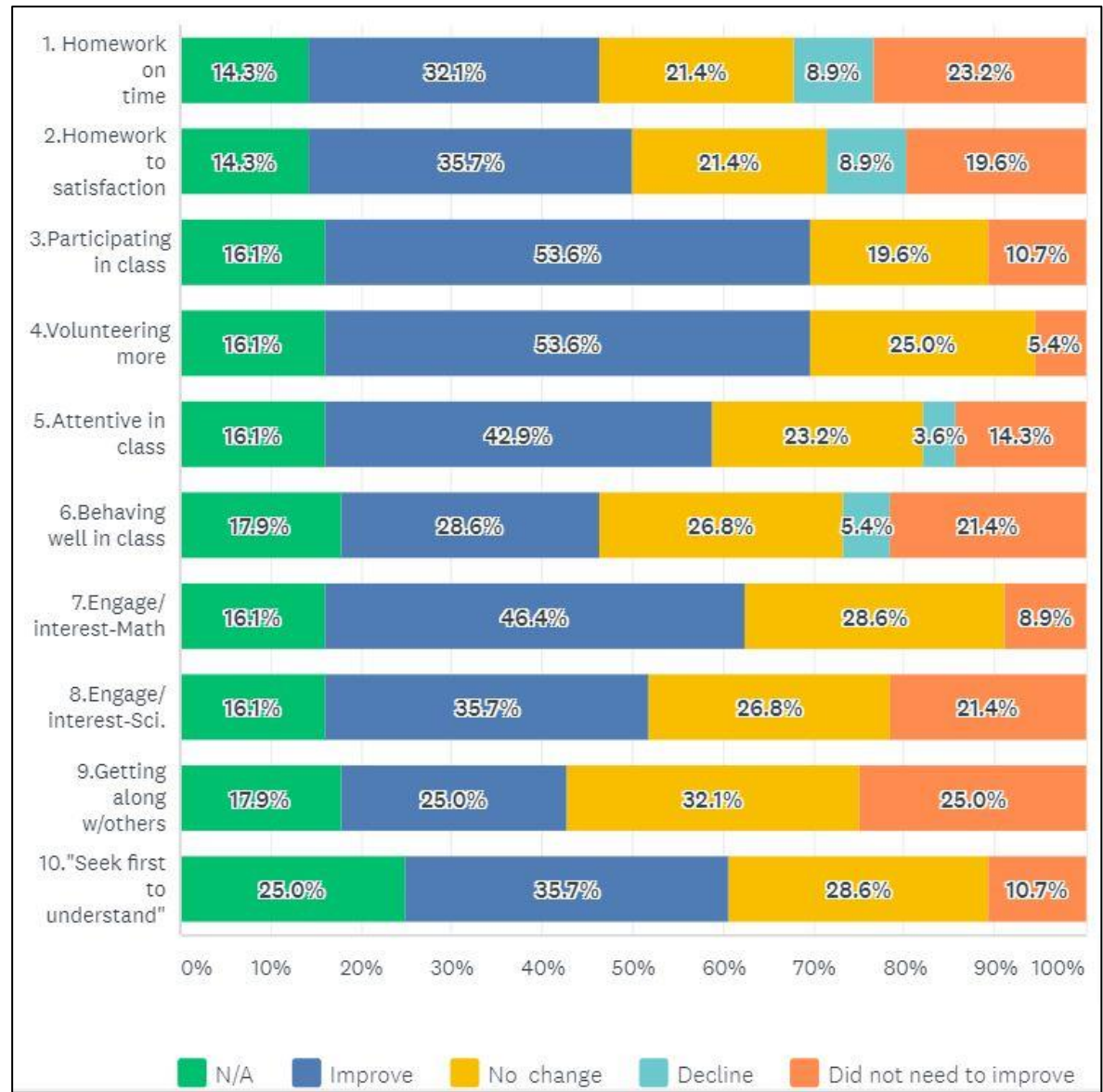
- “She was more confident in expressing herself in the second language.”
- “He has become more confident in his abilities and is beginning to contribute more in class discussions and show work that he is proud of.”
- “I think it helped her to build relationships with other students and build more confidence in herself.”
- “The student has also shown an improvement in his ability to initiate a task independently and to stay focused on the task at hand.”

Gidney Avenue Magnet School There were 56 responses from 11 teachers reporting on students in all grades except Kindergarten. Of the 11 teachers, seven worked in the 21st CCLC program and four did 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 outcomes showed improvement ranging from 25.0 to 53.6% of students.
- The highest percentages of student improvement (53.6% each) were seen in two outcomes - participating in class and volunteering more.
- All outcomes had a percentage of students that the teachers responded “N/A,” ranging from 14.3 to 25.0%.
- All ten outcomes contained percentages of students with no change, ranging from 19.6 to 32.1%.
- Four outcomes had small percentages of students that declined – homework on time and to satisfaction (8.9% each), behaving well in class (5.4%), and attentive in class (3.6%).
- In all ten outcomes, a varying percentage of students “did not need to improve,” ranging from 5.4 to 25.0%.

For perception of overall grant impact on student behavior, teachers responded that 50.1% of students were impacted either to a great extent, some extent, or a little extent. This is in contrast to 41.1% of students that teachers did not know the grant impact. Teachers responded that there was no overall impact on 8.9% of students.



Comments left by **Gidney Avenue Magnet School**

teachers include the following (note: responses are presented as raw, unedited data):

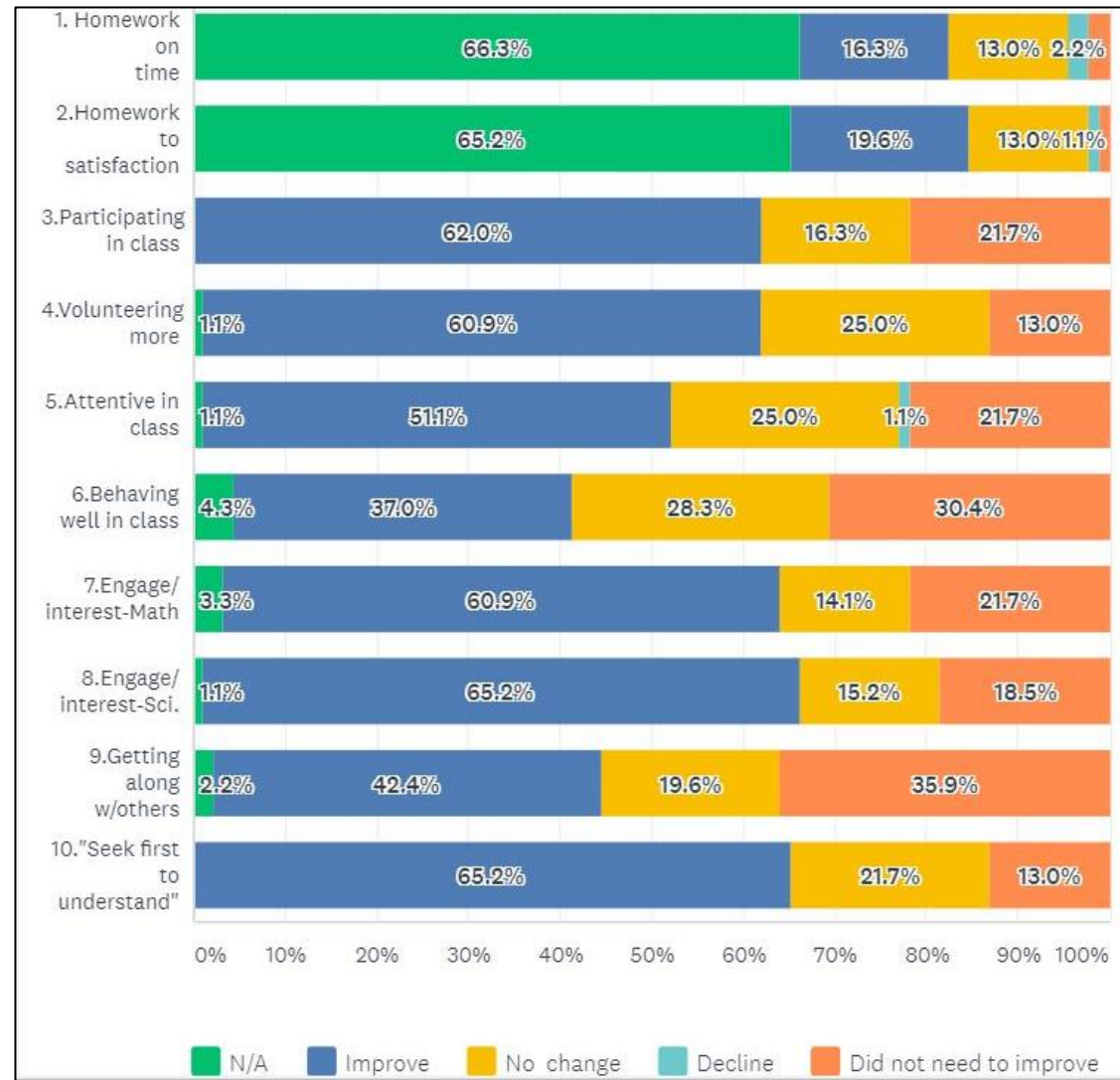
- “She began to take ownership of her math learning, what she knew and did not know. She began to ask for help instead of waiting for the teacher to come to her. I attribute this to her working with Xxxxxx. Her Century 21st teacher managed to build in her a courage and confidence in owning her learning like I had never seen before in the student.”
- “He has worked to manage his behavior in the 21st Century program”
- “He has a lot of energy. He needs the 21 C program for social reasons.”

Horizons on Hudson There were 92 responses from 20 teachers reporting on students in all grades. Of the 20 teachers, two worked in the 21st CCLC program and eighteen did 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 16.3 to 65.2% of students in the ten outcomes.
- For the five highest improved outcomes, over 60% of students showed improvement on: class participation, volunteering, engagement and interest in both math and science, and displaying effort to “seek first to understand.”
- For the two lowest improved outcomes, under 20% of students showed improvement on turning homework in on time and to satisfaction. This may be due to the no homework policy instituted in Year 3.
- Each outcome had at least 13.0% of students that had no change, ranging up to 28.3%.
- Three outcomes had a low percentage of students that declined, ranging from 1.1 to 2.2%.
- Each outcome had students that did not need to improve, with a wide variation from 1.1 to 35.9%.

For perception of overall grant impact on student behavior, teachers responded that 44.6% of students were impacted to some extent, with an additional 16.3% impacted to a great extent and 18.5% to a little extent. Only 7.6% of students were not impacted and teachers did not know if 13.0% were impacted.



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

- “She took an active role in taking the time to fully understand the material that didn't make sense. Her grades really did improve and she started to branch out with new friends.”
- “This scholar is a student who loves to show what he knows, but at times it may not always be appropriate. The 21st century program allowed him to gain the skills of turn taking, team work, collaboration, etc. in a smaller setting. We started to notice that the skills he was learning in after school were starting to carry over into the school day and his behavior was changing for the better. I did speak with his 21st century teacher and asked him to work on cooperative play because this was an area where he was still have challenges with. With the support from both school day and after school, this scholar's behavior truly began to change for the positive and we are so proud of that!.”

Vails Gate There were 74 responses from 21 teachers reporting on students in all grades. Of the 21 teachers, seven worked in the 21st CCLC program and fourteen did not.

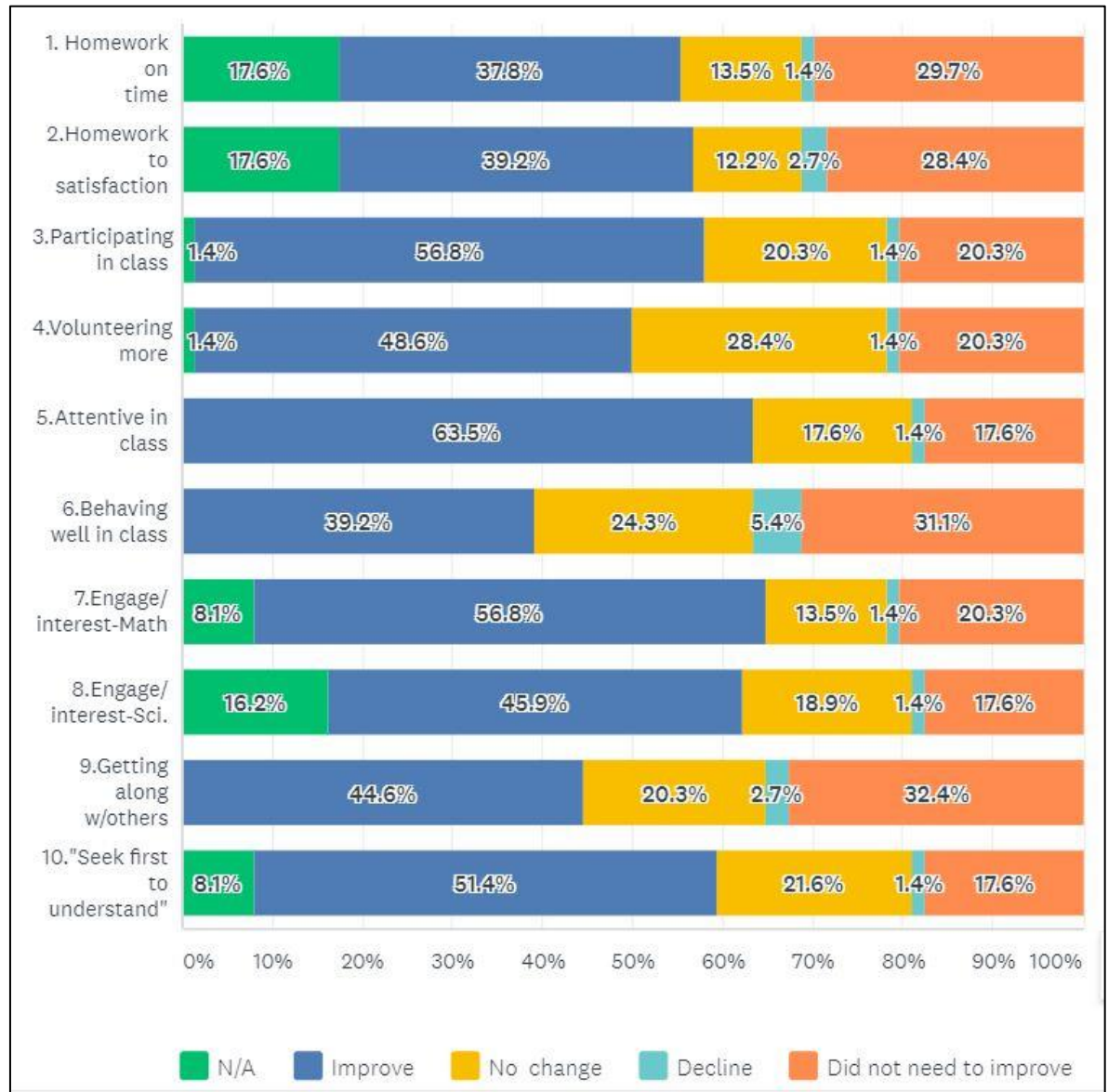
The three levels of responses from the main data table (significant, moderate, and slight) were combined to provide a composite percent improvement and composite percent decline for each outcome, shown in the chart to the right. Teachers reported that:

- The improvement response was the highest in each of the ten outcomes, ranging from 37.8 to 63.5%.
- The two outcomes with the highest percentage of students receiving “N/A” were in the homework on time and completed to satisfaction outcomes, which were also the two outcomes showing the least amount of improvement.
- Each outcome area had at least 12.2% of students that had no change, ranging up to 28.4%.
- Responses that students declined were indicated in all outcomes but ranged from only 1.4 to 5.4%.
- Teachers indicated that a significant percentage of students did not need to improve in all ten outcomes, ranging from 17.6 to 32.4%.

For teachers’ perception of overall grant impact on student behavior, teachers responded that 44.6% of students were impacted to some extent, while another 24.3% impacted to a great extent, and another 16.2% impacted to a little extent, for a total of 85.1%. Teachers indicated that only 12.2% of students were not impacted and they did not know about 2.7%.

Comments left by a Vails Gate teachers include the following (note: responses are presented as raw, unedited data):

- “He is a very sweet but active and impulsive student. He has a one on one during the school day. Additionally, he is provided with a one on one during the 21st century program. I believe the culmination of classroom interventions and continuity of school structure for the extended school day (after school hours) is the cause of improvements with his behavior.”
- “I think this student truly has a love for learning so this program was great to expose him to activities and friends.”
- “Xxx was so shy before and barely spoke when spoken to or asked a question. Now she is volunteering answers and strategies especially in math!”



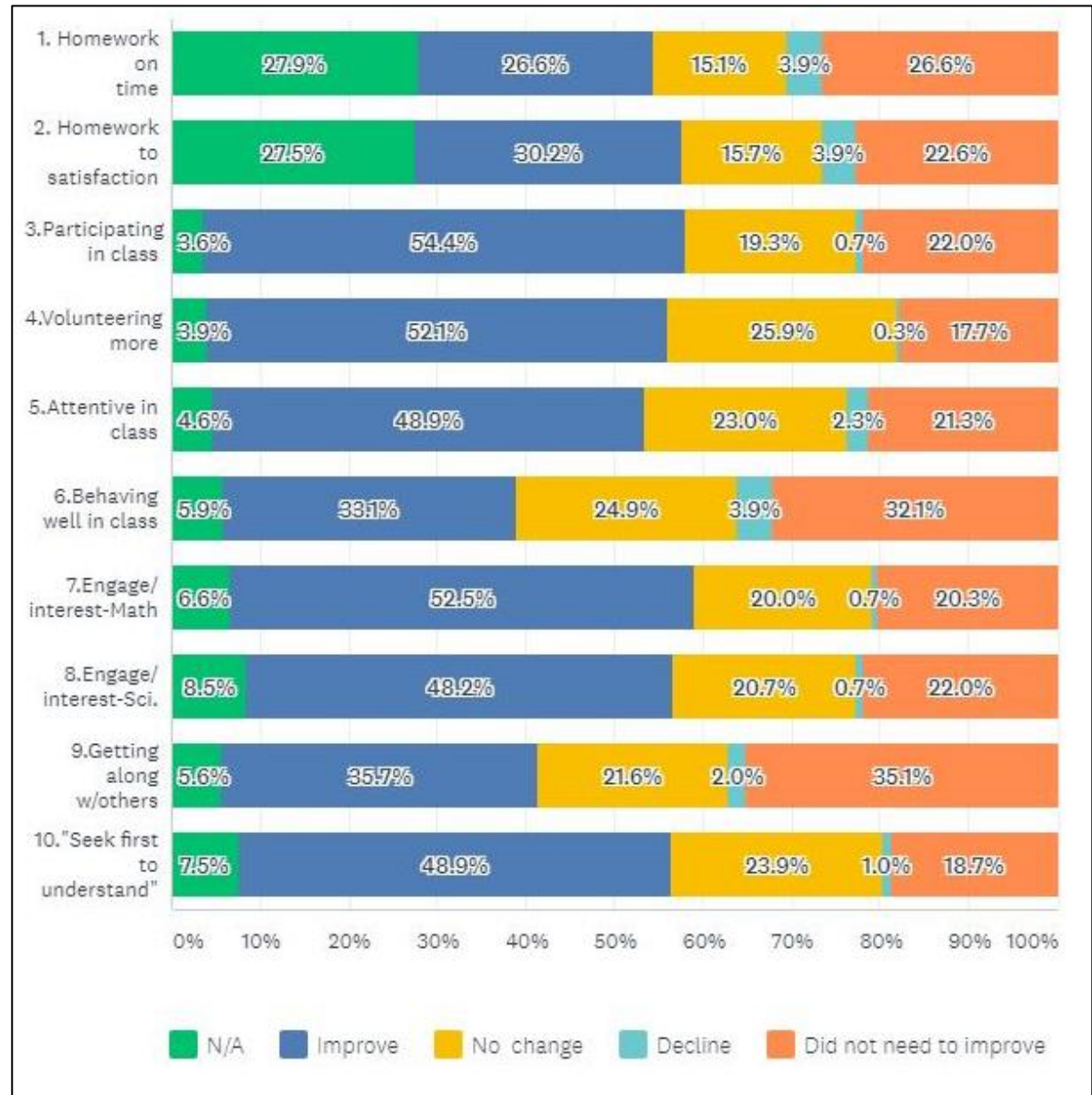
Overall Teacher Survey Conclusions Each school's survey responses varied as to which outcome areas improved the most, which did not change, and which outcomes were not in need of improvement. Therefore, the school-level analyses are informative to use for local input of teachers' perception of impact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

Overall, there were 305 responses from 77 teachers regarding students in grades K-5, with a relatively good distribution of responses across the grade levels. Of the 77 teachers who responded, 20 worked in the 21st CCLC program and 57 did not. It should be noted that there was an increase in the number of teachers responding at all five schools from Year 2 (37 teachers) to Year 3.

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

- Almost one-third of students showed improvement in all ten outcomes, ranging from 26.6 to 54.4%.
- In each outcome, a similar percentage of students had no change in the outcome (range of 15.1 to 25.9%) as compared to those that did not need to improve (17.7 to 35.1%).
- In eight outcomes, there was a low percentage of students (8.5% or lower) that teachers responded "N/A," while the outcomes of homework on time and homework satisfactory had 27.9% and 27.5% of students, respectively. This may be due to the no homework policy instituted in Year 3.
- Each outcome had a small percentage of students that declined in the outcome, ranging from 0.3 to 3.9%.

For teachers' perception of overall grant impact on student behavior, overall teachers responded that 39.7% of students were impacted to some extent, while another 15.1% were impacted to a great extent, and another 18.4% were impacted to a little extent, for a total of 73.2%. Teachers indicated that overall, only 10.8% of students were not impacted and they did not know about 16.1%.



**Appendix G:
Student Attendance Summary**

Student Absence Summary

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

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 were excluded if they were not enrolled in the district the previous year or if they did not have any absences in both the previous year and the current year. The count of applicable students and the percentages of students with each type of change (increase, same, decrease) are shown in the following table.

Change in Student Attendance from Previous Year to Current Year ¹

Site Name	Year #	Maximum Possible # of Students ²	# of Students with Absences in Previous and Current Years	Change in Student Attendance		
				Increased Absences from Previous Year (i.e., Worse Attendance) (%)	Same Number of Absences in both Years (%)	Decreased Absences from Previous Year (i.e., Better Attendance) (%)
Balmville	1	115	109	56.9	3.7	39.4
	2	82	73	41.1	2.7	56.2
	3	91	73	16.4	4.1	79.5
Gardnertown	1	104	97	38.1	3.1	58.8
	2	81	67	46.3	6.0	47.8
	3	95	80	23.8	5.0	71.2
Gidney Avenue	1	179	170	78.2	2.9	18.8
	2	152	140	23.6	2.9	73.6
	3	107	103	19.4	2.9	77.7
Horizons	1	73	71	43.7	7.0	49.3
	2	95	84	51.2	2.4	46.4
	3	119	103	26.2	4.9	68.9
Vails Gate	1	N/A	N/A	N/A	N/A	N/A
	2	52	44	31.8	0.0	68.2
	3	106	93	37.6	4.3	58.1

¹ The Year 3 data on absences is for the school year only up until March 18, 2020.

² Starting in Year 2, only students who reached 30 hours of participation during the school year were included; students with only summer hours were excluded.

For all five schools in Year 3, the number of students included in the calculations is relatively high compared to the number of 30 hour participants. At each school, more than 80% of its 21st CCLC participants had absences in the previous and current school years (e.g., Horizons had 103 students which is 86.6% of the 119 participants with 30 or more hours during the school year).

In Year 3, two schools (Balmville and Gidney Avenue) met the 75% goal of increased school attendance. Both Gardnertown (71.2%) and Horizons (68.9%), however, were relatively close and Vails Gate (58.1%) had a majority of students with increased attendance. It should be noted, however, that absences were not recorded once virtual instruction was implemented, so results may be skewed more favorably as compared to a regular-length school year (i.e., more absences most likely would have occurred mid-March through June which would reduce the percentage of students with Better Attendance).

In addition to looking at absences, feedback from surveys administered to students and teachers included questions about attendance.

- In the grades K-3 survey (**Appendix A**), the majority of responses from the four schools participating in the survey indicated that the 21st CCLC program had helped them want to come to school (question 8).
- The grades 4-5 survey (**Appendix B**) includes two questions regarding the 21st CCLC program and if it has helped the student become more interested in going to school (question 5) and wanting to stay in school (question 45). 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 (**Appendix F**) did not contain a specific question regarding attendance but did ask about students’ class participation (question 3), attentiveness (question 5), and engagement and interest in math and science (questions 7 and 8, respectively). Responses indicate that 21st CCLC students at each of the five schools had varying levels of improvement in these outcomes, ranging from 32.3% (Balmville students’ improved engagement in math) to 63.5% (Vails Gate students’ improved attentiveness in class). In fact, the percentages of students that improved was consistently greater than the corresponding percentages of those with no change as well as those who did not need to improve in all but one outcome (the percentage of Balmville students’ that improved their engagement in math was only slightly lower than the percentage that had no change).