

Year 4 (2020-2021) NYS 21CCLC Interim Evaluation Report



Purpose of this Document

This Year 4 Interim Evaluation Report 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 (MI), the Statewide Evaluator, at the request of the State Program Coordinator.

The information contained herein is provided primarily for use by the grant facilitator although it may be of interest to all stakeholders. It is provided as a formative assessment of program implementation to date. This feedback can be used to improve the 21st CCLC program for the remainder of Year 4 and in planning for Year 5. This Interim Evaluation Report was written by the local evaluator of the Newburgh Enlarged City School District (NECSD) 21st CCLC grant, Brockport Research Institute.



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I. Project Information & Formative Assessment

Program Name	Newburgh Enlarged City School District (NECSD)		
Project Number	0187-21- 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: 54 students (as of 3/23/2021)	
Evaluator Name and Company	Lynn T. Moulton, Brockport Research Institute		
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Project Summary

In April 2017, Newburgh Enlarged City School District (NECSD) was awarded a five-year grant in Round 7 of the 21st Century Community Learning Centers (21st CCLC) funding. The proposed project targets 750 students in grades K-5 at four Title I elementary schools and their families. In Year 2, a fifth school, Vails Gate STEAM Academy, was added. The **Program Theory** from the proposal states how NECSD will address the three key components of all 21st CCLC grants: academic enrichment outside of school hours, youth development, and family literacy/advocacy.

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

NECSD partners with the Boys & Girls Club-Newburgh (BGCN) to have them provide additional enrichment opportunities to supplement what the NECSD staff and Zylofone Studios, Inc. provide. In Year 1, BGCN provided two artists from their Newburgh Performing Arts Academy (NPAA) to each school while in Years 2 and 3, they provided a coach and an artist (e.g., visual arts, dance) to each school. Each followed curriculum provided by the Boys & Girls Clubs of America: Triple Play for the coaches and Youth Arts Activity Guide for the artists. Zylofone Studios, Inc. provided enrichment sessions for students in grades K-2 in Year 2 (Balmville) and Year 3 (Balmville and Vails Gate) and became an official partner in Year 4. Because all 21st CCLC programming is being held virtually in Year 4, the Fall session (11/24/2020-2/11/2021) included pre-recorded videos by both BGCN and Zylofone Studios, Inc. Based on student feedback, BGCN may provide synchronous artist sessions for the Spring session (3/2/2021-4/29/2021).

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, 2 and 4) 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. In Years 1-3, NECSD utilized a licensed online software product (*Cayen*) to store attendance data and generate the necessary reports. For Year 4, NYSED provided access to *EZReports* to every 21st CCLC site in New York State. This online platform also allows MI and NYSED to access sites' data for state level evaluation and program review. The following table summarizes the report data for all four grant years at each site.

Student Enrollment and Participation

Site Name	Year #	K-5 School Enrollment (# of students)	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)
			Proposed	Mid-Winter	Final		
Balmville	1	493	150	63	115	97	-53
	2	462	100	101	118	86	-14
	3	453	100	152	152	95	-5
	4	410	100	26	TBD	TBD	TBD
Gardnertown	1	696	200	85	104	91	-109
	2	669	100	96	186	82	-18
	3	682	100	127	128	98	-2
	4	599	100	49	TBD	TBD	TBD
Gidney Avenue	1	801	200	130	179	138	-62
	2	803	200	171	188	158	-42
	3	817	200	184	184	114	-86
	4	595	200	40	TBD	TBD	TBD
Horizons	1	518	200	58	73	67	-133
	2	483	150	122	147	111	-39
	3	487	150	147	148	130	-20
	4	416	150	30	TBD	TBD	TBD
Vails Gate	1	N/A	N/A	N/A	N/A	N/A	N/A
	2	565	200	108	134	52	-148
	3	543	200	135	135	109	-91
	4	554	200	54	TBD	TBD	TBD
TOTAL	1	2,508	750	336	470	393	-357
	2	2,882	750	598	773	489	-261
	3	2,982	750	711	747	546	-204
	4	2,574	750	199	TBD	TBD	TBD

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. NYSED has not yet announced the participation requirement for funding in Year 4.

In the first two grant 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 was a limiting factor to reaching proposed enrollment.

In Year 3, NECSD buildings closed on March 18, 2020, initially for fourteen days but then for the remainder of the school year like other districts in New York State. Regular school day instruction was transitioned to a virtual format and Year 3's 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 reliable 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 included English language arts components. In both years of the Summer LEGO Academy, 60 students were 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 were only included for students with 30 or more hours in the academic year, which in Year 3 was 518 students rather than 546 students).

Year 4's 21st CCLC program did not include a Summer LEGO Academy due to the district cancelling all summer activities. Because the regular school day was scheduled to start in September with all virtual instruction, 21st CCLC programming was also planned to be offered in a virtual format. Although some students have transitioned to a hybrid mode of instruction for their regular school day (i.e., some days at school and some days at home), 21st CCLC has remained all virtual. Those students that have in-person instruction during the regular day join the 21st CCLC program when they arrive at their after-school destination (e.g., home or childcare location).

Summary of Strengths and Weaknesses

Year 4 has been challenging for both the regular school day and 21st CCLC programming and district staff and families are persevering. District teachers started the school year with all classes being held online using the virtual platform of Google Classroom with Google Meets while planning for and implementing a mix of online and in-person instruction as the school year progressed. Although many families and students are weary of online learning and unreliable internet service, NECSD continues to improve online capability and reach out to families via multiple means (e.g., web site, Facebook, paper flyers, and home visits) to increase attendance in the regular school day. This approach should also continue to create interest and support student participation in the 21st CCLC program. Google Classroom and Google Meets are also used to implement the 21st CCLC program for ease of student and staff use.

Program strengths are numerous as evidenced through the Round 1 observations, evaluator participation in PACT meetings, evaluator review of materials posted online on the 21st CCLC web page and Facebook page, evaluator review of the shared Google drive files, and conversation/email with the grant facilitator. Students and staff are engaged and interactions are respectful and positive. Enrichment activities have been provided by

BGCN, Zylofone Studios, Inc., and district staff. Unfortunately, Zylofone Studios, Inc. is no longer in business and is not providing enrichment activities for the Spring session.

The framework that is in place can accommodate the proposed number of students, but students and families have been reluctant to participate. A mid-semester survey to all families at the five schools indicated that they were not interested in additional virtual learning, they have a need for childcare (like previous years' in-person format provided) and, for Horizons and Balmville families, that the program runs too late into the evening. To promote the 21st CCLC program and increase the number of registered student, two initiatives were implemented in February 2021: (1) teachers were asked to recommend five students that they thought could benefit from the 21st CCLC program and then those students were invited to participate, and (2) school administrators were asked to add 21st CCLC to the list of resources for students whose promotion is in doubt. Student registration has not increased, however, as of the writing of this report. Another avenue was explored and a Program Modification was approved in February 2021 to provide a limited number of students with in-person 21st CCLC activities during regular school day hours. It was determined, however, that it was not feasible due to hybrid students transitioning to in-person learning and therefore utilizing the classroom spaces. Teaching staff was no longer available, and there is a shortage of bus drivers.

There have been opportunities for families to participate in the 21st CCLC program: a program orientation was held November 24, 2020 for students and their families, two virtual Saturday Family Learning Trips were offered, and a showcase was held on the final day of the Fall session (February 11, 2021). Because the 21st CCLC program is held virtually, family members that are present with their student had the opportunity to see what their student was doing. For example, some students participated from a common living area like the kitchen table and family members are in the vicinity. A survey to families regarding their interest in training on computer skills and family literacy was distributed and only five responses were received so there are not currently plans to pursue this area.

In order to ensure continued 21st CCLC program quality and student/family participation, several successful aspects of the 21st CCLC program have been continued from previous years:

- Selected elements of the Quality Self Assessment (QSA) are administered to staff for targeted improvement.
- Four PACT meetings are scheduled with three held to date.
- Participation Forms are offered to students, families, and staff as a means to share their input at PACT meetings.
- Students are surveyed for suggestions for enrichment activities and virtual Saturday Family Learning Trip ideas.
- Site administrators at each school conduct monthly meetings with staff and observe after-school programming.
- Site administrators communicate with the grant facilitator as needed.
- The grant facilitator participated in the Virtual Kick-off Conference (11/12/2020), multiple EZReports webinars (11/18/2020, 1/11/2021, 3/3/2021), New Program Manager Training Webinar (12/2/2020), Making Remote Irresistible Webinar (12/9/2020), and Effective Trauma Response for Schools and Communities Webinar (12/16/2020), and Emergency Townhall Meeting (2/12/2021).
- the grant facilitator observes after-school programming and conducts follow-up meetings as appropriate.
- The grant facilitator worked closely with NECSD's Director of Grants to track costs and plan.
- Staff was provided with five two-hour sessions of common planning time.
- Staff attended professional development at the start of the Fall and Spring sessions on youth development, social-emotional learning (SEL), classroom management, lesson planning, safety, and student engagement.
- A shared Google drive allowed staff easy access to files for collaborating and disseminating ideas including lesson plans, internal "Glows & Grows" newsletter, weekly checklists, etc.
- The daily tutoring focus from Year 3 was continued with Tuesday for math skills, Wednesday for ELA, and Thursday for conferences to target student's specific needs.

A primary concern continues to be reaching the targeted number of students with 30 hours of participation for full grant funding (i.e., 95% of 750 students) although it should be noted that NYSED has not yet announced the Year 4 participation requirement. This necessitates the coordination of three aspects of the 21st CCLC program: sufficient staffing, sufficient number of registered students with 30 hours of participation, and fiscal planning.

- To encourage teacher participation, job sharing is allowed. Teachers may partner and work alternate weeks or alternate days.
- A heightened focus on improving student attendance for those already registered for the 21st CCLC program with phone calls to families when a student is absent, Facebook posts with encouraging messages, and allowing for student voice and choice in enrichment activities.
- The 21st CCLC program is regularly promoted and students are continually recruited. Social media is utilized as well as targeting students in academic need (i.e., in doubt of promotion).
- Expenses are tracked and options for reducing costs are considered. This includes combining groups of smaller numbers of students at a school site if the activity is appropriate for multiple grade levels.

Suggestions for Improvement

The 21st CCLC program framework as implemented is very comprehensive and aligned with the grant proposal. The primary shortcoming is student enrollment and attendance. As of the February 25, 2021 PACT meeting, the number of enrolled students at the five schools ranged from 24-45 students with average daily attendance ranging from 8-18 students. Several practices currently in place should be continued to expand the current student base.

- Continue to promote the 21st CCLC program and recruit students through teacher recommendation and contacting students in doubt of promotion. Consider having students “bring a friend” virtually.
- Keep a focus on student attendance. Explain the need for consistent attendance to ensure student success and continued grant funding.
- Determine the barriers to participation and address them if possible.
- Although there is currently sufficient staff, maintain a list of interested staff in case the number of student increases.
- When promoting 21st CCLC activities, include programs targeted to adults that NECSD already has in place and are listed on the website (i.e., opportunities offered through the Newburgh Free Library).

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	Cayen 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%
							Year 4: TBD	Year 4: Student attendance rates will be included in the Year 4 AER.

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 fully 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”).
						Year 2: Grades. K-3: 74.1% # in Pop: 274 # w/data: 203 Grades 4-5: 57.4% # in Pop: 188 # w/data: 108	Year 2: No, although positive responses ranged from 68.6% to 85.1%	Year 2: Each of the five schools had a coach and artist from Boys & Girls Club – Newburgh (BGCN) with district staff also leading additional enrichment opportunities. The majority of students in grade K-3 from all five schools had positive feedback (i.e., “Yes” and “Kind of” responses) to the survey but none reached the 95% target: <ul style="list-style-type: none"> • Balmville: 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%) The majority of students in grades 4-5 from all five schools also had positive feedback (i.e., “Yes” and “Kind of” responses) to the SSOS but none reached the 95% target: <ul style="list-style-type: none"> • Balmville: 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%)
						Year 3: Grades. K-3: 13.7% # in Pop: 248 # w/data: 34 Grades 4-5: 11.9% # in Pop: 151 # w/data: 18	Year 3: Yes	Year 3: In Year 3, a general satisfaction question was added to both the grades K-3 survey and the grades 4&5 survey. All students in grades K-3 that replied to the question either selected “It is great!” (25 students) or “It is OK.” (5 students). 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).
						Year 4: Grades. K-3: TBD% # in Pop: TBD # w/data: TBD Grades 4-5: TBD% # in Pop: TBD # w/data: TBD	Year 4: TBD	Year 4: Surveys will be administered in Spring 2021.

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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	Attendance is recorded by school staff at each Saturday Family Learning Trip and entered in the <i>Cayen</i> software system. Saturday Family Learning Trips, including data collection instruments and methods, are discussed in Appendix C.	The attendance rate is computed as the total number of student attendees from a school compared to the number that were registered. In all three years, , the registration for all Saturday Family Learning Trips was at full capacity. Saturday Family Learning Trips, including analysis and results, are discussed in Appendix C.	N/A	Year 1: No, but attendance policies were revised and attendance improved in Year 2.	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).
							Year 2: No, although Vails Gate reached an attendance rate of 93.3%.	Year 2: Averaged over the three field trips, the student attendance rate for each school was: <ul style="list-style-type: none"> • Balmville: 86.7% (52 out of 60) • Gardnertown: 88.3% (53 out of 60) • Gidney Ave: 88.3% (53 out of 60) • Horizons: 86.7 (52 out of 60) • Vails Gate: 93.3% (56 out of 60)
							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)
							Year 4: TBD	Year 4: Complete results will be included in the AER. <ul style="list-style-type: none"> • Balmville: TBD • Gardnertown: TBD • Gidney Ave: TBD • Horizons: TBD • Vails Gate: TBD
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

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								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 <u>Bounce Park</u> 69.1%, # in Pop: 97 # w/data: 67	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. <ul style="list-style-type: none"> • Camp Mariah: 100% (48 out of 48) • Bounce Park: 95.5% (64 out of 67)
						Year 4: <u>Favorite Foods:</u> 11.5%, # in Pop: 26 # w/data: 3 <u>Hip Hop:</u> 75.0%, # in Pop: 4 # w/data: 3 <u>Other</u> TBD% # in Pop: TBD # w/data: TBD	Year 4: TBD	Year 4: Registration and attendance were very low for both Saturday Family Learning Trips that have been offered to date. Students were surveyed online after each Trip. In the first two trips, all students responding to the survey indicated that they liked the trip. <ul style="list-style-type: none"> • Favorite Foods: 100% (3 out of 3) • Hip Hop Dance Class: 100% (3 out of 3) • Other: TBD %

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 that they could all attend 75% of the meetings.	PACT meetings	PACT meeting agendas and meeting minutes document the occurrence of the PACT meetings as well as the attendees	The evaluator participates in the PACT meetings by phone or in-person and receives agendas and minutes from the grant facilitator	N/A	Year 1: No. There was a high number of PACT meetings scheduled, along with a high number of invitees, making a 95% attendance rate unlikely.	Year 1: <ul style="list-style-type: none"> • Nine PACT meetings were scheduled; 7 meetings were held: October 11, 2017, November 20, 2017, December 18, 2017, January 22, 2018, February 26, 2018 (cancelled due to a mandatory safety meeting being scheduled), March 19, 2018, April 23, 2018, May 21, 2018 (cancelled – attendees were not available after school was closed May 16-18 due to a storm and power outage), and June 12, 2018. Note that the number of PACT meetings scheduled exceeded the grant requirement of four meetings. • Stakeholder representation (i.e., school & district administrators, BGCN representative, community representatives) was extensive although parent/guardian attendance was minimal and no students or teachers attended.
							Year 2: No due to the high number of stakeholders and the inability to find a common availability.	Year 2: <ul style="list-style-type: none"> • Four PACT meetings were held: August 20, 2018, December 3, 2018, March 4, 2019, and April 30, 2019. • Stakeholder representation varied even when meeting location and time was adjusted to accommodate needs. To include student, staff, and family input to the meetings, the grant facilitator surveyed these stakeholders anonymously to determine what they felt were the positive aspects to the 21st CCLC program as well as concerns and suggestions.
							Year 3: No, due to the large	Year 3: <ul style="list-style-type: none"> • Four PACT meetings were held: August 28, 2019, December 19, 2019, March 23, 2020

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.

							<p>number of stakeholders.</p> <p>Communication among the grant facilitator, school admins, district admins, and CBO partner is strong, however.</p>	<p>(agenda shared and comments received by email due to school closings) and May 21, 2020.</p> <ul style="list-style-type: none"> • 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. <p>The grant facilitator visits each site periodically to follow up in-person with school staff and maintain communication.</p>
							<p>Year 4: TBD</p>	<p>Year 4:</p> <ul style="list-style-type: none"> • To date, three PACT meetings have been held: September 24, 2020, December 21, 2020, and February 25, 2021. A fourth PACT meeting is scheduled for April 26, 2021. • Participation Forms continue to be used as described in the Year 3 section. • 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 virtually observes each site's programming periodically to follow up in-person with school staff and maintain communication.

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Each site will host a Parent Academy event that includes at least 2 additional community organizations.	Parents/guardians and family members of students participating in the 21 st CCLC program	Yes	Showcase events at each school at the end of each enrichment session, as well as the Lights On Afterschool event in October	Program documentation	The grant facilitator provides copies of the flyers to the evaluator.	N/A	Year 1: Partial, due to promotion of educational opportunities	Year 1: Flyers for English as a Second Language (ESL), Financial Literacy, General Education Diploma (GED), and High School Equivalency (HSE) classes were distributed to families and posted on each school's bulletin board.
							Year 2: Yes	Year 2: Parent education occurred at the Lights On Afterschool event (October 2018) with training on the Every Student Succeeds Act (ESSA) and at showcase events (e.g., free blood pressure screenings and non-perishable food drive).
							Year 3: Yes	Year 3: Parent education occurred at the Lights On Afterschool events held at each school in October 2019. Each school hosted three or four community-based organizations. A Parent University included presentations and handouts by district guidance counselors on SEL. 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.
							Year 4: TBD	Year 4: Similar to previous years, parent education was part of the Lights On Afterschool event (November 2020) which was held in conjunction with orientation. Parents have been surveyed for interests but only five surveys were completed.

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	Parents/guardians of students participating in the 21 st CCLC program	No. Based on the targeted parents and	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.

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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University/Academy program, including literacy programs.		results to date, 50% is an ambitious target.							
								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.
								Year 4: TBD	Year 4: TBD
Of parents/guardians who attended the program, 90% will find the program favorable.	Parents/guardians of students participating in the 21 st CCLC program who attend a program	Yes	Parent University/Academy	Exit survey	A survey will be administered when an adult education programs is attended.	N/A		Year 1: No	Year 1: No parents/guardians attended these learning opportunities.
								Year 2: No	Year 2: No parents/guardians attended these learning opportunities.
								Year 3: No	Year 3: No parents/guardians attended these learning opportunities.
								Year 4: TBD	Year 4: TBD
95% of registered adults will attend the Saturday Family Learning Trip	Adults registered for Saturday Family Learning Trips	N/A	See 1.2-1	See 1.2-1	See 1.2-1	See 1.2-1	See 1.2-1	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%	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.

						# in Pop: 64 # w/data: 62		
						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
						Year 4: <u>Favorite Foods</u> 22.2% # in Pop: 18 # w/data: 4 <u>Hip Hop</u> 75.0% # in Pop: 4 # w/data: 3 <u>Other</u> TBD% # in Pop: TBD # w/data: TBD	Year 4: TBD	Year 4: Registration and attendance were very low for both Saturday Family Learning Trips that have been offered to date. Adults were surveyed online after each Trip. <ul style="list-style-type: none">• Favorite Foods - 75% (3 out of 4) indicated that they were satisfied or very satisfied. The one dissatisfied adult indicated that they did not how to sign into the field trip; their other responses and comments indicate that they did enjoy the trip once they logged in.• Hip Hop Dance Class – 100% (3 out of 3) indicated that they were satisfied or very satisfied.• Other: TBD %

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. In Years 1-3, the data was entered in the <i>Cayen</i> software system and <i>Cayen</i> was used to generate the attendance data required for the annual NYSED/MI year-end participation spreadsheet. Starting in Year 4, EZReports is being utilized.	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)
							Year 4: TBD	Year 4: Results will be determined at the end of 21 st CCLC programming and reported in the Year 4 AER.

Objective 2: Participants of 21st CCLC Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
Sub-Objective 2.1: Achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.

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

Performance Indicator(s) (PI) of success	Target Population(s)	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
							Year 4: TBD	Year 4: Results will be included in the Year 4 AER.

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

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

Performance Indicator(s) (PI) of success	Target Population(s) ¹	PI Meets SMART Criteria? ² (Y/N)	Activity(ies) to support this program objective ³	PI Measures data collection instruments & methods ⁴ (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate ⁵ (if applicable):	Was this PI met? (Yes, No, Partial ⁶ , Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not.
50% of discipline referrals and poor behaviors during the regular school day will decrease.	Students participating in the 21 st CCLC program 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

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								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 21 st CCLC on students behaving well in class and getting along with others.
							Year 4: TBD	Year 4: Results will be included in the Year 4 AER.
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

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								of responses that students improved as compared to not changing and not needing to improve.
							Year 4: TBD	Year 4: Results will be included in the Year 4 AER.

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).

NOTE: The discussions below are from the Year 3 AER. If additional topics arise during Year 4, they will be included in the AER.

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 4 observations (MM/YY): **01/21 and 02/21 (See table below for specific dates)** .

Results: The first round of observations of the after-school program occurred in either January or February of 2021 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. Because there were fewer settings than in previous years, almost all virtual classrooms were observed. Typically, 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
	4	January 28, 2021, 3:30-5:30 p.m.	L. Moulton, C. Chandler	11	4
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
	4	February 4, 2021, 4:30 – 6:30 p.m.	L. Moulton	11	3
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
	4	February 10, 2021, 4:30 – 6:30 p.m.	C. Chandler	11	5
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
	4	February 10, 2021, 4:30 – 6:30 p.m.	L. Moulton	15	4
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
	4	February 3, 2021, 3:30 – 5:30 p.m.	L. Moulton, K. Madden	14	5

- ¹ • For Years 1-3, the # of Adults included certified teachers, teaching assistants, and partner staff from BGCN and Zylofone Studios, Inc. Each site also had a security monitor, registered nurse, and clerical typist.
- For Year 4, the # of Adults includes certified teachers, teaching assistants, and, if an administrator was leading a session, they were also counted. BGCN and Zylofone Studios, Inc. enrichment activities were prerecorded and not live so they are not included in the count. Site administrators and the grant facilitator were also observed dropping in on sessions and are not included. Each site also has a clerical typist that was not observed.

In previous years when observations were performed on site, they were guided by Ms. Torres-Bender and/or a site administrator (each of the after-school programs is directed by an administrator who is a principal or assistant principal from the regular school day or a principal from another school. This year, however, each observer was provided with log-in credentials and could visit each Google Classroom and access the corresponding Google Meets group to view the session just as any other participant could.

As shown in the following tables, the 21st CCLC program utilizes the same general format at each of the schools.

Years 1-3: Approximate Two-hour Timeline of 21st CCLC After-School Program

Each school included a segment of time for SEL (e.g., Vails Gate students would go to their tutoring location after snack and physical activity to have SEL and leave their coats and backpacks since they returned there before being dismissed). The snack was not funded by the 21st CCLC grant.

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

Year 4: Approximate Two-hour Timeline of 21st CCLC After-School Program

NECSD provides weekly food distribution for all district families. Students generally eat their snack during the first 40 minute block.

40 minutes	40 minutes	40 minutes
Opening Fitness, snack, and SEL ¹	Grades K-5: Tutoring	Grades K-5: Enrichment or Arts

¹ Horizons includes SEL time in the last ten minutes of the after-school program, rather than in the beginning.

Because Gidney Avenue and Vails Gate schools have an earlier start time for the regular school day than the other three schools, their after-school program is held 3:15 – 5:15 p.m. (Years 1-3) or 3:30 – 5:30 p.m. (Year 4). The after-school program at the other three schools is held 4:15 – 6:15 p.m. (Years 1-3) or 4:30 – 6:30 p.m. (Year 4). The Year 4 start time was shifted 15 minutes later than usual in order to allow those students with in-person classes time to get home, although they typically still miss a few minutes of programming. Families were surveyed and it was determined that the start times could not be shifted any later due to families not wanting the program to run any later into the evening.

Enrichment and art activities have been provided by several organizations during the grant years. The original grant Partner, BGCN, as well as NECSD teachers have provided services in all four years. In Year 1, BGCN provided two NPAA artists to each school and then in Years 2 and 3 transitioned to an NPAA artist and a Triple Play coach at each school. Also, in Year 2, musical arts programming by a local non-profit, Zylofone Studios, Inc., was piloted with grade K-2 students at Balmville. In Year 3, Zylofone Studios, Inc. staff worked with Balmville and Vails Gate K-2 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). Year 4 enrichment options continue to include an NPAA art session and a Zylofone Studios, Inc. music and movement session (for students in grades K-2 only) although both are pre-recorded and then presented by NECSD staff.

During Years 1-3 the students signed up for the enrichment activity of their choice for each of the activity blocks with school staff making the final determination in order to have an appropriate number of students, balancing student personalities, and ensuring exposure to different activities. A showcase event was 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 were also invited to the showcases to increase family awareness of local resources. In Year 4, due to the lower number of students, there are fewer choices for enrichment activities with one still being an NPAA-based art session and another being a Zylofone Studios, Inc. Based on the average daily attendance of students at a school, there may only be one or two enrichment options. Students are generally grouped by grade levels K-2 and 3-5 for both tutoring and enrichment.

Activity Blocks

Year #1	Block #	Balmville Elementary, Gidney Avenue, and 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	

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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
Year #4	Block #	All 5 Schools
	1	November 24, 2020 – February 11, 2021
	2	March 2 – April 29, 2021

The 21st CCLC programming also included: (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, October 24, 2019, and November 24, 2020 (virtually) 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.

During 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:

Implementation/Process

Topic	Site	Evidence/Notes
Implementation fidelity	All 5 schools	<ul style="list-style-type: none"> • A student to adult ratio of 10:1, or better, was consistently observed. • The overall program structure/schedule adhered to the proposal (snack & physical activity, enrichment, tutoring, dismissal). Although the proposal had K-2 and 3-5 students participating in enrichment and tutoring at opposite times, they are currently scheduled at the same time. This does not impact the program and allows flexibility to merge groups if student attendance is low. • Each school promotes the 21CCLC program to students in grades K-5 and students from all those grade levels have registered, except to date, Gardnertown has not had any K students (although seven have registered for the upcoming Spring rotation). • Transitions were smooth (students either stay in the same Google Meet or join their next one). • The program lasted 2 hours although on occasion a student would arrive late or leave the Google Meet for short periods of time. • The district provides weekly food pick-ups that include a hearty snack. Snack contents were not observed. • Students generally knew what to do, did not need much direction, and were generally on task. If not, staff was able to quickly redirect or pull into the conversation. • Students are provided with art and music supplies as necessary for their enrichment program. • Though not observed, virtual family events were offered for all five school sites: a Lights on After School family night/orientation on November 24, 2020 and two family learning trips (December 19, 2020 and January 16, 2021). • Attendance-taking was observed. • Positive relationships were observed: teacher to student and student to student. Interactions were pleasant and teacher-student relationships looked strong.

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Unintended program drift	All 5 schools	<ul style="list-style-type: none"> • Student enrollment and attendance are substantially lower than targeted. Refer to Section B for student counts. The 21CCLC program continues to be promoted as the start date for the second rotation (March 2, 2021) approaches. • Student attendance on Wednesdays is typically low due to all students having that as a virtual day for their regular school day.
	GAMS, VG	<ul style="list-style-type: none"> • The 21CCLC administrator at these two sites is not the school's regular day principal or assistant principal, although one does have previous experience with the 21CCLC program. It does not appear to detract from program implementation.
	GAMS, GLA, HOH	<ul style="list-style-type: none"> • Each of these schools have one or more after-school teachers that are from other schools in the district (e.g., from Meadow Hill Global Explorations Magnet School). This does not appear to detract from program implementation.
Quality of program links to the school day and staff (may or may not be observed).	All 5 schools	<ul style="list-style-type: none"> • The majority of teachers in the ASA also work at the same school during the regular school day. • Students are familiar with using Google Classroom and Google Meet from their regular school day.
	Balmville, GLA, HOH	<ul style="list-style-type: none"> • A school administrator from the regular school day also works as the 21CCLC administrator.
Barriers to implementation and how they are being addressed	All 5 schools	<ul style="list-style-type: none"> • Because students already have some or all virtual learning during the regular school day, families are not interested in additional online learning and have become screen weary. • Slow speed and inconsistent connectivity issues with Internet/Wifi during both the regular day and the after-school program deters students from attending the after-school program. • Because there are a low number of students attending the after-school program, there are only a couple of enrichment options for each grade band. During the observations, however, students were engaged and this did not appear to be an issue. • Students continue to be recruited for the 21CCLC program by sending flyers home and social media. • Students that are registered but absent are contacted by phone to determine the barrier(s) for their attendance. • Because of Internet/Wifi performance, some activities are performed without having the students' camera or microphone on. This enhances the video presentation (e.g., Go Noodle physical activity) and allows it to play with better video and sound quality, but student engagement cannot be determined.
Lessons learned	All 5 schools	<ul style="list-style-type: none"> • As in Year 3, for those students participating in 21st CCLC, homework is optional on program days. • Also, as in Year 3, the tutoring focus for Year 4 is designated as: <ol style="list-style-type: none"> 1. Tuesday-Math (Math & Movement, Greg Tang math), 2. Wednesday-ELA (guided reading, Florida Research Center, and other resources), 3. Thursday-Conferences with small student groups while other students work on reading or Greg Tang math games.
Recommendations	All 5 schools	<ul style="list-style-type: none"> • As student numbers increase, additional options for enrichment can be added. • Synchronous enrichment options would be preferred in order to allow interaction with the presenter. Without more student enrollment, however, grant funding may not be able to support this. • The program framework is configured such that it can easily be scaled up to handle additional students.

Outcomes

Topic	Site	Evidence/Notes
Serving target populations	All 5 schools	<ul style="list-style-type: none"> Targeted participation of 750 students overall is low (Rotation I data): <ul style="list-style-type: none"> ✓ Balmville: Target = 100 students; Enrolled = 26; Avg Daily Attendance = 8 ✓ Gardnertown: Target = 100 students; Enrolled = 32; Avg Daily Attendance = 15 ✓ Gidney Ave: Target = 200 students; Enrolled = 24; Avg Daily Attendance = 10 ✓ Horizons: Target = 150 students; Enrolled = 30; Avg Daily Attendance = 10 ✓ Vails Gate: Target = 200 students; Enrolled = 45; Avg Daily Attendance = 18 Cannot tell by observation if the students in the program are low academic performers; would need to compare to data. Some students have siblings and/or adults in the general location where they are online with the 21CCLC program (e.g., sitting at the kitchen table). Although not directly participating, the family members can see what the student is doing. This allowed a parent to have a timely discussion with the teacher regarding her child's behavior.
Quality of student-teacher interactions	All 5 schools	<ul style="list-style-type: none"> Very positive interactions observed among and between teachers and students. Respectful communications and pleasant tone. Very little need to discipline or re-direct students. Students were generally following directions, on task, and had a low volume level.
Program successes	All 5 schools	<ul style="list-style-type: none"> See above row. Although the school year has been challenging, staff has been diligent in making sure that the 21CCLC program is available to students. When a technology glitch occurs for them or students, they take it in stride and either correct it or find a work-around (i.e., leave the Google Meet and re-enter).
Lessons learned	All 5 schools	<ul style="list-style-type: none"> Outcome data analysis and survey results will be included in Annual Evaluation Report.
Recommendations	All 5 schools	<ul style="list-style-type: none"> If needed, prioritize student enrollment for those with the greatest academic need.

b. Second visit

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

Please specify approximate date(s) of *second* round of Year 4 observations (MM/YY): **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, during Years 1-3 two evaluators visited each school with each observing a different grade band of students as they participated in the after-school program. In Year 4, observations will be performed virtually. The evaluators will use the Out of School Time (OST) protocol, either the original or the January 2021 version that was adapted for virtual activities, and rotate settings. Observations of Saturday Family Learning Trips will not be performed.

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."

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
	4	TBD	TBD	TBD	TBD
Gardnertown	1	April 19, 2018 (4:15 – 6:15 p.m.)	3 – 5 (L. Moulton) K – 2 (T. Herman)	48 30	7 7
	2	April 2, 2019 (4:09 – 6:15 p.m.)	K – 2 (L. Moulton) 3 – 5 (K. Caccavaio)	40 45	13 13
	3	Not performed due to NECSD closure	N/A	N/A	N/A
	4	TBD	TBD	TBD	TBD
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
	4	TBD	TBD	TBD	TBD
Horizons on Hudson	1	May 22, 2018 (4:00 – 6:15 p.m.)	K – 2 (L. Moulton) 3 – 5 (T. Herman)	21 20	6 2
	2	March 19, 2019 (3:50 – 6:15 p.m.)	K – 2 (P. Williams) 3 – 5 (L. Moulton)	31 45	9 11
	3	February 4, 2020 (3:40 – 6:30 p.m.)	K – 2 (P. Williams) 3 – 5 (L. Moulton, K. Ganley)	107	15
	4	TBD	TBD	TBD	TBD
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
	4	TBD	TBD	TBD	TBD

- Observation protocol used for point of service observations:¹
 - Out of School Time (OST) Protocol (Years 1-3)
 - Out of School Time Adapted for Virtual Activities (OST-A) Protocol (Year 4)
 - ☐ Modified Out of School Time (OST) Protocol
 - ☐ Other observation protocol (attach sample in Appendix, or if published, indicate name): _____

Results:

The results of the observation analysis will be included in the Year 4 AER.

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

IV. Logic Model (LM)

NECSD 21 st Century Community Learning Center				
Logic Model				
(9/2020)				
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 Partners</u> <ul style="list-style-type: none"> Boys & Girls Club of Newburgh Zylofone Studios, Inc. <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>Surveys of students and parents attending Saturday Family Learning Trips will show satisfaction in ten outcome areas.</p> <p>Surveys of 21st CCLC students in grades K-3 and grades 4&5 will show satisfaction with the 21st CCLC program as well as increased positive attitudes and behaviors in eight outcome areas.</p> <p>Surveys of daytime teachers of 21st CCLC students will show overall positive impact and increased positive attitudes and behaviors in ten outcome areas.</p> <p>The NYS Network for Your Success' Quality Self-Assessment (QSA) tool will be administered twice yearly to 21st CCLC parents, students, and staff.</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 4 Logic Model was presented and approved at the September 24, 2021 PACT meeting to graphically depict the implementation of the 21st CCLC Program.

Changes made from the original Logic Model have been:

1. (Year 2) Vails Gate School was added as a fifth school and was approved by NYSED as a Program Modification.
2. (Year 2) Common Planning Time was added as a Resource as it was inadvertently left off the Logic Model.
3. (Year 3) Summer Lego Academy was added as an Activity as it was inadvertently left off the Logic Model.
4. (Year 4) Zylofone Studios, Inc. was added as a Partner in a Fall 2020 Program Modification. Unfortunately, the business closed and was only able to supply pre-recorded videos for use in the 21st CCLC program. They will be removed from the next version.
5. (Year 4) The Logic Model was updated to include the surveys that are administered (Saturday Family Learning Trip, students in K-3, students in 4-5, and daytime classroom teachers) as well as the QSA. These had all been administered in previous years but not shown on the Logic Model.

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 3

The Year 3 AER included several recommendations. The recommendations, as indicated by the underlined portions, and their status are discussed below.

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. Because the 21st CCLC program was implemented virtually, schools did not need to include a nurse and safety resource officer when staffing. Due to the low number of registered students, to date there has been a sufficient number of teachers and aides. Each school has an administrator for the 21st CCLC program with three schools having an administrator from the regular school day and two having an administrator from another school or district administration.
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. Although student enrollment remains low, average daily attendance is lower yet. As of the February 25, 2021 PACT meeting, enrollment varies from 24-45 students per school, while average daily attendance varies from 8-18 students per school. In a mid-semester survey to all families at the five 21st CCLC sites, parents/guardians indicated that they were not interested in additional virtual learning, they do not have a need for the program since it does not include childcare, and, for Horizons and Balmville families, that it runs too late into the evening.
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). Professional development was provided in November 2020 before the Fall session began.
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. Due to the low number of students attending, staffing has not been a limitation to student participation.
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. There was not a sufficient number of grade 4-5 students attending the 21st CCLC program to determine if there was a need for education on these topics. The Year 4 survey results will be reviewed to determine if this should be considered for Year 5. Alternatively, all students in grades 4-5 could be surveyed during the regular school day.

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.

6. Continue to explore partnerships with local organizations and expand on those currently in place with West Point and Mount Saint Mary College. Again, due to the low attendance in the 21st CCLC program, the existing partnerships with BGCN and Zylofone Studios, Inc. were sufficient.
7. Maintain a focus on adult education for families of 21st CCLC students. Explore options with district administration. This recommendation still merits follow up even if it promotes existing opportunities within the community.

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 discuss and brainstorm ideas (e.g., staffing strategies, student attendance supports) within the grant requirements.

c. Documented or perceived impacts of implementing Year 3 recommendations, if known

The specific impacts of implementing the Year 3 recommendations are not known. Most recommendations are minor improvements that will continue to support the grant implementation in future years .

d. Conclusions and recommendations based on Year 4's evaluation findings

Conclusions and recommendations based on Year 4's evaluation findings will be included in the AER.

e. Conclusions and recommendations based on Year 3 evaluation findings that could not previously be addressed due to pending data, if applicable

There was not any data pending from Year 3 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

NOTE: The survey for students in grades K-3 will be administered in Spring 2021 and the results will be included in the Year 4 AER. The text included here is from the Year 3 AER.

Description

The Grades K-3 Student Survey is based on the Short-term Student Outcomes Survey (SSOS) contained in New York State's 21st Century Learning Centers Evaluation Manual. Because that survey 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 21st CCLC web page. The survey was promoted to students via a School Messenger Broadcast (phone calls and emails), social media posts (NECSD's 21st CCLC 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

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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 (#)
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

Interim Evaluation Report – Year 4

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





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

NOTE: The survey for students in grades 4-5 will be administered in Spring 2021 and the results will be included in the Year 4 AER. The text included here is from the Year 3 AER.

Description

The Short-term Student Outcomes Survey (SSOS) is fully described in New York State's 21st Century Community Learning Centers Evaluation Manual. The survey asks students for their feedback on how the 21st CCLC program affected them in eight outcome 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 21st CCLC web page. The survey was promoted to students via a School Messenger Broadcast (phone calls and emails), social media posts (NECSD's 21st CCLC 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
		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
	4. Participate more in class activities	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
		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
	6. Care more about my school	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
		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
	8. Get along better with my teachers	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	4
			11. Feel a stronger connection to my community	1	Combined	12	6	0	0
	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	4
		12. Spend more time volunteering or helping others in my community		1	Combined	13	6	1	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	4
			Life Skills	Because I came to the 21 st Century After-School Program...	Year #	School	Yes (#)	Kind of (#)	No (#)
	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	4
		14. I am better at making friends		1	Combined	11	5	0	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
	16. I am better at listening to other people	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
	17. I work better with others on a team	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
	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
	19. I am better at planning ahead	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
	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

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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		

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

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	33. Exercise	1	Combined	17	0	2	1	0
		2	BAL	15	2	1	6	2
			GLA	5	3	3	2	0
			GAMS	18	4	2	1	1
			HOH	9	3	7	3	3
			VG	11	2	0	4	1
		3	Combined	7	5	1	1	4
	34. Tobacco	1	Combined	6	1	8	3	2
		2	BAL	3	2	15	4	2
			GLA	5	0	3	5	0
			GAMS	7	2	10	7	0
			HOH	3	1	13	3	5
			VG	6	0	6	4	2
		3	Combined	6	0	7	1	4
	35. Alcohol	1	Combined	6	1	9	2	2
		2	BAL	3	1	15	4	3
			GLA	4	0	4	5	0
			GAMS	6	2	11	7	0
			HOH	3	1	14	3	4
			VG	6	0	7	3	2
		3	Combined	6	0	7	1	4
	36. Drugs	1	Combined	5	2	9	2	2
		2	BAL	3	2	15	4	2
			GLA	5	0	3	5	0
			GAMS	7	1	10	7	1
			HOH	2	2	14	3	4
			VG	7	0	6	3	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	16	4	0	3	3
			GLA	6	4	1	2	0
			GAMS	18	4	1	1	2
			HOH	14	3	3	2	3
			VG	6	4	2	6	0
		3	Combined	7	3	1	3	4
	38. Feel that I have more control over things that happen to me	1	Combined	13	3	1	2	1
		2	BAL	13	3	0	7	3
			GLA	6	3	2	2	0
			GAMS	12	10	3	0	1
			HOH	13	4	3	2	3
			VG	4	9	3	2	0
		3	Combined	8	3	2	1	4

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	39. Feel that I can make more of a difference	1	Combined	14	5	0	0	1
		2	BAL	18	0	1	4	3
			GLA	5	4	1	2	1
			GAMS	17	5	2	0	2
	HOH		13	5	2	2	3	
	VG		5	8	2	2	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	16	5	0	2	3
			GLA	6	3	1	3	0
			GAMS	20	3	0	0	3
	HOH		14	3	0	4	4	
	VG		10	4	1	2	1	
	3	Combined	11	3	0	0	4	
	41. Feel better about my future	1	Combined	12	5	1	1	1
		2	BAL	17	2	0	4	3
			GLA	6	4	2	0	1
			GAMS	18	5	1	0	2
	HOH		11	5	3	3	3	
	VG		6	6	3	2	1	
	3	Combined	9	4	0	0	5	
	42. Feel I am better at handling whatever comes my way	1	Combined	10	7	0	2	1
		2	BAL	17	1	1	4	3
			GLA	5	4	1	3	0
			GAMS	13	8	2	0	3
	HOH		11	5	2	3	4	
	VG		8	7	1	1	1	
	3	Combined	7	4	0	3	4	
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	17	1	0	5	3
			GLA	5	5	1	1	1
			GAMS	14	9	1	0	2
	HOH		10	5	2	4	4	
	VG		8	3	6	1	0	
	3	Combined	8	3	1	1	5	
	44. Think about college or other training after high school	1	Combined	11	4	2	2	1
		2	BAL	14	5	0	4	3
			GLA	6	2	3	2	0
			GAMS	17	5	2	0	2
	HOH		11	3	2	5	4	
	VG		5	6	6	1	0	
	3	Combined	8	2	1	2	5	

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	45. Want to stay in school	1	Combined	16	3	0	0	1
		2	BAL	15	2	1	5	3
			GLA	8	1	1	3	0
			GAMS	16	3	3	0	4
	HOH		13	4	1	3	4	
	VG	4	4	7	1	2		
	3	Combined	7	3	2	1	5	
	46. Think about my future	1	Combined	17	2	0	0	1
		2	BAL	16	2	1	4	3
			GLA	6	4	2	1	0
			GAMS	17	5	2	0	2
	HOH		10	5	1	5	4	
	VG	10	3	3	1	1		
	3	Combined	9	2	0	2	5	
	47. Set goals for myself	1	Combined	16	2	1	0	1
		2	BAL	20	0	0	3	3
			GLA	5	4	2	2	0
			GAMS	15	6	3	0	2
HOH	10		4	3	4	4		
VG	10	5	2	1	0			
3	Combined	8	1	0	4	5		
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	18	1	1	3	3
			GLA	6	3	3	1	0
			GAMS	20	3	1	0	2
	HOH		15	3	0	1	6	
	VG	5	11	0	2	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	13	3	4	2	4
			GLA	6	4	2	1	0
			GAMS	13	7	4	0	2
HOH	9		4	2	4	6		
VG	6	8	2	2	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.

Two virtual Saturday Family Learning Trips have been offered to date in Year 4:

- How Our Favorite Foods are Made – a one-hour session held in Google Meets that was hosted live by a facilitator from NECSD with videos on the making of ice cream sandwiches, ketchup, candy canes, etc.
- Live Hip Hop Dance Class – a one-hour dance session hosted live by an NPAA artist.

During Years 1-3, because there was 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 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 and would not have been possible due to district closure.

Because the Year 4 Saturday Family Learning Trips were planned as virtual events and student enrollment in the 21st CCLC program is low, no limit on the number of attendees was needed; all students could attend if they desired. Unfortunately, similar to previous years, not all registered students attended (i.e., a total of 40 students registered for the Favorite Foods Trip and 26 attended while a total of 12 students registered for the Hip Hop Dance Class and 4 attended). Although a policy had been implemented in Year 2 that would exclude families that did not attend a Trip from registering for future Trips, it was not enforced due to confusion on how to log in to the Trips. If another virtual Trip is offered in Year 4 there will be very specific guidance on how to participate. It should be noted that there were students that attended the Saturday Family Learning Trip without a family member.

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, by school (%)	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, by school (%)	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)		
4	How Our Favorite Foods are Made (December 19, 2020)	4, 1	6, 2	4, 4	6, 6	6, 5	26, 18	N/A	N/A
	Live Hip Hop Dance Class (January 16, 2021)	0, 0	2, 2	1, 1	0, 0	1, 1	4, 4	N/A	N/A
	Student Participation, by school (%)	N/A	N/A	N/A	N/A	N/A	N/A		

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. Also, because Year 4 Trips were held virtually, some students participated on their own without a family member.

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

Surveys have been administered for all four Years of the grant to both the students and their parent/guardians that participate. 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.

In Year 3 the paper surveys continued to be used and response rates for both students and parent/guardians generally remained high. Student survey response rates at the five schools for Camp Mariah ranged between 75-100% and for the Bounce Trampoline Park ranged between 61-94%, with a 26% response rate for one school. The parent/guardian survey response rates at the five schools for Camp Mariah ranged from 82-100% and for the Bounce Trampoline Park ranged from 64-100%.

Year 4 surveys were offered to students and parents/guardians that participated in the Trip via links to Survey Monkey surveys. Spanish language text was included in both the student and adult surveys. Overall, although there were a limited number of participants and survey responses with both students and adults, the survey results were very positive. They enjoyed the activity and appreciated it was available.

Survey Results - Students

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

Interim Evaluation Report – Year 4

Student Survey: Completion and Response Summaries

NOTE: Data is disaggregated by school: Balmville (BAL), Gardnertown (GLA), Gidney Avenue (GAMS), Horizons (HOH), 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	17		10		63		0	0	10	8	0	0
		GAMS	16		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
4	How Our Favorite Foods are Made	BAL	4	Total 26	0	Total 3	0	Overall 11.5	This question was not asked in Year 4.			N/A	N/A	N/A
		GLA	4		1		25					1	0	0
		GAMS	6		1		17					1	0	0
		HOH	6		1		17					1	0	0
		VG	6		0		0					N/A	N/A	N/A
	Live Hip Hop Dance Class	BAL	0	Total 4	N/A	Total 3	N/A	Overall 75.0	This question was not asked in Year 4.			N/A	N/A	N/A
		GLA	2		1		50					1	0	0
		GAMS	1		1		100					1	0	0
		HOH	0		N/A		N/A					N/A	N/A	N/A
		VG	1		1		100					1	0	0

¹ The survey was not administered.

² Although 17 students attended, one student had opted out of participating in surveys.

Interim Evaluation Report – Year 4

Survey Results – Parents/Guardians: The following table summarizes the completion of surveys by the parents/guardians.

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	N/A 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		08		62	
		GAMS	14		N/A 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		
4	How Our Favorite Foods are Made	BAL	1	Total 18	1	Total 4	100	Overall 22.2
		GLA	2		1		50	
		GAMS	4		1		25	
		HOH	6		1		17	
		VG	5		0		0	
	Live Hip Hop Dance Class	BAL	0	Total 4	N/A	Total 3	N/A	Overall 75.0
		GLA	2		1		50	
GAMS		1	1		100			
HOH		0	N/A		N/A			
VG	1	1	100					

¹ Response rate (%) = 100 x (# of Responses)/(# 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.

Interim Evaluation Report – Year 4

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), Gardnertown (GLA), Gidney Avenue (GAMS), Horizons (HOH), 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?					How likely are you to attend a Family Field Trip again?				
			Yes, one other time	Yes, more than one other time	No, only this time	Very Dis-satisfied	Dis-satisfied	Neither	Satisfied	Very Satisfied	Very Unlikely	Unlikely	Neither	Likely	Very Likely
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
4	How Our Favorite Foods are Made	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
		BAL	This question was not asked in Year 4.			0	0	0	0	1	0	0	0	0	1
		GLA				0	0	0	1	0	0	0	0	1	
	GAMS	0				1	0	0	0	0	0	0	1		
	HOH	0				0	0	1	0	0	0	0	1		
	Live Hip Hop Dance Class	BAL	This question was not asked in Year 4.			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		GLA				0	0	0	1	0	0	0	0	1	
		GAMS				0	0	0	0	1	0	0	0	1	
HOH		N/A				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
VG		0	0	0	0	1	0	0	1	0	0	0	0	1	

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. 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	Ten parents of Gardnertown Leadership Academy students completed the survey. 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>
		Ten parents of Gidney Avenue students completed the survey. 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> Nine parents of Horizons on Hudson students completed the survey. Seven indicated that they had not been there before. Seven indicated that, overall, they were very satisfied with the eighth indicating satisfied. Comments included, <i>"new experiences are great and we don't get the chance otherwise"</i> , <i>"very interesting to explore new things with the children"</i> , and <i>"this is a wonderful way to bring family together"</i> .
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>
3	<ul style="list-style-type: none"> Camp Mariah Bounce Trampoline Park 	<p>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 (e.g., doing an egg drop challenge, building go-carts, and being outside). Surveys from the adults indicate that 81% 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.</p> <p>The Trip to Bounce Trampoline Park was very well-attended. The majority of student responses indicated that they had been there before 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 <i>"having the whole district together."</i> Similar to the student responses, the majority of adult responses indicated that they had been there before and 92% 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" (46%) and "My student learned something new" (56%) with "neither agree nor disagree" responses at 44% and 42%, respectively. It should be noted that the facility was closed to the public when the Newburgh families were there which facilitated interaction among the students and adults.</p>

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

NOTE: Data is disaggregated by school: Balmville (BAL), Gardnertown (GLA), Gidney Avenue (GAMS), Horizons (HOH), 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	
4	How Our Favorite Foods are Made	1. The Family Fun Trip was well organized.	BAL GLA GAMS HOH VG	0 0 1 0 N/A	0 0 0 1 N/A	1 1 0 0 N/A	“Confused about how to connect to the meet link.”
		2. The Family Fun Trip was too far away.	BAL GLA GAMS HOH VG	This question was not asked in Year 4.			
		3. The Family Fun Trip was interesting to me.	BAL GLA GAMS HOH VG	0 0 0 0 N/A	0 0 0 0 N/A	1 1 1 1 N/A	“My children really enjoyed and were interested in how things were made and were asking a lot of questions.”
		4. The Family Fun Trip was interesting to my student.	BAL GLA GAMS HOH VG	0 0 0 0 N/A	0 0 0 0 N/A	1 1 1 1 N/A	
		5. I learned something new.	BAL GLA GAMS HOH VG	0 0 0 0 N/A	0 0 0 0 N/A	1 1 1 1 N/A	“we appreciate the extracurricular activities especially now”
		6. My student learned something new.	BAL GLA GAMS HOH VG	0 0 0 0 N/A	0 0 0 0 N/A	1 1 1 1 N/A	
		7. The date and time of the Family Fun Trip was convenient.	BAL GLA GAMS HOH VG	0 0 0 0 N/A	0 0 0 1 N/A	1 1 1 0 N/A	“My other kids are able to be involved. They learned something new and they had a good time.”
		8. Transportation was comfortable.	BAL GLA GAMS HOH VG	This question was not asked in Year 4.			
		9. I enjoyed interacting with other families.	BAL GLA GAMS HOH VG	0 0 0 1 N/A	1 0 1 0 N/A	0 1 0 0 N/A	“Friends weren’t there.”
		10. I appreciated having food provided.	BAL GLA GAMS HOH VG	This question was not asked in Year 4.			

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	
4	Live Hip Hop Dance Class	1. The Family Fun Trip was well organized.	BAL GLA GAMS HOH VG	N/A 0 0 N/A 0	N/A 0 0 N/A 0	N/A 1 1 N/A 1	“She loves dance and she was very interested and didnt loose her focus.. she wasnt bored with it .”
		2. The Family Fun Trip was too far away.	BAL GLA GAMS HOH VG	This question was not asked in Year 4.			
		3. The Family Fun Trip was interesting to me.	BAL GLA GAMS HOH VG	N/A 0 0 N/A 0	N/A 0 1 N/A 0	N/A 1 0 N/A 1	“THis was a great opportunity for xxx to engage with others, and he had a great time.”
		4. The Family Fun Trip was interesting to my student.	BAL GLA GAMS HOH VG	N/A 0 0 N/A 0	N/A 0 0 N/A 0	N/A 1 1 N/A 1	
		5. I learned something new.	BAL GLA GAMS HOH VG	N/A 0 0 N/A 0	N/A 0 1 N/A 0	N/A 1 0 N/A 1	“I hope that the school has more family fun trips. Thank You”
		6. My student learned something new.	BAL GLA GAMS HOH VG	N/A 0 0 N/A 0	N/A 0 0 N/A 0	N/A 1 1 N/A 1	
		7. The date and time of the Family Fun Trip was convenient.	BAL GLA GAMS HOH VG	N/A 0 0 N/A 0	N/A 0 0 N/A 0	N/A 1 1 N/A 1	“We have always enjoyed the after school program and the field trips they have done we always attend.”
		8. Transportation was comfortable.	BAL GLA GAMS HOH VG	This question was not asked in Year 4.			
		9. I enjoyed interacting with other families.	BAL GLA GAMS HOH VG	N/A 0 0 N/A 0	N/A 0 0 N/A 0	N/A 1 1 N/A 1	“It was fun and we need to be more active during this time.”
		10. I appreciated having food provided.	BAL GLA GAMS HOH VG	This question was not asked in Year 4.			

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., Year 3's trip to 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.

Year 4's Saturday Family Learning Trips mirrored the challenges occurring with the virtual after-school program. Students and families are not looking to spend additional time on the computer and do not see the benefit of these learning opportunities. This is demonstrated by both the low number of students that register to participate in the Trip and the low number of those that actually participated. Students and parents/guardians that have participated in a Year 4 Trip(s), however, have had positive experiences as indicated by their survey results and comments. One student commented, *“I got to spend time with my mom.”* which is a key aspect of the Trips. The interest in future virtual Saturday Family Learning Trips is limited and if more are to be offered in Year 4 or even Year 5, they should be targeted to those who will commit to attending.

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

i-Ready Assessment Summary

NOTE: Changes in student achievement will be included in the Year 4 AER. The text included here is from the Year 3 AER.

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

NOTE: Changes in student discipline referrals will be included in the Year 4 AER. The text included here is from the Year 3 AER.

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

NOTE: The survey for daytime classroom teachers will be administered in Spring 2021 and the results will be included in the Year 4 AER. The text included here is from the Year 3 AER.

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

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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

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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

Interim Evaluation Report – Year 4

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.

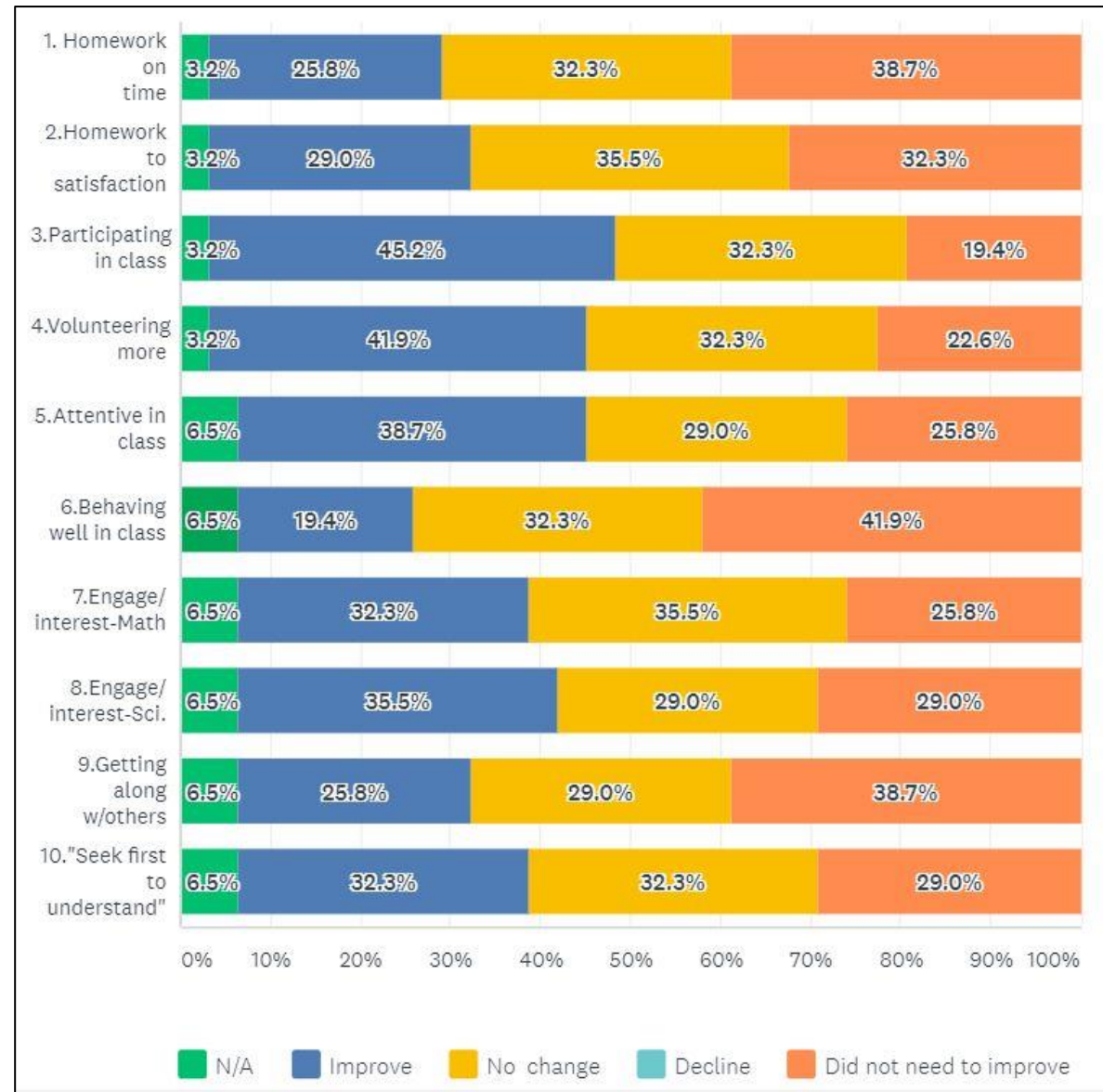
The three levels of responses from the main data table (significant, moderate, and slight) were combined to provide a composite percent improvement and composite percent decline for each outcome, shown in the chart to the right. Teachers reported that:

- 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"

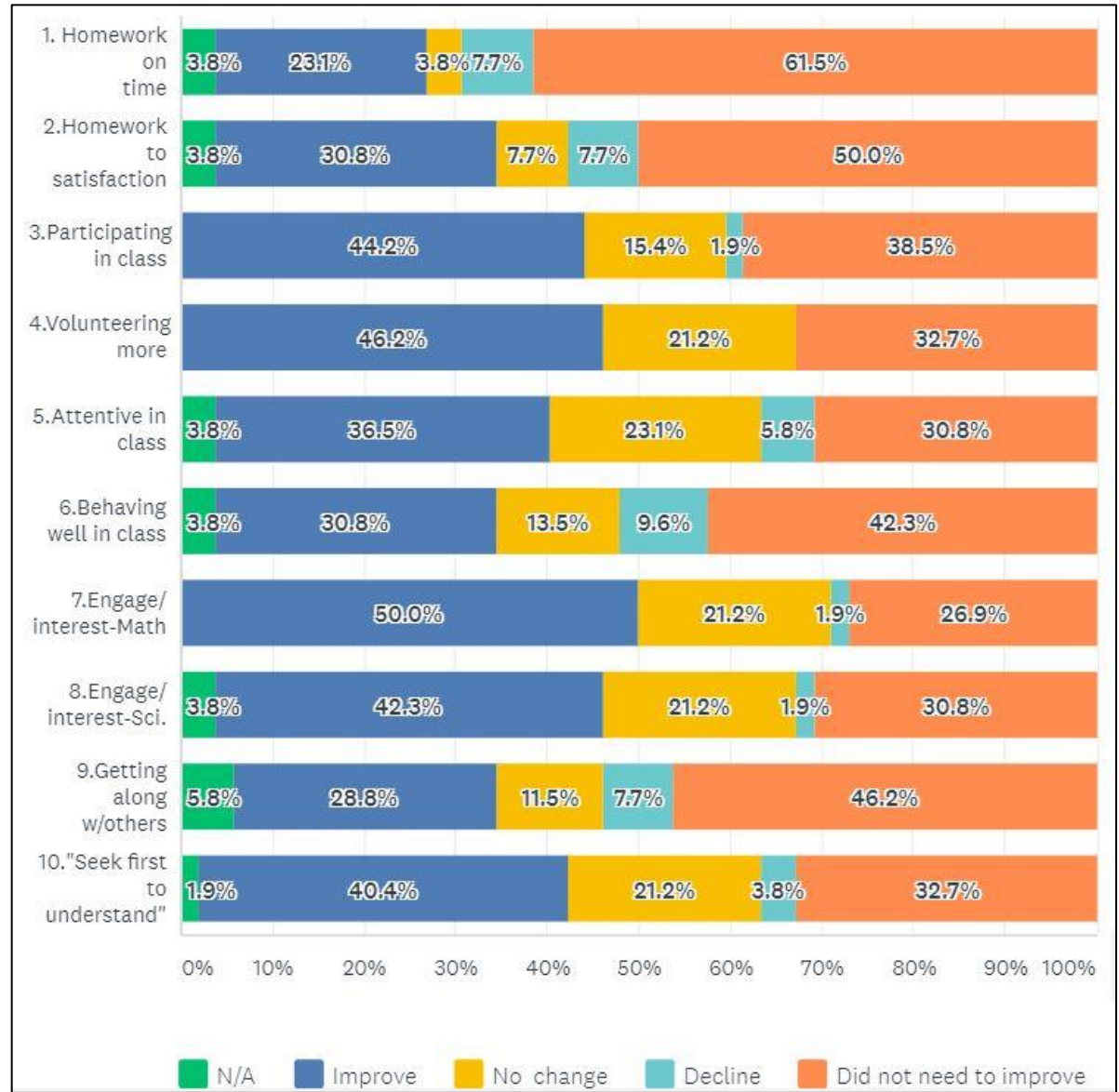


Gardnertown Leadership Academy There were 52 responses from 17 teachers reporting on students in all grades. Of the 17 teachers, one worked in the 21st CCLC program and sixteen did not.

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):

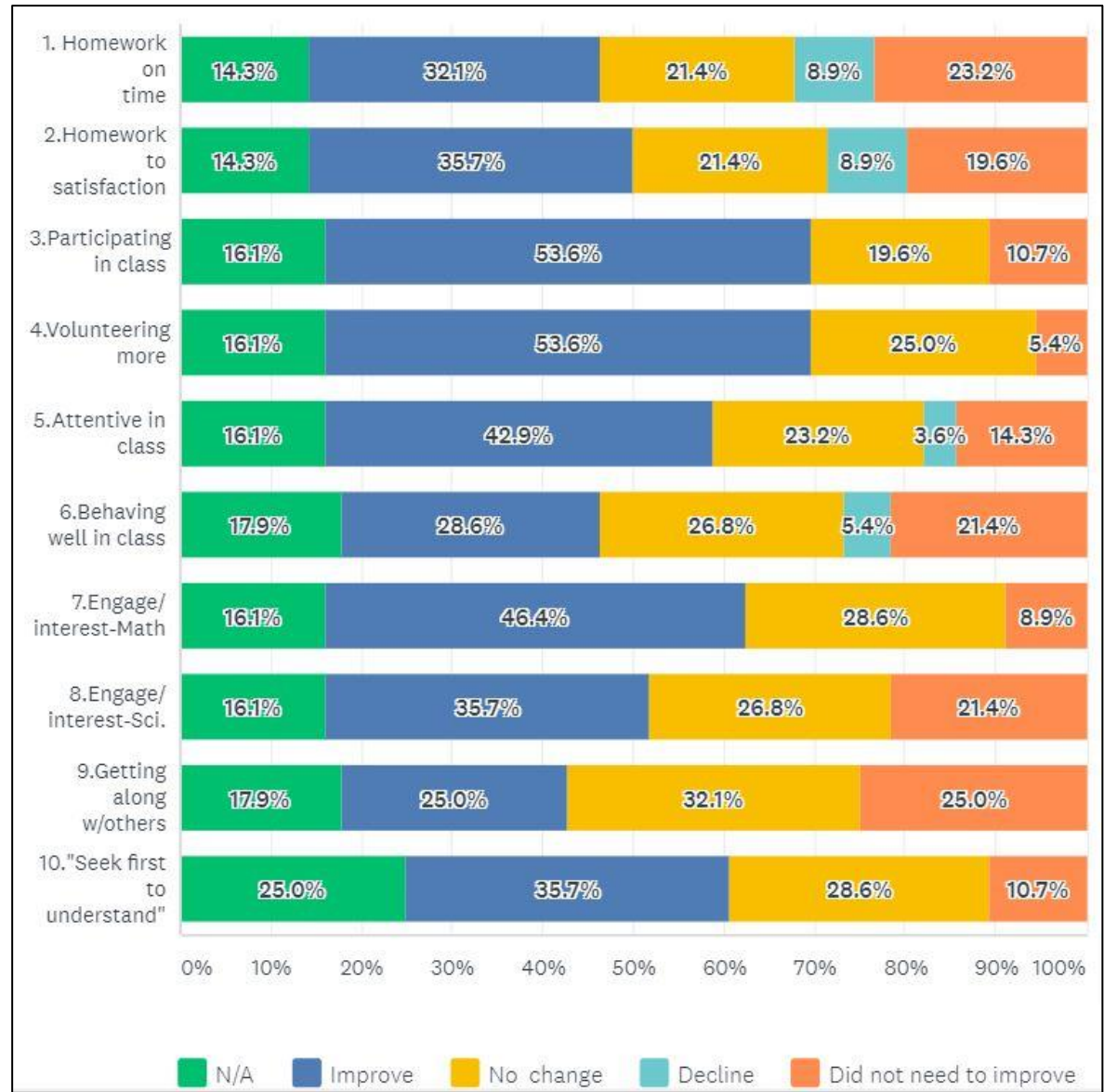
- “She was more confident in expressing herself in the second language.”
- “He has become more confident in his abilities and is beginning to contribute more in class discussions and show work that he is proud of.”
- “I think it helped her to build relationships with other students and build more confidence 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):

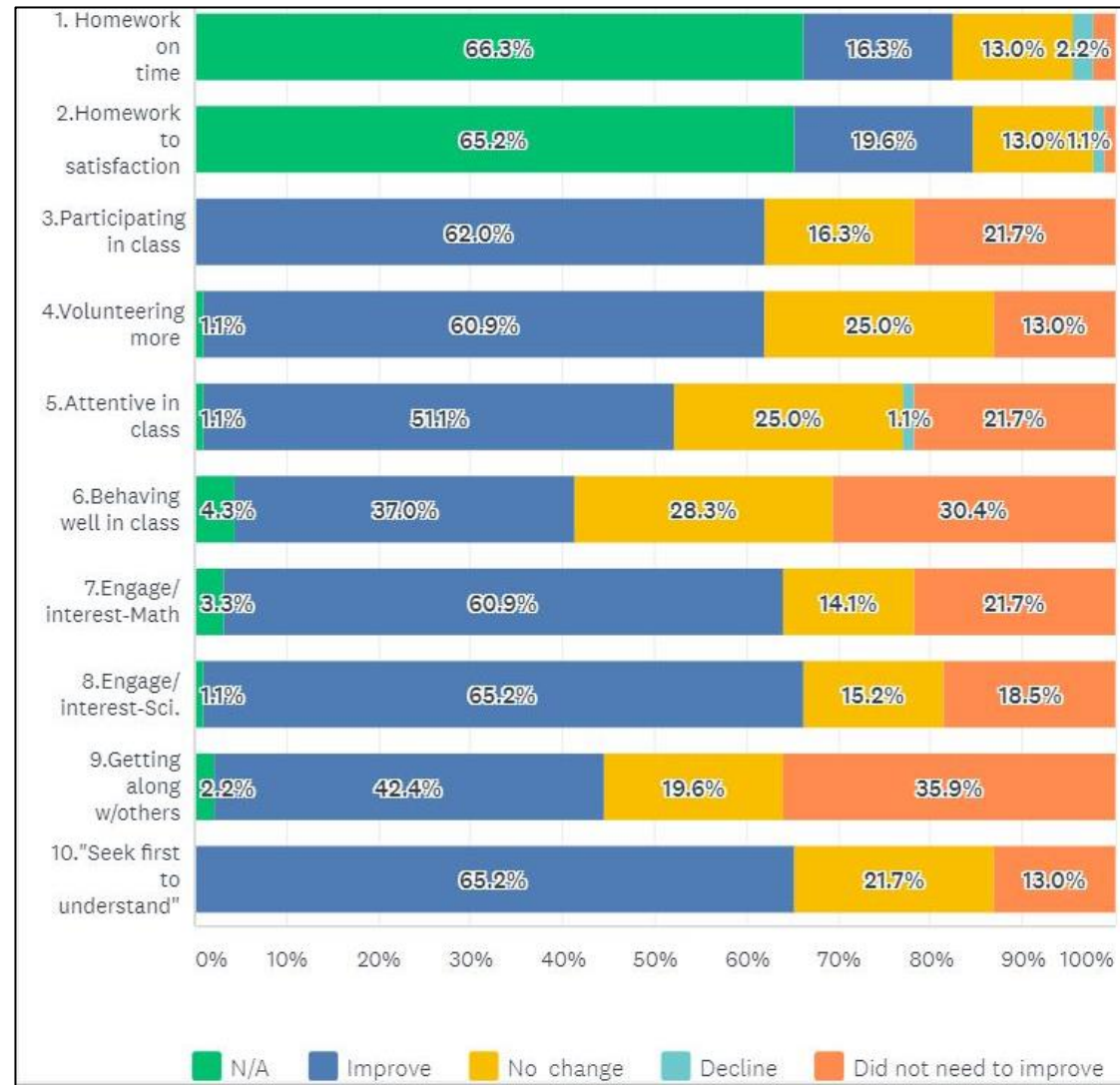
- “She began to take ownership of her math learning, what she knew and did not know. She began to ask for help instead of waiting for the teacher to come to her. I attribute this to her working with Xxxxxx. Her Century 21st teacher managed to build in her a courage and confidence in owning her learning 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.

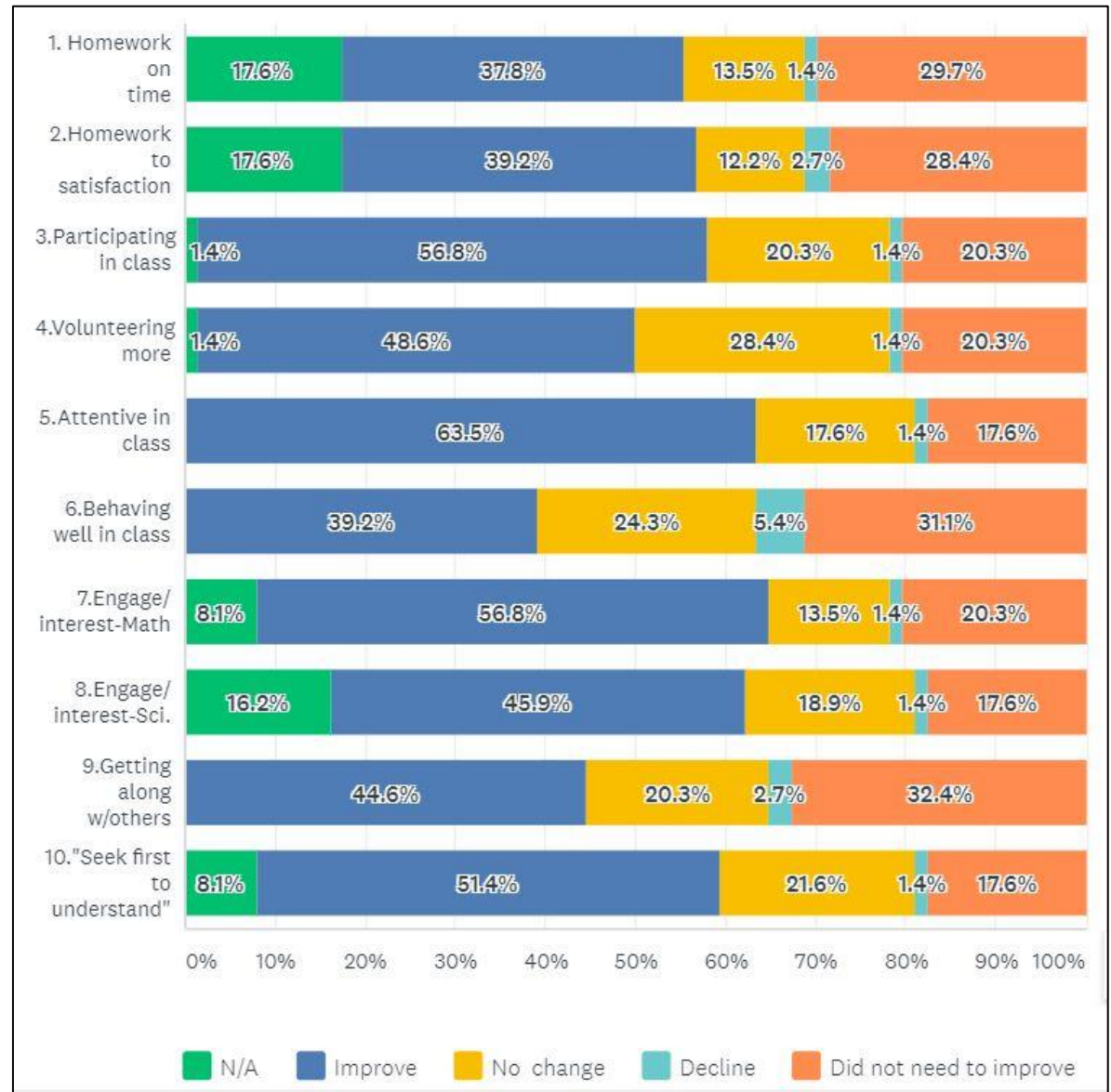
The three levels of responses from the main data table (significant, moderate, and slight) were combined to provide a composite percent improvement and composite percent decline for each outcome, shown in the chart to the right. Teachers reported that:

- 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!”



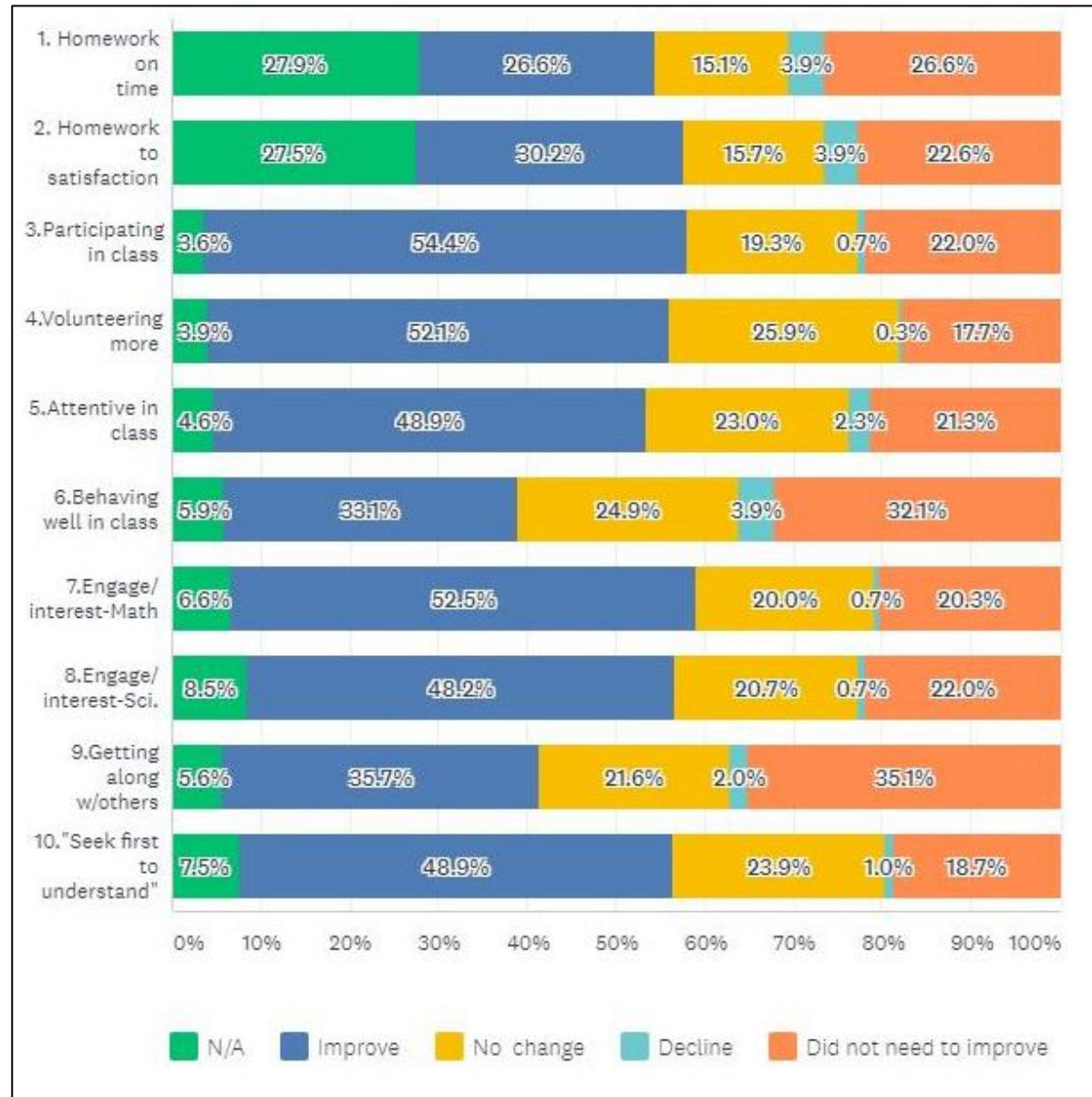
Overall Teacher Survey Conclusions Each school's survey responses varied as to which outcome areas improved the most, which did not change, and which outcomes were not in need of improvement. Therefore, the school-level analyses are informative to use for local input of teachers' perception of impact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

NOTE: Changes in student absences will be included in the Year 4 AER. The text included here is from the Year 3 AER.

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).