

Newburgh Enlarged City School District
21st Century Community Learning Center (21st CCLC)
Interim Evaluation Report: Year 1

March 29, 2018

Prepared by

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Introduction

In April 2017, the Newburgh Enlarged City School District (NECSD) was awarded their five-year Round 7 21st CCLC funding. A summary of the project is stated in the Program Theory, *“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 contracted with Brockport Research Institute (BRI) in October 2017 for their external evaluation. BRI has maintained contact with the 21st CCLC program coordinator, Ms. Susan Torres-Bender, and other administrators/coordinators on an ongoing basis through phone calls, emails, and site visits to monitor grant implementation during the first portion of grant Year 1. This report addresses fidelity of implementation, progress toward objectives, and recommendations for program improvement.

Methodology

From October 2017 through March 2018, BRI provided the following evaluation services for Year 1 of the grant:

- Sent a BRI representative to the 21st CCLC meeting for awardees held in Geneva on August 18, 2017. Although this was prior to BRI being awarded the contract with NECSD, BRI is contracted with additional 21st CCLC projects.
- Led a kick-off conference call at project start-up to introduce the evaluator and school staff to one another; reviewed the 21st CCLC program and evaluation timeline; shared documents; and establish a short-term list of tasks for both NECSD and BRI.
- Presented via telephone at the second Program Advisory Council Team (PACT) meeting held on November 20, 2017 at Gidney Avenue Magnet School. The first PACT meeting was held on October 11, 2017 at NECSD's central office prior to BRI's involvement with the project. During the November meeting, BRI reviewed the evaluation services; solicited input for the program theory; presented a preliminary logic model (see Appendix A for the approved logic model); reviewed program indicators and measures to be used in the evaluation; and described the stages of the evaluability process. The meeting agenda is located in Appendix B.
- Completed the Stage 1 evaluability checklist after the second PACT meeting. See Appendix C.

- Discussed NECSD's data collection plans to verify that procedures are in place for systemically and systematically recording and/or entering all required data necessary for program evaluation purposes.
- Advised on parental notification and consent for data collection activities.
- Advised on QSA implementation.
- Developed an informal observation protocol to use as part of the evaluability process.
- Performed on-going review of documents (e.g., grant proposal, employee handbook, program schedule).
- Attended the third PACT meeting in person. It was held on December 18, 2017 at Horizons on the Hudson School. During this meeting, BRI reviewed the evaluation documents, the evaluability checklist, and discussed upcoming evaluation tasks. The agenda is located in Appendix B.
- Conducted the first round of observations on December 19, 2017 to observe program implementation fidelity and readiness to be evaluated. Refer to Section C for an additional description.
- Completed the Stage 2 evaluability checklist. See Appendix C.
- Completed the evaluability process -Stage 3 and forwarded to the Project Director for submission to NYSED.
- Sent a BRI representative to the 21st CCLC conference for awardees in January 2018. Multiple BRI staff met with the NECSD 21st CCLC project director during the conference.
- Attended the fourth PACT meeting held on January 22, 2018 at Balmville Elementary via telephone. The agenda is located in Appendix B.
- Advised on the NYSED mid-year report due February 15, 2018.
- Planned on participating in the fifth PACT meeting via telephone. The meeting was scheduled to be held on February 26, 2018 at Horizons on the Hudson School, however the meeting was postponed and then cancelled. Some participants were asked to respond to certain questions via email for continued discussion at the next PACT meeting to be held on March 19, 2018. The agenda is located in Appendix B.
- Attended the sixth PACT meeting in person. It was held on March 19, 2018 at Balmville Elementary School. BRI presented on the NYSED mid-year report, the status of the local-level evaluator's mid-year report, and the upcoming evaluation tasks which include the second site visit observations and survey development. The agenda was based on the February topics with some additions. It is located in Appendix B.

Findings

A. Fidelity of Implementation

Table 1 presents preliminary findings to date for Year 1 based on the goals and objectives stated in NECSD's grant narrative. Some performance indicators cannot be

addressed until the annual report. Note that the grant narrative did not contain a section for Objective 2 but that the activities, performance indicators, and measures that would be appropriate for Objective 2 were embedded within the Objective 1 section and have been pulled out to create a new section.

Table 1. Goals and Objectives

Objective 1: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services for students and their families.			
<u>Sub-Objective 1.1: Core educational services.</u> 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.			
Program Objective 1.1-1: Students who participate in the After School Academy will improve their academic achievement by 5% utilizing instruments such as iReady Diagnostic, the NYS assessment program, and project-based learning activities centered around STEAM.			
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Year 1 Progress to Date
After School Academy	Students will demonstrate 95% attendance rate in the program.	Attendance records	Although Infinite Campus was originally utilized for tracking attendance, a comprehensive online software tool was explored and purchased in March 2018 (<i>Cayen Afterschool 21</i>) in order to track attendance as well as other demographics, aggregate data, and populate required 21 st CCLC APR reports. Attendance will be presented in the annual report.
	Students will increase ELA and Math achievement by 10%	Results on iReady Diagnostic	This Performance Indicator and Measurement was moved to Sub-Objective 2.1 - <i>Achievement</i> and will be deleted from this Sub-Objective in the annual report.
Saturday Family Learning Trips	Students and parents will achieve a 95% attendance rate in the program.	Attendance records	This Activity is listed in Sub-Objective 1.4 – <i>Services to parents and other adult community members</i> . The Performance Indicator and Measurement will be moved to that section and will be deleted from this Sub-Objective in the annual report.
<u>Sub-Objective 1.2: Enrichment and support activities.</u> 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.			
Program Objective 1.2-1: Community learning center will provide activities that promote health and wellness, and social and emotional learning in order to demonstrate an increase in attendance and positive school behavior reports for all student participants.			
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Year 1 Progress to Date
Boys and Girls Club of Newburgh (BGCN) - Artists in Residence program (NPAA – Newburgh Performing Arts Academy)	Students will achieve 95% attendance within the program	Attendance records	Attendance will be presented in the annual report.
	95% of students will find the program favorable based on exit survey.	Student survey	A student survey will be developed and administered in the spring and will include sections for each field trip. It will be reported on in the annual report.

	50% of referrals and behaviors during the regular school day will decrease.		This Performance Indicator was moved to Sub-Objective 2.2 - <i>Behavior</i> and will be deleted from this Sub-Objective in the annual report.
	Students who participate in program will have a 75% increase of daily school attendance.		This Performance Indicator was moved to Sub-Objective 2.2 - <i>Behavior</i> and will be deleted from this Sub-Objective in the annual report.
After School Academy	50% of referrals and behaviors during the regular school day will decrease.	Data will be maintained and tracked through Infinite Campus –Student Management System.	This Performance Indicator was moved to Sub-Objective 2.2 - <i>Behavior</i> and will be deleted from this Sub-Objective in the annual report.
Saturday Family Learning Trips	Students and parents will demonstrate a 95% attendance rate.	Attendance records	Saturday Family Learning Trips are included in Sub-Objective 1.4 – <i>Services to parents and other adult community members</i> and will be deleted from this Sub-Objective in the annual report.
	95% of students and parents will find the program favorable.	Program evaluations	
		Exit survey	
<u>Sub-Objective 1.3: Community Involvement.</u> 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.			
Program Objective 1.3-1: Each program site will develop two new community partnerships throughout the course of the grant.			
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Year 1 Progress to Date
PACT Advisory Council	All stakeholders including the Girls and Boys Club and Director of FACE (Family and Community Engagement) will	Meeting agendas	Six PACT meetings have been held: October 11, 2017, November 20, 2017, December 18, 2017, January 22, 2018, February 26, 2018, and March 19, 2018. Note that this exceeds the grant requirement of four meetings. The agenda for each is included in Appendix B.

	participate in 95% of meetings.	Attendance	To date, stakeholder representation has been extensive although parent/guardian attendance has been minimal and no students have attended (the student “voice” could be indirectly included in the meetings, without actual attendance; see Recommendations section). The Director of FACE has not attended, but because there is a wait list of students at each school, additional outreach has not been necessary. The Director of FACE will be invited to future meetings to help with planning for student enrollment for year 2.
Parent University/ Academy	Each site will host a Parent Academy event that includes at least 2 additional community organizations.	Program guide	The Project Director maintains a program guide for parent programming. It will be reported on in the annual report.
		Attendance in programs	Attendance by parents/guardians is recorded at all Parent University/Academy events. It will be reported on in the annual report.
<i>Sub-Objective 1.4: Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children.</i>			
<u>Program Objective 1.4-1:</u> Approximately 60 adults will participate in financial management, technology classes, and/or other adult community programs.			
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Year 1 Progress to Date
Parent University/Academy	An increase of 50% in parents that attend at least one Parent University/Academy program, including literacy programs.	Attendance records	Attendance by parents/guardians is recorded at all Parent University/Academy events. Attendance for the 2017-2018 school year will be the baseline for future years. It will be reported on in the annual report.
	Of parents who attended the program, 90% will find the program favorable.	Exit survey	A parent survey will be developed and administered in the spring and will include a section for Parent University/Academy events. It will be reported on in the annual report.
Saturday Family Learning Trips	Of parents who attended program, 90% will find the program favorable based on exit survey	Exit survey	A parent survey will be developed and administered in the spring and will include sections for each field trip. It will be reported on in the annual report.

	Students and parents will achieve a 95% attendance rate in the program.	Attendance records	Attendance by parents/guardians is recorded at all Saturday Family Learning trips. For the January and February field trips to Locust Grove Estate, 72% (72 out of a 100) family members attended. Field trips are scheduled for April (Liberty Science Center) and May (National Geographic Experience).
<u>Sub-Objective 1.5: Extended hours.</u> More than 75% of Centers will offer services at least 6 hours a week on average and provide services when school is not in session, such as during the summer and on holidays.			
<u>Program Objective 1.5-1:</u> 50% of Students and parents will participate in programming opportunities on an average of at least 90 hours throughout the program.			
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Year 1 Progress to Date
After School Academy, Boys and Girls Club – Artists in Residence, Saturday Family Learning Trips, Parent Academy	Attendance in program activities will demonstrate at least 90 hours throughout the course of the program	Attendance records	Attendance will be presented in the annual report.

Objective 2: Participants of 21st Century Community Learning Center Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.			
<u>Sub-Objective 2.1: Achievement.</u> Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.			
<u>Program Objective 2.1-1:</u> Regular participation by students will demonstrate continuous improvement in academic achievement.			
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Year 1 Progress to Date
After School Academy	Students will increase ELA and Math achievement by 10%	Results on iReady Diagnostic	iReady was administered in Fall 2017 and will be compared to the end-of-year iReady results for 21 st CCLC student participants
<u>Sub-Objective 2.2: Behavior.</u> 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.			
<u>Program Objective 2.2 – 1:</u> Regular participation by students will demonstrate continuous improvement in behavior.			
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured	Year 1 Progress to Date

Grant activities for students (i.e., After School Academy, BGCN, and Saturday Family Learning Trips)	50% of referrals and behaviors during the regular school day will decrease.	For students participating in the program, referrals for the 2016-2017 school year will be compared to referrals for the 2017-2018 school year.	Clarification to be discussed with NECSD project staff to determine if the 50% decrease is for a single year or over the course of the five-year grant. Data to be reported on in the annual report.
	Students who participate in program will have a 75% increase of daily school attendance.	For students participating in the program, attendance for the 2016-2017 school year will be compared to attendance for the 2017-2018 school year.	Clarification to be discussed with NECSD project staff to determine if the 75% increase is for a single year or over the course of the five-year grant. Data to be reported on in the annual report.

B. Reach to the Target Population

NECSD's grant application targets four schools that serve students in Kindergarten through 5th grade. Although Vail's Gate STEAM Academy was included in the original proposal, it had an existing after-school program for AIS (Academic Intervention Services) for 100 of its students and was replaced by Gardnertown Leadership Academy which started programming on January 31, 2018. The other three schools began programming on November 14, 2017.

Table 2 shows the proposed number of students (both the quantity and as a percent of the school's enrollment) as compared to the actual number of students participating in the program to date in both February and March of 2018. The February data was provided to NYSED on the mid-year report that 21st CCLC sites were required to submit by February 15, 2018. The March data was provided by the Project Director. From February to March 2018, the number of students who have attended 21st CCLC programming increased from 45% of the target of 750 students to 55%.

Table 2. Student Participation

School Name	From Proposal		Actual # of Students ¹ (% of proposed #)	
	Total # of Students	Proposed # of Students (% of total)	February 12, 2018	March 19, 2018
Gidney Avenue Magnet School (GAMS)	801	200 (25%)	130 (65%)	157 (79%) waitlist of 20
Horizons on the Hudson (HOH)	518	200 (39%)	58 (29%)	71 (36%) waitlist of 30
Balmville Elementary	493	150 (30%)	63 (42%)	89 (59%) waitlist of 4
Gardnertown Leadership Academy	696	200 (29%)	85 (43%)	98 (49%) waitlist of 10
TOTAL	2,508	750 (30%)	336 (45%)	415 (55%)

¹ Because this is the first year of the grant, NYSED has waived the requirement that students participate for 30 hours in the program year to be considered a participant. Therefore, the students listed in Table 2 may not have necessarily reached 30 hours of participation yet.

At each school, student participation has been limited by the number of teachers that have signed up and been Board-approved to work in the 21st CCLC program. District policy requires students to be instructed by certified teachers in both the enrichment and homework tutoring sessions with a 10:1 student to teacher ratio. Each NPAA artist may also lead a group of students provided that a teacher aide or teacher is present so there

may be up to 20 students in those groups. Teacher recruitment is continuing and students that are interested in the program have been wait-listed.

C. Observed Service Quality

The first round of observations occurred as shown in Table 3. The site coordinators were advised the first observations are part of the evaluability process and are not to be construed as high-stakes. Because programming at the Gardnertown Leadership Academy did not start until January 31, 2018, observations were not performed at that site.

Table 3. First Round Observations

Site Name	Grades Served	Date and Time	# of Students	# of Adults ¹
Gidney Avenue Magnet School (GAMS)	K – 5 th	December 19, 2017 2:45 – 4:10 p.m.	125	13
Balmville Elementary	K – 5 th	December 19, 2017 4:20 – 4:55 p.m.	70	7
Horizons on the Hudson (HOH)	K – 5 th	December 19, 2017 5:10 – 6:00 p.m.	66	8

¹ This number includes certified teachers, teaching assistants, and NPAA artists. Each site also has a security person, registered nurse, and clerk/typist.

Ms. Torres-Bender guided the observations of the 21st CCLC programs at the three schools. Each of the after-school programs is directed by an administrator (principal or assistant principal) and structured similarly, as shown in Table 4. The snack is not funded by 21st CCLC funds.

Table 4. Two-hour Timeline of After-school Program¹

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

¹ Because GAMS has an earlier start time for the regular school day than the other three schools, the after-school program is held 3:15 p.m. – 5:15 p.m. The after-school program is held 4:15 p.m. – 6:15 p.m. at the other three schools.

² Enrichment is provided by NECSD teachers while Arts is provided by the Boys and Girls Club-Newburgh (BGCN) through their Newburgh Performing Arts Academy (NPAA). Two artists are located at each school and they generally rotate through the four schools during the school year in order to provide similar opportunities to all students. A community partner was originally scheduled to offer chess as another option for an enrichment activity but had to withdraw the offer.

It should be noted that the students indicate which enrichment or arts activity that they would like to participate in for each of the four blocks of the school year. School staff make the final determination in order to have an appropriate number of students in each activity, balance student personalities, and ensure that students are exposed to different activities. Enrichment activities are offered in the blocks shown in Table 5:

Table 5. Enrichment Blocks Per Building

Balmville, GAMS, and HOH	Gardnertown
November 14, 2017 – January 11, 2018	N/A
January 16, 2018 – February 28, 2018	January 31, 2018 – March 8, 2018
March 6, 2018 – April 19, 2018	March 13, 2018 – April 19, 2018
April 24, 2018 – June 7, 2018	April 24, 2018 – June 7, 2018

The 21st CCLC grant is also used to provide additional events that are held for families in the evening (e.g., on October 26, 2017 a *Lights on for Afterschool* family night was held at the Newburgh Free Library), on Saturdays (e.g., in January and February 2018 four field trips were held for students with a parent/guardian to Locust Grove Estate), and exclusively for parents/guardians (e.g., an ESL class). Only the after-school programs were observed in December 2017. The following paragraphs summarize the three school observations conducted by two BRI staff.

Gidney Avenue Magnet School (2:45 – 4:10 p.m.) - As the students were dismissed from their regular school day, those participating in the 21st CCLC program entered the cafeteria and went to a table labeled with the teacher's name that they would be starting with and attendance was taken. Staff and teachers entered the cafeteria after their dismissal duties, whether directly from their classroom or from bus duty.

The intent is to have a separation from the school day by having the students come to the cafeteria (i.e., get out of the classroom) for physical movement, generally led by a small group of students. A hearty, pre-assembled snack box was also provided (a sandwich wrap and fresh broccoli with ranch dressing). Each student also took an orange and container of 1% white milk. Accommodations were made for students with allergies. Snack distribution was very efficient.

As students were released in groups from the cafeteria, a female student was asked what she thought about 21st CCLC and replied, "It's awesome!" She commented that

she likes arts and crafts as well as jazz dancing the best. Observations then continued throughout the school.

Five groups of 3rd – 5th grade students had returned to classrooms for homework tutoring. One classroom had a screen display of a log in a fireplace and students had beanbag chairs so that after-school time was differentiated from the regular school day. Students in K – 2nd grade were doing fitness in the gym, others were in a classroom with an NPAA artist and staff person doing an “Art and STEAM Learning Project K-5, Understanding Triangles and Pyramids, Making a simple 3-D object”, and others were in the gym doing aerobics.

Attendance sheets were collected at each session by a clerical person and returned to the school’s office where a site binder and student files are stored. The site binder contains all documentation for staff at that location, including monthly lesson plans, weekly enrollment and waiting lists, and parent orientation sign-in sheets (which had been offered previously in the morning and evening, but was not part of the observation).

Balmville Elementary (4:20 – 4:55 p.m.) – Upon arrival, the students participating in 21st CCLC were already in the cafeteria. A schedule with student names was posted on the wall and they left from there in groups with their teacher. A sample of the programming was observed: a K – 2nd grade group remained in the cafeteria to do theatre work with an NPAA artist and a staff person, the library had a group of 3rd – 5th grade students receiving homework tutoring, a group of K – 2nd grade students in a classroom were doing a STEM activity, and K- 2nd grade students in the gym were led by another NPAA artist and were dancing.

Horizons on Hudson (5:10 – 6:00 p.m.) – During this observation, the students were already in their groups throughout the school. Activities that were observed included: six different groups receiving homework tutoring, a K – 2nd grade group was making “snow”, students in a classroom were making birds from geometric shapes with an NPAA artist, students in the gym were working with a male NPAA artist to learn a dance routine. He was asking them about vocabulary they had learned to enhance their public speaking skills.

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

- The types of activities that were observed and their schedule align with the grant proposal.
- Throughout the observation timeframe, students were being supervised, the staff was attentive, and the students were engaged.
- The number of adult and student participants meets the required ratio of ten students to one adult.

- Attendance-taking was observed at all three sites. It is scheduled to occur at the start of the after-school program in the cafeteria and at each of the two 40-minute sessions.
- Each of the three schools has a bulletin board in the entry way to promote the 21st CCLC program to staff, students, and parents. Each school is provided a list of items required to be on the bulletin board (e.g., registration forms, photos of activities, and program schedule) to ensure completeness and consistency.
- The 21st CCLC program is promoted on each school's web page of the district's web site. Each contains a program description and downloadable registration forms in both English and Spanish and Word and Adobe pdf formats. Photos and/or videos of 21st CCLC activities are also posted.

D. Potential Implementation Barriers

Through discussions with the Project Director, the following barriers have been identified as having potential to limit grant implementation:

- Additional teachers are needed at each building to allow for full implementation of the grant's targeted number of students. All four schools currently have the maximum number of students participating based on their respective numbers of teachers. Each school currently has a wait list of between four and thirty students as shown in Table 2.
- Although it was not an issue during the observation day, additional teachers are needed in a back-up role in order to ensure coverage when a teacher is absent.

Recommendations

While the program has been in an infancy stage to date, the following recommendations are provided to foster obtainment of the performance indicators of success, as stated in the grant narrative.

1. Continue to recruit teachers and teaching assistants for all four school sites.
2. While it may seem early, continue efforts to develop a written sustainability plan to solidify specific resources needed to continue supporting the program, including researching opportunities and applying for grant funding, and exploring local partnerships.
3. Students should continue to be recruited at all four school sites. If necessary, they should be put on a waiting list in order that they are readily available when teacher(s) are added to the 21st CCLC staff.
4. Each school should review the results from the initial administration of the Quality Self-Assessments (QSA) to their staff, parent/guardians, and students. Follow up with NPAA artists regarding their QSA status. Implement corrective actions as possible. Administer a final QSA in May to each stakeholder group and use results to inform year 2 planning.

5. Ensure that staff are utilizing common planning time and documenting that time using the template provided by the Project Director.
6. Ensure that professional development for staff continues to be offered as needed, attended, and documented.
7. Continue to recruit members for the PACT, including parents/guardians and teachers. Although the proposal indicates that students would be included in the PACT, because of their young age, student voice could be indirectly included in the meetings without actual attendance. Students could share a story or input via a small meeting with a principal during school time and then he/she could present it at the PACT.
8. Continue to offer activities for parents such as the English, Financial Literacy, and GED/HSE classes that have been offered to date. Determine other areas of interest and preferred times on the end of year survey.

Appendix A: Logic Model

NECSD 21 st Century Community Learning Center - Logic Model - 2/2/2018				
Resources	Activities	Outputs	Outcomes	Impact
<i>In order to accomplish our set of Activities we will need the following:</i>	<i>We will conduct the following activities (based on program objectives from proposal):</i>	<i>Once completed or underway, these activities will produce the following evidence of service delivery:</i>	<i>We expect that if completed or ongoing, these activities will lead to the following short-term changes:</i>	<i>We expect that if completed these activities will lead to the following long-term changes.</i>
<u>Community Partner</u> <ul style="list-style-type: none"> Boys & Girls Club – Newburgh <u>Students</u> <ul style="list-style-type: none"> GAMS (200 K-5) Horizons (200 K-5) Balmville (150 K-5) Gardnertown (200 K-5) <u>Family members</u> <ul style="list-style-type: none"> GAMS (75) Horizons (75) Balmville (75) Gardnertown (75) <u>Program Advisory Council Team (PACT)</u> <ul style="list-style-type: none"> Assistant Super. of Curriculum Director of Grants Project Director School Principals (4) Community Partner representative (1) Student representatives Teacher representatives Parent representatives <u>Staff</u> <ul style="list-style-type: none"> Certified teachers Teacher aides Nurses Clerical typists Security monitors <u>Supplies & Materials</u> <u>Program budget</u> <u>Program facilities (4 schools)</u> <u>Professional Development Opportunities</u>	<p>High quality academic support in the core subjects of reading and literacy, mathematics, and science</p> <p>Enrichment and youth development opportunities that reinforce the regular school day academic program such as nutrition and health, art, music, technology, and recreation</p> <p>Establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs (i.e. Program Advisory Council Team).</p> <p>Engage families by offering services to parents of participating children including Saturday Family Learning Trips and Parent University/Academy.</p>	<p>Programming will be provided for 6 hours per week during the school year and for 3-4 hours on four Saturdays.</p> <p>Participant students will attend at least 1 hour of tutoring or academic enrichment activities every day they attend.</p> <p>Participant students will attend at least 1 hour of enrichment or youth development activities related to health, the arts, prevention education, recreation, service learning, or other areas every day they attend.</p> <p>Parents, students, and community partners will be included on the PACT, which will meet at least quarterly.</p> <p>Students and parents will achieve a 95% attendance rate in the Saturday Family Learning Trips.</p>	<p>Students will increase ELA and Math achievement by 10%.</p> <p>Students who participate in the program will have a 75% increase of daily school attendance.</p> <p>50% of referrals and behaviors during the regular school day will decrease.</p> <p>Strengthened relationships between schools and families.</p> <p>An increase of 50% in parents that attend at least one Parent University/ Academy program, including literacy programs.</p>	<p>Student participants improve academic achievement.</p> <p>Partnerships established and maintained that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.</p> <p>Parents have an opportunity to benefit from, and be involved with, their child's education.</p>

Appendix B:
Advisory Board Meeting Agendas



Program Advisory Council Team
Agenda
October 11, 2017

Welcome:

Program Overview:

Start Dates: November 14, 2017- February 22, 2018 and February 28, 2018-June 7, 2018

Program procedures:

Gathering place and Procedures:

Supervision until program begins, student sign-in, food distribution- Allergy monitoring:

Initial physical activity:

Transitions:

Snack/PA to first rotation:

End of first Rotation to Beginning of Second rotation:

Social Emotional Learning: Question of the Day:

Transportation Initial Participant lists (code 21ST) to Mark Connolly (Transportation) by
November 3, 2017

Busses depart at 5:15 and 6:15

Staffing:

Positions may be split into two 12 week sessions (November 14-February 22 for 38 days)
(February 27- June 7 for 37 days)

TA's Added: 1 for Balmville 2 for GAMS, HOH, and VG (reduces the amount of teachers by the
amount of TA's) Posting going out on 10/11/17

Clerical Staff: Priority for interviews and recommendations.

Board Meeting Notes: correction Tuesday-Thursday, Start Date: November 14, 2018

Future interviews: conducted at your site

Susan will send you list of applicants to interview (must have a parent rep)

Susan will attend all that she can please send her calendar invites.

Recommendations sent to Susan to submit for board approval

Staff PD: (Based on a start date of November 14th) PLTW November 7th and 8th 8:00-5:00 at GAMS
November 9th Site based (PowerPoint will be provided)

Parent Orientation: (Site based) Held before program starts on November 14th
Power Point Slides will be provided

Quality Self-Assessment Tool (QSA): (PACT members, Families, students) completed by December 21, 2017

Saturday Family Fun Field Trip Ideas: (2 trips for K-2) and (2 trips for 3-5)

Black Rock Forrest, Storm King, Movies, Locust Grove, Liberty Science Center, Theater trip to NYC, Longwood Park in Beacon, Chadwick Lake, Bear Mountain, Poughkeepsie Children's museum, Thomas Edison House, Howe Caverns, Billy Bee's, The Castle
Parent University Ideas (1 per site):

Recruitment Plans (on going):

(Social Media, newsletters, school events)

Please send me everything you have done and everything you do for recruitment (Grant requirement)

Enrichment (6 week rotations): (3:35-4:15) (4:20-5:00) or (4:35-5:15) (5:20-6:00)

November 15, 2017- January 11, 2018 (20 days)

January 16, 2018- February 28, 2018 (19 days)

March 6, 2018- April 19, 2018 (17 days)

April 24, 2018-June 7, 2018 (18 days)

NPAA (two per site) (Class room teachers assist to maintain 1-10 ratio)

PBL (1-2 per site)

Chess (Rotating between sites 5.5-6 week intervals) (Class room teachers assist to maintain 1-10 ratio)

Teacher led activities: Board Games, computers, recreational activities, etc.

Lights on Afterschool National Event Day (Library theme)

NECSD event

Light bulb art projects completed by October 26th

Take pictures and or videos of students decorating bulbs and stating why afterschool is important to them

Family testimonials of the importance of afterschool programming

NECSD PACT Meeting

November 20, 2017

Brockport Research Institute

Lynn Moulton

The Evaluability Checklist - Stage 1

1. Item 3 – Program Theory
2. Item 4 – Logic Model
3. Items 5 & 6 – Program Objectives, Indicators & Measures
4. Item 7 – Stage 2 overview (site visits on December 19 & document review)
5. Item 8 – Stage 2 Program evaluability question

NECSD PACT Meeting

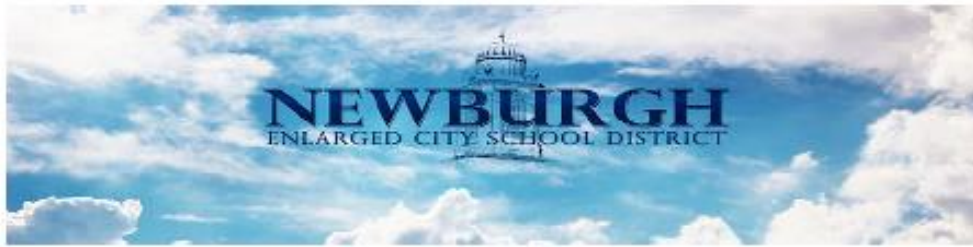
December 18, 2017

Brockport Research Institute

Lynn Moulton
Sara Silverstone

Evaluation Update

1. Evaluability Checklist
 - a. Stage 1 – Documentation reviewed at November PACT; questions?
 - b. Stage 2 – Observations to be performed on December 19, 2017
 - c. Stage 2 – Documentation review completed electronically
 - d. Stage 3 – Lynn to sign and leave with Susan for submission to NYSED (due December 31, 2017)
2. What's Coming Up?
 - a. January 8 & 9 – Attend NYSED 21st CCLC conference
 - b. January – Consult with Susan as needed for mid-year report (due January 31, 2018)
 - c. February/March – Prepare interim local-level evaluation report
3. Questions? Comments? Concerns?



Program Advisory Council Team

Agenda

January 22, 2018

Welcome

Admin Quiz:

Current enrollments

Wait lists

Data Release forms

Ratios: If we have a second adult in a classroom we may need to add enroll an extra 10 children to meet our numbers.

Comments and Suggestions:

Admin Quiz:

Current enrollments

Wait lists

Release forms

Gardnertown Leadership Academy: Welcome

First day of program January 31, 2018

Expected opening enrollment: 86

Comments questions:

PBL (Project Lead The Way):

iPads, cases, and carts have been or will be delivered this week. Curriculum items have been shipped by the company

NPAA (Newburgh Performing Arts Center)

Second session in progress

Third rotation starts March 6, 2018

End of Session **Informal** Showcase of student projects last week of the session

Parents will be invited along with district personnel.

Math and Movement:

Presented via internet

Supplies received

Training scheduled for January 29, 2018 at GAMS

TA's can attend

Fire Drills:

Must be conducted and documented monthly form is in the site binders

QSA:

Review and confirmation of elements for parents and 4th and 5th graders (See handouts)

Common Planning Time:

Must occur and be documented monthly. (See Handout)

Lesson plans must be kept in teacher binder and site binder

Teacher Evaluation Form:

Review and confirmation of evaluation form

Every teacher must be observed twice a year more if needed

Teaching Assistant Evaluation and Clerical Evaluation forms need to be developed

Filed Trip #1: The Locust Grove Estate Poughkeepsie, NY Hands on with Simple Machines

To be recommended to the board on January 9th

Trip Dates: **Saturday January 20th (K-2) GAMS and Balmville**

25 children and one family member per site for a total of 100 people

Comments:

Saturday January 27th (K-2) HOH

25 children and one family member per site for a total of 54 people

Saturday February 3rd (3rd-5th) GAMS and Balmville

25 children and one family member per site for a total of 100 people

Saturday February 10th (3rd-5th) HOH and possibly Gardnertown

25 children and one family member per site for a total of 100 people

Price per student: \$4.00 Adults are free Estimated price for admission-\$800

Breakfast and lunch provided for students and adults

Supplies and Equipment:

As per the information from 21st Century Conference:

We cannot label anything as Homework time we will have to change it to Homework Tutoring

All 21st Century supplies and equipment must be clearly marked and written documentation of where things are being stored must be in the site binder along with a written plan for inventory. (See Handout)

Site visit monitoring Report (See Handout)

Technical Assistance Site Visit Tool (See Handout)

Helpful Checklist (See Handout)

Bulletin Boards:

Working on Bulletin Boards/wall space for afterschool Program

HOH Completed

Balmville Completed

GAMS in progress

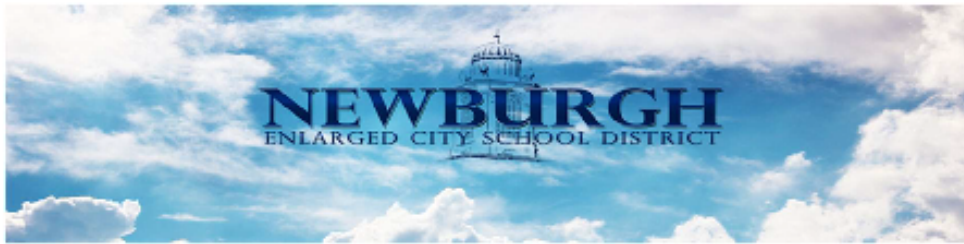
*** In the event of an emergency regarding ratio's Safety is our main concern. As an administrator in times of need you might have to step into a classroom until arrangements can be made***

If there is a multi-use space big enough to hold several groups (at the same time) we can keep those groups together to increase the number of adults with children.)

Children can be dispersed amongst other classrooms as long as we have a second staff member with them.

Next Meeting Date: February 26, 2018 (Site Specific possibly mandatory meeting for parents to fill out QSA/ Surveys





**Program Advisory Council Team
Agenda
March 19, 2018**

Welcome

Program overviews presented by school representatives

Balmville:	89 currently enrolled 4 on the wait list
GAMS:	157 Currently enrolled approximately 20 on the wait list
GLA:	98 currently enrolled 10 on the wait list
HOH:	71 Currently enrolled 30 on the wait list
Parent/ PTA:	Please invite your PTA officer(s) to the next PACT Meeting

Locust Grove Field Trip Summaries:

- 74 out of a possible 100 students attended
- 72 out of a possible 100 family members attended
 - Comments

Field Trip to Liberty Science Center

Saturday April 14th. Please start advertising and signing families up ASAP. Flyers and the permission slips have already been provided. We will need 3 staff members and 1 administrator for each school. Mark needs confirmation of the total number of participants by Monday March 20th.

- Family arrival at School: 8:15 AM the latest
- Breakfast at school
- Busses depart school at 8:45 AM for a 10:30 AM arrival at LSC
- Lunch at the cafeteria at LSC 12:30-1:15 PM
- Busses depart from LSC at 1:30 PM
- Approximate arrival back to schools 3:00 PM

Final Field Trip to National Geographic Experience: May 12, 2018

- See hand out for school specific details
 - Flyers and Permission slips sent out on colored paper by April 5th return by April 19th

NPAA (Newburgh Performing Arts Center)

- Comments:

Remaining Rotation schedule dates:

- March 6, 2018- April 19, 2018 (17 days)
- April 24, 2018-June 7, 2018 (18 days)
- Simplifying the rotation process for next year (two 11 week sessions and one 8 week session) October-December, January-March, March-May
 - Staff can sign up for one or multiple sessions?

- Posting for next year's staff will go out ASAP
- Comments

Staff Observations

- Are due
- Weekly checklists due weekly

Lynn Moulton Evaluation Update - Lynn Moulton, BRI

- Consulted with Susan on NYSED mid-year report.
- Working on local mid-year report to submit to Susan.
- Survey development is next.

Math and Movement:

Needs to be an enrichment class if at all possible for the next two sessions
Can be used with daytime students to promote daytime/afterschool connections

PLTW:

- Can be used by trained teachers during daytime classes to promote daytime/afterschool connections

QSA:

Results (See handouts) Please share with staff. Results can be used during CPT to cover the QSA component

Family surveys have been distributed to GAMS, HOH, and Balmville

Poor return (we only received 2-3 per site) next set of survey to go out parents in mid may

GLA to Distribute Family Survey first week in April

- Comments

Common Planning Time:

Must occur and be documented monthly. One completed form per month per site is all that is required

- Simple agenda to be added monthly.
 - See Handout
 - Comments

Teacher and TA Program Review Forms:

First set was due March 2, 2018

Last set due May 18, 2018

- Comments

Safety Protocols: From the 21st Century Resource Center

1. Ensure staff are aware of SAVE (Safe Students Against Violence in Education) and the Dignity for All Student Act New York's comprehensive school safety and positive school culture against harassment, bullying and discrimination laws.

2. Coordination with School Staff

Work closely with school staff to communicate about student behavior, attendance and any risk issues. Additionally, afterschool programs should partner with the School Safety Team.

3. Onsite Coordinator

The afterschool onsite coordinator is critical to the safety of the program. This person addresses issues that may arise during afterschool activities.

4. Check-in and Check-out of Students

Student attendance accountability is critical. Checking students in and out, monitors absence and then the parent/those in parental relations can be contacted immediately.

5. Check-in and Check-out of Afterschool Teachers & Vendors There should be a check-in/out for every afterschool activity vendor and ensuring that a quality program is being delivered.

6. Background Checks

Vendors should complete a professional background check of staff who teach afterschool programs. These background checks should focus on: Social Security verification, Address trace, Local criminal record search, National criminal record search, Sex offender registry.

7. Insurance Coverage

Lastly, having activity vendors retain a designated level of liability insurance coverage for their roles in an afterschool program plays an important part in student safety.

Bulletin Boards

Items to be posted:

Program Calendar

Revised Enrichment session dates

Current pictures of activities and field trips

ESL Parent Classes flyer

Current Program schedule with teachers' names and assigned rooms

Community Partner Update

- NPAA GAMS, HOH, Balmville
- GOTR HOH
- MSMC Math Mentors HOH

Attendance tracking program

Cayen systems has been approved by the board.

Tenative training date for Admin, Clerical, and TA's is April 4th 4:30-7:00 (Programs will be cancelled that day once I receive confirmation of the training from Cayen.)

Parent Education Classes: Our goal is 15 participants per school

Financial Literacy (on going open enrollment)

GED/HSE classes (on going open enrollment)

ESL Classes Previously established (on going open enrollment)

April, and May parent PACT Participation Activity:

Remind App for parent communication to be set up and utilized by April 24th.

Suggestions for agenda items, date, time, and place, structure of family section, PTA involvement



Appendix C:
Completed Stage 1 and Stage 2 Checklists

The Evaluability Process Checklist

Grantee Name Newburgh Enlarged Central School DistrictAward Date April 28, 2017Program Director Susan Torres-BenderEvaluator Name: Brockport Research Institute

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

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

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

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

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

☒ Yes, this program is ready to be evaluated.

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

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

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

Aaron Lewis-Burke 12/14/17

Project Director's Signature

Date

Lisa J. McQueen 12/14/17

Local Program Evaluator's Signature

Date

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