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

### Purpose of this Document

This Year 3 Annual Evaluation Report (AER) Template and Guide for evaluators of local 21st CCLC programs in New York State was developed at the request of the **State Program Coordinator.**

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

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

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

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

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

The purpose of this report guide and template is to clearly identify, and to organize within a consistent structure, the information that is necessary for each of the above stakeholders. The template has been designed with the varying needs of these different stakeholders in mind. It is designed to strike a compromise between the brevity and accessibility that program managers require, and the depth of detail that state and federal stakeholders require. Summaries or graphics that would be useful to program staff can always be included within the comments of each section or included in the appendices.

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[1] "New York State's 21st Century Community Learning Centers Evaluation Manual." Retrieved from: http://www.p12.nysed.gov/sss/21stCCLC/NYSEvaluationManual.pdf
[2] Retrieved from http://www.p12.nysed.gov/funding/2017-2022-21st-cclc/2017-2022-21st-cclc-grant-application.pdf.
[3] As outlined in New York State's revised 21st CCLC "Site Visit Monitoring Report," cited above.

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# I.    Project Information

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|---|---|
| **Program Name** | Boys & Girls Clubs of Buffalo, Charter Schools |
| **Project Number** | 0187-20-7014 |
| **Name of Lead Agency** | Boys and Girls Clubs of Buffalo |
| **Name of Program Director** | Lorrie Ann Knight |
| **Name(s) of Participating Site(s) and grade level(s) served at each site** | Site 1: Buffalo United Charter School (BUCS)          Grade(s) Served: K-8<br>Site 2: Elmwood Village Charter School (EVCS)          Grade(s) Served: K-8<br>Site 3: South Buffalo Charter School (SBCS)          Grade(s) Served: K-8<br>Site 4: _____ Grade(s) Served: _____<br>Site 5: _____ Grade(s) Served: _____<br>Site 6: _____ Grade(s) Served: _____<br>Site 7: _____ Grade(s) Served: _____<br>Site 8: _____ Grade(s) Served: _____<br>Site 9: _____ Grade(s) Served: _____<br>Site 10: _____ Grade(s) Served: _____<br>Site 11: _____ Grade(s) Served: _____<br>Site 12: _____ Grade(s) Served: _____ |
| **Target Enrollment** | Total (Program-wide):      525                    Actual # at/above 30 hours      537 |
| **Evaluator Name and Company** | Emily Hagstrom, Via Evaluation |
| **Evaluator Phone and Email** | (716) 362-0627 Emily@viaeval.com |

## II.    Evaluation Plan & Results

## Evaluation Plan and Results Tables

**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): 100% of 21st CCLC students will participate in academic assistance and academic enrichment in the core areas during the school year and summer programs.**

| (A) Performance Indicator(s) (PI) of success | (B) Target Population(s) | (C) PI Meets SMART Criteria? (Y/N) | (D) Activity(ies) to support this program objective | (E) PI Measures data collection instruments & methods | (F) Describe the analysis conducted Include any longitudinal assessments conducted beyond one program year. | (G) Response Rate/ % With Data (if applicable): | (H) Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured) | (I) EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # sites where PI was met. If data pending, indicate when data expected. If not measured, explain why not. |
|---|---|---|---|---|---|---|---|---|
| During the school year, the program will offer targeted academic assistance/ enrichment activities to all participants for at least 30 minutes from Monday-Thursday. | Students | Y | Power Hour, STEAM, Money Matters, NASA Book Club | • Program Schedule • Site visit observations | VIA reviewed the program schedule and calendar and discussed them with the Project Director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification. | N/A | Yes | Each site offers at least 30 minutes of targeted academic assistance/enrichment to all participants Monday-Thursday. Most students participate in at least one hour each day, Monday-Friday. |
| During the summer, the program will offer 3 hours of targeted academic activities to all participants every day of program. | Students | Y | STEAM, Brain Gain Reading, Brain Gain Math | • Program Schedule | VIA reviewed the program schedule and calendar and discussed them with the Project Director. | N/A | Yes | The program offered at least 3 hours of targeted academic activities to all participants each day during the summer. |

**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): 100% of 21st CCLC students will participate in daily youth development activities designed to promote soft skills critical for students to succeed in school and life.**

| (A)<br>Performance Indicator(s) (PI)<br>of success | (B)<br>Target Population(s) | (C)<br>PI Meets<br>SMART<br>Criteria?<br>(Y/N) | (D)<br>Activity(ies) to<br>support this<br>program<br>objective | (E)<br>PI Measures<br>data collection<br>instruments &<br>methods | (F)<br>Describe the analysis<br>conducted.<br>Include any longitudinal<br>assessments conducted<br>beyond one program year. | (G)<br>Response Rate/<br>% With Data<br>(if applicable): | (H)<br>Was this PI<br>Met?<br>(Yes, No,<br>Partial, Data<br>Pending, Not<br>Measured) | (I)<br>EXPLAIN:<br>**If Yes, No or Partial:** present results<br>(expressed in the same metric as the PI)<br>**If Partial,** indicate # of sites where PI was<br>*fully* met.<br>**If data pending,** indicate when data<br>expected.<br>**If not measured,** explain why not. |
|---|---|---|---|---|---|---|---|---|
| The program will offer a variety of enrichment and youth development activities to all participants for at least 1 hour every day of program during the school year. | Students | Y | Arts and crafts, Triple Play, Club Service, Positive Action, Smart Moves | • Program Schedule<br>• Site visit observations | VIA reviewed the program schedule and calendar and discussed them with the Project Director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification. | N/A | Yes | Each site offered more than 1 hour of enrichment and youth development activities to all participants each day during the school year. |
| The program will offer a variety of enrichment and youth development activities to all participants for at least 3 hours every day of program during the summer. | Students | Y | Arts and crafts, Triple Play, Club Service, Positive Action | • Program Schedule | VIA reviewed the program schedule and calendar and discussed them with the Project Director. | N/A | Yes | The program offered at least 3 hours of enrichment and youth development activities to all participants each day during the summer. |

| 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): BGCB will collaborate with the community to plan, implement, and sustain the after-school program and continue to expand services to students and their families.** | | | | | | | | |
| **(A)** Performance Indicator(s) (PI) of success | **(B)** Target Population(s) | **(C)** PI Meets SMART Criteria? (Y/N) | **(D)** Activity(ies) to support this program objective | **(E)** PI Measures data collection instruments & methods | **(F)** Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year. | **(G)** Response Rate/ % With Data (if applicable): | **(H)** Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured) | **(I)** 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. |
| The program will hold quarterly Advisory Committee meetings with the following participating: representatives from BGCB, EVCS, SBCS, BUCS, students, parents, and community partners. | Stakeholders | Y | AC Meetings | • AC Meeting Minutes and Sign-in Sheets | VIA participated in meetings, and sign-in sheets were collected to monitor stakeholder involvement in meetings. | N/A | Yes | Each site held monthly meetings with all stakeholders participating and also participated in two meetings with the other BGCB 21st CCLC program. |
| The program will offer services from at least two additional community agencies each program year. | Families | Y | Community agency-provided services (see list in explanation) | • Log of community agencies providing services | The project director provided the log of community agencies providing services for evaluator review. | N/A | Yes | The following community agencies provided services at the three sites: Girls Scouts, Girls on the Run, ECMC Mobile Mammography, Write/Plan/Follow It Financial Literacy Program, Central Rock Gym, Buffalo Zoo, Microsoft, Fisher Price, B-District Police, Albright Knox Art Gallery, Buffalo & Erie County Public Library, RICH Products, Americana music Program, and UB engineering |

[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.*

| 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): Parents of students participating in the 21st Century Program will participate in programs to increase their capacity to support their students' education.** | | | | | | | | |
| **(A)** <br> **Performance Indicator(s) (PI)** of success | **(B)** <br> **Target Population(s)** | **(C)** <br> **PI Meets SMART Criteria?** **(Y/N)** | **(D)** <br> **Activity(ies) to support this program objective** | **(E)** <br> **PI Measures** data collection instruments & methods | **(F)** <br> **Describe the analysis conducted.** Include any longitudinal assessments conducted beyond one program year. | **(G)** <br> **Response Rate/ % With Data** (if applicable): | **(H)** <br> **Was this PI Met?** **(Yes, No, Partial, Data Pending, Not Measured)** | **(I)** <br> **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. |
| In conjunction with the schools, the program will offer at least 10 family education and engagement activities each year. | Parents/Families | Y | Family events (see list in explanation) | • Family event log, flyers | VIA reviewed the flyers and log of family events the program held throughout the year. | N/A | Yes | The following events were offered at each site: <br><br> BUCS-Family Game Nights, Parent Info Nights, Annual Black History Month Program, Thanksgiving Day Program, Veterans Day Program, Santacade <br><br> EVCS- Family Halloween Night, Halloween Dance, Family Game Night, Family Craft Night, Santacade, Multicultural Celebration <br><br> SBCS-Potlucks snack meeting, Popcorn/raffle in conjunction with the school (2 times), Singing/ Dance Program , Hollowness Party, Thanksgiving, Santacade, Christmas Parents Teacher and Students Party |
| Adult family members of at least 40% of program students will participate in family education and engagement activities each year. | Parents/Families | Y | Family events (see list above) | • Parent sign-in sheets | The project director provided the number of parents who attended an event. | # targeted by PI: 564 <br> # w data: 0 | Not measured | A total of 102 parents participated in events. However, parent names were not recorded and therefore could not be matched to students. |
| **Prior Year PIs for Objective 1.4-1** | | | | | | | | |
| | | | | | | # targeted by PI: ___ <br> # w data: ___ | | |

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[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).*

| | | | | | | # targeted by PI: ___ <br> # w data: ___ | | |
|---|---|---|---|---|---|---|---|---|

**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): 21st CCLC students will be offered quality programming during the summer and school year.**

| (A) <br> Performance Indicator(s) (PI) <br> of success | (B) <br> Target Population(s) | (C) <br> PI Meets SMART Criteria? <br> (Y/N) | (D) <br> Activity(ies) to support this program objective | (E) <br> PI Measures <br> data collection instruments & methods | (F) <br> Describe the analysis conducted. <br> Include any longitudinal assessments conducted beyond one program year. | (G) <br> Response Rate/ % With Data <br> (if applicable): | (H) <br> Was this PI Met? <br> (Yes, No, Partial, Data Pending, Not Measured) | (I) <br> EXPLAIN: <br> **If Yes, No or Partial:** present results (expressed in the same metric as the PI) <br> **If Partial,** indicate # of sites where PI was *fully* met. <br> **If data pending,** indicate when data expected. <br> **If not measured,** explain why not. |
|---|---|---|---|---|---|---|---|---|
| During the school year, the program will offer 15 hours a week of programming to all students, from Monday to Friday. | Students | Y | Program activities | • Program Calendar and Schedule <br> • Site Visits | VIA reviewed the program schedule and calendar and discussed them with the Project Director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification. | N/A | Yes | EVCS and BUCS ran 3pm-6pm and SBCS ran 3:30pm-6:30pm, Monday-Friday, for 15 hours a week each. |
| During the summer, the program will offer 40 hours a week of programming, from Monday to Friday for 6 weeks. | Students | Y | Summer programming | • Program Calendar and Schedule | VIA reviewed the program schedule and calendar and discussed them with the Project Director. | N/A | Yes | During the summer, the program offered 50 hours a week of programming, 8am to 6pm from Monday to Friday for 6 weeks. |
| **Prior Year PIs for Objective 1.5-1** | | | | | | | | |
| | | | | | | # targeted by PI: ___ <br> # w data: ___ | | |
| | | | | | | # targeted by PI: ___ <br> # w data: ___ | | |

**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 attendees will maintain or improve their literacy and math skills, the primary academic goals of the partner schools.**

| (A)<br>Performance Indicator(s) (PI)<br>of success | (B)<br>Target Population(s) | (C)<br>PI Meets SMART Criteria?<br>(Y/N) | (D)<br>Activity(ies) to support this program objective | (E)<br>PI Measures<br>data collection instruments & methods | (F)<br>Describe the analysis conducted.<br>Include any longitudinal assessments conducted beyond one program year. | (G)<br>Response Rate/<br>% With Data<br>(if applicable): | (H)<br>Was this PI Met?<br>(Yes, No, Partial, Data Pending, Not Measured) | (I)<br>EXPLAIN:<br>If Yes, No or Partial: present results (expressed in the same metric as the PI)<br>If Partial, indicate # of sites where PI was *fully* met.<br>If data pending, indicate when data expected.<br>If not measured, explain why not. |
|---|---|---|---|---|---|---|---|---|
| 75% of regular attendees will meet grade level requirements in Math each year. | Students | Y | Daily ELA-focused PowerHour activities | • Final ELA class grade | VIA received final ELA class grades from BUVD. EVCS and SBCS provided final quarter grades, which were based on participation in online activities, and not mastery. VIA analyzed the data and calculated the percentage of regular attendees who passed their class according to the schools' grading scales. | # targeted by PI: 487<br># w data: 199 | Not measured | Due to the COVID-19 shutdown, only BUCS assigned cumulative end-of-year grades to students. The other two schools based third trimester grades on participation in remote learning, and not mastery of the subject. Among the students at BUCS, 87% (173/199) passed ELA class. |
| 75% of regular attendees will meet grade level requirements in ELA each year. | Students | Y | Daily Math-focused PowerHour activities | • Final Math class grade | VIA received final Math class grades from BUCS. EVCS and SBCS provided final quarter grades, which were based on participation in online activities, and not mastery. VIA analyzed the data and calculated the percentage of regular attendees who passed their class according to the schools' grading scales. | # targeted by PI: 487<br># w data: 199 | Not measured | Due to the COVID-19 shutdown, only BUCS assigned cumulative end-of-year grades to students. The other two schools based third trimester grades on participation in remote learning, and not mastery of the subject. Among the students at BUCS, 89% (178/199) passed Math class. |
| 95% of regular attendees will progress to the next grade. | Students | Y | Daily academic activities, Positive Action | • Grade progression information | Grade progression information was provided by the schools. | # targeted by PI: 487<br># w data: 467 | Yes | Of the 467 students with data, 451 (97%) progressed to the next grade. However, it should be noted that EVCS and SBCS promoted all students. |

| 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 attendees will improve their achievement of indicators that positively impact school performance.** | | | | | | | | |
| **(A)**<br>**Performance Indicator(s) (PI)** of success | **(B)**<br>**Target Population(s)** | **(C)**<br>**PI Meets SMART Criteria?**<br>**(Y/N)** | **(D)**<br>**Activity(ies) to support this program objective** | **(E)**<br>**PI Measures**<br>data collection instruments & methods | **(F)**<br>**Describe the analysis conducted.**<br>Include any longitudinal assessments conducted beyond one program year. | **(G)**<br>**Response Rate/**<br>**% With Data**<br>(if applicable): | **(H)**<br>**Was this PI Met?**<br>**(Yes, No, Partial, Data Pending, Not Measured)** | **(I)**<br>**EXPLAIN:**<br>**If Yes, No or Partial:** present results (expressed in the same metric as the PI)<br>**If Partial,** indicate # of sites where PI was *fully* met.<br>**If data pending,** indicate when data expected.<br>**If not measured,** explain why not. |
| At least 85% of regular attendees will exhibit positive school day attendance (missing less than 10% of eligible school days). | Students | Y | Positive Action | • School day attendance records | Student report cards that included attendance information were provided by the schools. Some schools included non-participation in online activities as absences, making the data not comparable. | # targeted by PI: 487<br># w data: 0 | Not measured | School day attendance could not be reliably measured this year, as each school handled attendance during virtual programming differently. |
| At least 75% of regular attendees will demonstrate improvement in personal skills related to recreation, physical fitness, nutrition & health or conflict resolution. | Students | Y | Positive Action | • Staff survey | This objective was modified this year, and the approval for the modification came too late to administer this survey to the staff | # targeted by PI: 487<br># w data: 0 | Not measured | This objective was modified this year, and the approval for the modification came too late to administer the survey to staff. |

> Provide a discussion of any particular strengths or limitations of above assessments or evaluation design, and describe any efforts or plans to minimize limitations (***Required*** if there were limitations).
>
> (Optional): Additional comments on evaluation plan and Year 3 PI results.

This year was the first year with a new evaluator, so objectives and performance indicators were reviewed and modified. The modification approval was not granted until late July, when it was too late to administer staff surveys. This, combined with the early closure of schools, made it difficult to measure many objectives as planned.

Now that the objectives are in place, and with the new EZ Report system, the evaluator and program staff can ensure that data will be collected appropriately to measure outcomes next year.

## III.    Observation Results

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

**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

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

Please specify approximate date(s) of *first* round of Year 3 observations (MM/YY):  12/20_____

**Results:**

See attached results

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[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."

## b. Second visit:

Append observation protocol results,[1] or paste on this page, any summaries of findings on **point of service quality review observations** from the second observation conducted as part of the program evaluation.

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

- ■ Observation protocol used for point of service observations:[2]

  ❏ Out of School Time (OST) Protocol

  X Modified Out of School Time (OST) Protocol

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

**Results:**

While the program ran in-person child care programming after the closure, a site visit could not be conducted for safety reasons.

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[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."

[2] 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)

**21st Century Community Learning Centers** — Logic Model

| Resources | Implementation Objectives | Activities | Output | Outcomes | Impact |
|---|---|---|---|---|---|
| •Students & Parents<br>•Teachers & Principals<br>•BGC Administrators<br>•BGC Site Staff<br>•Community Stakeholders<br>•Program Coordinator<br>•Evaluator(s) | Show continuous improvements in participation and life skills through program attendance | •SMART Activities<br>•Positive Action<br>•Passport to Manhood | The magnitude of change in program performance metrics.<br><br>(e.g., school attendance, decrease in adverse behavior) | Children's regular participation in program with the provision of emotional and social learning opportunities for the promotion of healthy behaviors and decision-making | Creation of high aspirations and achievement |
| | Provide high-quality services in core academic areas | •Power Hour<br>•Kidz & Math Litz<br>•STEAM<br>•Career Launch | Number of high-quality services in core academic areas provided | Children will be assisted in meeting or exceeding NYS Learning Standards, Common Core and preparation for future careers | |
| | Provide enrichment and youth development activities | •SMART Activities<br>•Money Matters<br>•Passport to Manhood<br>•Youth of the Mo./Yr & Youth for Unity<br>•Arts in education<br>•Triple Play & Inner-Club Sports | Number of enrichment and youth development activities provided | Targeted youth have access to & participate in enrichment activities necessary for students' school success (e.g., Emotional, Social, Cultural, Recreational) | |
| | Establish and manage community partnerships maintain increasing levels of community collaboration in program processes | •Torch Club<br>•Positive Action<br>•Various Community and Recreational Activities | Number of partnerships within the community and the magnitude of community collaboration in the programs | Provision of leadership, responsibility, and self-confidence development opportunities through supporting their community | |
| | Provide services to participant's parents | •Case management services for children and their families<br>•Family Literacy/Educational Workshops | Number of services provided to participant's parents | Provision of services and scheduled learning opportunities for the parents/caregivers of children with regular program participation | |
| | Provide services for average of at least 15 hours a week. Additionally, when school is not in session | •Tech-based Programs<br>•Reading for Pleasure<br>•Indoor/Outdoor Sports<br>•Educational/Recreational Field Trips | Number of hours services are provided when school is not in session | Targeted children offered programming for an average of at least 15 hours a week during the summer to prevent summer learning loss | |
| | Show continuous improvements in student achievement through consistent program participation | •Power Hour<br>•Kidz & Math Litz<br>•STEAM | The magnitude of change in academic performance metrics<br><br>(e.g., test scores, grades, teacher reports) | Provision of educational and enriching activities to promote continuous improvement in achievement for children with regular program participation | |

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

| **Comments:** |
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[1] Note that annual reviews of the logic model are required, as per SMV Indicator H-2(b).

## V.    Conclusions & Recommendations

Program's successes and lessons learned based on evaluation findings[1]

### a. Status of the implementation of recommendations from the previous year

The following recommendations were made last year, followed by the actions taken by the program:

**Improve parent engagement and advisory board participation, especially at SBCS**
BGCB staff met with the school administration team and teachers to collaborate on the various events the school sponsored during the year. BGCB participated in those events by assigning staff, purchasing supplies, and partnering with teachers to create games. BGCB staff helped to supervise the attendees.

**Continue to improve staff training**
Coordinators in Sports/Rec and STEAM and the Director of Program completed observations of Youth Development Professionals. On-site training opportunities also were provided. Site Directors sent specific areas of improvement for their staff that allowed BGCB to create individual improvement plans. Teachers provided training in behavior management. BGCB required Director/Asst. Directors to attend grade level meetings, which helped to improve discussion of wrap-around services and improved relationships with the school staff.

**Promote and strengthen academic confidence among students**.
BGCB increased the number of teachers assigned to assist during Power Hour. In some cases, teachers increased their hours so they could take part in enrichment activities as well.

**Consider ways to address the issue of early removal from the afterschool program**.
BGCB adopted an attendance policy at all locations. Parents whose children were not meeting those requirements were contacted and BGCB reviewed attendance data with the parents. They were given another opportunity to meet the attendance requirements. If there were no improvements, the parents were informed their child would be placed on a wait list until the parent felt they could benefit from the program. This allowed BGCB to provide services to students on the waitlist, minimizing their wait time.

**Address turnover**
BGCB did exit interviews with Youth Development Professionals who resigned from the organization. The overall concern expressed by these exiting staff was the low pay and part-time status. BGCB increased the hourly rate from $11.15 per hour to $15 per hour, and created succession planning guidance for those interested in moving up within the organization.

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

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[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.

In this first year with the new evaluator, regular meetings were held to discuss the plan for the evaluation and review objectives. The objectives were modified to better align to programming. Recommendations for program improvement were provided by VIA after the site visits. Student and parent surveys were completed, and the results presented to the project director.

### c. Documented or perceived impacts of implementing prior year recommendations, if known

The program took many actions based on the recommendations last year, and they seemed to have a positive impact on the program. The early closure due to the COVID-19 pandemic prevented the evaluator from seeing some of these changes in action during second site visits.

### d. Conclusions and recommendations based on the current year's evaluation findings

This program benefits from strong, organized leadership, as well as many years of experience running programming. When the schools had to shut down abruptly in March, the program quickly pivoted to offer in-person care for students of first responders. The transition with evaluators, and rewriting many performance indicators this year was a learning curve for both the program and evaluator, and unfortunately with the pandemic and early closure of schools, many of the typical evaluation activities could not take place as planned, such as second site visits, and some advisory meetings. However, the program had the benefit of experience, it was run as planned pre-closure, and most available data were collected as needed. Now that the objectives have been approved, and with the new statewide data collection system, the program will be able to ensure data are collected proactively in alignment with the objectives.

The following recommendations are provided to improve programming next year:

**Work with Evaluator to ensure new objectives are measured**

Now that the modifications have been approved, continue to work with the evaluator to refine data collection procedures to ensure data re collected as needed to measure the objectives.

**Create a plan for virtual programming**

It is likely in-person programming will be limited for some, if not all, of the 20-21 program year due to COVID-19. A plan for virtual programming should be created so that students and families can receive services even if in-person options are limited. Creating a plan now and getting necessary supplies will ensure that people have access to the valuable services the program provides. Some resources to inform this planning include experience gained during the spring closure, as well as found online through AfterSchool Works or the New York State Network for Youth Success.

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

N/A

# VI.  Appendices

### *Required:*

- Copies of any *locally developed* measurement tools/assessments (surveys, observation tools, *etc.*)

- Full, tabulated results of any quantitative assessment tools (surveys,[1] observation protocols, skills assessments, *etc.*)

### *Optional:*

- Sample of memo or weekly/monthly report used to share ongoing evaluation results/data with program[2]

- Any additional narrative, analysis, graphics or other information that did not fit into any section in this report that you would like to include

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[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.

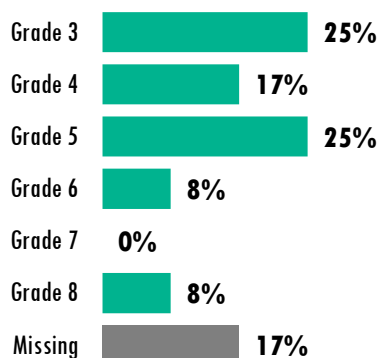# 2019-2020 21st Century Student Feedback Survey Report (Grades 3-8)

## Boys and Girls Clubs of Buffalo - Chartter Schools

**Number of Respondents**    **12** Overall        **10** Elmwood Village Charter School    **2** Missing

## How often do survey respondents attend the program?

| | |
|---|---|
| Less than once each month | **0%** |
| A few days each month | **0%** |
| A few days each week | **44%** |
| Every day program is offered | **56%** |
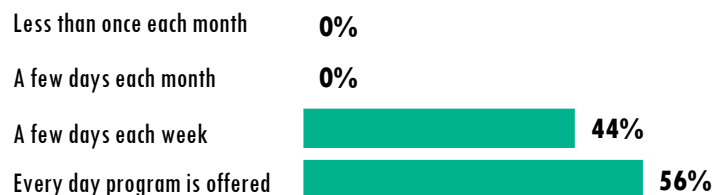
## Grade Level of Respondents

| | |
|---|---|
| Grade 3 | **25%** |
| Grade 4 | **17%** |
| Grade 5 | **25%** |
| Grade 6 | **8%** |
| Grade 7 | **0%** |
| Grade 8 | **8%** |
| Missing | **17%** |

## What do students think of the program?

| | Yes | Kind of | Not Really |
|---|---|---|---|
| I like coming to this program. | 75% | 17% | 8% |
| I tell my friends to come to this program. | 50% | 25% | 25% |
| Staff at this program care about me. | 83% | 17% | |
| Staff at this program listen to me. | 75% | 17% | 8% |
| I feel safe at this program. | 83% | 17% | |
| Students in this program are nice to each other. | 75% | 25% | |
| Activities in this program are fun. | 83% | 8% | 8% |
| I can exercise or do sports activities in this program. | 100% | | |
| I like the food in this program. | 27% | 45% | 27% |
| Staff at the program treat me well. | 92% | 8% | |
| Staff at the program help me. | 92% | 8% | |
| If I can, I want to come back to this program next year. | 83% | 8% | 8% |

# 2019-2020 21st Century Student Feedback Survey Report (Grades 3-8)

## Boys and Girls Clubs of Buffalo - Chartter Schools

**What impact did the program have?**

| | Yes | Kind of | Not Really |
|---|---|---|---|
| I come to school more often so I can go to this program. | 50% | 25% | 25% |
| I learn new things in this program. | 42% | 50% | 8% |
| This program helps me do better in school. | 58% | 17% | 25% |
| Coming to this program has helped me to learn I can do things I didn't think I could do before. | 50% | 42% | 8% |
| Coming to this program has helped me to feel I am better at handling whatever comes my way. | 45% | 55% | |
| Coming to this program has helped me make better decisions. | 55% | 27% | 18% |

**Themes from qualitative responses are summarized below. Complete survey comments are included at the end of this report.**

**What do students like best about the program?**

Caring staff and teachers

Fun activities

**What would make the program better?**

Different activities/ability to choose from a range of activities

Different food

More time outside

**What would students do after school if they didn't attend the program?**

Dance class or bike ride

Do homework

Go home (or to a caregiver)

**What else did students share about the program?**

Enjoy playing with friends

Excellent program

Great staff

# 2019-2020 21st Century Student Feedback Survey Report (Grades 3-8)

Boys and Girls Clubs of Buffalo

**Complete Survey Comments**

**What do students like best about the program?**

- Everyone is kind to each other and the teachers are caring.
- Going to the art class and learning about computers.
- Gym
- I like the activities and the games are really fun.
- Its fun and something to do
- nothing
- Staff are always nice to me
- The staff.

**What would make the program better?**

- different choices of food
- If we could play outside more
- It would be nice if the kids can pick their own activities like when we go to the gym some kids might want to play with the basketball instead of playing kickball which the staff picked.
- more activities
- More activities miss the drama club.
- nothing
- Nothing I think that the program is very good.

**What would students do after school if they didn't attend the program?**

- Be with a grandparent or other caretaker.
- Dance classes or ride my bike.
- do my homework at home in my room
- Go home and chill out
- I don't know
- I have no idea
- I would have to wait for my mom to finish all her work at school. It wouldn't be fun.
- play on my nintendo

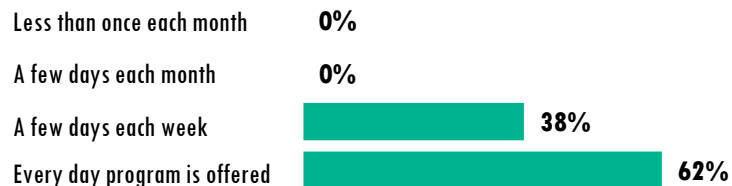**What else did students share about the program?**

- For anybody who wants to attend this program should do it because it is an excellent program full of great staff.
- I am glad I can play with friends
- N/A
- no
- no thank you

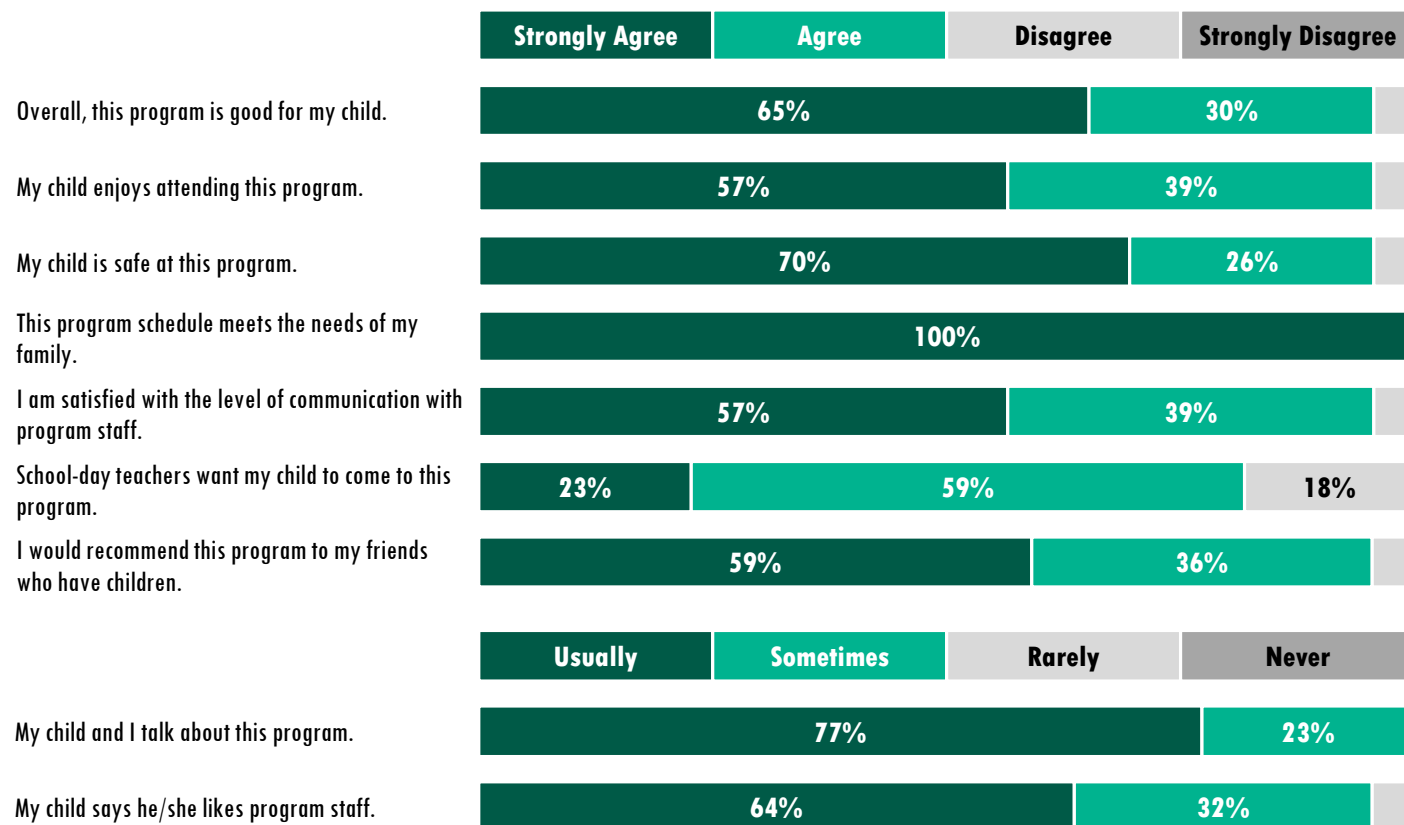# 2019-2020 21st Century Family Feedback Survey Report

Boys and Girls Clubs of Buffalo - Charter Schools

**Number of Respondents**    **23** Overall    **21** Elmwood Village Charter School    **2** Missing
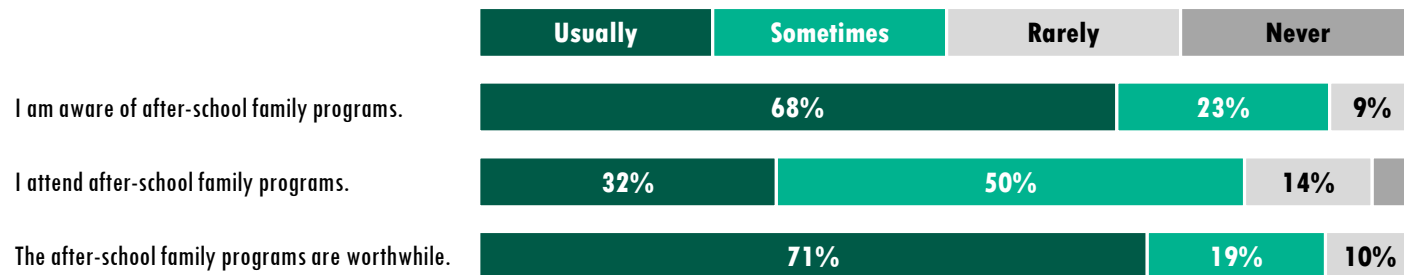
## How often do survey respondents' children attend the program?

| | |
|---|---|
| Less than once each month | **0%** |
| A few days each month | **0%** |
| A few days each week | **38%** |
| Every day program is offered | **62%** |

## What do families think of the program?

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| Overall, this program is good for my child. | 65% | 30% | | |
| My child enjoys attending this program. | 57% | 39% | | |
| My child is safe at this program. | 70% | 26% | | |
| This program schedule meets the needs of my family. | 100% | | | |
| I am satisfied with the level of communication with program staff. | 57% | 39% | | |
| School-day teachers want my child to come to this program. | 23% | 59% | 18% | |
| I would recommend this program to my friends who have children. | 59% | 36% | | |

| | Usually | Sometimes | Rarely | Never |
|---|---|---|---|---|
| My child and I talk about this program. | 77% | 23% | | |
| My child says he/she likes program staff. | 64% | 32% | | |

## What do families think of the after-school family programs?

| | Usually | Sometimes | Rarely | Never |
|---|---|---|---|---|
| I am aware of after-school family programs. | 68% | 23% | 9% | |
| I attend after-school family programs. | 32% | 50% | 14% | |
| The after-school family programs are worthwhile. | 71% | 19% | 10% | |

**V/A**
VIA EVALUATION

# 2019-2020 21st Century Family Feedback Survey Report

Boys and Girls Clubs of Buffalo - Charter Schools

## What impact did the program have?

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|

Since starting this program, my child has become interested in new areas (such as new subjects, sports, technology, etc.)

| | | |
|---|---|---|
| 30% | 43% | 26% |

Since starting this program, my child has fewer behavior problems.

| | | |
|---|---|---|
| 26% | 57% | 17% |

Since starting this program, my child is more interested in school.

| | | |
|---|---|---|
| 26% | 43% | 30% |

Since starting this program, my child has improved in school.

| | | |
|---|---|---|
| 22% | 48% | 30% |

**Themes from qualitative responses are summarized below. Complete survey comments are included at the end of this report.**

## Why do families send their children to the program?

Convenient with parents' work schedules

Help students complete homework

Students love the program

## What would make the program better?

Greater focus on completing homework

More activities

More experienced staff (especially, experience dealing with behavioral issues)

More frequent communiation with parents/guardians

## What family programs would be most helpful?

Homework assistance

Sports

## What else did families share about the program?

Appreciation for the program

Convenient location

# 2019-2020 21st Century Family Feedback Survey Report

## Boys and Girls Clubs of Buffalo

**Complete Survey Comments**

### Why do families send their children to the program?

- After school care is necessary due to work schedule and it is extremely convenient to have it right at the school.
- Because we work after school is over
- convenient for our family's work schedule
- Convenient location and times; allows children to complete homework
- For help with homework and still be at work
- Is at the school
- It is an easy program as the kids stay right at EVCS.  The staff/supervisors know my kids and know what works and doesn't with them.
- It is super convenient because it's right at the school.
- Located at school
- My husband and I both work and are in need of the extra after school care.  Plus we really enjoy the program!
- Needed the help with my work schedule.
- Program was located right inside of the school
- She has fun and we work so it is great for after school care.
- She loves the program and I love that she gets extra help with her homework.
- The activities they offer and time to finish homework or spend time with friends.  It gives me time to finish my work after school as well.
- The instructors are great. We love Robin and Ms. Ebony
- We need trusted care after school when my husband and I are working. The kids enjoy their classmates and the Boys and Girls Club staff.

### What would make the program better?

- As per my child...the food lol   Not that it's necessary but more school work focused on certain days would be great; though I also really appreciate the educational fun the kids have.
- I think they do a great job already
- I'm not really sure right now because they do a lot.
- Issue with staff that are always addressed.
- Maybe more encouragement for the kids to complete their homework assignments while there.
- more activities
- More consistency with staff and have them better trained for student management especially if behaviors arise.
- More experienced staff, with more patience. Less hollering. More organization.
- More frequent communications from the staff to parents/guardians
- More of a focus on completing homework, and perhaps training staff to assist in that regard more.
- More structured activities.
- N/a
- Nothing at all
- Program was great have no complaints

### What family programs would be most helpful?

- Computer activities, homework, sports
- Home work assistance  Sports/Gym.
- Homework help
- I can't think any.
- I'm not too aware of the family programs offered but normally after school we stay at home as the program ends at 6pm.

- More sports
- Sports related.
- the homework hour helps me the most because I work a little later.
- They are all great
- Unsure
- Useful activities.  Healthy meal ideas, organizing for busy parents,

**What else did families share about the program?**

- conveniently located helps a ton.
- I really appreciate all that is provided at this program.
- It's a necessity for us!
- N/A
- No (2)
- This program is extremely helpful to our family - I do not know what we would do without it.
- Very thankful for this program
- We are grateful for the help and care offered!!

# INITIAL SITE VISIT

Grantee: Boys and Girls Clubs of Buffalo     Site: BUCS
Date: 12/18/19     Site Coordinators: Rebecca Coccia and Andre Brown Easterling

## Program summary:

*Schedule: Monday-Friday, 3pm-6pm*

*Total daily academics: 60 minutes*

*Total daily enrichments: 90 minutes*

*Total enrolled: 250*

## Recommendations:

- Continue to provide well-planned activities.
- Continue meetings regularly with administration and parents.

### Participation

Approximately 237 students attend each day, and the program is at capacity.

### Attendance method

The staff are currently being trained on Comet so that student attendance can be entered by each staff member for their respective group via an iPad. The site coordinators currently enter the attendance and will check staff attendance for accuracy.

### Operations

The program schedule is clear and includes all necessary information. Staff complete daily or weekly lesson plans, which are submitted to the site coordinators. Most activities take place in the central cafegymatorium, but additional classrooms are currently being approved by OCFS to be utilized for the older students.

### Academics

Power hour is offered for 60 minutes each day. Money Matters is also offered.

### Enrichments

A different program is offered each day of the week including SMART moves, Arts and Crafts, STEAM, and Positive Action. Triple Play is offered every day.

### Overall Atmosphere

The observation took place before programming had begun for the day. The collaboration with the school was reported to be good. BGC staff currently meet weekly with the principal and deans of the school. Teachers, parents and students attend as needed or appropriate.

### Staffing

Staffing is currently adequate. There are 12 staff including 1 school-day teacher. The site is currently in the process of hiring 3 additional staff.

### Community

In addition to the weekly principal meetings, the site holds monthly parent meetings, as well as sending a parent newsletter each month.

# INITIAL SITE VISIT

**Grantee: Boys and Girls Clubs of Buffalo**  **Site: EVCS**
**Date: 12/17/19**  **Site Coordinator: Robin Roeser**

## Program summary:

*Schedule: Monday-Friday, 3pm-6pm*

*Total daily academics: 30-60 minutes*

*Total daily enrichments: 75 minutes*

*Total enrolled: 137*

## Recommendations:

- Continue to plan intentional activities and monitor attendance.

### Participation

There are currently only 2nd graders still on the waitlist, but that grade level is at capacity. Attendance is reviewed monthly and students not meeting participation requirements are removed from programming to allow space for students on waiting list.

### Attendance method

Student time-in and time-out is tracked directly in Comet. Activity sheet attendance is kept as well and entered by staff into Comet after programming.

### Operations

The program schedule is clear and includes all necessary information. All activities have detailed lesson plans.

### Academics

Power hour is offered for 30-60 minutes each day, depending on the grade level. Money Matters is also offered.

### Enrichments

Each day a different program is offered, including SMART moves, Arts and Crafts, STEAM, and Positive Action. Triple Play is offered every day. Flag Football is offered once a week for selected students.

### Overall Atmosphere

The observation took place during programming, but program was not observed. The collaboration with the school was reported to be strong, and some BGC staff substitute teach during the school day. The site coordinator and her assistant have an office in the school and are there throughout the school day, which enables communication with school-day teachers.

### Staffing

Staffing is currently adequate. There is one staff in process of being cleared to work. College students are also employed by the program.

### Community

The site holds monthly/quarterly site-level meetings with parents, students, and the School's Special Education Coordinator participating. This coordinator also facilitates school-day linkages and is the data contact for the school.

# INITIAL SITE VISIT

**Grantee:** Boys and Girls Clubs of Buffalo     **Site:** SBCS
**Date:** 12/17/19     **Site Coordinator:** Samir Lokhat

## Program summary:

*Schedule: Monday-Friday, 3:30pm-6:30pm*

*Total daily academics: 45 minutes*

*Total daily enrichments: 115 minutes*

*Total enrolled: 125*

## Recommendations:

- Monitor student participation and offer spots of students who are not meeting attendance requirements to students on the waitlist.

### Participation

Participation is currently at capacity for the site. There is a waiting list of 50 students.

### Attendance method

Student time-in and time-out is tracked manually and entered in Comet within 15 minutes. Activity sheet attendance is kept as well and entered by staff into Comet after programming.

### Operations

The program schedule is clear and includes all necessary information.

### Academics

Power hour is offered for 45 minutes every day. Additionally, Money Matters, STEAM, NASA, and Book Club are offered.

### Enrichments

Each day a different program is offered, including SMART moves, Arts and Crafts, STEAM, and Positive Action. Triple Play is offered every day.

### Overall Atmosphere

The observation took place before the beginning of programming. The collaboration with the school was reported to be strong, and school-day teachers are employed by the program to run Power Hour. BGC staff meet weekly with teachers in the school. As a result of the positive relationship with the school they have an office in the building, have access to multiple rooms, and can use the library for programming.

### Staffing

There are currently 5 school-day teachers on staff in addition to BGC staff. There is a range of other staff, including some staff who have been working in the program for 3 or more years, and some college students. Additional staff have been hired and are waiting for fingerprint clearance to start.

### Community

The site holds monthly site-level meetings with teachers, administration, parents, and students participating. There are multiple other partners who provide services in the program, including the Buffalo Zoo, Americana, NASA, Rich Products, and UB students who prepare engineering and science activities.

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

## Purpose of this Document

This Year 3 Annual Evaluation Report (AER) Template and Guide for evaluators of local 21st CCLC programs in New York State was developed at the request of the **State Program Coordinator.**

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

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

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

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

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

The purpose of this report guide and template is to clearly identify, and to organize within a consistent structure, the information that is necessary for each of the above stakeholders. The template has been designed with the varying needs of these different stakeholders in mind. It is designed to strike a compromise between the brevity and accessibility that program managers require, and the depth of detail that state and federal stakeholders require. Summaries or graphics that would be useful to program staff can always be included within the comments of each section or included in the appendices.

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

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

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

Table of Contents

# I.  Project Information

| | |
|---|---|
| **Program Name** | Boys & Girls Clubs of Buffalo, Lovejoy |
| **Project Number** | 0187-20- 7015 |
| **Name of Lead Agency** | Boys & Girls Club of Buffalo |
| **Name of Program Director** | Lorrie Ann Knight |
| **Name(s) of Participating Site(s) and grade level(s) served at each site** | Site 1: PS #43 Lovejoy Discovery School      Grade(s) Served: K-8<br>Site 2: _____ Grade(s) Served: _____<br>Site 3: _____ Grade(s) Served: _____<br>Site 4: _____ Grade(s) Served: _____<br>Site 5: _____ Grade(s) Served: _____<br>Site 6: _____ Grade(s) Served: _____<br>Site 7: _____ Grade(s) Served: _____<br>Site 8: _____ Grade(s) Served: _____<br>Site 9: _____ Grade(s) Served: _____<br>Site 10: _____ Grade(s) Served: _____<br>Site 11: _____ Grade(s) Served: _____<br>Site 12: _____ Grade(s) Served: _____ |
| **Target Enrollment** | Total (Program-wide): \_\_175_____ Actual # at/above 30 hours \_\_100_____ |
| **Evaluator Name and Company** | Emily Hagstrom, Via Evaluation |
| **Evaluator Phone and Email** | (716) 362-0627 Emily@viaeval.com |

## II.    Evaluation Plan & Results

## Evaluation Plan and Results Tables

**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): 100% of 21st CCLC students will participate in academic assistance and academic enrichment in the core areas during the school year and summer programs.**

| (A)<br>Performance Indicator(s) (PI) of success | (B)<br>Target Population(s) | (C)<br>PI Meets SMART Criteria?<br>(Y/N) | (D)<br>Activity(ies) to support this program objective | (E)<br>PI Measures<br>data collection instruments & methods | (F)<br>Describe the analysis conducted<br>Include any longitudinal assessments conducted beyond one program year. | (G)<br>Response Rate/<br>% With Data<br>(if applicable): | (H)<br>Was this PI Met?<br>(Yes, No, Partial, Data Pending, Not Measured) | (I)<br>EXPLAIN:<br>If Yes, No or Partial: present results (expressed in the same metric as the PI)<br>If Partial, indicate # sites where PI was met.<br>If data pending, indicate when data expected.<br>If not measured, explain why not. |
|---|---|---|---|---|---|---|---|---|
| During the school year, the program will offer targeted academic assistance/ enrichment activities to all participants for at least 30 minutes from Monday-Thursday. | Students | Y | Power Hour, STEAM, Money Matters | • Program Schedule<br>• Site visit observations | VIA reviewed the program schedule and calendar and discussed them with the Project Director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification. | N/A | Yes | Lovejoy offers 30 minutes of Power Hour, STEAM, and Money Matters for a total of 90 minutes of academics each day to all participants Monday-Thursday. |
| During the summer, the program will offer 3 hours of targeted academic activities to all participants every day of program. | Students | Y | STEAM, Brain Gain Reading, Brain Gain Math | • Program Schedule | VIA reviewed the program schedule and calendar and discussed them with the Project Director. | N/A | Yes | The program offered at least 3 hours of targeted academic activities to all participants each day during the summer. |

**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): 100% of 21st CCLC students will participate in daily youth development activities designed to promote soft skills critical for students to succeed in school and life.**

| (A)<br>Performance Indicator(s) (PI)<br>of success | (B)<br>Target Population(s) | (C)<br>PI Meets<br>SMART<br>Criteria?<br>(Y/N) | (D)<br>Activity(ies) to<br>support this<br>program<br>objective | (E)<br>PI Measures<br>data collection<br>instruments &<br>methods | (F)<br>Describe the analysis<br>conducted.<br>Include any longitudinal<br>assessments conducted<br>beyond one program year. | (G)<br>Response Rate/<br>% With Data<br>(if applicable): | (H)<br>Was this PI<br>Met?<br>(Yes, No,<br>Partial, Data<br>Pending, Not<br>Measured) | (I)<br>EXPLAIN:<br>**If Yes, No or Partial:** present results<br>(expressed in the same metric as the PI)<br>**If Partial,** indicate # of sites where PI was<br>*fully* met.<br>**If data pending,** indicate when data<br>expected.<br>**If not measured,** explain why not. |
|---|---|---|---|---|---|---|---|---|
| The program will offer a variety of enrichment and youth development activities to all participants for at least 1 hour every day of program during the school year. | Students | Y | Arts and crafts, Triple Play, Club Service, Positive Action, Smart Moves | • Program Schedule<br>• Site visit observations | VIA reviewed the program schedule and calendar and discussed them with the Project Director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification. | N/A | Yes | Lovejoy offered more than 1 hour of enrichment and youth development activities to all participants each day during the school year. |
| The program will offer a variety of enrichment and youth development activities to all participants for at least 3 hours every day of program during the summer. | Students | Y | Arts and crafts, Triple Play, Club Service, Positive Action | • Program Schedule | VIA reviewed the program schedule and calendar and discussed them with the Project Director. | N/A | Yes | The program offered at least 3 hours of enrichment and youth development activities to all participants each day during the summer. |

**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): BGCB will collaborate with the community to plan, implement, and sustain the after-school program and continue to expand services to students and their families.**

| (A) Performance Indicator(s) (PI) of success | (B) Target Population(s) | (C) PI Meets SMART Criteria? (Y/N) | (D) Activity(ies) to support this program objective | (E) PI Measures data collection instruments & methods | (F) Describe the analysis conducted. Include any longitudinal assessments conducted beyond one program year. | (G) Response Rate/ % With Data (if applicable): | (H) Was this PI Met? (Yes, No, Partial, Data Pending, Not Measured) | (I) 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. |
|---|---|---|---|---|---|---|---|---|
| The program will hold quarterly Advisory Committee meetings with the following participating: representatives from BGCB, Lovejoy, students, parents, and community partners. | Stakeholders | Y | AC Meetings | • AC Meeting Minutes Sign-in Sheets | VIA participated in meetings, and sign-in sheets were collected to monitor stakeholder involvement in meetings. | N/A | Yes | The program held quarterly advisory meetings at the school with all stakeholders participating, and also participated in two meetings with the other BGCB 21st CCLC program. |
| The program will offer services from at least two additional community agencies each program year. | Families | Y | Community agency provided services | • Log of community agencies providing services | The project director provided the log of community agencies providing services for evaluator review. | N/A | Yes | The following community agencies provided services at the school: Buffalo Zoo, UB Leadership Core, BPS Community Schools Program, Youth Leadership Buffalo, Microsoft, Central Rock Gym, Rich Products, and Fisher Price. |

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[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.*

| 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): Parents of students participating in the 21st Century Program will participate in programs to increase their capacity to support their students' education.** | | | | | | | | |
| **(A)**<br>**Performance Indicator(s) (PI)**<br>of success | **(B)**<br>**Target Population(s)** | **(C)**<br>**PI Meets SMART Criteria?**<br>**(Y/N)** | **(D)**<br>**Activity(ies) to support this program objective** | **(E)**<br>**PI Measures**<br>data collection instruments & methods | **(F)**<br>**Describe the analysis conducted.**<br>Include any longitudinal assessments conducted beyond one program year. | **(G)**<br>**Response Rate/**<br>**% With Data**<br>(if applicable): | **(H)**<br>**Was this PI Met?**<br>**(Yes, No, Partial, Data Pending, Not Measured)** | **(I)**<br>**EXPLAIN:**<br>**If Yes, No or Partial:** present results (expressed in the same metric as the PI)<br>**If Partial,** indicate # of sites where PI was *fully* met.<br>**If data pending,** indicate when data expected.<br>**If not measured,** explain why not. |
| In conjunction with the school, the program will offer at least 10 family education and engagement activities each year. | Parents/Families | Y | Open House, Parent Meetings, Ice Cream Social, Santacade | • Family event log, flyers | VIA reviewed the flyers and log of family events the program held throughout the year. | N/A | No | The program held 4 events this year. |
| Adult family members of at least 40% of program students will participate in family education and engagement activities each year. | Parents/Families | Y | Family events (see list above) | • Parent sign-in sheets | The project director provided the number of students who had an adult family member attend an event. | # targeted by PI: 135<br># w data: 0 | No | No parents of 21st CCLC Participants were reported as attending the events this year. |

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[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).*

| **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): 21st CCLC students will be offered quality programming during the summer and school year.** |
|---|

| **(A)**<br>**Performance Indicator(s) (PI)**<br>of success | **(B)**<br>**Target Population(s)** | **(C)**<br>**PI Meets SMART Criteria?**<br>**(Y/N)** | **(D)**<br>**Activity(ies) to support this program objective** | **(E)**<br>**PI Measures**<br>data collection instruments & methods | **(F)**<br>**Describe the analysis conducted.**<br>Include any longitudinal assessments conducted beyond one program year. | **(G)**<br>**Response Rate/ % With Data**<br>(if applicable): | **(H)**<br>**Was this PI Met?**<br>**(Yes, No, Partial, Data Pending, Not Measured)** | **(I)**<br>**EXPLAIN:**<br>**If Yes, No or Partial:** present results (expressed in the same metric as the PI)<br>**If Partial,** indicate # of sites where PI was *fully* met.<br>**If data pending,** indicate when data expected.<br>**If not measured,** explain why not. |
|---|---|---|---|---|---|---|---|---|
| During the school year, the program will offer 15 hours a week of programming to all students, from Monday to Friday. | Students | Y | Program activities | • Program Calendar and Schedule<br>• Site Visits | VIA reviewed the program schedule and calendar and discussed them with the Project Director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification. | N/A | No | The program runs 3:35pm-6:15pm, Monday-Friday, for 13.3 hours a week. |
| During the summer, the program will offer 40 hours a week of programming, from Monday to Friday for 6 weeks. | Students | Y | Summer programming | • Program Calendar and Schedule | VIA reviewed the program schedule and calendar and discussed them with the Project Director. | N/A | Yes | During the summer, the program offered 50 hours a week of programming, 8am to 6pm from Monday to Friday for 6 weeks. |

**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 attendees will maintain or improve their literacy and math skills, the primary academic goals of the partner schools.**

| (A)<br>Performance Indicator(s) (PI)<br>of success | (B)<br>Target Population(s) | (C)<br>PI Meets SMART Criteria?<br>(Y/N) | (D)<br>Activity(ies) to support this program objective | (E)<br>PI Measures<br>data collection instruments & methods | (F)<br>Describe the analysis conducted.<br>Include any longitudinal assessments conducted beyond one program year. | (G)<br>Response Rate/<br>% With Data<br>(if applicable): | (H)<br>Was this PI Met?<br>(Yes, No, Partial, Data Pending, Not Measured) | (I)<br>EXPLAIN:<br>If Yes, No or Partial: present results (expressed in the same metric as the PI)<br>If Partial, indicate # of sites where PI was *fully* met.<br>If data pending, indicate when data expected.<br>If not measured, explain why not. |
|---|---|---|---|---|---|---|---|---|
| 75% of regular attendees will meet grade level requirements in Math each year. | Students | Y | Daily ELA-focused PowerHour activities | Final ELA class grade | BPS provided final Math grades for each student. Students who scored below a 65 or who were given an incomplete were considered to not have met grade level requirements. VIA matched BPS data to program attendance status. | # targeted by PI: 66<br># w data: 63 | Met | Among the students with data, 61 (97%) met grade level requirements in Math |
| 75% of regular attendees will meet grade level requirements in ELA each year. | Students | Y | Daily Math-focused PowerHour activities | Final Math class grade | BPS provided final ELA grades for each student. Students who scored below a 65 or who were given an incomplete were considered to not have met grade level requirements. VIA matched BPS data to program attendance status. | # targeted by PI: 66<br># w data: 61 | Met | Among the students with data, 58 (95%) met grade level requirements in ELA. |
| 95% of regular attendees will progress to the next grade. | Students | Y | Daily academic activities, Positive Action | Grade progression information | Grade progression information was provided by BPS for all students. VIA matched BPS data to program attendance status. | # targeted by PI: 66<br># w data: 56 | Yes | All 56 students with data (100%) progressed to the next grade. |

| 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 attendees will improve their achievement of indicators that positively impact school performance.** | | | | | | | | |
| **(A)**<br>**Performance Indicator(s) (PI)** of success | **(B)**<br>**Target Population(s)** | **(C)**<br>**PI Meets SMART Criteria?**<br>**(Y/N)** | **(D)**<br>**Activity(ies) to support this program objective** | **(E)**<br>**PI Measures**<br>data collection instruments & methods | **(F)**<br>**Describe the analysis conducted.**<br>Include any longitudinal assessments conducted beyond one program year. | **(G)**<br>**Response Rate/**<br>**% With Data**<br>(if applicable): | **(H)**<br>**Was this PI Met?**<br>**(Yes, No, Partial, Data Pending, Not Measured)** | **(I)**<br>**EXPLAIN:**<br>**If Yes, No or Partial:** present results (expressed in the same metric as the PI)<br>**If Partial,** indicate # of sites where PI was *fully* met.<br>**If data pending,** indicate when data expected.<br>**If not measured,** explain why not. |
| At least 85% of regular attendees will exhibit positive school day attendance (missing less than 10% of eligible school days) | Students | Y | Positive Action | School day attendance records | BPS OSA provided the total days absent and total membership days for each program participant through the closure in March for the 19-20 school year. These were used to determine the attendance rate. Students who did not have data for either year were excluded from analyses. Only regular attendees were included in the analyses. | # targeted by PI: 66<br># w data: 64 | Met | Among students with available data, 52 (81%) had positive school day attendance through March when the school closed. |
| At least 75% of regular attendees will demonstrate improvement in personal skills related to recreation, physical fitness, nutrition & health or conflict resolution. | Students | Y | Positive Action | Staff survey | This objective was modified this year, and the approval for the modification came too late to administer this survey to the staff. | # targeted by PI: 66<br># w data: 0 | Not measured | This objective was modified this year, and approval for the modification came too late to administer this survey to the staff. |

> Provide a discussion of any particular strengths or limitations of above assessments or evaluation design, and describe any efforts or plans to minimize limitations (***Required*** if there were limitations).
>
> (Optional): Additional comments on evaluation plan and Year 3 PI results.

This year was the first year with a new evaluator, so objectives and performance indicators were reviewed and modified. The modification approval was not granted until late July, when it was too late to administer staff surveys. This, combined with the early closure of schools, made it difficult to measure some objectives as planned.

Now that the objectives are in place, and with the new EZ Report system, the evaluator and program staff can ensure that data will be collected appropriately to measure outcomes next year.

# III.   Observation Results

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

**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

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

Please specify approximate date(s) of *first* round of Year 3 observations (MM/YY):  12/20

**Results:**

See attached results

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[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."

## b. Second visit:

Append observation protocol results,[1] or paste on this page, any summaries of findings on **point of service quality review observations** from the second observation conducted as part of the program evaluation.

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

- ■ Observation protocol used for point of service observations:[2]

  ❑ Out of School Time (OST) Protocol

  X Modified Out of School Time (OST) Protocol

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

**Results:**

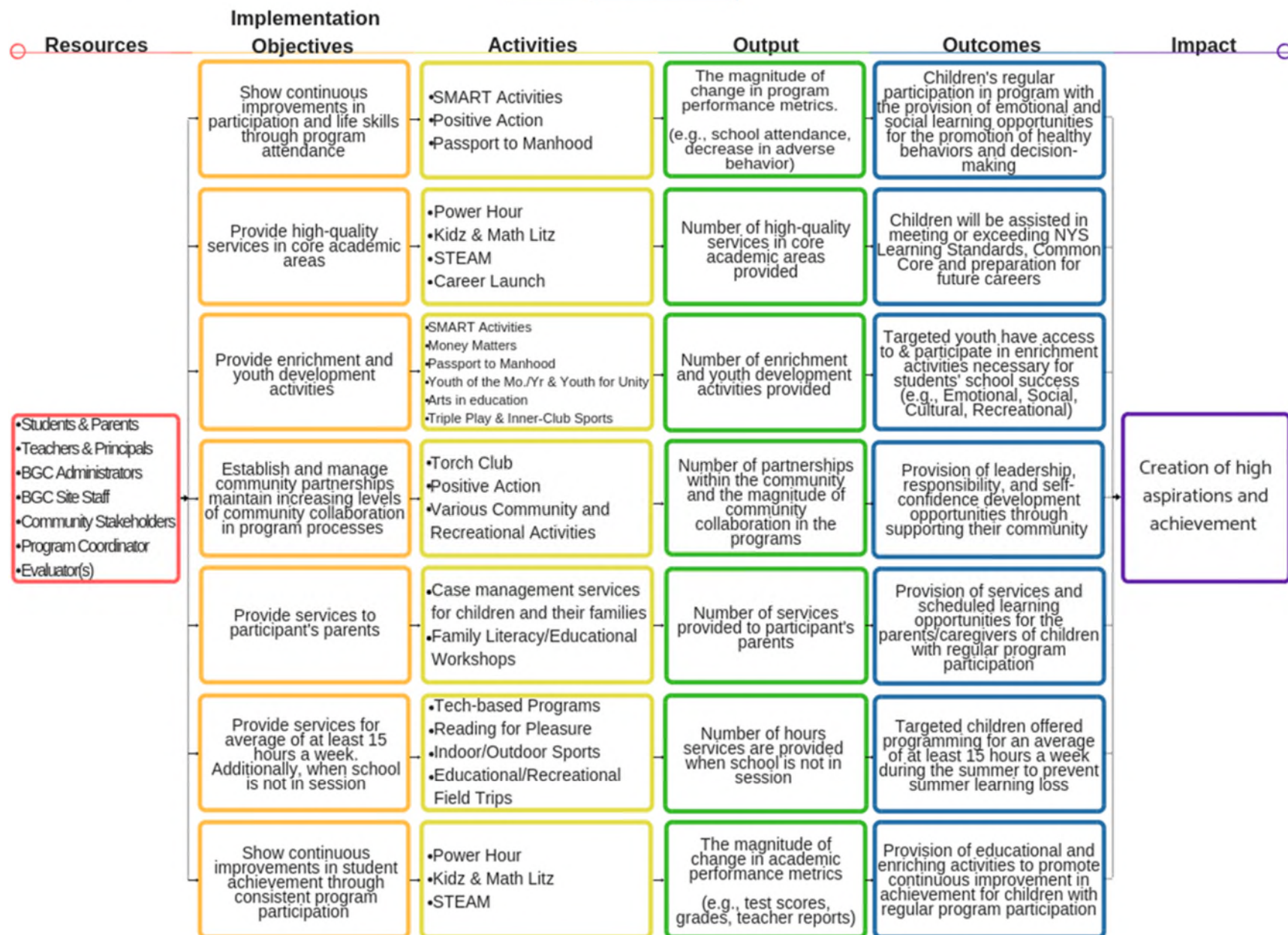Due to the early closure of schools, the second site visit could not take place.

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[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."

[2] 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)

21st Century Community Learning Centers       Logic Model

| Resources | Implementation Objectives | Activities | Output | Outcomes | Impact |
|---|---|---|---|---|---|
| •Students & Parents<br>•Teachers & Principals<br>•BGC Administrators<br>•BGC Site Staff<br>•Community Stakeholders<br>•Program Coordinator<br>•Evaluator(s) | Show continuous improvements in participation and life skills through program attendance | •SMART Activities<br>•Positive Action<br>•Passport to Manhood | The magnitude of change in program performance metrics.<br><br>(e.g., school attendance, decrease in adverse behavior) | Children's regular participation in program with the provision of emotional and social learning opportunities for the promotion of healthy behaviors and decision-making | Creation of high aspirations and achievement |
|  | Provide high-quality services in core academic areas | •Power Hour<br>•Kidz & Math Litz<br>•STEAM<br>•Career Launch | Number of high-quality services in core academic areas provided | Children will be assisted in meeting or exceeding NYS Learning Standards, Common Core and preparation for future careers |  |
|  | Provide enrichment and youth development activities | •SMART Activities<br>•Money Matters<br>•Passport to Manhood<br>•Youth of the Mo./Yr & Youth for Unity<br>•Arts in education<br>•Triple Play & Inner-Club Sports | Number of enrichment and youth development activities provided | Targeted youth have access to & participate in enrichment activities necessary for students' school success (e.g., Emotional, Social, Cultural, Recreational) |  |
|  | Establish and manage community partnerships maintain increasing levels of community collaboration in program processes | •Torch Club<br>•Positive Action<br>•Various Community and Recreational Activities | Number of partnerships within the community and the magnitude of community collaboration in the programs | Provision of leadership, responsibility, and self-confidence development opportunities through supporting their community |  |
|  | Provide services to participant's parents | •Case management services for children and their families<br>•Family Literacy/Educational Workshops | Number of services provided to participant's parents | Provision of services and scheduled learning opportunities for the parents/caregivers of children with regular program participation |  |
|  | Provide services for average of at least 15 hours a week. Additionally, when school is not in session | •Tech-based Programs<br>•Reading for Pleasure<br>•Indoor/Outdoor Sports<br>•Educational/Recreational Field Trips | Number of hours services are provided when school is not in session | Targeted children offered programming for an average of at least 15 hours a week during the summer to prevent summer learning loss |  |
|  | Show continuous improvements in student achievement through consistent program participation | •Power Hour<br>•Kidz & Math Litz<br>•STEAM | The magnitude of change in academic performance metrics (e.g., test scores, grades, teacher reports) | Provision of educational and enriching activities to promote continuous improvement in achievement for children with regular program participation |  |

# V.     Conclusions & Recommendations

Program's successes and lessons learned based on evaluation findings[1]

## a. Status of the implementation of recommendations from the previous year

The following recommendations were made last year, followed by the actions taken by the program:

**Improve parent engagement and advisory board participation**
BGCB staff met with the school administration team and teachers to collaborate on the various events the school sponsored during the year. BGCB participated in those events by assigning staff, purchasing supplies, and partnering with teachers to create games. BGCB staff helped to supervise the attendees.

**Continue to improve staff training**
Coordinators in Sports/Rec and STEAM and the Director of Program completed observations of Youth Development Professionals. On-site training opportunities also were provided. Site Directors sent specific areas of improvement for their staff that allowed BGCB to create individual improvement plans. Teachers provided training in behavior management. BGCB required Director/Asst. Directors to attend grade level meetings, which helped to improve discussion of wrap-around services and improved relationships with the school staff.

**Promote and strengthen academic confidence among students**
BGCB increased the number of teachers assigned to assist during Power Hour. In some cases, teachers increased their hours so they could take part in enrichment activities as well.

**Consider ways to address the issue of early removal from the afterschool program**
BGCB adopted an attendance policy at all locations. Parents whose children were not meeting those requirements were contacted and BGCB reviewed attendance data with the parents. They were given another opportunity to meet the attendance requirements. If there were no improvements, the parents were informed their child would be placed on a wait list until the parent felt they could benefit from the program. This allowed BGCB to provide services to students on the waitlist, minimizing their wait time.

**Address turnover**
BGCB did exit interviews with Youth Development Professionals who resigned from the organization. The overall concern expressed by these exiting staff was the low pay and part-time status. BGCB increased the hourly rate from $11.15 per hour to $15 per hour, and created succession planning guidance for those interested in moving up within the organization.

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[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.

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

In this first year with the new evaluator, regular meetings were held to discuss the plan for the evaluation and review objectives. The objectives were modified to better align to programming. Recommendations for program improvement were provided by VIA after the site visit. Student and parent surveys were completed, and the results presented to the project director.

### c. Documented or perceived impacts of implementing prior year recommendations, if known

The program took many actions based on the recommendations last year, and they seemed to have a positive impact on the program. The early closure due to the COVID-19 pandemic prevented the evaluator from seeing some of these changes in action during second site visits.

### d. Conclusions and recommendations based on the current year's evaluation findings

This program benefits from strong, organized leadership, as well as many years of experience running programming. When the schools had to shut down abruptly in March, the program quickly pivoted to offer in-person care for students of first responders. The transition with evaluators, and rewriting many performance indicators this year was a learning curve for both the program and evaluator, and unfortunately, with the pandemic and early closure of schools, many of the typical evaluation activities could not take place as planned, such as second site visits and some advisory meetings. However, the program had the benefit of experience, it was run as planned pre-closure, and most available data were collected as needed. Now that the objectives have been approved, and with the new statewide data collection system, the program will be able to ensure data are collected proactively in alignment with the objectives.

The following recommendations are provided to improve programming next year:

**Work with Evaluator to ensure new objectives are measured**

Now that the modifications have been approved, continue to work with the evaluator to refine data collection procedures to ensure data are collected as needed to measure the objectives.

**Create a plan for virtual programming**

It is likely in-person programming will be limited for some, if not all, of the 20-21 program year due to COVID-19. A plan for virtual programming should be created so that students and families can receive services even if in-person options are limited. Creating a plan now and getting necessary supplies will ensure that people have access to the valuable services the program provides. Some resources to inform this planning include experience gained during the spring closure, as well as found online through AfterSchool Works or the New York State Network for Youth Success.

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

N/A

## VI.   Appendices

### *Required:*

- Copies of any *locally developed* measurement tools/assessments (surveys, observation tools, *etc.*)

- Full, tabulated results of any quantitative assessment tools (surveys,[1] observation protocols, skills assessments, *etc.*)

### *Optional:*

- Sample of memo or weekly/monthly report used to share ongoing evaluation results/data with program[2]

- Any additional narrative, analysis, graphics or other information that did not fit into any section in this report that you would like to include

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[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.

This is a survey about the activities that you attend after school at PS 43. Please tell us what you think about the program by answering the questions below. Please select only one response for each question.

Your responses are ANONYMOUS, which means that your name will not be collected, and we will not know who has said what about this program, so please be honest. Thank you for your feedback!

| Tell us how you feel about the program. | Yes | Kind Of | Not Really |
|---|---|---|---|
| 1. I like coming to this program. | Y | K | N |
| 2. I tell my friends to come to this program. | Y | K | N |
| 3. Staff at this program care about me. | Y | K | N |
| 4. Staff at this program listen to me. | Y | K | N |
| 5. I feel safe at this program. | Y | K | N |
| 6. Students in this program are nice to each other. | Y | K | N |
| 7. I come to school more often so I can go to this program. | Y | K | N |
| 8. I learn new things in this program. | Y | K | N |
| 9. Activities in this program are fun. | Y | K | N |
| 10. I can exercise or do sports activities in this program. | Y | K | N |
| 11. This program helps me do better in school. | Y | K | N |
| 12. Coming to this program has helped me to learn I can do things I didn't think I could do before. | Y | K | N |
| 13. Coming to this program has helped me to feel I am better at handling whatever comes my way. | Y | K | N |
| 14. Coming to this program has helped me make better decisions. | Y | K | N |
| 15. I like the food in this program. | Y | K | N |
| 16. Staff at the program treat me well. | Y | K | N |
| 17. Staff at the program help me. | Y | K | N |
| 18. If I can, I want to come back to this program next year. | Y | K | N |

Please answer the questions below.

**19. What grade are you in?**

☐ 3<sup>rd</sup>  ☐ 4<sup>th</sup>  ☐ 5<sup>th</sup>  ☐ 6<sup>th</sup>  ☐ 7<sup>th</sup>  ☐ 8<sup>th</sup>

**20. How often do you attend this program?**

☐ Every day program is offered  ☐ A few days each month

☐ A few days each week  ☐ Less than once each month

**21. What do you like best about this program?**

**22. What would make this program better?**

**23. If you did not come to this program, what would you do after school?**

**24. Is there anything else that you would like to share about this program?**

# 21ˢᵗ Century Family Feedback Survey

## Boys and Girls Clubs of Buffalo @ Lovejoy School 43 2020

This survey asks about your experience with the 21ˢᵗ Century After-School Program that your child attends. This program includes the academic and enrichment activities that your child participates in outside of the regular school day. We would appreciate it if you took a few minutes to tell us about your experience with this program by answering the questions below. Please select only one response for each question.

Your responses are ANONYMOUS, which means that your name will not be collected, and we will not know who has said what about this program, so please be honest. Thank you for your feedback!

| Tell us how much you agree or disagree with the statements below. | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| 1. Overall, this program is good for my child. | (A) | (a) | (d) | (D) |
| 2. My child enjoys attending this program. | (A) | (a) | (d) | (D) |
| 3. My child is safe at this program. | (A) | (a) | (d) | (D) |
| 4. This program schedule meets the needs of my family. | (A) | (a) | (d) | (D) |
| 5. I am satisfied with the level of communication with program staff. | (A) | (a) | (d) | (D) |
| 6. Since starting this program, my child has become interested in new areas (such as new subjects, sports, technology, etc.) | (A) | (a) | (d) | (D) |
| 7. Since starting this program, my child has fewer behavior problems. | (A) | (a) | (d) | (D) |
| 8. Since starting this program, my child is more interested in school. | (A) | (a) | (d) | (D) |
| 9. Since starting this program, my child has improved in school. | (A) | (a) | (d) | (D) |
| 10. School-day teachers want my child to come to this program. | (A) | (a) | (d) | (D) |
| 11. I would recommend this program to my friends who have children. | (A) | (a) | (d) | (D) |

| Tell us how often the following things happen. | Usually | Sometimes | Rarely | Never |
|---|---|---|---|---|
| 12. My child and I talk about this program. | (U) | (S) | (R) | (N) |
| 13. My child says he/she likes program staff. | (U) | (S) | (R) | (N) |
| 14. I am aware of after-school family programs. | (U) | (S) | (R) | (N) |
| 15. I attend after-school family programs. | (U) | (S) | (R) | (N) |
| 16. The after-school family programs are worthwhile. | (U) | (S) | (R) | (N) |

Please answer the questions below.

**17.  How often does your child attend this program?**

☐ **Every day program is offered**   ☐ **A few days each month**

☐ **A few days each week**   ☐ **Less than once each month**

**18.  Why did you choose to send your child to this program?**

**19.  What would make this program better?**

**20.  What family programs or activities would be most helpful to you?**

**21.  Is there anything else that you would like to share about this program?**

Thank you!

# INITIAL SITE VISIT

**Grantee:** Boys and Girls Clubs of Buffalo  **Site:** PS 43
**Date:** 12/17/19  **Site Coordinator:** Amanda Palmieri

## Program summary:

*Schedule: Monday-Friday, 3:35pm-6:15pm*

*Total daily academics: 30 minutes*

*Total daily enrichments: 40 minutes*

*Total enrolled: 73*

## Recommendations:

- Update schedule to include precise transition times and adequately represent total activity time.
- Ensure that the maximum amount of time reasonable is spent in activities.

### Participation

Participation is currently well below the target, due in part to insufficient staff. There is currently a waiting list of 50-60 students who can start once more staff is on board.

### Attendance method

Student time-in and time-out is tracked in Comet as the students arrive and leave. Activity sheet attendance is kept as well and entered by staff into Comet after programming.

### Operations

The program schedule includes general time ranges when activities could be starting and ending, so it is difficult to determine exact timing of activities. It currently appears that almost half of program time is spent in transitions, meals, and dismissal.

### Academics

Power hour is offered for 30 minutes Monday-Thursday, and Money Matters is offered on Mondays. No academics are offered on Fridays.

### Enrichments

Each day a different program is offered, including SMART moves, Arts and Crafts, STEAM, and Positive Action. Triple Play is offered every day.

### Overall Atmosphere

The observation took place during mealtime at the beginning of programming, and program was not observed. The collaboration with the school was reported to be good, and school-day teachers are employed by the program to run Power Hour.

### Staffing

There are currently 4 school-day teachers on staff, in addition to BGC staff. There are 3 new staff who just started last week. The new process for clearing staff has delayed bringing the additional staff needed to accommodate the wait list.

### Community

The site holds quarterly site-level meetings with teachers, parents, and students participating. Youth leadership Buffalo is an additional partner who provides services in the program.