

# YEAR 5 (2021-2022) NYS 21CCLC ANNUAL EVALUATION REPORT TEMPLATE

## I. Project Information

<b>Program Name</b>	21st CCLC Program at the Early Childhood Center #17 (ECC #17)
<b>Project Number</b>	0187-22- _7026__
<b>Name of Lead Agency</b>	Community Action Organization of Western New York (CAO)
<b>Name of Program Director</b>	JoAnna Rozier-Johnson
<b>Name(s) of Participating Site(s) and grade level(s) served at each site</b>	Site 1: __ Early Childhood Center #17 (ECC #17)_____ Grade(s) Served: Pre K-4 _____ Site 2: _____ Grade(s) Served: _____ Site 3: _____ Grade(s) Served: _____ Site 4: _____ Grade(s) Served: _____ Site 5: _____ Grade(s) Served: _____ Site 6: _____ Grade(s) Served: _____ Site 7: _____ Grade(s) Served: _____ Site 8: _____ Grade(s) Served: _____ Site 9: _____ Grade(s) Served: _____ Site 10: _____ Grade(s) Served: _____ Site 11: _____ Grade(s) Served: _____ Site 12: _____ Grade(s) Served: _____

Annual Evaluation Report (AER) Template – Year 5 Final

Target Enrollment	Total (Program-wide): _170 students <sup>1</sup> (prior to any COVID-19-related adjustments)_____ Actual # at/above 30 hours _____16_____
Evaluator Name and Company	Wayne D. Jones and Morgan Williams-Bryant, JPS Solutions, LLC
Evaluator Phone and Email	917-921-4240; wdjcompany@att.net

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<sup>1</sup> This number represents the pre-COVID enrollment target in the original grant application. The circumstances of COVID and its disruption of school and OST educational programming continued to create unprecedented challenges to 21<sup>st</sup> CCLC programs in 2021-22, particularly with respect to recruitment and enrollment of students. **Indeed, school-based 21<sup>st</sup> CCLC programs like the ECC #17 CCLC were not allowed to provide services in district school buildings for almost the entirety of the year so the originally-proposed program could not be delivered, nor did the original enrollment target remain achievable.**

## II. Evaluation Plan & Results

- Use the tables below to identify your program objectives, performance indicators (PIs) of success, evaluation and measurement plan, and results of your evaluation data collection and analysis for Year 5. Additional space is provided to report on Year 5 results that could not be reported last year.
- Add rows, and copy and paste the sections provided below, as many times as needed in order to accommodate all of your program's objectives and PIs. **Enter only one PI per row**, so as to make clear how it aligns with responses regarding target populations, SMART criteria, supporting activities, *etc.*
- This table is derived from the Template for Goals & Objectives in your grant proposal. **If the activities and measurability of the PIs indicate a strong adherence to this original plan (plus any approved modifications), then this completed table may be used by grantees as evidence to support compliance with SMV Indicator E-3(a):** "Adherence to the Program's Grant Proposal".
- If you have an existing table that includes some of the information below, you may copy and paste it at the end of this section or attach as an appendix. *You must then reference the appended table(s) by writing "See Appendix X" or "See table below" in the appropriate columns, and then complete all additional columns that require information not included in your original table(s).*
- Column instructions and definitions for the Evaluation Plan tables:

~~Space for reporting a~~Activities to support program objectives and PIs must be described; space is provided immediately below each objective for this purpose. ~~Activities can also be reported in a row underneath each PI if~~ If there are activities that are unique to ~~each-specific~~ PIs, they should be described in the row underneath the relevant PI, within each objective. You may list activity titles, or attach a list (in any format) as an appendix, and reference here.

**Col. A, B, D – PIs, Target Populations and PI Measures:** Specify in the comments box whether any of these were modified from the original grant proposal, and if so, whether the modifications ~~are pending or approved~~ required approval, and when they were approved.

**Col. B – Target Populations:** Students, parents, grade levels, sub-groups [e.g. special education], specific activity participants, *etc.* as applicable.

**Col. C – SMART Criteria:** Evaluators are asked here to assess whether they believe each of the established PIs are SMART (as defined below). If not, include an explanation in the comments of why not, and any plans to modify the PI.

**SMART** stands for: **Specific:** targets a specific, clearly defined area of improvement for a specific target group; **Measurable:** states a defined outcome that can be assessed, and how it is to be assessed, including instruments and analyses [which can be indicated in Columns E and F]. (SMART indicators can include qualitative assessment); **Achievable:** realistic given baseline conditions and available resources; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, *etc.* [note however that PIs are not required to be aligned with GPRA indicators]; **Time-bound:** specifies when the goal will be achieved [most will be annual].

**Col. D – PI Measures:** Data collection instruments and methods used to assess success of the PI; e.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, *etc.* Indicate the title if a published instrument is used.

**Col. E – Analyses:** Analyses of the above measures used to determine whether the PI was met. Be sure to include specific results that directly assess the PI.

**Col. F – Response Rate/% With Data:** These measures are defined as the number of individuals for whom data/information was obtained, divided by the total number in the target population for whom the PI was specified. Note that the PI target population may be smaller than the total number of program participants, for example in activities that are not designed for all students, or if the PI is specified only for students attending a minimum number of hours.

**Col. G – Was PI Met?** ~~As mentioned, it is understood that the pandemic may still have an impact on meeting or measuring many PIs and Objectives – options for these responses are still included.~~ **IMPORTANT:** A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was fully met in at least one site, but not at all sites. "Progress towards" the PI, or "almost" meeting the indicator, should not be counted as partially met, although such details are useful, and are welcome in the comments sections. Make sure that assessments of whether PIs were met are aligned with how the PI is defined. (For example, if the PI specifies improvement, it is not sufficient to report only on end-of-year performance.) If a PI is not measurable (per Col. C), use the Not Measurable option here, but you can still provide relevant findings for context.

**All Columns -** Any ~~academic~~ PIs from the prior year that could not be reported in that year's AER (e.g. due to pending district data) must now be reported in the "Prior Year PIs" subsection following each sub-objective.

## 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):** The 21<sup>st</sup> CCLC will offer high quality services in ELA and Math

**Describe activity(ies) to support this program objective here:** The ECC #17 CCLC was initially approved to provide in-person after-school academic programming on-site at ECC #17, a preK-4 school in the Buffalo Public School district (BPS), to ECC #17’s students using approved curricula aligned with the school-day academic programs of the school and the district. As discussed in the “Comments” section below and throughout this report, CAO made adjustments in 2020-21, following adjustments made in 2019-20, in response to the COVID-19 pandemic and to accommodate the COVID-19-related needs, requirements and circumstances of the district and the individual schools it serves. In 2021-22, BPS continued to be impacted by COVID-19 both directly through health issues and temporary school closures and indirectly through COVID-19-related staffing and transportation issues. Accordingly, the district did not allow school-based 21<sup>st</sup> CCLC programs to access school buildings or provide school-based programming during most of the school year. The transportation issues were especially harmful to the 21<sup>st</sup> CCLC programs, since the district’s bussing shortages caused it to forbid school-based 21<sup>st</sup> CCLC programs to begin programming until late April 2022, thus leaving CAO with only four weeks to provide programming. This delay made it impossible for CAO to provide programming at ECC #17 in the exact manner called for in the original program design. Once it had access to the school building and was permitted by the district to provide programming, CAO enrolled and engaged students in programming that, while truncated, was substantially similar to that envisioned in the original program design. However, the extremely short period in which programming was offered made it impractical to administer pre- and post- tests or to use alternative means to measure academic growth (e.g., report card data would not be meaningful since the program was delivered in only one report card marking period).

Nonetheless, the program provided services and activities to make progress towards achieving the objective including personalized in-person support to students as they complete classroom and homework assignments, grade-level academic programs using approved curriculum students and other activities to build literacy, ELA and Math skills.

<p>(A) Performance Indicator(s) (PI) of success</p>	<p>(B) Target Population(s)</p>	<p>(C) PI Meets SMART Criteria?  (Y/N)</p>	<p>(D) PI Measures  data collection instruments &amp; methods</p>	<p>(E) Describe the analysis conducted,  Include any longitudinal assessments conducted beyond one program year.</p>	<p>(F) Response Rate/ % With Complete Data  (if applicable):</p>	<p>(G) Was this PI Met? Select One:  *Yes *Partial *Not Met due to pandemic *Not Met for other reasons  <i>*Not measurable (see column C)</i> *Not measured due to pandemic</p>	<p>(H) EXPLAIN:  If Yes, No or Partial: present results (expressed in the same metric as the PI)  If Partial, indicate # of sites where PI was <i>fully</i> met.  If data pending, indicate when data expected.  <i>If not measured or not measurable, explain why not.</i></p>
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						*Not measured for other reasons *Data pending	If not met due to pandemic, explain why not.
<p><b>Initial PI:</b> Improved student achievement—80% of students’ achievement will be evidenced by successfully completing a module or more every 5 or more weeks.</p> <p><b>Adjusted PI:</b> Evidence of academic growth based on pre- and post-tests results. (This adjustment occurred and was approved in Year One of the 21<sup>st</sup> CCLC project.)</p>	Students	Yes	Review of pre- and post-WRAT assessment scores	<p>As noted throughout this report, the ECC #17 21<sup>st</sup> CCLC program was unable to provide programming during Fall and much of Spring 2021-22 due to restrictions placed on it by BPS and due to no fault of its own.</p> <p>Accordingly, the program was unable to administer pre- tests in Fall 2021 as called for in the original program design. With only a few weeks of programming due to the BPS restrictions, the program did not administer pre- or post-WRAT assessments in Year 5.</p>	# targeted by PI: Re WRAT test data: No students with pre-and post-exam data	<b>Not measured due to the pandemic</b>	<p>BPS did not permit school-based 21<sup>st</sup> CCLC programs to provide programming—or even to access school buildings—during all of Fall 2021 and most of Winter-Spring 2022, so the 21<sup>st</sup> CCLC program could not provide programming during most of the school year. Programming began in late April 2022 and ended on June 10 2022, which resulted only 35 days of programming. Only 6 of the 10 actively enrolled students<sup>1</sup> were “regular attendees,” and only 6 students attended during the first week of programming. Pre- and post- assessments were not administered. The evaluators feel that, even if the assessments had been administered, the sample size for pre- and post- tests is too small and the length of time between tests would be too small to yield significant results.</p>

<sup>1</sup> Eleven students registered for the program in 2021-22. However, one student dropped out almost immediately. For purposes of this evaluation, we are considering the 10 students who remained in the program for more than one session as “actively enrolled” students. Henceforth in this report, “enrolled students” refers to the 10 “actively enrolled” students.

<p><i>If needed, describe activity(ies) specific to the above Performance Indicator here:-</i></p>							
<p><i>If needed, describe activity(ies) specific to the above Performance Indicator here: NA</i></p>							
<p><b><u>Comments on Program Objective:</u> Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.</b></p> <p>One of the lingering effects of the COVID-19 disruption was (and continues to be) its impact on BPS’ transportation capacity and, specifically, its inability to hire and retain a sufficient number of bus drivers and to provide adequate bussing for students. This lack of bussing capacity—along with ongoing pandemic-related building safety concerns led the district to prohibit third-party after-school providers like CAO from entering school buildings and providing programming for most of the 2021-22 academic year. Throughout the Fall and early Spring, the district indicated that the ban on third-party providers entering and working in school buildings would be lifted but was unable to give a date that the ban would be lifted. Consequently, while CAO maintained its capacity to provide programming at ECC #17 throughout most of the year (e.g., provided outreach to parents and students, communicated frequently with ECC #17’s school leaders and retained program staff), it was not allowed to provide any such programming until late April 2022. Programming began in late April 2022 and ended on June 10 2022, which resulted in only 35 days of programming. All students participated in Edmentum academic programming each day they attended. However, pre- and post- assessments were not administered.</p> <p>As noted in the table, the evaluators feel that, even if the assessments had been administered, the sample size for pre- and post- tests is too small and the length of time between tests would be too small to yield significant results.</p>							

**PRIOR Year Objective 1.1-1 [Specify if changed]: Same as above**

**PRIOR Year PIs for Objective 1.1-1 [report in table below only if not reported last year]:** Reported on in last year’s Evaluation Report

**Describe prior year activity(ies) to support this program objective here:**

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) PI Measures data collection instruments & methods	(E) Describe the analysis conducted,  Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Complete Data  (if applicable):	(G) Was this PI Met? Select One:  *Yes *Partial *Not Met due to pandemic *Not Met for other reasons <i>*Not measurable (see column C)</i> *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN:  If Yes, No or Partial: present results (expressed in the same metric as the PI)  If Partial, indicate # of sites where PI was <i>fully</i> met.  If data pending, indicate when data expected.  <i>If not measured or not measurable, explain why not.</i>  If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		

*If needed, describe activity(ies) specific to the above Performance Indicator here:*

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*If needed, describe activity(ies) specific to the above Performance Indicator here:*

**Comments on PRIOR Year Program Objective/Pis:** Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.

<p><b>Sub-Objective 1.2: Enrichment and support activities.</b> 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.</p>							
<p><b>Program Objective 1.2-1 (specify):</b> The program will provide students with opportunities for enrichment and development</p>							
<p><b>Describe activity(ies) to support this program objective here:</b> The initial program design called for students to engage in recreational programs focused on arts and music, including Zumba and African drumming. In the short program that CAO was able to provide in 2021-22, <b>all</b> students engaged in enrichment activities including karate, dance, drill, arts and NY Project Hope.</p>							
<p>(A) Performance Indicator(s) (PI) of success</p>	<p>(B) Target Population(s)</p>	<p>(C) PI Meets SMART Criteria?  (Y/N)</p>	<p>(D) PI Measures  data collection instruments &amp; methods</p>	<p>(E) Describe the analysis conducted,  Include any longitudinal assessments conducted beyond one program year.</p>	<p>(F) Response Rate/ % With Complete Data  (if applicable):</p>	<p>(G) Was this PI Met? Select One:  *Yes *Partial *Not Met due to pandemic *Not Met for other reasons <i>*Not measurable (see column C)</i> *Not measured due to pandemic *Not measured for other reasons *Data pending</p>	<p>(H) EXPLAIN:  If Yes, No or Partial: present results (expressed in the same metric as the PI)  If Partial, indicate # of sites where PI was <i>fully</i> met.  If data pending, indicate when data expected.  <i>If not measured or not measurable, explain why not.</i>  If not met due to pandemic, explain why not.</p>
<p>85% of students will explore, develop, and share their talent and will engage in interactive, recreational programming.</p>	<p>Students</p>	<p>Yes</p>	<p>Observations of program activities and review of attendance rates for recreational and enrichment programming.</p>	<p>Review of attendance and participation records for enrichment programming.  Observation of students participating in enrichment programming.</p>	<p># targeted by PI: 10 registered students  # w data: 10 students</p>	<p>Yes</p>	<p>Review of attendance and participation records confirm that all students who participated in the after-school programming engaged in at least one enrichment/recreational/youth development activity.</p>



<p>Students will demonstrate regular program attendance and show other behaviors that indicate good citizenship</p>	<p>Students</p>	<p>Yes</p>	<p>Review of attendance records</p>	<p>The evaluators compared enrollment and attendance rates in 2021-22 to those in prior years and determined, not surprisingly, that pre-pandemic attendance was significantly higher and more consistent than during the COVID-19 disruption <u>and</u> that enrollment in the shortened 2021-22 program was lower than that of full-year programs. Also, only 60% of registered participants were “regular attendees.”</p> <p>“Other behaviors” was not defined and was not analyzed.</p>	<p># targeted by PI: 10 students # w data: 10 students</p>	<p>No</p>	<p>The evaluators consider “regular program attendance” for purposes of this PI to mean that a significant percentage of registered students are “regular attendees.” In 2021-22, the number of students enrolled (i.e., registered) in the program was considerably lower than the initial targets described in the grant application, due largely to COVID and district-related circumstances outside of CAO’s control. However, only 60% of the 10 participating students were “regular attendees.”</p>
<p>Students (an unspecified percentage) will perform in at least two public showcases and/or events</p>	<p>Students</p>	<p>Yes</p>	<p>Student showcases and presentations of student work</p>	<p>Review of program calendars and records with information about presentations Informal interviews and conversations with Program staff and other stakeholders.</p>	<p>NA</p>	<p>Not met due to the pandemic</p>	<p>While ordinarily presentations would be scheduled throughout the year, the shortened program made it difficult for such presentations to be prepared and scheduled without sacrificing time for academic and enrichment activities. The evaluators, in speaking with</p>

							program leadership and staff, recognize that the program prioritized academic and enrichment programming over public showcases and events. I.
<p><b><i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i></b> While the district-mandated shortening of the in-school after-school program significantly changed the way that the 21<sup>st</sup> CCLC program was implemented, it did not alter the enrichment/youth development-related PI. To meet the PI, the program needed to provide enrichment and youth development activities and engage its students in the enrichment and youth development initiatives. The ECC #17 CCLC worked effectively with the CAO 21<sup>st</sup> CCLC program partners to provide recreational, enrichment and youth development activities for students at each community site. <b>CAO therefore met this PI.</b></p> <p>However, only 60% of participating students were “regular attendees,” which means that the 21<sup>st</sup> CCLC fell short of its goal of “regular program attendance.” :</p>							
<p><b><u>Comments on Program Objective:</u></b> Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.</p>							

PRIOR Year Objective 1.2-1 [Specify if changed]: Same as above

PRIOR Year PIs for Objective 1.2-1 [report in table below only if not reported last year] Reported in last year’s Evaluation Report

Describe prior year activity(ies) to support this program objective here:

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria?  (Y/N)	(D) PI Measures  data collection instruments & methods	(E) Describe the analysis conducted,  Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Complete Data  (if applicable):	(G) Was this PI Met? Select One:  *Yes *Partial *Not Met due to pandemic *Not Met for other reasons <i>*Not measurable (see column C)</i> *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN:  If Yes, No or Partial: present results (expressed in the same metric as the PI)  If Partial, indicate # of sites where PI was <i>fully</i> met.  If data pending, indicate when data expected.  <i>If not measured or not measurable, explain why not.</i>  If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		

If needed, describe activity(ies) specific to the above Performance Indicator here:

					# targeted by PI: ____ # w data: ____		
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If needed, describe activity(ies) specific to the above Performance Indicator here:

**Comments on PRIOR Year Program Objective/Pis:** Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.

**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.<sup>1</sup>

**Program Objective 1.3-1 (specify):** The 21<sup>st</sup> CCLC will establish partnerships to provide diversified programming to participating students

**Describe activity(ies) to support this program objective here:** The initial project design envisioned that 21<sup>st</sup> CCLC programming—and especially its enrichment and youth development programming--would attract and engage students and promote regular attendance. The program design calls for the 21<sup>st</sup> CCLC to establish partnerships with community-based service providers to deliver enrichment and youth development activities. As noted earlier, the program recruited and worked with several partner/service providers who implemented enrichment and youth development activities for students.

The initial program design also envisioned the establishment of a CCLC-wide Student Leadership Team.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria?  (Y/N)	(D) PI Measures  data collection instruments & methods	(E) Describe the analysis conducted,  Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Complete Data  (if applicable):	(G) Was this PI Met? Select One:  *Yes *Partial *Not Met due to pandemic *Not Met for other reasons <i>*Not measurable (see column C)</i> *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN:  If Yes, No or Partial: present results (expressed in the same metric as the PI)  If Partial, indicate # of sites where PI was <i>fully</i> met.  If data pending, indicate when data expected.  <i>If not measured or not measurable, explain why not.</i>  If not met due to pandemic, explain why not.
Program community partners and vendors will provide diversified enrichment programming. 80% of students will demonstrate high	Students and Community Partners	Yes	Evaluator review of community outreach and recruitment initiatives. Review of	Review of and discussion with CAO Vice President of Youth Services (VP-YS) and Site Coordinator about partner recruitment	# targeted by PI: Attendees and Partners/Providers  # w data:	Yes	The program entered into agreements with the partners/providers listed earlier, and the partners/providers delivered enrichment and youth development programming throughout the year. Notwithstanding the reduced

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

<p>participation levels in program activities, events and performances.</p>			<p>partner MOUs and materials.  Review of participation and attendance data for program activities.  Discussion with program partners, staff and others at PAT meetings and during evaluator visits  Observations of program activities</p>	<p>activities; Discussions with Site Coordinator, CAO VP-YS, partners and program staff. Review of MOUs.  Review of participation and attendance data.  Observation of program activities during evaluator visit.</p>	<p>Attendees and Partners/Providers</p>		<p>number of partners and program days in the COVID-19 impacted 2021-22 program, the partners/providers delivered diversified programming, as called for in the PI.  100% of students who attended the after-school portion of the program participated in at least one enrichment activity. All partners offered programming, and all ECC #17 students participated in partner-provided programming.</p>
<p><i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i></p>							
<p>10% of students will participate on the Student Leadership Team (SLT).</p>	<p>Students</p>	<p>Yes</p>	<p>Discussions with the CAO VP-YS and Site Coordinator</p>	<p>The analysis consisted of discussions with the CAO VP and Site Coordinators.</p>	<p>NA</p>	<p>Not measured due to the pandemic</p>	<p>The initial program design called for a significantly larger enrollment and number of program days, which would enable the program to establish a meaningful SLT with 10% of enrolled students. For reasons discussed earlier, the program’s enrollment was substantially smaller than originally-approved target. Given</p>

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							the small number of students enrolled in the program, any SLT comprising 10% of students—i.e. a 1-person SLT—would not be meaningful or impactful. For this reason, the evaluators did not measure this PI.
<p><i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i></p>							
<p><b><u>Comments on Program Objective:</u> Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.</b></p>							

**PRIOR Year Objective 1.3-1 [Specify if changed]:** Same as before

**PRIOR Year PIs for Objective 1.3-1 [report in table below only if not reported last year]** Reported on in last year’s evaluation.

**Describe prior year activity(ies) to support this program objective here:**

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria?  (Y/N)	(D) PI Measures  data collection instruments & methods	(E) Describe the analysis conducted,  Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Complete Data  (if applicable):	(G) Was this PI Met? Select One:  *Yes *Partial *Not Met due to pandemic *Not Met for other reasons <i>*Not measurable (see column C)</i> *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN:  If Yes, No or Partial: present results (expressed in the same metric as the PI)  If Partial, indicate # of sites where PI was <i>fully</i> met.  If data pending, indicate when data expected.  <i>If not measured or not measurable, explain why not.</i>  If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		

*If needed, describe activity(ies) specific to the above Performance Indicator here:*

					# targeted by PI: ____ # w data: ____		
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*If needed, describe activity(ies) specific to the above Performance Indicator here:*

**Comments on PRIOR Year Program Objective/Pis:** Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.

Sub-Objective 1.4: Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children. <sup>1</sup>							
Program Objective 1.4-1 (specify): The 21 <sup>st</sup> CCLC will provide parents with opportunities to engage with their children and to access supportive services)							
Describe activity(ies) to support this program objective here: All parents (or guardians) must attend an orientation before their child is admitted to the program. Information about CAO services for parents are distributed directly to all parents.as a condition of their children’s participation in the program. Parents are also invited to participate in virtual or in-person informational events sponsored by CAO throughout the year							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria?  (Y/N)	(D) PI Measures  data collection instruments & methods	(E) Describe the analysis conducted,  Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Complete Data  (if applicable):	(G) Was this PI Met? Select One:  *Yes *Partial *Not Met due to pandemic *Not Met for other reasons <i>*Not measurable (see column C)</i> *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN:  If Yes, No or Partial: present results (expressed in the same metric as the PI)  If Partial, indicate # of sites where PI was <i>fully</i> met.  If data pending, indicate when data expected.  <i>If not measured or not measurable, explain why not.</i>  If not met due to pandemic, explain why not.
All parents will receive information and/or workshops to learn about supportive services they can access from CAO.	Parents/Guardians of participating students	Yes	Review of records and discussion with program staff re virtual parent orientations.	Review of records and discussion with program staff re virtual parent orientations.  As discussed in the explanation box, there is evidence that the	# targeted by PI: Parents of participating students  # w data: Parents of participating students	Yes	Parents/guardians or guardians of all participating students participated in orientations prior to their student’s enrollment. This is a program requirement, and no student can be enrolled unless the parent or guardian successfully participated in the orientation. Each

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



				program met this Performance Indicator.			parent was required to acknowledge receipt of a CAO orientation packet. Orientation packets included information about CAO services that could help parents.
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
An undefined percentage of parents will “identify” workshops and events that “would be beneficial for them.”	Parents/Guardians of participating students	No	NA	NA	NA	Not measured for other reasons	The Program Evaluators and CAO recognize that this PI is insufficiently specific to be measurable. <i>However, there is evidence, including CAO records, that information about CAO events and services was shared with parents at the orientation sessions and throughout the year.</i>
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
<b>Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.</b>							
Regarding the PI that was insufficiently specific to be measured as a SMART Goal, this PI was approved by SED in its review of the program’s grant application and has not been modified during the course of the program. The PI requires measurement of parent thoughts (i.e., “might be beneficial to them”) as opposed to actions. We did, however, observe that parents had access to information about CAO-provided programs and services, as well as support from various CAO departments in learning about and taking advantage of programs and services that address their needs.							

PRIOR Year Objective 1.4-1 [Specify if changed]: Same as above

PRIOR Year PIs for Objective 1.4-1 [needed only if not reported last year] Reported on in last year’s Evaluation Report

Describe prior year activity(ies) to support this program objective here:

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria?  (Y/N)	(D) PI Measures  data collection instruments & methods	(E) Describe the analysis conducted,  Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Complete Data  (if applicable):	(G) Was this PI Met? Select One:  *Yes *Partial *Not Met due to pandemic *Not Met for other reasons <i>*Not measurable (see column C)</i> *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN:  If Yes, No or Partial: present results (expressed in the same metric as the PI)  If Partial, indicate # of sites where PI was <i>fully</i> met.  If data pending, indicate when data expected.  <i>If not measured or not measurable, explain why not.</i>  If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		

If needed, describe activity(ies) specific to the above Performance Indicator here:

					# targeted by PI: ____ # w data: ____		
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If needed, describe activity(ies) specific to the above Performance Indicator here:

**Comments on PRIOR Year Program Objective/Pis:** Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.

**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):** The 21<sup>st</sup> CCLC will provide high quality after school programming.

**Describe activity(ies) to support this program objective here:** Academic and enrichment programs are provided during after-school hours. Attendance is taken daily at the program and activity levels. While the pandemic prevented the program from providing extensive in-person field trips as it did in prior years, CAO did provide summer programming that ECC #17 students could attend.

<p>(A) Performance Indicator(s) (PI) of success</p>	<p>(B) Target Population(s)</p>	<p>(C) PI Meets SMART Criteria?  (Y/N)</p>	<p>(D) PI Measures  data collection instruments &amp; methods</p>	<p>(E) Describe the analysis conducted,  Include any longitudinal assessments conducted beyond one program year.</p>	<p>(F) Response Rate/ % With Complete Data  (if applicable):</p>	<p>(G) Was this PI Met? Select One:  *Yes *Partial *Not Met due to pandemic *Not Met for other reasons <i>*Not measurable (see column C)</i> *Not measured due to pandemic *Not measured for other reasons *Data pending</p>	<p>(H) EXPLAIN:  If Yes, No or Partial: present results (expressed in the same metric as the PI)  If Partial, indicate # of sites where PI was <i>fully</i> met.  If data pending, indicate when data expected.  <i>If not measured or not measurable, explain why not.</i>  If not met due to pandemic, explain why not.</p>
<p>The program will provide after-school activities. In order to remain in the program, students will remain on the roster for 3 days per week. .</p>	<p>Students</p>	<p>Yes</p>	<p>Participation and attendance records at program events.  Observations of program activities during evaluator visits  Interviews of and discussions with the Site Coordinator, the VP-YS, staff, partners and students.</p>	<p>Review of program participation and attendance records revealed that CAO provided after-school programs and that a significant percentage of students remained on the roster from beginning to end of the program.</p>	<p># targeted by PI: All participating students  # w data: All participating students</p>	<p>Yes</p>	<p>This PI was met because the program provided after-school programming throughout the period of the school year when the district permitted it to be present in the school building.  As noted earlier, 60% of the students who enrolled were “regular attendees.”</p>

Annual Evaluation Report (AER) Template – Year 5 Final

			Review of program records				
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
75% of students will participate in field trips and summer programming.	Students	Yes	<p>Participation and attendance records.</p> <p>Interviews of and discussions with the Site Coordinator, the VP-YS, staff, partners and students.</p> <p>Review of program records</p>	<p>Review of program participation and attendance records revealed that CAO provided summer programs that, while well-attended overall, were not attended by 75% of the students who were enrolled in the ECC #17's 21<sup>st</sup> CCLC program. Since the school-year program could not offer extensive in-person field trips as in prior years this PI, which would ordinarily count attendance and participation in field trips towards the 75% target, cannot be fully measured.</p>	<p># targeted by PI: All participating students</p> <p># w data: All participating students</p>	Not met due to the pandemic	<p>CAO provided summer camp programming at NURTURE Academy sites that ECC #17 students could attend.</p> <p>As noted earlier, the 2020-21 program could not provide extensive in-person field trips and field learning opportunities as it had in prior years. Since this program component was not a factor in 2021-22, this PI cannot be fully measured.</p>
<i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i>							
<b>Comments on Program Objective:</b> Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.							

PRIOR Year Objective 1.5-1 [Specify if changed]: Same as above							
PRIOR Year PIs for Objective 1.5-1 [needed only if not reported last year] Reported in last year’s Evaluation Report							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria?  (Y/N)	(D) PI Measures  data collection instruments & methods	(E) Describe the analysis conducted,  Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Complete Data  (if applicable):	(G) Was this PI Met? Select One:  *Yes *Partial *Not Met due to pandemic *Not Met for other reasons <i>*Not measurable (see column C)</i> *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN:  If Yes, No or Partial: present results (expressed in the same metric as the PI)  If Partial, indicate # of sites where PI was <i>fully</i> met.  If data pending, indicate when data expected.  <i>If not measured or not measurable, explain why not.</i>  If not met due to pandemic, explain why not.
					# targeted by PI: ____  # w data: ____		
If needed, describe activity(ies) specific to the above Performance Indicator here:							
					# targeted by PI: ____  # w data: ____		
If needed, describe activity(ies) specific to the above Performance Indicator here:							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.							

**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): There was no written objective in the originally-approved proposal. The current working objective is “Regularly participating students will demonstrate improved academic performance and/or growth.”**

**Describe activity(ies) to support this program objective here:** Academic programming coordinated with school day programs through collaboration with the district, including school-day supportive services and before-school and after-school academic instruction and support.

<p>(A) Performance Indicator(s) (PI) of success</p>	<p>(B) Target Population(s)</p>	<p>(C) PI Meets SMART Criteria?  (Y/N)</p>	<p>(D) PI Measures  data collection instruments &amp; methods</p>	<p>(E) Describe the analysis conducted,  Include any longitudinal assessments conducted beyond one program year.</p>	<p>(F) Response Rate/ % With Complete Data  (if applicable):</p>	<p>(G) Was this PI Met? Select One:  *Yes *Partial *Not Met due to pandemic *Not Met for other reasons <i>*Not measurable (see column C)</i> *Not measured due to pandemic *Not measured for other reasons *Data pending</p>	<p>(H) EXPLAIN:  If Yes, No or Partial: present results (expressed in the same metric as the PI)  If Partial, indicate # of sites where PI was <i>fully</i> met.  If data pending, indicate when data expected.  <i>If not measured or not measurable, explain why not.</i>  If not met due to pandemic, explain why not.</p>
<p>80% of students will score improvement or maintenance on marking periods’ 2, 3, and/or 4 report cards.</p>	<p>Students</p>	<p>Yes</p>	<p>Report card data</p>	<p>Review of report card grades to determine student progress in ELA and Math. Since 21<sup>st</sup> CCLC programming occurred during less than one whole marking period, a comparative review of report card grades would reveal little if anything about the</p>	<p>NA</p>	<p>Not measured due to the pandemic.</p>	<p>Since 21<sup>st</sup> CCLC programming occurred during less than one whole marking period, a comparative review of report card grades would reveal little if anything about the effectiveness of 21<sup>st</sup> CCLC academic programming. Accordingly, such a review was not made for the shortened 2021-22 program.</p>

				effectiveness of 21 <sup>st</sup> CCLC academic programming. Accordingly, such a review was not made for the shortened 2021-22 program.			
<p><i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i></p>							
					# targeted by PI: ____		
					# w data: ____		
<p><i>If needed, describe activity(ies) specific to the above Performance Indicator here:</i></p>							
<p><b><u>Comments on Program Objective:</u> Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.</b></p>							

*<sup>1</sup> Note that the Objective 2 tables might serve as a supplemental source of evidence documenting “Students’ satisfaction and perception of program impact,” helping to support grantees’ compliance with SMV Indicator H-4.*

PRIOR Year Objective 1.5-1 [Specify if changed]: Same as above							
PRIOR Year PIs for Objective 1.5-1 [needed only if not reported last year] Reported in last year’s Evaluation Report							
Describe prior year activity(ies) to support this program objective here:							
(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria?  (Y/N)	(D) PI Measures  data collection instruments & methods	(E) Describe the analysis conducted,  Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Complete Data  (if applicable):	(G) Was this PI Met? Select One:  *Yes *Partial *Not Met due to pandemic *Not Met for other reasons <i>*Not measurable (see column C)</i> *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN:  If Yes, No or Partial: present results (expressed in the same metric as the PI)  If Partial, indicate # of sites where PI was <i>fully</i> met.  If data pending, indicate when data expected.  <i>If not measured or not measurable, explain why not.</i>  If not met due to pandemic, explain why not.
					# targeted by PI: ____  # w data: ____		
If needed, describe activity(ies) specific to the above Performance Indicator here:							
					# targeted by PI: ____  # w data: ____		
If needed, describe activity(ies) specific to the above Performance Indicator here:							
Comments on PRIOR Year Program Objective/Pis: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.							



**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):** There was no written objective in the originally-approved proposal. The current working objective is “Regularly participating students will demonstrate improved behavior as evidenced by fewer suspensions and disciplinary actions as compared to the district

**Describe activity(ies) to support this program objective here:** Program staff and partners model positive character traits and encourage students to behave cooperatively and positively. The program also engaged students in positive youth development programming through Girl Scouts and YES. The program intended to have programming targeted specifically to social-emotional growth but, due to the shortened period of programming and fact that the uncertainty all year of the program’s likely start date made it impractical to contract with a social-emotional programming provider, the 21<sup>st</sup> CCLC program was unable to deliver such programming in 2021-22. Nonetheless, participating students and their families were able to access non-21<sup>st</sup> CCLC social-emotional programming and supports through CAO.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria?  (Y/N)	(D) PI Measures  data collection instruments & methods	(E) Describe the analysis conducted,  Include any longitudinal assessments conducted beyond one program year.	(F) Response Rate/ % With Complete Data  (if applicable):	(G) Was this PI Met? Select One:  *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measurable (see column C) *Not measured due to pandemic *Not measured for other reasons *Data pending	(H) EXPLAIN:  If Yes, No or Partial: present results (expressed in the same metric as the PI)  If Partial, indicate # of sites where PI was <i>fully</i> met.  If data pending, indicate when data expected.  <i>If not measured or not measurable, explain why not.</i>  If not met due to pandemic, explain why not.
80% of students will improve ability to process negative emotions, increased self-control, positive conflict resolution skills and responsible	Students	Yes	Ordinarily, the evaluators would compare suspension rate data re program participants to	For reasons described in the previous column, student suspension data for 2021-22 will be inconclusive, if not irrelevant, regarding 21 <sup>st</sup> CCLC program	NA	Not measured due to pandemic	Suspension rate data is made available to the public on an annual basis. Due to pandemic-related restrictions placed on CAO by the district, 21 <sup>st</sup> CCLC programming occurred for only a few weeks at the end of the school year and

<p>problem-solving abilities as demonstrated by decreased disciplinary actions.</p>			<p>that of the school and the district. This year, given the brevity of programming and the small number of program participants, annual suspension rate data is not relevant to show the impact of a program that lasted little more than a month. Accordingly the evaluators did not conduct a comparative analysis of suspension rate data.</p> <p>The evaluators observed program activities related to</p>	<p>impact. No such analysis was made.</p> <p>Evaluators observed program activities related to positive youth development and discussed behavioral and social-emotional programming during PAT meetings and in discussions with the VP-YS and program staff.</p>			<p>impacted only 10 students. Comparing suspension rate of students participating in the program to that of ECC #17 students overall would reveal little if any relevant information about the impact of the program on behavior and social-emotional development.</p> <p>Evaluators observed program activities related to youth development and social-emotional growth and can confirm that such programming was provided. These observations, however, do not provide evidence of programmatic impact on student behavior or social-emotional growth.</p>
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			positive youth development.				
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*If needed, describe activity(ies) specific to the above Performance Indicator here:*

Students will show positive social-emotional development as measured by pre- and post- Devereux Student Strengths Assessment (DESSA) results	Students	Yes	Review of DESSA assessment results.	Due to the shortened period of 21 <sup>st</sup> CCLC programming, Best Self Behavioral Health did not provide programming or administer DESSA tests.	NA	Not measured due to the pandemic	DESSA tests were not administered. DESSA data is therefore not available for review.
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*If needed, describe activity(ies) specific to the above Performance Indicator here:*

**Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.**

Throughout the life of the program, CAO has worked to meet the program’s obligation to provide and assess programming that addresses students social-emotional needs and growth. As discussed in prior year evaluation reports, CAO has adapted to changing circumstances to ensure that students and families receive programming and services to promote their social-emotional health and development. The initial program design envisioned work with Best Self Behavioral Health to provide social-emotional programming and to administer DESSA assessments to measure social-emotional growth. However, the program could not always use Best Self Behavioral Health due primarily to Best Self Behavioral Health’s internal staffing and organization issues.

Year 5 presented unprecedented challenges to CAO in providing social-emotional programming and responding to the social-emotional needs of students and families. The shortened 21<sup>st</sup> CCLC program left CAO with very limited time to provide social-emotional programming to a very small group of participating students. Also, the inability of the district to provide CAO and its other third-party providers with exact start dates for programming until very late in the school year made it difficult and impractical for CAO to contract with social-emotional service providers like Best Self Behavioral Health (which schedule their services and programs well in advance). Notwithstanding these challenges, CAO provided positive youth development programming in partnership with the Girl Scouts, 4H and YES. CAO also promoted and made its comprehensive non-21<sup>st</sup> CCLC supportive services available to students and families throughout the year and especially during the period of 21<sup>st</sup> CCLC programming.

Due to the shortened period of programming, it was determined that pre- and post- DESSA testing within a period of roughly one month would not result in any useful measurement of programmatic impact related to social-emotional growth. Accordingly, such DESSA testing was not done in 2021-22.

**PRIOR Year Objective 2.2-1 [Specify if changed]:** Same as above

**PRIOR Year PIs for Objective 2.2-1 [needed only if not reported last year]** Reported in last year’s evaluation report.

**Describe prior year activity(ies) to support this program objective here:**

<b>(A)</b> Performance Indicator(s) (PI) of success	<b>(B)</b> Target Population(s)	<b>(C)</b> PI Meets SMART Criteria? (Y/N)	<b>(D)</b> PI Measures data collection instruments & methods	<b>(E)</b> Describe the analysis conducted, Include any longitudinal assessments conducted beyond one program year.	<b>(F)</b> Response Rate/ % With Complete Data (if applicable):	<b>(G)</b> Was this PI Met? Select One: *Yes *Partial *Not Met due to pandemic *Not Met for other reasons *Not measurable (see column C) *Not measured due to pandemic *Not measured for other reasons *Data pending	<b>(H)</b> EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured or not measurable, explain why not. If not met due to pandemic, explain why not.
					# targeted by PI: ____ # w data: ____		

**If needed, describe activity(ies) specific to the above Performance Indicator here:**

					# targeted by PI: ____ # w data: ____		
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**If needed, describe activity(ies) specific to the above Performance Indicator here:**

**Comments on PRIOR Year Program Objective/PIs: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.**

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 5 PI results.

### Strengths of the Evaluation Design

As in prior years, the key strength of the evaluation design is ongoing communication throughout the year between the program implementation team and the evaluation team to assess the quality of program implementation, identify and address challenges and use evaluation data to support strategizing for program improvement. The evaluation team has worked with CAO for more than 15 years, and this experience allows for frank and open communication between the evaluators, CAO leadership and 21<sup>st</sup> CCLC program staff which, in turn, supports the use of evaluation findings and recommendations for program improvement. As in all prior years except 2020-21, the program evaluation team met with the leadership of CAO's Youth Services Department (YSD) and the CAO 21<sup>st</sup> CCLC site coordinators at the beginning of the year in a "21<sup>st</sup> CCLC 101" workshop to ensure that everyone has a shared understanding of the goals, requirements, responsibilities and expectations of the 21<sup>st</sup> CCLC programs, to review the Logic Model and to establish how the evaluation will support implementation and ongoing program improvement. In 2021-22, this workshop was held virtually for a group comprising the Site Coordinators and VP-YS, with follow-up meetings and communication with the VP-YS and individual Site Coordinators. Throughout the period of planning and negotiating with the district so that ECC #17 and other school-based programs could gain access to BPS school buildings, evaluators were in communication with the VP-YS and provided advice when requested. This was done at the initial PAT meeting and in subsequent conversations. Throughout the year, the evaluation team has been in regular communication with CAO and the Program Coordinators to support program implementation and improvement, including a 'debrief' following each evaluation visit. Such ongoing communication has been especially important this year, when the program has experienced the challenges of providing academic programming that is supportive of the curricula and school-day program of multiple schools in community center-based environments, recruiting students across multiple schools, etc. Such ongoing communication has also been critically important throughout the transitions of recent years—i.e., from in-person after-school services in early 2019-20 to fully remote after-school services when the district ceased its in-person instruction to the full-day academic and enrichment programming it provided during 2020-21 to the truncated programming provided in 2021-22. This ongoing communication has been helpful in supporting CAO and its 21<sup>st</sup> CCLC sites in providing continuity of instruction, enrichment and support throughout this challenging time.

### Limitations of the Evaluation Design

This year has been a uniquely challenging year for BPS schools, 21<sup>st</sup> CCLC programs in Buffalo and program evaluations of Buffalo's 21<sup>st</sup> CCLC programs. While most districts across New York State experienced challenges in 2021-22 transitioning from the COVID-19 emergency status they had during the prior year to a more normalized but cautious status in which a full range of activities could occur in school buildings, Buffalo continued to struggle with pandemic-related safety, staffing and transportation issues throughout most of the school year. As a result, school-based,

third party-delivered 21<sup>st</sup> CCLC programs including the ECC #17 21<sup>st</sup> CCLC were not allowed to provide programming for most of the school year. Consequently, the evaluation design intended for a program lasting the entirety of the school year and measuring year-long progress towards full program targets had to be adjusted to support data collection and provide assessment and support for a program lasting little more than a month. Many of the metrics we would ordinarily use to monitor and assess a program’s progress towards achieving goals were no longer valid in the buildup to and during the COVID-19 disruption. Accordingly, the evaluation team had to work with the CAO and 21<sup>st</sup> CCLC Program Leadership to adjust and, to some degree, re-envision the program evaluation to adapt to the reality of a COVID-19 educational environment in which programming was truncated. As evaluators, we supported CAO and the Program Coordinators as they modified and implemented their initial program design. Also, as we reviewed the 21<sup>st</sup> CCLC program during Spring 2021 and throughout the 2021-22 school year, we reflected on how the program had to adjust its design and how information that we ordinarily examine and assess in the EOY evaluation report and the APR reports might be unavailable because it does not exist (e.g., state assessment data) or delayed in being provided to us (e.g., report card and suspension data).

In addition, the CAO 21<sup>st</sup> CCLC programs (like other supplemental programs throughout Buffalo Public Schools) experienced severe drops in attendance in the wake of the pandemic and especially during the 2021-22 academic year. The ECC #17 21<sup>st</sup> CCLC program, for instance, enrolled only 10 students—i.e., a very small fraction of the original enrollment target upon which the initial evaluation design was based. This reduced the sample size of students to levels that made it difficult to obtain meaningful data regarding several metrics. Also, the challenges that CAO experienced in establishing social-emotional growth programming in 2021-22 impacted the program evaluation, since the originally-contemplated social-emotional learning programs were not implemented and DESSA assessments were not administered. Our efforts to address the limitations included our recognition of changes in the programming during the COVID-19 disruption and our need to be flexible in adapting our evaluation plan to accommodate these changes.

The program evaluators have also been available to advise and provide feedback to the site-based Program Coordinators and CAO YSD leadership. We are currently exploring “lessons learned” in 21<sup>st</sup> CCLC and related educational and enrichment programming during the COVID-19 disruption to support CAO and the 21<sup>st</sup> CCLC program’s leadership and make recommendations to support program success and improvement in its Round 8 21<sup>st</sup> CCLC program.

### III. Site Visit and Observation Findings

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. Also include here a discussion of any in-person or virtual observations you may have conducted, as well as a discussion of any circumstances resulting from the pandemic that may have interfered with your ability to conduct observations, and reasons why observations had to be conducted virtually (if any).

The specified purposes of these visits, as defined in the Evaluation Manual, remain the same, and 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 Out of School Time Protocol (OST) or Out of School Time Protocol Adapted for Virtual Learning (OST-A) 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.

<sup>1</sup> Note: evidence of completion of site visits is required for compliance with SMV Indicator H-1. (See Indicator H-1(c).)



## a. First visit

Append results from any observation protocols or separate reports you have prepared for your client, as applicable.<sup>1</sup> ~~Alternatively, you can~~ In addition, please provide here ~~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 5 visits (MM/YY): June 8, 2022 \_\_\_\_\_

### 21<sup>st</sup> Century Site Visit: School 17

June 8, 2022

#### Coordinator Report: Monique

- 10 students enrolled overall, there were about 15 others, but they never showed up because of transportation barriers. The focus was 3-4<sup>th</sup> graders since they started so late in the year due to school district restrictions. The hope was to also recruit younger grade levels, but she was not able to do so.
- Present today: 10
- Completed the pre-test: 8
- **Recommendation:** for all students to complete post-tests by end of programming.

Program Partners:

- Girl Scouts of WNY: focuses on leadership development and STEM.
- La Movement Fitness: Aerobics/Dance
- Martial Arts
- Anything Arts

Ms. Monique first found it difficult to transition back into a full Coordinator role because they students were used to her being a Coordinator and Youth Services Counselor. She has been working on engaging her team member more instead of trying to take care of

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<sup>1</sup> 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."

all the students needs now that she has help. Throughout the duration of the visit, I found Ms. Monique has a great ability to pivot well and keep students engaged.

**Summary:**

10 students total: 4 boys and 6 girls

Students transitioned from the school day to afterschool smoothly. Once all students arrived in the cafeteria, Ms. Monique took them to wash their hands before they ate dinner. The Coordinator then engaged them in conversation by asking what is their favorite animal and why.

Some of the students got so into it, when they discussed their pets, they shared their birthdays and astrological sign.

To get the students attention, Ms. Monique simply said “one mic” and students responded “one sound and immediately calmed down and waited for the next set of instructions.

When students came back from the restroom after dinner, they were singing the CAO chant.

Immediately following started academic hour, most of the students logged into Edmentum, Zearn and Lexia to work on their pathways. Both Lexia and Zearn are apps the school uses where the teachers will provide additional assignments for the students to practice their lessons on.

Students worked on various educational areas:

- Math: practicing tenths
- Math: find the perimeters of the shapes with addition
- Fractions
- ELA: Letter recognition paired with site words
- Reading Comprehension

Students that were ahead in their pathways practiced their songs for graduation.

Students took a little while to calm down and truly focus on getting started with their academics.

**Recommendation:** provide directions and expectations of behavior in the beginning so students can focus sooner and have more time for academics and activities.

With a two person staff, both did a great job managing and keeping the students on task. The Youth Services Counselor worked patiently with each student helping them through areas where they had gotten stuck.

Ms. Monique corrected students when they were not being polite while asking questions to get them to think about and process their behavior. When she noticed they weren't on task, even while assisting another student, she turned to give instruction and get them back on track quickly.

Students then transitioned to their activities for the day: Open gym play and drill team practice.

Four students were in the gym and Ms. Monique engaged them in conversation to decide on what they want to play. Students said two different activities, so the coordinator chose one to warm up them up and the others were incorporated after that.

They warmed up with: what time is it Mr. Fox? Then moved to red light, green light.

The students that participated in drill, were full engaged and practicing for the upcoming Juneteenth celebration.

## b. Second visit:

Append results from any observation protocols or separate reports you have prepared for your client,<sup>1</sup> 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 5 **visits and** observations (MM/YY):   Could not be scheduled  

■ Observation protocol used for point of service observations:<sup>2</sup>

- Out of School Time Protocol (OST)
- Out of School Time Protocol Adapted for Virtual Learning (OST-A)
- Other modified version of Out of School Time Protocol (attach a sample in Appendix)
- Other observation protocol (attach sample in Appendix, or if published, indicate name): \_\_\_\_\_

### Results:

**Multiple attempts were made to schedule two site visits. Only one visit could be scheduled. If the program period had not been cut so short by BPS, the second evaluation visit could easily have been scheduled—i.e. the initial visit would have occurred in Fall 2021 and a second visit would be scheduled for Spring 2022.**

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<sup>1</sup> 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.”

<sup>2</sup> 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 (or OST-A) 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) *and/or* Theory of Change Model (ToC)

Some evaluators have indicated that a Theory of Change, as an addition to, or in lieu of, a logic model, would be more meaningful than a logic model for their client. In this section, please provide whichever model(s) are most useful for your client. Theory of change should be aligned with the discussion of evidence-based research underpinning the program theory that was required by the RFP; it can be presented as a formal model, or it can be presented descriptively.

Please provide your most up-to-date logic and/or theory of change model(s), highlighting any modifications since ~~the program began~~ last year.<sup>1</sup> Logic model templates and samples are provided below:

- **“Logic Model Components”** (below) describes the basic components that should be included, as well as some optional contextual factors.
- Following the “Components,” the **“Generic Logic Model Template”** shows one possible structure in more detail.
- The **“Sample Logic Model”** then shows an example of what an actual 21<sup>st</sup> CCLC program might look like. Additional logic model examples from actual programs in NYS accompany this AER template, included with permission of the Program Directors.

For a more in-depth discussion of how to create a logic model, refer to the Evaluation Manual, *Creating a Program Logic Model Based on the Program Theory* (pp. 22-24), and *Appendix 4: The Logic Model Process Deconstructed* (Appendix pp.8-13).

### Guidelines for Logic Models

- There is no one “correct” format for a logic model. It is the content that is important.
- Components of the logic model should align with your Evaluation Plan in Section II above:
  - Activities in your evaluation plan should align with activities in the logic model
  - Goals, objectives and/or performance indicators in your evaluation plan should align with outputs, and short-term and long-term outcomes in the logic model, as applicable.
- There can, however, be additional components of the logic model that are not part of the evaluation plan. For example:
  - Descriptions of administrative resources or activities that may not be directly addressed in your evaluation objectives.

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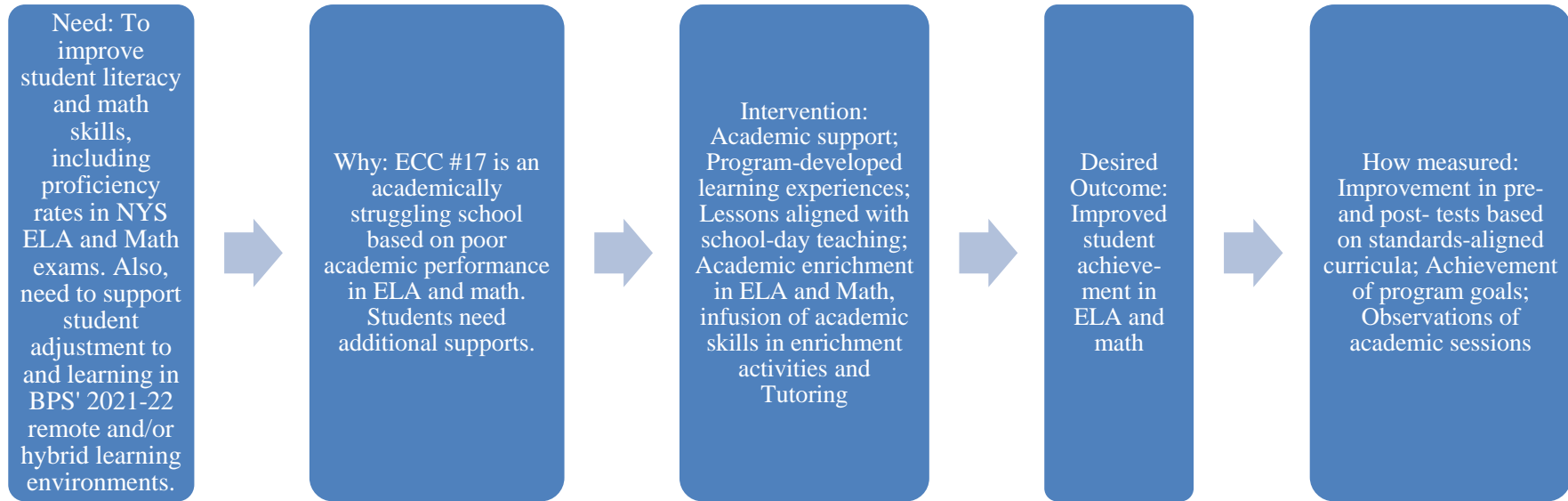
<sup>1</sup> **Note: an up-to-date logic model is required for compliance with SMV Indicator H-2. (See Indicator H-2(b).)**

- You might also include one or more “ultimate” outcomes/impacts reflecting the fundamental purpose, motivation, or mission of your program, even if it is not something that is explicitly measured. They are typically more general statements than SMART goals – for example, “improving academic success,” or “creating productive citizens.”
- The Logic Model should do more than simply list inputs, activities, etc.; it should depict how these components relate to each other. The arrows can be read as meaning “leads to,” “supports,” “contributes to,” etc. It is important to note that the outcomes and impacts that 21<sup>st</sup> CCLC activities “contribute to” are virtually always also affected by numerous other factors.
- Logic models do not need to show measurable specifics – these details should be shown in the Evaluation Plan in Section II.

**COPY AND PASTE YOUR LOGIC MODEL HERE;** you can use using the above “template” ~~(or one of the examples)~~ as a guide, or you can use another format, as long as it includes all components.

**Logic Model—ECC #17 21<sup>st</sup> Community Learning Center (ECC #17 CLC)<sup>1</sup>**

**Academic Goal**



**Additional Information regarding Academic Goals**

**Inputs:** The 21<sup>st</sup> CCLC program’s primary resource is staff at both the program level and the CAO Vice President of Youth Services Department (VP-YS). Program staff includes a Program Coordinator and youth service counselors. VP-YS provides oversight and support, as do additional YSD staff members. The VP-YS and staff will ensure that 21<sup>st</sup> CCLC activities are coordinated appropriately with activities, resources and practices of the YSD.

Another key input is the cooperation, support and allocation of resources by program partner ECC #17, which is providing the 21<sup>st</sup> CCLC program with designated space in its school facility for use as an office, along with appropriate access to classrooms and public areas (the cafeteria, the

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<sup>1</sup> This logic model was prepared for CAO at the beginning of the academic year and anticipated that the program would be implemented as designed. As noted throughout this report, BPS placed restrictions on third-party school-based programs that required CAO to dramatically modify and shorten its programming. Changes in implementation to the Logic Model based on CAO’s modification to the program design are discussed in the Comments section below.

gymnasium, etc.). The Principal and instructional staff at ECC #17 will also help the 21<sup>st</sup> CCLC program coordinate after school programs with school-day programming.

Additional inputs include 21<sup>st</sup> CCLC grant funds, technical assistance from the NYS Education Department and curriculum/assessment guidance and transportation support from Buffalo Public Schools.

**Activities:** The 21<sup>st</sup> CCLC will engage students in tutoring and academic support. The program will recruit students at all grade levels, preK- 4 and support their academic development in ELA/reading and Math. After-school academic lesson plans will be designed to support school-day programming. The 21<sup>st</sup> CCLC will also engage students in tutoring and related academic support. Research has demonstrated the effectiveness of tutoring—and especially high-intensity tutoring—in supporting student learning and addressing summer and COVID-19-related learning loss.<sup>1</sup> The program will recruit students at all grade levels and support their academic development in ELA/reading and Math.

**Outputs:** The initial student recruitment and enrollment target will be adjusted in response to the COVID-19 disruption. All students will participate in daily tutoring, instruction and support in ELA and/or Math for the duration of their enrollment.

The program will also provide opportunities for parents and families to receive services. Parents and/or guardians of every student must participate in an orientation prior to and as a condition of their child’s enrollment. Parents will be informed of CAO services and resources that they can benefit from and will be provided opportunities to access them throughout each year.

**Short-Term Outcomes:** The 21<sup>st</sup> CCLC program expects that most students who participate in its academic activities on a regular basis will experience growth in ELA and/or Math, as evidenced through progress in report cards and improvements in pre- and post- program assessments.

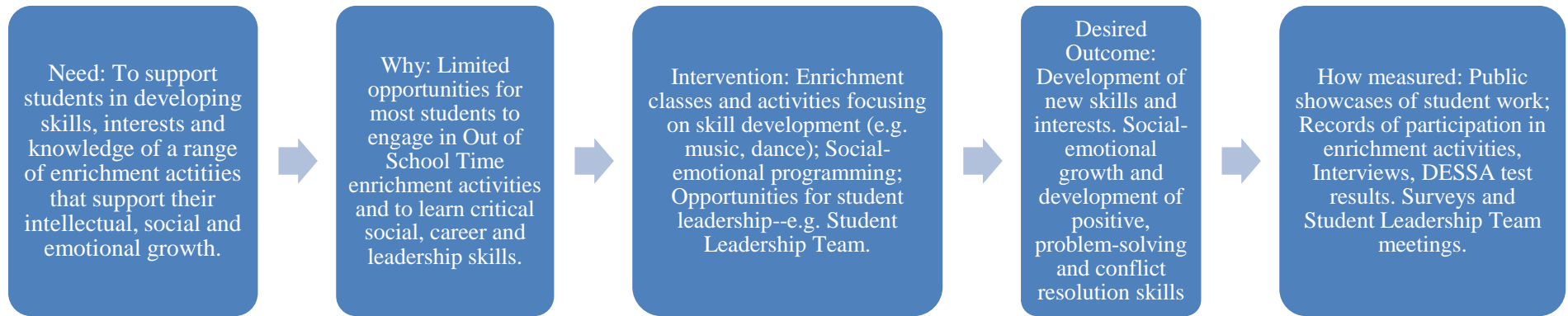
**Long-term Impact:** The 21<sup>st</sup> CCLC program intends to help ECC #17 prepare students to progress successfully to the next level of their education (e.g. from grade to grade and from early elementary to upper elementary and beyond. CAO intends to follow the year-to-year progress of students through its organizational reporting and student information practices. The program evaluators will support CAO in monitoring student year-to-year progress.

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<sup>1</sup> See [J-PAL North America’s](#) new publication, “[The transformative potential of tutoring for PreK-12 learning outcomes: Lessons from randomized evaluations](#),” Also *How tutoring programs can combat the “Covid-19 slide”*, MIT News , which summarizes the J PAL report. <https://news.mit.edu/2020/research-shows-tutoring-programs-can-combat-covid-19-education-slide-0917>



### Social-Emotional Development and Enrichment Goals



### Additional Information regarding Social-Emotional/Enrichment Goals

**Inputs:** The 21<sup>st</sup> CCLC program’s primary resource is staff at both the program level and the CAO Youth Services Department (YSD). Program staff includes a Program Coordinator and youth service counselors. VP-YS provides oversight and support, as do additional YSD staff members. The VP-YS and staff will ensure that 21<sup>st</sup> CCLC activities are coordinated appropriately with activities, resources and practices of the YSD. Another key program resource is the participation of program partners and vendors to provide enrichment and social-emotional development activities for students.

Another key input is the cooperation, support and allocation of resources by program partner ECC #17, which is providing the 21<sup>st</sup> CCLC program with designated space in its school facility for use as an office, along with appropriate access to classrooms and public areas (the cafeteria, the gymnasium, etc.).

Additional inputs include 21<sup>st</sup> CCLC grant funds, technical assistance from the NYS Education Department and transportation support from Buffalo Public Schools.

**Activities:** The 21<sup>st</sup> CCLC will engage students in a variety of enrichment activities, as outlined in the grant proposal and as modified based on ongoing review of the effectiveness of each enrichment activity and partnership and the recruitment of new partnerships. The program will recruit students at all grade levels, preK-4 and support their development through activities focusing on nutrition and health, arts and music and other areas of enrichment.

**Outputs:** The initial student recruitment and enrollment target will be adjusted in response to the COVID-19 disruption. All students will participate in daily enrichment programming for the duration of their enrollment.

The program will also provide opportunities for parents and families to support their child(ren)’s enrichment by attending public showcases and presentations of student work. Parents and/or guardians of every student must participate in an orientation prior to and as a condition of their child(ren)’s enrollment. Parents will be informed of student showcases and also of CAO services and resources that they can benefit from each year.

**Short-Term Outcomes:** The 21<sup>st</sup> CCLC program expects that most students who participate in its academic activities on a regular basis will be exposed to new areas of education and enrichment and will develop and/or improve skills in these areas. Most students will maintain or improve in their social-emotional development, as evidenced through DESSA assessment results and other measures.

**Long-term Impact:** The 21<sup>st</sup> CCLC program intends to help ECC #17 prepare students to progress in developing interests and skills in a variety of enrichment areas.

- Use the **comments** space below to summarize any aspects of the LM, **and/or Theory of Change**, that have changed since the prior program year,<sup>1</sup> or are still under development, and if so, why.

**Comments:** As discussed throughout this report, the 21<sup>st</sup> CCLC program could not be implemented as intended through no fault of CAO or the ECC #17 21<sup>st</sup> CCLC program staff. The key changes in the Logic Model resulting from the modified program design include: a) reduction in the enrollment target; b) changes in measuring the impact of academic programming (e.g., no pre- or post- tests, no comparative report card data during the period of programming, etc.); and c) changes in social-emotional programming and no administering of the DESSA exam. Notwithstanding these modifications, the truncated program was implemented in a manner consistent with the spirit, objectives and general organizational structure of the original program design.

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<sup>1</sup> 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<sup>1</sup>

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

**AND documented or perceived impacts of implementing those recommendations, if known**

Status of the following recommendations that were made in last year's End-of-Year Evaluation Report:

- a) A key recommendation was to consider “lessons learned” during the COVID-19 disruption and to explore strategies for integrating the 2020-21 experience into the CAO 21<sup>st</sup> CCLC model. Circumstances discussed throughout this report made it impossible for CAO to integrate “lessons learned” into a full-year 21<sup>st</sup> CCLC program. Nonetheless, CAO is continuing to consider how the experience of delivering programming during COVID—even in truncated form—can inform its 21<sup>st</sup> CCLC and other youth development programming going forward.
- b) The evaluators recommended that the ECC #17 21<sup>st</sup> CCLC should continue to grow its network of partner organizations to provide enrichment programs. While the program did not significantly expand its network of partner organizations in 2021-22 it did, in coordination with other CAO programs, refine its enrichment activities to provide a small but diverse set of options to its students. We expect that CAO will continue to review and refine its 21<sup>st</sup> CCLC enrichment options in Round 8, and that it will expand its partnerships and enrichment initiatives in a post-COVID educational environment.
- c) The evaluators recommended that the ECC #17 21<sup>st</sup> CCLC should improve its social-emotional programming. This remains a challenge that CAO must address in Round 8.

### b. Conclusions and recommendations based on the current year's evaluation findings. Also include conclusions and recommendations based on evaluation findings from prior year objectives and indicators that could not be previously addressed due to pending data, if applicable.

To see the impact of COVID-19 and the response of BPS to it on the scope and effectiveness of 21<sup>st</sup> CCLCs programs in Buffalo, one need only to look at the ECC #17 CCLC. For years during rounds 6 and 7 of the NYS CCLC program, the ECC #17 CCLC was the

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<sup>1</sup> 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.

“gem” of CAO’s 21<sup>st</sup> CCLCs and one of the most effective CCLCs in Buffalo. Throughout this period, the ECC #17 provided not only high-quality programming and program management, but leadership and guidance to other CAO-managed 21<sup>st</sup> CCLCs. A key strength of the ECC #17 CCLC during this period was innovation in programming and in developing strategies to improve student recruitment. Once the pandemic began, however, ECC #17’s programming was irreparably hindered by BPS’ closure of school buildings in 2020-21 and, especially, by BPS’ denial of access to its buildings to third-party-managed 21<sup>st</sup> CCLC programs during most of 2021-22. This, in addition to changes in leadership and staffing (including the loss of the program’s highly-effective veteran Site Coordinator), resulted in significant reduction in impact (e.g., number of students served, measurable improvement in program-specific test scores, etc.).

With these observations in mind, a key conclusion of the evaluators is that CAO continued to rise to the challenge of maintaining a 21<sup>st</sup> CCLC program in the midst of a pandemic and tremendous uncertainty on the part of the district and the state regarding educational programming, immensely limited access to school buildings and resources and COVID-related health and safety protocols. In the process, the program addressed several significant challenges including: a) maintaining communication with the leaders and educators in the district and feeder schools to coordinate 21<sup>st</sup> CCLC programming with school programming; and b) hiring and retention of staff under very challenging circumstances. In addition to the recommendations discussed earlier in the Site Visit-Observation report, we are making the following recommendations regarding how CAO can approach these challenges in Round 8:

- a) Coordination of Programming with the District and Feeder Schools—If there is one key “take-away” from this year’s 21<sup>st</sup> CCLC experience, it is that BPS decisions about access and resources are critical, and often determinative, regarding CAO’s ability to implement effective school-based programming. Indeed, BPS’ decisions impact not just whether and how CAO will operate in future years, but also whether and how they can market their programs and recruit students on-site in school buildings, which has historically been central to their strategies for achieving enrollment targets. Under the direction of VP JoAnna Rozier-Johnson, CAO has long been successful in communicating with district and school leaders, coordinating its 21<sup>st</sup> CCLC programming with school programming and making adjustments in its programming to address changes in policies and practices in the district and in the participating schools. We strongly recommend that CAO continue to work closely with district and school leaders to coordinate programming and ensure alignment of objectives.
- b) Student Recruitment—Student recruitment has been a challenge for the ECC #17 21<sup>st</sup> CCLC and all CAO 21<sup>st</sup> CCLC programs. CAO should “ramp up” its community-based student recruitment efforts, including leveraging the parent/youth relationships and resources of CAO programs organization-wide and aggressively seeking and following up on referrals from school leaders, teachers, guidance counselors and others at feeder schools.
- c) Hiring and Retention of Staff—The pandemic has had a severe effect on staffing at schools and OST educational programs, with record numbers of resignations and shortages of teacher and youth services worker candidates in schools and nonprofit organizations across New York State. CAO has “cast a wide net” in its staff recruitment efforts but is still struggling to fill

vacancies at the Program Coordinator, teacher and youth services worker levels. We recommend that CAO continue to be aggressive in its efforts to recruit staff members, including recruitment of teachers and other instructional staff members at Buffalo’s charter schools and private/parochial schools, recruitment of students enrolled in college teacher training and similar programs and consideration of program alumni for recruitment and training to fill youth services positions. We will also continue to work with leadership at CAO and its 21<sup>st</sup> CCLC programs to share best practices in staff recruitment and help them develop and implement creative strategies to improve their staff recruitment outreach and outcomes.

c. ~~Conclusions and recommendations based on evaluation findings from prior year objectives and indicators that could not be addressed until the current year due to pending data, if applicable~~

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

The key strategy is effective and ongoing communication. Communication between the Evaluators and the Project Implementation Team, including the VP, is the key to ensuring that evaluation results are used to inform program improvement. Throughout the program year, the Program Evaluators met with the VP, the Program Coordinators of each CAO program and other CAO staff to clarify the 21<sup>st</sup> CCLC grant objectives and expectations, to discuss how each program could best implement its activities in compliance with the grant, to share interim evaluation results and to address implementation challenges. Such communications include: a) memos following site visits and other written communications; b) evaluator participation in all PAT meetings; c) regular in-person meetings, video meetings and telephone calls with the VP; and d) frequent email and other communication with the Program Coordinators including communication following each site visit.

## VI. Sustainability

Have any discussions or planning taken place around sustaining the program beyond expiration of the grant?

X Yes  No

Briefly describe the status of your sustainability plan.

Meetings are held regularly with the leadership of CAO, program partners and the program evaluators to discuss the status and implementation of the Sustainability Plan submitted with last year's Year-end Evaluation Plan. The plan will continue to be implemented during the next round of 21<sup>st</sup> CCLC programming and beyond.

If ~~YES~~ there is at least a preliminary plan, please briefly list (potential) sustainability strategies here (bullet format is sufficient):

**Preliminary Sustainability Plan**

**21<sup>st</sup> Century Community Learning Centers Program at ECC #17 (ECC #17)**

CAO is committed to supporting its ECC #17 21<sup>st</sup> Century Community Learning Centers program (ECC #17 21<sup>st</sup> CCLC) during and beyond the current grant term with supplemental funding and to sustaining program activities after the grant term ends. To this end, CAO has developed a **Preliminary Sustainability Plan** for the ECC #17 21<sup>st</sup> CCLC. The purpose of this plan is to provide a general framework for supporting and sustaining the project and to stimulate additional ideas and strategies for identifying grant sources and securing supplemental funds.

In seeking to secure additional funding, CAO will focus on three objectives:

- 1) **CAO will continue to apply for grant funding from public and private sources.** CAO has a well-established grant development capacity, both organization-wide and within its Youth Services Department (YSD). CAO has a full-time development staff member who oversees the organization's fundraising initiatives and works to increase CAO's funding from grants and other sources. In addition, CAO VP-YS JoAnna Rozier-Johnson has been effective in identifying grant sources and applying for grants and other funding to support programs in her department, including the 21<sup>st</sup> CCLC programs. Among the supplemental funding that Ms. Rozier-Johnson has helped to secure for YSD programs are: a) tuition funding for YSD summer camp programs; b) the Community Services Block Grant; c) the "Say Yes" summer camp grant for Buffalo Public Schools students; d) year-round funding from the Erie County Youth Bureau Youth Development Program; and e) the Erie County Prime Time Summer grant. CAO and the YSD have also been successful in soliciting donations of money, resources and in-kind support from businesses and individuals to support YSD programs.
  - Ms. Rozier-Johnson will maintain positive relationships with current funders and continue to identify prospective funders. To this end, she will continue to engage in prospect research and work with CAO's development staff person.

- Ms. Rozier-Johnson will continue to write grant proposal and supporting documents and submit them to appropriate grantmakers and other funders.
- Ms. Rozier-Johnson will continue to work with the Program Evaluators to develop and organize their findings, observations and recommendations to demonstrate the program’s success and thus make the most effective “case” for funding.
- CAO will continue to build internal development capacity in the YSD by training selected program staff members in grant writing and in supporting Ms. Rozier-Johnson’s grant development efforts.

2) ***CAO will leverage its relationships with program partners to enhance YSD’s capacity to secure grants and to explore opportunities to apply collaboratively for grants.*** In the grant proposal for the ECC #17 21<sup>st</sup> CCLC, CAO discussed how it would work with its program partners to promote sustainability. In the application we stated that “Each of these partners were chosen not only for their great services and rapport built with our students and families but also because of their commitment to aggressively search for funding opportunities and cost saving strategies and productive/collaborative uses of resources to sustain these programs and educational opportunities...This builds trust, provides preliminary sustainability to maintain these needed relationships and activities in the absence of 21<sup>st</sup> CCLC funding.” CAO will continue to recruit and work with program partners that can help it sustain the ECC #17 21<sup>st</sup> CCLC.

- Ms. Rozier-Johnson (and/or each site’s Program Coordinator) will meet with each program partner in Fall of each year to discuss how the partner can share resources with the 21<sup>st</sup> CCLC and work with CAO to secure additional funding.
- Each project partner must provide CAO with data and work with CAO to help it build an effective “case” for funding. Each partner must also participate, as appropriate and requested, in the development of grant proposals and building of relationships with current and prospective funders.
- Each project partner must commit to being available to work with CAO beyond the term of the grant and, if invited to work with the program beyond the term of its current MOU, to negotiate in good faith to provide quality services within the parameters of the project budget.

3) ***CAO will coordinate ECC #17 CCLC program activities and resources with those of other CAO-managed 21<sup>st</sup> CCLCs and other YSD programs.*** CAO has a wide range of programs and services that can support participating ECC #17 21<sup>st</sup> CCLC students and families during and beyond the 21<sup>st</sup> CCLC grant term. CAO has historically supported its 21<sup>st</sup> CCLC students in participating in other CAO programs,

including working at its community center summer programs with funding from the Mayor’s Summer Youth Intern program and the Erie County TANF Summer Youth program.

- CAO will continue to leverage its diverse programming to support students and families in the ECC #17 21<sup>st</sup> CCLC

This plan will be reviewed and revised periodically, and the Program Evaluators will assess the implementation and effectiveness of the plan in its upcoming evaluation reports.



Appendices

Required:

- Copies of any *locally developed* measurement tools/assessments (surveys,<sup>1</sup> observation tools, *etc.*)
- Full, tabulated results of any quantitative assessment tools (surveys,<sup>1</sup> observation protocols, skills assessments, *etc.*) These tabulated results can also be used in lieu of copies of the original instrument as long as they include complete text of instructions, rating scales, questions, etc.

Optional:

- Sample of memo or weekly/monthly report used to share ongoing evaluation results/data with program<sup>2</sup>
- 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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<sup>1</sup> 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.

<sup>2</sup> 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.