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

I.   Project Information

Program Name	NURTURE Academy 21st CCLC (NURTURE)
Project Number	0187-22- _7029__
Name of Lead Agency	Community Action Organization of Western New York (CAO)
Name of Program Director	JoAnna Rozier-Johnson
Name(s) of Participating Site(s) and grade level(s) served at each site	Site 1: __ : CAO Pratt Willert Community Center)_____Grade(s) Served: K-8_____ Site 2: ___CAO Edward Saunders Community Center_____ Grade(s) Served: K-8_____ Site 3: ___CAO JFK Community Center _____ Grade(s) Served: __K-8_____ 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: _____
Target Enrollment	Total (Program-wide): _62 students _____ Actual # at/above 30 hrs _____44_____
Evaluator Name and Company	Wayne D. Jones and Morgan Williams-Bryant, JPS Solutions, LLC
Evaluator Phone and Email	917-921-4240; wdjcompany@att.net

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 <u>must be described; space</u> is provided immediately below each objective <u>for this purpose</u>. ~~Activities can also be reported in a row underneath each PI if~~ <u>If</u> there are activities <u>that are</u> unique to ~~each~~ specific PIs<u>, they should be described in the row underneath the relevant PI.</u> ~~within each objective~~. <u>You may</u> 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~~<u>required approval, and when they were approved</u>.

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*. <u>[note however that PIs are not *required* to be aligned with GPRA indicators]</u>; **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 <u>target</u> 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. <u>IMPORTANT:</u> 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.) <u>If a PI is not *measurable* (per Col. C), use the Not Measurable option here, but you can still provide relevant findings for context.</u>

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 21st CCLC will offer high quality services in ELA and Math

Describe activity(ies) to support this program objective here: The 21st CCLC was initially approved to provide academic programming at the NURTURE program community centers (Edward Saunders Community Center, the JFK Community Center and the Pratt-Willert Community Center) after school and during the summer to students enrolled in specific district and charter schools in Buffalo using approved curricula aligned with the district's school-day academic programs. As discussed in the "Comments" section below and throughout this report, CAO made adjustments to all of its 21st CCLC programs—including NURTURE—in 2019-20 and 2020-21 in response to the COVID-19 pandemic and to accommodate the COVID-19-related needs, requirements and circumstances of the district. CAO continued to be flexible in its implementation and coordination of 21st CCLC programs in 2021-22. While the Buffalo school district (BPS) placed severe restrictions of school-based 21st CCLC programs that prevented them from providing services until late Spring 2022, community-based centers like NURTURE were permitted to provide services much earlier in the school year. Accordingly, NURTURE ran its 2021-22 school-year program (with intermittent interruptions related to COVID-19 "spikes" and related school-year disruptions) from mid-September 2021 to mid-June 2022. In order to support students who would otherwise be unable to participate in 21st CCLC programming, NURTURE expanded its group of "feeder" schools to include 33 district and charter schools (including schools with school-based CAO-run 21st CCLC programs that were unable to open during much of the school year). Throughout this period, the program provided services and activities to make progress towards achieving the academic support objective including helping complete classroom and homework assignments and providing grade-level academic programs using approved curriculum students and other activities to build literacy, ELA and Math skills.

(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 *fully* 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.

Initial PI: Improved student achievement—80% of students' achievement will be evidenced by successfully improving their grades each marking period. **Adjusted PI**: Evidence of academic growth based on pre- and post-tests results. (This adjustment occurred and was approved in Year One of the 21st CCLC project.)	Students	Yes	Review of pre- and post-WRAT assessment scores	The evaluators reviewed pre-test data collected from 35 students. No post-test data was available, so the evaluators were not able to assess growth over time.	# targeted by PI: 44 regular students # with data—35 students with partial data. No students with pre- and post- exam data.	**Not measured for other reasons.**	This PI was not measured because no post- tests were administered. The original assessment plan anticipated that a significant percentage of students attending the program in Fall 2021 would still be attending in Spring 2022. Accordingly, the program administered pre- tests to students who enrolled and attended in the Fall (and to a small number of students who enrolled and began attending the program later in the year). However, the number of students who attended consistently from Fall to Spring and therefore had pre- test data when post-tests would ordinarily be given in late Spring was small. The program therefore decided to forgo administering the post- tests.

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

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

<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.** For reasons discussed in the "Explain" column, no post-test data was available for analysis.

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 *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 *fully* 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: ___		
If needed, describe activity(ies) specific to the above Performance Indicator here:							
<u>Comments on PRIOR Year Program Objective/PIs</u>: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.							

Sub-Objective 1.2: **Enrichment and support activities.** 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.

Program Objective 1.2-1 (specify): The program will provide students with opportunities for enrichment and development

Describe activity(ies) to support this program objective here: The initial program design called for students to engage in enrichment and youth development programming, including cooking club; arts-related programming; storytelling and drama with Wondermakers; Boy Scouts/ Cub Scouts; Girl Scouts of Western NY, LaMovement and other outside partners, and to provide additional enrichment programming using program and/or CAO staff. The program has made adjustments to its enrichment offerings over the course of the grant term, in large part due to COVID-19 (e.g., the shift to and from remote learning) but has consistently provided diverse enrichment programming. In 2021-22, **all** students who attended the program engaged in enrichment activities.

(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 *fully* 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.
85% of students will explore, develop, and share their talent and will engage in enrichment programming in areas including "healthy fitness workouts and diets, art and positive youth development learning."	Students	Yes	Observations of program activities and review of attendance rates for recreational and enrichment programming.	Review of attendance and participation records for enrichment programming. Observation of students participating in enrichment programming.	# targeted by PI: 45 registered students who attended the program # w data: 45 students	Yes	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.

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 *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 fully 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: ___ | | |

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.[1]
Program Objective 1.3-1 (specify): The 21st 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 21st 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 21st 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 *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 *fully* 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.
Students will demonstrate regular program attendance and show other behaviors that indicate good citizenship	Students	Yes	Review of attendance records	The evaluators reviewed enrollment and attendance rates in 2021-22.	# targeted by PI: 45 students # w data: 45 students	Yes	The evaluators consider "regular program attendance" for purposes of this PI to mean that a significant percentage of registered students are "regular attendees." Of the 45 registered students who attended

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

				"Other behaviors" was not defined and was not analyzed.			one or more days, 44 students (98%) were "regular" attendees.
Program community partners and vendors will provide diversified enrichment programming. 80% of students will demonstrate high participation levels in program activities, events and performances.	Students and Community Partners	Yes	Evaluator review of community outreach and recruitment initiatives. Review of 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	Review of and discussion with CAO Vice President of Youth Services (VP-YS) and Site Coordinators about partner recruitment activities; Discussions with Site Coordinators, CAO VP-YS, partners and program staff. Review of MOUs. Review of participation and attendance data. Observation of program activities during evaluator visit.	# targeted by PI: Attendees and Partners/Providers # w data: Attendees and Partners/Providers	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. 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 NURTURE students participated in partner-provided programming.

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

10% of students will participate on the Student Leadership Team (SLT).	Students	Yes	Discussions with the CAO VP-YS and Site Coordinators	The analysis consisted of discussions with the CAO VP and Site Coordinators.	NA	Not met	The NURTURE 21st CCLC program has always been challenged in establishing an effective SLT due largely to its being situated in three separate sites, each of which typically has a small number of students, including younger elementary students, at any given time. The relatively small number of students per site has made it difficult to achieve strong per-site representation on any SLT. At 10%, each site would have a an SLLT comprising only 1-2 students at any given time, which the program staff felt would not be meaningful or impactful. While the program did not engage in formal SLT meetings, student input was obtained through one-on-one meetings between students and program staff and student participation in PAT meetings.

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.

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 *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 fully 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: ___		
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.[1]

Program Objective 1.4-1 (specify): The 21st 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 *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 *fully* 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.
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.	Review of records and discussion with program staff re 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

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[1] *Note that this table might serve as a supplemental source of evidence documenting "Adult Learning Opportunities" helping to support grantees' compliance with 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.
If needed, **describe activity(ies) specific to the above Performance Indicator here:**							
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. *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.*
4 events will be hosted for parents.	Parents/Guardians of participating students	Yes	Evaluator attendance and observation of events. Discussion of events at PAT meetings. Review of article provided to SED and TARC by VP-YS	Evaluator attendance and observation of events. Discussion of events at PAT meetings. Review of article provided to SED and TARC by VP-YS	# targeted by PI: NA_ # w data: NA	Yes	While COVID-19 restrictions, transportation issues and other challenges have made it difficult for the 21st CCLC programs to implement showcases, performances and other events as done in prior years, CAO and the NURTURE sites did provide in-person and virtual programs that parents were invited to attend, including year-end culminating events related to specific program activities—e.g., 4H.

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.

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 *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 *fully* 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: ___		
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 21st CCLC will provide high quality after school programming.

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

After-school academic and enrichment programs were provided in 2021-22. Attendance is taken daily at the program and activity levels. While the pandemic prevented the program from providing extensive in-person field trips precisely as envisioned in the initial program design, it did provide innovative field experiences for students, as well as access to summer programming.

(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 *fully* 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.
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. .	Students	Yes	Participation and attendance records at program events. Observations of program activities during evaluator visits Interviews of and	Review of program participation and attendance records revealed that CAO provided after-school programs and that a significant percentage of students were "regular attendees."	# targeted by PI: All participating students br># w data: All participating students	Yes	This PI was met because the program provided after-school programming throughout the school year. As noted earlier, 98% of the students who enrolled and attended for one day or more were "regular attendees." Nearly one-third (14) of the 44 regular attendees attended for more than 100 days.

			discussions with the Site Coordinator, the VP-YS, staff, partners and students. Review of program records				
If needed, describe activity(ies) specific to the above Performance Indicator here:							
75% of students will participate in field trips and summer programming.	Students	Yes	Participation and attendance records. Interviews of and discussions with the Site Coordinator, the VP-YS, staff, partners and students. Review of program records Review of article provided to SED and TARC by the VP-YS	Review of program participation and attendance records revealed that CAO provided field learning experiences and access to summer programs that were well attended.	# targeted by PI: All participating students # w data: All participating students	Met	While COVID-19 restrictions, transportation issues and other challenges made it difficult for the 21st CCLC programs to provide field trips and similar experiences precisely as anticipated in the original program design, the NURTURE 21st CCLC did provide innovative alternative field learning experiences including student participation in the Harvest Festival. In addition, the program brought outside parties into the centers to provide "in-house" field learning experiences. These center-provided, third-party-delivered field learning experiences were attended by all students attending on the days of the events. CAO also provided summer camp programming at NURTURE Academy sites, which were

						attended by NURTURE 21st CCLC students as well as students who had attended other 21st CCLC programs during the school year.

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.

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 *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 *fully* 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: ___		

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

<u>**Comments on PRIOR Year Program Objective/PIs**</u>**: 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.

(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 *fully* 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.
80% of students will score improvement or maintenance on marking periods' 2, 3, and/or 4 report cards.	Students	Yes	Report card data	Review of report card grades to determine student progress in ELA and Math. This review is pending, as report card data was not yet made available to the evaluator. We will report on this measure when the data has been reviewed.	NA	Data pending	This review is pending and will be done when data can be reviewed by the evaluator. It must be noted that report card data has not been made available to evaluators by the district during the years impacted by the pandemic. Also, given the impact of the pandemic on academic programming at the district and student learning loss generally, it is

							doubtful that an analysis of report card data will reveal much about the impact of the 21st CCLC program on student learning and academic growth.
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 Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.							

[1] *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 *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 *fully* 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: ___		
If needed, describe activity(ies) specific to the above Performance Indicator here:							
<u>**Comments on PRIOR Year Program Objective/PIs**</u>: 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. Throughout the life of the program, it has wrestled with its obligation to provide and assess programming that addresses students social-emotional needs and growth. 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. In prior years, the program could not always use Best Self Behavioral Health due primarily to Best Self Behavioral Health's internal staffing and organization issues. In 2019-20, the program established a partnership with Wondermakers, a nonprofit organization that addresses issues of social-emotional development and cultural awareness, and also worked with the Boy Scouts and Girl Scouts to integrate character education into some aspects of their programming. While the program no longer works with Wondermakers, it has continued to infuse character education into Girl Scouts and other enrichment programming. In addition, participating students and their families were able to access non-21st 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 *fully* 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.
80% of students will improve ability to process negative emotions, increased self-control, positive	Students	Yes	Cohort data regarding decreases in suspensions is inconclusive	Because of the slow release of academic data (e.g., state assessment scores) and behavioral data by the	NA	Data pending	See column E. Evaluators observed program activities related to youth development and social-emotional

conflict resolution skills and responsible problem-solving abilities as demonstrated by decreased disciplinary actions.			due to the fluidity of the student populations at each center during the year and from year-to year. *Rather, suspension rate data re program participants will be compared to that of the school and the district.*	district and the state due largely to pandemic-related delays, we do not have access to suspension or similar data, so no comparative analyses could be done. When such data becomes publicly available, the evaluators will be able to provide these analyses. 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.			growth and can confirm that such programming was provided and well attended by students. These observations, however, do not provide substantive evidence of programmatic impact on student behavior or social-emotional growth.
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	Students	Yes	Review of DESSA assessment results.	Best Self Behavioral Health did not provide programming or administer DESSA tests in 2021-22. No	NA	Not measured for other reasons	DESSA tests were not administered. DESSA data is therefore not available for review.

Student Strengths Assessment (DESSA) results				alternative assessment was provided.			
If needed, **describe activity(ies) specific to the above Performance Indicator here:**							
<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.**							

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:

(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 fully 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: ___		
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.

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 21st 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 21st CCLC site coordinators at the beginning of the year in a "21st CCLC 101" workshop to ensure that everyone has a shared understanding of the goals, requirements, responsibilities and expectations of the 21st 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.

Productive communication also occurred at PAT meetings and in follow-up conversations with program stakeholders. 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 the last 18 months—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 and its after school and summer programming in 2021-22. This ongoing communication has been helpful in supporting CAO and its community center-based 21st 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, 21st CCLC programs in Buffalo and program evaluations of Buffalo's 21st CCLC programs. While most districts across New York State in 2021-22 transitioned (with varying levels of success) 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, community center-based 21st CCLC programs including NURTURE had to modify their original program designs and implementation plans which, in turn, required the evaluators to review and adapt the evaluation plan to address programmatic changes and expectations. Accordingly, the evaluation team had to work with the CAO and 21st CCLC Program Leadership to adjust and, to some degree, re-envision the program evaluation. Specifically, the evaluators had to adapt to the reality of an evolving COVID-19 educational environment in which implementing effective after-school programming and coordinating it with the district's school-day programming was, at best, a "moving target." As evaluators, we supported CAO and the Program Coordinators as they modified and implemented their initial program design. Also, as we reviewed the 21st 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 21st CCLC programs (like other supplemental programs throughout Buffalo Public Schools) experienced drops in attendance in the wake of the pandemic and especially during the 2021-22 academic year. The NURTURE 21st CCLC program, for instance, enrolled only 45 students who attended for one day or more—i.e., a fraction of the original 62 person enrollment target upon which the initial evaluation design was based. 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 21st CCLC and related educational and enrichment programming during the COVID-19 disruption to support CAO and the 21st CCLC program's leadership and make recommendations to support program success and improvement in its Round 8 21st 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.

[1] *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.[1] ~~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): _February 11, 2022_____

Evaluator Comment—The February site visit report for the 21st CCLC at the Edward Saunders Community Center indicates that the program was being implemented in a manner that was positive and engaging and that provided students with academic support and enrichment, but that it was not implemented with complete fidelity to the program design of the approved CAO 21st CC:LC grant application. This has been a consistent characteristic of the NURTURE 21st CCLC program over the course of the grant term. For reasons outlined later in this evaluation report—and in prior year evaluation reports—the NURTURE 21st CCLC -program experienced structural challenges not shared by CAO's school-based sites, and the program has struggled to address them. Among these challenges is the fact that the program had to coordinate its scheduling and programming with that of multiple district and charter schools and that the 21st CCLC program shared space, scheduling and program activities with non-21st CCLC programs. In 2021-22, the number of "feeder" schools increased significantly which, in turn, increased the challenges faced by the program. During the site visit discussed beelow, the evaluator observed how the program attempted to address student learning deficits and engage students in positive learning and enrichment activities. The evaluator also observed that the program was not using Edmentum as a primary method of academic support since CAO and program leaders felt that students' learning gaps (particularly in reading) could be better addressed with a more personalized approach. While this shift in instructional approach had considerable merit—especially given the impacts of the COVID-19 disruption on student learning—it veered technically from the approach discussed in the grant application.

Following the visit, the evaluators met with CAO and program leaders to discuss observations and findings and to discuss strategies to better align program activities with the original program design while still addressing the needs of participating students. The evaluation team also met and communicated with program leaders and staff of all NURTURE sites to discuss evaluator observations and strategies to address the shared challenges in implementation.

Multiple attempts were made to schedule a second visit in May and June 2022. However, while the evaluation team and the leadership of the program and the YSD engaged in ongoing communication about the program's implementation and progress, no second visit was completed.

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[1] Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), "evidence of two site visits per site."

Site Visit Report: Edward Saunders Community Center
February 11, 2022

Coordinator Report: Gabrielle Epperson

- 33 students overall and 11 are 21st Century eligible
- 3 Youth Services Counselors
- Partnerships: Girl Scouts of WNY and Buffalo Police Department (an officer came in to do a presentation).
- She feels like students are missing the mentorship from the outside for positive reinforcement and want to incorporate more of that into the program. She also will be infusing banking in the program that will be led by her sisters.

Please note: Friday's are 100% fun days for the program.

Classroom #1: 6 students

They started the day with a journal prompt given by the Youth Services Counselor (YSC). All students were highly engaged in this activity. After they finished the writing activity, the YSC started an interactive math game named: *How good are you in math?*

The staff member placed a math equation on the board and if the students knew the answer, they would "moo" like a cow (a way to add fun and humor into the game). Once the student identified the correct answer out loud, she would ask the students to prove how the answer is correct. Students would then explain the math equation to the classroom by going up to the board and working through the steps. Which also gave the opportunity for a student who did not know to be taught through peer to peer interaction.

The students really engaged and had a great time with this learning activity. There were some that would scream things out like "that was an easy equation" because of their excitement. However, the YSC explained that it wasn't a considerate thing to say out loud just in case their classmates didn't find that question easy. The goal is to always make sure you are encouraging to each other.

Example equation: 7-14= -7 after they answered the question, the Counselor had student explain why it was a negative 7 vs just 7.

When the equations got larger like 186-73, the Counselor had each student give an answer, and then had them back into how they arrived at the answer.

Student Reflection: Jaiden 3rd grade loves the program because he gets to hang with his friends, do fun things on Friday and go to the gym sometimes.

Classroom # 2: 5th-8th grade

The Youth Services Counselor was having a discussion on what is the scariest creature in the world? She added an element of fun by using a ball for the students to pass around. When the student caught the ball they were able to explain their answer. They engaged in this activity for about 30 minutes. This is something the students requested, they wanted time to chat with the Youth Services Counselor about various topics. Questions included:

- Do you think there is life on other planets?
- If they can wish anything in the world, what would it be?
- Would you get even with someone?
- Would you get even if they had memory loss and told a secret to someone you didn't like?
- Do you think appearance matters for women? Why?

Students then designed their own sneaker. The YSC had them explain what about the color they chose represents them.

Recommendation: questions should be related to social-emotional building. To engage students in conversations that educates but also allows them to express themselves.

Student Reflections:

Lanaiah 7th grade-likes the program because of the activities like: fun Fridays and scavenger hunts

Latia 8th grade- enjoys some of the activities, some of the meals. She likes the activity where they throw around the football and have open discussion. She expressed Trivia games to test their knowledge.

Amiyah- enjoys the following activities: question and discussion, and games like Uno.

Jaliyah 5th grade- enjoys the following activities: coloring, gym to play dodge ball and squid games.

Classroom #1: 3rd-7th grade

The Counselor creates personalized learning activity journals for each student based on their interests, strengths and growth areas. The journals included a combination of activities: some had to look up words and definitions for the grade level, educational pictures to color, and monthly goal identification.

Sincere a 3rd grader read me 3 pages of the book he was reading.

At 4:50pm students transitioned downstairs for dinner. Four students were selected to help with serving the meals and utensils to their peers. On the menu were meatball bombers.

While students were being served, Youth Service Counselors had them go around to say everyone names to help them continue to get to know each other and build relationships.

After that, and before they ate their meal together, they quoted the department's mantra:

"We are allergic to average, good is the imitator of great so we will be great in all that we do. To make ourselves and YSD phenomenal."

Recommendation: The schedule should reflect the activities listed in a 21st Century grant. The current one is very generic and does not outline concrete grant requirements. Example: there are no social emotional activities listed. All are board games.

Lastly, and very important be sure to add Edmentum to the daily work Monday-Thursday.

Submitted By: Morgan Williams-Bryant, Evaluator

b. Second visit:

Append results from any observation protocols or separate reports you have prepared for your client,[1] or paste on this page, any summaries of findings on **point of service quality review observations** from the second observation conducted as part of the program evaluation.

Please specify approximate date(s) of *second* round of Year 5 <u>visits and </u>observations (MM/YY): __March 30, 2022____

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

❒ 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): _Interviews and Observation with notes_____

Results:

Evaluator Comment: The March evaluation site report for the 21st CCLC program at the JFK Community Center indicated that the NURTURE program is continuing to provide engaging enrichment activities and positive academic support to students. The program faces challenges, due largely to the staggered arrival of students and the difficulty this causes in organizing and implementing structured academic

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[1] Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), "evidence of two site visits per site."

[2] Note: As specified in SMV Indicator D-3, grantees are also required to conduct program activity implementation reviews, using a form consistent with the research-based OST (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.

programming. The evaluators noted that the JFK site was using Edmentum but also highlighted a unique challenge it faced—namely the theft of the computers needed to use Edmentum most effectively. The evaluators also noted challenges regarding consistency in attendance. The key finding from this visit is that the program is providing effective enrichment programming and supporting students academically in the face of multiple challenges.

Multiple attempts were made to schedule additional visits at all NURTURE sites in May and June 2022. However, while the evaluation team and the leadership of the program and the YSD engaged in ongoing communication about the program's implementation and progress, no additional formal visits were completed.

21st Century Site Visit JFK Community Center
March 30, 2022

Coordinator Notes: Stefanie Kerr

- 23 students enrolled (2nd-8th graders)
- Current 21st Century students: 13
- Completed the pre-test: 13
    - Program Partners:
    - Girl Scouts of WNY
    - Project Hope,
    - 4H: working on STEM activities. They taught the students how to paint with water colors expressing emotions,
    - Reality Check is geared toward the older students. They educate them on tobacco use, vaping and how it will affect their long-term health.
- Current Stressors: Trying to get her attendance back up has been a struggle. With the buses coming late or someone else picks them up from school they don't always bring them to the program. Her main focus is to keep them engaged and entertained so they can tell their friends to enroll in the program. Word of mouth is sometimes the best advertisement. She also hopes it will encourage parents to enroll their children.
- Academics usually happen within the first 30 minutes of programming. Edmentum is implemented first, then they work on homework. Most of the children Reading Eggs level. Unfortunately, this week the computers were stolen from the center. To supplement, they have been printing off worksheets based on the level their profile shows.

Summary:

10 students total: 4 boys and 6 girls

Partner: Project Hope was taking the students through an activity that taught them how to identify their emotions and how to pause before they react.

Distress techniques: Belly Breathing

Expressing themselves, when they don't know how they should pause and practice deep breathing. One hand on the heart and one hand on their belly and helped them understand the basics of meditation. They handed the students individual chalk boards to draw the various emotions they felt throughout that day. They also had stencils to make it fun and add art work.

In speaking with the facilitators, they said their entire program is focused on teaching students coping skills and why it is important to develop them at a young age.

After this activity, they transitioned into an activity focusing on Women's History Month. Each table had two different pictures of famous women. The Coordinator Ms. Stefanie had clothes laid out on stage to resemble the women. After they picked a women and wrote one thing they knew about her. They all came together and highlighted each women and discussed their accomplishments. At the end they would be able to go on the stage and put an outfit together to resemble the chosen women.

Students then transitioned into dinner time. I had a chance to interact with them. Three students expressed how they loved the program because of the variety of activities and showed me their "masterpiece" paintings from the day before. Then all of them, from Kindergarten to 4th grade began to show me how good they were in math. They shouted out various problems and solved them. This was a great opportunity for me to see the education they received in action.

Recommendation: to ensure they are conducting structured ELA & Math activities daily.

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.[1] 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 21st 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:

  o Activities in your evaluation plan should align with activities in the logic model

  o 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:

  o Descriptions of administrative resources or activities that may not be directly addressed in your evaluation objectives.

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[1] *Note: an up-to-date logic model is required for compliance with SMV Indicator H-2. (See Indicator H-2(b).)*
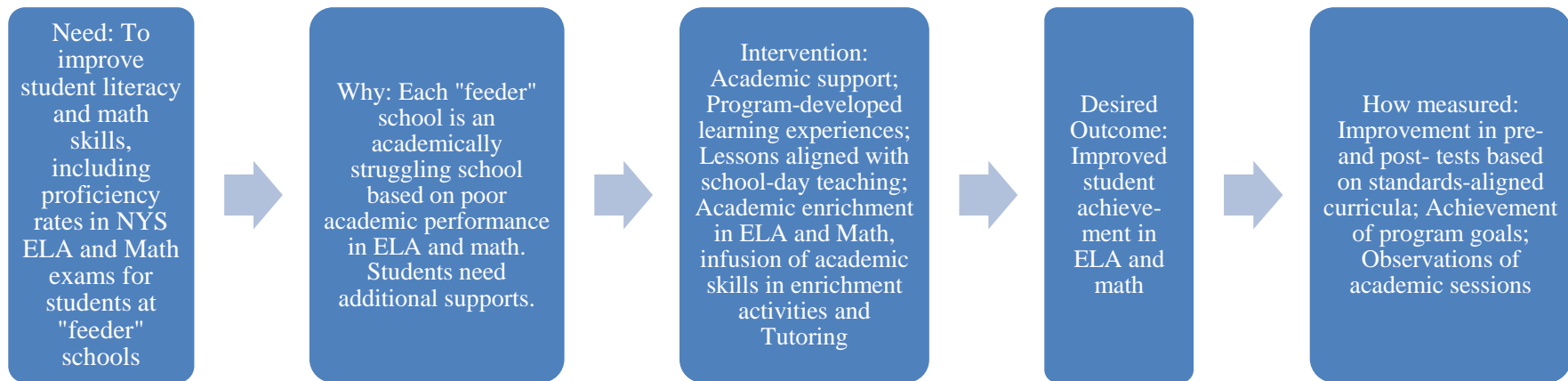
- o You might also include one or more "ultimate" outcomes/impacts reflecting the fundamental purpose, motivation, or mission of your program, even if it is not something that is explicitly measured. They are typically more general statements than SMART goals – for example, "improving academic success," 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 21st 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—NURTURE 21st Century Community Learning Center (NURTURE CCLC)

Introduction: The NURTURE 21st Century Community Learning Center (CCLC) is designed primarily to provide educational support and enrichment opportunities to students enrolled in selected district and charter schools in Buffalo. These services are overseen and delivered by the Community Action Organization of Western New York (CAO) in collaboration with Buffalo Public Schools (BPS) and a variety of community partners. The program design requires that 21st CCLC activities occur on-site at the JFK Community Center, the Edward Saunders Community Center and the Pratt-Willert Community Center (with limited off-site activities like field trips if safe and feasible). It is understood that the COVID-19 pandemic and consequent disruption of educational programming throughout BPS and other schools in Buffalo has required CAO to amend the NURTURE CCLC program with appropriate modification approvals in prior years and may require additional modifications in 2021-22. In the 2021-22 program year, the NURTURE CCLC is providing on-site academic assistance at each community center in coordination with school-day programming delivered by BPS and the "feeder" charter schools.

Academic Goal

Need: To improve student literacy and math skills, including proficiency rates in NYS ELA and Math exams for students at "feeder" schools	Why: Each "feeder" school is an academically struggling school based on poor academic performance in ELA and math. Students need additional supports.	Intervention: Academic support; Program-developed learning experiences; Lessons aligned with school-day teaching; Academic enrichment in ELA and Math, infusion of academic skills in enrichment activities and Tutoring	Desired Outcome: Improved student achieve-ment in ELA and math	How measured: Improvement in pre- and post- tests based on standards-aligned curricula; Achievement of program goals; Observations of academic sessions

Additional Information regarding Academic Goals

Inputs: The 21st 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 21st CCLC activities are coordinated appropriately with activities, resources and practices of the YSD. To this end, the Program Coordinators have worked and will continue to work with school and district leadership, as well as with leadership at each participating charter school, to align 21st CCLC activities with the curricula and academic programming of the schools. Additional inputs include use of CAO's community centers, equipment and personnel.

Additional inputs include 21st CCLC grant funds, technical assistance from the NYS Education Department and curriculum/assessment guidance and transportation support from Buffalo Public Schools. CAO will continue to seek additional outside funding and, to this end, has secured CARES Act funding to provide supplemental support to 21st CCLC and other youth services programming.

Activities: The 21st CCLC will engage students in tutoring and 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.[1] The program will recruit students at all grade levels, K- 4 and support their academic development in ELA/reading and Math. After-school academic lesson plans will be designed to support school-day programming.

Outputs: The initial student recruitment and enrollment target is 62 students. This target has been adjusted in prior years in response to the COVID-19 pandemic. All students will participate in daily tutoring in ELA and/or Math for the duration of their enrollment.
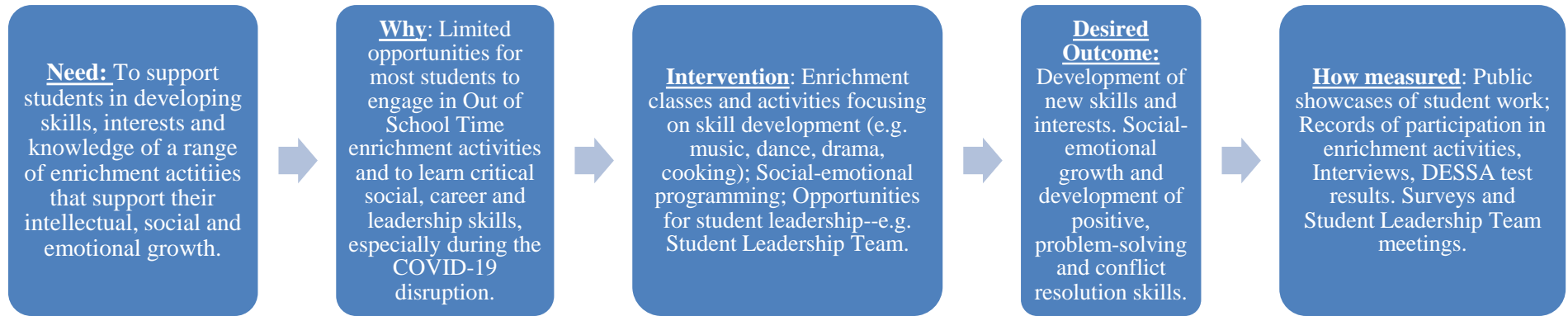
The program will also provide opportunities for parents and families to receive services. Parents and/or guardians of every student must participate in an orientation prior to and as a condition of their chid(ren)'s enrollment. Parents will be informed of CAO services and resources that they can benefit from and will be provided opportunities to access them throughout each year.

Short-Term Outcomes: The 21st 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 21st CCLC program intends to help NURTURE 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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[1] 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

Overall Social-Emotional Development and Enrichment Goal—Provide Programming and Supports to Improve Social Emotional Development in Students and Families

Need: To support students in developing skills, interests and knowledge of a range of enrichment actitiies that support their intellectual, social and emotional growth.	**Why**: Limited opportunities for most students to engage in Out of School Time enrichment activities and to learn critical social, career and leadership skills, especially during the COVID-19 disruption.	**Intervention**: Enrichment classes and activities focusing on skill development (e.g. music, dance, drama, cooking); Social-emotional programming; Opportunities for student leadership--e.g. Student Leadership Team.	**Desired Outcome:** Development of new skills and interests. Social-emotional growth and development of positive, problem-solving and conflict resolution skills.	**How measured**: Public showcases of student work; Records of participation in enrichment activities, Interviews, DESSA test results. Surveys and Student Leadership Team meetings.

Additional Information regarding Social-Emotional/Enrichment Goals

Inputs: The 21st 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 at each site and youth service counselors. The VP provides oversight and support, as do additional YSD staff members. The VP and staff ensure that 21st CCLC activities are coordinated appropriately with activities, resources and practices of the YSD. Another key program resource is the use of CAO community centers and the participation of multiple program partners and vendors to provide enrichment and social-emotional development activities for students.

Additional inputs include 21st CCLC grant funds, technical assistance from the NYS Education Department and transportation support from Buffalo Public Schools. CAO has hired additional case workers with funds from the CARES Act.

Activities: The 21st 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 and support their development through activities focusing on health and fitness, arts and music and other areas of enrichment.

Outputs: The initial student recruitment and enrollment target may 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'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's enrollment. Parents will be informed of student showcases and of CAO services and resources that they can benefit from each year.

Short-Term Outcomes: The 21st 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 21st CCLC program intends to help prepare students from the feeder schools to progress in developing interests and skills in a variety of enrichment areas.

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

Comments: As discussed throughout this report, the 21st CCLC program could not always be implemented precisely as intended due largely to the COVID-19 disruption and the district's response to it. Critical changes in the Logic Model resulting from these modification include: a) reduction in enrollment from the original enrollment target; b) changes in measuring the impact of academic and behavioral programming (e.g., no post- tests, no comparative suspension 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 21st CCLC program was implemented in a manner consistent with the spirit, objectives and general organizational structure of the original program design.

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

V.   Conclusions & Recommendations

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

a. Status of the implementation of recommendations from the previous year; 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 21st CCLC model. Circumstances discussed throughout this report made it impossible for CAO to integrate many of the "lessons learned" into the 2021-22 21st CCLC program. Nonetheless, CAO is continuing to consider how the experience of delivering programming during the COVID-19 pandemic can inform its 21st CCLC and other youth development programming going forward.

b) The evaluators recommended that NURTURE "must continue to build structure and formal programming into its 21st CCLC program." Notwithstanding the challenges of COVID-19, the NURTURE 21st CCLC made some progress in this area, including use (if not always consistent) of Edmentum and integration of structured enrichment activities and also improved communication with "feeder" schools to better coordinate their respective academic programming.

c) The evaluators recommended that the NURTURE 21st 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 21st CCLC enrichment options as it implements a multi-site school-based 21st CCLC program in Round 8, and that it will expand its partnerships and enrichment initiatives in a post-COVID educational environment.

d) The evaluators recommended that the NURTURE 21st CCLC should improve its social-emotional programming. This remained a challenge for NURTURE in 2021-22 and is a challenge that CAO must address as it implements its 21st CCLC program in Round 8.

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[1] Note: as specified in SMV Indicator H-7, grantees are required to communicate evaluation findings to families and community stakeholders. Evidence of implementation of the activities specified in Indicator H-7(a) and (b) can be strengthened if the evaluator can help provide the grantee with a summary of sharable findings, such as reported in this summary.

b. 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.

The key conclusion is that CAO continued to rise to the challenge of maintaining an effective 21st 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 21st CCLC programming with school programming; b) student recruitment and enrollment; and c) 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 21st CCLC experience, it is that BPS decisions about access and resources are critical, and often determinative, regarding CAO's ability to implement effective 21st CCLC 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. Indeed, community center-based 21st CCLC programs like NURTURE must work with multiple schools—i.e., district and charter schools—to coordinate 21st CCLC and school programming and student recruitment. Under the direction of VP JoAnna Rozier-Johnson, CAO has long been successful in communicating with district and school leaders, coordinating its 21st 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, as well as with leaders of "feeder" charter schools, to coordinate programming and ensure alignment of objectives.

b) Student Recruitment—Student recruitment has been a significant challenge for NURTURE and all CAO 21st CCLC programs. As it looks towards implementing 21st CCLC programming in Round 8, 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 21st 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. <u>Strategies to help ensure that evaluation findings were used to inform program improvement.</u>

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 21st 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

<u>Briefly describe the status of your sustainability plan.</u>

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 21st CCLC programming and beyond.

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

<div align="center">

Preliminary Sustainability Plan
21st Century Community Learning Centers Program at NURTURE Academy

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CAO is committed to supporting its NURTURE 21st Century Community Learning Centers program (NURTURE 21st CCLC) during 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 NURTURE 21st 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 YSD's Director 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 21st 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 NURTURE 21st 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 21st CCLC funding." CAO will continue to recruit and work with program partners that can help it sustain the NURTURE 21st 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 21st 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 NURTURE CCLC program activities and resources with those of other CAO-managed 21st CCLCs and other YSD programs*. CAO has a wide range of programs and services that can support participating NURTURE 21st CCLC students and families during and beyond the 21st CCLC grant term. CAO has historically supported its 21st 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 NURTURE 21st 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,[1] observation tools, *etc*.) –While surveys were distributed to 13 parents, none were completed and returned. As in other pandemic-impacted years, many parents expressed informally that they were overwhelmed by the burdens that COVID-19 and related disruptions had placed on them and were too busy or uninterested too complete a formal survey.

- Full, tabulated results of any quantitative assessment tools (surveys,[1] 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.

    See discussion of WRAT tests, etc. in the tables.

    ## Optional:

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[1] Note: As specified in SMV Indicator H-4(a), local evaluators and program administrators are jointly responsible for administering annual surveys to student participants, and grantees are required to maintain documented evidence of this activity.

- Sample of memo or weekly/monthly report used to share ongoing evaluation results/data with program[1]

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

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[1] Note: As specified in SMV Indicator H-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.