



COMMUNITY CHANGE

STEVENSON CAMPUS

WALTON CAMPUS

21<sup>st</sup> Century Community Learning Center

End of Year Evaluation Report

Year 2: 2014-15

## Executive Summary

The TASC Research Team recently completed the evaluation of the 21<sup>st</sup> Century Community Learning Center program at Stevenson Campus and Walton Campus for the 2014-15 school year. As part of this evaluation, multiple sources of data were collected—including participant and staff surveys; official school records; and observations of program activities—in order to obtain a detailed picture of your program. Results from the staff surveys and first set of activity observations were provided in our Interim Report, which was distributed in March.

### Major Findings:

- *Participation (Stevenson and Walton Campus):* A total of 278 youth were enrolled in the 21st CCLC program during the 2014-15 school year, compared to a targeted enrollment of 200. Of those, 174 (63% of actual enrollment, 87% of target enrollment) attended their program for 90 hours or more, thus meeting the official 21st CCLC definition of *regular* participants. This is compared to a regular participant rate of 62% across all TASC-evaluated sites, and 34% across TASC-evaluated high-school based sites.
- *Academic Performance – Report Cards (Stevenson Campus)*
  - English Language Arts (ELA): Over the course of the 2014-15 year, 45% of participants increased their English report card grade from the first to final marking period, compared to 50% last year and 39% across similar sites evaluated by TASC this year.
  - Math: Over the course of the 2014-15 year, 29% of participants increased their math report card grade from the first to final marking period, compared to 43% last year and 37% across similar sites evaluated by TASC this year.
- *Academic Performance – Report Cards (Walton Campus)*
  - English Language Arts (ELA): Over the course of the 2014-15 year, 41% of participants increased their English report card grade from the first to final marking period, compared to 39% across similar sites evaluated by TASC.
  - Math: Over the course of the 2014-15 year, 50% of participants increased their math report card grade from the first to final marking period, compared to 37% across similar sites evaluated by TASC.
- *Student Responses:* According to surveys of 97 program students at Stevenson Campus:
  - Similar to last year, students reported a high rate of talking to their parents about after-school, but were less likely to report parents attending events.
  - Students reported positive change in their attitudes about their community over the course of the year.
  - Students reported strong positive relationships with after-school staff and a strong sense of belonging in the program.

Based on these findings, we offer the following recommendations for your program:

- Think about ways to strengthen connections between the program and day school, and incorporate math principles throughout program activities.
- Ask for student cooperation in encouraging parents to attend events.
- Focus projects on community engagement in order to harness students' enthusiasm for helping their community and benefit the program as a whole.
- Allow youth to have a hand in planning small aspects of activities, and give them a voice in program decisions when possible.

## INTRODUCTION

The purpose of this report is to document the effects of your 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) After-School Program, operated during the 2014-15 school year. This analysis brings together data on student- and program-level characteristics. The report draws on multiple sources of data including official school records, participant survey data and activity observations. Feedback from other sources of data collected, including staff surveys and initial activity observations, was provided in mid-year narrative and interim reports.

The report is divided into five sections. The remainder of this *Introduction* provides background on the 21<sup>st</sup> CCLC program and lays out the methodology used to collect data. The *Demographics and Attendance* section summarizes the utilization of your 21<sup>st</sup> CCLC program and describes key characteristics of youth served by the program. The *Academic Outcomes* section reports on participants' educational performance in math and English language arts (ELA) classes as measured through report card grades. Information provided in the school outcomes section corresponds to data reported in your 2015 Annual Performance Report (APR), the federal reporting system that all 21<sup>st</sup> CCLC grantees are required to complete annually. The *Participant Experiences* section includes responses to surveys administered in the spring of 2015. These surveys were administered to elicit participants' opinions and attitudes about the programs they attended. The *Observations* section summarizes findings from the site observation that took place in the spring. Observations were conducted using the OST observation instrument—a tool designed to rate program activities across three key domains known to result in positive outcomes for youth, including: relationships, instructional support, and activity content and structure.

In our evaluation of your 21<sup>st</sup> CCLC grant, we set out to build a systematic process to regularly monitor the quality and results of services provided by your after-school program. The data presented in this report align closely with the elements in the NYSAN QSA tool. This report can be used as a foundation on which to frame your programs' self-assessment. To make these evaluation findings worthwhile, we hope program managers and frontline staff will use the information provided in this report to help improve services for youth and to ensure better outcomes in the future.

### About the 21<sup>st</sup> CCLC Program

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, the law's specific purposes are to: (1) provide opportunities for academic enrichment, including providing tutorial services to help students (particularly those who attend low-performing schools) meet state and local student performance standards in core academic subjects like reading and mathematics; (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, which are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

## Evaluation Methodology

Information used for this evaluation is collected from the following sources:

- *Review of program records.* The evaluation team reviews data maintained by individual sites through the Youthservices.net online attendance tracking system. Participating sites use Youthservices.net, a web-based data system, to collect data on all participating youth, including names, OSIS numbers (unique student identification numbers), grades, enrollment dates, attendance, services received, and other personal data. Attendance data in this report is based on Youthservices.net records as of August 20<sup>th</sup>, 2015.
- *Review of Department of Education data.* Participants' report card grades were obtained through collection of report cards from program and/or school staff. *Note:* The evaluation team works with the NYC Department of Education (DOE) to obtain students' state assessment information. Through a data merge using participant OSIS numbers in the Youthservices.net system to match with data from the Department of Education's system, the evaluation team will be provided with data to report on the grant's APR. However, state test score information was not available from the NYCDOE at the time of this report. Please refer to your forthcoming 2014-15 Annual Performance Report (APR) for information on performance on state math and English Language Arts (ELA) assessments.
- *Participant surveys.* Surveys of participating youth were administered during the spring of 2015. Survey responses were collected to document participants' impressions of the programs and to measure participant-level changes over time in a variety of outcome areas, including school engagement, behavior in and out of school, social skills, self-esteem, etc.
- *Activity Observations.* Trained program evaluators visited the site twice over the course of the year, evaluating program activities using the OST observation instrument. This tool rates program activities in the domains of relationships, instructional support and activity content and structure—areas shown to be related to positive outcomes for youth.

## Demographics and Attendance

A total of 278 youth were enrolled in the 21st CCLC program at both sites during the 2014-15 school year, compared to a targeted enrollment of 200. Of those, 174 (63% of actual enrollment, 87% of target enrollment) attended their program for 90 hours or more, thus meeting the official 21st CCLC definition of *regular* participants.

Tables 1-1 and 1-2 describe the population served across various criteria including demographics (gender and ethnicity), as well as grade level and level of participation in the program. Note that results presented below are only for students who completed the student survey.

### Key Findings

- Stevenson survey respondents were evenly split along gender lines, and nearly two-thirds were returning participants.
- The majority identified as Hispanic/Latino (59.8%) or Black (40.2%).

Table 1-1: Demographic Characteristics of Program Participants-Stevenson Campus

	(n=97)*	(%)		(n=97)*	(%)
<b>Grade</b>			<b>Gender</b>		
9 <sup>th</sup> Grade	34	35.4	Male	48	50.0
10 <sup>th</sup> Grade	32	33.3	Female	48	50.0
11 <sup>th</sup> Grade	11	11.5			
12 <sup>th</sup> Grade	19	19.8			
GED program	0	0.0	<b>Returning Participant?</b>	60	65.9
<b>Ethnicity<sup>+</sup></b>			<b>Language Spoken at Home<sup>+</sup></b>		
Asian or Pacific Islander	3	3.1	English	89	91.8
Black (Not Hispanic)	39	40.2	Spanish	37	38.1
Hispanic/Latino	58	59.8	Chinese	0	0.0
Native American or Alaskan	3	3.1	Middle Eastern	0	0.0
White (Not Hispanic)	9	9.3	Haitian-Creole	1	1.0
Other	6	6.2	Other	4	4.1
<b>After-School Participation</b>			<b>Years at current day school</b>		
1 day/week or less	7	7.8	0 (First year at school)	31	32.3
2 days/week	60	66.7	1 year	12	12.5
3 days/week	16	17.8	2 years	25	26.0
4 days/week	2	2.2	3 years or more	28	29.2
5 days/week	5	5.6			

\* Frequencies may add up to less than n as respondents could skip some question(s).

+ Percentages may add up to more than 100% as respondents could check all that apply.

## Key Findings

- Survey respondents from Walton were nearly all male, and identified as Hispanic/Latino.
- All attended the program three days a week or less.

Table 1-2: Demographic Characteristics of Program Participants (Walton Campus)

	(n=10)*	(%)		(n=10)*	(%)
<b>Grade</b>			<b>Gender</b>		
9 <sup>th</sup> Grade	2	20.0	Male	9	90.0
10 <sup>th</sup> Grade	0	0.0	Female	1	10.0
11 <sup>th</sup> Grade	5	50.0			
12 <sup>th</sup> Grade	3	30.0			
GED program	0	0.0	<b>Returning Participant?</b>	8	80.0
<b>Ethnicity<sup>+</sup></b>			<b>Language Spoken at Home<sup>+</sup></b>		
Asian or Pacific Islander	0	0.0	English	8	80.0
Black (Not Hispanic)	0	0.0	Spanish	6	60.0
Hispanic/Latino	9	90.0	Chinese	0	0.0
Native American or Alaskan	0	0.0	Middle Eastern	0	0.0
White (Not Hispanic)	0	0.0	Haitian-Creole	0	0.0
Other	1	10.0	Other	0	0.0
<b>After-School Participation</b>			<b>Years at current day school</b>		
1 day/week or less	1	11.1	0 (First year at school)	2	20.0
2 days/week	2	22.2	1 year	0	0.0
3 days/week	6	66.7	2 years	3	30.0
4 days/week	0	0.0	3 years or more	5	50.0
5 days/week	0	0.0			

\* Frequencies may add up to less than n as respondents could skip some question(s).

+ Percentages may add up to more than 100% as respondents could check all that apply.

## Family and Neighborhood Characteristics of Participants

Participants were surveyed about various characteristics of their families and neighborhoods. For example, participants were asked if and how often their parents help them with their homework and if they see people in their neighborhood help each other (see Figures 1-1, 1-2, 2-1 and 2-2). This more detailed information about participants’ family and neighborhood circumstances can help you think about how to best serve the students and families in your program.

Throughout this report we provide a comparison to other TASC evaluation sites that serve the same grade levels, referred to as “Similar Programs.” The findings from TASC-evaluated sites are fairly representative of other 21<sup>st</sup> CCLC programs throughout New York City and can be used as a benchmark with which to compare results of your program. The group of similar programs is comprised of 17 after-school programs with 1,130 students’ responses on surveys.

### Key Findings

- Stevenson Campus youth reported a higher rate of talking to their parents about after-school than was seen at similar programs. They were less likely to report parents attending school or after-school events.
- Youth were more likely to report having positive neighborhood experiences than negative ones.

Figure 1-1: Summary of Participants’ Family Relationships (Stevenson Campus)

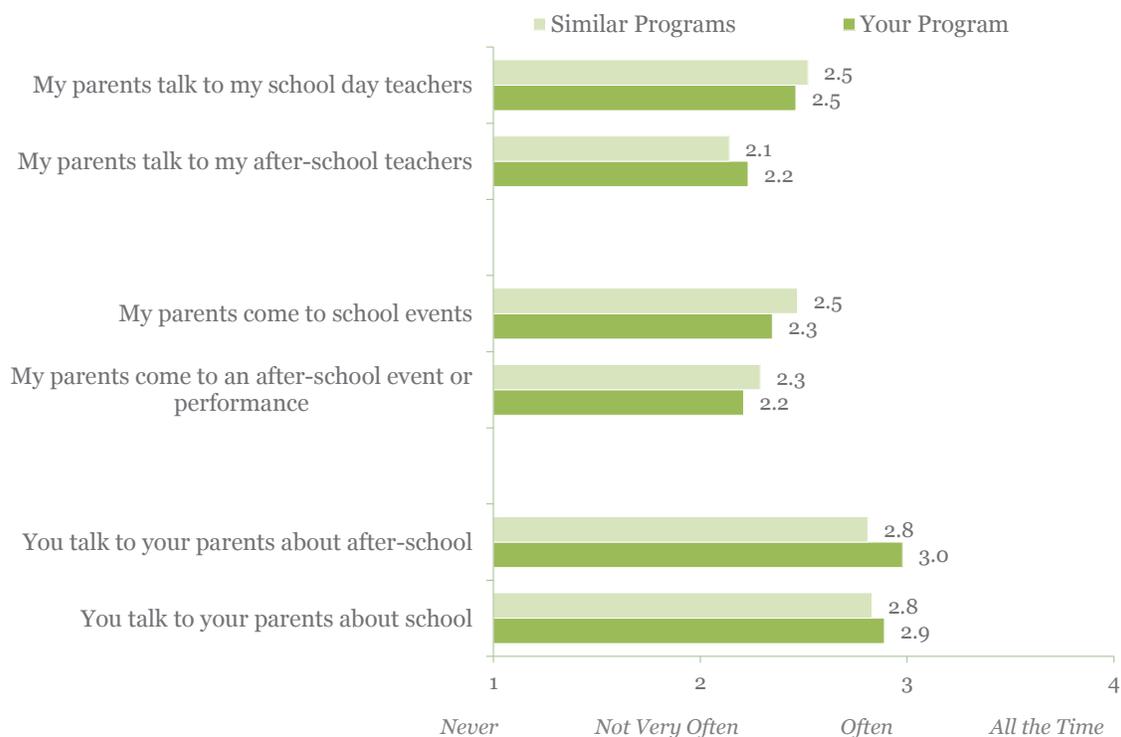
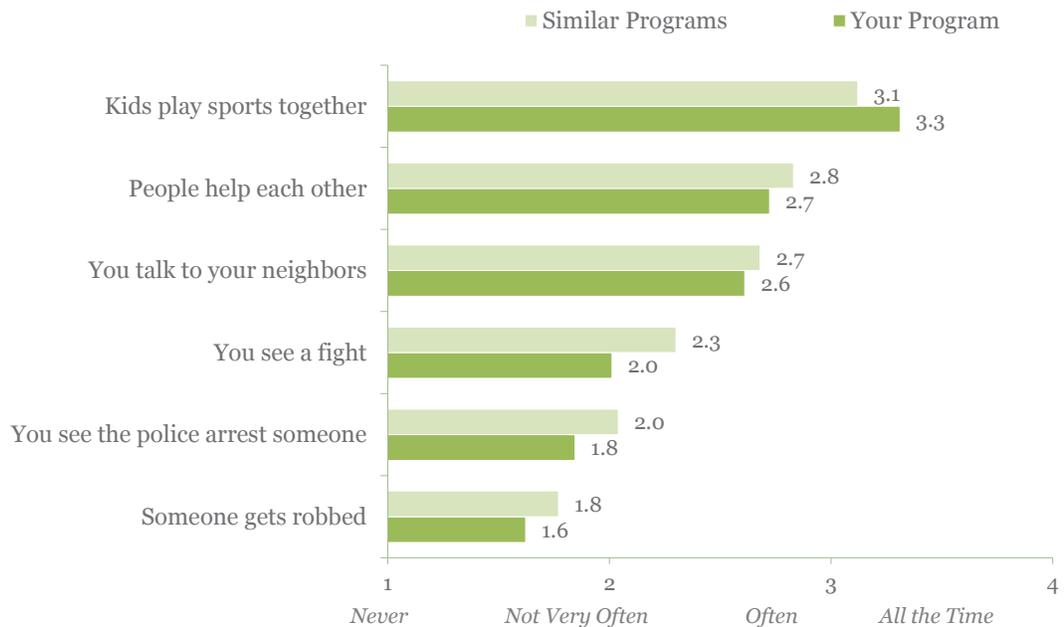


Figure 2-1: Summary of Participants' Neighborhood Experiences (Stevenson Campus)



### Key Findings

- Walton Campus youth were far more likely to report speaking with their parents about school and after-school than to report that their parents attended events or spoke to their teachers.
- Youth had more positive neighborhood experiences than negative ones, but they were more likely than those at similar programs to see someone being arrested.

Figure 1-2: Summary of Participants' Family Relationships (Walton Campus)

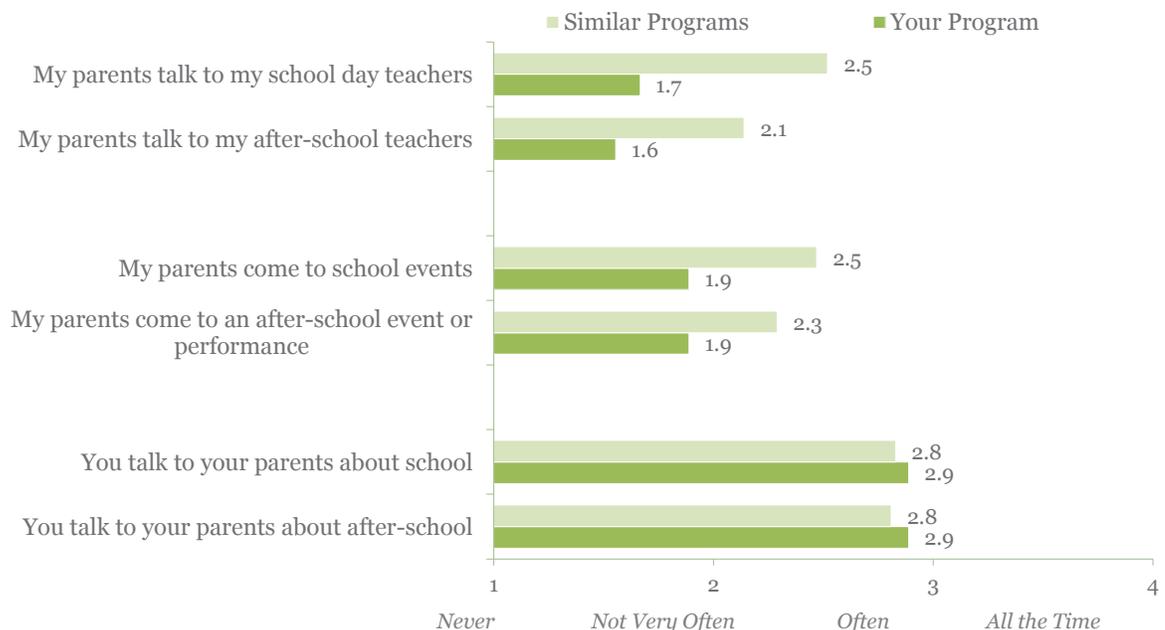
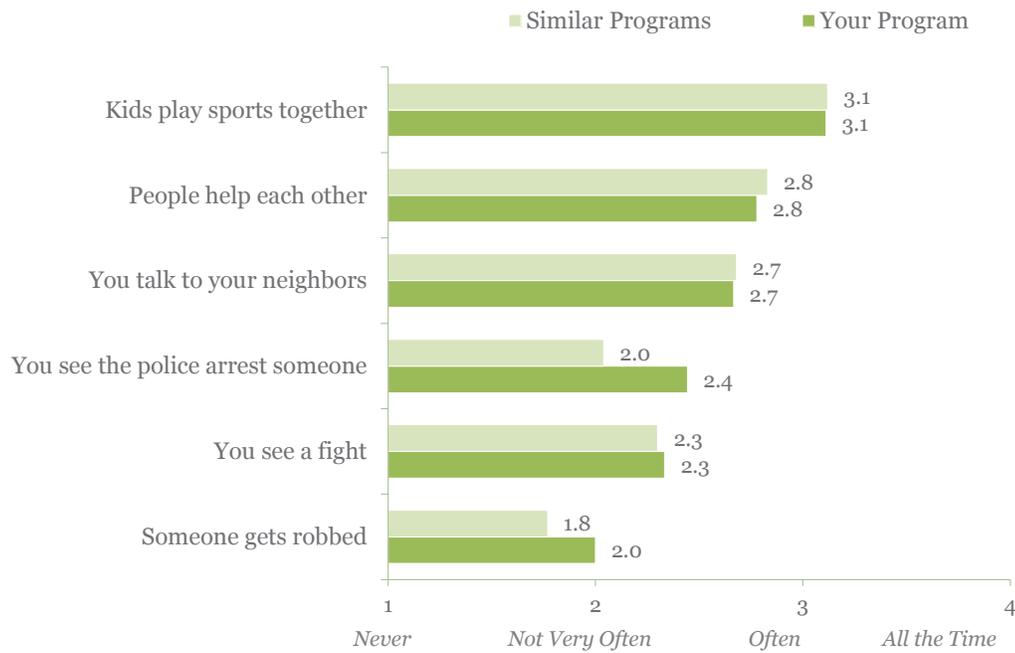


Figure 2-2: Summary of Participants' Neighborhood Experiences (Walton Campus)



### Discussion

Participant survey results echoed findings from staff surveys (reported in this year's Interim Report); both groups expressed some level of uncertainty about how well the program reaches parents. Given that youth reported a fairly high rate of talking to their parents about after-school, it may be beneficial to ask for their cooperation in encouraging parents to attend events and interact with after-school staff. Additionally, student surveys from Walton Campus indicated that participants at this program were more likely to witness arrests in their neighborhood than others. Think about ways to address this within program time, perhaps through encouraging discussion about community experiences.

## Academic Outcomes

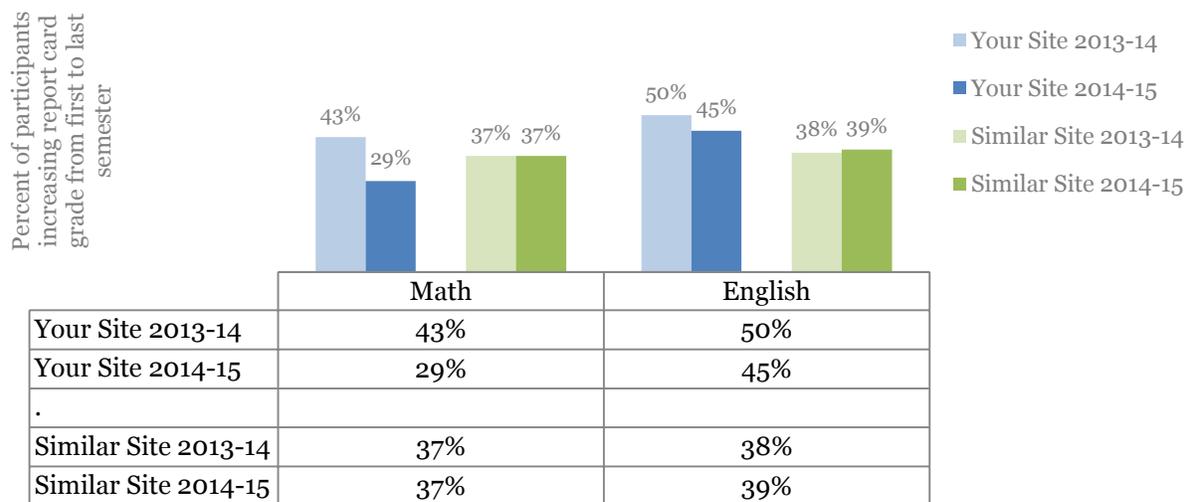
The purpose of this section is to share school performance data, specifically report card grades, collected for the 2014-15 reporting period. Here, TASC compares attendees' first marking period grades with final marking period grades in mathematics and reading/language arts.<sup>1</sup> Since data on attendees' level of proficiency on state assessments administered during the 2014-15 reporting period is not available until September/October, we cannot include it here. Please refer to your forthcoming 2014-15 Annual Performance Report (APR) for information on performance on state math and English Language Arts (ELA) assessments.

Figure 3-1 shows the percentage of students from Stevenson Campus that increased their math and English report card scores from the first to last marking period, compared to last year's improvement rates and compared to similar sites. Figure 3-2 shows the percentage of students from Walton Campus that increased their math and English report card scores from the first to last marking period, compared to similar sites.

### Key Findings

- The proportion of Stevenson Campus students improving their ELA scores over this academic year was higher than those in similar programs, though down slightly from last year.
- Math grade improvement for the program declined significantly from the previous year.

Figure 3-1: Math and English Report Card Score Changes (Stevenson Campus)

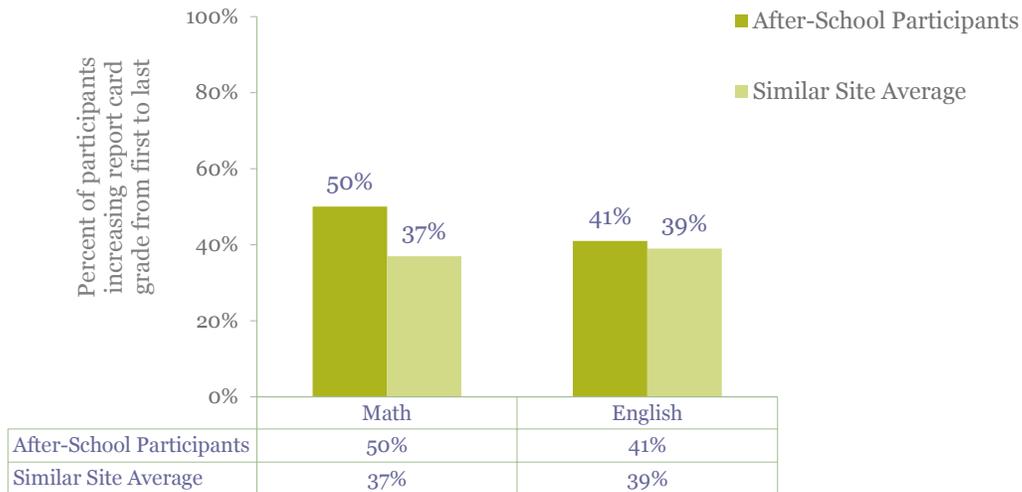


<sup>1</sup> Please note: 2014-15 reports only take into account students for whom there is valid data.

## Key Findings

- Participants from Walton Campus improved their math and ELA grades over the course of the academic year at higher rates than those from similar sites.

Figure 3-2: Math and English Report Card Score Changes (Walton Campus)



## Discussion

As reported in this year's Interim Report, some Stevenson Campus staff members believed that program learning goals were not aligned with Common Core and school-day curriculum. Think about ways to strengthen those connections, perhaps by focusing on coordinating planning with staff, and about how to incorporate math principles throughout program activities.

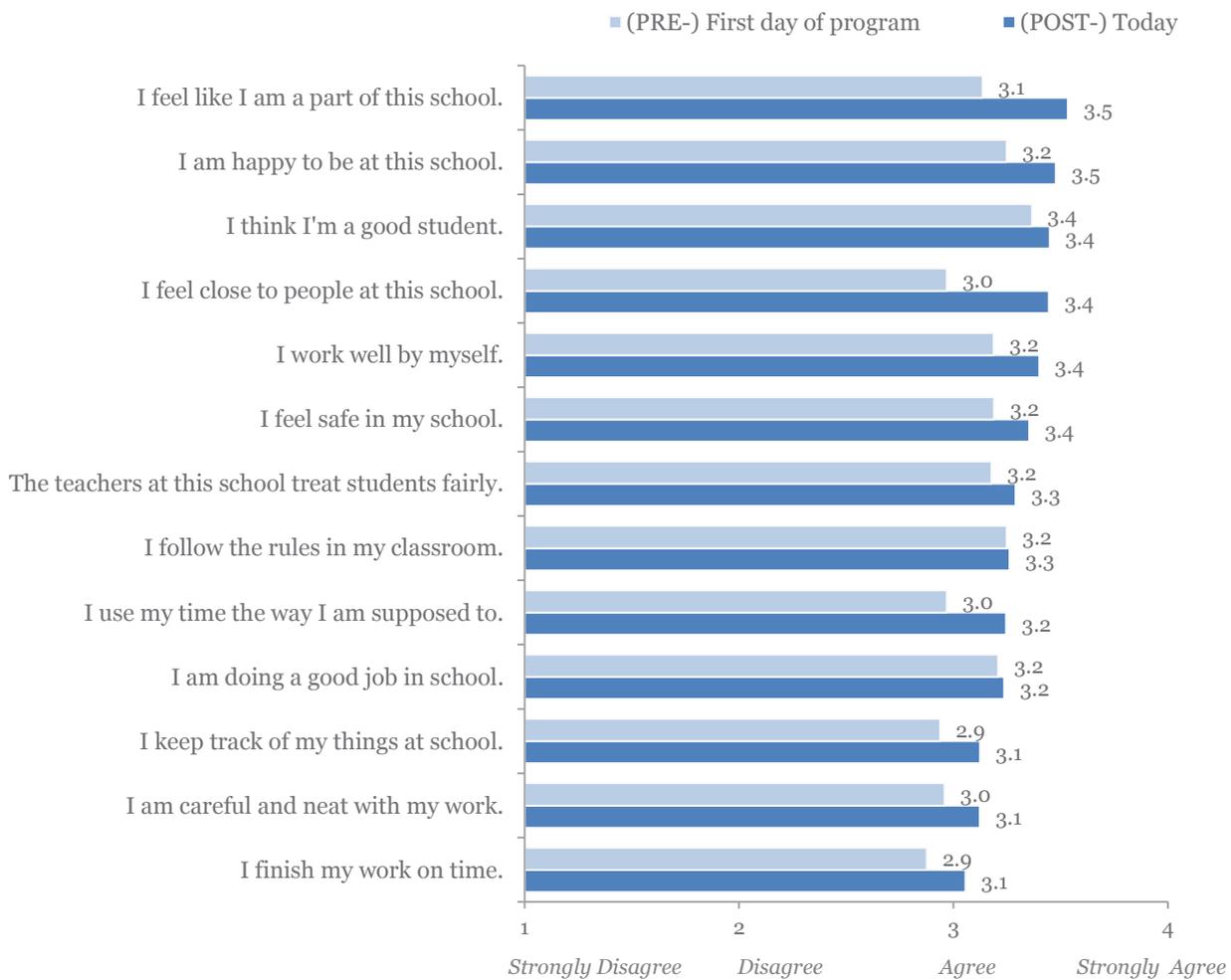
## Participant In-School Experiences

The following figures detail participants’ responses to surveys that were administered in the spring of 2015. We surveyed students using a retrospective pre- and post- format whereby students were asked to reflect first on how they felt back on the first day of school followed by how they felt today (in the spring). Students were asked a subset of questions regarding how they felt about their regular school day. Responses are detailed in Figures 4-1 and 4-2.

### Key Findings

- Participants at Stevenson reported a fair amount of positive change in their attitudes about school following program participation.
- In particular, participants felt more like a part of the school and closer to others by the end of the year.

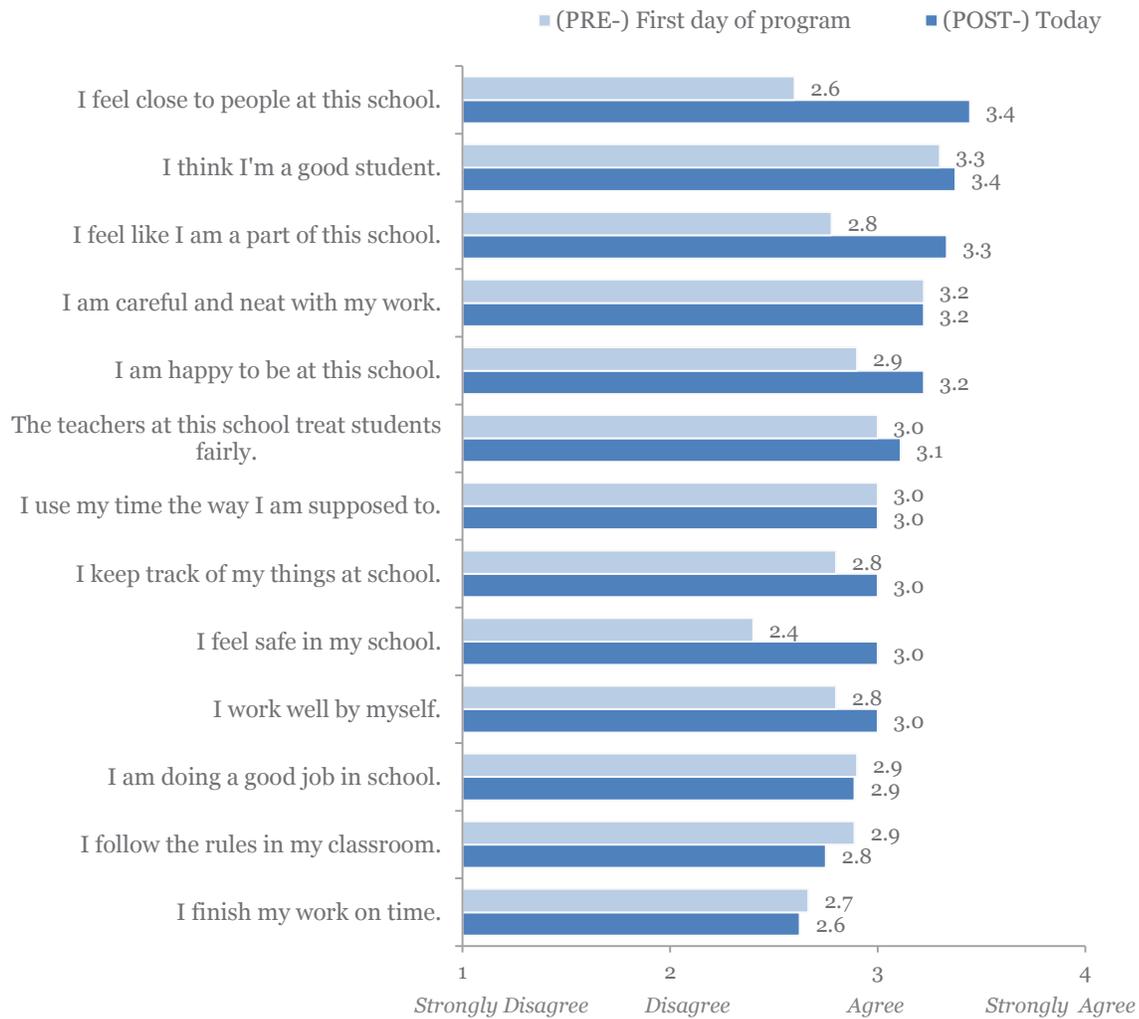
Figure 4-1: Summary of Students’ Feelings Regarding Their School (Stevenson Campus)



## Key Findings

- Walton Campus youth reported strong positive changes in their attitudes about school following program participation, particularly in the degree to which they felt close to others.

Figure 4-2: Summary of Students' Feelings Regarding Their School (Walton Campus)



Students were also asked how often they have received a variety of disciplinary actions in the past month. As seen in Figures 5-1 and 5-2, students at Stevenson Campus reported overall lower rates of being disciplined compared to those at similar programs, while results were more mixed at Walton Campus.

Figure 5-1: Student Report of Disciplinary Actions (Stevenson Campus)

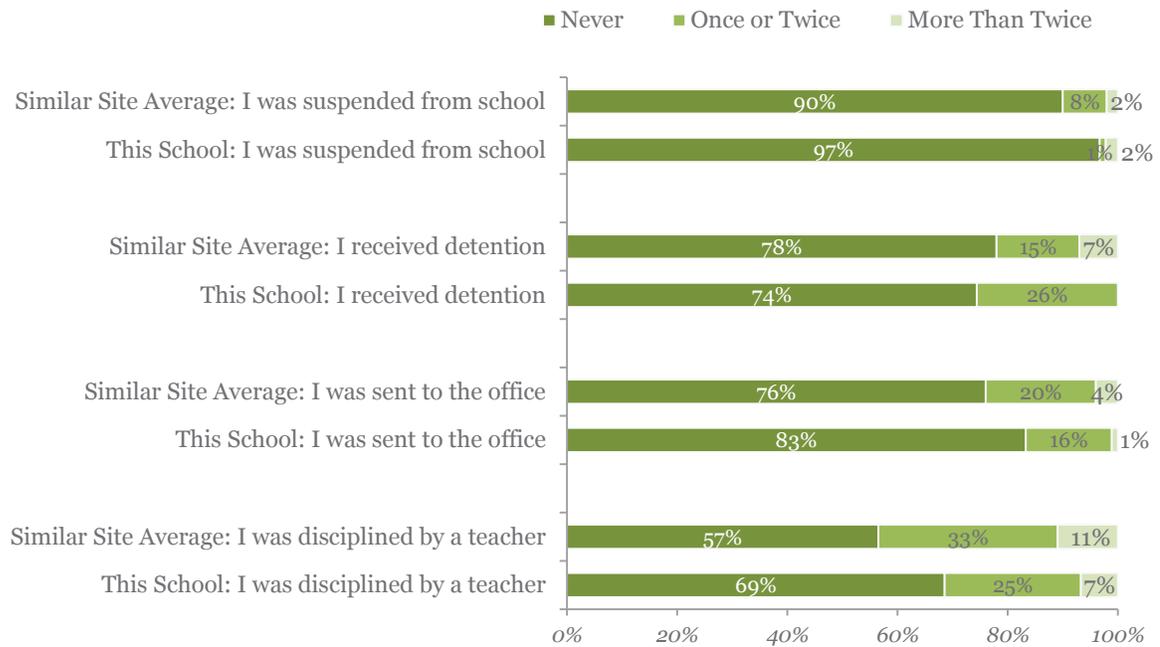
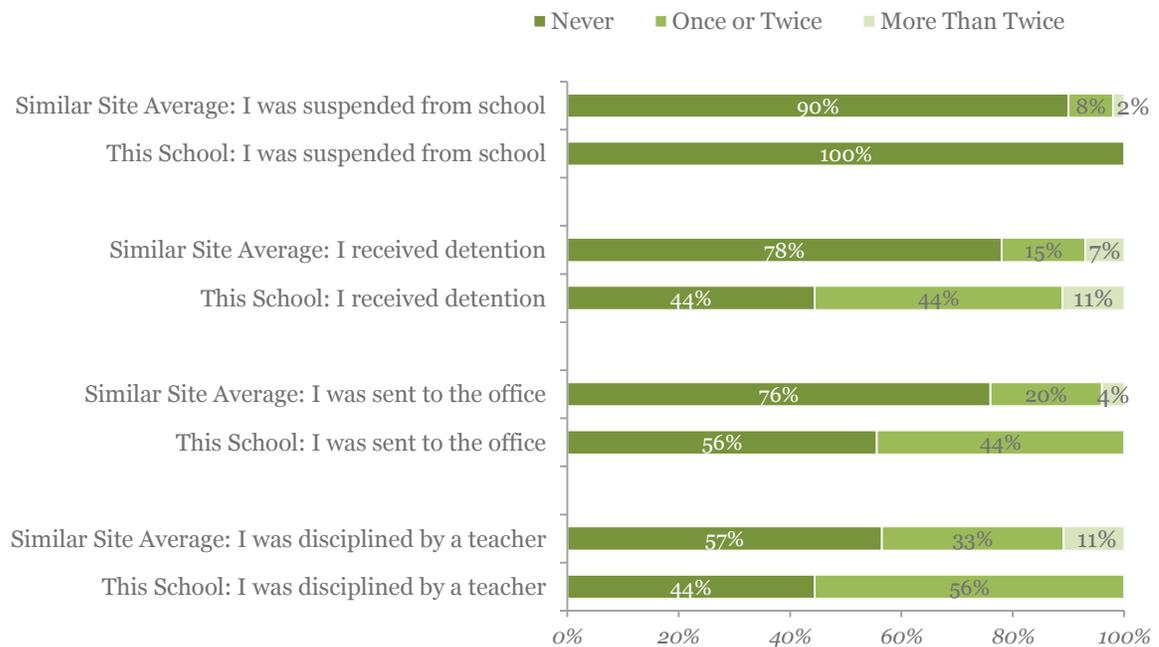


Figure 5-2: Student Report of Disciplinary Actions (Walton Campus)



Students were also asked how far they would like to go in school. As seen in Figures 6-1 and 6-2, the majority (81% at Stevenson, 78% at Walton) indicated plans to graduate from college or obtain an advanced degree.

Figure 6-1: Students' Long-Term Educational Plans (Stevenson Campus)

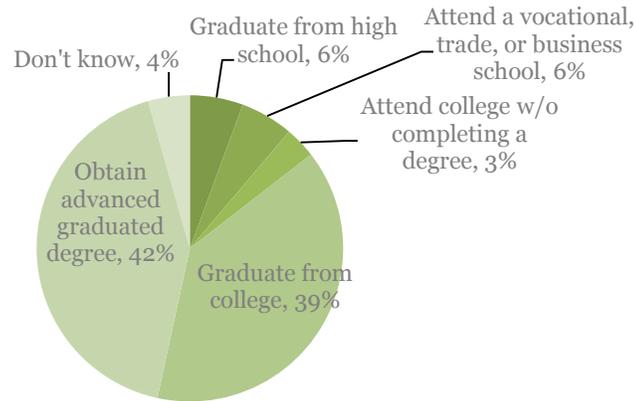
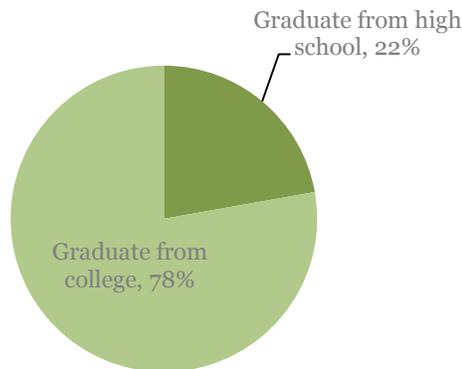


Figure 6-2: Students' Long-Term Educational Plans (Walton Campus)

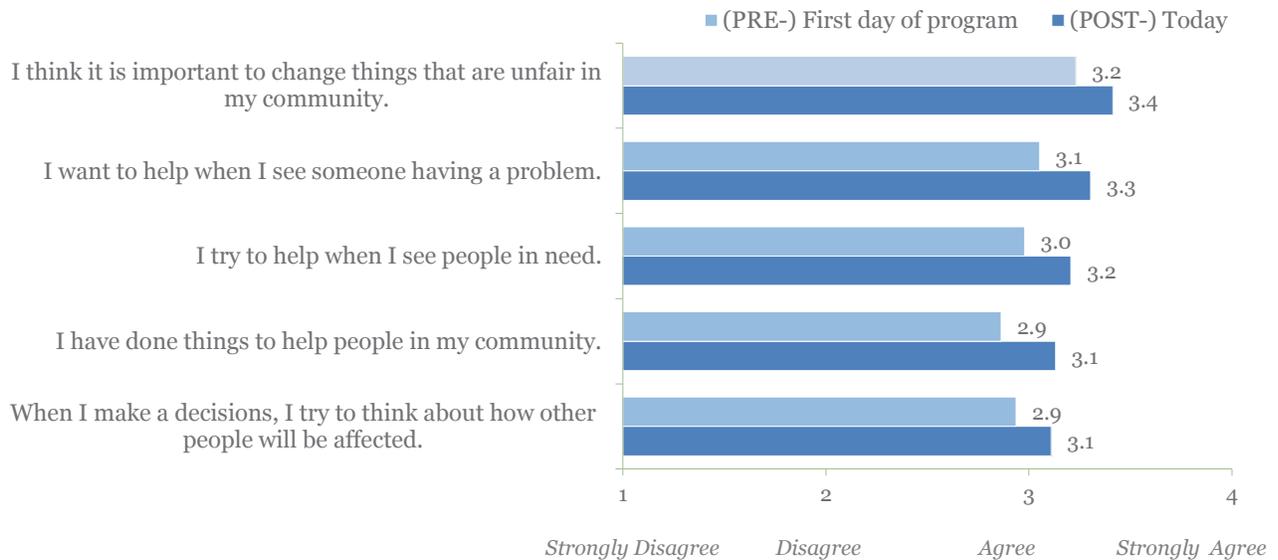


Students also reported on their general attitudes and behaviors, particularly about their community, both before attending the after-school program and afterwards. Responses are detailed in Figures 7-1 and 7-2.

### Key Findings

- Youth at Stevenson Campus reported positive change in their attitudes about their community over the course of the year. In particular, they believed it was important to change things that are unfair.

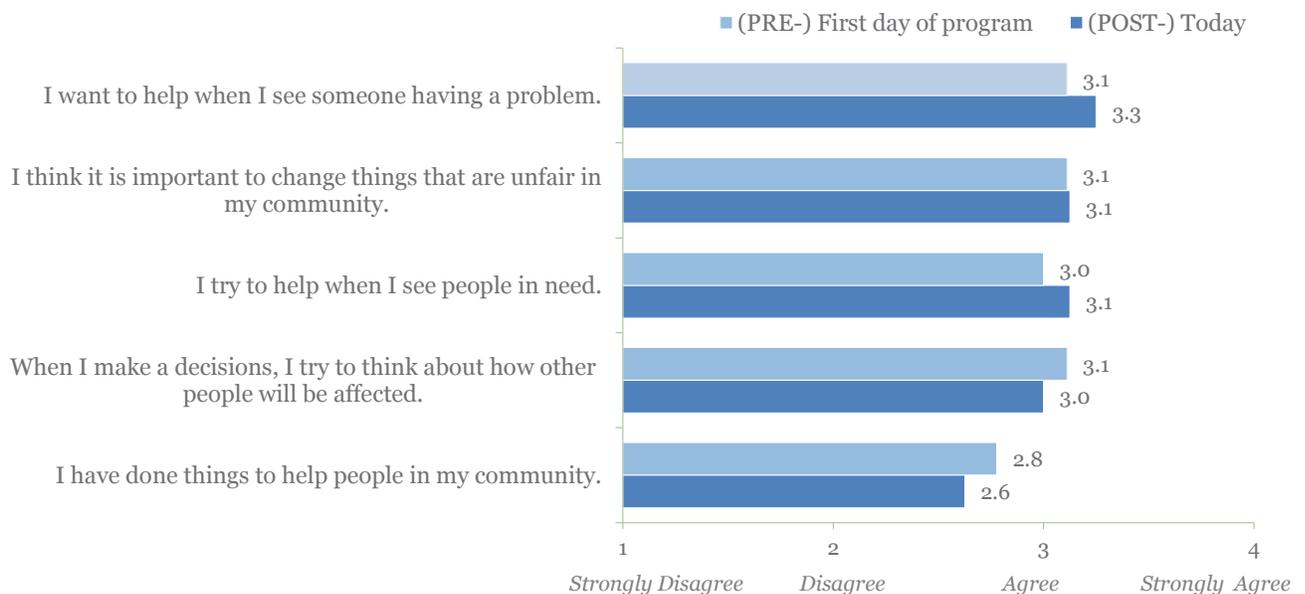
Figure 7-1: Summary of Students' General Attitudes About Their Community (Stevenson Campus)



### Key Findings

- Walton participants reported mixed change in their attitudes about community. By the end of the year, they were more likely to agree that they want to help people when they see a problem, but less likely to agree that they actually had helped people in their community.

Figure 7-2: Summary of Students' General Attitudes About Their Community (Walton Campus)



## Discussion

Continue to encourage students' positive attitudes, and offer additional opportunities to participate in community and school improvement projects. Investing energy into their school environment may give students incentive to strive for positive classroom behavior, and can also feed into their plans for their future education. Survey results reported in this year's Interim Report indicated that not all program staff were confident about the program's relationships in the larger community. Focusing student projects on community engagement would be a great way to harness students' enthusiasm for helping their community, prepare them for applying to schools, and benefit the program as a whole.

## Participant After-School Experiences

This next set of figures detail participants' opinions and attitudes about the programs they attended. The survey questions addressed three main areas: (1) *benefits* imparted by participants' after-school programs, (2) *participation in activities* in after-school, and (3) *connection* to peers and staff at their after-school programs.

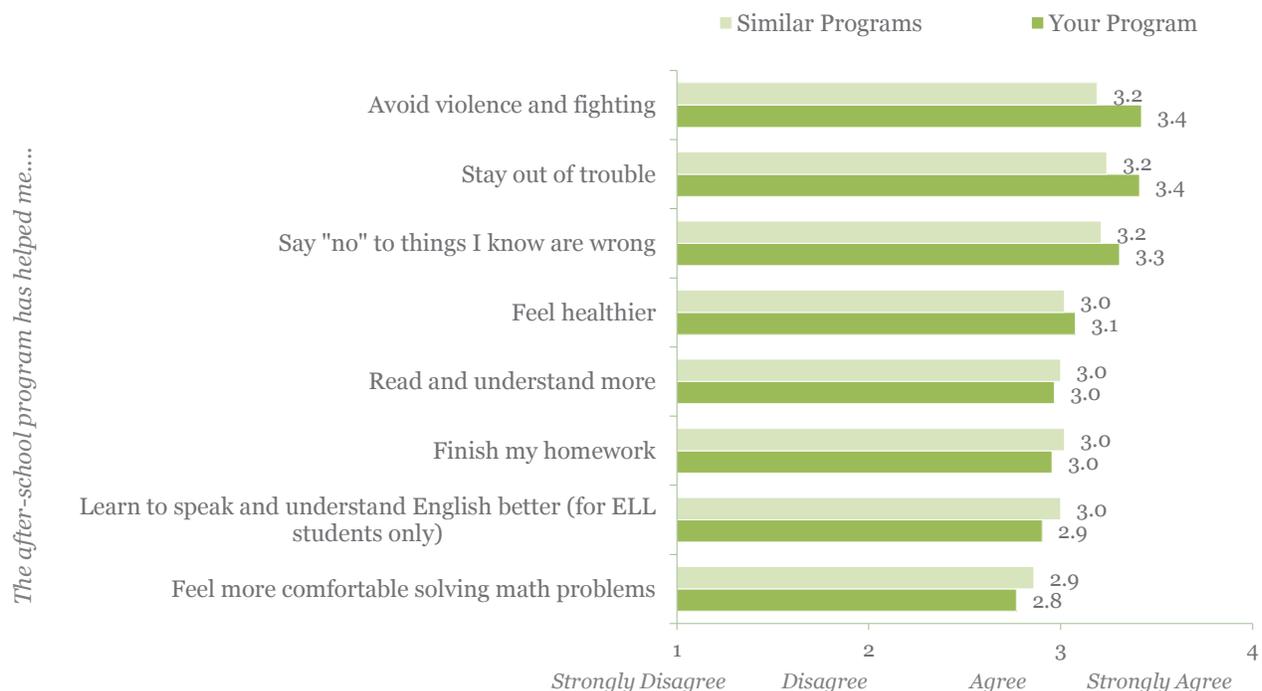
### Program Benefits

Figures 8-1 and 8-2 indicate the proportion of participants surveyed who agreed that participating in after school resulted in certain academic benefits.

### Key Findings

- Students at Stevenson Campus credited the program with helping them to avoid negative experiences like violence and getting in trouble, at higher rates than were seen at similar programs.

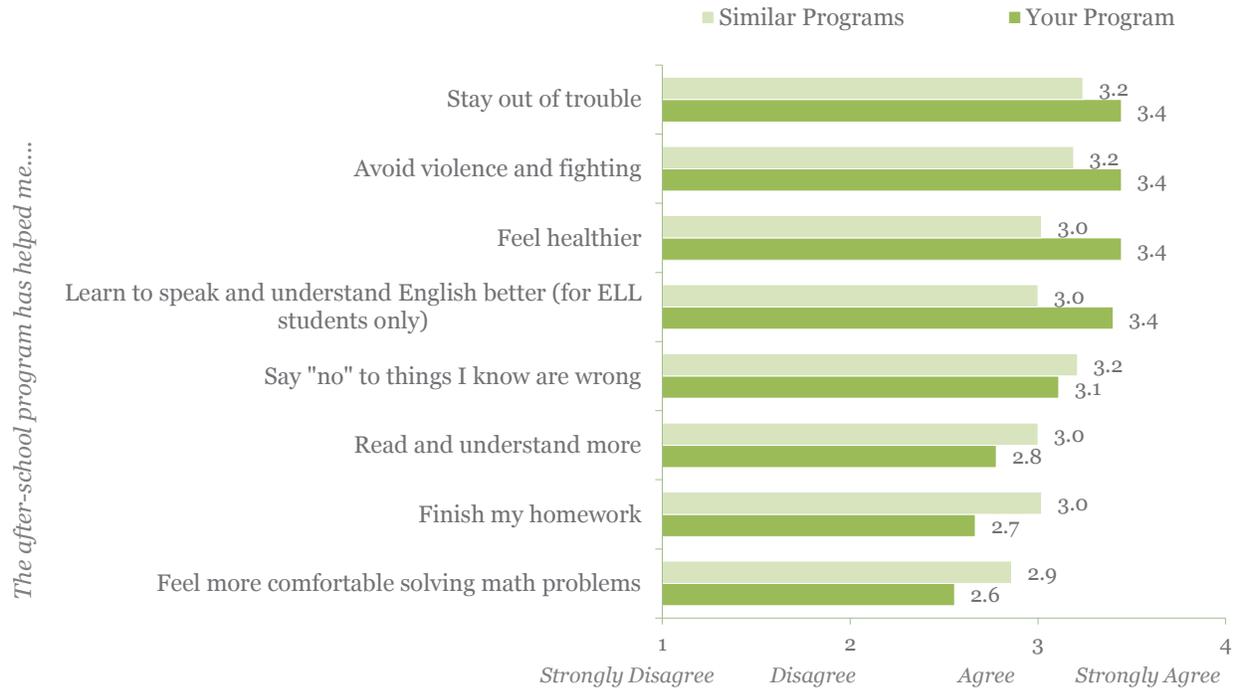
Figure 8-1: Participants' Self-Reported Benefits from Program (Stevenson Campus)



## Key Findings

- Walton campus youth reported that the program helped them to avoid negative experiences, at higher rates than those at similar programs.
- Youth were less likely to say the program helped them with math, reading and finishing homework.

Figure 8-2: Participants' Self-Reported Benefits from Program (Walton Campus)



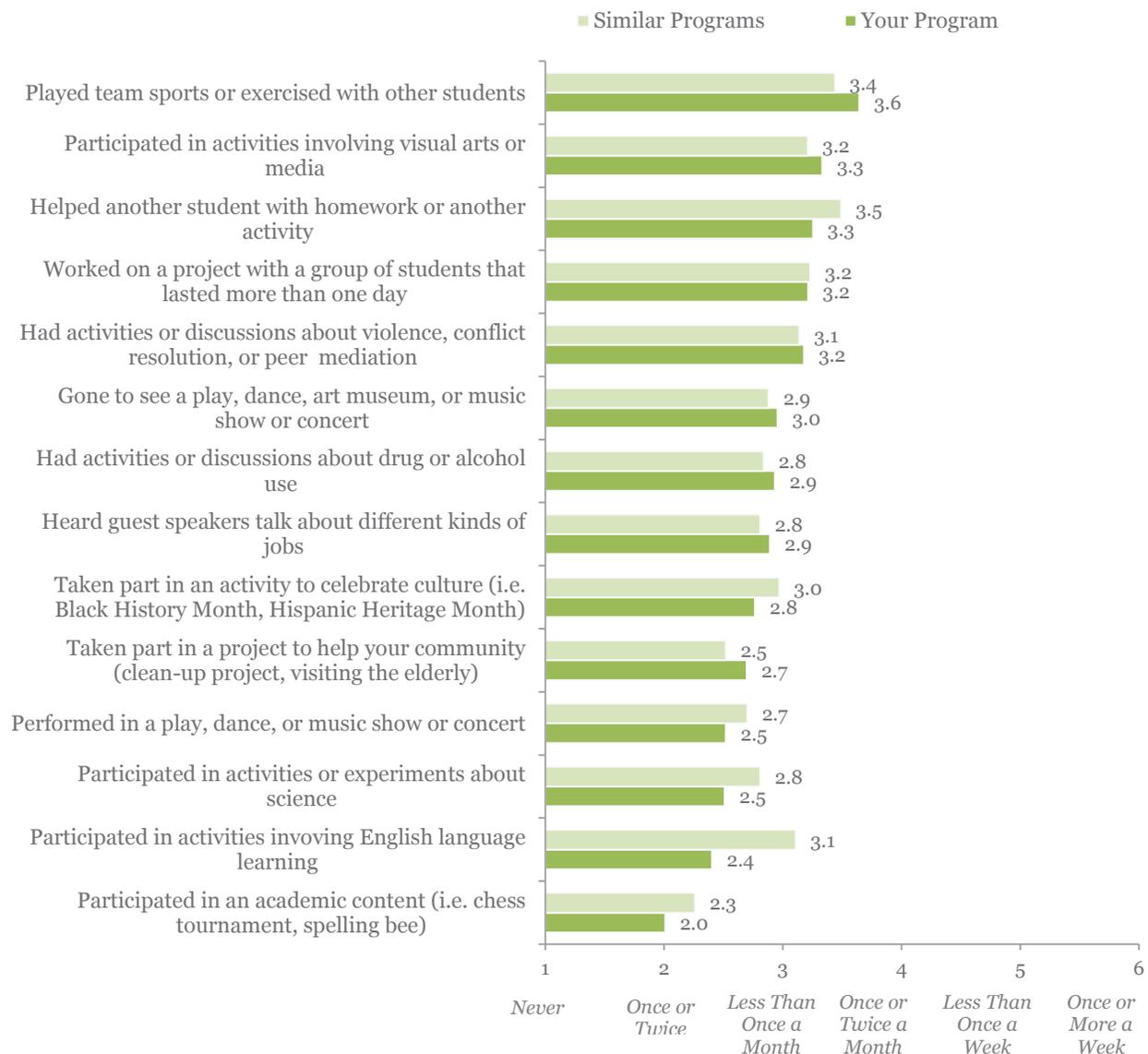
## Participant Activities in After School

The purpose of this section is to provide data on specific experiences of students during their after-school program. Figures 9-1 and 9-2 indicate the average frequency with which youth said they participated in specific activities at least once during the previous month.

### Key Findings

- Youth at Stevenson reported playing sports or getting exercise as their most frequent activity, followed by visual arts activities and helping each other with homework.
- Youth reported academic contests and activities about English language learning or science as least frequent.

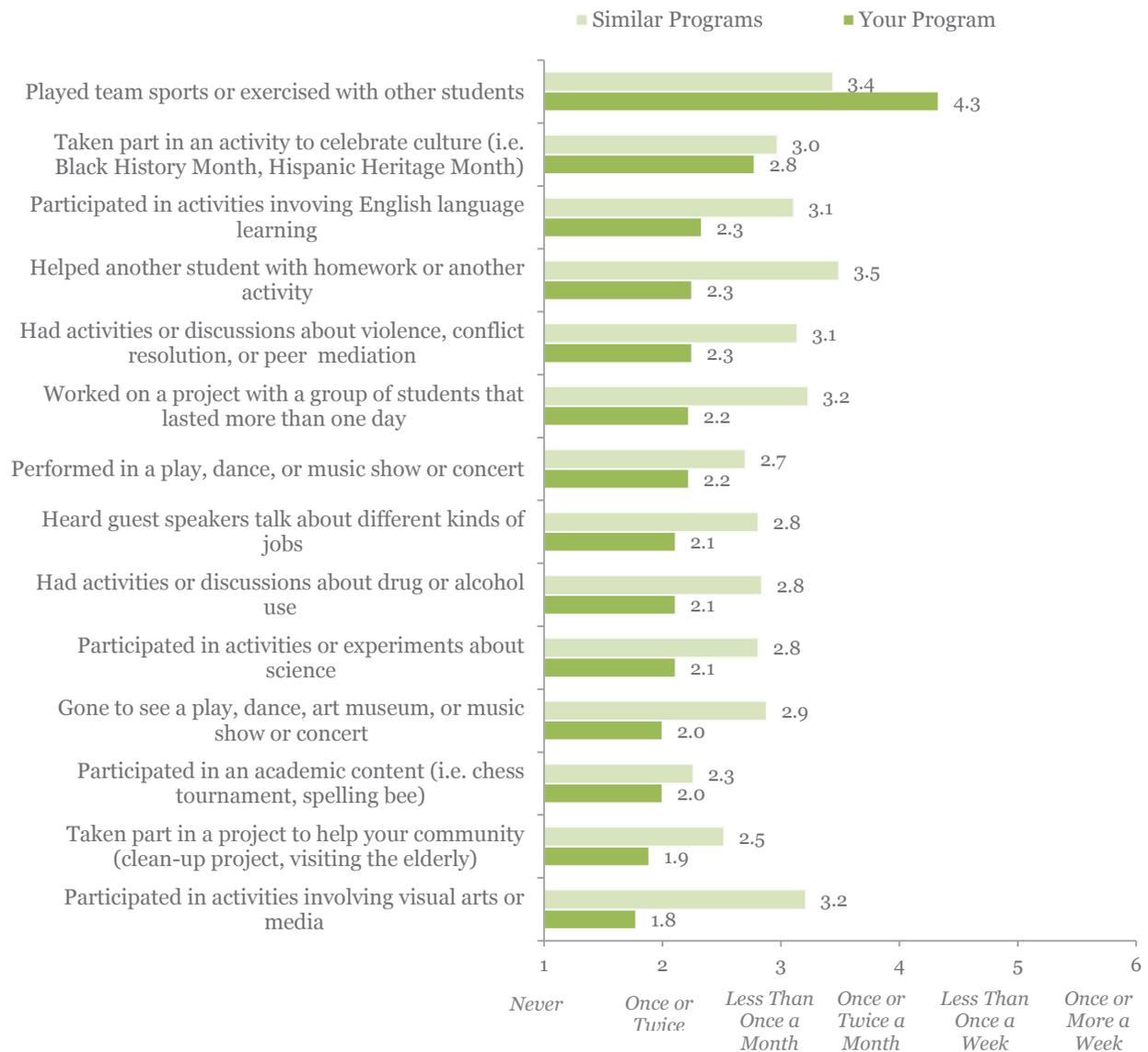
Figure 9-1: Summary of Participant Activities in After School (Stevenson Campus)



## Key Findings

- By far, playing sports or getting exercise was the most frequently reported activity at Walton Campus.
- All other activities were reported at lower rates than was seen at similar programs.

Figure 9-2: Summary of Participant Activities in After School (Walton Campus)



## Connection to Peers and Staff

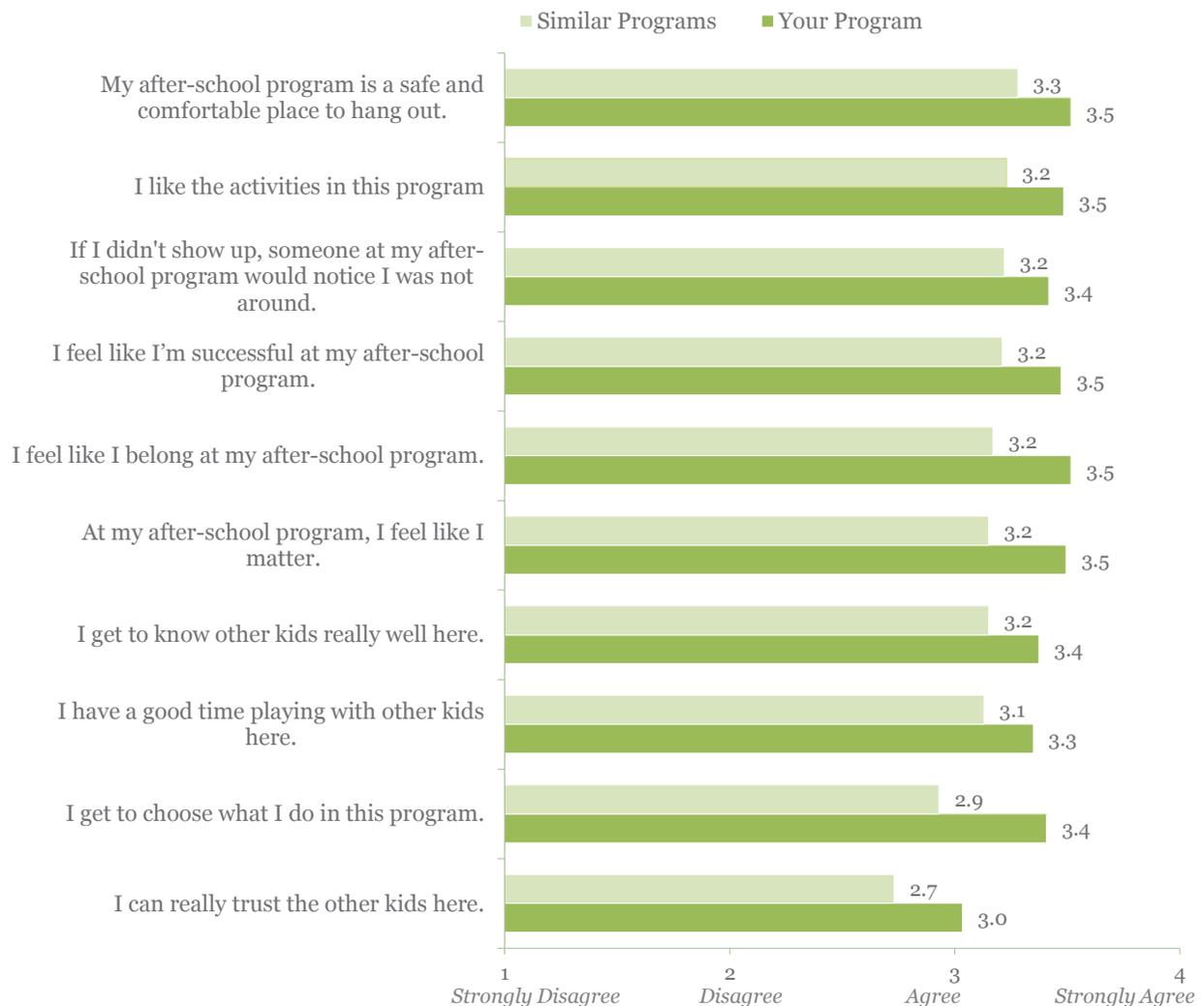
Participants reported how much they felt a sense of belonging at their after-school program, specifically rating the quality of their relationships with peers in after school and with the staff who work in the program.

Figures 10-1 and 10-2 detail participants' ratings of how close they felt to their peers in the after-school program.

### Key Findings

- Stevenson youth expressed a strong sense of belongingness in the program, at higher rates than those in similar programs.
- Compared to other programs, they were much more likely to agree that they have choice in the program.

Figure 10-1: Summary of Participants' Sense of Belongingness (Stevenson Campus)



## Key Findings

- Walton youth had a fairly strong sense of belongingness, especially agreeing that they like the activities in the program, and feel safe and comfortable there.
- Youth were least likely to express trust in their peers or to believe that someone would notice if they weren't around.

Figure 10-2: Summary of Participants' Sense of Belongingness (Walton Campus)



Figures 11-1 and 11-2 detail how participants described their relationships with the after-school staff at their program.

### Key Findings

- Participants at both programs reported strong positive relationships with after-school staff, agreeing that they felt safe and comfortable with staff, and believed the staff cared about them and their input.

Figure 11-1: Summary of Relationship Between Youth and After-School Staff (Stevenson Campus)

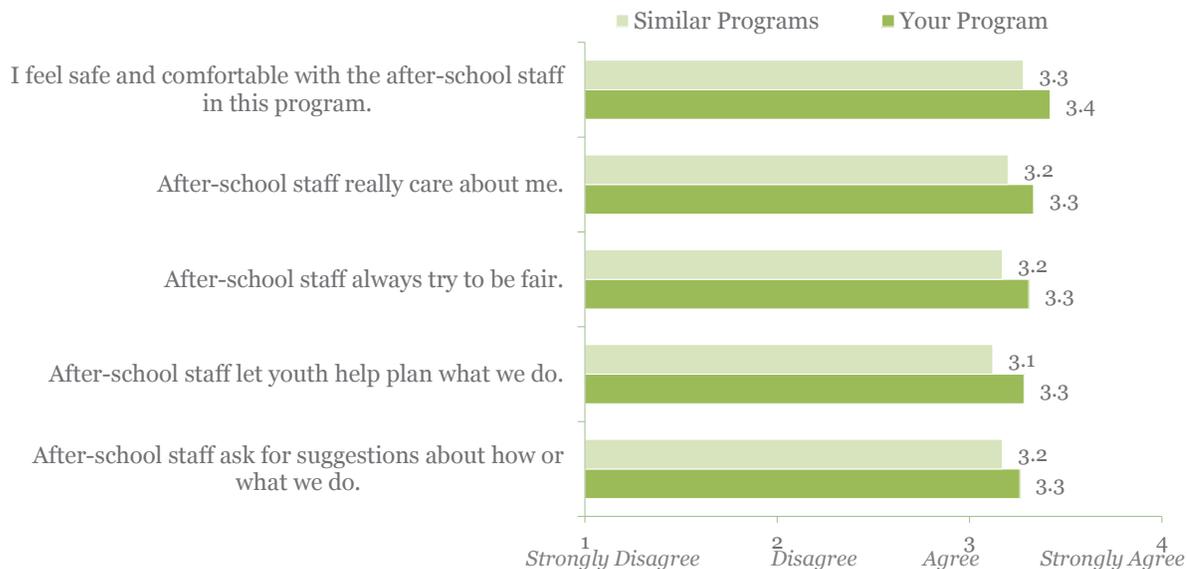
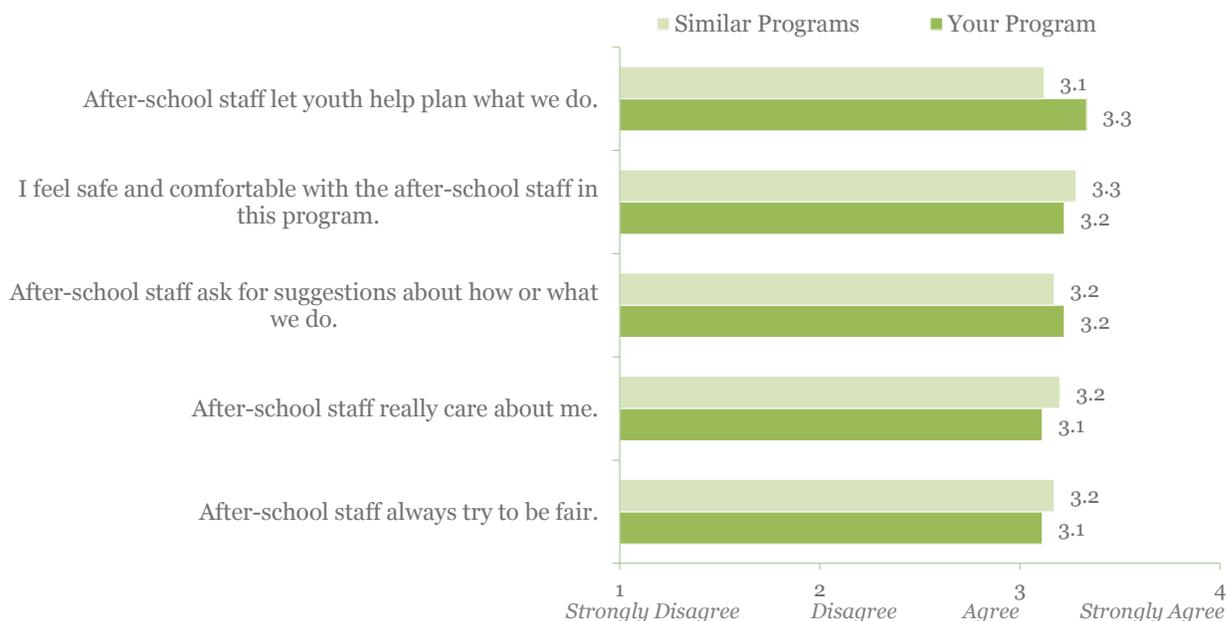


Figure 11-2: Summary of Relationship Between Youth and After-School Staff (Walton Campus)



## Discussion

Youth and staff alike agreed that the program had a positive atmosphere and that staff treat participants with respect. Build on those positive feelings by developing more direct ways for students to offer feedback about the program, or suggestions for activities they would like to see in the future. Allowing youth to have a hand in planning small aspects of activities, or giving them a voice in program decisions when possible, would help to further strengthen this dimension of the program.

## Observation Site Visits

### The OST Observation Instrument

As outlined in your Interim Report earlier this year, our staff evaluated program elements that leading experts agree result in positive outcomes for youth. The OST Observation Instrument allowed us to rate program activities on various indicators addressing three key program quality domains. The domains are:

- **Relationships:** This domain measures whether youth are supportive and respectful of one another and staff. It also measures how engaged youth are in the activities they attend and how positively staff interact with youth..
- **Instructional support:** This domain measures the efforts of after-school staff to support participants' learning.
- **Activity content and structure:** This domain measures whether activities are planned and well-organized, the challenge level is age-appropriate and opportunities exist for problem solving.

Observers rated each indicator on a scale from **zero** to **three**. A rating of a “zero” meant that the indicator was not evident during the observation period, and a “three” meant that the indicator was highly evident and consistent. These ratings provide a systematic method for us to quantify our observations of the elements of quality after-school activities found in your program. A score of “two” meant either the indicator was evident but inconsistent or that the desired behavior was generally present but not actively initiated and emphasized. For example, if youth were generally relaxed and enjoyed one another’s company but the activity did not involve a high level of socializing, the rating would be a “two” under the domain of “youth-directed relationship building.” Likewise, under staff-directed relationships, if staff treated all youth in an inclusive manner but there was no need for staff to reengage an isolated child or group because every child was comfortable and included, then the rating for “staff are equitable and inclusive” would be a “two.”

## Results

TASC staff used the OST Observation Instrument to observe and rate the following activities at the Stevenson Campus program in the fall and spring:

<b>Date</b>	<b>Activity</b>
10/23/2014	Basketball
	Dance
	Art
	Student Council: Model U.N.
5/06/2015	Student Government
	Fun & Games
	Dance

In this report, a detailed breakdown of the indicator scores is provided. Figure 12 shows the score for each indicator, broken down by program quality domains and averaged across fall and spring ratings.

### Key Findings

Your program was rated on a number of indicators using the OST Observation Instrument.

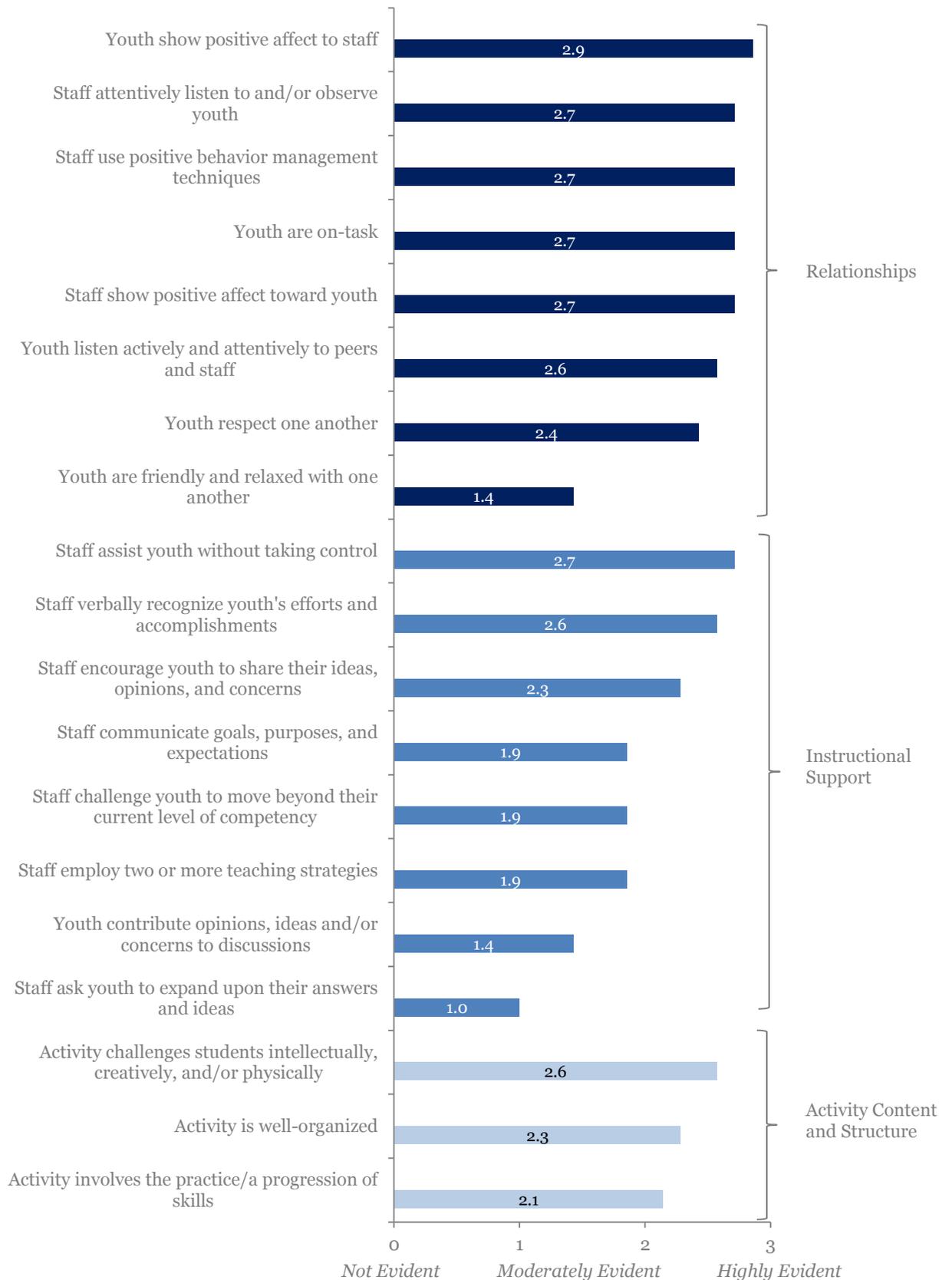
- Activities were well organized, provided students with opportunities to interact and work with each other, and challenged students intellectually and physically.
- Students seemed friendly and relaxed with each other, and with staff.
- Staff members displayed positive affection towards youth, challenged students to move beyond their current level of competency and appeared attentive in assisting and guiding students during the different activities, especially if they encountered problems.

### Discussion

We recommend that you focus your future quality improvement efforts on the following areas (please see observation narrative reports for a discussion and more details):

- Incorporate time for students to discuss activity content and reflect on their work, to help them solidify their learning and develop their communication skills.
- In all activities, check periodically with any students who are on the margins of the room, to make sure everybody feels included in the group and the activity, and re-engage students whose attention has drifted. This will help to ensure that all activities equitable and inclusive, and could contribute to strengthening peer bonds.

Figure 12: Detailed Indicator Scores (Stevenson Campus)



## Discussion

This report, in conjunction with your Interim Report sent in March, provides the full scope of your evaluation. The information in this Final Evaluation Report comes from the results of your student surveys, program activity observations and achievement data.

Specifically, this report can help:

- Identify areas where improvements are needed;
- Improve fundraising and community outreach by incorporating evaluation results in communications and proposals; and
- Identify training and professional development opportunities that address relevant areas for improvement.

To make these findings worthwhile, we recommend taking the following steps:

- Disseminate this report to program coordinators, supervisors and other interested parties or stakeholders.
- Provide recognition to individuals and/or groups who showed positive outcomes.
- Include excerpts and specific findings in future proposals and other outreach communications (to parents, school staff, CBO staff, etc.).

The following resources may prove useful, though please don't hesitate to reach out if there are resources you are seeking on specific topic areas (i.e. parent engagement, social-emotional learning, etc):

**New York State Afterschool Network (NYSAN)** [www.nysan.org](http://www.nysan.org)

NYSAN is a public-private partnership of organizations dedicated to building a youth-serving system that increases the quality and availability of afterschool.

**Harvard Family Research Project: Out-of-School Time**

<http://www.hfrp.org/out-of-school-time>

This website includes a database of research studies and evaluations of OST programs and initiatives as well as various publications and resources.

**The SEDL National Center for Quality Afterschool**

<http://www.sedl.org/afterschool/resources/curriculum.html>

In collaboration with subject-matter experts, SEDL offers quality curriculum resources for programming in [literacy](#), [math](#), [science](#), and [technology](#).

We thank you for your hard work and cooperation in partnering with us over the course of your 21<sup>st</sup> CCLC grant. If you have questions about any of the information provided in this report, please don't hesitate to contact us.

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