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COMMUNITY CHANGE  
STEVENSON CAMPUS  
WALTON CAMPUS

21<sup>st</sup> Century Community Learning Center  
End of Year Evaluation Report  
Year 4: 2016-17

## Executive Summary

The ExpandedED Schools 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 2016-17 school year. As part of this evaluation, multiple sources of data were collected—including participant and staff surveys and observations of program activities—in order to obtain a detailed picture of your program. Results from the staff surveys and the first set of activity observations were provided to your program in our Interim Report, which was distributed in March. Throughout this comprehensive report, we provide feedback on the rest of this data.

### Major Findings:

- *Participation:* A total of 266 youth attended the 21<sup>st</sup> CCLC program during the 2016-17 school year, compared to a targeted enrollment of 200. Of those, 12 (0.06 % of target enrollment, 0.05% of actual enrollment) attended their program for 90 hours or more, thus meeting the official 21<sup>st</sup> CCLC definition of *regular* participants.
- *Student Responses:* According to surveys of 168 program students:
  - Participants in this year's program were less likely to say their parents attend after-school events.
  - Following participation in the program, students developed a deeper connection with their school and peers and became more invested in helping their community.
  - Participants expressed positive feelings about the program and its effect on their work habits.
  - Youth had overall positive feelings about after-school staff.
- *Activity Observations:* According to activity observations conducted at the site:
  - In both observations, youth-to-youth and staff-to-youth relationships were strong and positive.
  - Each activity had a strong thread of youth voice, with youth collaborating and working together.
  - The structure of each activity was well organized and it was evident that staff followed clear lesson plans.

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

- Create a mechanism for communication with parents about events, like a regular newsletter created by program youth.
- Support positive attitudes about school and the community with more performances for youths' community.
- Incorporate opportunities for youth to take more leadership roles in activities.

## 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 2016-17 school year. This analysis brings together data on student- and program-level characteristics. The report draws on multiple sources of data including participant surveys 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 four 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 *Participant Experiences* section includes responses to surveys administered in the spring of 2017. 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 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.
- *Participant surveys.* Surveys of participating youth were administered during the spring of 2017. 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.
- **Please note:** Due to changes in the NYC Department of Education (DOE) data collection policies, academic data was not yet available at the time of this report's completion. The evaluation team works with the DOE to obtain students' state assessment and report card grade 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.

## Demographics and Attendance

A total of 266 youth attended the 21<sup>st</sup> CCLC program during the 2016-17 school year, compared to a targeted enrollment of 200. Of those, 12 (0.06 % of target enrollment, 0.05% of actual enrollment) attended their program for 90 hours or more, thus meeting the official 21<sup>st</sup> CCLC definition of *regular* participants.

Table 1 describes 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

- The majority of survey respondents identified as Hispanic/Latino (77.0%) or Black (29.7%) and nearly half reported speaking Spanish at home.
- Most respondents (61.6%) were returning participants.

Table 1: Demographic Characteristics of Program Participants

	(n=74)*	(%)		(n=74)*	(%)
<b>Grade</b>			<b>Gender</b>		
9 <sup>th</sup> Grade	18	24.3	Male	30	41.1
10 <sup>th</sup> Grade	29	39.2	Female	43	58.9
11 <sup>th</sup> Grade	18	24.3			
12 <sup>th</sup> Grade	9	12.2			
			<b>Returning Participant?</b>	45	61.6
<b>Ethnicity<sup>+</sup></b>			<b>Language Spoken at Home<sup>+</sup></b>		
Asian or Pacific Islander	2	2.7	English	69	93.2
Black (Not Hispanic)	22	29.7	Spanish	35	47.3
Hispanic/Latino	57	77.0	Chinese	0	0.0
Native American or Alaskan	2	2.7	Russian	0	0.0
White (Not Hispanic)	4	5.4	Haitian-Creole	0	0.0
Other	1	1.4	Other	0	0.0
<b>After-School Participation</b>			<b>Years at current day school</b>		
1 day/week or less	6	8.1	0 (First year at school)	15	20.5
2 days/week	37	50.0	1 year	15	20.5
3 days/week	15	20.3	2 years	25	34.2
4 days/week	8	10.8	3 years or more	18	24.7
5 days/week	8	10.8			

\* 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 and 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 ExpandedED Schools evaluation sites that serve the same grade levels, referred to as “Similar Programs.” The findings from ExpandedED Schools-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 22 after-school programs with 1,103 students’ responses on surveys.

## Key Findings

- Youth were less likely than those at similar programs to report parents attending events.
- Youth were more likely to report having positive neighborhood experiences than negative ones.

Figure 1: Summary of Participants’ Family Relationships

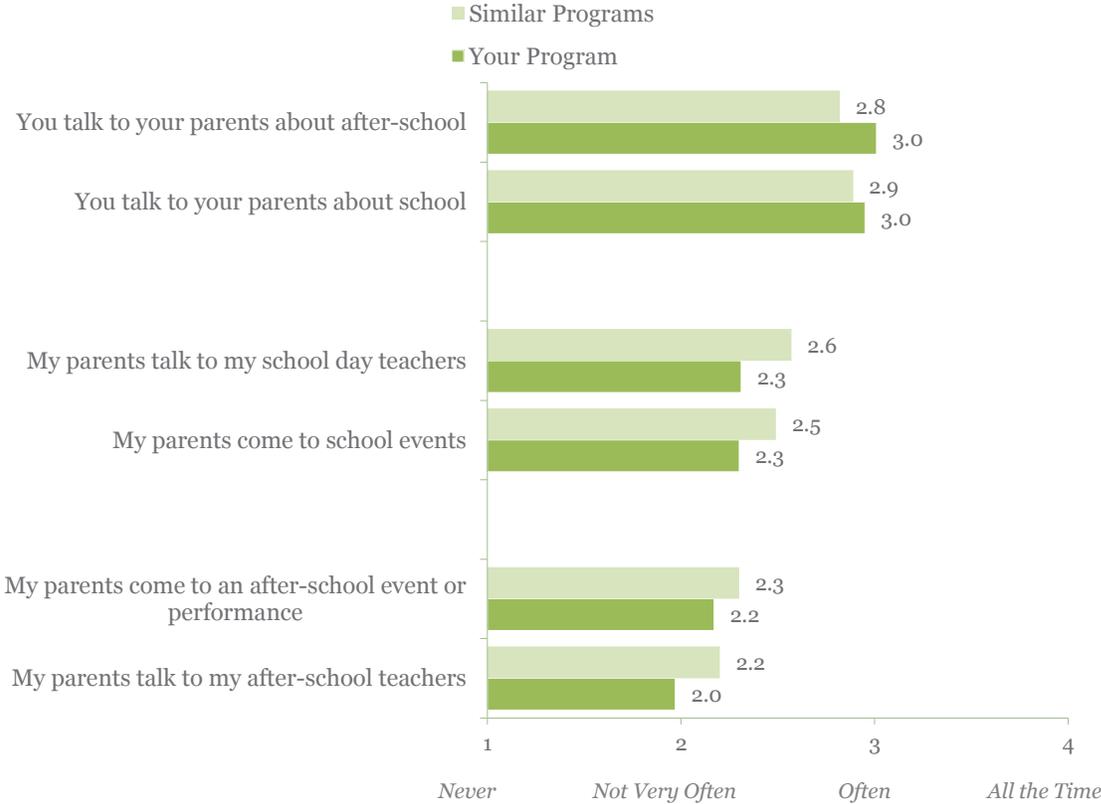
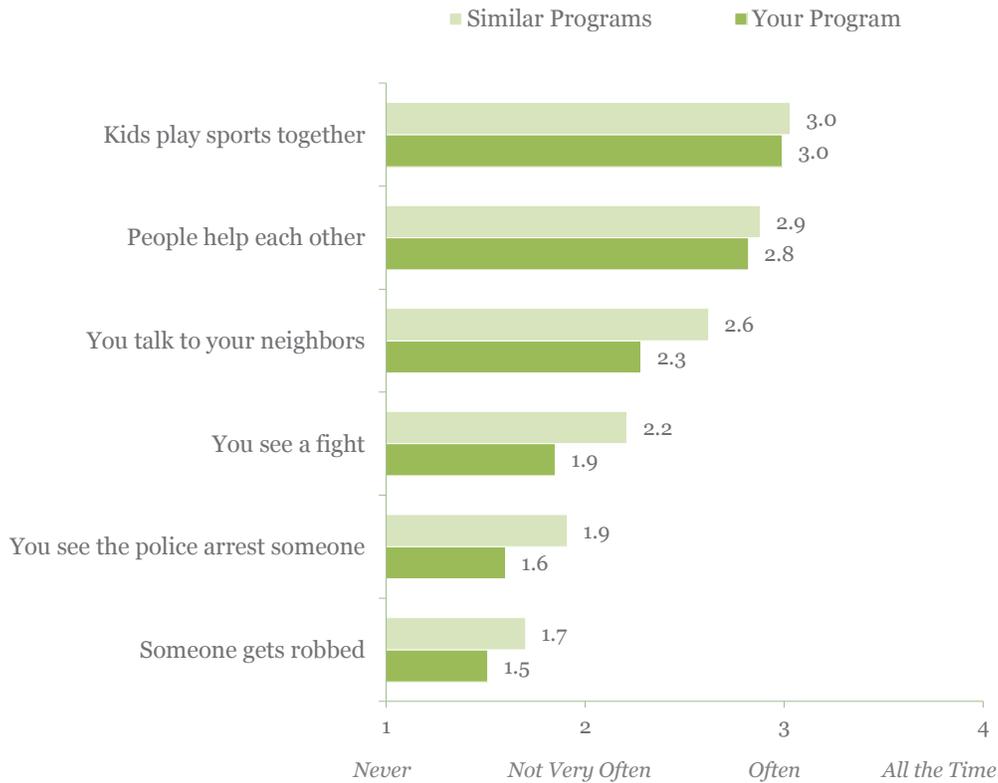


Figure 2: Summary of Participants' Neighborhood Experiences



### Discussion

Youth continue to report a fairly high rate of talking to their parents about after-school, so it may be beneficial to ask for their cooperation in encouraging parents to attend events and interact with after-school staff. Ask them to share their perspective about the barriers that prevent higher parent attendance, and invite them to offer suggestions for improving this domain.

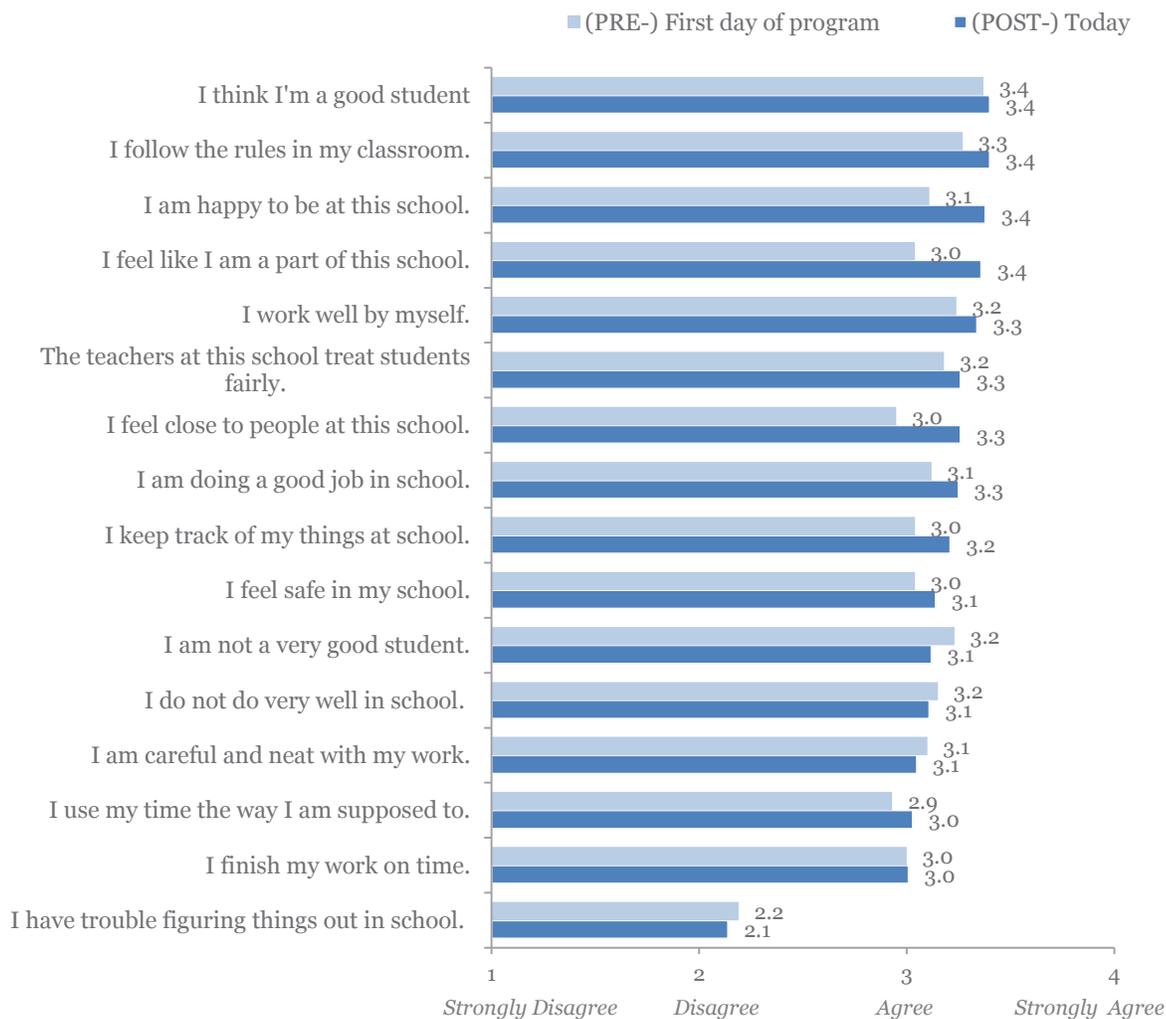
## Participant In-School Experiences

The following figures detail participants' responses to surveys that were administered in the spring of 2017. 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 Figure 3.

### Key Findings

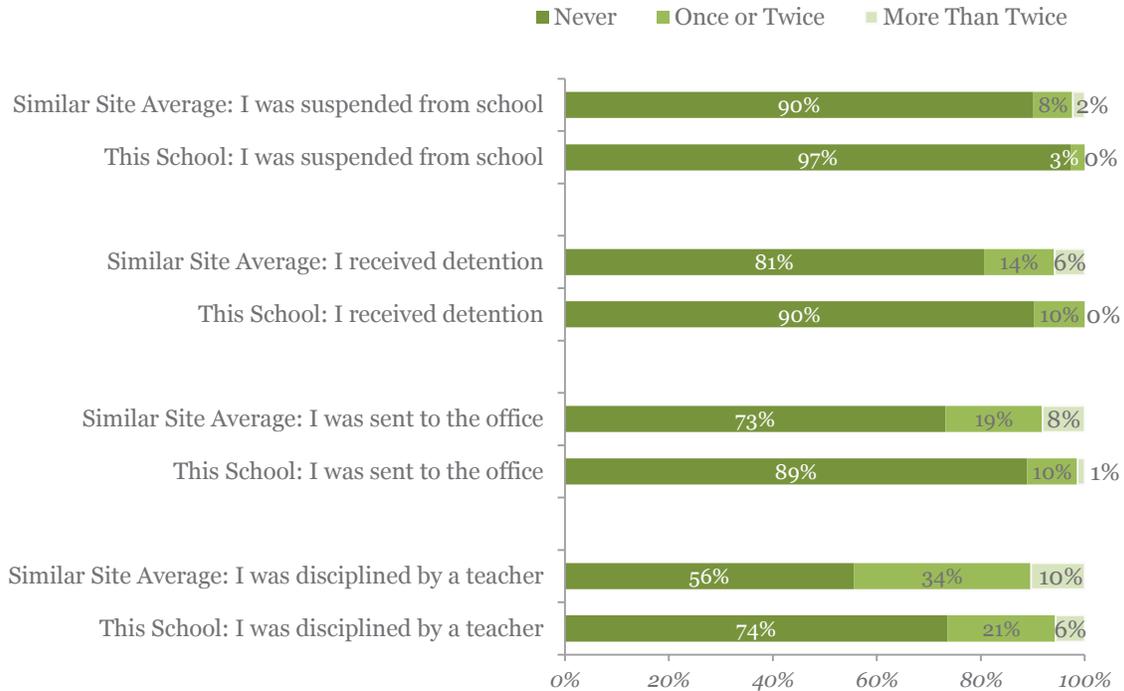
- Participants reported positive change in their attitudes about school following program participation. In particular, participants reported feeling much closer to people and happy to be at school by the end of the year.
- They also felt more confident about their academic work habits.

Figure 3: Summary of Students' Feelings Regarding Their School



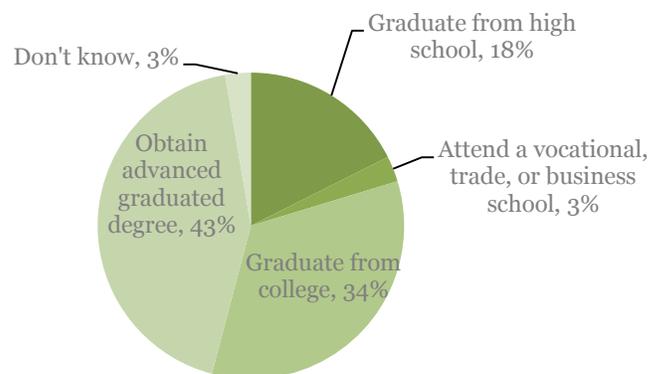
Students were also asked how often they have received a variety of disciplinary actions in the past month. As seen in Figure 4, students reported lower rates of being disciplined compared to those at similar programs.

Figure 4: Student Report of Disciplinary Actions



Students were also asked how far they would like to go in school. As seen in Figure 5, the majority (77%) indicated plans to graduate from college or obtain an advanced degree. Nearly one-fifth intended to end their academic careers after high school.

Figure 5: Students' Long-Term Educational Plans

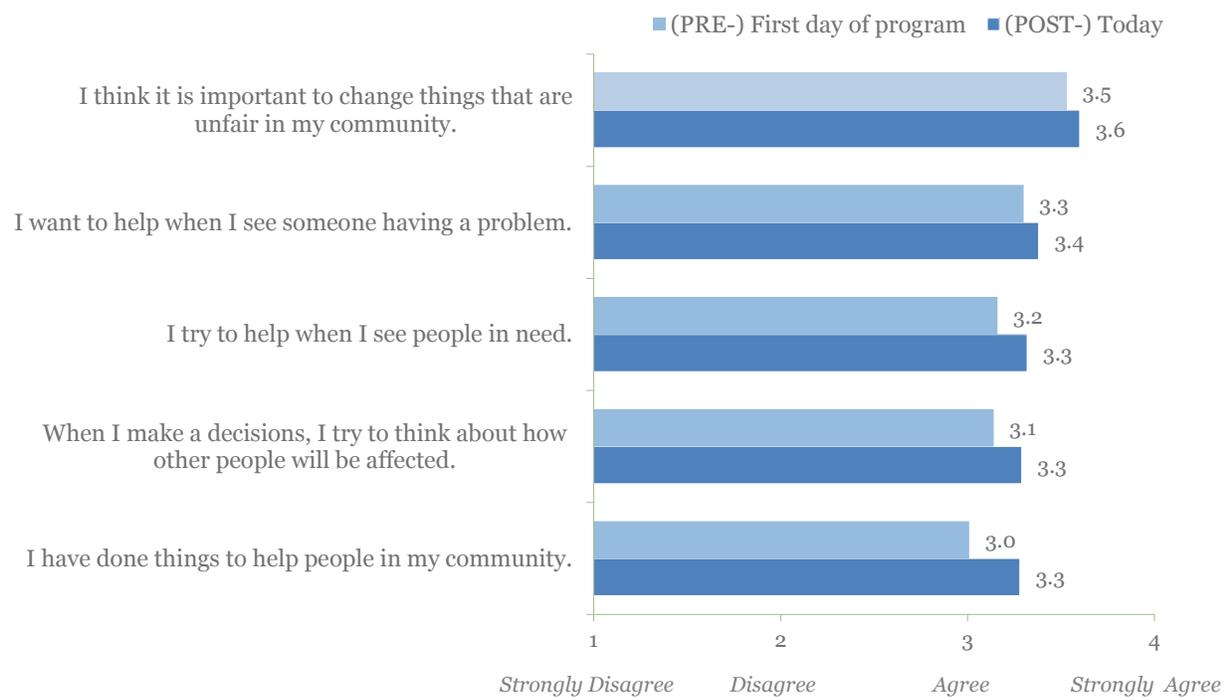


Students also reported on their general attitudes and behaviors, particularly about their community, both before attending the after-school program and afterwards. Responses are detailed in Figure 6.

### Key Findings

- Youth reported positive change in their attitudes about their community over the course of the year. The biggest change was in their reported efforts to help people in the community.

Figure 6: Summary of Students' General Attitudes About Their Community



### Discussion

Build on positive attitude change about school and community by offering additional opportunities to participate in community and school improvement projects. Since student interest is so high, it may be beneficial to invite them to develop projects themselves, building in youth choice and leadership components to further strengthen their agency and ties to the program.

## 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.

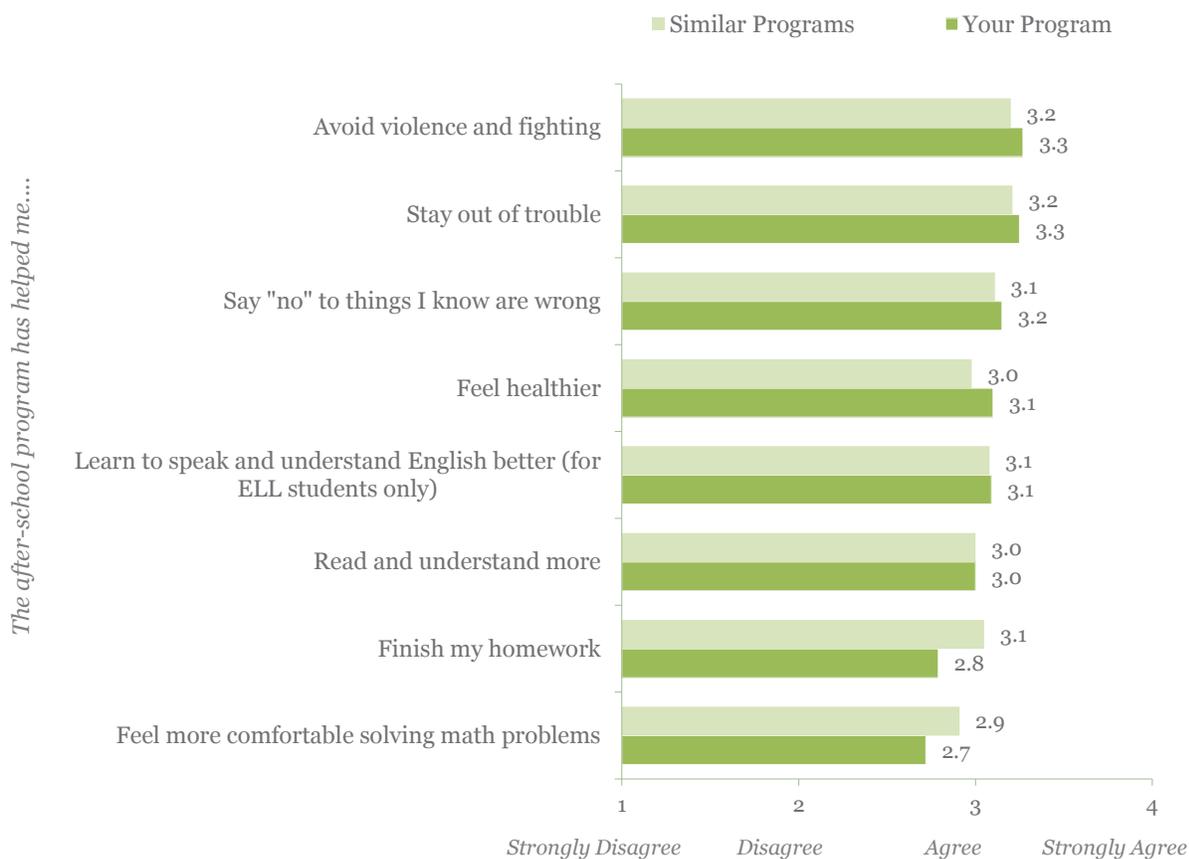
### Program Benefits

Figure 7 indicates the proportion of participants surveyed who agreed that participating in after school resulted in certain academic benefits.

#### Key Findings

- Students were slightly more likely to credit the program for positive benefits than those at similar programs, an improvement from last year.

Figure 7: Participants' Self-Reported Benefits from Program



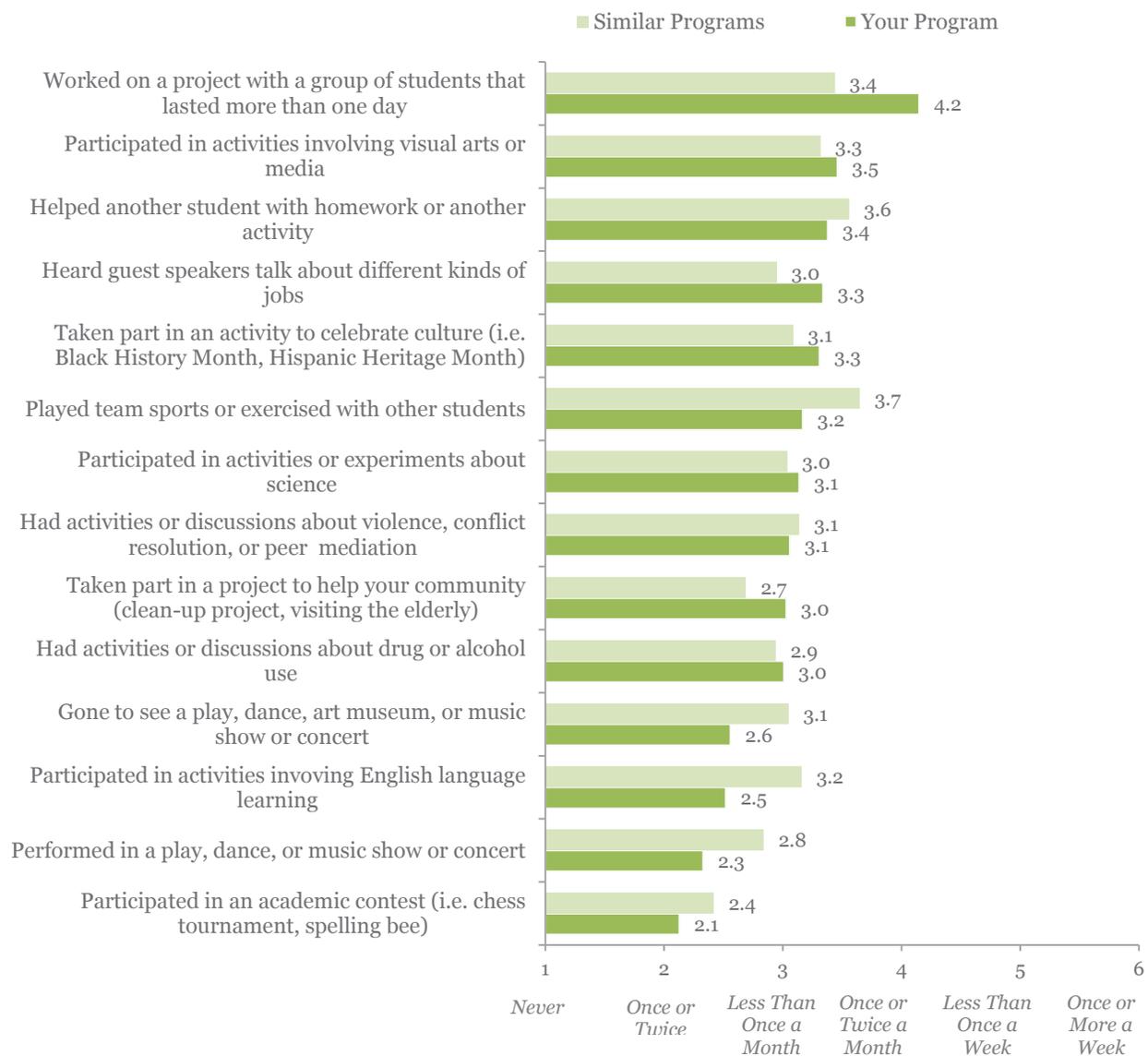
## Participant Activities in After School

The purpose of this section is to provide data on specific experiences of students during their after-school program. Figure 8 indicates the average frequency with which youth said they participated in specific activities at least once during the previous month.

### Key Findings

- Youth reported working on group projects as by far their most frequent activity.
- Youth reported academic contests and arts performances as least frequent.

Figure 8: Summary of Participant Activities in After School



## 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. Figure 9 details participants' ratings of how close they felt to their peers in the after-school program.

### Key Findings

- Youth expressed a fairly strong sense of belongingness in the program.
- There was a big increase in trust between peers compared to last year.

Figure 9: Summary of Participants' Sense of Belongingness

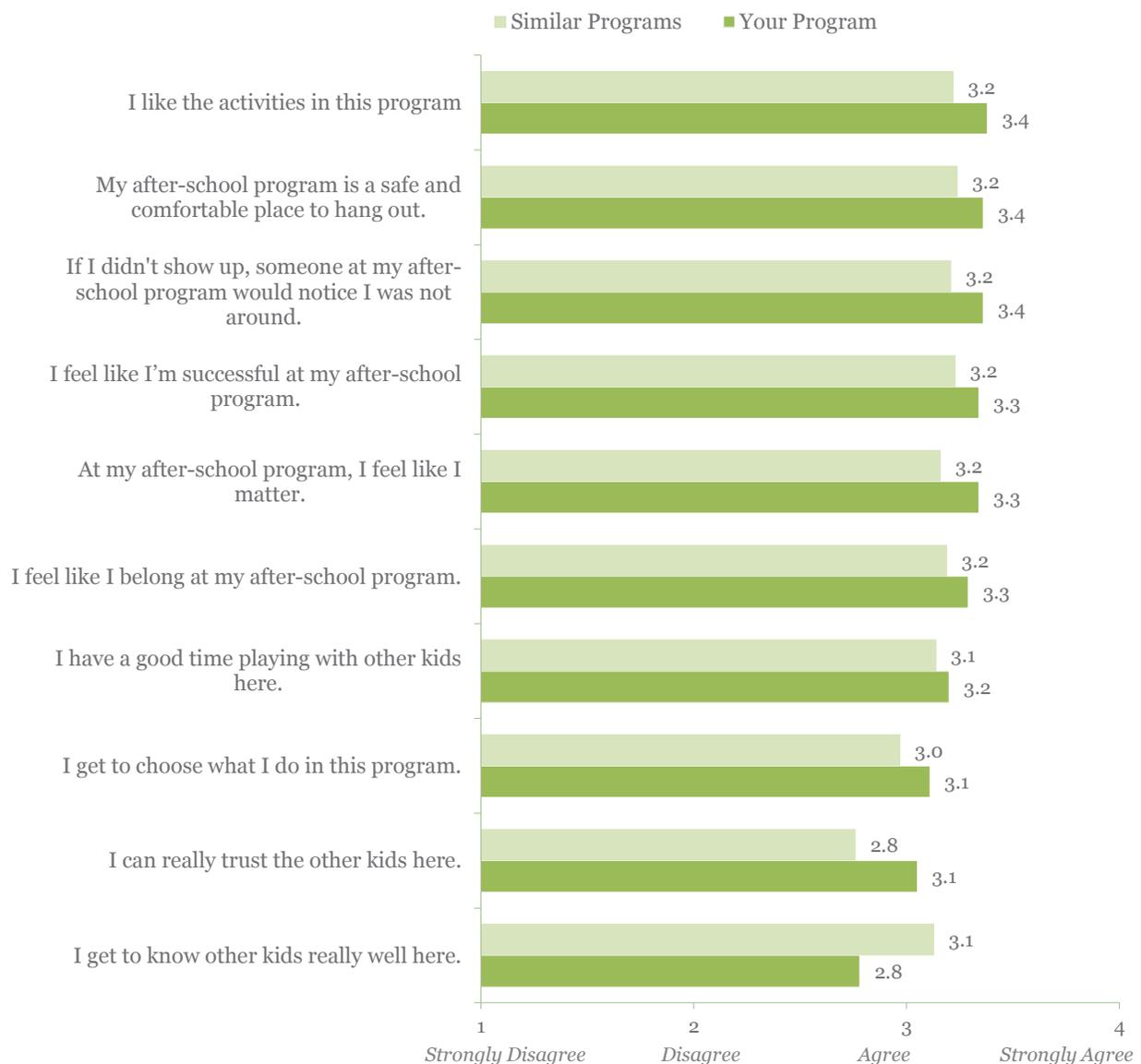
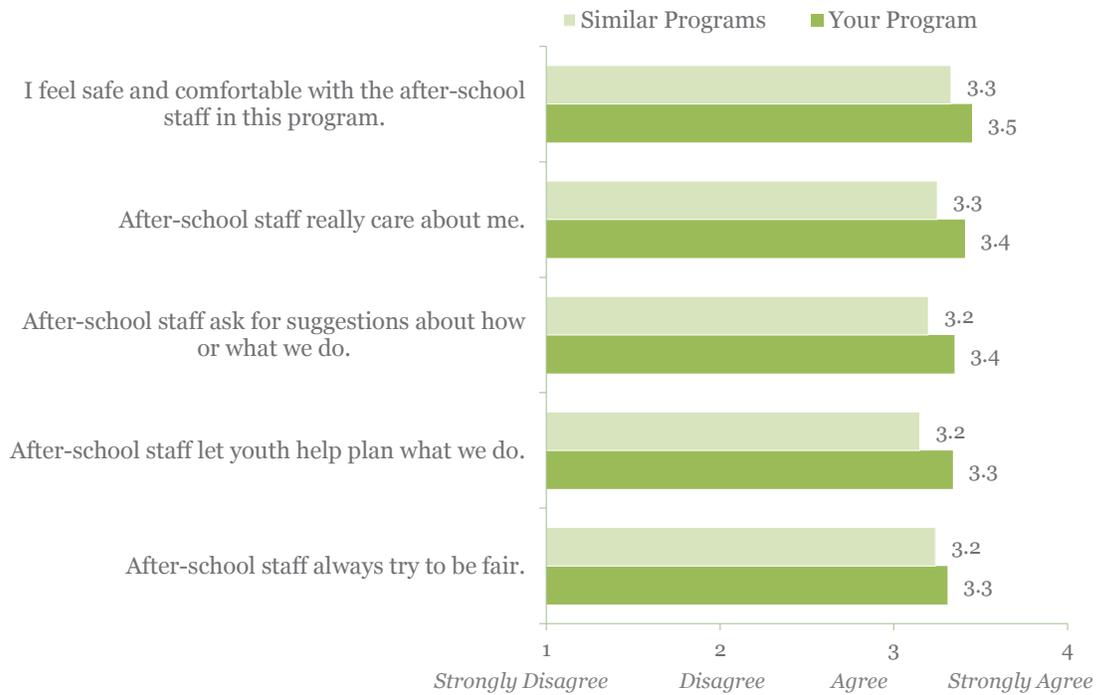


Figure 10 details how participants described their relationships with the after-school staff at their program.

### Key Findings

- Like last year, participants 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 10: Summary of Relationship Between Youth and After-School Staff



### Discussion

Student-staff relationships continued to be positive, and there was a significant improvement in the level of trust between youth. Have a debrief with staff to discuss any new strategies employed to help strengthen peer bonds in the last year, and how they can be continued and built upon in the next year.

## 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

ExpandedED Schools staff used the OST Observation Instrument to observe and rate the following activities at your program in the fall and spring:

Date	Activity
10/27/2016	Art (Peace Model)
	Dance (Legacy)
05/17/2017	Photography
	Art
	Student Council

In this report, a detailed breakdown of the indicator scores is provided. Figure 11 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.

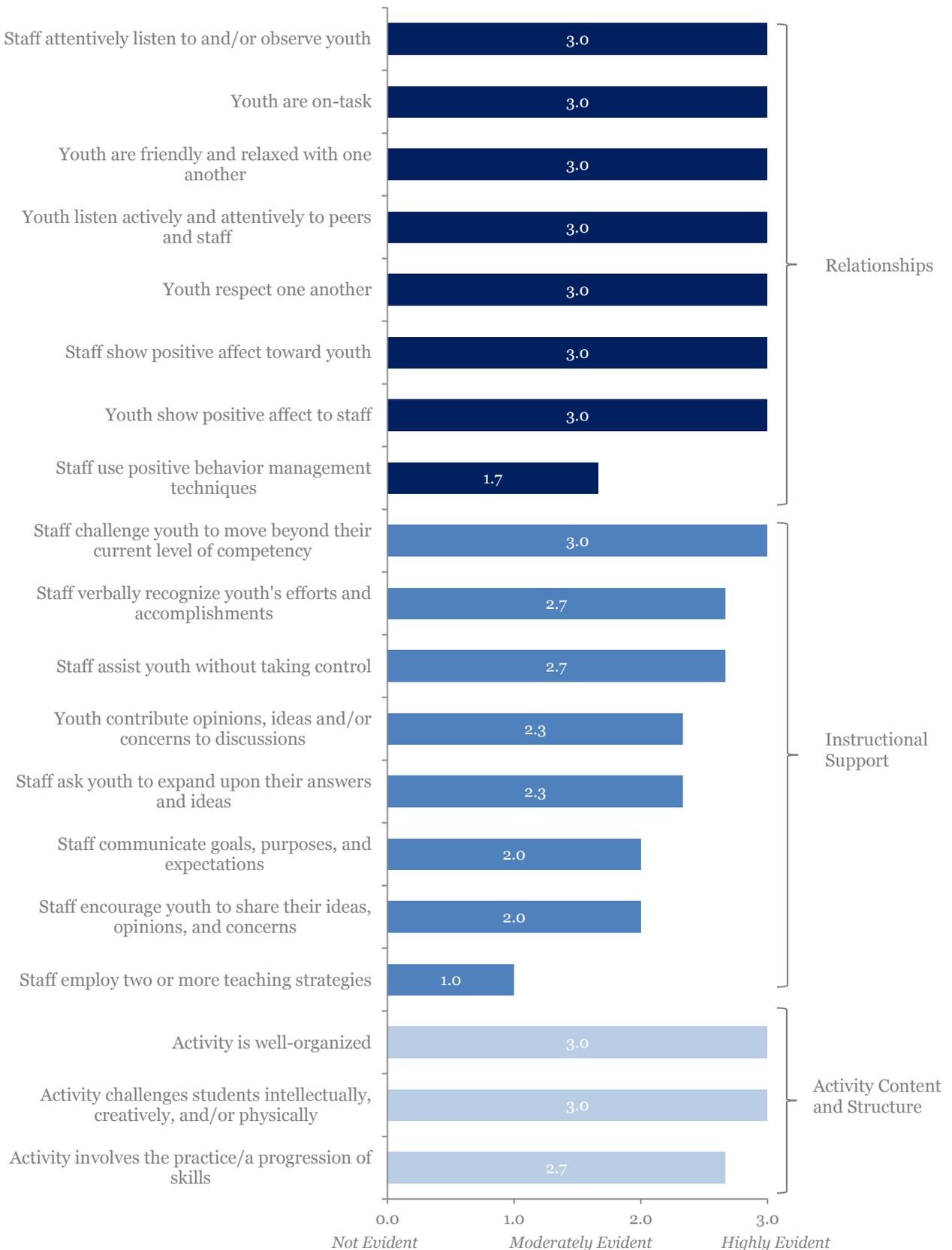
- In both observations, youth-to-youth and staff-to-youth relationships were strong and positive.
- Each activity had a strong thread of youth voice, with youth collaborating and working together.
- The structure of each activity was well organized and it was evident that staff followed clear lesson plans.

### 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):

- Provide additional leadership opportunities to imbue youth with meaningful responsibility.
- Consider employing varying teaching styles to reach different learners.

**Figure 11: Detailed Indicator Scores**



## 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 Network for Youth Success** [networkforyouthsuccess.org](http://networkforyouthsuccess.org)

NYS 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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