

partners for meaningful change

May 2020

Community Change, Inc.

# 21<sup>st</sup> Century Community Learning Centers Program at Stevenson Campus

Year 3 Interim Evaluation Report

SUBMITTED TO:  
Kenyatta Fundurburk  
Executive Director  
Community Change, Inc.



55 Broad Street  
25th Floor  
New York, New York 10004  
212-425-8833  
[www.metisassociates.com](http://www.metisassociates.com)

metis associates

---

May 2020

# Community Change, Inc. 21<sup>st</sup> Century Community Learning Centers Program at Stevenson Campus

## Interim Evaluation Report

SUBMITTED TO:

Kenyatta Fundurburk

Executive Director

Community Change, Inc.

AUTHORED BY:

Dawn Boyer

Nirajana Tripathy



55 Broad Street, 25th Floor  
New York, New York 10004  
212-425-8833

[www.metisassociates.com](http://www.metisassociates.com)

**metis associates**

# Table of Contents

---

Introduction.....	1
Overview of Program Operations .....	3
Quality of Program Implementation .....	8
Preliminary Outcomes .....	9
Conclusion and Recommendations.....	11
Appendix A: Program Logic Model.....	13
Appendix B: Program Schedules and Activity Descriptions .....	14

# Introduction

---

## PROGRAM OVERVIEW

In 2017, Community Change Inc. (CCI) received a five-year 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant from the New York State Department of Education. The purpose of the CCLC grant to implement afterschool programming for 300 students in grades 6-12 at the Stevenson Educational Campus in the Bronx. The campus houses several small schools, including Antonia Pantoja Preparatory Academy (08X376), Bronx Bridges HS (08X432), Bronx Community HS (08X377), Bronx Compass HS (08X561), Gotham Collaborative HS (08X452), and Millennium Art Academy (08X312). Students attending the schools on the Stevenson Campus travel from various communities in the Bronx, many of which are characterized by high poverty and crime rates, low levels of educational attainment, and high rates of teen pregnancy and other risk factors.

The mission of the CCI' 21<sup>st</sup> CCLC program is to develop youth into young professionals dedicated to making their community a better place to live. The program has the following five implementation objectives and two outcome objectives:

### *Implementation Objectives:*

- 100% of CCI's 21st CCLCs will offer an average of 15 hours a week of services during the afterschool hours.
- Students in the afterschool program will participate in activities that advance their learning in literacy, numeracy, science, and technology.
- Students will participate in at least one afterschool activity of their choice that are based on their interests and that reinforces their day school lessons.
- Students will participate in activities that advance their learning about community issues and careers through the engagement of community partners.
- 100% of CCI's 21st CCLCs will provide weekly family literacy activities, quarterly advisory meetings and quarterly special events that welcome the public.

### *Outcome Objectives:*

- Program participants will demonstrate improvement in ELA and Math as shown by test scores, grades and or teacher reports.
- Participants will demonstrate improvement in their social interactions as shown by student and teacher surveys.

This interim report details the progress made by the Stevenson Campus 21<sup>st</sup> CCLC initiative toward meeting its objectives for the 2019–20 school year (Year 3 of 5). This includes an assessment of the extent to which program inputs and activities are being applied with fidelity, and is on track to meet its intended outcomes. The outcome objectives are meant to be assessed on an annual basis and will be reported on in the final evaluation report (August 2020).

## EVALUATION ACTIVITIES

In 2019, CCI contracted with Metis Associates, an independent research and evaluation consulting firm, to serve as the local evaluator for the 21<sup>st</sup> CCLC project. The evaluation uses a mixed-methods approach that leverages both qualitative and quantitative data to examine the extent to which the project is meeting its goals and objectives. These data sources are described in greater detail below.

***Logic Model.*** Metis developed a logic model for the initiative that depicts the program's theory of change, including program inputs, activities, and outcomes (see Appendix A).

***Program Documentation.*** Metis worked with project staff to obtain relevant project documentation and materials to provide contextual information about the design and implementation of the 21<sup>st</sup> CCLC program. Much of the program documentation was accessed through Youthservices.net, a web-based data collection system developed and maintained by Cityspan for NYCDOE afterschool programs. Documentation collected and reviewed included program schedules and attendance records, agendas and attendance sheets for professional development activities and parent activities, and other documents related to the project's implementation plan.

***Site Observations.*** Metis visited each of the 21<sup>st</sup> CCLC sites in December of 2019 to observe program activities. Data collected during the visits helped the Metis team gain a deeper understanding of the variations in program implementation and teacher practices across sites, as well as greater insights into the successes and challenges of program implementation. Additional observations will be conducted in the spring of 2020, and these findings will be included in the August 2020 summative report.

***Survey Data.*** A Staff Survey was administered in February 2019 to all 21<sup>st</sup> CCLC program staff. The purpose of the survey was to gather information about staff members' experiences working in the program and their perceptions regarding how the program is impacting students. A total of 17 surveys were collected, for a response rate of 61%. In the spring of 2020, the program will administer surveys to program participants. Findings from the student surveys will be included in the August 2020 summative report.

# Overview of Program Operations

This section presents findings related to the implementation of the 21<sup>st</sup> CCLC program from the beginning of the school year (September 2019) through the end of February 2020. The section covers program activities, staffing and professional development, and program enrollment.

## STUDENT ACTIVITIES

CCI uses its CareerVisions, Community Change, Legacy and Peace Models as the key design elements of its 21<sup>st</sup> CCLC programs at Stevenson Campus:

- **CareerVisions** is the approach to career explorations based on students' hobbies;
- **Community Change** gets students to analyze and address their local concerns;
- **Legacy** is the process for engaging students in exploring their own and other cultures; and
- **Peace** enables students to learn how to build relationships.

These are unique models that include interest- and project-based learning approaches to career explorations, service learning, cultural awareness, and restorative practice. These four key design elements link all CCI 21<sup>st</sup> CCLC activities together to form a cohesive program with interrelated activities and content designed to complement one another. These activities converge in the form of special events that enable students to showcase the things they learned in the program collectively. A list of program activities by model is provided in Table 1. Activity descriptions and schedules are listed in Appendix B.

**Table 1: Student Activities by Program Model**

CareerVisions	Community Change	Legacy	Peace
<ul style="list-style-type: none"> <li>• Arts &amp; Crafts</li> <li>• Culinary Arts</li> <li>• Dance</li> <li>• Design Discovery</li> <li>• Drama Club</li> <li>• Journalism</li> <li>• Math Exploration</li> <li>• Music</li> <li>• Newspaper</li> <li>• Science Explorations</li> <li>• Yearbook Publishing</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Club</li> <li>• Mentors Club</li> <li>• National Honor Society</li> <li>• Playwriting</li> <li>• Student Council</li> </ul>	<ul style="list-style-type: none"> <li>• Art Club</li> <li>• Art Literacy Club</li> <li>• Badminton Club</li> <li>• Dance</li> <li>• Dance/STEP</li> <li>• Hispanic Club</li> <li>• JV Volleyball</li> <li>• JV Girls Softball</li> <li>• LGBTQ+</li> <li>• Multicultural Club</li> <li>• Music Club</li> </ul>	<ul style="list-style-type: none"> <li>• Civil Engineering Club</li> <li>• PM English Language Arts</li> <li>• Yoga for Health &amp; Well Being</li> </ul>

Program activities are hosted at four of the six schools on the campus: Bronx Bridges HS (12 clubs), Bronx Compass HS (eight clubs), Gotham Collaborative HS (one club), and Millenium Arts Academy (10 clubs). Though Antonia Pantoja Preparatory Academy and Bronx Community HS do not host their

clubs, students from across the campus may participate in any club activity, regardless of the school they attend.

## FAMILY EVENTS/CULMINATING ACTIVITIES

To date, the program has hosted several events designed to involve families in program activities. For example, Food Network hosted a series of professional culinary art events open to students and parents of the Culinary Arts Club. A Campus Library Game Day was held on a Saturday in October for parents, students, and family members to engage in community-building activities. These included table games, video games, and a New York Public Library card sign-up. Other events included cultural celebrations, potlucks, and student showcases/presentations of work (Table 2).

**Table 2. 21st CCLC Family Events**

School	Date(s)	Activity
<b>Bronx Compass HS</b>	10/8, 11/12, & 12/10	Food Network Tasting Tuesdays
<b>Bronx Bridges HS</b>	10/10	Hispanic Heritage Month Fiesta
<b>Campus-wide</b>	10/19	Campus Library Game Day
<b>Campus-wide</b>	11/21 & 11/23	Faces of Us Potluck
<b>Millennium Arts Academy</b>	12/19	Drama Club Performance
<b>Millennium Arts Academy</b>	2/6	LGBTQ+ Guest Speaker
<b>Bronx Bridges HS</b>	2/13	Black History Month Celebration
<b>Bronx Compass HS</b>	2/14	Winter Showcase
<b>Bronx Bridges HS</b>	2/27	Midyear Showcase

## PROGRAM STAFFING AND PROFESSIONAL DEVELOPMENT

Mr. James O’Toole serves as Program Director of the 21<sup>st</sup> CCLC program at Stevenson Campus. Mr. O’Toole reports directly to CCI’s Executive Director, Kenyatta Funderburk, and ensures that all sites are compliant with grant requirements. An administrative assistant supports Mr. O’Toole.

Mr. O’Toole also acts as the Site Coordinator, and is responsible for the day-to-day management of the program at each of the school sites. He provides oversight to four Educational Liaisons, who facilitate the alignment of afterschool programming with day school curricula. The program is staffed by 28 certified NYCDOE teachers to support the delivery of academic and enrichment programming. All teachers were recommended to the program by the building principals. Finally, the program hired the school librarian to extend the library’s hours and to coordinate family literacy services.

To build strong systems of program delivery, Mr. O’Toole provided training to staff in the summer of 2019 and throughout the school year. Training covered the key program elements, as well as program logistics and safety procedures.

## PROGRAM ENROLLMENT

The 21<sup>st</sup> CCLC program at Stevenson serves students in grades 6 through 12. Each teacher is responsible for recruiting students to their club and for developing and implementing engaging lessons that will retain them. Overall, CCI successfully enrolled 539 students in the program this school year, exceeding the target enrollment of 300 students. As shown in Table 3, the majority of students served are in the upper grades (i.e., grades 11 and 12).

**Table 3: Program Enrollment by School and by Grade**

School	6 <sup>th</sup> -8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Total
<b>Antonia Pantoja Prep</b>	8	1	0	2	0	<b>11</b>
<b>Bronx Bridges HS</b>		21	32	44	44	<b>141</b>
<b>Bronx Community HS</b>		0	0	1	3	<b>4</b>
<b>Bronx Compass HS</b>		47	31	40	36	<b>154</b>
<b>Gotham Collaborative HS</b>		2	3	3	13	<b>21</b>
<b>Millennium Arts Academy</b>		40	55	58	55	<b>208</b>
<b>Total</b>	<b>8</b>	<b>111</b>	<b>121</b>	<b>148</b>	<b>151</b>	<b>539</b>

Consistent with federal guidelines, students are expected to attend the 21<sup>st</sup> CCLC program regularly (i.e., for 30 days or more). Student-level program attendance data were analyzed to determine the number of regular program attendees. As of February 2020, 10% of all student participants have attended programming for 30 days or more, and an additional 20% are approaching regular attendee status with attendance of 15-29 days (Figure 1). By school, Bronx Bridges HS has the highest attendance rate, with 28% of participants attending programming for 30 days or more.

Figure 1: Program Attendance by School

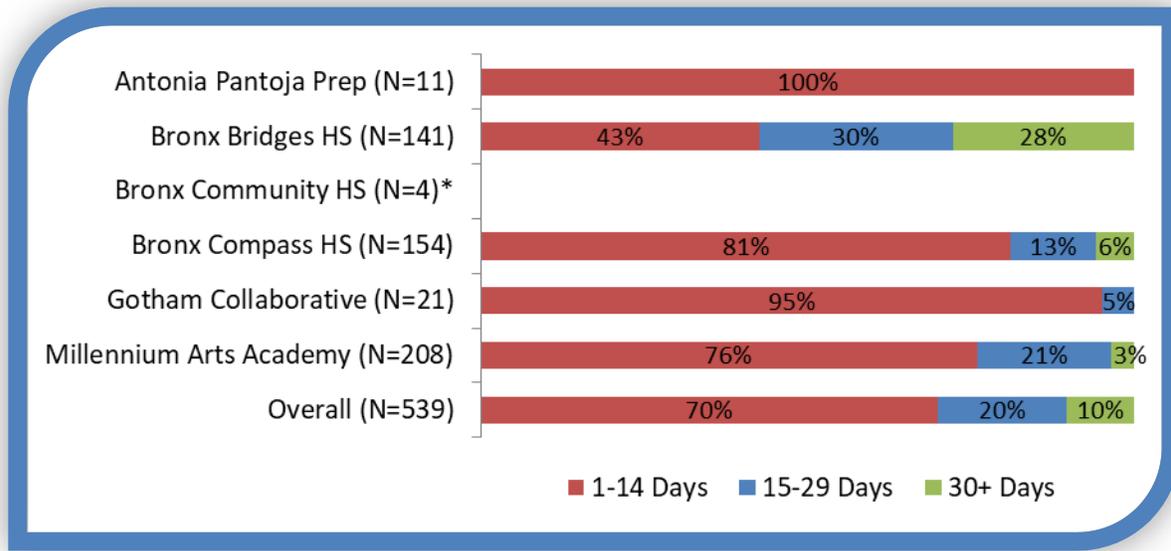
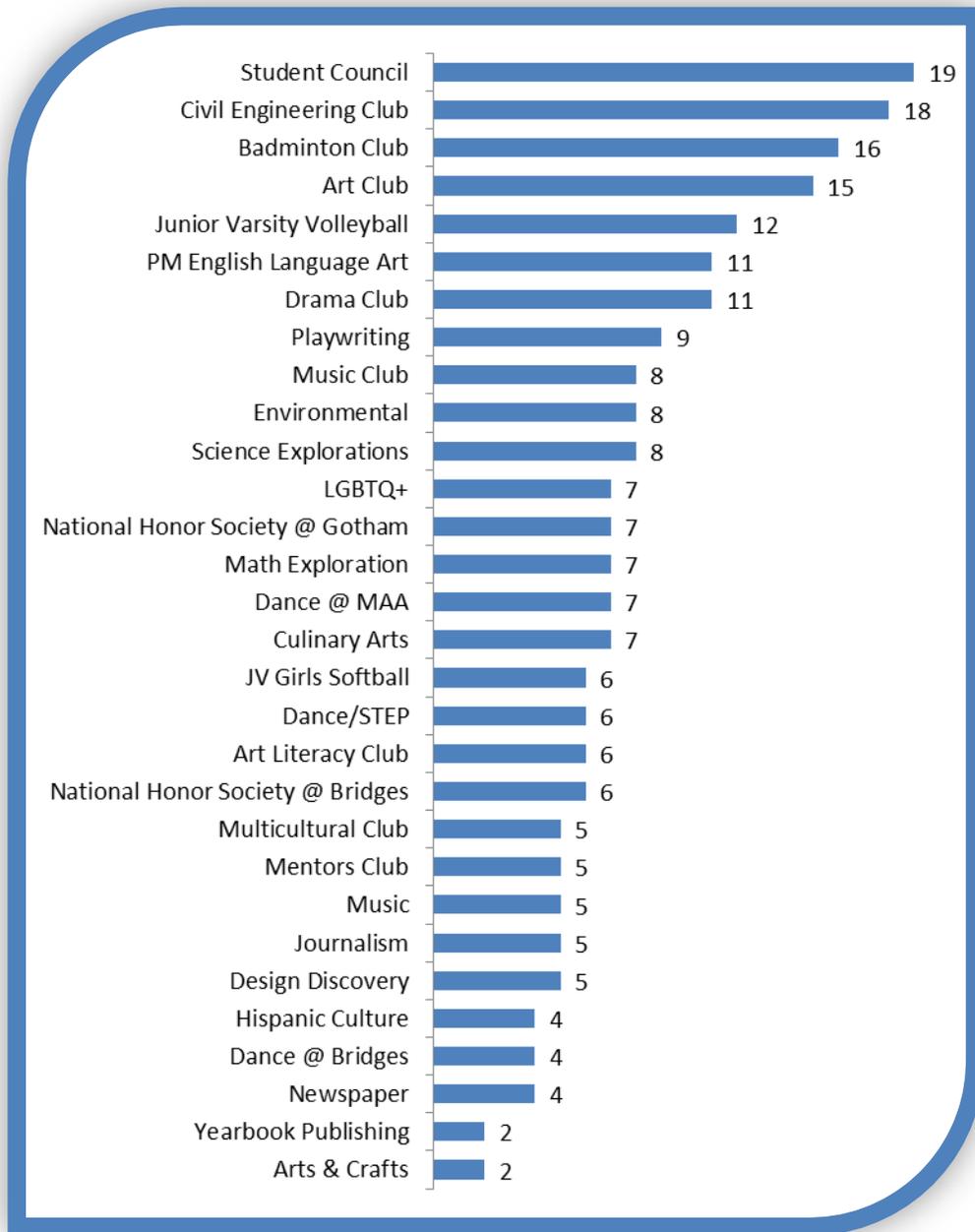


Figure 2 shows the average daily attendance rates for each program activity. Student Council (campus-wide), Civil Engineering Club (Bridges HS), Badminton Club (Bridges HS), and Art Club (Millennium Arts Academy) have the highest average daily attendance rates. Yearbook Publishing (Bridges HS) and Arts & Crafts (Bronx Compass HS) have the lowest average daily attendance rates.

Figure 2: Average Daily Attendance by Activity



# Quality of Program Implementation

This section presents findings related to the quality of program implementation, based on observations, staff interviews, and responses to the staff survey.

## PROFESSIONAL DEVELOPMENT

On the staff survey, respondents were asked to provide feedback on any training received through the afterschool program. Overall, nine of the 17 respondents (53%) indicated that they participated in training through the program.

Among these nine, all respondents (100%) reported that the professional development sessions they attended were relevant and useful for their position.

When asked which topics they found

most useful, most (N=5) cited lesson planning and understanding the different phases of the program activity models. Recommendations for additional training included promoting student program attendance, using restorative practices, promoting club participation, identifying resources within the community, and lesson planning.

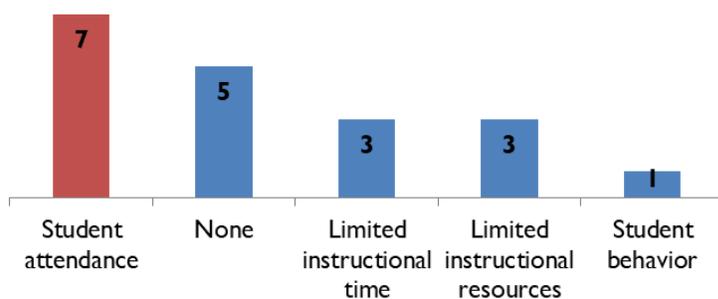
About half of surveyed staff members reported that they participated in professional development as part of the afterschool program this year.



## PROGRAM DELIVERY

Staff survey respondents were also asked to provide feedback on the quality of afterschool programming. All 17 respondents (100%) reported that **students are engaged during the afterschool program**. All but one respondent (N=16, 94%) indicated that **the program curriculum adequately aligned with the school day curriculum**.

Staff reported that **student attendance was the greatest barrier to instruction** in the program.



The most significant barrier to instruction, according to the staff members, is student attendance (N=7). Five staff members reported no obstacles. For example, one staff member explained, “Being the second year that I’ve run this club has made a big difference in the way that it runs--it’s far smoother. The students this year have benefitted from the structures that I’ve put in place for the club.”

Still, some staff believed that limited time (N=3) and resources (N=3) were challenges to program instruction. One staff member, for example, requested that additional funds be allocated to help teachers develop more engaging activities

for students to promote program participation. In addition, two staff members encouraged Community Change to streamline the paperwork and processes for submitting timesheets, attendance sheets, and lesson plans. “The paperwork is exhausting and far too time-consuming,” wrote one staff member.

When asked what comments they have received from students about the program, 10 out of 12 staff (83%) shared that **students are responding positively to the program offerings**. They particularly enjoy the field trips, the ability to delve into topics they enjoy, and having a safe space where they can express themselves. “They enjoy having a program where they can learn and have fun with other students,” commented one staff member.

---

*“Students say they like the program because they are learning many academic skills without pressure, and they are feeling more responsible for what they are doing in the program.”—21<sup>st</sup> CCLC Staff Member*

---

## Preliminary Outcomes

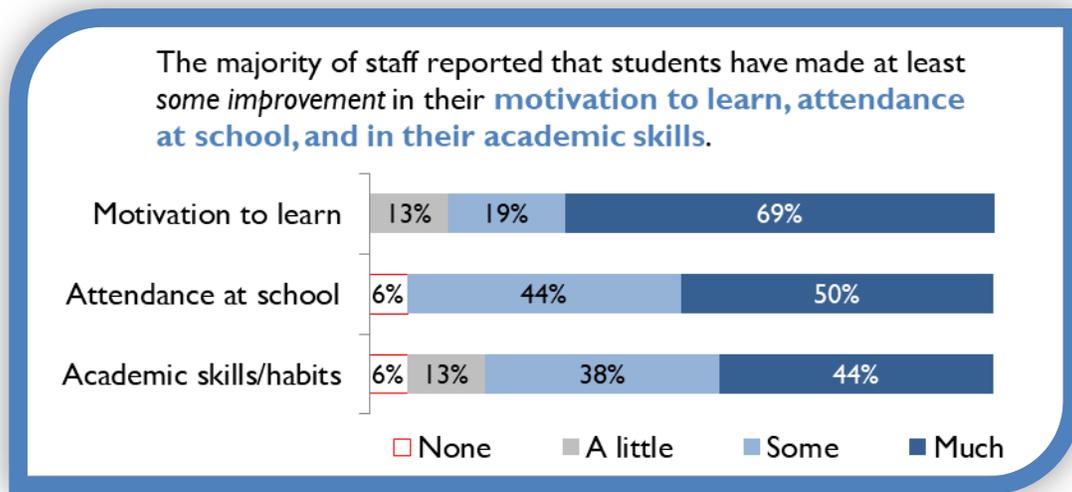
---

The program’s outcome objectives state that participants will demonstrate improvements in their academic performance and social interactions. This section presents preliminary findings on perceived program impact on student outcomes in these areas, based on responses to the staff survey.

### ACADEMIC PERFORMANCE

As shown in Figure 3, the majority of staff reported that students had made at least some improvement in their motivation to learn (88%), attendance at school (94%), and their academic skills (82%).

Figure 3. Staff Perceptions of Program Impact on Student Academic Engagement (N=17)

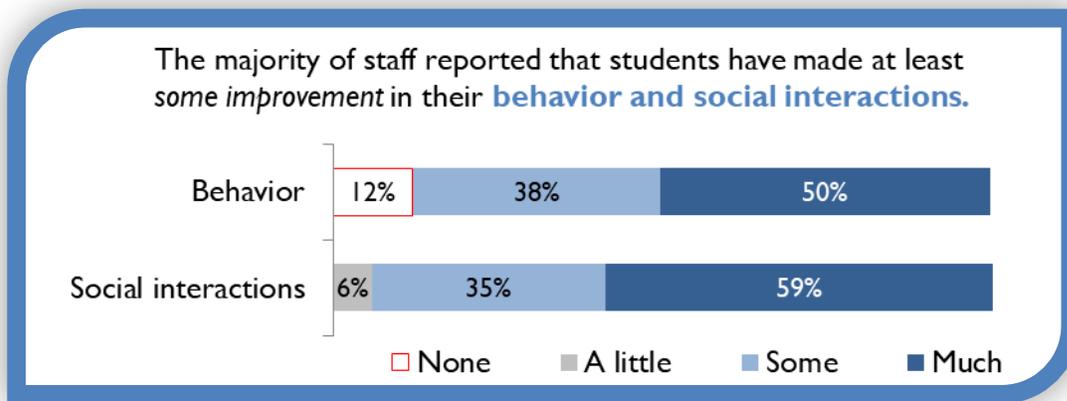


When asked to list the most positive changes observed in their students this year, staff mostly (N=9) mentioned changes in academic engagement. Five staff members also reported an increase in school attendance among their students because they participated in the program, and two staff members reported an increase in motivation to learn and engage with the program material. Two others reported improvement in students' academics, including improved writing skills among some of the students. As one staff member commented, "The students love the club and enjoy the things that they're learning and exploring. The writing has gotten stronger, and their general enthusiasm for [writing] is evident." "They understand the importance of PM school," another staff member wrote. "They attend and make an effort."

## SOCIAL INTERACTIONS

The majority of staff also reported that students had made at least some improvement in their behavior (88%) and social interactions (94%) (Figure 4). Some of the most positive changes observed by staff centered on students' ability to work more collaboratively with their peers. "The students have learned to work as a team. They have also learned to support one another," one staff member commented. "Students have become a true family in my clubs. It's beautiful to see," wrote another staff member. Other staff members noted that students had gained confidence and professionalism as a result of their participation.

Figure 4. Staff Perceptions of Program Impact on Student Interpersonal Relationships (N=17)



## Conclusion and Recommendations

The Community Change 21<sup>st</sup> CCLC program at Stevenson Campus is making significant implementation progress, adjusting programming as needed to better support staff, students, and families. Below we present a summary of evaluation findings regarding successes and challenges of program implementation to date. Recommendations for program improvement are provided below.

### SUMMARY OF FINDINGS

#### Successes

- Program activities are hosted at four of the six schools on the campus, and all four models are represented in program activities, particularly CareerVisions and Legacy
- A number of family events have been offered
- More than 500 students have been recruited to the program this school year, far exceeding the target enrollment of 300 students
- The program is appropriately staffed, and relevant and useful training is offered throughout the year
- Students are responding positively to the program offerings and they are engaged during the afterschool program

- Students have begun to show at least some improvement in their behavior, social interactions, motivation to learn, attendance at school, and their academic skills

## Challenges

- Only about half of surveyed staff had participated in training through the program
- Only 10% of all student participants have attended programming for 30 days or more, with an additional 20% approaching regular attendee status
- The greatest barrier to instruction, according to the staff members, is student attendance

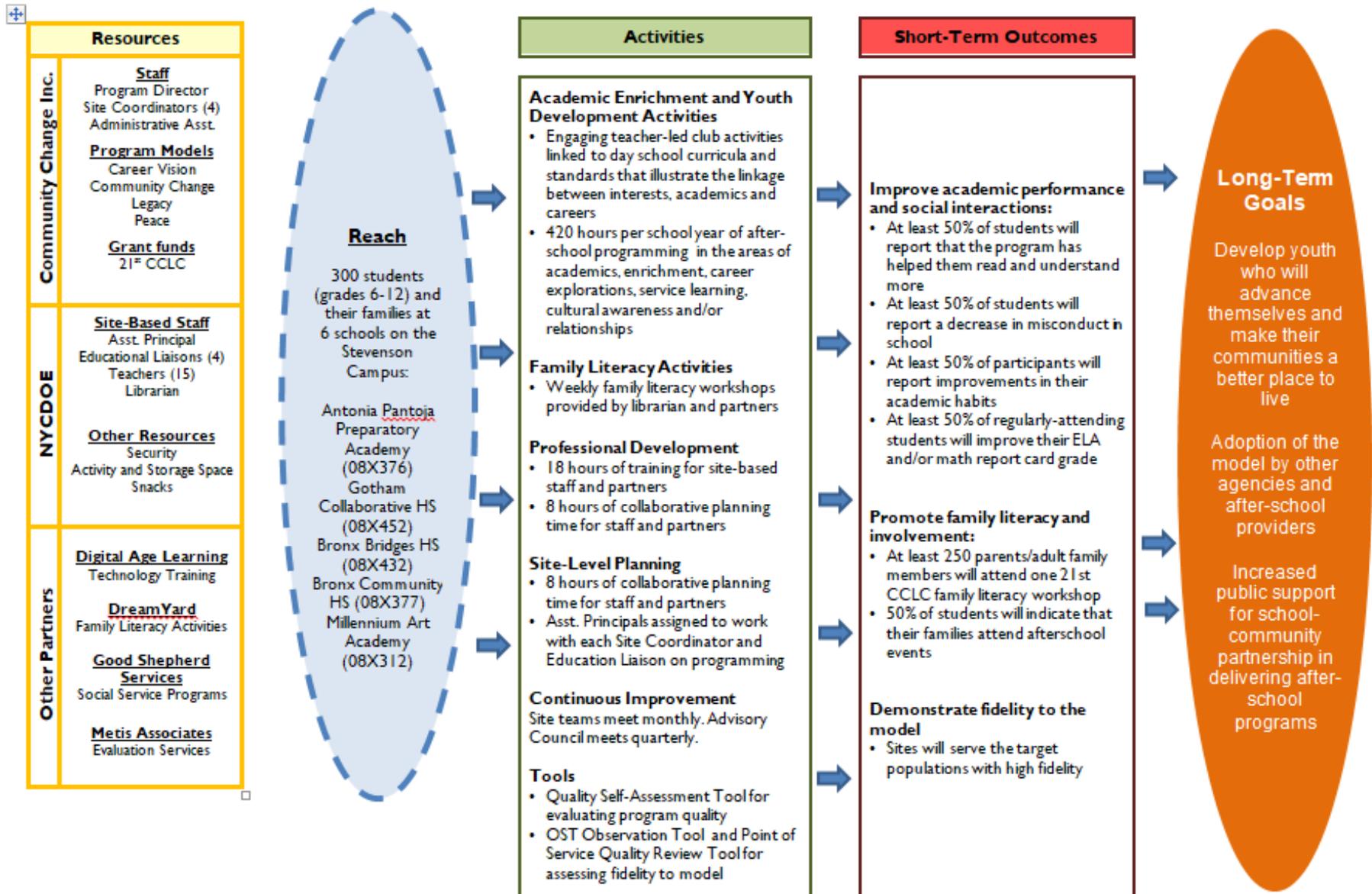
## RECOMMENDATIONS

- Continue efforts to ensure that all staff receive training, at minimum, on program elements and logistics
- Provide training/information to staff on best practices for promoting student attendance to club activities (consider having more seasoned/successful club leaders share strategies that have worked for them)

# Appendix A: Program Logic Model

Logic Model for the Community Change, Inc. After School Program @ Stevenson Educational Campus

Vision: Provide free and accessible college and career readiness services to develop youth into professionals who are dedicated to making their community a better place to live.



## Appendix B: Program Schedules and Activity Descriptions

### CareerVisions Schedule and Activity Descriptions

Activity	Schedule	Description
Arts & Crafts	T/TH	Students learn how to crochet, knit, Amigurumi, create special boxes, etc.
Culinary Arts	T/TH	Students learn about food history, healthy nutrition, cuisine preparation, and networking
Dance	W	Students are able to dive into their creative spaces via team building, creative thinking and leadership
Design Discovery	M-F	Campus-wide program that revolves around student interests (e.g., Minecraft, Roblox, coding, drawing, etc.)
Drama Club	T/TH	Students work in all aspects of theatre arts to produce four theatre productions throughout the school year
Journalism	W- F	Students examine the many different roles that encompass the world of journalism
Math Exploration	T-TH	Exploration of math and how we use it in our daily lives and in our careers.
Music	T-F	Students play music together, perform at events, and learn the roles and responsibilities of professional musicians
Newspaper	T/TH	Students experience a variety of journalism types and gain real-world experience
Science Explorations	T-TH	Students research the impact of humans on earth through the lens of earth science and living environment (biology)
Yearbook Publishing	M/T/TH	Students design a yearbook for the Bronx Bridges senior class

### Community Change Schedule and Activity Descriptions

Activity	Schedule	Description
Environmental Club	W/TH/S	Students develop a plan for recycling at Bronx Compass and encourage students to recycle
Mentors Club	W	Through activities and reflection, leaders will grow in ability and self-esteem in order to serve as peer mentors
National Honor Society @ Bridges	M-TH	Students will develop projects to give back to the Bronx Bridges HS community while fostering youth leadership
National Honor Society @ Gotham	TH	Students will develop projects to give back to the Gotham Collaborative HS community while fostering youth leadership
Playwriting	W	Students learn the format of playwriting and write skits that center around issues and themes from their daily lives
Student Council	W-F	Student leaders will continue to run a mentoring program that they began last year

### Legacy Schedule and Activity Descriptions

Activity	Schedule	Description
<b>Art Club</b>	T-F	Students engage in arts enrichment and explore a variety of art materials and techniques throughout the year
<b>Art Literacy Club</b>	M-F	Students learn about illustrators and create and illustrate children's books that combine drawing and literacy skills
<b>Badminton Club</b>	M-F	Students play badminton and learn badminton techniques
<b>Dance @ Bridges</b>	T/TH	Students of all level and abilities learn dance moves and routines
<b>Dance/STEP</b>	M-F	Students learn to express themselves through dance and learn how dance originated
<b>Hispanic Club</b>	M-TH	Students learn about Spanish language and culture
<b>Volleyball</b>	W/F	Students play volleyball and learn volleyball skills
<b>Girls Softball</b>	T/TH	Students play softball and learn softball skills
<b>LGBTQ+</b>	M-F	Students engage in meaningful discussion about LGBTQ issues and help make this school a safer place for LGBTQ youth
<b>Multicultural Club</b>	M-F	Students celebrate their cultures and learn about all cultures represented at school, as well as the NYC/American culture
<b>Music Club</b>	W	Students receive training in guitar, piano, drums, bass, and vocals.

### Peace Schedule and Activity Descriptions

Activity	Schedule	Description
<b>Civil Engineering Club</b>	M-TH	Students learn how to work in groups using the peace model in order to build an architectural model of a house.
<b>PM English Language Arts</b>	T	Students employ higher order thinking skills and improve oral communication through collaborative work and oral presentations
<b>Yoga for Health &amp; Well Being</b>	TH/S	Students acquire tools to navigate through stressful situations using mindfulness, yoga, meditation, breathing techniques, etc.