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August 2020

Community Change, Inc.

21st Century Community Learning Centers Program at Stevenson Campus

Year 3 Annual Evaluation Report

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

40 YEARS

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SUBMITTED TO:
Kenyatta Fundurburk
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AUTHORED BY:
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I. Project Information

Program Name	Community Change Inc. 21st CCLC Program at the Stevenson Educational Campus
Project Number	0187-20- 7031
Name of Lead Agency	Community Change Inc.
Name of Program Director	Kenyatta Funderburk
Name(s) of Participating Site(s) and grade level(s) served at each site	Antonia Pantoja Prep (Grades 6-12) Bronx Bridges HS (Grades 9-12) Bronx Community HS (Grades 9-12) Bronx Compass HS (Grades 9-12) Gotham Collaborative HS (Grades 9-12) Millennium Arts Academy (Grades 9-12)
Target Enrollment	Total (Program-wide): **300** Actual # at/above 30 hours **294**
Evaluator Name and Company	Dawn Boyer, Metis Associates
Evaluator Phone and Email	(212) 430-9170 (direct) dboyer@metisassoc.com

PROGRAM OVERVIEW

In June 2020, Community Change Inc. (CCI) completed the third year of its afterschool program at Stevenson Educational Campus in the Bronx. The program is supported through a five-year 21st Century Community Learning Centers (21st CCLC) grant from the New York State Education Department . It is designed to serve 300 students in grades 6-12 at the Stevenson Campus, whichhouses six 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).

The mission of the CCI 21st CCLC program is to develop youth into young professionals dedicated to making their community a better place to live. To that end, certified teachers from across the Stevenson Campus developed and hosted club activities for students aligned to CCI's Community Change Model, which includes the following four components:

- **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.

Students from across the campus could participate in any 21st CCLC club offering, regardless of the school they attended. The club activities culminated in special events that enabled students to showcase their learning. In addition, the program hosted several events designed to promote family literacy and involve families in program activities.

Mr. James O'Toole served as Program Director of the 21st CCLC program at Stevenson Campus. He was responsible for the day-to-day management of the program at each of the sites, and provided oversight to four Educational Liaisons, who facilitated the alignment of afterschool programming with day school curricula. The program was staffed by 28 NYCDOE teachers to support the delivery of academic and enrichment programming. Finally, the program hired the school librarian to extend the library's hours and to coordinate family literacy services.

In the 2019-2020 academic year, CCI successfully enrolled 598 students in the program, exceeding the target enrollment of 300 students. From September 2019 to March 2020, students were served in the school setting. From April to June 2020, program activities were delivered remotely due to coronavirus-related school closures.

This report details the progress made by the CCI 21st CCLC initiative toward meeting its objectives and performance indicators for the 2019–2020 school year (Year 3 of 5). The report is organized around the required elements of the NYS Annual Evaluation Report Template, including Project Information (provided above), Evaluation Plan and Results, Observation Findings, Logic Model, Conclusions and Recommendations, and Appendices.

II. Evaluation Plan & Results

Evaluation Activities

In 2019, CCI contracted with Metis Associates, an independent research and evaluation consulting firm, to serve as the local evaluator for the 21st 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 objectives and performance indicators. These data sources are described in greater detail below, including any limitations of the evaluation measures.

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 Section IV of the report).

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 21st CCLC program. Much of the program documentation was accessed through Cityspan, a web-based data collection system developed and maintained 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 21st CCLC sites in December of 2019 (in person) to assess fidelity of program implementation, and again in April of 2020 (remotely) to assess the quality of program activities. Data collected during the visits helped the Metis team gain a deeper understanding of program implementation and teacher practices, as well as greater insights into the successes and challenges of program implementation.

Survey Data. A locally-developed Staff Survey was administered electronically in February 2019 to all 21st CCLC program staff. A total of 17 surveys were collected, for a response rate of 61%. In May of 2020, a locally-developed Student Survey was administered electronically to all students with access to remote learning activities. A total of 126 surveys were collected, for a response rate of 21%. Full results from the two data collections are included in the Appendix.

Outcome Data. The program evaluation design includes the analysis of student transcript (e.g., report card) data. Due to challenges obtaining these data due to pandemic-related school closures, the evaluator will attempt to collect transcript data directly from the NYCDOE. These data will not be available before October 2020.

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

Program Objective 1.1: Students in the afterschool program will participate in activities that advance their learning in literacy, numeracy, science, and technology.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) Activity(ies) to support this program objective	(E) PI Measures	(F) Describe the analysis conducted	(G) Response Rate/ % With Data (if applicable):	(H) Was this PI Met?	(I) EXPLAIN:
100% of students will be offered an academic club for 30 days (90 hours) or more each year.	Students in grades 6-12	Y	Journalism Club PM English Language Art Civil Engineering Club Environmental Club Math Explorations Science Explorations	Program attendance data Program schedules Program observations	- Review of scheduled dates and attendance - Fall (in-person) and spring (remote) observations verified the existence of programs	Not Applicable	Yes	-- Journalism Club: 3 days/week for 3 hours -- PM English Language Art: 1 day/week for 3.75 hours -- Civil Engineering Club: 2 days/week for 2 hours -- Environmental Club: 1 day/week for 2.5 hours -- Math Explorations: 2 days/week for 3 hours -- Science Explorations: 2 days/week for 3 hours
Each year, 50% of students will agree that the program has helped them to read and understand more.	Students in grades 6-12	Y	All program activities have a literacy component	Student survey	% responding *Yes* to the survey item "Since attending this program, I am a better reader."	# targeted by PI: 150 students (50% of 300) # w data: 126	Yes	60% of surveyed students (N=126) responded *Yes* to the item "Since attending this program, I am a better reader." An additional 31% responded *Kind of,* and 9% responded *No.*

Comments: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, etc.

The Student Survey response rate was somewhat low, given that the survey was administered during the remote learning period (May 2020).

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: 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.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) Activity(ies) to support this program objective	(E) PI Measures	(F) Describe the analysis conducted.	(G) Response Rate/ % With Data	(H) Was this PI Met?	(I) EXPLAIN:
100% of students will be offered an enrichment club for 30 days (90 hours) or more each year.	Students in grades 6-12	Y	Various enrichment clubs offered in the arts (Dance, Playwriting, Drama, Music, Art), physical activities (volleyball, softball, badminton, yoga) and youth leadership (National Honor Society, Student Council)	Program attendance data Program schedules Program observations	- Review of scheduled dates and attendance - Fall (in-person) and spring (remote) observations verified the existence of programs	Not Applicable	Yes	Enrichment clubs met at various times but available 5 days/week for 3 hours after school and 45 minutes before school

Comments: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, 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: Students will participate in activities that advance their learning about community issues and careers through the engagement of community partners.

(A) **Performance Indicator(s) (PI)** of success	(B) **Target Population(s)**	(C) **PI Meets SMART Criteria? (Y/N)**	(D) **Activity(ies) to support this program objective**	(E) **PI Measures**	(F) **Describe the analysis conducted.**	(G) **Response Rate/ % With Data**	(H) **Was this PI Met?**	(I) **EXPLAIN:**
100% of students will be offered career explorations, service learning, cultural awareness, or relationship club for 30 days (90 hours) or more each year.	Students in grades 6-12	Y	Various clubs offered in college and career readiness (Design Discovery Club, Yearbook), community/service learning (Multicultural Club, Hispanic Culture, LGBTQ+) and entrepreneurship (Newspaper, Arts & Crafts, Culinary Arts)	Program attendance data Program schedules Program observations	- Review of scheduled dates and attendance - Fall (in-person) and spring (remote) observations verified the existence of programs	Not Applicable	Yes	Community-focused clubs met at various times but available 5 days/week for 3 hours after school and 45 minutes before school.

Comments: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, etc.

[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.***

Sub-Objective 1.4: Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children.[2]

Program Objective 1.4: 100% of CCI's 21st CCLCs will provide weekly family literacy activities, quarterly advisory meetings, and quarterly special events that welcome the public.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) Activity(ies) to support this program objective	(E) PI Measures	(F) Describe the analysis conducted.	(G) Response Rate/ % With Data	(H) Was this PI Met?	(I) EXPLAIN:
At least 250 parents/adult family members will attend one 21st CCLC family literacy workshop.	Parents/adult family members of participating students	Y	Family Literacy Workshops	Program attendance data Program schedules Program observations	- Review of scheduled dates and attendance - Fall (in-person) and spring (remote) observations verified the existence of programs	# targeted by PI: 250 # w data: 598	No	A total of 140 parents/adult family members participated in one or more Campus Library Game Days, which were held on five Saturdays (between October and March). Parents, students, and family members engaged in community-building activities, including a New York Public Library card sign-up.
50% of students will indicate that their families attend afterschool events.	Parents/adult family members of participating students	Y	Food Network Tasting Tuesdays (13) Hispanic Heritage Month Fiesta (29) Drama Club Performance (20) LGBTQ+ Guest Speaker (8) Black History Month Celebration (38) Winter Showcase (152) Midyear Showcase (68)	Program attendance data	- Review of scheduled dates and attendance	# targeted by PI: 150 (50% of 300) # w data: 598	Yes	A total of 328 parents/adult family members participated in one or more of the afterschool events.

<u>Comments</u>: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, etc.

The student survey did not include an item regarding family member participation in afterschool events. Instead, program attendance data were reviewed.

[2] ***Note that this table might serve as a supplemental source of evidence documenting "Adult Learning Opportunities" helping to support grantees' compliance with SMV Indicator G-8(d).***

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): 100% of CCI's 21st CCLCs will offer an average of 15 hours a week of services during the afterschool hours.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) Activity(ies) to support this program objective	(E) PI Measures	(F) Describe the analysis conducted.	(G) Response Rate/ % With Data	(H) Was this PI Met?	(I) EXPLAIN:
Each year, 300 students at each 21st CCLC will receive at least 15 hours of services per week.	Students in grades 6-12	Y	All program activities support this objective	Program attendance data Program schedules Program observations	- Review of scheduled dates, days and hours - Fall (in-person) and spring (remote) observations verified the existence of programs	# targeted by PI: 300 # w data: 598	Yes	The 21st CCLC program at the Stevenson Educational Campus operated at least 5 days/week for 3 hours after school and 45 minutes before school between September 2019 and March 2020. Program activities continued remotely between April and June of 2020.

Comments: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, 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): Program participants will demonstrate improvement in ELA and Math as demonstrated by test scores, grades and or teacher reports.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) Activity(ies) to support this program objective	(E) PI Measures	(F) Describe the analysis conducted.	(G) Response Rate/ % With Data	(H) Was this PI Met?	(I) EXPLAIN:
Of the regularly attending participants, at least 50% will improve their Math and/or ELA report card grades from fall to spring.	Students in grades 6-12 attending programming for 30 days or more	Y	All program activities support this objective	Student Survey	% responding *Yes* to the survey item "Since attending this program, I get better grades in school."	# targeted by PI: 150 (50% of 300) # w data: N/A	Data Pending	See comment below

Comments: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, etc.

This PI is intended to be assessed through student assessment data and report card grades. However, spring 2020 student assessment data will not be available this year because students were not tested due to COVID-19 school closures. Report card data will be requested from the NYCDOE, but will not be available to the evaluator until October 2020 at the earliest.

72% of surveyed students (N=126) responded *Yes* to the item "Since attending this program, I get better grades in school." An additional 24% responded *Kind of,* and 4% responded *No*.

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): Participants will demonstrate improvement in their social interactions as demonstrated by student and teacher surveys.

(A) Performance Indicator(s) (PI) of success	(B) Target Population(s)	(C) PI Meets SMART Criteria? (Y/N)	(D) Activity(ies) to support this program objective	(E) PI Measures	(F) Describe the analysis conducted.	(G) Response Rate/ % With Data	(H) Was this PI Met?	(I) EXPLAIN:
Each year, 50% of students will report a decrease in misconduct in school.	Students in grades 6-12	Y	All program activities support this objective	Student survey	% responding *Yes* to the survey item "Since attending this program, I am better able to stay out of trouble."	# targeted by PI: 150 (50% of 300) # w data: 126	Yes	80% of surveyed students (N=126) responded *Yes* to the item "Since attending this program, I am better able to stay out of trouble." An additional 13% responded *Kind of*, and 6% responded *No*.
Each year, 50% of participants will report improvements in their academic habits.	Students in grades 6-12	Y	All program activities support this objective	Student survey	% responding *Yes* to the survey item "Since attending this program, I participate more in-class activities."	# targeted by PI: 150 (50% of 300) # w data: 126	Yes	70% of surveyed students (N=126) responded *Yes* to the item "Since attending this program, I participate more in-class activities." An additional 23% responded *Kind of*, and 6% responded *No*.

Comments: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, etc.

III. Observation Results

This section presents data and findings from each of the two required annual evaluator visits per site, as specified in the Evaluation Manual.

First visit: December 2019

Metis visited each of the 21st CCLC sites on the Stevenson Campus in December 2019 to assess the **fidelity of the program design**, using the Evaluability Process Checklist. After the observation, it was determined that:

- ✓ The program was being implemented as designed;
- ✓ A schedule of program activities existed and informed the development of an evaluation timeline;
- ✓ An active stakeholder advisory group was in place and had convened their first meeting;
- ✓ The program had an employee handbook;
- ✓ At intake, parents/guardians were provided with an evaluation consent form asking for their permission to allow to their child(ren) to participate in the program evaluation; and
- ✓ There were procedures in place for recording the required data necessary for program evaluation purposes.

No barriers to program implementation were identified at this time.

Second visit: April 2020

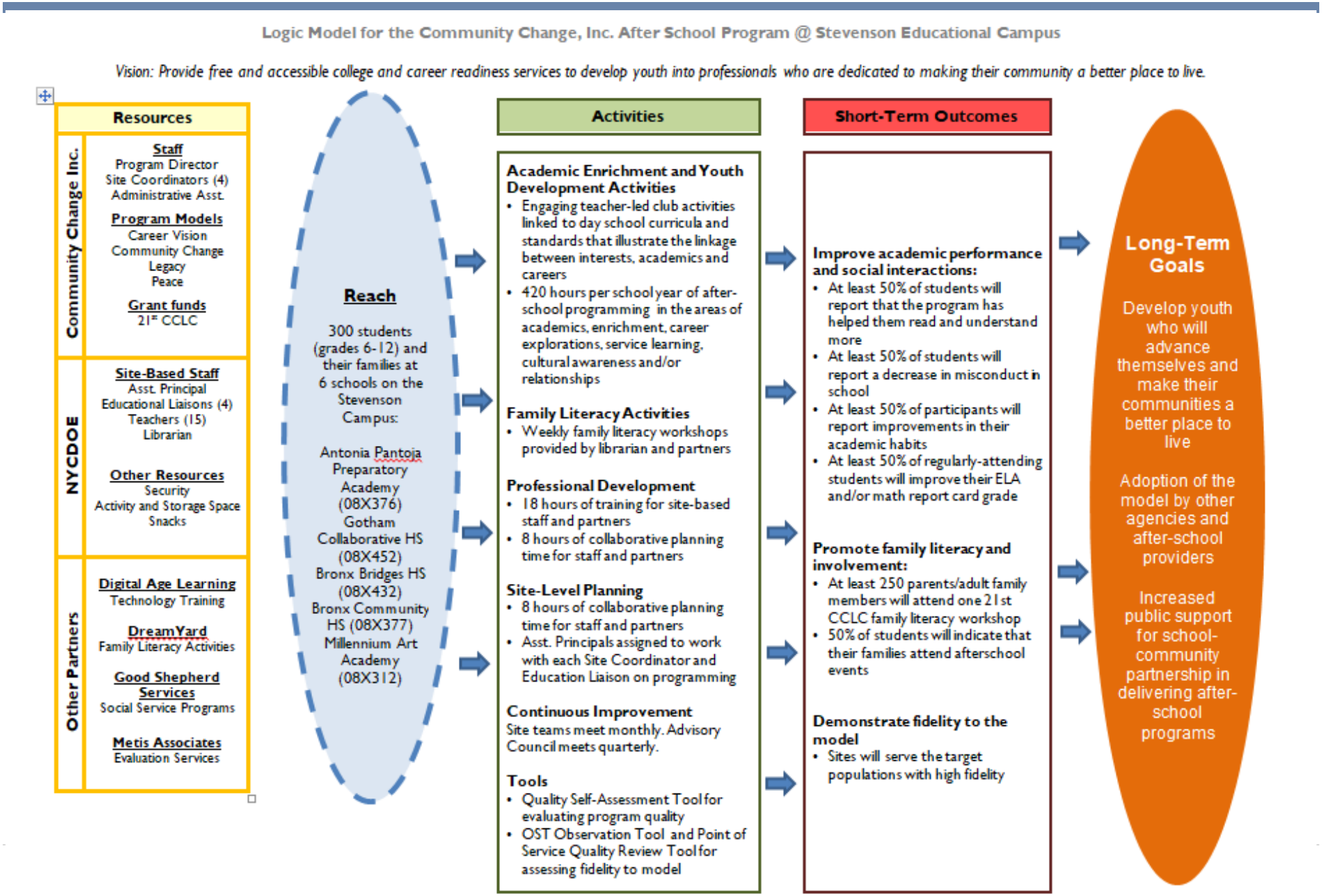
In April 2020, a Metis researcher conducted a **point of service quality review** of program activities remotely using the Out-of-School Time (OST) observation protocol. Specifically, the researcher observed a remote meeting of the Drama Club that was conducted via Google Classrooms. The meeting was facilitated by the Drama Club teacher and attended by a guest artist who was assisting students with the online adaptation of the play *12 Angry Jurors*. Approximately 16 high school students signed in.

On a scale of 1-7 (with 7 being highest and 1 being lowest), the activity was highly rated. The researcher provided 7 ratings for each of the following areas:

- ✓ *Sequenced*, in that it built on skills learned a previous lesson;
- ✓ *Active*, in that students led discussions, contributed original ideas, and collaborated on the development of a product;
- ✓ *Interpersonally-focused*, as evidenced by the supportive behavior of the adult facilitators, including efforts to engage all participants in the activity; and
- ✓ *Explicit,* meaning that the activity was well-organized enough that youth knew what they were doing and why they were doing it.

The Drama Club meeting is one example of the quality programming that took place during the pandemic-related school closures. This was possible due to the dedication and hard work of program staff, who remained in contact with students and engaged them in meaningful activities despite the challenges associated with transitioning to remote learning.

IV. Logic Model



V. Conclusions & Recommendations

This section is organized around the required elements of the Annual Evaluation Report (AER) Template.

Status of the implementation of recommendations from the previous year

The following recommendations were submitted by the previous evaluator in the Year 2 AER:

- Discuss strategies to further increase the number of regular attendees, and perhaps set a goal for the program to attain 50% of the target as regularly participating attendees next year.
- Brainstorm strategies for increasing parent involvement in afterschool. Include students and parents on the program advisory board to help lead these discussions and provide crucial context and insight about the community.
- Encourage staff to build in opportunities for discussion throughout their activities, and share best practices for prompting deeper engagement and reflection from students.

During the 2019-2020 academic year, the Program Director provided training to staff on the implementation of CCIs Community Change Model, with a focus on strategies known to promote student engagement (e.g., relevance, activities based on student interests, etc.). In addition, students were included on the program advisory board in 2019-2020, and efforts were made to increase parent involvement through family literacy, community organizing, and club-related activities.

Strategies used to ensure that evaluation findings were used to inform program improvement

Metis was hired as the local evaluator in August 2019. Throughout the 2019-20 academic year, the Metis team shared evaluation findings with program staff both formally (e.g., an Interim Report submitted in March 2020) and informally (via email and periodic conference calls) to support program improvement efforts.

Documented or perceived impacts of implementing prior-year recommendations, if known

There was a slight increase in the percentage of students achieving regular attendee status from Year 2 to Year 3:

- **Year 2 Finding:** A total of 736 youth were enrolled in the 21st CCLC program for the 2018-19 school year. Of those, 302 (over 100% of target) met the minimum attendance threshold of 30 hours, while 81 (27% of target) attended their program for 90 hours or more, thus meeting the official 21st CCLC definition of regular participants.
- **Year 3 Finding:** A total of 598 youth were enrolled in the 21st CCLC program for the 2019-20 school year. Of those, 294 (98% of the target) met the minimum attendance threshold of 30 hours, while 97 (32% of target) attended their program for 90 hours or more.

Parent involvement rates appear to have increased from Year 2 to Year 3 as well, though the measures used varied from year to year:

- **Year 2 Findings:** The number of parents attending family literacy workshops was not measured in Year 2. It was reported that 44% of students indicated that their families attended afterschool events, based on student survey results (N=10).
- **Year 3 Findings:** In Year 3, 140 parents/family members attended family literacy workshops. In

addition, 328 parents/family members participated in one or more afterschool events.

Conclusions and recommendations based on current year evaluation findings

CONCLUSIONS

The Community Change 21st CCLC program at Stevenson Campus was implemented successfully during the 2019-20 academic year, despite challenges encountered due to pandemic-related school closures.

Overall, the program served a total of 598 students (97 of whom attended regularly) and met all but one of its performance indicators (i.e., the number of parents/adult family members who participate in at least one 21st CCLC family literacy workshop). Program observations conducted in December 2019 confirmed that program activities were being implemented with fidelity. Results from the staff survey (administered in February 2020) indicated that students were responding positively to program offerings and were engaged in afterschool activities. At the time, the greatest barrier to instruction was student attendance (see Appendix for staff survey findings).

After the school closures in March 2020, program staff were able to adjust programming as needed to better support teachers, students, and families during the remote learning period. They continued to deliver high-quality services throughout the year (as evidenced by remote observations conducted in April 2020). In addition, findings from the student survey indicated that participants demonstrated improvements in their behavior, social interactions, motivation to learn, attendance at school, and their academic skills since participating in the program (see Appendix for student survey findings).

RECOMMENDATIONS

The coronavirus pandemic and its impact on our social and financial structures is still evolving. As a result, afterschool program providers must be flexible and have contingency plans in place to effectively respond to the constantly changing circumstances we face as a society. With that in mind, we submit the following recommendations to Community Change Inc. to support the continued success of the 21st CCLC program at Stevenson Campus:

- Work closely with personnel at Stevenson to coordinate with and support the school's reopening plans, with a focus on identifying ways that CCI/the 21st CCLC program can best support staff, students and families during the remote learning period.
- Leverage successful virtual activities from the 2019-20 school year to help determine programming for the 2020-21 year.
- Engage in knowledge-sharing activities with other 21st CCLC providers regarding best practices in remote program delivery. Metis can facilitate connections with other grantees from across the country, allowing CCI to share lessons learned and hear ideas from other practitioners in the field.
- Provide training/information to staff on best practices for recruiting and engaging students in club activities, both in-person and virtual.
- Identify services beyond family literacy workshops that could be offered to families through the program. Invite parents to participate on the program advisory board to help identify needed services that could be offered.

Conclusions and recommendations based on prior year evaluation findings that could not previously be addressed due to pending data, if applicable

The only pending data from Year 2 were report card data. However, Metis was hired after the completion of Year 2 activities and did not have access to student records; therefore, this is not applicable.

VI. Appendix

STAFF SURVEY RESULTS

Please select your after school program site:	Responses	
Antonia Pantoja Preparatory Academy	0%	0
Bronx Bridges HS	41%	7
Bronx Community HS	0%	0
Bronx Compass HS	24%	4
Gotham	6%	1
Millenium Art Academy	29%	5
Total	**100%**	**17**

Have you observed any improvements in your students in the following areas as a result of their participation in the program?											
	Much		Some		A little		None		Not Sure		Total
	%	N	%	N	%	N	%	N	%	N	N
Behavior	50%	8	38%	6	0%	0	6%	1	6%	1	16
Academic skills/habits	44%	7	38%	6	13%	2	6%	1	0%	0	16
Social skills/social interactions	59%	10	35%	6	6%	1	0%	0	0%	0	17
Motivation to learn	69%	11	19%	3	13%	2	0%	0	0%	0	16
Attendance at school	50%	8	44%	7	0%	0	6%	1	0%	0	16

Do you feel students are engaged during the after school program?	Responses	
Yes	100%	17
No	0%	0
Not Sure	0%	0
Total	**100%**	**17**

Do you feel that the program curriculum is adequately aligned with the school-day curriculum?	Responses	
Yes	94%	16
No	0%	0
Not Sure	6%	1
Total	**100%**	**17**

What would you list as barriers to instruction in the after school program? (Check all that apply)	Responses	
Student behavior	6%	1
Limited instructional time	18%	3
Limited instructional resources	18%	3
None	29%	5
Student attendance	41%	7
Total	**100%**	**17**

STUDENT SURVEY RESULTS

Which school do you attend?	Responses	
Antonia Pantoja Preparatory Academy	0%	0
Bronx Bridges HS	55%	80
Bronx Community HS	1%	2
Bronx Compass HS	8%	11
Gotham Collaborative HS	0%	0
Millennium Art Academy	36%	53
Total	**100%**	**146**

What grade are you in?	Responses	
9th	8%	12
10th	27%	39
11th	41%	60
12th	24%	35
Total	**100%**	**146**

Since attending this program...	Yes		Kind of		Not Really		Total
	N	%	N	%	N	%	N
I try harder in school	72%	91	24%	31	4%	5	127
I care more about school	72%	88	26%	32	2%	3	123
I am more interested in going to school	66%	82	29%	36	6%	7	125
I participate more in class activities	70%	90	23%	30	6%	8	128
I spend more time doing my homework	52%	65	40%	50	9%	11	126
I am a better reader	60%	75	31%	39	10%	12	126
I am better at math	45%	57	32%	41	23%	29	127
I am better at science	43%	54	35%	45	22%	28	127
I get better grades in school	72%	91	24%	31	4%	5	127

Since attending this program...	Yes		Kind of		Not Really		Total
	N	%	N	%	N	%	N
I get along better with classmates	63%	80	32%	40	6%	7	127
I am better at making friends	58%	72	27%	34	15%	19	125
I am better at telling others my ideas and/or feelings	61%	76	23%	29	15%	19	124
I am better at listening to other people	77%	98	21%	27	2%	2	127
I work better with others on a team	70%	88	20%	25	10%	13	126
I am better able to stay out of trouble	80%	101	13%	17	6%	8	126
I am better at solving problems without violence or fighting	77%	97	15%	19	8%	10	126
I feel better about myself	71%	91	17%	22	12%	15	128
I feel that I have more control over things that happen to me	67%	85	21%	27	11%	14	126
I feel that I can make more of a difference	68%	86	26%	33	6%	7	126
I learned I can do things I didn't think I could do before	73%	91	19%	24	8%	10	125
I feel better about my future	74%	92	17%	21	9%	11	124
I am better at handling whatever comes my way	69%	86	24%	30	7%	9	125

Coming to this program has helped me to…	Yes		Kind of		Not Really		Total
Understand the connection between interests, academics, and careers	78%	98	20%	25	2%	3	126
Think about jobs or future careers	82%	104	14%	18	4%	5	127
Think about college or other training after high school	83%	105	13%	17	3%	4	126
Want to stay in school	75%	95	20%	25	6%	7	127
Set goals for myself	84%	107	13%	17	2%	3	127
Feel more important to my community	69%	89	19%	25	12%	15	129
Feel a stronger connection to my community	67%	84	18%	23	14%	18	125
Feel better about myself because I help others	74%	93	16%	20	10%	12	125
Spend more time volunteering or helping others in my community	57%	72	27%	34	16%	20	126
Spend more time looking for opportunities to help others in my community	66%	82	19%	24	15%	19	125