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October 2021

Community Change, Inc.

21st Century Community Learning Centers Program Stevenson Campus

Year 4 Annual Evaluation Report

40 YEARS

metis associates

October 2021

Community Change, Inc. 21ˢᵗ Century Community Learning Centers Program Stevenson Campus

Project #1087-21-7031
Year 4 Annual Evaluation Report

SUBMITTED TO:
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Community Change, Inc.

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40 YEARS

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Executive Summary

In June 2021, Community Change Inc. (CCI) completed the fourth 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 (NYSED). The purpose of the 21st CCLC program is to provide students with academic enrichment and career exploration opportunities in a safe and supportive environment during non-school hours.

In the 2020-2021 academic year, the program served a total of 302 students in grades 6-12 at the Stevenson Campus, which houses six secondary schools. Certified teachers from across the Stevenson Campus developed and hosted club activities aligned to CCI's program model, which engages students in project-based explorations of real-world topics designed to promote their research and critical thinking skills. A total of 19 clubs were offered through the program during the academic year in areas such as creative writing, STEM, performing arts, leadership, health, and recreation. All program activities were delivered remotely the entire year due to the ongoing COVID-19 pandemic.

CCI contracted with Metis Associates, an independent research and evaluation consulting firm, to examine the extent to which the project met its objectives and performance indicators. Using data from a number of sources (e.g., program records, observations, surveys, and academic records), the evaluation found that the program met nine out of eleven performance indicators. Specifically, **the program successfully delivered high-quality educational, developmental and recreational services for students**:
- ✓ Program observations and documentation confirmed that program activities were implemented as proposed (i.e., 15 hours of services per week).
- ✓ Staff survey results indicated that students responded positively to program offerings and were engaged in afterschool activities.

Furthermore, **participants demonstrated positive educational, social and behavioral outcomes:**
- ✓ The majority of regularly-attending students maintained an A or B grade or improved a letter grade in reading (88%) and/or in math (67%), based on an analysis of report card grades.
- ✓ Many students indicated on the year-end survey that coming to the program helped them feel more connected to peers (82%).
- ✓ Finally, most students reported that program activities were interesting (75%) and/or fun (80%), and that coming to the program helped them to improve their research skills (78%), learn about careers (92%), become better at speaking up for people who have been treated unfairly (90%), and become more interested in community and world issues (85%).

Metis provided several recommendations to support the continued success of the 21st CCLC program as it enters its final implementation year, in areas such as marketing, parent engagement, program quality assessment, and sustainability.

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 Art Academy (Grades 9-12)
Target Enrollment	Total (Program-wide): **300** Actual # at/above 30 hours **137**
Evaluator Name and Company	Dawn Boyer, Metis Associates
Evaluator Phone and Email	(212) 430-9170 (direct) dboyer@metisassoc.com

PROGRAM OVERVIEW

In June 2021, Community Change Inc. (CCI) completed the fourth 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 (NYSED). It is designed to serve 300 students in grades 6-12 at the Stevenson Campus, which houses 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 to caregivers and community members. Program activities were delivered remotely the entire year due to ongoing disruptions caused by the COVID-19 pandemic.

Mr. James O'Toole served as Program Director of the 21st CCLC program at Stevenson Campus, and was responsible for the day-to-day management of the program at each of the sites. He provided oversight to 18 NYCDOE teachers hired to support the delivery of academic and enrichment programming, and three Educational Liaisons who facilitated the alignment of afterschool programming with day school curricula. Mr. O'Toole facilitated a 3-day summer training for staff and bi-weekly Saturday professional development sessions throughout the academic year on the implementation of CCI's Community Change Model and on strategies to promote student engagement in a virtual environment.

In the 2020-2021 academic year, a total of 302 students were enrolled in the program. Of those students, 45 percent (N=137) attended at least 30 hours of programming, which is NYSED's definition of a program participant. Approximately 40 percent of participants (N=56) attended the program for 30 days or more, which is the federal definition of a regularly-attending student.

This report details the progress made by the CCI 21st CCLC initiative toward meeting its objectives and performance indicators for the 2020–2021 school year (Year 4 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 collected documentation and materials from the Program Director to provide contextual information about the design and implementation of the 21st CCLC program, including schedules, attendance records, and other documents related to the project's implementation plan.

Site Observations. Metis conducted remote program observations in December 2020 to assess fidelity of program implementation and in January 2021 to determine 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.

Student Surveys. A locally-developed student survey was administered electronically in November 2020 to all currently-enrolled students (N=205) to determine baseline levels of their perceived knowledge and skills in areas targeted by the program (e.g., interpersonal, leadership, and leadership community organizing skills). A total of 80 surveys were collected for a response rate of 39%. In June 2021, a post-survey was administered online to all currently-enrolled students (N=221) to gauge their satisfaction with program activities, as well as perceived impacts on their knowledge and skills. A total of 40 surveys were collected for a response rate of 18%. Full results from the surveys are included in the Appendix.

Staff Survey. A locally-developed staff survey was administered electronically in January 2021 to all 21st CCLC program staff regarding program implementation efforts. A total of 16 surveys were completed, representing a 76% response rate. Full results from the survey are included in the Appendix.

Teacher Survey. NYSED required all 21st CCLC sites to administer a teacher survey to the day-school ELA or math teachers of regularly participating students. The survey was distributed electronically through EZ Reports in May 2021 to teachers of students who attended the program for at least 10 hours (N=290). Teachers completed 70 surveys for a response rate of 24%.

Course Grades. Report card data in reading and math were collected from the NYCDOE for regularly-attending students. Of the 56 regular attendees, 54 had parental consent for the local evaluator to access their academic records. Matched (i.e., first and last marking period) grades in an English course were available for 43 students, and matched grades in math were available for 42 students.

EVALUATION PLAN AND RESULTS TABLES

OBJECTIVE 1: 21CCLC PROGRAMS WILL OFFER A RANGE OF HIGH-QUALITY EDUCATIONAL, DEVELOPMENTAL, AND RECREATIONAL SERVICES FOR STUDENTS AND THEIR FAMILIES.

Sub-Objective 1.1: Core educational services. 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

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

Activities to support this program objective: The program offered nine academically-focused clubs and PM School courses designed to advance student learning in literacy (Creative Writing, Journalism, English Language Practice, ELA PM School), numeracy (Algebra PM School), science/technology (STEM Explorations, Technology Club, Living Environment PM School) and history (US History PM School).

(A) Performance Indicator (PI)	(B) Target Population	(C) PI meets SMART criteria?	(D) PI Measures	(E) Describe the analysis conducted	(F) Response Rate/ % With Data	(G) Was this PI Met?	(H) EXPLAIN:
100% of students will be offered an academic club for 30 days (90 hours) or more each year.	Students in grades 6-12	Yes	Program attendance data

Program schedules

Program observations | Review of scheduled dates and attendance

Fall and spring observations verified the existence of programs | Not Applicable | Yes | The following academic clubs & courses were offered to students:
--Technology Club: **106 days** (212 hours)
--US History PM School: **53 days** (159 hours)
--Creative Writing Club: **39 days** (39 hours)
--English Language Clubs: **37 days** (74 hours)
--Algebra PM School: **28 days** (84 hours)
--ELA PM School: **28 days** (84 hours)
--Living Env. PM School: **28 days** (84 hours)
--Journalism Club: **21 days** (32 hours)
--STEM Explorations Club: **27 days** (54 hours) |
Describe activities specific to the above Performance Indicator (if needed): Not applicable							
Each year, 50% of students will agree that the program has helped them to read and understand more.	Students in grades 6-12 attending programming for 30 days or more	Yes	Student survey	% responding *Yes* to the survey item "Coming to this program has helped me to improve my research skills."	# targeted: 56 # w data: 40	Yes	78% of surveyed students (N=31) responded *Yes* to the survey item "Coming to this program has helped me to improve my research skills." Five additional students responded *Kind of* and four students responded *No*.
Describe activities specific to the above Performance Indicator (if needed): All program activities had a literacy component, including a strong focus on research skills.							
Comments on Program Objective: On the post-survey, the majority of students indicated that coming to the program helped them improve their research skills (78%) and that they learned about new things in the program (88%).							

Sub-Objective 1.2: Enrichment and support activities. 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.							
Program Objective 1.2-1: 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.							
Activities to support this program objective: Ten enrichment clubs were offered in areas such as the arts (Art Club, Performing Arts Club), leadership (National Honor Society, Student Council), health (Mental Awareness), culture (Social Media Club, Discover NY, Multicultural Club), and recreation (Shop Club, Chess/Gaming Club).							
(A) Performance Indicator (PI)	**(B)** Target Population	**(C)** PI meets SMART criteria?	**(D)** PI Measures	**(E)** Describe the analysis conducted	**(F)** Response Rate/ % With Data	**(G)** Was this PI Met?	**(H)** EXPLAIN:
100% of students will be offered an enrichment club for 30 days (90 hours) or more each year.	Students in grades 6-12	Yes	Program attendance data Program schedules Program observations	Review of scheduled dates and attendance Fall and spring observations verified the existence of programs	Not Applicable	Yes	The following enrichment clubs were offered: --Art Club: **75 days** (150 hours) --Student Council: **68 days** (102 hours) --National Honor Society: **65 days** (130 hours) --Performing Arts Club: **64 days** (192 hours) --Mental Awareness: **28 days** (56 hours) --Social Media Club: **26 days** (52 hours) --Discover NY: **26 days** (26 hours) --The Shop Club: **25 days** (50 hours) --Multicultural Club: **24 days** (48 hours) --Chess/Gaming Club: **15 days** (30 hours)
Describe activities specific to the above Performance Indicator (if needed): Not applicable							
Comments on Program Objective: On the post-survey, the majority of students indicated that the program activities were interesting (75%) and/or fun (80%).							

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.

Program Objective 1.3: Students will participate in activities that advance their learning about community issues and careers through the engagement of community partners.

Activities to support this program objective: All program activities offered to students were aligned to one of CCI's four program models: CareerVisions (career explorations), Community Change (service learning), Legacy (cultural awareness) and Peace (relationships).

(A) Performance Indicator (PI)	(B) Target Population	(C) PI meets SMART criteria?	(D) PI Measures	(E) Describe the analysis conducted	(F) Response Rate/ % With Data	(G) Was this PI Met?	(H) 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	Yes	Program attendance data Program schedules Program observations	Review of scheduled dates and attendance Fall and spring observations verified the existence of programs	Not Applicable	Yes	The CCI 21CCLC program operated M-F from 3-6pm during the 2019-2020 academic year, for a total of 182 days (approximately 546 hours). All program activities had a focus on either career explorations (6 clubs), service learning (6 clubs), cultural awareness (5 clubs) or relationships (2 clubs).

Describe activities specific to the above Performance Indicator (if needed):
Activities using the CareerVisions Model (6): Algebra, Living Environment, STEM Explorations, Technology, Discover NY for Beginners, Performing Arts
Activities using the Community Change Model (6): US History, Mental Awareness, National Honor Society, Social Media Club, Student Council, The Shop
Activities using the Legacy Model (5): Creative Writing, Practicing the English Language, Art Club, Multicultural Club
Activities using the Peace Model (2): ELA PM School, Chess/Gaming Club

Comments on Program Objective: On the post-survey, the majority of students reported that coming to the program helped them to learn about careers that may interest them (92%), become better at speaking up for people who have been treated unfairly (90%), become more interested in community and world issues (85%), and feel more connected to their peers (82%).

Sub-Objective 1.4: Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children.							
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.							
Activities to support this program objective: Advisory meetings, student performances							
(A) **Performance Indicator (PI)**	**(B)** **Target Population**	**(C)** **PI meets SMART criteria?**	**(D)** **PI Measures**	**(E)** **Describe the analysis conducted**	**(F)** **Response Rate/** **% With Data**	**(G)** **Was this PI Met?**	**(H)** **EXPLAIN:**
At least 250 parents/adult family members will attend one 21st CCLC family literacy workshop.	Parents/adult family members of participating students	Yes	Program attendance data Program schedules Program observations	Review of scheduled dates and attendance Fall and spring observations verified the existence of programs	# targeted: 250 # w data: 0	Not met due to pandemic	Family literacy workshops were not held in the 2020-2021 academic year due to the pandemic.
Describe activities specific to the above Performance Indicator (if needed):							
50% of students will indicate that their families attend afterschool events.	Parents/adult family members of participating students	Yes	Program attendance data	Review of scheduled dates and attendance	# targeted: 137 # w data: 34	Not met due to pandemic	A total of 34 parents/adult family members attended a culminating event (remotely).
Describe activities specific to the above Performance Indicator (if needed):							
Comments on Program Objective: In addition to participating in culminating events, parents were invited to serve on the program's Advisory Council, which met in October 2020 and January, March, and April 2021.							

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

Activities to support this program objective: All program activities support this objective.

(A) Performance Indicator (PI)	(B) Target Population	(C) PI meets SMART criteria?	(D) PI Measures	(E) Describe the analysis conducted	(F) Response Rate/ % With Data	(G) Was this PI Met?	(H) EXPLAIN:
Each year, 300 students at each 21st CCLC will receive at least 15 hours of services per week.	Students in grades 6-12	Yes	Program attendance data Program schedules Program observations	Review of scheduled dates, days and hours Fall and spring observations verified the existence of programs	# targeted: 302 # w data: 302	Yes	The 21st CCLC program at the Stevenson Educational Campus enrolled 302 students during the 2019-2020 academic year. The program operated five days/week for three hours/day (15 hours per week).

Describe activities specific to the above Performance Indicator (if needed):

Comments on Program Objective:

OBJECTIVE 2: PARTICIPANTS OF 21CCLC 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: Program participants will demonstrate improvement in ELA and Math as demonstrated by test scores, grades and or teacher reports.

Activities to support this program objective: All program activities support this objective.

(A) Performance Indicator (PI)	(B) Target Population	(C) PI meets SMART criteria?	(D) PI Measures	(E) Describe the analysis conducted	(F) Response Rate/ % With Data	(G) Was this PI Met?	(H) EXPLAIN:
Of the regularly attending participants, at least 50% will improve their ELA report card grades from fall to spring.	Students in grades 6-12 attending programming for 30 days or more	Yes	Report card grades	% maintained an A or B end-of-term grade, or improved by a letter grade (e.g., from a C to a B) in reading from the first to the last marking period of the 2020-21 school year.	# targeted: 56 # w data: 43	**Yes**	38 students (88%) maintained an A or B grade (N=23) or improved a letter grade (N=15) in reading from the first to the last marking period of the 2020-21 school year.

Describe activities specific to the above Performance Indicator (if needed):

(A) Performance Indicator (PI)	(B) Target Population	(C) PI meets SMART criteria?	(D) PI Measures	(E) Describe the analysis conducted	(F) Response Rate/ % With Data	(G) Was this PI Met?	(H) EXPLAIN:
Of the regularly attending participants, at least 50% will improve their Math report card grades from fall to spring.	Students in grades 6-12 attending programming for 30 days or more	Yes	Report card grades	% maintained an A or B end-of-term grade, or improved by a letter grade (e.g., from a C to a B) in math from the first to the last marking period of the 2020-21 school year.	# targeted: 56 # w data: 42	**Yes**	28 students (67%) maintained an A or B grade (N=26) or improved a letter grade (N=2) in math from the first to the last marking period of the 2020-21 school year.

Describe activities specific to the above Performance Indicator (if needed):

Comments on Program Objective: Report card data for regularly-attending students were collected from the NYCDOE and analyzed to determine the percent demonstrating improvements in their end-of-term grades in reading and/or math from the first to the last marking periods of the 2020-21 school year. Of the 56 regular attendees, 54 had parental consent for the local evaluator to access their academic records. Matched (i.e., first and last marking period) grades in an English course were available for 43 students, and matched grades in math were available for 42 students.

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

Activities to support this program objective: All program activities support this objective.

(A) Performance Indicator (PI)	(B) Target Population	(C) PI meets SMART criteria?	(D) PI Measures	(E) Describe the analysis conducted	(F) Response Rate/ % With Data	(G) Was this PI Met?	(H) EXPLAIN:
Each year, 50% of students will report a decrease in misconduct in school.	Students in grades 6-12 attending programming for 30 days or more	Yes	Student survey	% responding *most of the time* or *always* to the survey item "I stay out of trouble at school."	# targeted: 68 # w data: 40	Yes	88% of surveyed students (N=35) reported that they stay out of trouble at school *most of the time* or *always*.

Describe activities specific to the above Performance Indicator (if needed):

Each year, 50% of participants will report improvements in their academic habits.	Students in grades 6-12 attending programming for 30 days or more	Yes	Student survey	% responding *most of the time* or *always* to the survey item "I come to class prepared."	# targeted: 68 # w data: 40	Yes	85% of surveyed students (N=34) reported that they come to class prepared *most of the time* or *always*.

Describe activities specific to the above Performance Indicator (if needed):

Comments on Program Objective: According to students and teachers, most regularly-participating students did not need to improve their conduct or academic habits in school. For example, 88% of surveyed students (N=35) reported that they stay out of trouble at school *most of the time* or *always*. Furthermore, the majority of students assessed by their day-school teachers (at least 16 out of 22 assessed) were already meeting expectations in terms of class attendance, engagement, and ability to collaborate with peers. Similarly, 85% of surveyed students (N=34) reported that they come to class prepared *most of the time* or *always*, and the majority (15 out of 22) were already meeting expectations with regard to completing homework on time, according to day-school teachers.

Provide a discussion of any particular strengths or limitations of above assessments or evaluation design, and describe any efforts or plans to minimize limitations (*Required* if there were limitations).

Limitations include low student survey and teacher survey response rates for regularly-attending students. The evaluator will work with program staff to increase student and teacher survey response rates in the coming year. This may include identifying and communicating with day school teachers to inform them of the survey requirement earlier in the academic year, and dedicating time for students to complete surveys during programming (rather than sending them survey links and asking them to complete on their own time).

III. Observation Results

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

FIRST VISIT: DECEMBER 2020

Metis conducted a remote observation of the 21st CCLC program at the Stevenson Campus in December 2020 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 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: JANUARY 2021

In January 2021, a Metis researcher conducted a **point of service quality review** of program activities remotely using the Out-of-School Time (OST) observation protocol. One of the activities observed was a culminating event of the Drama Club conducted via Google Classrooms. The meeting was facilitated by the Drama Club teacher and attended by several guests (N=34) who participated in the virtual performance of an original student play performed by eight students.

The activity was highly rated on a scale of 1-7 (with 7 being highest and 1 being lowest). 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 contributed original ideas and collaborated on the development and delivery of a product;
- ✓ *Interpersonally-focused*, as evidenced by the supportive behavior of the adult facilitator (who made evident efforts to engage all participants in the activity) and the students, who were highly collaborative and supportive of each other; and
- ✓ *Explicit,* meaning that the activity was well-organized and planned to ensure the best possible performance within a virtual environment (attention to backgrounds, efforts to keep the audience engaged, etc.).

IV. 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.

Resources

Community Change Inc.

Staff
Program Director
Site Coordinators (4)
Administrative Asst.

Program Models
Career Vision
Community Change
Legacy
Peace

Grant funds
21ˢᵗ CCLC

NYCDOE

Site-Based Staff
Asst. Principal
Educational Liaisons (4)
Teachers (15)
Librarian

Other Resources
Security
Activity and Storage Space
Snacks

Other Partners

Digital Age Learning
Technology Training

DreamYard
Family Literacy Activities

Good Shepherd Services
Social Service Programs

Metis Associates
Evaluation Services

Reach

300 students (grades 6-12) and their families at 6 schools on the Stevenson Campus:

Antonia Pantoja Preparatory Academy (08X376)
Gotham Collaborative HS (08X452)
Bronx Bridges HS (08X432)
Bronx Community HS (08X377)
Millennium Art Academy (08X312)

Activities

Academic Enrichment and Youth Development Activities
- Engaging teacher-led club activities linked to day school curricula and standards that illustrate the linkage between interests, academics and careers
- 420 hours per school year of after-school programming in the areas of academics, enrichment, career explorations, service learning, cultural awareness and/or relationships

Family Literacy Activities
- Weekly family literacy workshops provided by librarian and partners

Professional Development
- 18 hours of training for site-based staff and partners
- 8 hours of collaborative planning time for staff and partners

Site-Level Planning
- 8 hours of collaborative planning time for staff and partners
- Asst. Principals assigned to work with each Site Coordinator and Education Liaison on programming

Continuous Improvement
Site teams meet monthly. Advisory Council meets quarterly.

Tools
- Quality Self-Assessment Tool for evaluating program quality
- OST Observation Tool and Point of Service Quality Review Tool for assessing fidelity to model

Short-Term Outcomes

Improve academic performance and social interactions:
- At least 50% of students will report that the program has helped them read and understand more
- At least 50% of students will report a decrease in misconduct in school
- At least 50% of participants will report improvements in their academic habits
- At least 50% of regularly-attending students will improve their ELA and/or math report card grade

Promote family literacy and involvement:
- At least 250 parents/adult family members will attend one 21st CCLC family literacy workshop
- 50% of students will indicate that their families attend afterschool events

Demonstrate fidelity to the model
- Sites will serve the target populations with high fidelity

Long-Term Goals

Develop youth who will advance themselves and make their communities a better place to live

Adoption of the model by other agencies and after-school providers

Increased public support for school-community partnership in delivering after-school programs

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

Below we describe the progress in addressing the evaluation recommendations from the Year 3 AER:

- *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.*
    - o CCI's 21st CCLC programming provided a space for students to give and receive social and emotional support and interact with students they might not otherwise have an opportunity to meet. This was an essential support for participating students and staff as the isolating effects of the pandemic continued.
- *Leverage successful virtual activities from the 2019-20 school year to help determine programming for the 2020-21 year.*
    - o Program leaders were selected and hired based in part on their past success running an afterschool club. They also had to complete a mandatory 3-day training over the summer to ensure buy-in and fidelity to implementing the CCI program model.
- *Engage in knowledge-sharing activities with other 21st CCLC providers regarding best practices in remote program delivery.*
    - o CCI Executive Director Kenyatta Funderburk presented best practices for engaging high school students in afterschool programming as part of a knowledge-sharing activity hosted by Metis Associates in November 2020. The virtual session was attended by 21st CCLC providers from New York, New Jersey, Georgia, Ohio, and Illinois.
- *Provide training/information to staff on best practices for recruiting and engaging students in club activities.*
    - o The CCI 21st CLCC Program Director, James O'Toole, facilitated a 3-day summer training for staff and bi-weekly Saturday professional development sessions throughout the academic year. Topics included strategies that promote student engagement (e.g., relevance, activities based on student interest), social-emotional learning techniques, utilizing online learning plan tools and other tech resources for remote instruction, and guidance on registration and attendance protocols in a virtual environment.
- *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.*
    - o Families/caregivers were invited to attend culminating events and to serve on the program Advisory Council, which met in October 2020 and January, March, and April 2021. However, the program's priority was to focus on the remote delivery of student services this year.

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

Throughout the 2020-21 academic year, the Metis team shared evaluation findings with program staff formally (e.g., an Interim Report submitted in March 2021) and informally (via email and periodic conference calls) to support program improvement efforts.

Conclusions and recommendations based on current year evaluation findings

CONCLUSIONS

The Community Change 21st CCLC program at Stevenson Campus was implemented successfully during the 2020-21 academic year, despite continuing challenges encountered due to pandemic-related school closures.

A total of 302 students were recruited to and enrolled in the program, of whom 137 participated for at least 30 hours, and 56 of whom attended at least 30 days. The program met all but two of its performance indicators (i.e., the number of parents/adult family members who attended at least one 21st CCLC family literacy workshop or another event). Program observations conducted in December 2020 and January 2021 confirmed that program activities were being implemented with fidelity. Results from the staff survey (administered in December 2020) indicated that students responded positively to program offerings and engaged in afterschool activities. At the time, the most significant barrier to instruction was student attendance, followed by technology issues (see Appendix for staff survey findings). The majority of regularly-attending students demonstrated continued or improved success in ELA (88%) or math (67%), based on an analysis of report card grades. Furthermore, results from the student and teacher surveys indicated that participants maintained positive behavior and good academic habits throughout the school year. Finally, many students reported that program activities were exciting and fun, that they learned new things, improved their research skills, and learned about careers that may interest them (see Appendix for student survey findings).

RECOMMENDATIONS

As the program enters its final implementation year, we submit the following recommendations to Community Change Inc. to support the continued success of the 21st CCLC program at Stevenson Campus:

- Work with program staff to increase student and teacher survey response rates in the coming year. This may include identifying and communicating with day school teachers to inform them of the survey requirement earlier in the academic year and dedicating time for students to complete surveys during programming.
- Engage community partners (DreamYard, Good Shepherd Services) to provide family literacy activities and connect adult caregivers to social services.
- Invite the local evaluator to Advisory Council meetings to support program improvement efforts and facilitate the program self-assessment process with members (using the New York State Network for Youth Success QSA tool).
- Work with participating students and DOE Parent Coordinators to recruit adult caregivers to serve on the Advisory Council to 1) help identify needed services that could be offered to adult caregivers and 2) to support program assessment and sustainability efforts.
- Engage student Advisory Council members in meaningful activities to support program sustainability efforts, such as developing a marketing campaign to advertise the program's services and achievements.
- Explore opportunities or sustaining the program after 21st CCLC funding ends, including transitioning program oversight to the schools.

VI. Sustainability

Have any discussions or planning taken place around sustaining the program beyond the expiration of the grant?

☒ Yes   ☐ No

If YES, please briefly list potential sustainability strategies here (bullet format is sufficient):

- The CCI Executive Director has discussed the possibility of supporting afterschool programming at Stevenson Campus through other NYSED funding sources, such as Advantage, Empire, or Extended School Day/School Violence Prevention Program grants.

VII. Appendix

STAFF SURVEY RESULTS

STUDENT PRE-SURVEY RESULTS

STUDENT POST-SURVEY RESULTS

Q2 Please select your after school program site (check all that apply):

Answered: 16   Skipped: 0
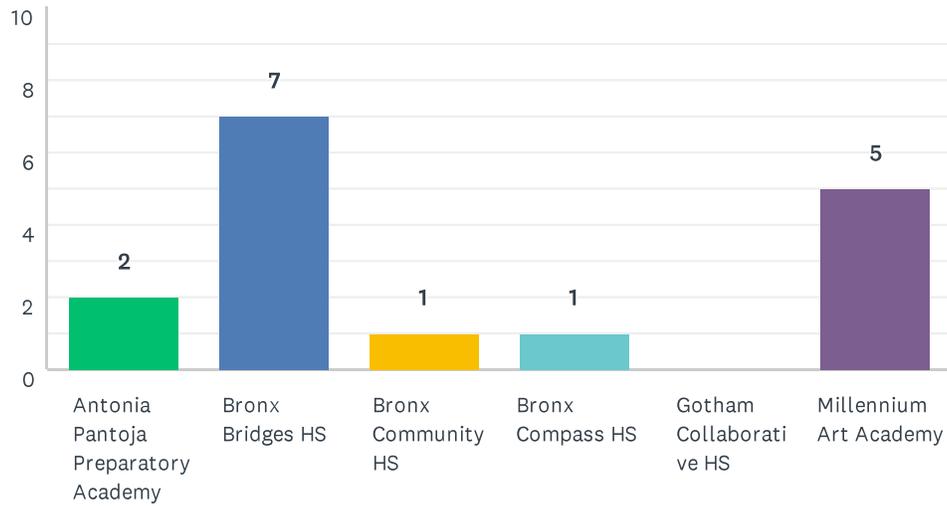
ANSWER CHOICES	RESPONSES	
Antonia Pantoja Preparatory Academy	13%	2
Bronx Bridges HS	44%	7
Bronx Community HS	6%	1
Bronx Compass HS	6%	1
Gotham Collaborative HS	0%	0
Millennium Art Academy	31%	5
Total Respondents: 16		

Q3 Please select your 21st CCLC program job title:

Answered: 16   Skipped: 0
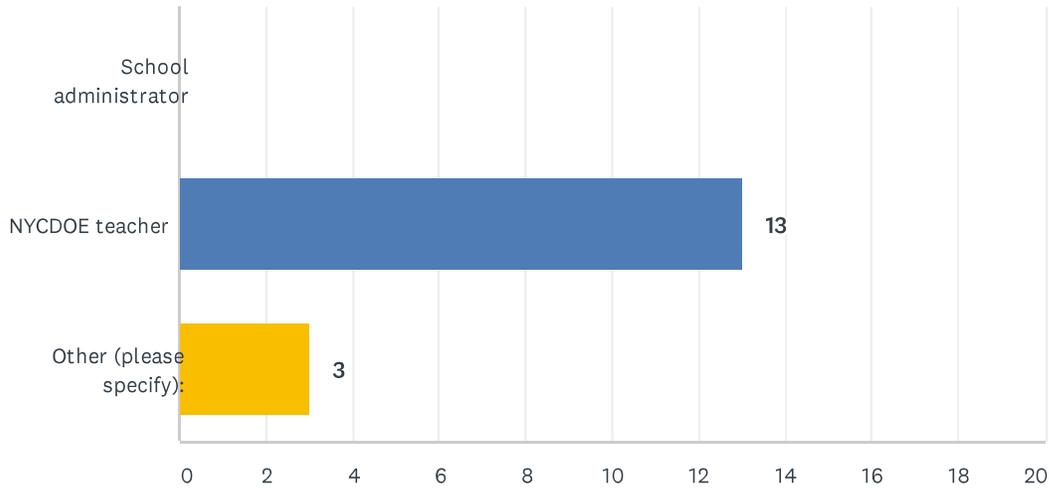
ANSWER CHOICES	RESPONSES	
School administrator	0%	0
NYCDOE teacher	81%	13
Other (please specify):	19%	3
Total Respondents: 16		

#	OTHER (PLEASE SPECIFY):	DATE
1	School Computer Technology Specialist	12/12/2020 11:13 AM
2	NYCDOE Community Associate	12/12/2020 11:12 AM
3	NYCDOE Social Worker	12/12/2020 11:12 AM

Q4 Did you participate in any professional development activities as part of the after school program this program year? (check all that apply)

Answered: 15   Skipped: 1
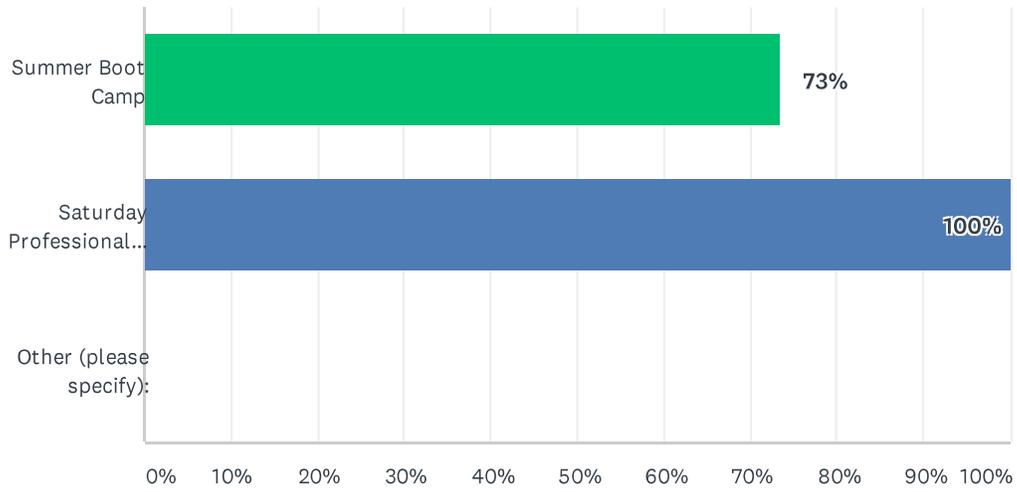
ANSWER CHOICES	RESPONSES	
Summer Boot Camp	73%	11
Saturday Professional Development Sessions	100%	15
Other (please specify):	0%	0
Total Respondents: 15		

#	OTHER (PLEASE SPECIFY):	DATE
	There are no responses.	

Q5 In general, did the Summer Boot Camp and Saturday professional development sessions provide you with information that was relevant and useful for your position in the after-school program?

Answered: 15   Skipped: 1
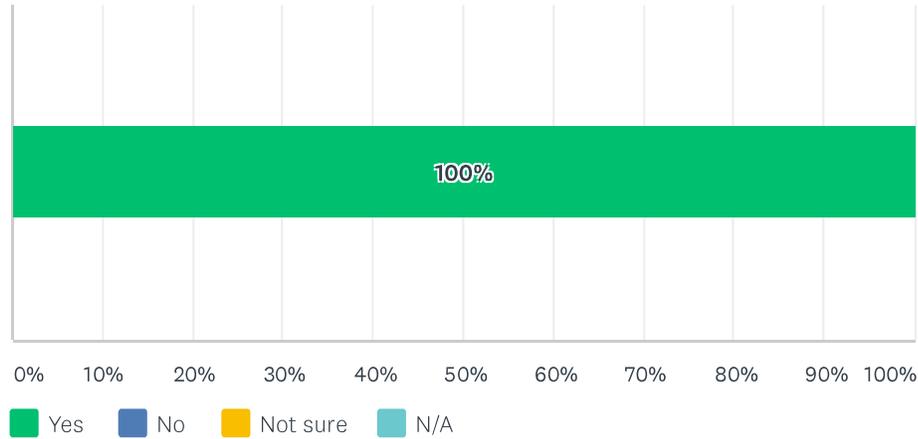
ANSWER CHOICES	RESPONSES	
Yes	100%	15
No	0%	0
Not sure	0%	0
N/A	0%	0
TOTAL		15

#	USE THE SPACE BELOW TO CLARIFY YOUR RESPONSE (OPTIONAL):	DATE
1	The admin responsibilities were a bit confusing at first in terms of how to submit the google docs properly, so the Saturday sessions helped with that.	12/12/2020 11:15 AM
2	I really enjoyed gaining valuable information about navigating the community change website, its resources, and communicating with other professionals about their teaching experiences	12/12/2020 11:11 AM

Q6 Which professional development sessions or topics did you find most useful?
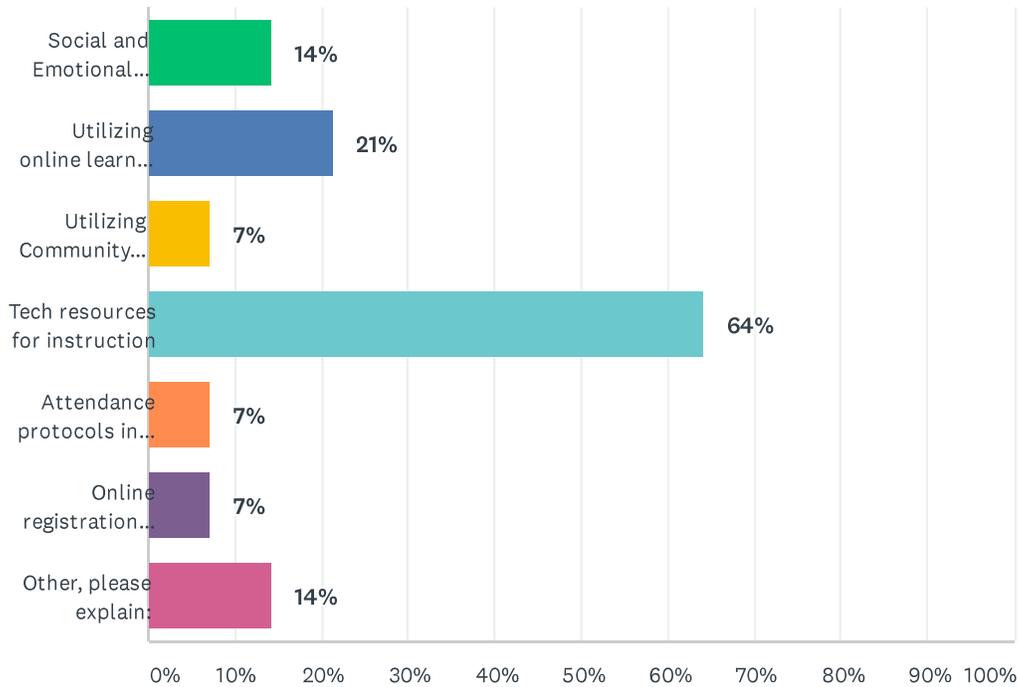
Answered: 15   Skipped: 1
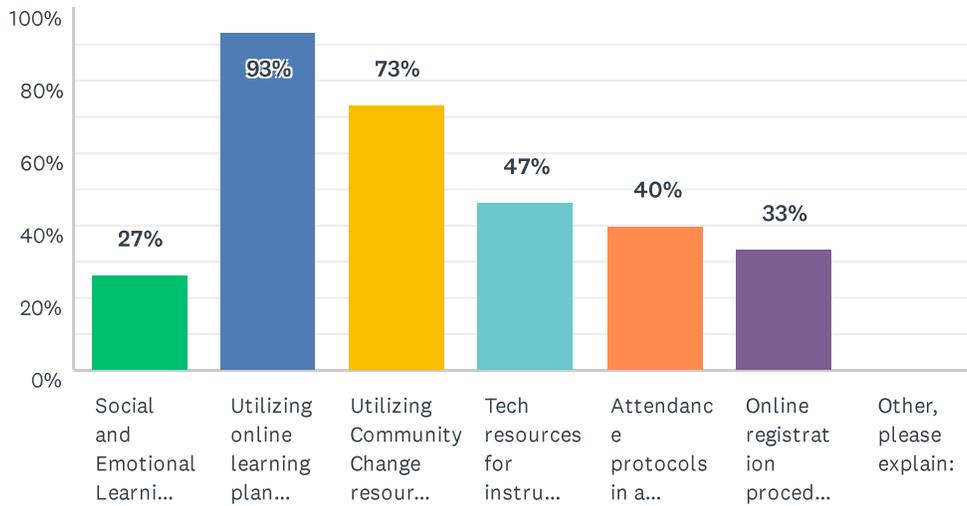
ANSWER CHOICES	RESPONSES	
Social and Emotional Learning (SEL)	27%	4
Utilizing online learning plan tools	93%	14
Utilizing Community Change resources from the website	73%	11
Tech resources for instruction	47%	7
Attendance protocols in a virtual environment	40%	6
Online registration procedures	33%	5
Other, please explain:	0%	0
Total Respondents: 15		

#	OTHER, PLEASE EXPLAIN:	DATE
	There are no responses.	

Q7 In what area(s) could you use additional training to support your role in the after school program?

Answered: 14   Skipped: 2

ANSWER CHOICES	RESPONSES	
Social and Emotional Learning (SEL)	14%	2
Utilizing online learning plan tools	21%	3
Utilizing Community Change resources from the website	7%	1
Tech resources for instruction	64%	9
Attendance protocols in a virtual environment	7%	1
Online registration procedures	7%	1
Other, please explain:	14%	2
Total Respondents: 14		

#	OTHER, PLEASE EXPLAIN:	DATE
1	NA	12/12/2020 11:13 AM
2	None they have done a fabulous job	12/12/2020 11:11 AM

Q8 Have you observed any improvements in your students in the following areas as a result of their participation in the program?

Answered: 16   Skipped: 0

Legend: ■ Much ■ Some ■ A little ■ None ■ Not Sure
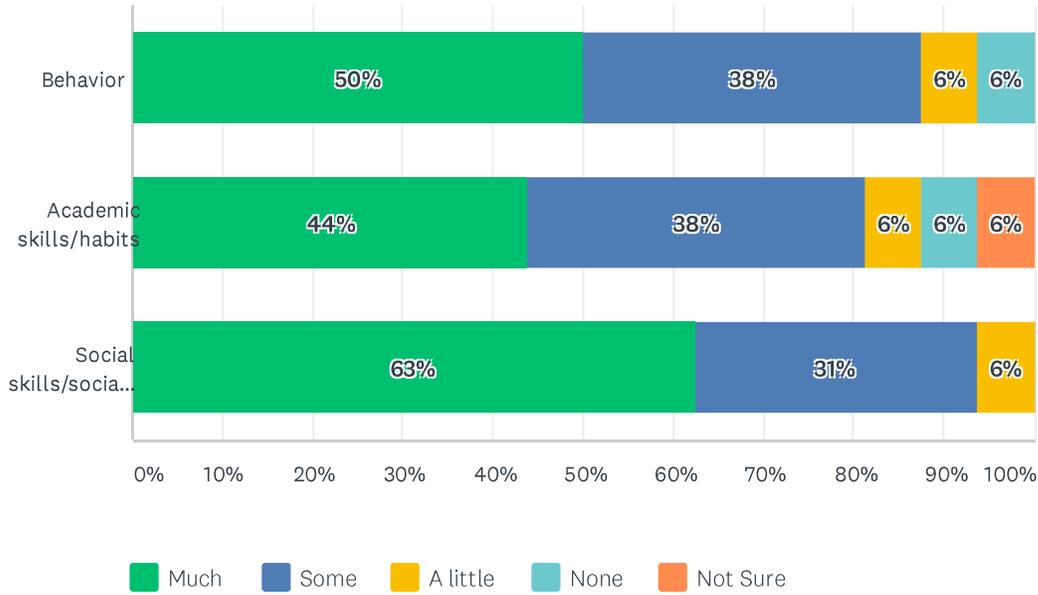
|	MUCH	SOME	A LITTLE	NONE	NOT SURE	TOTAL
Behavior	50% 8	38% 6	6% 1	6% 1	0% 0	16
Academic skills/habits	44% 7	38% 6	6% 1	6% 1	6% 1	16
Social skills/social interactions	63% 10	31% 5	6% 1	0% 0	0% 0	16

Q9 Are there other ways in which you feel students are benefiting from participation in the program?

Answered: 12   Skipped: 4

#	RESPONSES	DATE
1	My students are newly arrived immigrants to the US. The pandemic has made the process of assimilating to this new culture even more difficult and the club is providing tons of emotional support as they form healthy relationships.	12/12/2020 11:18 AM
2	I think it has helped them connect with each other especially with in this remote world and meet students that maybe they wouldn't have usually interacted with in the building.	12/12/2020 11:17 AM
3	expanding their content knowledge regarding mental health.	12/12/2020 11:16 AM
4	Most of the students in my club just arrived in the U.S. The program is providing a ton of emotional support and a space where they can form healthy interactions.	12/12/2020 11:15 AM
5	They are enjoying being in groups they can talk to during this pandemic	12/12/2020 11:14 AM
6	Students are earning credit and improving their literacy skills.	12/12/2020 11:13 AM
7	Extra activities outside of the academic program has shown to be of benefit for students.	12/12/2020 11:13 AM
8	They have an opportunity to engage in social emotional learning activities. After each lesson they feel happier, more calm and comfortable, after having the opportunity to talk to peers in a different setting that the regular content class.	12/12/2020 11:13 AM
9	Students are using the space to work on their projects, have discussions with other students, share ideas, gain creativity, and be inspired.	12/12/2020 11:12 AM
10	Students are truly already becoming a family. We have 9,10,11, 12 graders who really never knew each other now looking out for each other and becoming great friends. The upperclassmen are becoming like big brothers and big sisters for the lowerclassmen.	12/12/2020 11:12 AM
11	They are getting closer to graduating and learning about social issues in science.	12/12/2020 11:11 AM
12	feeling of community, setting time for their artistic practice, sharing and discussing their artwork	12/12/2020 11:11 AM

Q10 What would you list as barriers to instruction in the after-school program this year? (Check all that apply)
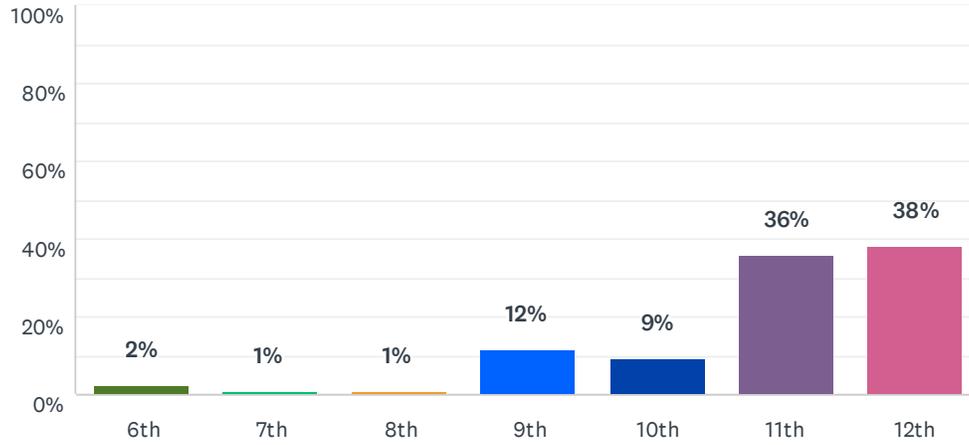
Answered: 15   Skipped: 1
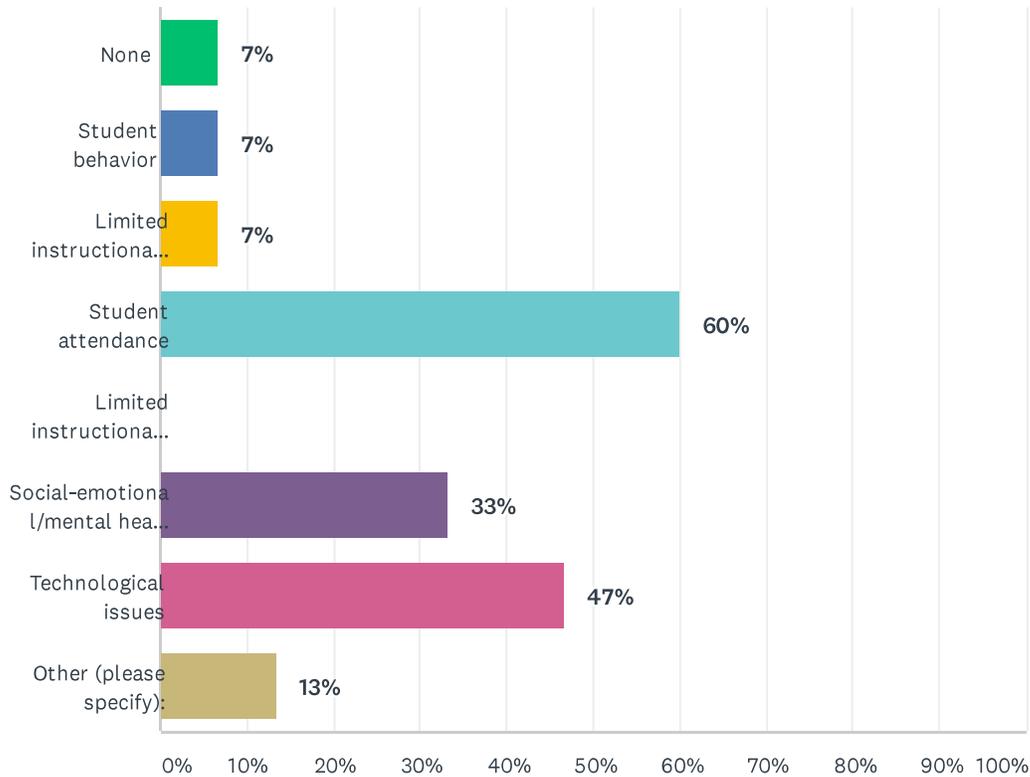
ANSWER CHOICES	RESPONSES	
None	7%	1
Student behavior	7%	1
Limited instructional time	7%	1
Student attendance	60%	9
Limited instructional resources	0%	0
Social-emotional/mental health challenges	33%	5
Technological issues	47%	7
Other (please specify):	13%	2
Total Respondents: 15		

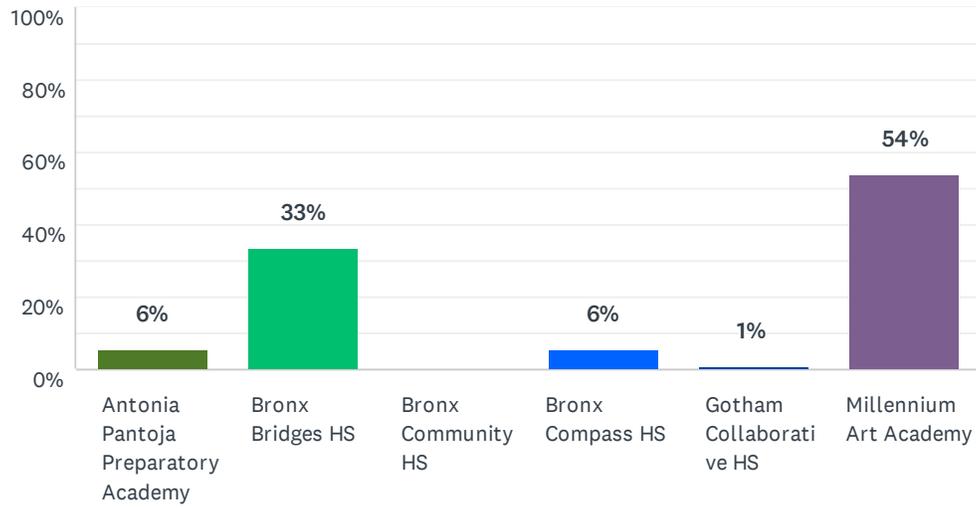| #	OTHER (PLEASE SPECIFY):	DATE
1	remote learning impacts students desire to continue after school programs as it feels similar to their online classes	12/12/2020 11:19 AM
2	lacking a physical space	12/12/2020 11:13 AM

Q3 What grade are you in?

Answered: 86   Skipped: 30

## Q4 Which school do you attend?

Answered: 87   Skipped: 29

Q5 Which after-school club(s) are you participating in this year? (select all that apply)

Answered: 79   Skipped: 37

ANSWER CHOICES	RESPONSES	
ELA PM School	24%	19
U.S. History	22%	17
Student Council	20%	16
Science PM School	14%	11
Creative Writing Club	13%	10
Art Club	9%	7
Technology Club	9%	7
Multicultural	9%	7
Performing Arts Club	9%	7
National Honor Society	8%	6
Social Media Club	8%	6
Art Club	8%	6
Practicing the English Language	8%	6
Baseball	6%	5
Math PM School	5%	4
Dance/Step	4%	3
Bring Change 2 Mind: Mental Health Awareness Club	1%	1
Millennium Writers	0%	0
Gender & Sexuality Alliance (GSA)	0%	0
Makeup & Wellness	0%	0
LGBT Club	0%	0
Journalism	0%	0
Total Respondents: 79		

Q8 How often are the following statements true about you?

Answered: 79   Skipped: 37

Legend: Never, Rarely, Sometimes, Most of the Time, Always
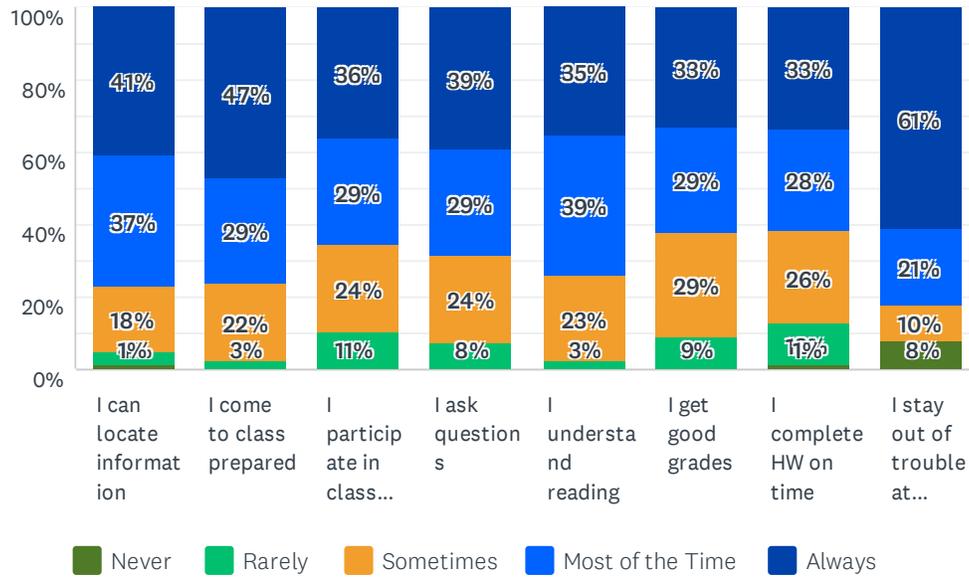
Q9 How much do you agree with each of the following statements about your interpersonal skills?

Answered: 79   Skipped: 37

| | Str Disagree | Disagree | Not Sure | Agree | Str Agree |
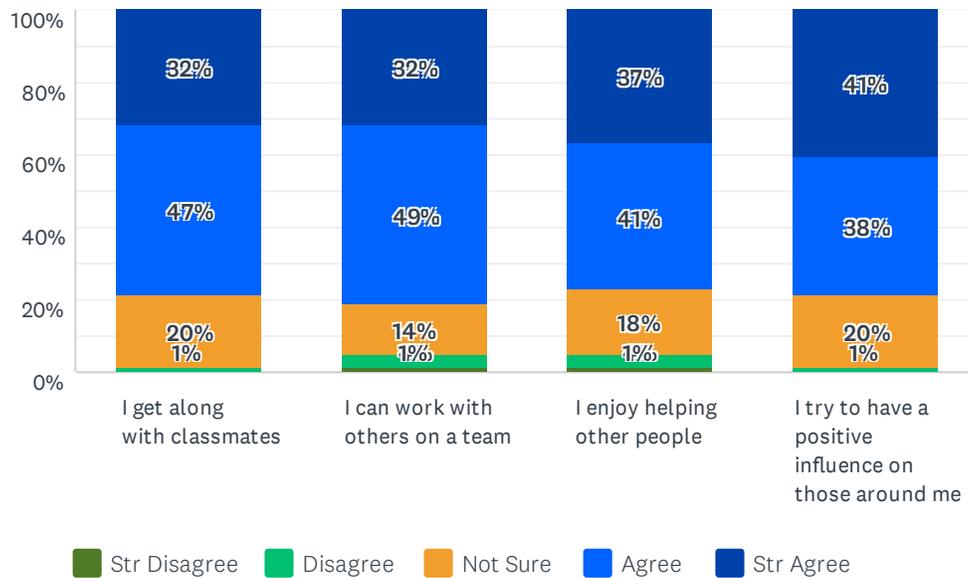
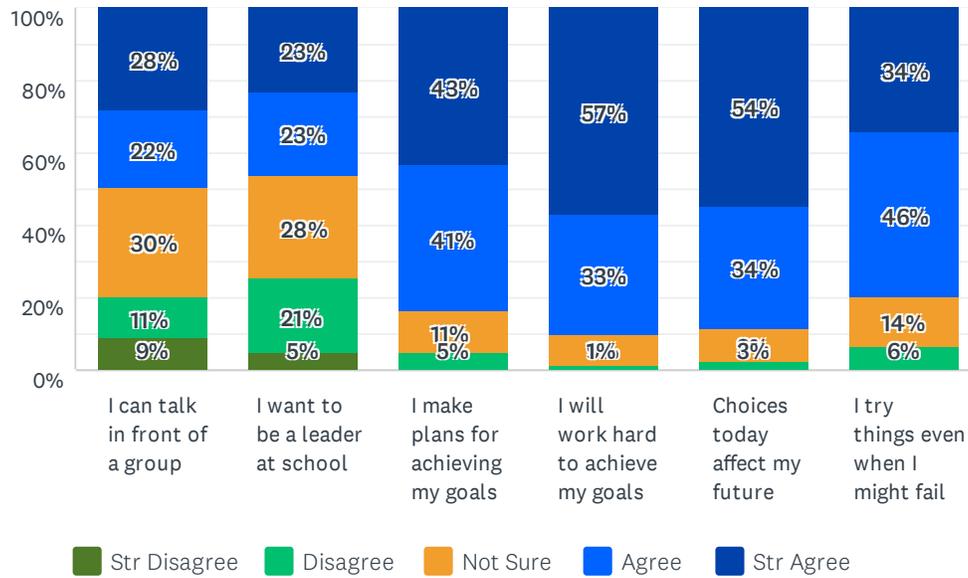# Q10 How much do you agree with each of the following statements about your leadership skills?

Answered: 79   Skipped: 37

Q11 How much do you agree with each of the following statements about your community organizing skills?

Answered: 78   Skipped: 38

Str Disagree   Disagree   Not Sure   Agree   Str Agree
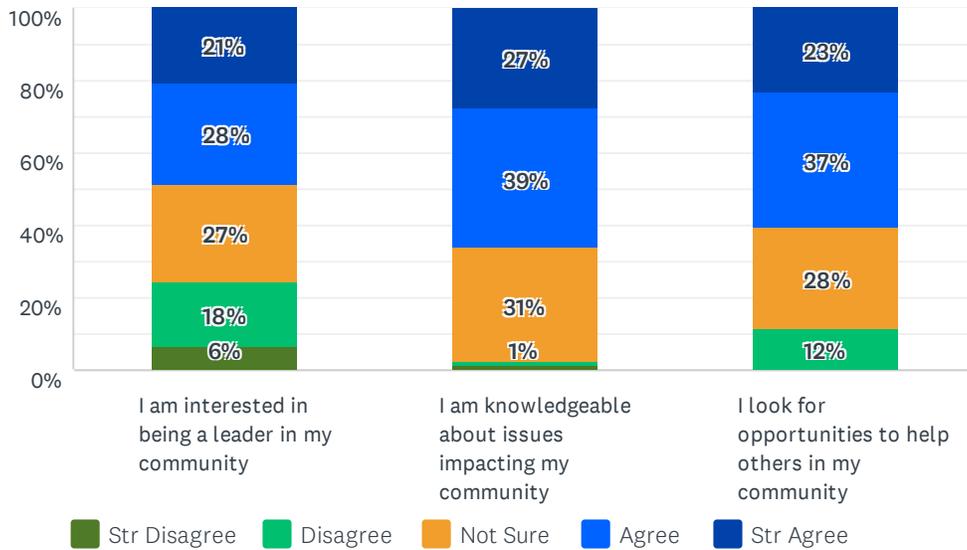
Q12 How much do you agree with each of the following statements about your future plans?

Answered: 79   Skipped: 37
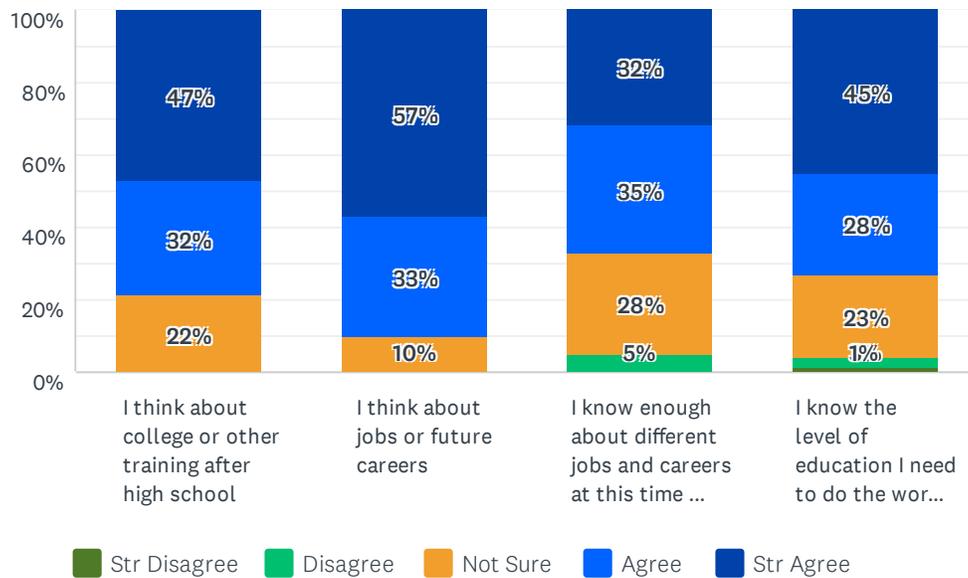
Q3 What grade are you in?

Answered: 40   Skipped: 2

ANSWER CHOICES	RESPONSES	
6	3%	1
7	0%	0
8	0%	0
9	15%	6
10	35%	14
11	23%	9
12	25%	10
TOTAL		40

Q4 What school do you attend?

Answered: 40   Skipped: 2

ANSWER CHOICES	RESPONSES	
Antonia Pantoja Preparatory Academy	3%	1
Bronx Bridges HS	63%	25
Bronx Community HS	0%	0
Bronx Compass HS	3%	1
Gotham Collaborative HS	0%	0
Millennium Art Academy	33%	13
TOTAL		40

Q5 Which after-school club(s) are you/did you participate in this year? (select all that apply)

Answered: 39   Skipped: 3

ANSWER CHOICES	RESPONSES	
U.S. History	3%	1
Art Club	23%	9
Millennium Writers	0%	0
Creative Writing Club	26%	10
Gender & Sexuality Alliance (GSA)	0%	0
Bring Change 2 Mind: Mental Health Awareness Club	3%	1
Makeup & Wellness	0%	0
National Honor Society	28%	11
Social Media Club	0%	0
Student Council	44%	17
Art Club	5%	2
Baseball	0%	0
LGBT Club	0%	0
Technology Club	10%	4
Math PM School	15%	6
Dance/Step	0%	0
Multicultural	10%	4
Science PM School	10%	4
Practicing the English Language	5%	2
ELA PM School	13%	5
Performing Arts Club	10%	4
Journalism	3%	1
Other (please specify)	8%	3
Total Respondents: 39		

Q6 When did you start coming to this program?

Answered: 40   Skipped: 2

ANSWER CHOICES	RESPONSES	
Last fall (first semester)	40%	16
This spring (second semester)	28%	11
Last year	10%	4
More than 1 year ago	23%	9
TOTAL		40

Q7 How often do you/did you attend this program?

Answered: 40   Skipped: 2

ANSWER CHOICES	RESPONSES	
Every day or almost every day	23%	9
2 to 3 times a week	50%	20
Once a week	25%	10
A couple times a month	3%	1
Less than once a month	0%	0
TOTAL		40

Q8 How do you feel about this program?

Answered: 40   Skipped: 2

	YES	KIND OF	NOT REALLY	TOTAL	WEIGHTED AVERAGE
There are interesting activities at this program	75% 30	20% 8	5% 2	40	1.30
The activities are fun in this program	80% 32	13% 5	8% 3	40	1.27
I learn about new things in this program	88% 35	10% 4	3% 1	40	1.15
I like coming to this program	80% 32	15% 6	5% 2	40	1.25
I feel safe in this program	87% 34	10% 4	3% 1	39	1.15
I feel like people are happy to see me here	75% 30	13% 5	13% 5	40	1.38
I tell my friends to come to this program	57% 23	18% 7	25% 10	40	1.68

Q9 Coming to this program has helped me to…

Answered: 40   Skipped: 2

	YES	KIND OF	NOT REALLY	TOTAL	WEIGHTED AVERAGE
Improve my grades in language arts (reading/writing)	75% 30	20% 8	5% 2	40	1.50
Improve my research skills	78% 31	13% 5	10% 4	40	1.45
Spend more time reading for fun (not for school)	70% 28	10% 4	20% 8	40	1.60
Become more interested in going to school	73% 29	13% 5	15% 6	40	1.55
Make friends/stay connected to peers	68% 27	15% 6	18% 7	40	1.65
Learn about careers that may interest me	62% 24	31% 12	8% 3	39	1.77
Feel a stronger connection to my community	63% 25	15% 6	23% 9	40	1.75
Become more interested in community and world problems	65% 26	20% 8	15% 6	40	1.70
Become better at speaking up for people who have been treated unfairly	65% 26	25% 10	10% 4	40	1.70

Q10 How often are the following statements true for you?

Answered: 40   Skipped: 2

	NEVER	RARELY	SOMETIMES	MOST OF THE TIME	ALWAYS	TOTAL
I come to class prepared	0% 0	0% 0	15% 6	38% 15	48% 19	40
I stay out of trouble at school	0% 0	5% 2	8% 3	15% 6	73% 29	40

Q11 How much do you agree or disagree with the following statements?

Answered: 40   Skipped: 2

	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
I get along with classmates	5% 2	8% 3	8% 3	43% 17	38% 15	40	4.00
I can work well with others on a team	5% 2	3% 1	10% 4	40% 16	43% 17	40	4.13
I am knowledgeable about issues impacting my community	3% 1	8% 3	15% 6	46% 18	28% 11	39	3.90
I know enough about different jobs and careers at this time to know which one may interest me	5% 2	8% 3	23% 9	40% 16	25% 10	40	3.73