New York
21st Century Community Learning Centers
SOARING BEYOND EXPECTATIONS

21st Century Community Learning Centers (Round 8A)
Annual Evaluation Report
Year 1: 2023-2024

CareerVisions - New York
Community Change Institute - Bronx

Project Number – 0187-24-8142
Program Director – Eva Lopez
September 2024

Evaluation Services Provided By:

L&G research and evaluation consulting

PROJECT INFORMATION

Program	Community Change Institute - Bronx
Project #	0187-24-8142
Lead Agency	CareerVisions – New York
Program Director	Eva Lopez, Program Director

#	Name of Participating Site(s) @ Locality (town or city name)	Grade level(s) served at each site
1	Bronx Health Sciences High School, Bronx, New York	9-12
2	New World High School, Bronx, New York	9-12
3		
4		
5		
6		
7		
8		
9		
10		
15		

Program-wide **Target** Student Enrollment	150	**Actual** Enrollment at/above **15 hours**	167 (111% of target)
Evaluator	**Hannah Kitchin,** Evaluator	L & G Research and Evaluation Consulting, Inc. (L&G)	
Contact Info	(407)-617-1552	hannah@lgevaluation.com	

Site Visit Findings

*Client assist: Evidence of completion of site visits is required for compliance with **SMV Indicator H-1**.*

First Site Visit: Readiness Review & Walkthrough

   The Local Evaluator and Program Leaders schedule the First Site Visit to review installation activities and check readiness factors. Evaluators can observe early program implementation efforts, if possible. This is a collaborative, interactive experience where information is exchanged, questions are explored, and shared learning occurs.

   This visit functions to demonstrate the value of the dialogue between partners: the evaluator and the program leaders. Evaluators use a protocol to review the program's anchoring and operational documentation: i.e., verify alignment between the grant proposal (including the Table for Goals and Objectives), logic model, calendar & schedule of activities/offerings, program timeline, program handbook, parental consent forms, and procedures for entering/documenting data. This visit should also serve to identify any obstacles to implementation.

1a. First Site Visit | Procedure

Date(s)	Site#	Program activities observed	Methods Used across all sites	
1/10/2024	1: Bronx Health Sciences High School	Screen Writing Youth Advocacy Knitting/Crocheting/Sewing	☒	Observation using protocol*
12/12/2023	2: New World High School	Coding Culinary Arts Financial Literacy	☒	Interview(s) using protocol*
			☒	Document review using protocol*
				Insert description of Other Method
			☐	Insert description of Other Method

1b. First Site Visit | Summary of Findings

In Year 1 of the grant, L&G conducts the first site visit as part of the evaluability assessment, with a focus on assessing fidelity of the program to the original design specifications detailed in the grant proposal. This is accomplished by observing program activities and reviewing program documents. The site visit consisted of three 20-minute observations at each 21st CCLC site and interviews with each site coordinator to learn about the program.

The evaluability checklist is typically submitted in December of the first program year. At the beginning of December 2023, New World High School started programming but had not yet been approved by NYSED as a new program site. Additionally, Bronx Health Sciences High School started programming in October but this was not communicated to the Program Director or the local evaluator until January 2024 when a new site coordinator was onboarded in the role. After consulting with TARC and Measurement Inc., the evaluability checklist was submitted in mid-January after a site visit was conducted at Bronx Health Sciences High School. Implementation details regarding New World High School were not included, as they were not an approved site at the time of the checklist's submission. However, the local evaluator did assess their readiness during the first visit and confirmed that they were prepared to provide services and did not require technical assistance.

Program Evaluability Assessment: The evaluability assessment was used to determine whether the program was ready to be evaluated in a reliable and credible manner. The assessment consisted of the following four steps: (1) review the grant application documents, program design, and operations; (2) Determine the program's capacity for data collection, management, and analysis; (3) assess the likelihood that the program will reach its goals and objectives; and (4) show how the evaluation process will benefit the program and its stakeholders.

Stage 1. Collaborative Planning

By January 2024, collaborative planning between the local evaluator and program leadership was underway. The program's goals were reviewed and discussed. The local evaluator recommended that a modification be submitted to reword one PI to be more attainable and to add behavioral outcome PI's relayed to cultural awareness, relationship knowledge, and critical thinking skills, to align with CareerVisions' organizational mission. The logic model was drafted and was scheduled to be reviewed by all stakeholders at the first

quarterly advisory meeting, which was scheduled to take place on January 25, 2024. Additionally, the local evaluator worked with program and site leadership to create a schedule for data collection and data sharing and confirmed the correct point of contacts to ensure ongoing communication. Establishment of the advisory board was still in progress, as parent and student representatives were still being identified. The site coordinator was working towards identifying these individuals in advance of the first quarterly advisory meeting.

Stage 2. First Site Visit: Readiness Review & Walkthrough

The local evaluator confirmed that program activities were being implemented as designed. A program handbook and safety procedures were completed and available to students, parents, and staff. Bronx Health Sciences High School had no staffing concerns at the time. The site coordinator reported feeling prepared to deliver services and was informed of grant requirements and expectations. The site coordinator was working closely with the Education Liaison, who was trained by CareerVisions and prepared to support in the role. Additionally, a data manager was identified and data entry in EZReports had begun. Since the data manager was not on-site at the school, the local evaluator noted that increased communication would be needed between the site coordinator and the data manager to ensure that activity changes were updated in EZReports in a timely manner.

Stage 3. Formative Findings Report

The site visit report was shared with program stakeholders on 1/16/24. Recommendations from the site visit were scheduled to be discussed at the first quarterly advisory meeting on 1/25/24.

It was determined that evaluability was still in progress, as the advisory board was still being established and there had not yet been an opportunity for report recommendations to be integrated in the continuous improvement plan. However, technical assistance from the state-level provider was not requested, as a plan was in place to address these items.

Program Fidelity Assessment: The purpose of L&G's assessment of program fidelity was to confirm that programming aligned with the program design presented in the original grant proposal. This included (a) OST hours of operation, (b) provision of core educational services, (c) provision of youth development activities, (d) community involvement, and (e) provision of services to parents and other adult community members. This was assessed through conversations with site coordinators, review of relevant program documents and review

of program offerings, enrollment, and attendance in EZReports. Since New World High School was not in EZReports at the time of the first site visit, fidelity was assessed through conversations with the site coordinator but could not be confirmed with EZReports data.

a) <u>OST Hours of Operation</u>: Per the grant, each site was required to offer 15 hours per week of services during afterschool hours. At the time of the first site visit, sites were offering the following:
   - Bronx Health Sciences High School: Programming was offered Monday through Thursday for 10 hours and 20 minutes per week. Programming was offered from 2:30PM-5:30PM on Monday and Tuesday and from 2:20PM-5:30PM on Wednesday and Thursday.
   - New World High School: Programming was offered Monday, Tuesday, Wednesday, and Friday from 3:00PM-6:00PM and Thursdays from 3:00PM-5:30PM for 14 hours and 30 minutes per week.

   Neither site was operating in alignment with the grant objective. In the spring semester, BHSHS added programming on Friday, increasing program hours of operation to 13 hours and 20 minutes per week. However, hours of operation for New World High School decreased in the spring semester to 12 hours per week. Note that in the table of objectives, this local objective is written as, "Each year, 150 students at the 21st CCLC will attend for at least 15 hours weekly." This should be modified to reflect how many hours CareerVisions intends to offer programming per week, rather than reflecting student attendance. For example, "Each site will offer programming for 15 hours per week for at least 28 weeks, or a total of 420 hours for the program year."

b) <u>Core Educational Services:</u> Each site was required to offer an academic club for 30 days (90 hours) or more each year. At the time of the first site visit, sites were offering the following:
   - Bronx Health Sciences High School had offered academic clubs for 19 days so far, which was on track to meet the grant objective by the end of the year. Activities included *Video Games/Anime, Podcast Club,* and *Tech Focus.*
   - New World High School offered activities such as *Financial Literacy, Debate,* and *Coding.* Once data were available, it was confirmed that academic clubs had been offered for 48 days, exceeding grant requirements.

   Sites had either exceeded the grant objective or were on track to meet the grant objective by the end of the program year.

c) <u>Youth Development Activities:</u> Each site was required to offer an enrichment club for 30 days (90 hours) or more each year. At the time of the first site visit, sites were offering the following:

- Bronx Health Sciences High School had offered enrichment activities for 33 days, which exceeded grant requirements. Activities included *Screen Writing, Singing/Songwriting, Boxing, Esthetician,* and *Life Fitness.*
- New World High School offered enrichment clubs such as *Culinary Arts* and *Dance.* Once data were available, it was confirmed that enrichment clubs had been offered for 31 days, which exceeded grant requirements.

Both sites had offered over 30 days of enrichment clubs and were operating with fidelity to the grant.

d) <u>Community Involvement</u>: To align with grant requirements, each site is required to offer service learning, career exploration, cultural awareness, financial literacy, and restorative practice clubs for 30 days (90 hours) or more annually. At the time of the first site visit, each site had offered the following:

- Bronx Health Sciences High School offered activities such as *Knitting/Crocheting/Sewing* (service learning), *Singing/Songwriting* (career exploration)*,* and *Boxing/Esthetician* (financial literacy). No clubs were being offered that addressed cultural awareness or restorative practice.
- New World High School offered activities such as *Coding Club* (career exploration), *Dance/Careers* (cultural exploration), and *Financial Literacy* (financial literacy). No clubs were being offered that addressed service learning or restorative practice.

The five types of clubs cited above align with the five CareerVisions models: Community Change, Career Visions, Legacy/the Black Experience, Money Moves, and Peace. At each site, instructors chose which model their club would follow for the fall semester. While some models, such as Career Visions, were chosen by multiple instructors, other models such as Peace were not chosen by any instructor. Bronx Health Sciences High School corrected this in the spring semester by offering cultural exploration clubs and restorative practice clubs. At New World High School, service-learning clubs and restorative practice clubs were not offered during the program year. Additionally, while both sites offered financial literacy clubs in the fall, they were not offered again the spring. Thus, both sites fell short of offering financial literacy clubs for the full 30 days. To reach these goals, site coordinators should intentionally design the program schedule so that each of the designated categories is offered for a minimum of 30 days during the program year.

Per 21CCLC grant requirements, sites are also expected to hold four advisory meetings over the course of the year and meet twice to complete the Quality Self-Assessment tool (QSA). No advisory meetings had been held for Bronx Health Sciences High School. The first meeting was scheduled for 1/25/24 and would include completion of QSA Element 2. At New World High School, one advisory meeting was held on 9/26/23 and included all required stakeholders. The site planned to complete Element 2 of the QSA at the second advisory meeting scheduled for December 2023.

e) <u>Services to Parents and other Adult Community Members:</u> To meet grant requirements, CareerVisions aimed to have at least 50 parents/adult family members attend one 21CCLC family literacy workshop. At the time of the first site visit, sites had offered the following:

- Bronx Health Sciences High School: No family literacy workshops had been entered in EZReports. This required attention to be implemented with fidelity. The evaluator encouraged the site coordinator to enter the data into EZReports as events took place so that the target number of parents served could be accurately tracked.
- New World High School: The site coordinator shared that they intended to offer 1 to 2 workshops every month. Once data were available, the evaluator confirmed that four events had been held so far, serving 34 family members.

Family literacy and engagement workshops were held at Bronx Health Sciences High School later in the program year. However, these events were later removed from EZReports as there was not proper documentation with session details and parent signatures. To receive credit for all adults served next program year, all family literacy and engagement events should have a sign-in sheet that includes the session name, date, and time as well as a space for parent signature and their child's name, so that they can be linked to a 21CCLC participant.

Additionally, to accurately assess how many family members are served, the local evaluator must count the number of unique adults who attend family literacy workshops. In EZReports, family literacy event attendance only included the total number of adults present; it did not include adults' names. Thus, the evaluator could not determine whether parents attended more than one event. To remedy this in Year 2, adult family members should be added to EZReports in the participants tab so that their individual attendance can be recorded and tracked.

Quality of Program Delivery Protocol: The quality of program delivery was measured using a modified version of the Out of School Time (OST) Observation instrument. This instrument allowed L&G to rate program activities on various indicators addressing the three key program quality domains that after school experts agree lead to positive outcomes for youth:

- *Relationship-building and engagement* which encompasses items that measure how friendly and respectful youth are to each other and staff, how well participants listen and are engaged in the activity, and how positively youth and staff interact.
- *Instructional support* which includes items that measure how much youth contribute their opinions and ideas during the activity, the extent to which staff supports youth positively and without taking control, and how much staff encourages youth to share their ideas and recognizes their accomplishments.
- *Activity content and structure* which contains items that measure how well the activity is organized, how appropriately challenging the activity is, and whether it involves the practice or progression of skills.

We utilized a modified rating scale for each domain. Rather than using the standard OST scale ranging from 1-7, indicators received a score ranging from zero (the indicator was not observed) to three (the indicator was observed with high consistency). The duration of each observation was 20 minutes. The overall goal of the site visit was to observe and rate a sample of activities to rigorously measure quality of youth development activities. When interpreting figures, scores ranging from 0 to 1 indicate that this dimension or indicator of quality was not observed or observed inconsistently. A score between 1 and 2 indicates that this element of quality was sometimes observed or observed with a moderate degree of consistency. A score between 2 and 3 indicates that this aspect of program quality was frequently observed during the visited 21st CCLC activities.

Quality of Program Delivery Findings: Site visit findings are summarized below for each domain of program quality.

Relationship-building and engagement: The overall quality of relationship building and engagement across activities demonstrated a strong emphasis on fostering positive, collaborative environments where students could engage meaningfully with both peers and instructors. Lessons were designed to encourage open discussions and group work, allowing students to listen attentively, share ideas, and offer feedback. Peer support was evident as students helped one another throughout the activity, although occasional negative remarks between students went unaddressed. Instructors generally played an effective role in guiding conversations and redirecting focus when students became distracted. While interactions were predominantly positive, there was a challenge with maintaining equal engagement when language barriers arose, as one student serving as an interpreter became less involved in discussions. Overall, instructors contributed to a

respectful and inclusive atmosphere by offering individualized feedback, encouraging participation, and ensuring that students' ideas were heard, creating an engaging and supportive learning environment.

Instructional support: The quality of instructional support was characterized by a range of effective strategies that promoted student ownership, differentiated learning, and active participation. Instructors set clear structures for activities while encouraging students to take initiative, often using guiding questions to help students develop and expand their ideas. Peer collaboration was emphasized, allowing students to learn from one another and engage in meaningful discussions. Differentiation was evident, with students working on projects aligned to their skill levels, ensuring that all were appropriately challenged. Instructors consistently communicated goals and expectations, verbally and sometimes visually, which helped maintain student focus. Opportunities for reflection and feedback were embedded in many activities, although some offered fewer chances for peer feedback and deeper discussion. Overall, instructional support was tailored to meet diverse student needs, with instructors facilitating understanding and fostering a supportive learning environment through varied teaching methods and consistent acknowledgment of student efforts.

Activity content and structure: The quality of activity content and structure was characterized by well-organized, thoughtfully designed lessons that challenged students both intellectually and creatively. All activities provided opportunities for skill development and analytical thinking. For example, in *Screen Writing*, students were encouraged to critically evaluate their work and consider audience perspectives, while in *Financial Literacy* and *Coding*, students researched and presented on topics of personal interest, enhancing both their presentation skills and subject knowledge. Activities were also well-prepared, with necessary materials and clear lesson plans available, though the adherence to the lesson plans varied. Additionally, activities were tailored to meet the diverse needs of students, with differentiated approaches such as allowing ENL students to use their native languages as a starting point before translating into English. The inclusion of multiple languages and creative tasks ensured that students were both intellectually engaged and supported, making the content accessible and enriching for all participants.

Following the observations, the most common recommendations sites received were to:

- Encourage students to expand on their answers and ideas.
- Visually display activity goals, purpose, and expectations.
- Explore strategies to increase alignment between activities and lesson plans.
- Co-construct afterschool norms and expectations with students.
- Explore additional supports that could be offered to ENL students.

Figure 1 shown below summarizes the results of the assessment of program quality for programming offered during the first site visit, using the OST Tool. Based on these ratings, it can be concluded that CareerVisions provided activities that were highly consistent for all three dimensions of quality (2 or greater on the rating scale).
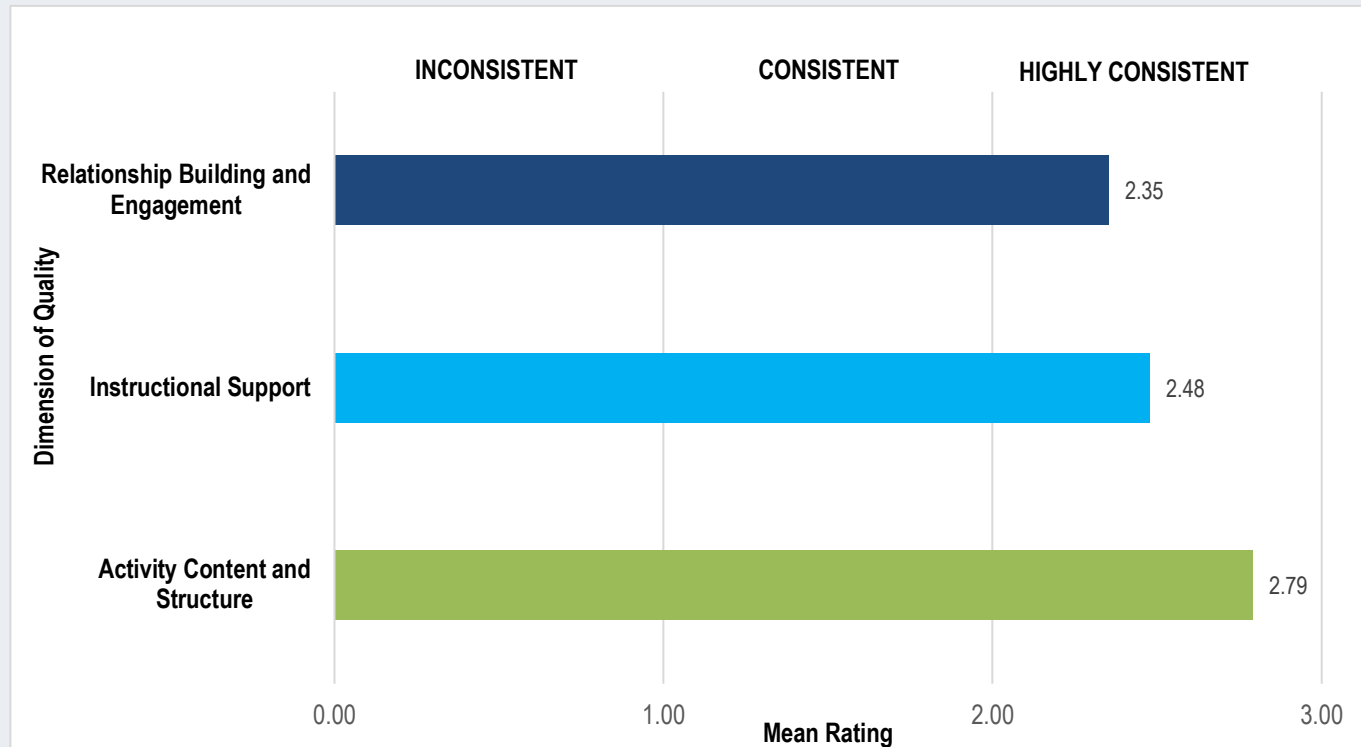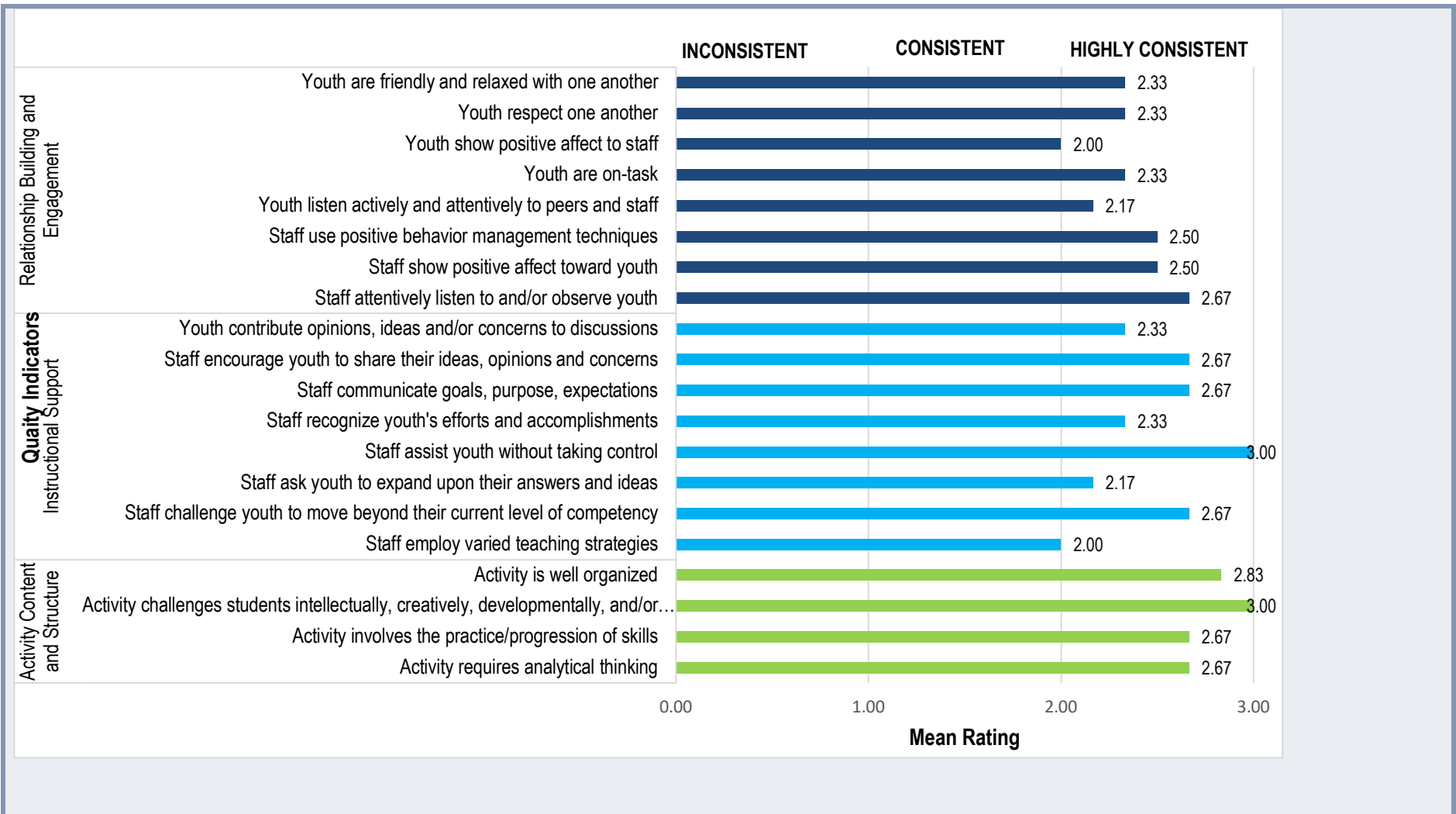

Figure 2 presents the mean scores for each indicator across the three domains assessed by the OST tool. All quality indicators were scored as highly consistent (2 or greater on the rating scale).

	INCONSISTENT	CONSISTENT	HIGHLY CONSISTENT

Quality Indicators

Relationship Building and Engagement

Indicator	Mean Rating
Youth are friendly and relaxed with one another	2.33
Youth respect one another	2.33
Youth show positive affect to staff	2.00
Youth are on-task	2.33
Youth listen actively and attentively to peers and staff	2.17
Staff use positive behavior management techniques	2.50
Staff show positive affect toward youth	2.50
Staff attentively listen to and/or observe youth	2.67

Instructional Support

Indicator	Mean Rating
Youth contribute opinions, ideas and/or concerns to discussions	2.33
Staff encourage youth to share their ideas, opinions and concerns	2.67
Staff communicate goals, purpose, expectations	2.67
Staff recognize youth's efforts and accomplishments	2.33
Staff assist youth without taking control	3.00
Staff ask youth to expand upon their answers and ideas	2.17
Staff challenge youth to move beyond their current level of competency	2.67
Staff employ varied teaching strategies	2.00

Activity Content and Structure

Indicator	Mean Rating
Activity is well organized	2.83
Activity challenges students intellectually, creatively, developmentally, and/or…	3.00
Activity involves the practice/progression of skills	2.67
Activity requires analytical thinking	2.67

Mean Rating

1c. First Site Visit | Delivery & Receipt of Report

*Client & State leadership team assist: Evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, help satisfy requirements in **SMV Section H**. This information also helps the state-level team understand more about the effective ways an evaluator presents formative findings, as well as the program leader's utilization of the feedback.*

During the first site visit, the evaluator held conversations with the site coordinators about the overall findings following the observation of activities. This discussion included any recommendations that were later formalized in school-based site visit reports. The reports took the form of a memo and were emailed to the relevant program stakeholders, including the principal, site coordinators, program director, and CareerVisions director of compliance on the following dates:

- Bronx Health Sciences High School: 1/16/24
- New World High School: 12/19/23

L&G's site visit observation tool was also shared with stakeholders so that they could review and obtain more context on what the evaluator looks for during the site visit observation, informing activity design and implementation. A broad overview of the site visit findings was also discussed at the first advisory meeting for Bronx Health Sciences High School and the second advisory meeting at New World High School.

Second Site Visit: Point of Service Quality Review

The second of the two annual visits is designed to focus on assessing fidelity at full implementation. Observations are conducted at each program site for selected activities, attending to activity/lesson content and structure, environment/context, levels of participation, and staff's use of effective engagement and instructional strategies. Additional items of interest include the quality of interpersonal relationships, program personnel's use of inclusion and restorative practices, preparedness of staff delivering the lesson, support for staff from site leader(s), and the degree to which activities/lessons activate critical thinking, collaboration, and promote skill development. Evaluators are required to use an observation walkthrough tool; it may be inspired by the NYSED-approved Out of School Time (OST) tool, or another validated, reliable observation instrument.

*Client assist: As specified in **SMV Indicator D-2**, grantees are also required to conduct **program activity implementation reviews (PAIR)** two times a year. Alignment between the Evaluator's observational measure and the program's internal observational measure is not required, yet it could be useful for program leaders and evaluators to share an understanding about the look-fors/indicators of service quality to be able to combine findings and complement improvement efforts*

2a. Second Site Visit | Procedure

Date(s)	Site# (use p.3 list)	Program activities observed	Methods Used across all sites
3/14/2024	1: Bronx Health Sciences High School	▪ Passport 2 Travel ▪ Video Game/Anime Club ▪ Podcast Club	☒ Observation using protocol*
4/17/24	2: New World High School	▪ Art Club ▪ Book Club ▪ Dance Club	☒ Interview(s) using protocol*
			☒ Document review using protocol*
			▪ Insert description of Other Method
			☐ Insert description of Other Method

2b. Second Site Visit | Summary of Findings

The second site visit was conducted to (1) continue to assess the fidelity of program implementation, which included a review of EZReports data entry and data collection to date; and (2) conduct observations to determine the quality of program delivery and participant responsiveness. L&G conducted three 20-minute observations of program activities.

Quality of Program Delivery (Protocol): The quality of program delivery was measured by conducting 20-minute observations of activities using a modified version of the validated assessment tool _Out of School Time (OST) Observation Instrument_. The instrument guided our observations to capture indicators of positive youth development across three domains:

- _Relationship-building and Engagement_ includes items that measure how friendly and respectful youth are to each other and staff, how well participants listen and are engaged in the activity, and how positively youth and staff interact.
- _Instructional Support_ includes items that measure how frequently youth contribute their opinions and ideas during the activity, the extent to which staff supports youth without taking control, and how much staff encourage youth to share their ideas and recognizes their accomplishments.
- _Activity Content and Structure_ includes items that measure how well the activity is organized, how appropriately challenging the activity is, and whether it involves the practice or progression of skills.

The items within each domain were again averaged to determine a composite score. The composite scores of each domain and the indicator scores should be interpreted as:

> 0-1: the indicator was not observed or observed inconsistently.
>
> 1-2: the indicator was sometimes observed or observed with a moderate degree of consistency.
>
> 2-3: the indicator was observed consistently.

Quality of Program Delivery (Findings):

Relationship Building and Engagement: Across the observed activities, strong relationship building and student engagement were evident through respectful and supportive interactions. Students expressed differing opinions in a friendly and constructive manner, with instructors carefully moderating discussions to ensure all perspectives were heard. While most students stayed on task, instructors effectively redirected those who became distracted by asking thoughtful questions and encouraging participation. Instructors demonstrated attentiveness, offering emotional support and setting clear expectations, which created a respectful and collaborative atmosphere. This supportive environment allowed students to feel comfortable sharing their ideas and engaging fully, fostering a sense of community and trust throughout the activities.

Instructional Support: The quality of instructional support across the observed activities was marked by varied teaching strategies, active student participation, and encouragement of deeper thinking. Instructors consistently asked students to expand on their ideas, promoting critical thinking and helping students concretize their thoughts. They facilitated discussions without imposing their own opinions, allowing students to reach independent conclusions. Goals, purposes, and expectations were generally communicated effectively, creating a structured and focused learning environment. In some activities, students engaged with the content in multiple ways, such as through independent reading, discussions, and creative exercises. However, in certain cases, instructional strategies were more limited. Overall, instructors provided guidance without taking control, fostering independence, and encouraging students to reflect on and personalize their learning experiences. Recognition of student achievements was present, though there is potential for more consistent celebration of accomplishments to further motivate participation and growth.

Activity Content and Structure: The quality of activity content and structure across the observed activities was marked by strong organization, thoughtful challenges, and opportunities for skill development. Activities were well-designed, with detailed lesson plans guiding the sessions, though adherence to the plans varied. Intellectual and creative challenges were present, such as analyzing video game benefits or discussing cultural identity in relation to dance. Students engaged in tasks that encouraged problem-solving, critical thinking, and skill progression. Some activities fostered deep reflection on social and cultural issues, while others offered creative and intellectual growth opportunities. Overall, the activities were structured to promote active participation and meaningful learning.

Recommendations for the second set of site visits included:
- Visually display activity goals, purpose, and expectations.
- Explore strategies to increase alignment between activities and lesson plans.

- Provide additional opportunities for peers to provide feedback to one another.
- Establish a consistent routine for behavior management across all activities, ensuring that all students understand and adhere to the expectations.
- Build in opportunities for students to expand on their contributions.

Figure 3 shown below summarizes the results of our second site visit observations of programs offered to CareerVisions students, namely, the average rating for each OST Tool domain across observed activities. CareerVisions scored highly consistent across all three domains of program quality (2 and greater on the rating scale).
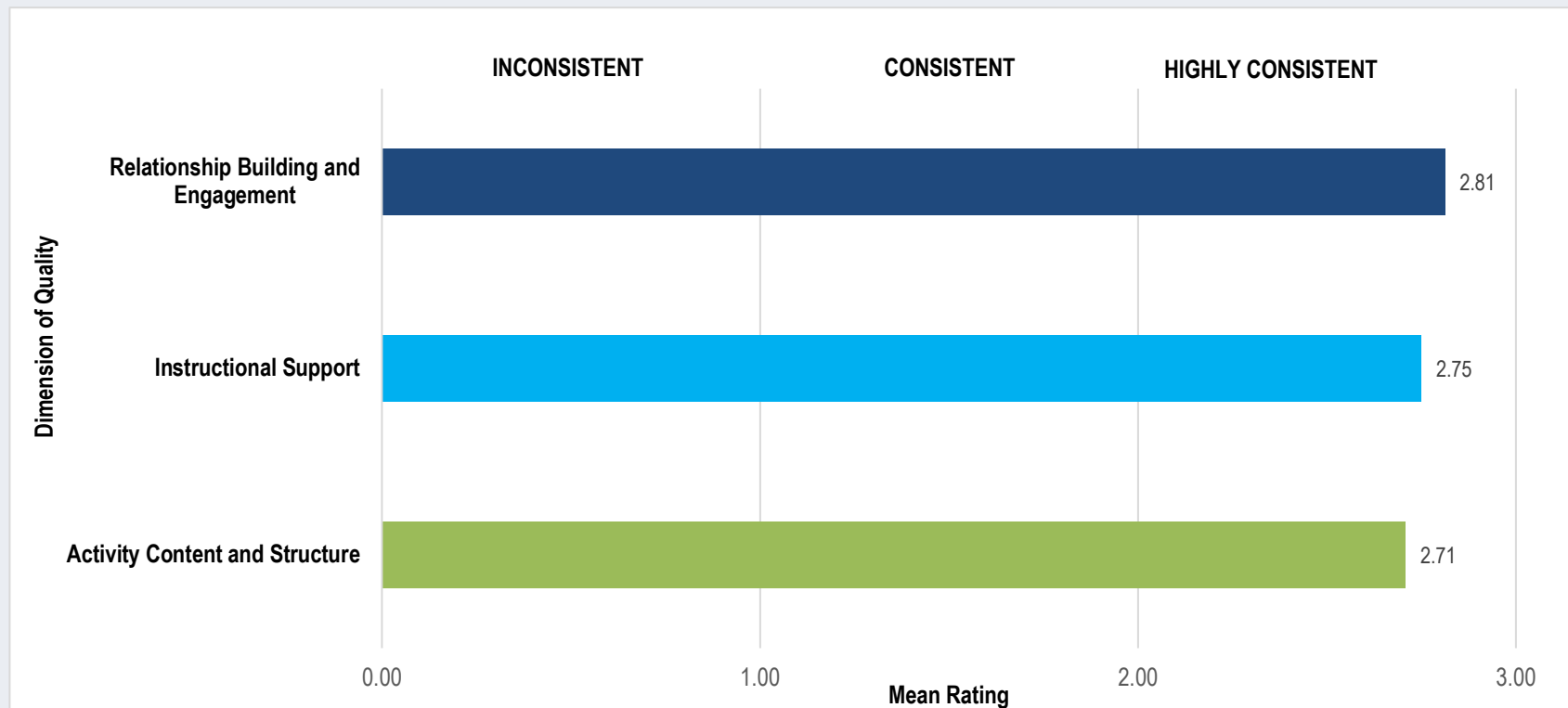

Figure 4 presents the mean scores for each indicator across the three domains assessed by the OST tool at CareerVisions. All quality indicators were highly consistent and received the highest ratings (2 and greater on the rating scale).

| | INCONSISTENT | CONSISTENT | HIGHLY CONSISTENT |

Relationship Building and Engagement
Indicator	Mean Rating
Youth are friendly and relaxed with one another	2.67
Youth respect one another	2.83
Youth show positive affect to staff	3.00
Youth are on-task	2.50
Youth listen actively and attentively to peers and staff	2.83
Staff use positive behavior management techniques	2.67
Staff show positive affect toward youth	3.00
Staff attentively listen to and/or observe youth	3.00

Quality Indicators — Instructional Support
Indicator	Mean Rating
Youth contribute opinions, ideas and/or concerns to discussions	3.00
Staff encourage youth to share their ideas, opinions and concerns	3.00
Staff communicate goals, purpose, expectations	2.67
Staff recognize youth's efforts and accomplishments	2.50
Staff assist youth without taking control	2.67
Staff ask youth to expand upon their answers and ideas	2.67
Staff challenge youth to move beyond their current level of competency	2.83
Staff employ varied teaching strategies	2.67

Activity Content and Structure
Indicator	Mean Rating
Activity is well organized	2.83
Activity challenges students intellectually, creatively, developmentally, and/or…	3.00
Activity involves the practice/progression of skills	2.50
Activity requires analytical thinking	2.50

Mean Rating

0.00 1.00 2.00 3.00

2c. Second Site Visit | Delivery & Receipt of Report

Client & State leadership team assist: Evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, help satisfy requirements in **SMV Section H. This information also helps the state-level team understand more about the effective ways an evaluator presents findings, as well as the program leader's utilization of the feedback.*

Initial impressions from the second site visit were shared with each school's site coordinator at the conclusion of program observations. This included a discussion regarding areas of growth from the first site visit to the second, highlighting the recommendations from the fall report that were addressed during the spring observation. One fall recommendation that was addressed more consistently during the spring visit was to explore additional supports that could be offered to ENL students. These supports included providing translated materials to students and including audio voiceovers in Spanish for all digital visual aids. These supports helped to ensure that all students could engage with the content and participate fully. This change in practice is reflected in the increased scores for Relationship Building and Instructional Support and their associated indicators in Figures 3 and 4.

A formal report was emailed to relevant program stakeholders including the school's principal, site coordinator, 21st CCLC program director, and CareerVisions director of compliance on the following dates:

- Bronx Health Sciences High School: 4/2/2024
- New World High School: 5/30/2024

Conclusions & Recommendations

This section will provide an overview of specific successes, struggles, and lessons learned from Year 1. It will also highlight recommendations for program improvement.

Program Successes

- **CareerVisions exceeded their goal of serving 150 students for at least 15 hours.** 167 students were served for at least 15 hours. This is particularly notable as both sites were in their first year of implementing 21CCLC programming and were actively learning the grant requirements. Both sites reported having positive relationships with their Education Liaisons, CareerVisions staff who met regularly with coordinators to help them align programming with 21CCLC requirements and the CareerVisions program model. The site coordinators reported that the Education Liaison helped them understand the rules and responsibilities of the grant as well as providing support around lesson planning. Both sites also reported recruiting students through a variety of successful strategies such as speaking with students one-on-one, using the DOE messaging system, putting up posters, advertising in the school newspaper, and doing in-class presentations on the different activity offerings.

- **Sites offered engaging academic and enrichment activities to students throughout the program year.** The grant requires that academic and enrichment clubs be offered for at least 30 days of the program year. Bronx Health Sciences High School and New World High School greatly exceeded these goals, offering academic clubs for 54 and 109 days, respectively and enrichment clubs for 83 days each. Per EZReports and evaluator site visits, these activities were highly engaging and well attended throughout the year. Site coordinators reported the importance of incorporating student voice into activity design. At Bronx Health Sciences High School, students could create a club if they had at least 10 signatures. This was how clubs such as *Singing/Songwriting* were added to the program schedule. At New World High School, the site coordinator planned to meet with all students by the end of the program year and spoke with them individually or in small groups about their experience and what they would like to see offered. Both sites also noted the importance of the end of semester culminating events, which were opportunities for students to showcase what they learned to their peers and parents. Because students worked towards the culminating event throughout the semester, it encouraged them to stay engaged and show up consistently.

- **Each site engaged stakeholders through quarterly advisory meetings and completed three elements of the QSA.** In alignment with grant requirements, both sites held four advisory board meetings before the end of the program year. These meetings were well organized with clear agendas and included opportunities to review data and discuss progress towards reaching goals and objectives. CareerVisions also ensured that all stakeholders could meaningfully participate in the QSA. QSA items for Element 3 – Relationships and Element 1 – Environment and Climate were added into the mid-year survey that CareerVisions administered to students, parents, and staff. Survey findings were discussed during the QSA meeting and incorporated into the action plan, when applicable. This practice made the QSA a collective tool for program improvement, ensuring that all stakeholders could share their thoughts, rather than a select few who served on the advisory board.

- **Family literacy workshops offered valuable knowledge and engaged parents in their students' learning.** New World High School offered a mixture of family literacy and engagement events for parents. Literacy workshops included topics such as the benefits of food stamp assistance, how to get a library card, and how to be debt free. Families were also invited to student showcases where they learned about the different clubs, watched students' end-of-semester presentations and performances, and celebrated students' accomplishments. These events helped parents become more integrated into the school community and encouraged parents to be active participants in their students' educations.

- **Student survey data suggests the 21CCLC program may have a positive influence on student behavior and academic habits.** All sites administered the Student Outcomes Survey to understand students' afterschool experience and perceived impact of the program. Across both sites, 68% of students self-reported a decrease in misconduct during the year. Similarly, 57% of students self-reported improved academic habits for the program year. 54% of students also reported that the program helped them learn more about careers and community issues. Each of these indicators exceeded the grant goal. This serves as an indicator that 21CCLC programming is positively influencing students' personal and educational growth. The response rate was also particularly notable for New World High School, as 127 students were surveyed, far exceeding the 75-student target. The high response rate increases the accuracy of the results, as they represented 84% of all New World High School 21CCLC participants who attended after school programming at least once. This is helpful for understanding what aspects of the program works well and what changes may be needed, as most students' voices were captured. These findings can be further substantiated when academic data are available.

Program Struggles and Key Lessons Learned

- **Sites did not offer after school programming for 15 hours per week.** Per the grant, each site should offer programming 15 hours per week for at least 28 weeks or a total of 420 hours annually. At Bronx Health Sciences High School, programming was offered up to 13 hours and 20 minutes per week. Similarly, programming was offered up to 14 hours and 30 minutes at New World High School. Per the grant schedule, programming should be offered from 3:00PM-6:00PM. At Bronx Health Sciences High School, programming started between 2:20PM-2:30PM and ended by 5:00PM. At New World High School, programming started at 3:00PM but ended at 5:00PM or 5:30PM on some days rather than 6:00PM. As a result, sites only offered 254 hours and 341 hours of programming, respectively. To align with grant requirements, programming should be offered for 3 hours per day. If program times differ from the grant schedule, a program modification should be submitted to revise the schedule listed in the grant.

- **Not all club types were offered for at least 30 days.** Per the grant, all students should be offered service learning, career exploration, cultural awareness, financial literacy, and restorative practice clubs for 30 days or 90 hours annually. Each category maps onto one of the following CareerVisions models: Community Change, Career Visions, Legacy, Money Moves, and Peace. At Bronx Health Sciences High School, all clubs except for financial literacy were offered for at least 30 days. At New World High School, only career exploration clubs and cultural awareness clubs were offered for at least 30 days. Service learning and restorative practice clubs were offered for 0 days. While both sites offered financial literacy clubs in the fall, the clubs were not offered again in the spring semester and fell short of the 30-day target. This suggests that the CareerVisions models may need to be selected more intentionally when designing activities for the program year.

- **The number of unique adults served could not be accurately assessed.** CareerVisions set a goal that at least 50 parents or adult family members would attend one 21st CCLC family literacy workshop each year. The number of workshops was recorded in EZReports along with how many family members attended for each student. However, individual attendance for each adult was not logged. Thus, if a parent attended two workshops, it was not possible to know if this was the same parent or a different parent. The evaluator counted each parent only once, so that numbers were not falsely inflated. However, this method may have undercounted the number of adults served. To get an accurate count of how many adults are served, adults should be registered in EZReports so that individual adult attendance can be tracked. Additionally, Bronx Health Sciences High School held events for parents throughout the year, but the parents could not be counted towards grant goals due to lack of documentation. To ensure that all parents served are counted towards grant goals and objectives, sign-in sheets should be maintained for all family literacy and engagement events.

- **The Student Outcomes Survey could not be used to measure student experience at Bronx Health Sciences High School.** The Student Outcomes Survey was designed to assess students' experiences in the after school program. While both sites administered the survey, Bronx Health Sciences High School only gathered 33 responses, which was 44% of the 75-student target. Since the response rate was less than 50%, site-level results were not representative of the students served and could not be analyzed. More intentional survey collection efforts are needed for survey data to be utilized to improve 21CCLC programming and gauge potential changes in student behavior.

- **Observed activities did not always align with the lesson plan provided to the evaluator during site visits.** Site coordinators and staff were trained to use Professor AI, an AI lesson planning tool, to generate lesson plans for activities. These lesson plans are aligned to SEL benchmarks and NYS learning standards and engage students through a mixture of research, small group and large group discussion, hands-on projects and reflections. Lesson plans are also aligned to each club's model such as service learning, financial literacy, or career exploration. These lesson plans are comprehensive but are only designed for use during one session. However, staff are permitted to use the lesson plan across multiple sessions and expand upon what is written, if similar content is being covered. Thus, when the evaluator visited, some activities closely followed the lesson plan. However, other activities varied significantly. Per conversations with the site coordinators, some students wanted to have more input regarding activity planning, but these opportunities were limited because the lesson plans were not designed by the instructor. With these challenges in mind, strategies should be explored to modify the lesson plan to better accommodate student voice and build in flexibility for staff adjustments so that the lesson plan is an accurate representation of the day's activity.

- **Greater stakeholder attendance is needed at 21CCLC Advisory Board meetings.** Both sites held four 21CCLC advisory meetings for the school year. However, stakeholder attendance varied across meetings. At Bronx Health Sciences High School, parent representatives did not attend any meetings and student representatives were only present for two meeting. At New World High School, four meetings were held but parent representatives only attended two meetings and student representatives attended three meetings. Additionally, the program director only attended two NWHS meetings. Efforts should be made to have the following stakeholders present at all meetings: The 21CCLC program director, the site coordinator/Assistant Principal, Education Liaison, local evaluator, and a parent and a student representative. Meetings should also follow the quarterly meeting schedule outlined by NYSED, as this cadence is useful for ensuring all stakeholders are regularly informed about progress towards grant goals and objectives, upcoming deadlines, and implementation successes and challenges. While Bronx Health Sciences High School held four meetings,

the first meeting did not take place until January, due to a site coordinator role change in the fall semester. This left limited time to adjust programming to bring it into alignment with grant requirements.

- **Not all performance indicators could be properly assessed and require submission of a program modification** Some performance indicators are currently measured via student self-report when data such as report card grades or attendance data would be a more reliable metric for measuring program impact. Similarly, not all local objectives align with grant documents and their associated program objectives. A program modification is needed to revise performance indicators so that goals are measurable and accurately reflect CareerVisions' goals related to program offerings and student outcomes. See the recommendations section for suggested revisions.

Program Recommendations

L&G offers the following recommendations to improve program implementation during Year 2:

- **Design a program schedule that offers 15 hours of programming per week.** Per the grant, each site should operate out-of-school time programming for an average of 15 hours per week for at least 28 weeks or a total of 420 hours annually. This is best achieved by offering programming 5 days per week for 3 hours per day. Not all activities need to run for the full three hours. For example, academic clubs could be offered from 3:00-4:00 PM followed by enrichment clubs from 4:00-6:00 PM. Another option could be to offer one activity, such as tutoring or dance, for a full three hours, while other clubs run for a shorter period of time. To determine the best schedule, speak with both students and staff to understand what types of activities they are interested in, how long they prefer clubs to run each day, and possible scheduling conflicts.

- **Review the Fidelity Checklist during program planning to ensure that club offerings align with the target dosages outlined in the grant.** Per the grant, the following types of clubs should each be offered for 30 days or 90 hours annually: Academic, enrichment, service learning, career exploration, cultural awareness, financial literacy, and restorative practices. Ensure that at least one activity for each club type is scheduled to run for a minimum of 30 days. To maintain instructor choice over the models that they select, each instructor could be asked to rank their model preference (Career Exploration – First choice, Financial literacy – Second choice, etc.). The site coordinator can then assign program models to each activity, taking staff preferences into account but ensuring that each model is offered for at least 30 days of the program year.

- **Use sign-in sheets at all family events and register parents of 21CCLC participants in EZReports so that individual adults served can be tracked.** Sign-in sheets should be used to track attendance at all family literacy or engagement events. This sign-in sheet should include the name of the event, the date, and session start and end time. There should also be columns for parents to sign their names and write the name of their 21CCLC child, so that they can be linked in EZReports. If an event is open to parents whose children are not 21CCLC participants, the site coordinator should indicate on the sign-in sheet who is and who is not part of 21CCLC. To properly track how many unique parents are being served, adults who attend family literacy and engagement events should be input into EZReports via the adult participants tab. Each family event can be entered as a regular activity with the target participants set to adults. Attendance should be logged in the same way that attendance is logged for student activities. This method allows the evaluator to determine how many unique adults were served across all workshops.

- **Provide a thorough overview of 21CCLC grant requirements during site coordinator onboarding.** When site coordinators are hired, the onboarding process should include a review of 21CCLC grant requirements and what types of evaluation activities to expect such as site visits, quarterly review of progress towards meeting goals and objectives, and survey administration. The first advisory board meeting should be scheduled early in the program year, between the months of July-September, as the meeting includes a review of the site's final fidelity checklist from the previous year. This can help new staff understand the expectations of the role and identify where program changes are needed for the current year. Additionally, all program modifications should be shared with the local evaluator as soon as they are approved so that updates can be made to the evaluation strategy, when necessary.

- **At the beginning of the year, identify individuals who can serve on the 21CCLC advisory board and schedule all four meetings.** To minimize scheduling challenges, all four advisory board meetings should be scheduled at the beginning of the year. This can help members reserve the time and ensure availability. It is recommended that the second and fourth meetings also include completion of two elements of the Quality Self-Assessment tool. Advisory board members should be consistent across meetings. The following stakeholders should be in attendance: The 21CCLC Program director, site coordinator, school leadership (if different than the site coordinator), education liaison, local evaluator, and a parent and student representative. Early in the school year, site coordinators should recruit at least one student and one parent who are willing to serve as the representatives for the full year. This is considered a best practice, as the consistency lends to better understanding of the grant and facilitates the sharing of more useful feedback. Advisory board attendance can be proposed as a leadership role for students and an opportunity to shape the program for themselves and their peers. To ensure alignment, expectations for attendance should be reviewed prior to or during the first meeting.

- **Increase response rate on Student Outcomes Survey.** To understand students' experiences in the 21CCLC after school program, surveys should be completed by no less than 50% of each site's student enrollment target. It is recommended that instructors reserve time at the end of an activity for all students to fill out the survey, either on paper or online. The administration guidelines should be reviewed with students beforehand to minimize incomplete or invalid survey results. Survey administration can be repeated on multiple days, but each student should only fill out the survey once. Site coordinators should target all student participants and track individual survey completion so that targeted outreach can be conducted, ensuring that the completion rate is well above the 50% threshold. This data provides useful insight into student perceptions of the program's impact and is a useful tool for identifying program areas that could be improved.

- **Explore strategies to increase alignment between lesson plans and activity implementation.** Activities should be guided by a detailed lesson plan that outlines what students will learn and how instruction will be differentiated to meet students' needs. Because instructors can use the Professor AI lesson plans across multiple sessions, there is occasionally misalignment between what is written in the lesson plan and what instructors implement. Where possible, this misalignment should be minimized. Consider using the Professor AI template as a starting document that instructors can then adjust to match their lesson for the day and tailor to best meet their students' needs. This will allow lesson plans to be personalized and could increase student engagement, as their input can be intentionally incorporated into the lesson, increasing student ownership over their learning.

- **Submit program modifications to ensure that all performance indicators are S.M.A.R.T.** To ensure that all performance indicators are S.M.A.R.T. and align with grant documents and program objectives, modifications should be submitted to change the following indicators:
    - **1.1-1 50% of students will agree that the program helped them read and understand English better.** This performance indicator is most accurately assessed by measuring improvement in ELA grades. This PI could be removed.
    - **1.4-1 50% of students will indicate that a parent/adult family member attended afterschool events each year.** This performance indicator is most accurately assessed by analyzing EZReports attendance records from family events. Student self-report is a less reliable measure. This PI could be removed.
    - **1.5-1 Each year, 150 students at the 21st CCLC will attend for at least 15 hours weekly.** The associated program objective states that 100% of the 21st CCLCs will offer an average of 15 hours a week of services during the afterschool hours. The local objective should align with this to reflect each site's hours of operation, rather than the number of students who will attend for 15 hours per week. This should be modified to, "Each site will operate 15 hours per week for 28 weeks or a total of 420 hours annually."

> ▪ **2.1-1 At least 50% of regularly attending students will demonstrate improvements in ELA (and math) each year.** These two local objectives could be made more measurable by setting a specific target for how much CareerVisions expects student participants to improve their ELA and Math performance. For example, consider setting a target that students will increase 3-5 percentage points between the first and last marking periods.

Optional Supporting Documents (please attach)

► **Sample Communication Artifacts**: L&G's Quarterly EZReports update, and End of Year Memo is provided as a sample communication artifact. It can be found in Appendix A (Section VII).

► **Data Collection Instruments:**

- Site Visit Observation Tool
- First Site Visit Interview Guide

| Section IV | **Collaboration** & **Utilization** |

Guided by the participatory evaluation framework L&G utilized a variety of strategies to collaborate and communicate our evaluation findings to school and CBO partners throughout FY2024. These strategies were used to support adherence to the 21st CCLC grant guidelines, data driven decision making that supported continuous program improvement, and the effective operational function of programs. The specific strategies included the following:

- **Site Visit Reports:** L&G conducted site visits to assess program quality using a modified version of the Out of School (OST) Observation tool. Each site received two visits. At New World High School, one visit was in the fall and the other was in the spring. For Bronx Health Sciences High School, the first visit was in January 2024, after the new site coordinator started in the role and consistent communication was established. The second site visit took place in March 2024. Observations were summarized in a formal memo that was sent to the program director, principal, director of compliance, and site coordinator. Recommendations were also provided by L&G.

- **Quarterly Advisory Board Meetings:** As required by the 21st CCLC grant, advisory meetings were held to give partners the chance to come together and discuss programming and address any challenges they were facing. During these meetings, L&G reviewed the program schedule (based on data entered into EZReports), and fidelity checklist with all stakeholders in attendance. The quarterly advisory meetings were further used to discuss progress towards grant goals, objectives, and performance indicators, as well as a time to brainstorm ideas to address programmatic challenges. Both sites held four meetings during the program year, though the first quarterly advisory meeting at Bronx Health Sciences High School did not take place until January 2024. Parents and student representatives were not consistently represented at either site. Additionally, the program director was only present for two of the meetings at New World High School. In Year 2, concerted efforts should be made to ensure stakeholders are present at all four meetings, as full stakeholder participation is best for ensuring successful program implementation.

- **Fidelity checklists**: Fidelity checklists helped assess each site's progress in implementing the grant with fidelity and meeting the performance targets associated with each grant objective. These checklists were reviewed primarily during the advisory meetings to guide conversation focused on the implementation status (i.e., "requires attention", "on track", or "implemented with fidelity") of the planned activities for each grant component; namely, youth development, academic enrichment, family literacy/engagement, community engagement, program operations, and target enrollment. If the site was at risk of not implementing a grant objective

with fidelity, partners discussed what actions they should take to ensure compliance. This helped sites easily track their progress and created alignment between the evaluator and site coordinators on where efforts should be focused to best meet goals.

▪ **Quality Self-Assessment (QSA) Action Plan**: The QSA is utilized to guide conversations on program quality and ongoing program improvement. The QSA tool fosters a constructive dialogue for all stakeholders to gain a better understanding of program successes, challenges, and areas in need of improvement. Both schools conducted three QSA meetings during the school year and completed Elements 1 (Environment and Climate), 2 (Administration and Organization) and 3 (Relationships). At Bronx Health Sciences High School, the program director, site coordinator, assistant principal, education liaison, and local evaluator were present at two of the meetings. The third meeting was attended by only the local evaluator, site coordinator, and education liaison. At New World High School, the site coordinator/assistant principal, education liaison, and local evaluator were present at all three meetings. Students, parents and the program director were not consistently in attendance at either site. Although parent and student representatives were not present for all QSA meetings, their input was gathered via a student and parent mid-year survey. During the two meetings, L&G assisted with the QSA process by facilitating discussion, sharing relevant survey findings for each indicator, and writing the action plan. The action plan listed the composite score for each indicator, action steps to improve indicators that scored below 3, individuals responsible for making sure the action steps(s) were completed, and date of completion.

▪ **Interim Evaluation Report**: L&G created a school-level mid-year report to mobilize stakeholders around continuous program improvement and guide the development of strategic mid-term solutions for high-quality program implementation. This report assessed programming and highlighted issues, if any, with program service quality and missing data. The report for Bronx Health Sciences High School was shared with stakeholders on March 1, 2024, and the report for New World High School was shared on March 5, 2024. The reports offered recommendations intended to generate discussion about building on program strengths and developing strategies for program improvement.

▪ **End-Of-Year Memo:** This memo was shared via email with the site coordinator, data manager, director of compliance, and program director in early June 2024. It provided a comprehensive review of program data tracked in EZReports, highlighting any missing, incomplete, or inaccurate information that had to be entered/corrected before the end of the academic year in order to meet all federal, state, and local reporting requirements.

▪ **Emails/Phone Calls:** L&G utilized emails and phone calls to periodically check-in and discuss any program-specific questions or concerns throughout the year. Periodic strategic planning phone calls were conducted as needed to discuss participation goals and progress towards grant objectives.

Successes of Evaluation Strategy: L&G's overall evaluation plan was established to fully comply with the measurement and reporting requirements mandated by New York State Education Department (NYSED). L&G uses a participatory evaluation approach which actively engages all 21st CCLC stakeholders during the evaluation process and involves L&G sharing evaluation data frequently and consistently throughout the academic year. Emails and phone calls were the most frequently utilized collaboration strategy, with all necessary information and updates shared and discussed on a consistent basis. L&G's participatory lens was a particular strength of our evaluation approach. Since there was consistent communication between stakeholders and the evaluator, feedback on program implementation was shared in an appropriate and timely manner, so that program adjustments could be made to address any issues that emerged after the review of grant requirements and sharing of evaluation data. L&G's quarterly data reports were essential for program implementation and data accuracy. These updates enabled our team to provide timely attendance data that supported program's efforts to engage in continuous improvement and evidence-based decision-making. Finally, L&G's presentation of fidelity checklists and program schedules (based on what was entered in EZReports) during advisory board meetings helped the site coordinators to address any data inaccuracies, highlighted program implementation successes and challenges, and further ensured adherence to the program plan outlined in the original grant proposal. The evaluation strategy was successful, as evidenced by CareerVisions successfully implementing programming at two new sites and reaching their full student target in Year 1 of the grant.

Challenges with Evaluation Strategy: L&G could not implement the full evaluation strategy at Bronx Health Sciences High School until January 2024. Although programming started in the fall, this was not shared with the local evaluator until January when the new site coordinator started in the role. The evaluator worked closely with the site and leadership team to coordinate evaluation efforts, ensuring that the site received two site visits and held four advisory meetings so that data could still be collected and reviewed for program improvement efforts. However, the delay limited the extent to which programmatic changes could be reasonably made. For example, the first quarterly advisory meeting was held on 1/30/2024, which was after the start of the second semester of afterschool programming. Some program adjustments were made but it was not feasible to add a spring financial literacy club to address the shortage. Similarly, New World High School started programming in the fall but the program modification to add the site to the grant was not approved until January 2024. Since EZReports can only reflect approved changes, no data could be entered in EZReports before that date. Thus, at the first two quarterly advisory meetings, the local evaluator was unable to share EZReports data and report on progress towards reaching grant goals and objectives. This can be remedied in Year 2 since sites now have a better understanding of grant requirements and can input EZReports data when programming begins, allowing for more accurate tracking.

In addition, it is important to note that when working with stakeholders, data collection and entry inaccuracies can emerge with the utilization of the online system data report system, EZReports, which hinders evaluators' abilities to provide a complete and accurate assessment of

both implementation fidelity and program participation throughout the year. For example, incomplete records of attendance could significantly impact the number of hours of operation for a site as well as student accrual of program hours, which determines program dosage. This was also reflected in the family events that were input in EZReports for Bronx Health Sciences High School but were later removed due to missing documentation. Thus, the local evaluator reported that they were on track to meet the goal throughout the year, but it was ultimately not met. To address limitations such as these, L&G evaluators present and review fidelity checklists and program schedules at quarterly meetings with stakeholders to validate the information and address incomplete records. This is effective when the data in the system are up-to-date. However, changes related to the family events were only uncovered towards the end of the school year, which limited opportunities to discuss family event recordkeeping practices. L&G's overall strategy to compensate for all limitations associated with the abovementioned PI measures and methodologies was to triangulate data across multiple sources to look for consistent evidence of implementation.

Improvements/Enhancements to evaluation strategy: If adding or removing program sites, submit the program modification to TARC and NYSED as early in the program year as possible. Since EZReports is the official system of record, it can only reflect approved changes. Even though New World High School began programming at the beginning of the school year, no data could be entered until it was approved in January 2024. These delays can place a heavy strain on staff responsible for data entry, as it creates a backlog of attendance data that must be entered. Submitting changes early in the year can reduce the administrative burden and will allow the evaluator to engage in regular data sharing to aid program improvement efforts. Similarly, the local evaluator should be informed of all potential program modifications that will be submitted and be included on communication with TARC or NYSED regarding program modification progress and approval. This will ensure that the evaluator is up to date on all programmatic changes and can update evaluation documents to accurately assess fidelity to the grant and academic and behavioral outcomes.

Section V

Logic Model (LM) *and/or* Theory of Change Model (ToC)

Mission: to develop youth into professionals who are dedicated to making their community a better place to live pursued by offering a range of academic, youth development and family engagement after school activities that integrate career explorations, service learning, cultural education, financial literacy, and relationship education/restorative practices.

Resources/Inputs	Activities	Implementation Outputs (per school)	Participation Outputs (annual)	Short-Term Outcomes (annual)	Long-Term Outcomes
Federal funding administered by NYSED **School Partners Bronx Health Sciences High School (11X249) and New World High School (11X513),** provides Building Space, School Administrators, Custodial Services, and Nutritious Snacks **Special Student Populations Targeted**: ELLs, SWDs, students in temporary housing **Lead CBO Partner** CareerVisions, NY provides Program Staff and Supplies. Staff include: ▪ Certified Teachers ▪ Social Worker ▪ Dedicated Site Coordinator ▪ Project Director ▪ Education Liaison ▪ Paraprofessionals ▪ Data manager Evaluator Technical Assistance Resource Center (TARC) EZReports Specialized curricula and/or equipment Computers, Laptops, and other Technological Tools	Collaborative planning staff meetings Student recruitment Documentation and record-keeping Data entry, data management, and reporting Ensuring that program activities: ▪ Incorporate trauma-informed practices ▪ Align with NYS SEL Benchmarks ▪ Reflect the NYS Culturally Responsive-Sustaining Education Framework by offering 3 stand-along clubs: Black Experience, Los Embajadores, and Legacy **Student activities:** ▪ Career Visions Model: Career Exploration ▪ Community Change Model: Service Learning ▪ Legacy Model: Cultural education ▪ Money Moves Model: Financial literacy ▪ Peace Model: Relationship education/restorative practice ▪ Trauma informed mental health services **Family activities:** ▪ Literacy (skill-building) Workshops ▪ Engagement Events (celebrations of student achievement) ▪ Counseling and referrals **Professional Development (PD)** for program staff Establishing and convening the **Advisory Board** Quality Self-Assessment **(QSA)**	Monthly collaborative planning staff meetings Structured OST services offered 15 hours a week for 28 weeks (or 420 hours annually) Academic club offered for 30 days (90 hours) or more each year Enrichment club offered for 30 days (90 hours) or more each year Service learning, career exploration, cultural awareness, financial literacy, and restorative practice clubs for 30 days (90 hours) or more annually Mental Health and wellness support services and/or referrals Literacy, Engagement, Counseling, and Referral Services offered to Parents and Family Members Professional Development: 9 hours of staff training during summer; 3 hours of staff training each month during school year 4 Annual Advisory Committee meetings with key program stakeholders including students and parents 2 Annual QSA Meetings	150 students attend 15 hours of programing weekly 100% of students will be offered an academic club for 30 days (90 hours) or more 100% of students will be offered an enrichment club for 30 days (90 hours) or more 100% of students will be offered service learning, career explorations, cultural awareness, financial literacy, and restorative practices clubs for 30 days (90 hours) or more At least 50 parents/ adult family members will attend one family literacy workshop At least 50% of student will indicate that a parent/adults family member attended after school events	50% of regularly attending participants will: ▪ Demonstrate improvements in ELA ▪ Demonstrate progress in math ▪ Improvements in reading and understanding English 50% of regularly attending participants self-report: ▪ Increased knowledge about careers/community issues ▪ Increased cultural awareness ▪ Improved relationship knowledge and skills ▪ Enhanced critical thinking research, and executive functioning skills 50% of regularly participating students: ▪ Demonstrate a decrease in misconduct each year ▪ Demonstrate improved academic habits each year	Students improve school performance and are prepared for college and career Students' readiness to learn increases their social and cultural capital Students establish and maintain positive relationships with both peers and adults Improved student/parent/school partnerships and collaboration Students consistently apply their learnings to contribute actively to their communications addressing societal challenges with innovative solutions Graduates of the program emerge as community leaders, skilled professionals, and advocates for societal change

| Section VI | Evaluation Plan & End-of-Year Results Tables |

*The evaluation plan and end of year results Tables are provided in an Excel Spreadsheet which is submitted as a separate attachment.

Appendices

Appendix A. *CareerVisions Bronx EZReports Update – May 20, 2024*

CareerVisions NY #8142 EZReports Update

Student Summary Statistics

School	Target # of students served	Total # Enrolled	Total # Served	Avg. # of Students Per Day	# of students 15+ hrs total (% of target)
Bronx Health Sciences High School	75	143	143	21	61 (81%)
New World High School	75	139	139	12	65 (87%)
Total	150	145	127	33	126 (84%)

Family Component Summary Statistics

School – CBO Provider	Target Workshops	Completed Workshops	Family Engagement Events	Target # of Parents	Parents Served (Literacy + Engagement)
Bronx Health Sciences High School – CareerVisions NY	-	5*	2*	25	0
New World High School – CareerVisions NY	-	0	0	25	0
Total	-	5*	2*	50	0

*Adult attendance for all events must be logged.

Missing Student & Staff Information

School	Missing Student Info				# of Active Program Staff	Missing Staff Information		
	DOB	OSIS	Grade	Gender		Staff Type	Payment Mode	Funded by 21st CCLC
Bronx Health Sciences High School	0	0	0	0	17	0	1	0
New World High School	10	0	0	0	7	0	0	0
Total	10	0	0	0	23	0	1	0

Site Summary Reports: Attendance by Activity

Bronx Health Sciences High School

Attendance Summary by Session
Grantee Name: CareerVisions NY
Period: Jul 1, 2023 – May 20, 2024
Activities: All
*Family Literacy and Engagement Workshops are highlighted BLUE and Staff PDs are highlighted in ORANGE.

Session	Days Scheduled	Days Attendance Recorded	Enrolled Participant	Attended Participant	Average Daily Attendance	Days Confirmed "No Attendees"	Days Missing Attendance	% Missing Attendance
BHSHS-Fall-Aft-M/R-Campbell-Science/Bee's Keeper-rm 335-Money Moves	3	3	6	6	2	0	0	0%
BHSHS-Spring-Aft-M/R-Campbell-Science/Bee's Keeper-rm 335-Career Visions	18	7	7	7	2	0	11	62%
BHSHS-Fall-Aft-M/T-Hill -Tech Focus-rm 350c	2	2	6	6	4	0	0	0%
BHSHS-Spring-Aft-M/T-Hill -Tech Focus-rm 350c	8	3	4	4	1	0	5	63%
BHSHS-Aft-Spring-M/T/R-Vasquez-Performing Arts/Dance-Legacy	26	9	17	17	5	0	17	66%
BHSHS-Aft-Spring-M/T/W/R/F-Edwards-Basketball&Sports Conditioning-rm 5A	50	16	32	31	7	0	34	68%
BHSHS-Fall-Aft-M/W-Wallace-Podcast Club-rm 336/340-Community Change	3	3	6	5	3	0	0	0%
BHSHS-Spring-Aft-M/W-Wallace-Podcast Club-rm 336/340-Career Visions	28	6	8	8	3	0	22	79%
BHSHS-Fall-Aft-T/R-Lopez -Video Game/anime-rm 334-Legacy	9	9	18	18	4	0	0	0%
BHSHS-Spring-Aft-T/R-Lopez -Video Game/anime-rm 334-Peace	23	10	32	32	6	0	13	57%
BHSHS-Fall-Aft-T/W-Goldberg-Knitting/Crocheting/Sewing -rm 350-Community Change	7	7	14	11	7	0	0	0%
BHSHS-Spring-Aft-T/W-Goldberg-Knitting/Crocheting/Sewing -rm 350-Peace	18	9	19	19	6	0	9	50%

BHSHS-Spring-Aft-T/W-Preisler-Art Club-rm 328-Community Change	22	5	14	14	5	0	17	78%
BHSHS-Fall-Aft-T/W/R-Akosah-Bees Keeper/Instruments-rm 335	4	4	4	4	2	0	0	0%
BHSHS-Spring-Aft-T/W/R-Akosah-Bees Keeper/Passport-rm 335-CareerVisions	26	12	10	10	2	0	14	54%
BHSHS-Fall-Aft-T/W/R-Millan -Boxing/Esthetician-rm 341-Money Moves	10	10	49	49	11	0	0	0%
BHSHS-Fall-Aft-T-Smriga-Youth Advocacy-rm 336-Community Change	3	3	20	20	11	0	0	0%
BHSHS-Fall-Aft-W/R-Smriga-Youth Advocacy-rm 336-Community Change	10	8	33	33	10	0	2	20%
BHSHS-Spring-Aft-R-Smriga-Gardening-rm 336-Peace	14	1	8	8	8	0	13	93%
BHSHS-Fall-Aft-W-Dibella-Screen Writing-rm 329-Community Change	14	14	10	10	6	0	0	0%
BHSHS-Spring-Aft-W-Dibella-Screen Writing-rm 329-Legacy	11	7	16	16	9	0	4	37%
BHSHS-Fall-Aft-W-Palaia -Singing/Songwriting-rm 341/theater-Career Visions	11	11	19	19	10	0	0	0%
BHSHS-Spring-Aft-W-Palaia -Singing/Songwriting-rm 341/theater-Legacy	9	5	15	14	9	0	4	45%
BHSHS-Aft-W-Sotero -Card/Board Games-rm 341/theater-334-Community Change	13	6	21	21	8	0	7	54%
BHSHS-Fall-Aft-W-Taylor-Theater Production-rm 341-Career Visions	14	14	13	11	7	0	0	0%
BHSHS-Spring-Aft-W-Taylor-Theater Production-rm 341-Legacy	19	10	16	16	6	0	9	48%
BHSHS-Aft-Spring-W/F-Vargas-Writing/Chess/Minecraft-rm 334-Community Change	27	2	4	4	3	0	25	93%
BHSHS-Fall-Aft-W/R/F-Jacob-Life Fitness-rm Gym/Weight room-Career Visions	11	11	28	28	6	0	0	0%
BHSHS-Spring-Aft-W/R/F-Jacob-Life Fitness-rm Gym/Weight room-Peace	37	7	12	10	4	0	30	82%
Black History Month Performance (20 Students)	1	0	0	0	0	0	1	100%

FAFSA Guide (4 Parents)	1	0	0	0	0	0	1	100%
Father Figure Harlem Wizards Basketball Game (15 parents 15 Students)	1	0	0	0	0	0	1	100%
Financial Literacy (7 parents)	1	0	0	0	0	0	1	100%
How do I read my child's transcript (6 parents)	1	0	0	0	0	0	1	100%
Mercy College Nursing Program (35 Students and Parents)	1	0	0	0	0	0	1	100%
SYEP application process (8 parents)	1	0	0	0	0	0	1	100%

New World High School

Attendance Summary by Session
Grantee Name: CareerVisions NY
Period: Jul 1, 2023 – May 20, 2024
Activities: All
*Family Literacy and Engagement Workshops are highlighted BLUE and Staff PDs are highlighted in ORANGE.

Session	Days Scheduled	Days Attendance Recorded	Enrolled Participant	Attended Participant	Average Daily Attendance	Days Confirmed "No Attendees"	Days Missing Attendance	% Missing Attendance
NWHS-AFT-M/W-3 to 5PM-Art Club-Natalia Toro-Rm 430-Black Experience	28	19	25	25	5	7	2	8%
NWHS-AFT-M/W-3 to 5PM-Book Club-Ana Ramirez-Rm 427-Black Experience	58	21	21	21	4	34	3	6%
NWHS-FALL-AFT-T/TH-3 to 5 PM-Coding Club-Theresa Miranda-Rm 430-Career Visions	29	25	23	23	7	4	0	0%
NWHS-FALL-AFT-T/TH-3 to 530 PM-Culinary Club-Jennifer Wint-Rm 430-Foodpreneurs	29	24	53	53	8	5	0	0%
NWHS-AFT-T/TH/F-3 to 5PM-Dance Club-Hailie Heredia-Rm 440-Black Experience	23	11	41	16	5	4	8	35%
Spring Academy	7	3	41	32	22	4	0	0%

NWHS-FALL-AFT-T/W/TH-3 to 5 PM-DANCE/CAREER-Isis Richardson-Rm 441-Black Experience	42	34	42	42	7	8	0	0%
NWHS-AFT-M/W-3 to 6PM-Debate Club-Tossida Tiendrebeogo-Rm 425-Black Experience	29	17	13	12	4	12	0	0%
NWHS-AFT- M/W-3 to 6 PM-Engineering Club-Infain Cruz-Rm 439-Black Experience	2	2	1	1	1	0	0	0%
NWHS-FALL-AFT-T/F-3 to 6PM-Financial Literacy-Hamza Fiaz-Rm 429-Money Move$	25	25	37	28	8	0	0	0%
NWHS-AFT- T/F-3 to 6 PM-Gaming Club-Hamza Fiaz-Rm 425-Career Visions	29	23	41	30	7	4	2	7%

Appendix B. *CareerVisions Bronx –End-of-Year Memo*

Bronx Health Sciences High School

Dear Bronx Health Sciences 21st CCLC Team,

I hope everyone is doing well! Thank you for your support of 21st CCLC programming. I can't believe we are already approaching the end of the school year!

The deadline to enter all missing data in EZReports is **Sunday, June 30**. The deadline is not flexible due to fixed NYSED requirements. In this End-of-Year Data Memo, we are providing a summary of missing or flagged EZReports data as of 6/6/2024.

<u>21st CCLC End of Year Missing Data</u>

At BHSHS, there are **267** sessions with missing attendance. Some missing attendance may be due to sessions being scheduled during holidays, or repeating sessions that did not occur on some scheduled dates. Please ensure that any sessions that did not take place are removed or are confirmed as having "No Attendees". Below is a chart outlining additional missing or flagged data. I'm also attaching a spreadsheet that outlines these details plus a few other reminders for ensuring data are entered accurately. **Please ensure to record attendance for all sessions that have occurred by 6/30/2024.**

School Name/DBN	Bronx Health Sciences High School	
Student Demographic Information	Date of Birth	*No flags as of 6/7/2024*
	OSIS #	*No flags as of 6/7/2024*
	Grade Level	*No flags as of 6/7/2024*
	Gender	*No flags as of 6/7/2024*
	Race/Ethnicity	*No flags as of 6/7/2024*
Missing Family Literacy Workshop Attendee Information	Related to a Youth Participant that also receives 21st CCLC Services? (Note: Yes should be selected for all attendees)	No parents are currently registered in EZReports.
	Duplicate Names	No parents are currently registered in EZReports.
Missing Staff Information	Tactile Group Staff Type*	*No flags as of 6/7/2024*
	21st C funded	*No flags as of 6/7/2024*
	Payment Type	One staff has payment type listed as Unknown. Please change to PaidCash.
Activity Information	Staff (staff assigned to activity)	7 sessions need at least one staff assigned: • Black History Month Performance (20 Students) • FAFSA Guide (4 Parents) • Father Figure Harlem Wizards Basketball Game (15 Parents 15 Students) • Financial Literacy (7 parents) • How do I read my child's transcript (6 parents) • Mercy College Nursing Program (35 students and parents) • SYEP application process (8 parents)
	Provider (provider assigned to activity)	29 sessions are missing the provider (CareerVisions) in EZReports: • BHSHS-Fall-Aft-T/W-Goldberg-Knitting/Crocheting/Sewing-rm 350-Community Change

- BHSHS-Spring-Aft-T/W-Goldberg-Knitting/Crocheting/Sewing-rm 350-Peace
- BHSHS-Fall-Aft-W-Dibella-Screen Writing-rm 329-Community Change
- BHSHS-Spring-Aft-W-Dibella-Screen Writing-rm 329-Legacy
- BHSHS-Fall-Aft-W-Palaia -Singing/Songwriting-rm 341/theater-Career Visions
- BHSHS-Spring-Aft-W-Palaia -Singing/Songwriting-rm 341/theater-Legacy
- BHSHS-Fall-Aft-T/W/R-Millan -Boxing/Esthetician-rm 341-Money Moves
- BHSHS-Fall-Aft-T/R-Lopez -Video Game/anime-rm 334-Legacy
- BHSHS-Spring-Aft-T/R-Lopez -Video Game/anime-rm 334-Peace
- BHSHS-Fall-Aft-T-Smriga-Youth Advocacy-rm 336-Community Change
- BHSHS-Fall-Aft-W/R-Smriga-Youth Advocacy-rm 336-Community Change
- BHSHS-Spring-Aft-R-Smriga-Gardening-rm 336-Peace
- BHSHS-Fall-Aft-W/R/F-Jacob-Life Fitness-rm Gym/Weight room-Career Visions
- BHSHS-Spring-Aft-W/R/F-Jacob-Life Fitness-rm Gym/Weight room-Peace
- BHSHS-Fall-Aft-W-Taylor-Theater Production-rm 341-Career Visions
- BHSHS-Spring-Aft-W-Taylor-Theater Production-rm 341-Legacy
- BHSHS-Fall-Aft-M/T-Hill -Tech Focus-rm 350c
- BHSHS-Spring-Aft-M/T-Hill -Tech Focus-rm 350c
- BHSHS-Fall-Aft-M/W-Wallace-Podcast Club-rm 336/340-Community Change
- BHSHS-Spring-Aft-M/W-Wallace-Podcast Club-rm 336/340-Career Visions
- BHSHS-Fall-Aft-T/W/R-Akosah-Bees Keeper/Instruments-rm 335
- BHSHS-Spring-Aft-T/W/R-Akosah-Bees Keeper/Passport-rm 335-CareerVisions
- BHSHS-Fall-Aft-M/R-Campbell-Science/Bee's Keeper-rm 335-Money Moves
- BHSHS-Spring-Aft-M/R-Campbell-Science/Bee's Keeper-rm 335-Career Visions
- BHSHS-Spring-Aft-T/W-Preisler-Art Club-rm 328-Community Change
- BHSHS-Aft-Spring-M/T/R-Vasquez-Performing Arts/Dance-Legacy
- BHSHS-Aft-W-Sotero -Card/Board Games-rm 341/theater-334-Community Change
- BHSHS-Aft-Spring-W/F-Vargas-Writing/Chess/Minecraft-rm 334-Community Change
- BHSHS-Aft-Spring-M/T/W/R/F-Edwards-Basketball&Sports Conditioning-rm 5A

Service Descriptions	No flags as of 6/7/24

Missing Attendance	Number of Sessions Missing Attendance	267 sessions are missing attendance data.
	% Attendance Data Needed	54%
	Certify Attendance	No attendance has been certified. Once all attendance for a month is input, please review and submit the attendance by going to Attendance > Review and Submit and submitting up through May 2024. June attendance certification should take place no later than June 30.

Services with Missing Attendance	Name of Activity	Days w/o Attendance
	BHSHS-Spring-Aft-M/R-Campbell-Science/Bee's Keeper-rm 335-Career Visions	13
	BHSHS-Spring-Aft-M/T-Hill -Tech Focus-rm 350c	6
	BHSHS-Aft-Spring-M/T/R-Vasquez-Performing Arts/Dance-Legacy	21
	BHSHS-Aft-Spring-M/T/W/R/F-Edwards-Basketball&Sports Conditioning-rm 5A	41
	BHSHS-Spring-Aft-M/W-Wallace-Podcast Club-rm 336/340-Career Visions	24
	BHSHS-Spring-Aft-T/R-Lopez -Video Game/anime-rm 334-Peace	11
	BHSHS-Spring-Aft-T/W-Goldberg-Knitting/Crocheting/Sewing-rm 350-Peace	13
	BHSHS-Spring-Aft-T/W-Preisler-Art Club-rm 328-Community Change	21
	BHSHS-Spring-Aft-T/W/R-Akosah-Bees Keeper/Passport-rm 335-CareerVisions	20
	BHSHS-Fall-Aft-W/R-Smriga-Youth Advocacy-rm 336-Community Change	2
	BHSHS-Spring-Aft-W-Dibella-Screen Writing-rm 329-Legacy	6
	BHSHS-Spring-Aft-W-Palaia -Singing/Songwriting-rm 341/theater-Legacy	6
	BHSHS-Spring-Aft-W-Taylor-Theater Production-rm 341-Legacy	13
	BHSHS-Aft-Spring-W/F-Vargas-Writing/Chess/Minecraft-rm 334-Community Change	28
	BHSHS-Spring-Aft-W/R/F-Jacob-Life Fitness-rm Gym/Weight room-Peace	35
	Black History Month Performance (20 Students)	1
	FAFSA Guide (4 Parents)	1
	Father Figure Harlem Wizards Basketball Game (15 parents 15 Students)	1
	Financial Literacy (7 parents)	1
	How do I read my child's transcript (6 parents)	1
	Mercy College Nursing Program (35 Students and Parents)	1
	SYEP application process (8 parents)	1
Additional Notes	All staff are missing fingerprinting clearance dates in EZReports.	

If you have any questions or concerns, please feel free to reach out! Thank you so much for all of your hard work and diligence this year!

All the best,
Hannah

New World High School

Dear New World High School 21st CCLC Team,

I hope everyone is doing well! Thank you for your support of 21st CCLC programming. I can't believe we are already approaching the end of the school year!

The deadline to enter all missing data in EZReports is **Sunday, June 30**. The deadline is not flexible due to fixed NYSED requirements. In this End-of-Year Data Memo, we are providing a summary of missing or flagged EZReports data as of 6/7/2024.

21st CCLC End of Year Missing Data

Below is a chart outlining additional missing or flagged data.

School Name/DBN	New World High School	
Student Demographic Information	Date of Birth	One student has a DOB that needs to be checked and verified. Details found here
	OSIS #	*No flags as of 6/7/2024*
	Grade Level	*No flags as of 6/7/2024*
	Gender	*No flags as of 6/7/2024*
	Race/Ethnicity	*No flags as of 6/7/2024*
Missing Family Literacy Workshop Attendee Information	Related to a Youth Participant that also receives 21st CCLC Services? (Note: Yes should be selected for all attendees)	No parents are currently registered in EZReports.
	Duplicate Names	No parents are currently registered in EZReports.
Missing Staff Information	Tactile Group Staff Type*	*No flags as of 6/7/2024*
	21st C funded	*No flags as of 6/7/2024*
	Payment Type	One staff has payment type listed as Unknown. Please change to PaidCash.
Activity Information	Staff (staff assigned to activity)	*No flags as of 6/7/2024*
	Provider (provider assigned to activity)	*No flags as of 6/7/2024*
	Service Descriptions	*No flags as of 6/7/2024*
Missing Attendance	Number of Sessions Missing Attendance	0 sessions are missing attendance data.
	% Attendance Data Needed	0%
	Certify Attendance	No attendance has been certified. Once all attendance for a month is input, please review and submit the attendance by going to Attendance > Review and Submit and submitting up through May 2024. June attendance certification should take place no later than June 30.
Services with Missing Attendance	**Name of Activity**	**Days w/o Attendance**
	All attendance is up-to-date as of 6/7/2024	
Additional Notes	All staff are missing fingerprinting clearance dates in EZReports.	

| | Please note that 21CCLC activities can only take place after school hours. Please ensure that all CVNY Showcases in EZReports only include the afterschool hours.

Number of unique adults served currently cannot be calculated. Please ensure that family engagement/literacy attendance sheets are shared with evaluator no later than June 30. Alternatively, adults can be registered in EZReports and attendance can be recorded as a regular activity. |

If you have any questions or concerns, please feel free to reach out! Thank you so much for all of your hard work and diligence this year!

All the best,
Hannah

Appendix C. *Site Visit Observation Tool and Interview Guide*

L&G Research and Evaluation Consulting • Observation Form

Program:	Observer:		Observation #:	Date:	Start Time:	End Time:
ACTIVITY NAME:						
ACTIVITY OVERVIW (1-2 sentence description):						

ACTIVITY TYPE	✔ one	TYPE OF SPACE	✔ one	TOTAL PARTICIPANTS		#
Homework Help/Test Prep		Classroom		Total Number of Girls		
Tutoring		Gym		Total Number of Boys		
Academic activities (not homework)		Computer Lab		**GRADE LEVELS** (circle all that apply)		
Story reading/listening		Library		K 1 2 3 4 5 6		
Visual arts		Cafeteria		7 8 9 10 11 12 other		
Dance		Auditorium		**PARTICIPATION TYPE**	✔ one	
Music		Art Room		By age or grade		
Drama		Music Room		By interest (child's choice)		
Crafts		Hallway		All attendees (in the project)		
Sports—practicing/learning a skill		Outside Playground				
Sports—playing competitive or non-competitive physical games		Other:		*ata = all that apply		
Open, unstructured time (e.g., table games, internet, free play)		**TOTAL STAFF**	#			
Staff-assigned learning games (dominos, chess, etc.)		High School Student				
Community service		College Student or Young Adult				
College/career preparation		Certified Teacher				

| Cultural awareness clubs/projects | | Specialist or Other professional | | |
| Other: | | Other Adult | | |

At the end of the observation, please indicate what type of skill development, if any, took, place in this activity.		**PRIMARY SKILL TARGETED IN SKILL-BUILDING**	✓**one**
SKILL DEVELOPMENT	✓**one**	Physical/Athletic	
		Artistic	
Skill-building	**Complete skills area**	Math/Numeracy	
		Reading/Writing/Literacy	
Skill practice/reinforcement	**Complete skills area**	Decision-making/ Problem-solving	
Neither	**Do not complete skills area**	Interpersonal Communication	
This is a homework activity	**Do not complete skills area**	Other:_____	

Observer Ratings

The following are three youth development domains that include four to eight indicators of youth development practices within each. After each activity observation, assign a rating of 0 (not evident), 1 (somewhat evident), 2 (moderately evident) or 3 (highly evident and consistent) for each item below.

Domain 1: Relationship Building and Engagement				
A	*Youth **Are friendly and relaxed with one another***. Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.		E	***Youth** listen actively and attentively to peers and staff.* Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
B	***Youth** respect one another.* Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about the individual person and the work s/he is doing; if disagreements occur, they are handled constructively.		F	**Staff use positive behavior management techniques** that allow for youth to accomplish the activity's objectives. They set consistent limits and communicate clear expectations for behavioral standards, and these are appropriate to the age of the youth and the activity type. When disciplining youth, they do so in a firm manner, without unnecessary accusations, threats, or anger.
C	***Youth** show positive affect to staff.* Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.		G	**Staff show positive affect toward youth.** Staff interact with youth, and these interactions are generally friendly. For example, their tone is caring, and/or they use positive language, smile, laugh, or share good-natured jokes.
D	***Youth** are on-task.* Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry-on an individual or group task.		H	**Staff attentively listen to and/or observe youth.** Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting. They pay attention to youth as they complete a task and appear interested in what they are saying/doing.

Domain 2: Instructional Support

I	*Youth* **contribute opinions, ideas and/or concerns to discussions.** Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.	M	*Staff* **assist youth without taking control.** Staff may coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. Staff refrain from taking over a task or doing something on behalf of the youth. This assistance goes beyond checking that work is completed.
J	*Staff* **encourage youth to share their ideas, opinions and concerns.** Staff actively elicit youth ideas, opinions and concerns through discussion and/or writing. This item goes beyond basic Q&A.	N	*Staff* **ask youth to expand upon their answers and ideas.** Staff encourage youth to explain their answers, evidence, or conclusions. They may ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond staff-elicited Q&A.

K	*Staff* **communicate goals, purpose, expectations.** Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. This item goes beyond how youth are expected to behave (which would be captured in item F).	O	*Staff* **challenge youth to move beyond their current level of competency.** Staff give constructive feedback that is meant to help youth to gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.
L	*Staff* **recognize youth's efforts and accomplishments.** Staff acknowledge participation and progress in order to encourage youth.	P	*Staff* **employ varied teaching strategies.** In order to engage students and/or reach those with different learning styles, staff diversify instructional strategies, which may include the use of two or more of the following: direct instruction, coaching, modeling, demonstrating, or others.

Domain 3: Activity Content and Structure

Q	*Activity* **is well organized.** Activity has clear goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.	S	**Activity involves the practice/a progression of skills.** Activity involves the progressive development, learning OR practicing of skills needed to complete tasks or to participate.
R	**Activity challenges students intellectually, creatively, developmentally, and/or physically.** Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth master skills quickly and become bored.	T	**Activity requires analytic thinking.** Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or dimensions to accomplish a task. For example, the activity requires youth to hold two or more ideas constant at the same idea, and/or understand and apply sequencing or patterns

21st CCLC Site Visit Interview Guide, 2024

General Visit Information:	
Date:	
Evaluator:	
School:	
Interview with:	

	Yes	No
1. Program has a handbook and safety procedures	Yes	No
2. Program staff have been hired and are prepared to deliver services	Yes	No
3. Education Liaison has been selected, prepared to perform in their role, and provided a clear set of operating procedures/practices.	Yes	No
4. Partnering Agencies have been prepared and have a clear plan detailing how they will contribute their services.	Yes	No
5. Program start date: _____	Yes	No
6. Program has a student recruitment plan	Yes	No
Describe the student recruitment strategy for the 2023-2024 school year		

	Yes	**No**
13. Data coordinator has started entering program data into EZReports: • Student Information • Activity Information • Attendance		

14. Describe any site-specific challenges related to:

- *Program start-up*:

- *Program Implementation*:

- *Other significant challenges*: