

Updated
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Annual Evaluation Report (AER) **TEMPLATE**

for NYS 21CCLC Local Evaluators



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CareerVisions, NY (CVNY) 21st Century Community Learning Centers Program

Project #018-7-23-8073
Year 2 Local Evaluation Report

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Section I

PROJECT INFORMATION

Program	CareerVisions Community Change Institute		
Project #	0187-23-	<input type="text" value="8073"/>	<i>Insert last four digits</i>
Lead Agency	CareerVisions, NY		
Program Director	Kenyatta Fundurburk, Program Director		
#	Name of Participating Site(s) @ Locality (town or city name)		Grade level(s) served at each site
1	Pelham Lab School, Bronx, NY		9-12
2	Fordham Leadership Academy, Bronx, NY		9-12
3	High School for Energy and Technology, Bronx, NY		9-12
4	Evander Childs Educational Campus, Bronx, NY		9-12
5	Name, Town/City		Grade Min - Max
6	Name, Town/City		Grade Min - Max
7	Name, Town/City		Grade Min - Max
8	Name, Town/City		Grade Min - Max
9	Name, Town/City		Grade Min - Max
10	Name, Town/City		Grade Min - Max
11	Name, Town/City		Grade Min - Max
12	Name, Town/City		Grade Min - Max
13	Name, Town/City		Grade Min - Max
14	Name, Town/City		Grade Min - Max
15	Name, Town/City		Grade Min - Max
Program-wide Target Student Enrollment	<input type="text" value="150"/>	Actual Enrollment at/above 15 hours	<input type="text" value="185"/>
Evaluator	Dawn Boyer, Senior Associate		Metis Associates
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Section II

Site Visit Findings

In this section you are asked to provide summary findings from each of the two required annual evaluator site visits. Please include a discussion of any observations you may have conducted. To assist our review and learn about your process, please attach observation/interview protocols you used, if applicable. N.B.: All items/artifacts submitted to NYSED as part of the AER are for state-level review purposes only; they will **not** be shared or used outside of the review process without explicit consent from, both, the evaluator and client program director. **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# (use p.3 list)	Program activities observed	Methods Used across all sites
N/A	N/A	N/A	<input type="checkbox"/> Observation using protocol* <input type="checkbox"/> Interview(s) using protocol* <input type="checkbox"/> Document review using protocol* <input type="checkbox"/> Insert description of Other Method <input type="checkbox"/> Insert description of Other Method
N/A	N/A	N/A	
N/A	N/A	N/A	
N/A	N/A	N/A	
N/A	N/A	N/A	
N/A	N/A	N/A	
N/A	N/A	N/A	
N/A	N/A	N/A	

* Please submit a blank copy of each data collection instrument (see Required Supporting Documents, p.10)

1b. First Site Visit | Summary of Findings

Briefly summarize the salient findings you gathered from your observation(s) & interview(s). *What did you see, hear, and learn about installation and initial implementation?*

The first site visit to Pelham Lab School was not conducted as planned, despite several attempts to schedule the visit. Initially, the visit was planned for the week of November 13, 2024, but had to be rescheduled due to parent-teacher conferences. Subsequent dates were tentatively proposed (and ultimately cancelled) in December, January and February.

See the Conclusions section below for additional information regarding program implementation challenges in Year 2.

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

Briefly describe the **delivery of the findings report.** *What form did your report take? How did you present it?*

Briefly describe the **receipt of the report, and, if known, the use of the information.** *How was it received? Was it shared with program staff and other stakeholders? What actions did program leaders take as a result of the information?*

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.*

Not applicable

Second Site Visit: Point of Service Quality Review

The second of the two annual visits is focused 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
5/1/2024	Pelham Lab School	The Shop	<input checked="" type="checkbox"/> Observation using protocol*
00/00/202X	# from list	Title of activity	<input type="checkbox"/> Interview(s) using protocol*
00/00/202X	# from list	Title of activity	<input type="checkbox"/> Document review using protocol*
00/00/202X	# from list	Title of activity	<input type="checkbox"/> Insert description of Other Method
00/00/202X	# from list	Title of activity	<input type="checkbox"/> Insert description of Other Method
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	

* Please submit a blank copy of each data collection instrument (see Required Supporting Documents, p.10)

2b. Second Site Visit | Summary of Findings

Briefly summarize the salient findings you gathered from your observation & interview(s). *What did you see, hear, and learn about implementation and progress toward outcomes? Was there evidence of improvement in the areas recommended in the previous evaluation report?*

Please enter your summary, here

In May of 2024, Metis researchers conducted a site visit to Pelham Lab School. One club activity was observed. The observation was conducted in person using the Out-of-School Time (OST) observation protocol. The observed club (The Shop) followed the Peace model, which provided Pelham Lab students with opportunities to build cultural awareness, strengthen bonds with their peers, and analyze and address social issues in their communities.

The activity was highly rated on a scale of 1-7 (with 7 being highest and 1 being lowest). Overall, the observed activity was given ratings of 5 through 7 for each of the following elements:

- **Sequenced** (5), in that they built on skills learned in previous lessons;
- **Active** (7), in that students contributed original ideas and/or collaborated on the development and delivery of a product;
- **Interpersonally focused** (7), as evidenced by the supportive behavior of the adult facilitators (who made evident efforts to engage all participants in the activities) and the students, who were highly collaborative and supportive of each other;
- **Explicit** (5), meaning that the activities were well-organized and explicitly target specific learning and/or developmental goals.

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

Briefly describe the **delivery of the findings report.** *What form did your report take? How did you present it?*

Briefly describe the **receipt of the report, and, *if known*, the use of the information.** *How was it received? Was it shared with program staff and other stakeholders? What actions did program leaders take as a result of the information?*

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.*

A report of site visit findings was shared with the Site Coordinator. It contained a high-level overview of when the observations took place, how each activity was rated by the evaluator, and more specific descriptions of what was observed in each activity. The report was also discussed at one of the monthly project meetings.

Section III

Conclusions & Recommendations

*Synthesizing all the data from site visits, surveys, interviews, and other sources, please summarize the program's **successes**, **struggles/lessons learned**, and **recommendations** to integrate into next year's program implementation plan.*

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

Challenges

After a successful implementation year in Year 1 (including a fully compliant site monitoring visit), the CVNY 21st CCLC program at Pelham Lab School (PLS) experienced staffing challenges that impacted implementation efforts in Year 2. As a result, program implementation and evaluation activities were not fully executed as planned. For example, very few staff (N=5) responded to the mid-year survey in January 2024, and only two fully completed the survey. Of the five who responded to items regarding professional development offerings, only three attended any of the program model training sessions.

Further, one of the sites included in the original grant application, Bronx High School for Visual Arts (BHSVA), opted to discontinue their participation in the 21CCLC program in Year 2 due to the receipt of a large federal grant and other internal capacity issues. Therefore, a Program Modification was submitted to NYSED requesting that BHSVA be replaced with Fordham Leadership Academy (FLA), the High School for Energy and Technology (HSET), and the Evander Childs Educational Campus (ECEC) beginning in February 2024. Because the request was not approved until June 2024, the evaluator did not conduct visits to the new sites during the 2023-24 school year. However, these schools were included in other activities, such as survey administrations.

Successes

Despite these challenges, CVNY staff were able to quickly pivot to ensure that program services were offered to Bronx high school students as intended. Ultimately, four Site Coordinators (one each at PLS, FLA, HSET and ECEC) managed day-to-day operations, facilitated the alignment of afterschool programming with day school curricula (with the support of Educational Liaisons), and provided oversight to staff hired to the after-school program. Front line staff consisted of certified NYCDOE teachers hired to develop and facilitate the 21st CCLC academic and enrichment clubs, and guidance counselors/social workers (one at each site) to support the delivery of conflict management, community building, and violence prevention activities. The Site Coordinators were supported by an administrative assistant to assist with project management, data collection, evaluation, and information processing activities.

Certified teachers from the host schools were hired and trained to host club activities for students that were aligned to one of the program models: CareerVisions (job readiness and career exploration); Community Change (researching, analyzing, discussing, and addressing social issues); Legacy/Black Experience (cultural explorations); Peace (conflict management and community building); and MoneyMove\$ (financial literacy). Over 10 hours of training in CVNY's program model were provided to all staff hired to the after-school program to ensure fidelity of

implementation. The Model Academy trainings consisted of a series of 90-minute sessions facilitated by CVNY staff that provided 21st CCLC staff with an overview of the CVNY club activity framework and objectives; resources for researching content to be used to support student explorations; effective engagement strategies for high school youth; and collaborative planning time with colleagues. Staff were also able to log onto CVNY's website to access training videos, manuals, and other resources.

Twenty-nine clubs were offered in areas such as academic enrichment and support (STEM Club, Discover NY, Club Oasis), the arts (Art Club, Anime Club, Mural Making, Dance, Theater, etc.), recreation (Basketball), and career exploration (The Shop, Cooking Club, Construction Club, etc.). In addition to aligning with the model's key elements, the 21st CCLC clubs also provided opportunities for students to explore real-world applications of academic content, receive academic assistance (i.e., study time, homework help, etc.), and showcase their learning with the wider community through special events and action projects. A total of 430 students in grades 9-12 participated in the program (target enrollment exceeded by 187%). Further, 16 virtual and 6 in-person workshops were offered to families of participating students to enhance their ability to support students' academic and social development.

Results from the student surveys indicated that participants were satisfied with program activities and established positive relationships with program staff and other participants. For example, the majority of responding youth indicated that they felt safe in the program (93%), learned new things (89%), and made friends (99%). Furthermore, student and staff survey results indicate that participants were positively impacted by the program. The majority of responding youth indicated that, because of their participation in the 21st CCLC program, they became more interested in going to school (72%), they better understood the connection between what they learn in school and how it applies to the real world (71%), and they improved their research skills (71%), as well as their communication skills (82%). Finally, the majority of responding staff reported that participating youth demonstrated some or much improvement in their academic performance (90%), behavior (70%) and social skills (90%).

Recommendations

- Ensure that all new and returning staff are aware of program requirements and evaluation activities prior to the launch of next year's program.
- Work with the school's Parent Coordinator to conduct outreach to parents and inform them of available program offerings. Consider providing shared family activities (e.g., arts & crafts, sports, etc.) and educational activities for families (e.g., financial literacy and budgeting, language-learning activities) in future program years (based on mid-year parent survey findings).
- Ensure that the administrative assistant/data manager has access to supports needed to promote effective use of the EZ Reports system for maintaining student attendance records.
- When recruiting staff, ensure that all potential hires are aware of the need to implement the program model with fidelity. Continue discussions with building administrators to ensure that the partnership between CVNY and PLS is a good fit.

Required Supporting Documents (please attach)

- ▶ **Data Collection Instruments.** Please attach a blank copy of a survey, observation tool, and interview protocol utilized this past year – only if you did not previously submit the instruments in the Year 1 AER.

*N.B.: All items/artifacts submitted to NYSED as part of the AER are for state-level review purposes only; they will **not** be shared or used outside of the review process without explicit consent from, both, the evaluator and client program director.*

The AER collects a sample of the instruments evaluators used to conduct their study activities. However, programs/clients are required to keep evidence of survey results capturing students' satisfaction with programming and their perceptions of program impact (SMV Indicator H-4**).*

Section IV

Collaboration & Utilization

Briefly describe the collaboration strategies you and program partners engaged in this year. What worked well? How much was evaluation (your participatory study practices, your information sharing) applied to support program functioning,* if at all? If you could envision any **improvements/enhancements** to the communication, collaboration, and utilization of evaluation findings & services - what would those be? How would those improvements bring even greater benefit to your client?

In Year 2, CVNY staff began convening monthly Compliance and Evaluation Team meetings (via Google Meet) with Program Directors, Education Liaisons, and Evaluators to discuss program evaluation and continuous improvement efforts across multiple grant contracts managed by CVNY (21CCLC, Extended School Day/School Violence Prevention, Advantage, etc.). These were held in addition to monthly Leadership Team meetings (also held via Google Meet) for site-based staff to discuss program implementation efforts. Metis evaluators attended all Compliance and Evaluation Team meetings, as well as some Leadership Team meetings. We also communicated with CVNY and school-based Site Coordinators via email about data collection reminders and to share timely site-specific evaluation findings (e.g., survey data and site visit summaries). Finally, Metis evaluators were active participants in all quarterly site-based Advisory Board meetings and provided technical assistance with site-based continuous improvement efforts (using the QSA tool).

Having virtual Evaluation and Leadership team meetings was a very effective way of ensuring that everyone was privy to the same information. It also made it more feasible, as the evaluator, to be present at all meetings, which helped to solidify our role as a key partner and ensure that evaluation was centered in discussions about program implementation. Offering the site-based Advisory Board meetings in a hybrid format ensured maximum participation from all stakeholders, including students, staff and administrators (who were already in the building), as well as parents, community members and evaluators (who could attend virtually or in-person). We recommend that these practices continue next year.

Optional Supporting Documents (please attach)

- ▶ **Sample Communication Artifact** featuring formative, data-based recommendations. Please share a memo, brief, correspondence, abridged record from a meeting, etc., in which you provided your client with applicable, improvement-focused recommendations this past year.

This information helps the state-level team understand more about the effective processes evaluators used to engage with their program partners/clients. Please provide your client with this communication because evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, helps satisfy program compliance requirements in **SMV Section H.*

Section V

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

Please provide your most up-to-date logic model and/or theory of change model. Consult the *Logic Model Guidance* document if you are still constructing your model and would like to review the standard components and basic scaffold. **This illustration helps the state-level team see how the evaluator used client input to visually organize program activities and map those across change pathways to targeted outcomes.*

CareerVisions-NY (CVNY) Bronx High Schools 21st CCLC Logic Model

Goal: To provide free and accessible college and career readiness afterschool services to develop youth into professionals dedicated to the betterment of their communities

Reach: 150 high school-aged students (total) at Pelham Lab School (PLS), Fordham Leadership Academy (FLA), High School for Energy and Technology (HSET), and Evander Childs Educational Campus (ECEC)

