



21st Century Community Learning Centers (Round 8)
Annual Evaluation Report
Year 2: 2023-2024

CareerVisions - New York
Community Change Institute - Yonkers

Project Number - 0187-24-8072
Program Director - Elida Almonte

September 2024

Evaluation Services Provided By:



PROJECT INFORMATION

Program	Community Change Institute - Yonkers		
Project #	0187-24-8072		
Lead Agency	CareerVisions – New York		
Program Director	Elida Almonte, Program Director		
#	Name of Participating Site(s) @ Locality (town or city name)	Grade level(s) served at each site	
1	Lincoln High School, Yonkers, New York	9-12	
2	Yonkers Montessori Academy, Yonkers, 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	198 (132% of target)
Evaluator	Hannah Kitchin , Evaluator	L & G Research and Evaluation Consulting, Inc. (L&G)	
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Section II

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
11/30/2023	1: Lincoln High School	Cheer My Sister’s Keeper Lancer Dancer	<input checked="" type="checkbox"/> Observation using protocol*
5/28/2024 5/29/2024	2: Yonkers Montessori Academy	Project Impact Mosaic Dance	<input checked="" type="checkbox"/> Interview(s) using protocol*
			<input checked="" type="checkbox"/> Document review using protocol*
			Insert description of Other Method
			<input type="checkbox"/> Insert description of Other Method

1b. First Site Visit | Summary of Findings

L&G typically conducts the first site visit 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 two to three 20-minute observations at each 21st CCLC site and interviews with each site coordinator to learn about the program. Lincoln High School (LHS) began programming in September 2023 and Yonkers Montessori Academy (YMA) began in November 2023. However, YMA was not added as a program site until December 2023. The local evaluator was notified of YMA's addition to the grant in May 2024. As a result, the first site visit for LHS was conducted in November 2023, but the site visit for YMA did not take place until May 2024. Since the program was due to end the week of the site visit, only one site visit at YMA could be conducted for the year. Due to a staffing shortage on 5/28/24 that limited activity offerings, only two observations could be conducted.

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. The program modification to add YMA to the grant was approved by NYSED in December 2023. This split the student target so that each site was expected to serve 75 students for at least 15 hours. This modification is reflected in the Logic Model appendix of this report.

- a) OST Hours of Operation: 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:
- Lincoln High School: Programming was offered Monday through Thursday for 7 hours and 30 minutes per week.
 - Yonkers Montessori Academy: Programming was offered Monday through Friday from 2:15PM-5:15PM for 15 hours per week.

YMA was operating in alignment with the grant objective, however, LHS was not. In the spring semester, LHS offered additional programming at 9 hours and 30 minutes 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) Core Educational Services: 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:
- Lincoln High School offered academic clubs four days per week, in alignment with grant requirements. Activities included *ASR/Hydroponics*, *Financially Literate Club*, and *Mexican American Club*.
 - Yonkers Montessori Academy offered academic clubs five days per week, in alignment with grant requirements. Activities included *Photography*, *Environmental Club*, *Athletics Homework*, and *Senior Siblings*.

Both sites were on track to meet the grant objective by the end of the program year.

- c) Youth Development Activities: 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:
- Lincoln High School offered enrichment clubs four days per week, which was on track to meet grant requirements. Activities included *Cheer*, *My Sisters Keeper (MSK)*, *Lancer Dancer*, and *TIPS*.
 - Yonkers Montessori Academy offered enrichment clubs four days per week, which was on track to meet grant requirements. Activities included *Creative Book Publishing*, *Pep Squad*, *Mosaic Dance*, and *Project Impact*.

Both sites were on track to meet the grant objective by the end of the program year.

- d) Community Involvement: 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:
- Lincoln High School offered activities such as *ASR/Hydroponics* (career exploration), *Mexican American Club* (cultural awareness), *TIPS* (service learning), *Financially Literate Club* (financial literacy), and *MSK* (restorative justice), which aligned with grant requirements.

- Yonkers Montessori Academy offered activities such as *Environmental Club*, *Mosaic Dance*, *Project Impact*, and *Pep Squad*, which met the requirements for career exploration, cultural awareness, service learning, and restorative practice. No financial literacy clubs were being offered.

The site coordinator at Yonkers Montessori Academy noted that all clubs followed one model each semester: Legacy in the fall and Peace in the spring. This addressed both cultural awareness and restorative practice. Many clubs also had additional focuses that addressed career exploration and community service. However, no clubs offered financial literacy to students. Similarly, Lincoln High School offered financial literacy in the fall semester. However, the spring semester did not include any financial literacy clubs. As a result, Lincoln High School only offered 28 days of financial literacy clubs by the end of the program year. 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). At the time of the first site visit, two advisory meetings had been held for Lincoln High School. The QSA was scheduled to be completed at the third quarterly advisory meeting. Yonkers Montessori held five advisory council meetings to date. Students and parents joined, and meeting agendas included after school program planning, policies and procedures, enrollment and attendance numbers, family event planning, and improvement efforts. However, the local evaluator was not in attendance at these meetings so program data and progress towards meeting grant goals and objectives could not be reviewed. These meetings also did not include the 21CCLC program director or the education liaison. The QSA had not been completed.

- e) Services to Parents and other Adult Community Members: 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:
- Lincoln High School: No family literacy workshops had been entered in EZReports. This required attention to be implemented with fidelity. The site coordinator reported that three family workshops had taken place to date. They were encouraged to enter the data as soon as possible so that the target number of parents served could be accurately tracked.
 - Yonkers Montessori Academy: Eight family literacy events had taken place and were still being entered into EZReports.

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 3, 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: In the observed activities, relationship building and student engagement were key priorities, creating a supportive and collaborative atmosphere. Instructors made deliberate efforts to connect with students by encouraging personal interactions, such as sharing what makes each student unique and offering thoughtful responses. Group activities further promoted meaningful engagement, with students working together on creative projects, choreographing dances, and supporting one another. Positive behavior management and clear expectations fostered active participation. Similarly, students exhibited strong engagement and camaraderie in other activities, where they interacted positively, maintained focus, and participated in discussions. Staff members played a crucial role by providing continuous encouragement and creating a friendly, enthusiastic environment that kept most students involved and on task.

Instructional support: In the observed activities, instructional support was provided through a variety of effective teaching strategies that enhanced student learning. Instructors utilized individualized feedback, peer support, and demonstrations to ensure students understood the material and could progress at their own pace. Activities included multiple components, such as group discussions and hands-on projects, allowing students to engage with content in diverse ways. Clear goals and expectations were consistently communicated, helping students stay motivated and on-task. Opportunities for reflection and critical thinking were integrated into lessons, encouraging students to articulate their ideas and deepen their understanding. While some activities offered more autonomy and less direct instruction, the overall approach emphasized active learning and ongoing feedback, with instructors taking a vested interest in student progress and regularly affirming their achievements.

Activity content and structure: The observed activities were well-structured, providing students with opportunities for creative and intellectual development. Most activities adhered closely to their lesson plans, promoting skill progression and organized learning. However, safety concerns such as limited supervision in an outdoor space and low lighting during dance rehearsal highlighted areas for improvement. Enhancing supervision, implementing safety guidelines during physical activities such as dance, and incorporating more intellectual and creative challenges could further enrich the activities and ensure a more effective and engaging experience for students.

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

- Continue offering opportunities for students to reflect and expand on their answers and ideas
- Ensure alignment between lesson plans and activity implementation
- Devise strategies to ensure full student participation
- Ensure adequate supervision of students at all times during activities

- Reinforce the lesson goals, expectations, and purpose throughout the activity

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).

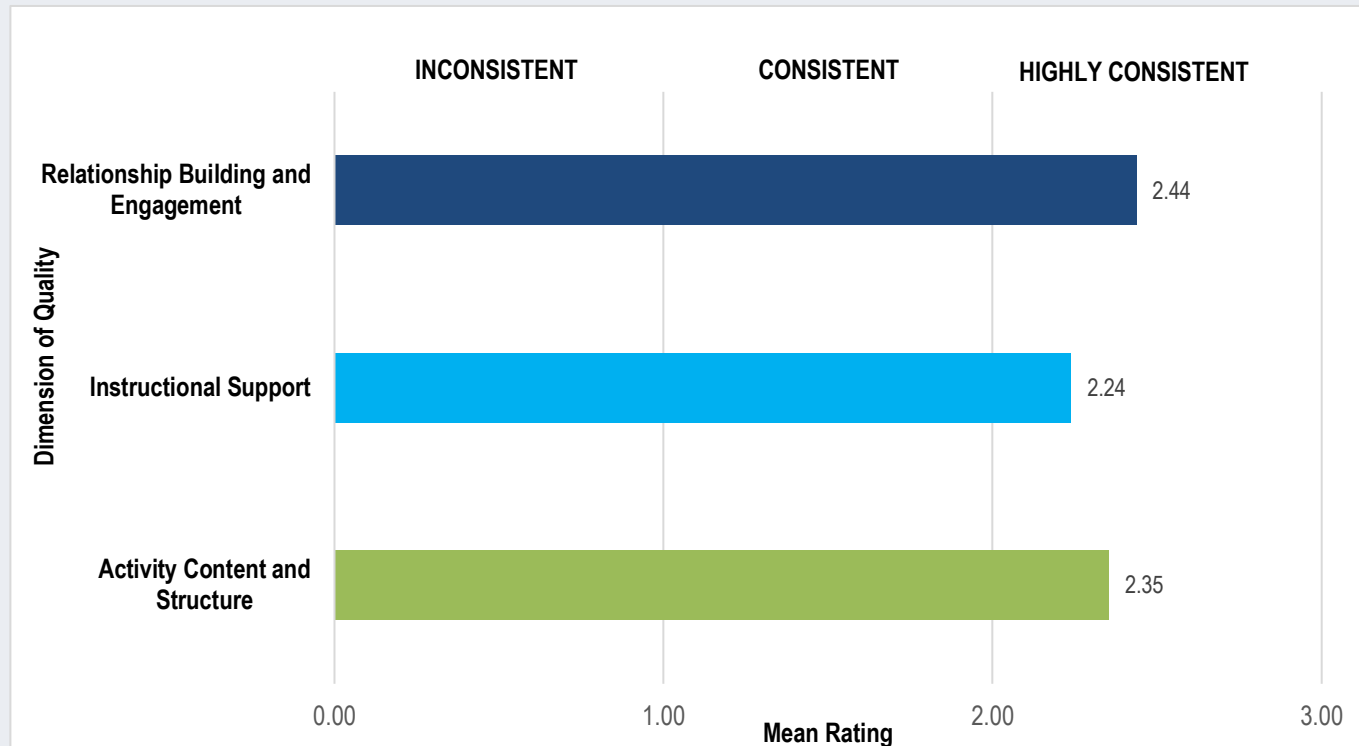
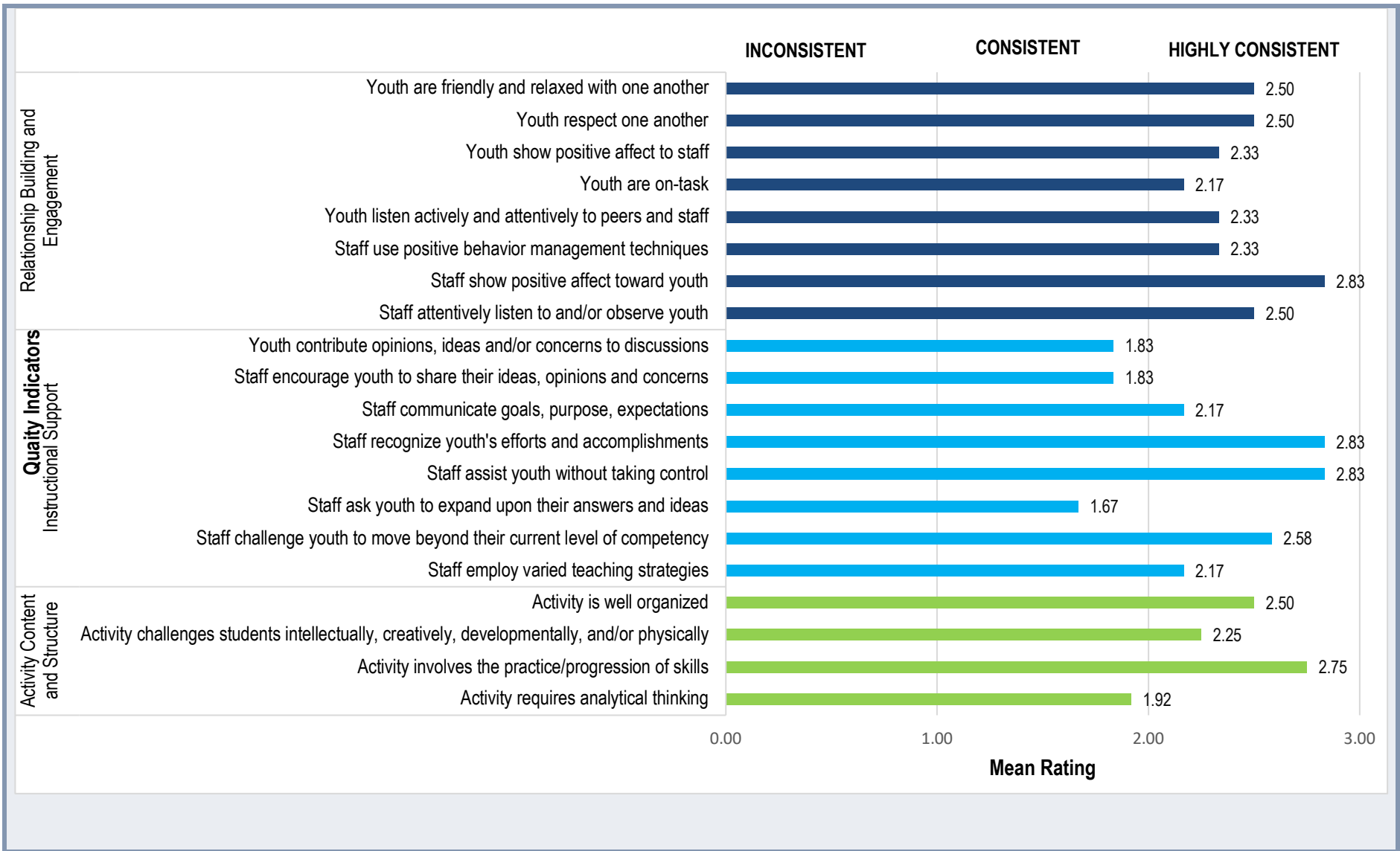


Figure 2 presents the mean scores for each indicator across the three domains assessed by the OST tool. Three indicators in *Instructional Support* and one indicator in *Activity Content and Structure* were scored as consistent (between 1 and 2 on the rating scale). All other indicators were scored as highly consistent (2 or greater on the rating scale).



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:

- Lincoln High School: 12/22/23
- Yonkers Montessori Academy: 6/20/2024

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 Lincoln High School's third quarterly advisory meeting. There were not additional opportunities to discuss site visit findings at Yonkers Montessori Academy, as the site visit took place at the end of the program year.

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.

2a. Second Site Visit | Procedure

Date(s)	Site# (use p.3 list)	Program activities observed	Methods Used across all sites
4/11/2024	1: Lincoln High School	<ul style="list-style-type: none"> ▪ ASR/Hydroponics ▪ LHS Current Events ▪ Lancer Dancer 	<input checked="" type="checkbox"/> Observation using protocol*
N/A	2: Yonkers Montessori Academy	A second site visit was not conducted.	<input checked="" type="checkbox"/> Interview(s) using protocol*
			<input checked="" type="checkbox"/> Document review using protocol*
			<ul style="list-style-type: none"> ▪ Insert description of Other Method
			<input type="checkbox"/> 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 all activities, signs of relationship building were highly evident. Activities were structured for students to interact meaningfully with each other and with instructors. For example, in *LHS Current Events*, students worked together

to develop interview questions for faculty about the school's history. Students consistently showed high levels of engagement. They remained mostly on-task and enthusiastically participated in all observed activities. Instructors listened attentively to students, answering questions and taking an interest in students' work. They kept students focused by redirecting off-task behavior and calling attention to students who were engaged and participating, which fostered a supportive and respectful environment.

Instructional Support: In all activities, staff assisted students without taking control, encouraging students to collaborate with one another to advance their learning. Students actively participated in discussions, demonstrating engagement and willingness to share their ideas. The instructors repeatedly shared the goals, purpose, and expectations, which kept students engaged and on-task. In one activity, the instructor was not present for most of the observation. However, expectations were outlined beforehand, and students were encouraged to share what they learned upon the instructor's return. Instructors regularly acknowledged students' accomplishments and provided guidance and suggestions to help students advance in their learning.

Activity Content and Structure: All activities were well-structured and appropriately challenging for the students. For example, in both *ASR/Hydroponics* and *LHS Current Events*, students practiced analytical thinking by researching topics of interest and summarizing relevant findings for peers and the instructor. In *Lancer Dancer*, students were challenged physically and learned how to work together to create a cohesive and synchronized routine. Overall, the activities fostered critical thinking, collaboration, and investigation, which contributed to an immersive educational environment for the students.

Recommendations for the second set of site visits included:

- Continue offering opportunities for students to expand on their answers and ideas
- Provide opportunities for students and staff to engage meaningfully with one another

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).

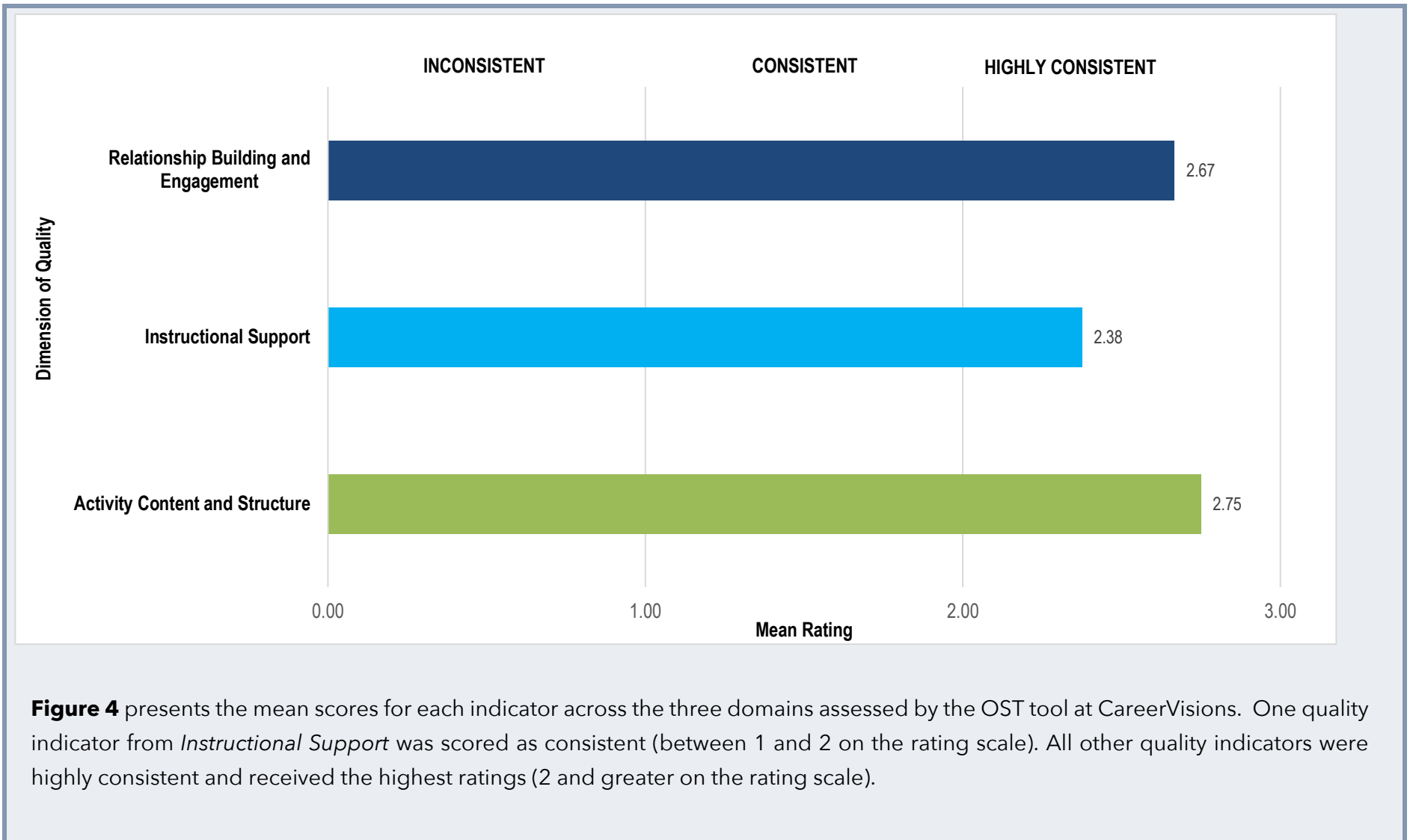
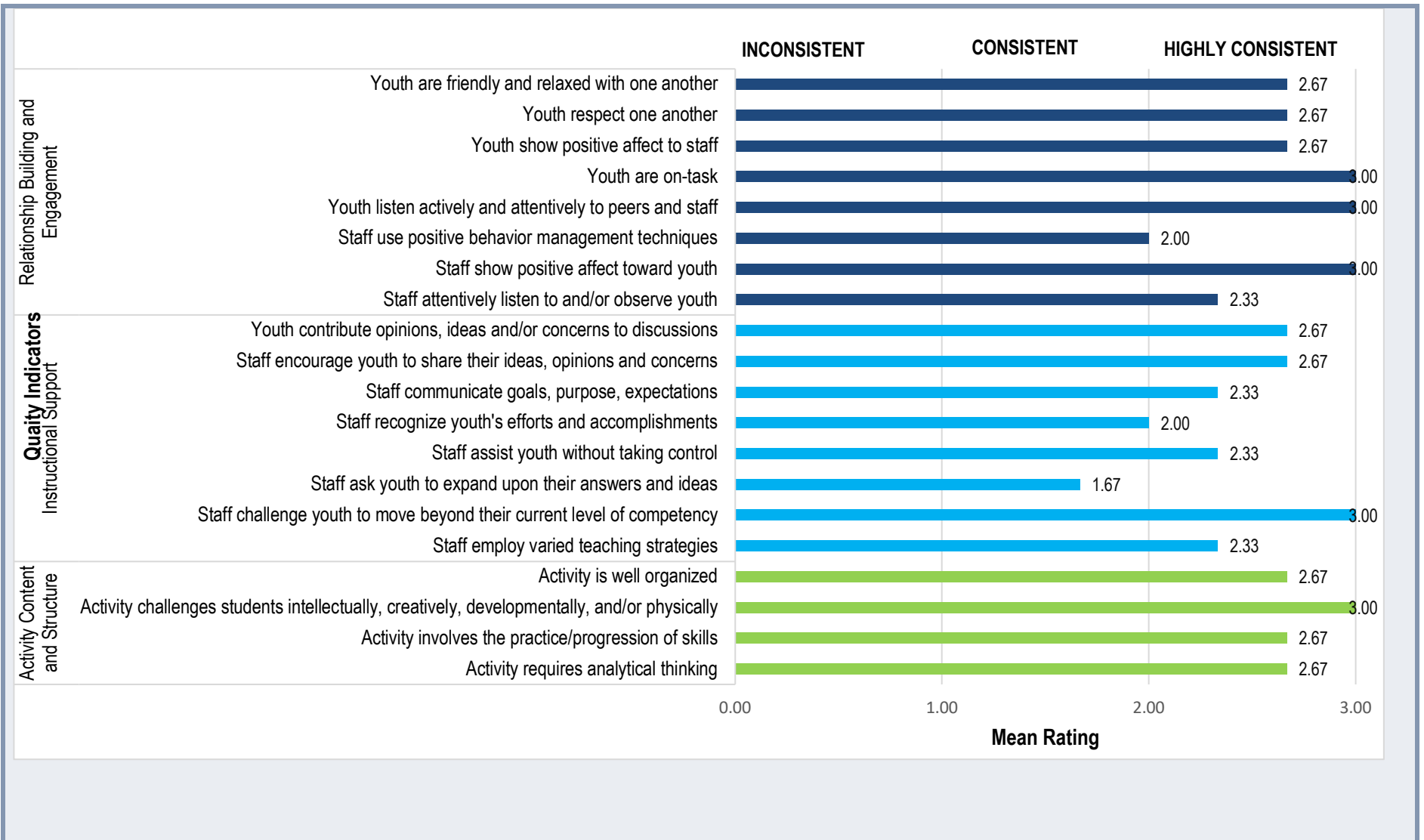


Figure 4 presents the mean scores for each indicator across the three domains assessed by the OST tool at CareerVisions. One quality indicator from *Instructional Support* was scored as consistent (between 1 and 2 on the rating scale). All other quality indicators were highly consistent and received the highest ratings (2 and greater on the rating scale).



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 Lincoln High 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. Some of the fall recommendations that were addressed more consistently during the spring visit were 1) Devise strategies to ensure full student participation and 2) Reinforce the lesson goals, expectations, and purpose throughout the activity. These changes are reflected in the increased scores for Relationship Building and Instructional Support and their associated indicators in Figures 3 and 4. Note that these scores cannot fully capture quality improvement, as Figures 1 and 2 averaged scores across two sites, while Figures 3 and 4 averaged scores from only one site. In Year 3, when each site receives two visits, growth can be more accurately assessed.

A formal report was emailed to relevant program stakeholders at Lincoln High School, including the school's principal, site coordinator, 21st CCLC program director, and CareerVisions director of compliance on 5/9/2024.

Section III

Conclusions & Recommendations

This section will provide an overview of specific successes, struggles, and lessons learned from Year 2. It will also highlight recommendations for program improvement.

Program Successes

- **CareerVisions exceeded their goal of serving 150 students for at least 15 hours.** In Year 1, the grant served only 18 students for 15 hours. In Year 2, CareerVisions served 198 students for 15 hours, exceeding their target. This accomplishment is particularly notable considering Yonkers Montessori Academy was in their first year of implementing 21CCLC programming. One important factor is that both sites began programming in Fall 2023 and offered over 30 weeks of programming. Last year, due to funding delays, most after school activities did not begin until the spring semester. This created challenges for staff and student recruitment, as many had other commitments at that point in the year. In Year 2, both LHS and YMA recruited students early in the school year. Site coordinators cited successful recruitment strategies such as having teachers recruit students at the end of their classes, creating flyers with QR codes that were posted around the school, conducting outreach to parents and students through robocalls and emails, and making morning announcements.
- **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. LHS and YMA greatly exceeded these goals, offering academic clubs for 78 and 109 days and enrichment clubs for 81 and 117 days, respectively. Per EZReports and evaluator site visits, these activities were highly engaging and well attended throughout the year. Site coordinators reported that they worked closely with students when planning for Year 2. At LHS, the site coordinator held student discussions at the end of Year 1 to determine which activities they wanted to participate in for the upcoming year. At YMA, clubs were integrated into the school's intersession, which is a one-year long field study that culminates in a one-week intensive trip or local event. Students voted on the content for the intersessions they wanted to participate in and were responsible for planning and implementing the intersession during the year. YMA selected four intersessions to incorporate into 21CCLC after school activities. They also have a student advisory council that

made activity suggestions. Both sites reported that involving students in activity planning and implementation helped students stay engaged and participating throughout the year.

- **Family literacy workshops offered valuable knowledge and engaged parents in their students' learning.** Both sites offered multiple family literacy workshops to parents. For example, LHS offered workshops on nutritional health and held information sessions on accessible community resources such as Family Services Society of Yonkers, Sun River Health, and FSW Community Psychiatric Support. YMA hosted events such as Med-Con, where a representative from CUNY medical school spoke to students and parents about medicine, degree pathways, and scholarship opportunities. They also held a FAFSA night where representatives from Mercy and Monroe College answered parent questions and assisted with completing the FAFSA. Family workshops had excellent turnout, with 226 attendees across all events, reflecting responsiveness to parents' interests and needs.
- **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 on their personal and educational growth. Across both sites, 87% of students self-reported a decrease in misconduct during the year. Similarly, 76% of students self-reported improved academic habits for the program year. 82% of students also reported that the program helped them learn more about careers and community issues. It is important to note that the responses represent only 56% of the 150 students targeted by the grant, thus the responses may not be representative of all participants.

Program Struggles and Key Lessons Learned

- **Lincoln High School 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 Lincoln High School, the after school program ran for a total of 33 weeks. However, programming was only offered for up to 9 hours and 30 minutes per week. Per EZReports, all activities at Lincoln High School began at 2:30 PM, with most ending at 3:30 or 4:30 PM. As a result, programming was only offered for a total of 199 hours. To align with grant requirements, at least one activity per day should be offered until 5:30 PM.
- **Financial literacy clubs were not offered for at least 30 days at either site.** Per the grant, all students should be offered service learning, career explorations, 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, Peace, and Money Moves. Both sites offered clubs for service learning, career exploration, cultural awareness, and restorative practice for at least 30 days or 90 hours annually. However, financial literacy clubs were only offered for 28 days at LHS and for 0 days at YMA. At LHS, each instructor selected which model they wanted their club to follow. One financial literacy club was offered in the fall but was not offered again in the spring. At YMA, all instructors followed the Legacy model in the fall and the Peace model in the spring. Some clubs covered multiple categories, such as restorative practice and service learning. However, no clubs at YMA addressed financial literacy during the year. This suggests that financial literacy clubs may need to be incorporated more intentionally when selecting activities for the program year.

- **The number of unique adults served could not be accurately assessed via EZReports.** CareerVisions set a goal that at least 50 parents or adult family members would attend one 21st CCLC family literacy workshop each year. While the number of workshops and total attendees was entered into EZReports, individual attendance for each adult was not logged. Thus, if one workshop had 20 attendees and another workshop had 10 attendees, the evaluator could not assess if the events served 30 unique individuals or if some parents attended more than one event. 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.
- **The full scope of evaluation could not be completed for Yonkers Montessori Academy.** Although YMA began their after school programming in November 2023, they were not added to the grant until December. The evaluator was not aware of the site addition until May 2024, right before programming ended for the year. Although YMA did receive support from the Program Director and the Education Liaison, there were limited opportunities to share data for program quality improvement. For example, YMA did hold advisory meetings with students and adults present to discuss the after school program. However, the evaluator was not present to review EZReports data and discuss progress towards reaching goals and objectives. YMA also did not complete the Quality Self-Assessment Tool, which is useful for assessing program strengths and areas for improvement. Lastly, YMA only received one site visit towards the end of the program year. Visiting the program in the fall is helpful for assessing early implementation and fidelity to the grant, as needed changes can be highlighted and addressed early. This can be corrected in Year 3, as L&G will be able to evaluate both sites starting in the fall.
- **The Student Outcomes Survey could not be used to measure student experience at Lincoln High School.** The Student Outcomes Survey was designed to assess students' experiences in the after school program. While both sites administered the survey, Lincoln

High School only gathered 37 responses, which was 49% of the 75-student target. Since the response rate was less than 50%, site-level results 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.

- **Greater stakeholder attendance is needed at 21CCLC Advisory Board meetings.** While all four 21CCLC advisory board meetings were held at Lincoln High School, the local evaluator was not present at the first meeting. Student and parent representatives were also not in attendance at any meetings. At Yonkers Montessori Academy, five meetings were held but did not include the local evaluator, program director, or the education liaison. 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. Two of these meetings should also include time to complete of the Quality Self-Assessment (QSA) tool. Two QSA meetings were held for Lincoln High School but none were completed at Yonkers Montessori Academy.
- **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 respective program objectives. A program modification is needed to revise performance indicators so that goals are measurable and accurately reflect CareerVision's goals related to program offerings and student outcomes. See the recommendations section for suggested revisions.
- **Academic goals related to improvements in ELA and Math were not met.** CareerVisions set a goal that 50% of regularly attending students would demonstrate improvements in ELA and Math each year. This was measured by comparing first quarter grades to final grades. Across both sites, only 40% of regularly attending students demonstrated improvements in ELA and 24% of regularly attending students demonstrated improvements in Math. To achieve these goals in Year 3, more intentional efforts may be need to incorporate ELA and math skills into after school activities and align learning with day school lessons.

Program Recommendations

L&G offers the following recommendations to improve program implementation during Year 3:

- **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 2:30-3:30 PM followed by enrichment clubs from 3:30-5:30 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 grant table of objectives during program planning to ensure that club offerings align with the target dosages.** 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 financial literacy activity is scheduled for 30 days, as neither site reached this target in Year 2. If staff are hesitant to offer Money Moves, they can be encouraged to attend trainings and receive targeted support from the CareerVisions staff. It may also be beneficial to intentionally hire staff with a background in math and/or finance who would be comfortable and willing to offer the club.
- **Register parents of 21CCLC participants in EZReports and log family literacy events as regular events.** To properly track how many unique parents are being served, adults who attend family literacy events should be input into EZReports via the adult participants tab. Each family literacy workshop 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 L&G 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 or a new site is added to the grant, 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 sharing of student data at the end of the year. 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.
- **Devise strategies to intentionally strengthen students' ELA and math skills.** These strategies may include offering tutoring sessions by qualified ELA or math teachers, incorporating interactive learning tools that can track students' skill development, and peer mentoring. Day school learning can also be incorporated into enrichment clubs, for example reinforcing the days' math lesson in a financial literacy club to generalize students' learning in a real-world context. After school instructors should work closely with day school teachers to ensure that day school and after school lessons are aligned. Student feedback should also be gathered to ensure that academic supports are helpful and meet their needs.
- **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 At least 50 parents/adult family members will attend one 21st CCLC family literacy workshop each year.** In the program site form, Lincoln High School is slated to serve 25 family members. However, the local objective lists 50 adults. Now that YMA has been added to the grant, a modification should be submitted to clarify whether each site is expected to serve 25 adults or 50 adults.
- **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 you expect student participants to improve their ELA and Math performance. For example, you may 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:** The following data collection instruments were provided in Year 1 and are available upon request:
 - Site Visit Observation Tool and Interview Guide
 - End of Year Site Coordinator 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. Lincoln High School received two visits, one in the fall and one in the spring. Yonkers Montessori Academy received one visit in the spring, after the evaluator was notified that they were added to the grant. Observations were summarized in a formal memo that was sent to the program director, principals, director of compliance, and site coordinators. 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 with the stakeholders present the program schedule (based on data entered into EZReports), and fidelity checklist. 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. Lincoln High School held four meetings during the program year. While the evaluator was not present at the first meeting, they were included in the subsequent three meetings. Parents and student representatives were also not present. Yonkers Montessori Academy recorded attendance for five advisory board meetings during the year. These meetings included school staff, parents and students. However, the program director, education liaison, and evaluator were not in attendance at any meetings.
- **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. Since Yonkers Montessori Academy did not hold any quarterly advisory meetings with the evaluator in attendance, they did not receive a fidelity checklist during the program year. A final Year 2 fidelity checklist will be reviewed at the first advisory board meeting in Year 3.

- **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. Lincoln High School conducted two QSA meetings during the school year and completed Elements 1 (Environment and Climate) and 3 (Relationships). At both meetings, the site coordinator/Assistant Principal, guidance counselor, and program director were present. While parent and student representatives were not present, 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 recording the action plan developed during the meeting. 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. Yonkers Montessori Academy did not complete the QSA in Year 2, due to the site being added to the grant in December and not holding any 21CCLC advisory board meetings for the program year.
- **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 Lincoln High School was shared with stakeholders on March 9, 2024, and offered recommendations intended to generate discussion about building on program strengths and developing strategies for program improvement. Yonkers Montessori Academy did not receive a mid-year report, as there was no data in EZReports for the site at the time.
- **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 expanding their program offerings to a new site this year and reaching their full student target in Year 2.

Challenges with Evaluation Strategy: L&G could not implement their full evaluation strategy at Yonkers Montessori Academy this year, as the program modification was approved in December 2023 but the evaluator was not aware of the site addition until May 2024 when program and attendance data were added to EZReports. As a result, Yonkers Montessori Academy could not utilize L&G's regular tools designed to improve programming and data entry practices such as the fidelity checklist, program schedule, and quarterly EZReports updates. L&G was also limited to one site visit, as there was insufficient time to conduct a second visit before the program ended for the year. Thus, the sample of activities that could be observed was more limited. It also prevented assessing changes in program quality from the first visit to the second.

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. Another example was inputting family literacy workshops in a way that did not permit L&G to count the number of unique adults served. 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, data such as family literacy events were input towards the end of the school year, which limited opportunities to discuss changes to data entry and reporting 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 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 Yonkers Montessori Academy began programming at the beginning of the school year, no data could be entered until it was approved in December 2023. Data were not entered until May 2024, which prevented L&G from assessing YMA's progress for the full program year. It can also place a heavy strain on staff responsible for data entry, as all attendance data must be entered in a short timeframe. Submitting changes early in the year can reduce the administrative burden and allows the local 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
<p>Federal funding administered by NYSED</p> <p>School Partners Lincoln High School and Yonkers Montessori Academy provides Building Space, School Administrators, Custodial Services, and Nutritious Snacks</p> <p>Special Student Populations Targeted: ELLs, SWDs, students in temporary housing</p> <p>Lead CBO Partner CareerVisions, NY provides Program Staff and Supplies. Staff include:</p> <ul style="list-style-type: none"> ▪ Certified Teachers ▪ Social Worker ▪ Dedicated Site Coordinator ▪ Project Director ▪ Education Liaison ▪ Paraprofessionals ▪ Data manager <p>Evaluator</p> <p>Technical Assistance Resource Center (TARC)</p> <p>EZReports</p> <p>Specialized curricula and/or equipment</p> <p>Computers, Laptops, and other Technological Tools</p>	<p>Collaborative planning staff meetings</p> <p>Student recruitment</p> <p>Documentation and record-keeping</p> <p>Data entry, data management, and reporting</p> <p>Ensuring that program activities:</p> <ul style="list-style-type: none"> ▪ Incorporate trauma-informed practices ▪ Align with NYS SEL Benchmarks ▪ Reflect the NYS Culturally Responsive-Sustaining Education Framework by offering 3 stand-alone clubs: Black Experience, Los Embajadores, and Legacy <p>Student activities:</p> <ul style="list-style-type: none"> ▪ 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 <p>Family activities:</p> <ul style="list-style-type: none"> ▪ Literacy (skill-building) Workshops ▪ Engagement Events (celebrations of student achievement) ▪ Counseling and referrals <p>Professional Development (PD) for program staff</p> <p>Establishing and convening the Advisory Board</p> <p>Quality Self-Assessment (QSA)</p>	<p>Monthly collaborative planning staff meetings</p> <p>Structured OST services offered 15 hours a week for 28 weeks (or 420 hours annually)</p> <p>Academic club offered for 30 days (90 hours) or more each year</p> <p>Enrichment club offered for 30 days (90 hours) or more each year</p> <p>Service learning, career exploration, cultural awareness, financial literacy, and restorative practice clubs for 30 days (90 hours) or more annually</p> <p>Mental Health and wellness support services and/or referrals</p> <p>Literacy, Engagement, Counseling, and Referral Services offered to Parents and Family Members</p> <p>Professional Development: 9 hours of staff training during summer; 3 hours of staff training each month during school year</p> <p>4 Annual Advisory Committee meetings with key program stakeholders including students and parents</p> <p>2 Annual QSA Meetings</p>	<p>150 students attend 15 hours of programming weekly</p> <p>100% of students will be offered an academic club for 30 days (90 hours) or more</p> <p>100% of students will be offered an enrichment club for 30 days (90 hours) or more</p> <p>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</p> <p>At least 50 parents/ adult family members will attend one family literacy workshop</p> <p>At least 50% of student will indicate that a parent/adults family member attended after school events</p>	<p>50% of regularly attending participants will:</p> <ul style="list-style-type: none"> ▪ Demonstrate improvements in ELA ▪ Demonstrate progress in math ▪ Improvements in reading and understanding English <p>50% of regularly attending participants self-report:</p> <ul style="list-style-type: none"> ▪ Increased knowledge about careers/community issues ▪ Increased cultural awareness ▪ Improved relationship knowledge and skills ▪ Enhanced critical thinking research, and executive functioning skills <p>50% of regularly participating students:</p> <ul style="list-style-type: none"> ▪ Demonstrate a decrease in misconduct each year ▪ Demonstrate improved academic habits each year 	<p>Students improve school performance and are prepared for college and career</p> <p>Students' readiness to learn increases their social and cultural capital</p> <p>Students establish and maintain positive relationships with both peers and adults</p> <p>Improved student/parent/school partnerships and collaboration</p> <p>Students consistently apply their learnings to contribute actively to their communications addressing societal challenges with innovative solutions</p> <p>Graduates of the program emerge as community leaders, skilled professionals, and advocates for societal change</p>

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 Yonkers EZReports Update - May 20, 2024

CareerVisions NY – Lincoln High School 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)
Lincoln High School	150	211	211	25	69 (46%)

Family Component Summary Statistics

School – CBO Provider	Target Literacy and Engagement Workshops	Completed Literacy and Engagement Events	Target # of Parents	Parents Served (Literacy + Engagement)
Lincoln High School - CareerVisions-NY	-	6	50	74*

*Need to confirm that parents served are all unique individuals.

Professional Development Summary Statistics

School – CBO Provider	Target # of Workshop Hours	Completed	To Be Completed
Lincoln High School – CareerVisions-NY	39	6.75	32.25

Missing Student & Staff Information

School	Missing Student Info				# of Active Program Staff	Missing Staff Information		
	DOB	Student ID	Grade	Gender		Staff Type	Payment Mode	Funded by 21 st CCLC
Lincoln High School	0	0	0	0	8	0	4	0

Site Summary Reports: Attendance by Activity

Lincoln High School

Attendance Summary By Session
Grantee Name: CareerVisions Lincoln High School
Period: Jul 1, 2023 – May 20, 2024
Activities: All Family Literacy/Engagement evets are highlighted BLUE

Session	Days Scheduled	Days Attendance Recorded	Enrolled Participant	Attended Participant	Average Daily Attendance	Days Confirmed "No Attendees"	Days Missing Attendance	% Missing Attendance
TIPS	21	21	40	40	5	0	0	0%
TIPS- Spring	10	10	16	16	4	0	0	0%
Financially Literate Club	8	8	9	9	5	0	0	0%
LHS Current Events	9	9	10	10	6	0	0	0%
Cheer	21	21	59	59	19	0	0	0%
Cheer - Spring	12	12	31	31	14	0	0	0%

Lancer Dancer	11	11	14	14	10	0	0	0%
Lancer Dancer - Spring	21	21	17	17	9	0	0	0%
Mexican American Club	11	11	37	37	11	0	0	0%
Mexican-American Club - SPRING	6	6	8	8	2	0	0	0%
MSK	15	15	26	25	7	0	0	0%
MSK 11/12 - Spring	20	20	19	19	5	0	0	0%
MSK 9/10	13	13	18	18	4	0	0	0%
MSK 9/10 - Spring	19	19	7	7	2	0	0	0%
ASR/Hydro - SPRING	37	37	38	38	7	0	0	0%
ASR/Hydroponics	25	25	53	52	11	0	0	0%
ASR/Hydroponics Special Event	1	1	19	19	19	0	0	0%
Healthy Eating Nutritional Workshop(8)	1	0	0	0	0	0	1	100%
Hidden Plain Sight (7)	1	0	0	0	0	0	1	100%
Kinship Resources and Services (6)	1	0	0	0	0	0	1	100%
Parent Groups and Community Resources (45)	1	0	0	0	0	0	1	100%
Westchester Educational Opportunity Center (8)	1	0	0	0	0	0	1	100%
Youth Mental Health First Aid-Part 2	1	0	0	0	0	0	1	100%

Appendix B. CareerVisions Yonkers -End-of-Year Memo

Lincoln High School

Dear Lincoln 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 6/10/2024.

21st CCLC End of Year Missing Data

At Lincoln High School, there are **15** 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	Lincoln High School	
Student Demographic Information	Date of Birth	No flags as of 6/10/2024
	Student ID #	No flags as of 6/10/2024
	Grade Level	No flags as of 6/10/2024
	Gender	No flags as of 6/10/2024
	Race/Ethnicity	No flags as of 6/10/2024
Missing Family Literacy Workshop Attendee Information	Related to a Youth Participant that also receives 21 st 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.
	Tactile Group Staff Type*	No flags as of 6/7/2024
Missing Staff Information	21 st C funded	No flags as of 6/7/2024
	Payment Type	4 staff have payment type listed as Unknown. Please change to PaidCash. See staff details here
Activity Information	Staff (staff assigned to activity)	No flags as of 6/10/2024
	Provider (provider assigned to activity)	No flags as of 6/10/2024
	Service Descriptions	All activities have descriptions listed. Note that Financially Literate Club, LHS Current Events, and Mexican American

		<i>Club are all described as, "Financial Literacy with Dr. McFarlane." If this is not correct, please update.</i>
Missing Attendance	Number of Sessions Missing Attendance	15 sessions are missing attendance data.
	% Attendance Data Needed	5%
	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
	Youth Mental Health First Aid-Part 2	11/29
	SOCIAL WORKER MTGS.	11/15, 1/15, 2/6
Additional Notes	All staff are missing fingerprinting clearance dates in EZReports.	
	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.	

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

Yonkers Montessori Academy

Dear Yonkers Montessori Academy 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 6/10/2024.

21st CCLC End of Year Missing Data

At Yonkers Montessori Academy, there are **63** 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	Yonkers Montessori Academy	
Student Demographic Information	Date of Birth	1 student has an incorrect DOB. See student details here
	Student ID #	No flags as of 6/10/2024
	Grade Level	No flags as of 6/10/2024
	Gender	No flags as of 6/10/2024
	Race/Ethnicity	No flags as of 6/10/2024
Missing Staff Information	Tactile Group Staff Type*	No flags as of 6/10/2024
	21 st C funded	No flags as of 6/10/2024
	Payment Type	No flags as of 6/10/2024
Activity Information	Staff (staff assigned to activity)	No flags as of 6/10/2024
	Provider (provider assigned to activity)	No flags as of 6/10/2024
	Service Descriptions	No flags as of 6/10/2024
Missing Attendance	Number of Sessions Missing Attendance	63 sessions are missing attendance data.
	% Attendance Data Needed	12%
	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
	YMA-AFT=Spring-T,W,R-2:15pm-4:30pm-Gomes-Mosaic Dance Club-Rm G26-Peace - Copy	10
	YMA-AFT=Spring-W/R-2:15pm-5:15pm-Pep Squad Club-Fox-Rm Cafe A-Peace	14
	YMA-AFT=Spring-T/W/R-2:15pm-4:15pm-Photography-Stratigeas-Rm G18-Peace	38
	YMA-AFT=Spring-M/R-2:15pm-5:15pm-Project Impact-Harman E-Rm 215-Peace	1
Additional Notes	<p>All staff are missing fingerprinting clearance dates in EZReports.</p> <p>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. <i>Evaluator has access to site spreadsheet but may reach out to you with follow up questions if parent attendance is not legible.</i></p>	

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