

# Year 2 (2018-2019) 21CCLC Annual Evaluation Report

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## Purpose of this Document

This Year 2 Annual Evaluation Report (AER) Template and Guide for evaluators of local 21<sup>st</sup> CCLC programs was developed at the request of the **State Program Coordinator**.

It is recognized, as stated in the Evaluation Manual, that “Evaluation first and foremost should be useful to the program managers at all levels of the system...” and that “The Annual Report’s primary function is to present findings on the degree to which...objectives were met.” The Evaluation Manual further specifies that the AER should report on the study methodology, findings, and recommendations and conclusions.

While these represent the report’s “primary” functions, they do not reflect its only purpose. The AER also serves – along with other data sources – to inform NYSED Project Managers, Resource Center support specialists, and the Statewide Evaluator about program performance and accomplishments, which help guide the monitoring review and technical assistance processes. Indeed, many of the components of this report are directly aligned with NYSED policies and program expectations that are the focus of the monitoring visits that all programs receive. These alignments are highlighted throughout this template with references to **required indicators and evidence** in the revised Site Monitoring Visit Report (“SMV Report”).<sup>1</sup> Because NYSED and the Resource Centers review a program’s AERs before each visit, information provided in this report that aligns with those indicators can be used to fulfill the documentation requirements of these visits.

Additional purposes of this report include helping to inform NYSED and the State Evaluator about trends across sub-grantees, which help to guide NYSED’s policy decisions, as well as its mandated reporting to the U.S. Department of Education. In short, the AER supports program improvement at both the state and local levels, and contributes to evidence that the federal government needs to make funding decisions.

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<sup>1</sup> Retrieved from <http://www.p12.nysed.gov/sss/documents/21C%20Onsite%20Monitoring%20Report%202017-19.doc>.

For all of these reasons, the information requested herein should be of interest to all stakeholders, and is consistent with that required by the **Evaluation Manual**<sup>1</sup> per the **Request for Proposals** for local program funding,<sup>2</sup> as well as **State monitoring guidelines**.<sup>3</sup>

The purpose of this report guide and template is to clearly identify, and to organize within a consistent structure, the information that is necessary for each of the above stakeholders. The template has been designed with the varying needs of these different stakeholders in mind. It is designed to strike a compromise between the brevity and accessibility that program managers require, and the depth of detail that state and federal stakeholders require. Summaries or graphics that would be useful to program staff can always be included within or appended at the end of each section.

Please contact the State Evaluation Team at Measurement Incorporated with any questions. Thank you for your cooperation.

### **New York State 21<sup>st</sup> CCLC State Evaluation Team**

**Jonathan Tunik**, Project Director

**Lily Corrigan**, Project Associate

**Nora Phelan**, Project Assistant

**Dr. Nina Gottlieb**, Senior Research Consultant

[21CEval@measinc.com](mailto:21CEval@measinc.com) | 1-800-330-1420 x203

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<sup>1</sup> "New York State's 21<sup>st</sup> Century Community Learning Centers Evaluation Manual." Retrieved from: <http://www.p12.nysed.gov/sss/21stCCLC/NYSEvaluationManual.pdf>

<sup>2</sup> Retrieved from <http://www.p12.nysed.gov/funding/2017-2022-21st-cclc/2017-2022-21st-cclc-grant-application.pdf>.

<sup>3</sup> As outlined in New York State's revised 21<sup>st</sup> CCLC "Site Visit Monitoring Report," cited above.

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## I. Project Information

Program Name	The CareerVisions Institute
Project Number	0187-19- 7031
Name of Lead Agency	Community Change, Inc.
Name of Program Director	James O'Toole, Jr.
Name(s) of Participating Site(s) and grade level(s) served at each site	Site 1: _____ Millennium Arts High School _____ Grade(s) Served: _____ 9 - 12 _____ Site 2: _____ Grade(s) Served: _____ Site 3: _____ Grade(s) Served: _____ Site 4: _____ Grade(s) Served: _____ Site 5: _____ Grade(s) Served: _____ Site 6: _____ Grade(s) Served: _____ Site 7: _____ Grade(s) Served: _____ Site 8: _____ Grade(s) Served: _____ Site 9: _____ Grade(s) Served: _____ Site 10: _____ Grade(s) Served: _____
Evaluator Name and Company	ExpandedED Schools
Evaluator Phone and Email	eval@expandedschools.org

## II. Evaluation Plan & Year 2 Results

- Use the tables below to identify your program objectives, performance indicators (PIs) of success, evaluation and measurement plan, and results of your evaluation data collection and analysis for Year 2.
- Add rows, and copy and paste the sections provided below, as many times as needed in order to accommodate all of your program's objectives and PIs.
- Note:** This table is derived from the Template of Goals & Objectives submitted with the grant. If the activities and measurability of the PIs indicate a strong adherence to this original plan, then this completed table may be used by grantees as evidence to support compliance with SMV Indicator E-3(a): "Adherence to the Program's Grant Proposal: Programming aligns with the *Template for Goals and Objectives* as it appears in proposal and/or *NYSED-approved* program modifications".
- If you have an existing table that includes some of the information below, you may copy and paste it at the end of this section or attach as an appendix. *You must then reference the appended table(s)* by writing "See Appendix X" or "See table below" in the appropriate columns, and *completing all additional columns* that require information not included in your original table(s).

Objective 1: 21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

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

Program Objective 1.1-1 (specify): Students in the after-school program will participate in activities that advance their learning in literacy, numeracy, science, and technology.

Performance Indicator(s) (PI) of success	Target Population(s) <sup>1</sup>	PI Meets SMART Criteria? <sup>2</sup> (Y/N)	Activity(ies) to support this program objective <sup>3</sup>	PI Measures data collection instruments & methods <sup>4</sup> (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate <sup>5</sup> (if applicable):	Was this PI Met? (Yes, No, Partial <sup>6</sup> , Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not.
100% of students will be offered an academic club for 30 days (90 hours) or more each year.	Students/Program	Y	<ul style="list-style-type: none"> <li>Library: Research</li> <li>Tutoring: STEM</li> <li>Tutoring: Literacy</li> <li>The STEM Club</li> </ul>	Model; OST Observation Tool	Assessment of the program model; Site observations using OST tool		Yes	

<sup>1</sup> Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.

<sup>2</sup> "SMART" = **Specific**: targets a specific area of improvement; **Measurable**: has a defined target that can be assessed (can include qualitative assessment); **Achievable**: realistic given baseline conditions and available resources [note this may be difficult for State Evaluator to assess]; **Relevant**: aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound**: specifies when the goal will be achieved [most will be annual].

<sup>3</sup> List activity titles, or attach a list (in any format) as an appendix, and reference here.

<sup>4</sup> E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.

<sup>5</sup> **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.

<sup>6</sup> A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.

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			<ul style="list-style-type: none"> <li>English Language Learner (ELL) Support Club</li> <li>Spell-A-Mania</li> </ul>					
50% of students will agree that the program has helped them to read and understand more.	Students	Y	See above	Student survey	Descriptive analysis of student survey	# in Pop: 736 # w data: 10	Yes	88.89% say they ask questions when they don't understand

**Sub-Objective 1.2: Enrichment and support activities.** 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.

**Program Objective 1.2-1 (specify):** Students will participate in at least one after-school activity of their choice that are based on their interests and that reinforces their day school lessons.

Performance Indicator(s) (PI) of success	Target Population(s) <sup>1</sup>	PI Meets SMART Criteria? <sup>2</sup> (Y/N)	Activity(ies) to support this program objective <sup>3</sup>	PI Measures data collection instruments & methods <sup>4</sup> (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate <sup>5</sup> (if applicable):	Was this PI Met? (Yes, No, Partial <sup>6</sup> , Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not.
100% of students will be offered an enrichment club for 30 days (90 hours) or more each year.	Students/Program	Y	<ul style="list-style-type: none"> <li>Dance, art, music, sports, drama, media arts, hiphop/poetry, and recreation</li> <li>Peace Rally; Legacy Expo</li> </ul>	Model; OST Observation Tool	Assessment of the program model; Site observations using OST tool		Yes	

**Sub-Objective 1.3: Community Involvement.** 100% of Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.<sup>7</sup>

**Program Objective 1.3-1 (specify):** Students will participate in activities that advance their learning about community issues and careers through the engagement of community partners.

<sup>1</sup> Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.

<sup>2</sup> "SMART" = **Specific:** targets a specific area of improvement; **Measurable:** has a defined target that can be assessed (can include qualitative assessment); **Achievable:** realistic given baseline conditions and available resources [note this may be difficult for State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].

<sup>3</sup> List activity titles, or attach a list (in any format) as an appendix, and reference here.

<sup>4</sup> E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.

<sup>5</sup> **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.

<sup>6</sup> A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.

<sup>7</sup> Note that this table might serve as a supplemental source of evidence documenting activities to engage and communicate with families, helping support grantees' compliance with Indicators in SMV Section G, particularly G-3, G-5, G-6, and G-7.

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Performance Indicator(s) (PI) of success	Target Population(s) <sup>1</sup>	PI Meets SMART Criteria? <sup>2</sup> (Y/N)	Activity(ies) to support this program objective <sup>3</sup>	PI Measures data collection instruments & methods <sup>4</sup> (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate <sup>5</sup> (if applicable):	Was this PI Met? (Yes, No, Partial <sup>6</sup> , Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not.
100% of students will be offered a career explorations, service learning, cultural awareness or relationship club for 30 days (90 hours) or more each year.	Students/Program	Y	<ul style="list-style-type: none"> <li>CareerVisions, Community Change, Legacy, Peace, Library: High School/ College &amp; Career Readiness</li> <li>Peace Rally, CareerVisions Bazaar, Legacy Expo, Community Change Convention</li> <li>Family Literacy Workshops, Advisory Council Meetings</li> </ul>	Model; OST Observation Tool	Assessment of the program model; Site observations using OST tool		Yes	
50% of students will indicate that their families attend afterschool events.	Students/Parents & Families	Y	See above	Student Survey	Descriptive analysis of student survey	# in Pop: 736 # w data: 10	Not quite	44%

Sub-Objective 1.4: Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children.<sup>1</sup>

Program Objective 1.4-1 (specify): 100% of CCI's 21<sup>st</sup> CCLCs will provide weekly family literacy activities, quarterly advisory meetings and quarterly special events that welcome the public.

Performance Indicator(s) (PI) of success	Target Population(s) <sup>2</sup>	PI Meets SMART Criteria? <sup>3</sup> (Y/N)	Activity(ies) to support this program objective <sup>4</sup>	PI Measures data collection instruments & methods <sup>5</sup> (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate <sup>6</sup> (if applicable):	Was this PI Met? (Yes, No, Partial <sup>7</sup> , Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not.
At least 250 parents/adult family members will attend	Parents	Y	<ul style="list-style-type: none"> <li>Peace Rally, The CareerVisions Bazaar, The Legacy Expo, The</li> </ul>	none		none	Not measured	

<sup>1</sup> Note that this table might serve as a supplemental source of evidence documenting "Adult Learning Opportunities" helping to support grantees' compliance with SMV Indicator G-8(d).

<sup>2</sup> Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.

<sup>3</sup> "SMART" = **Specific**: targets a specific area of improvement; **Measurable**: has a defined target that can be assessed (can include qualitative assessment); **Achievable**: realistic given baseline conditions and available resources [note this may be difficult for State Evaluator to assess]; **Relevant**: aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound**: specifies when the goal will be achieved [most will be annual].

<sup>4</sup> List activity titles, or attach a list (in any format) as an appendix, and reference here.

<sup>5</sup> E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.

<sup>6</sup> **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.

<sup>7</sup> A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.

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one 21st CCLC family literacy workshop.			Community Change Convention • Family Literacy Workshops; Advisory Council Meetings					
50% of students will indicate that their families attend afterschool events.	Students/Parents & Families	Y	See above	Student Survey	Descriptive analysis of student survey	# in Pop: 736 # w data: 10	Not quite	44%

**Sub-Objective 1.5: Extended hours.** More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and on holidays.

**Program Objective 1.5-1 (specify):** 100% of CCI's 21<sup>st</sup> CCLCs will offer an average of 15 hours a week of services during the afterschool hours.

Performance Indicator(s) (PI) of success	Target Population(s) <sup>2</sup>	PI Meets SMART Criteria? <sup>3</sup> (Y/N)	Activity(ies) to support this program objective <sup>4</sup>	PI Measures data collection instruments & methods <sup>5</sup> (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate <sup>6</sup> (if applicable):	Was this PI Met? (Yes, No, Partial <sup>7</sup> , Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not.
Each year, 300 students at each 21st CCLC will receive at least 15 hours of services per week.	Students/Program	Y	School-year afterschool program - activities offered M-F from 3 pm to 6 pm for 28 weeks.	YS Data	Descriptive analysis of Attendance data will be performed		Not quite	302 students met the minimum threshold of 30 hours, and 81 students were considered <i>regular</i> (90 hours or more)

**Objective 2: Participants of 21st CCLC Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.**

**Sub-Objective 2.1: Achievement.** Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.

**Program Objective 2.1-1 (specify):** Program participants will demonstrate improvement in ELA and Math as demonstrated by test scores, grades and or teacher reports

Performance Indicator(s) (PI) of success	Target Population(s) <sup>1</sup>	PI Meets SMART Criteria? <sup>2</sup> (Y/N)	Activity(ies) to support this program objective <sup>3</sup>	PI Measures data collection instruments & methods <sup>4</sup> (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI. Include any longitudinal assessments conducted beyond one program year.	Response Rate <sup>5</sup> (if applicable):	Was this PI Met? (Yes, No, Partial, <sup>6</sup> Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected. If not measured, explain why not.
Of the regularly attending participants, at least 50% will improve their Math and/or ELA report card grades from fall to spring.	Students	Y	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• ELL Support Group</li> <li>• Library</li> <li>• Spell-A-Mania</li> </ul>	Academic Data	Analysis of academic data will be performed		Data pending	By end of September

**Sub-Objective 2.2: Behavior.** Regular attendees in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

**Program Objective 2.2-1 (specify):** Participants will demonstrate improvement in their social interactions as demonstrated by student and teacher surveys.

Performance Indicator(s) (PI) of success	Target Population(s) <sup>1</sup>	PI Meets SMART Criteria? <sup>2</sup> (Y/N)	Activity(ies) to support this program objective <sup>3</sup>	PI Measures data collection instruments & methods <sup>4</sup> (Indicate title if published)	Describe the analysis conducted, including specific results that directly address the PI.	Response Rate <sup>5</sup> (if applicable):	Was this PI Met? (Yes, No, Partial, <sup>6</sup> Data Pending, Not Measured)	EXPLAIN: If Yes, No or Partial: present results (expressed in the same metric as the PI) If Partial, indicate # of sites where PI was <i>fully</i> met. If data pending, indicate when data expected.
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<sup>1</sup> Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.

<sup>2</sup> "SMART" = **Specific:** targets a specific area of improvement; **Measurable:** has a defined target that can be assessed (can include qualitative assessment); **Achievable:** realistic given baseline conditions and available resources [note this may be difficult for State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].

<sup>3</sup> List activity titles, or attach a list (in any format) as an appendix, and reference here.

<sup>4</sup> E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.

<sup>5</sup> **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.

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					Include any longitudinal assessments conducted beyond one program year.			If not measured, explain why not.
50% of students will report a decrease in misconduct in school.	Students	Y	<ul style="list-style-type: none"> <li>Peace; Legacy</li> <li>Peace Rally; Legacy Expo</li> <li>High School/College &amp; Career Readiness</li> </ul>	Student survey	Descriptive analysis of student survey	# in Pop: 736 # w data: 10	Yes, exceeded	100%
50% of participants will report improvements in their academic habits.	Students	Y	See above	Student survey	Descriptive analysis of student survey	# in Pop: 736 # w data: 10	Yes, exceeded	100% are careful and neat with their work, 77.78% finish their hw on time

(Optional): Additional comments on evaluation plan and Year 2 PI results. Include a discussion of any particular strengths or limitations of above assessments, and describe any efforts to minimize limitations

### III. Observation Results

In this section you are asked to provide data and findings from each of the two required annual evaluator visits per site, as specified in the Evaluation Manual. The specified purposes of these visits include:

First visit: to observe program implementation fidelity

Second visit: to conduct point of service quality reviews.

- First visit: Append observation protocol results.<sup>1</sup> Alternatively, you can paste on this page any summaries of findings on **fidelity to program design** from the first required visit.

Please specify approximate date(s) of *first* round of Year 2 observations (MM/YY): \_\_\_\_12/18\_\_\_\_\_

#### Results:

##### **Summary**

In all observed activities, Art, Salud, and Dance, relationships between students and youth were friendly and respectful. Students appeared eager to participate and authentically invested, and maintained very high engagement throughout. Staff utilized a wide variety of teaching strategies and clearly communicated all expectations to students. Activities were organized and appeared to have a planned structure, and provided a strong challenge level to participants. Staff may consider building in more opportunities for analytical thinking and implementing more student leadership roles into programming.

##### **Recommendations**

There may be additional opportunities for facilitators to build student leadership roles. Examples include:

- In Salud the facilitator maintained the role of leading the exercise drills, but this responsibility to motivate and lead the group could be taken on by a student.
- Art activities may also benefit from having individuals lead groups through a student-organized activity.

Promoting additional opportunities for students to be in a leadership position can both motivate students to excel in their educational pursuits as well as cultivate responsibility in individuals.

Some facilitators may want to consider providing students with additional feedback during the activities. For example:

- The instructor in Dance offered brief corrections for students while the music was playing, but only provided more general, group-level praise and criticisms during the transitions between songs. This transition time could be used to allow staff or peers to provide additional critiques for individual students to help them improve their performance.
- In Art, allowing students to decide the direction of the discussion is valuable, but making sure that students are able to see viewpoints that disagree with their own can also be valuable. Discussion in Art was left with enough freedom that students weren't provided much critique of their ideas or countering opinions to think through.

<sup>1</sup> Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), "evidence of two site visits per site."

- **Second visit:** Append observation protocol results,<sup>1</sup> or paste on this page, any summaries of findings on **point of service quality review observations** from the second observation conducted as part of the program evaluation.

Please specify approximate date(s) of *second* round of Year 2 observations (MM/YY):     04/19    

- Observation protocol used for point of service observations:<sup>2</sup>

Out of School Time (OST) Protocol

Modified Out of School Time (OST) Protocol

Other observation protocol (attach sample in Appendix, or if published, indicate name): \_\_\_\_\_

## **Results:**

### **Summary**

In Student Council, students participated in an icebreaker called “This or That,” led by one of the students. In Examining Street Art, the instructor presented famous murals and street art and prompted students to reflect and ask questions. During Rehearsal, students participated in warm up activities and discussed strategies for memorizing lines. In all activities, youth participated and maintained high engagement. They were friendly with each other and with staff, while staff displayed warm relationships with students and encouraged participation and leadership. Activities were quite strong, but could be strengthened further by providing more opportunities for collaboration and problem solving.

### **Recommendations**

While all activities were very strong, incorporating more opportunities for students to work together could deepen the learning experience. For instance:

- In Examining Street Art, students sharing their thoughts and ideas in pairs or small groups may have encouraged some of the quieter students to participate. Utilizing positive behavior management techniques with some students engaged in side chatter, such as splitting up these students or calling them in to participate with the larger group, might also strengthen engagement.

One instructional strategy that could be utilized to further strengthen activities would be to map out learning goals and expectations for students in each activity, and explain how it connects to their lives outside school or future plans. Helping students to understand these connections might increase engagement and investment in the lessons.

Staffers might consider adding in opportunities for problem solving. For example:

<sup>1</sup> Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), “evidence of two site visits per site.”

<sup>2</sup> Note: As specified in SMV Indicator D-3, grantees are also required to conduct program activity implementation reviews, using a form consistent with the research-based OST observation instrument. Evidence of the activities specified in Indicator D-3 [see D-3(a) and (b)] can be strengthened if the evaluator and grantee collaborate on learning from the findings of these similar point-of-service observations and grantee quality reviews.

- In Examining Street Art, asking questions about what social issue students would want to create a mural about might further develop their analytical and reflective thinking skills.

## IV. Logic Model (LM)

- This should represent the most up-to-date version, highlighting any modifications since the program began<sup>1</sup>. A simplified example of a program logic model template is provided below. For a more in depth description of the components included in a logic model, refer to the Evaluation Manual, Appendix 4: *The Logic Model Process Deconstructed* (p.8).
- The Logic Model should do more than simply list inputs, activities, outputs, etc.; it should depict how these components relate to each other (e.g., which activities are supported by each particular input; which outcomes are expected to result from a particular activity; etc.).
- Short-term and long-term outcomes should align with described project goals.

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<sup>1</sup> Note: the up-to-date/annually reviewed logic model is a piece of required documentation that all programs must be prepared to present in order to achieve full compliance for SMV Indicator H-2. (See SMV Indicator H-2(b).)

**VISION:**

**Logic Model for Community Change, Inc.**

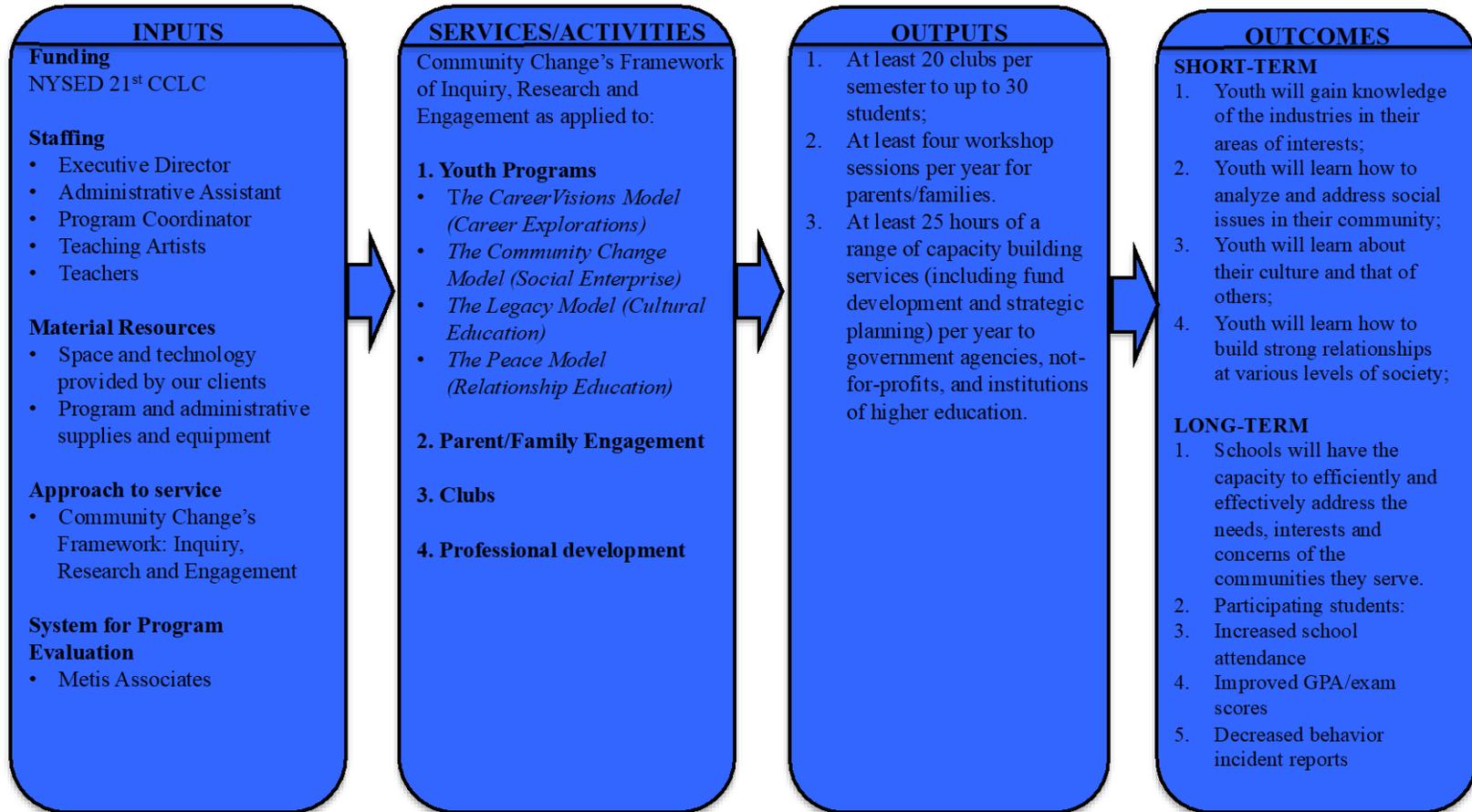
Community Change envisions people and organizations that have what it takes and does what it takes to support the survival and success of their community.

**MISSION:**

Community Change’s mission is to make our community a better place to live.

**GOALS:**

1. To engage youth in exploring career possibilities based on their interests;
2. To guide youth in analyzing and addressing their community concerns;
3. To engage youth in exploring their culture;
4. To engage youth in exploring ways of building strong relationships at various levels of society; and...
5. To build the capacity of organizations to support the communities they serve.



Comments: N/A

## V. Engagement & Communication

- Use the table below to describe the ongoing efforts you/ your team undertook (processes used and products created) to communicate formative and summative findings to program stakeholders.<sup>1</sup> Add additional rows as needed.

Type of communication	If this communication type was used, give a brief description	How often	Which stakeholders received this communication or were included in this communication activity? (program director, site director, community school director, front line staff, principal, evaluator, CBO partners, community members, parents, students, etc.)
Annual Evaluation Reports	Delivered each August. Includes final annual enrollment and attendance data, student survey results, aggregated fall and spring OST observation ratings, and recommendations for program planning and continuous improvement efforts.	Once per year	Program director, site director, evaluator
Interim Evaluation Reports	Delivered each March. Includes current enrollment and attendance data, staff survey results, fall OST observation ratings, and recommendations for program planning and continuous improvement efforts.	Once per year	Program director, site director, evaluator
Advisory Group Meetings	Evaluator attendance at meetings, as planned by Program Director. Sometimes involved review of most recent evaluation data and action planning. Always involved program planning updates.	Four times per year	Program director, site director, evaluator, CBO partners, frontline staff, parents, school admin
Other Meetings	Annual NYC 21C Conference.	Once per year	Program director, site director, evaluator
Email/phone	Evaluation activity and data collection reminders, data checks, invoice reminders, response to technical assistance requests.	Weekly/as needed	Program director, site director, evaluator, grant manager
Other (specify): _____	Observation Narrative Reports. Qualitative report delivered after each site visit detailing what our Field Observer saw during the visit and recommendations for improvement.	Twice per year	Program director, site director, evaluator

<sup>1</sup> Ongoing communication is a joint responsibility of the program manager and local evaluator in order for the grantee to meet full compliance. Required evidence of these activities is specified in SMV Indicator H-3(b) and (c). In addition, communication of evaluation findings to multiple stakeholders is required, as specified in SMV Indicator H-7.



- In the box below, describe any strategies used to help ensure that evaluation findings were used to inform program improvement.

**(\*Required\*)** To your knowledge, were evaluation findings and recommendations used for program improvement?<sup>1</sup> (Y/N) \_\_Y\_\_  
If YES, describe how.

Evaluation findings are presented in written reports and in meetings alongside corresponding recommendations for program improvements or building on strengths. Each evaluation report has a clearly marked Recommendations section, and program/site directors are encouraged to share those reports with their staff and use them to inform program planning. In advisory meetings where we discuss findings, we talk through potential implementation of the recommendations and program staff discuss any logistical challenges or adjustments they would like to make based on their expertise. In subsequent meetings and reports, we check on those goals to see if there has been any change in either implementation or outcomes, and work toward continuously building on successes and sharing strategies across grant sites.

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<sup>1</sup> Data driven program improvement is a joint responsibility of the program manager and local evaluator in order for the grantee to meet full compliance. Required evidence of how “formative and summative evaluation findings are [being] used to inform continuous program improvement” is specified in SMV Indicator H-5(b).

## VI. Conclusions & Recommendations

Program’s successes and lessons learned based on your evaluation findings from Year 2.<sup>1</sup> (Include results of implementation of recommendations from Year 1, as applicable):

From interim report

- In a decline from last year’s results, only 71% of staff reported that they were satisfied with their job. Compared to similar sites, respondents reported less frequent staff meetings and feedback sessions.
- All agreed that they find the work rewarding and have access to the training and materials they need. They were less likely to report that they had opportunities for advancement or access to necessary technology.
- Nearly all staff agreed that the partnership with the school was strong, and most thought that parent engagement and program-community collaboration had stayed the same in the last year.
- All staff agreed that the program communicates with families, involves them in events and provides them with community resources or varied experiences.
- All staff believed that the program was meeting participant needs, but some did not feel as positively about family and community services.

From final report

- A total of 736 youth were enrolled in the 21<sup>st</sup> CCLC program for the 2018-19 school year, far exceeding the targeted enrollment of 300. Of those, 302 (over 100% of target) met the minimum attendance threshold of 30 hours, while 81 (27% of target) attended their program for 90 hours or more, thus meeting the official 21<sup>st</sup> CCLC definition of *regular* participants.
- All participants identified as Hispanic/Latino (80%) or Black (20%), and most participated in the program two or three days a week.
- Participants reported much lower rates of parent attendance at school and after-school events than those at similar sites.
- Students had more positive feelings about school following program participation, particularly developing stronger feelings of belonging and responsibility to others.
- Appreciating the arts and growth in leadership abilities, decision-making skills, and comfort with public speaking were identified by all participants as program benefits.
- All youth agreed that they like the activities, learn new things and get to decide how to do things at the program, and all expressed positive strong feelings about after-school staff.
- The program was particularly strong across the Relationship and Activity Content domains of the Out-of-School-Time Observation Instrument, with some room for improvement on Instructional Support. In particular, program activities would benefit if staff created more intentional opportunities for participants to share ideas and opinions in discussion.

Key recommendations from Year 2 (including any relevant to other OST programs):<sup>2</sup>

<sup>1</sup> Note: as specified in SMV Indicator H-7, grantees are required to communicate evaluation findings to families and community stakeholders. Evidence of implementation of the activities specified in Indicator H-7(a) and (b) can be strengthened if the evaluator can help provide the grantee with a summary of sharable findings, such as reported in this summary.

<sup>2</sup> Note: As specified in SMV Indicator H-5(a), local evaluators are required to provide grantees with “Annual Evaluation Reports (AERs) that include actionable recommendations linked to key, implementation and impact evaluation findings.”

From interim report:

- Keep an eye on enrollment as spring begins, and ensure that your program is on target for at least 95% of enrolled students to hit the 30 hour attendance benchmark.
- Convene staff to discuss gaps in resources and advancement opportunities and determine whether any can realistically be addressed this school year or next. Invite staff who are dissatisfied to speak directly with the program director about their needs.
- Share this report at your next staff meeting and reflect on whether the results feel representative of your experiences, and determine any follow up action items.

From final report:

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

## VII. Appendices

### Required:

- Copies of any *locally developed* measurement tools/assessments (surveys, observation tools, etc.)
- Full, tabulated results of any quantitative assessment tools (surveys,<sup>1</sup> observation protocols, skills assessments, etc.)

### Optional:

- Sample of memo or weekly/monthly report used to share ongoing evaluation results/data with program<sup>2</sup>
- Any additional narrative, analysis, graphics or other information that did not fit into any section in this report that you would like to include

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<sup>1</sup> Note: As specified in SMV Indicator H-4(a), local evaluators and program administrators are jointly responsible for administering annual surveys to student participants, and grantees are required to maintain documented evidence of this activity.

<sup>2</sup> Note: As specified in SMV Indicator H-3(b), local evaluators and program administrators are jointly responsible for maintaining ongoing communication with each other, and grantees are required to maintain documented evidence of this activity.

# Appendix A: Reports



# ExpandedED Schools

## Community Change, Stevenson Educational Campus Interim Evaluation Report March 2019

### Program Highlights

- A total of 384 youth are enrolled in the 21<sup>st</sup> CCLC program for the 2018-19 school year, exceeding the targeted enrollment of 300. Of those, 223 (58%) have not yet met the minimum attendance threshold of 30 hours, while 17 (4%) have attended their program for 90 hours or more, thus meeting the official 21<sup>st</sup> CCLC definition of *regular* participants.
- In a decline from last year's results, only 71% of staff reported that they were satisfied with their job. Compared to similar sites, respondents reported less frequent staff meetings and feedback sessions.
- All agreed that they find the work rewarding and have access to the training and materials they need. They were less likely to report that they had opportunities for advancement or access to necessary technology.
- Nearly all staff agreed that the partnership with the school was strong, and most thought that parent engagement and program-community collaboration had stayed the same in the last year.
- All staff agreed that the program communicates with families, involves them in events and provides them with community resources or varied experiences.
- All staff believed that the program was meeting participant needs, but some did not feel as positively about family and community services.
- Similar to last year, staff expressed positive attitudes about their colleagues, noting that they treat participants with respect, serve as positive role models and are prepared and knowledgeable in their roles.

### Recommendations

- Keep an eye on enrollment as spring begins, and ensure that your program is on target for at least 95% of enrolled students to hit the 30 hour attendance benchmark.
- Convene staff to discuss gaps in resources and advancement opportunities and determine whether any can realistically be addressed this school year or next. Invite staff who are dissatisfied to speak directly with the program director about their needs.
- Share this report at your next staff meeting and reflect on whether the results feel representative of your experiences, and determine any follow up action items.

If you have questions about any of the information provided in this report, please contact Shannon Stagman, Director of Evaluation and Data Quality, at [sstagman@expandedschools.org](mailto:sstagman@expandedschools.org).

School/Site

Site  
CCSTEV

CCSTEV

## Participant Attendance & Enrollment

Figure 1: Enrollment to Date

Of the 300 students targeted to be served by the program, 384 were enrolled with an average daily attendance of 55

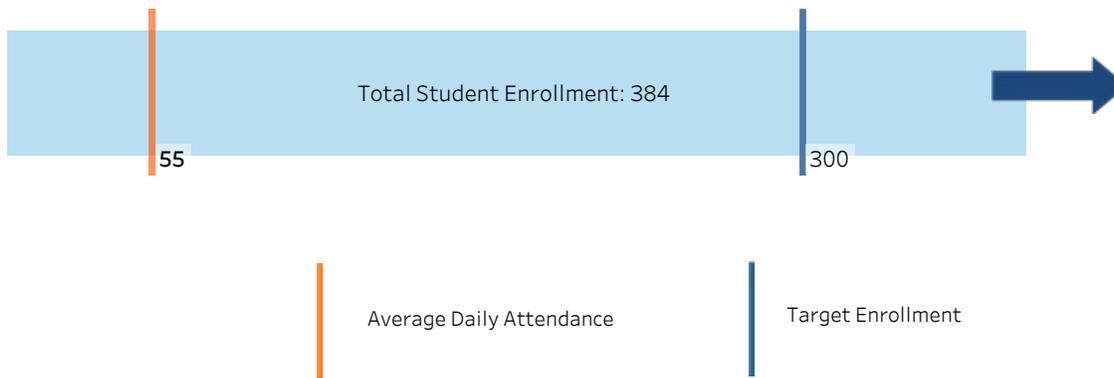
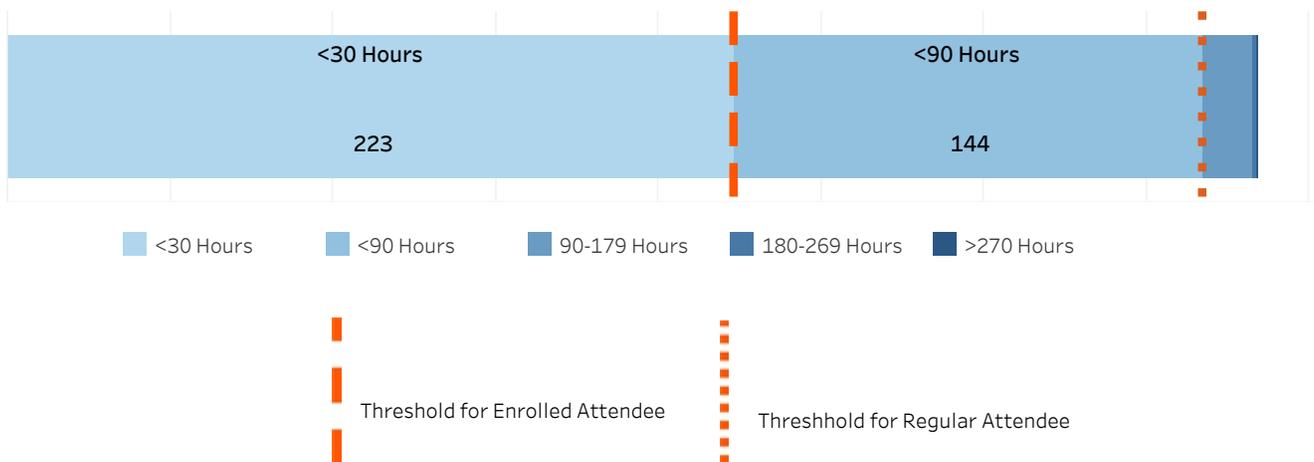


Figure 2: Participant Hours Tracker

Of the 384 students enrolled, 161 met the threshold for an enrolled attendee (30+ hours) and 17 met the threshold for a regular attendee (90+ hours)



School/Site

Community Change Stevenson Educational Campus

### Demographic Characteristics of Program Staff

Your Program (n≈13)

Similar Programs (n≈348)

Figure 3: Gender



Figure 4: Age

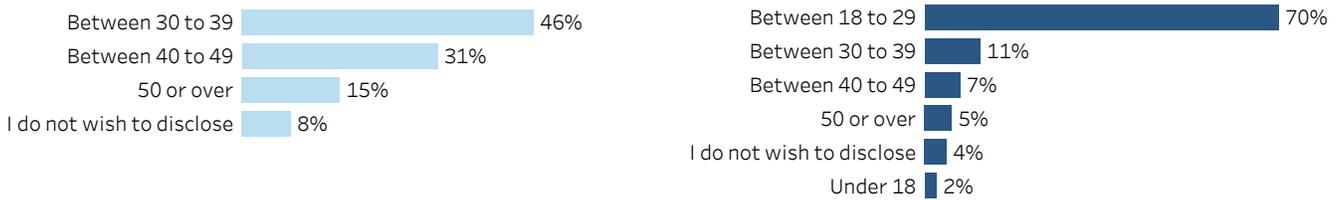


Figure 5: Race

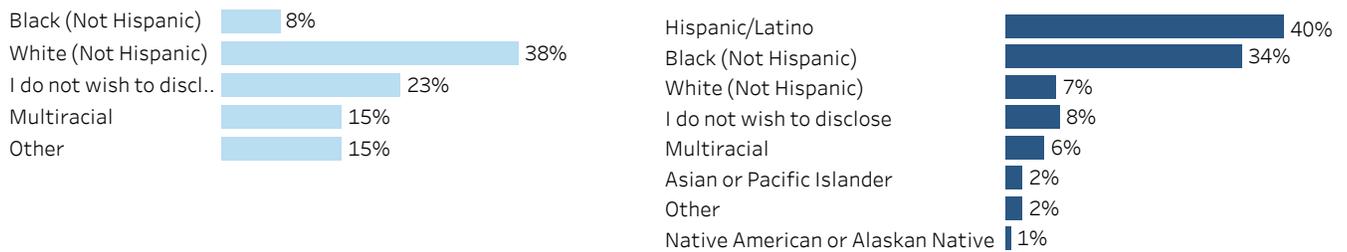
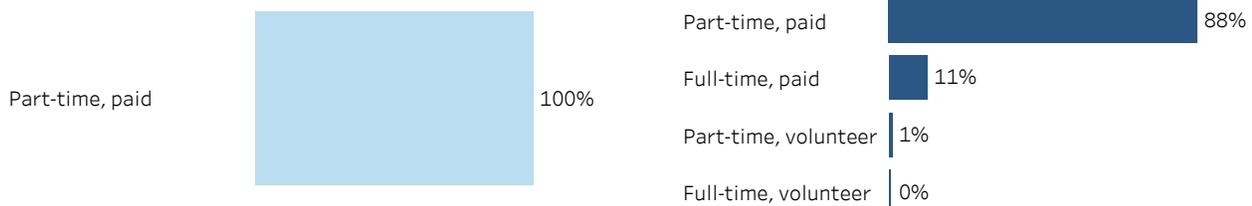


Figure 6: Employment Status



School/Site

Community Change Stevenson Educational Campus

### Demographic Characteristics of Program Staff

Your Program (n≈13)

Similar Programs (n≈348)

Figure 7: Staff Title



Figure 8: Primary Role in After School

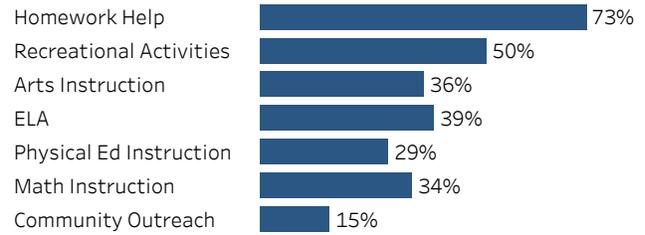
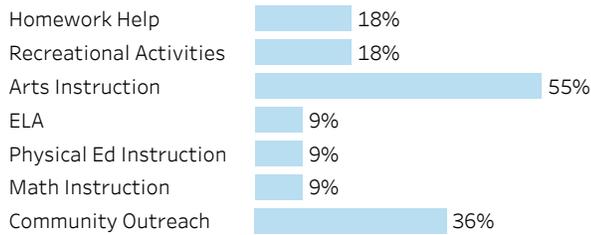


Figure 9: Certified Teacher

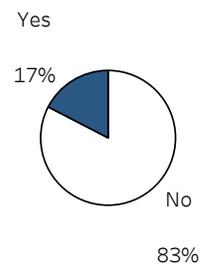
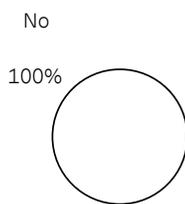
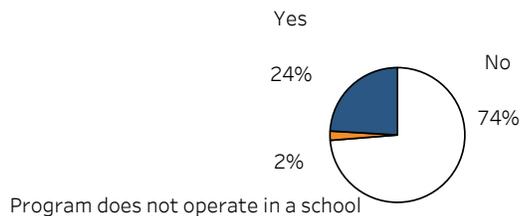
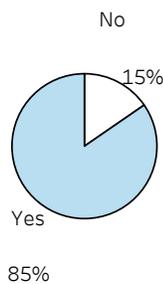


Figure 10: Employee of Partner School



School/Site

Community Change Stevenson Educational Campus

### Education and Work Experience

Your Program (n≈13)

Similar Programs (n≈348)

Figure 11: Staff Education Level

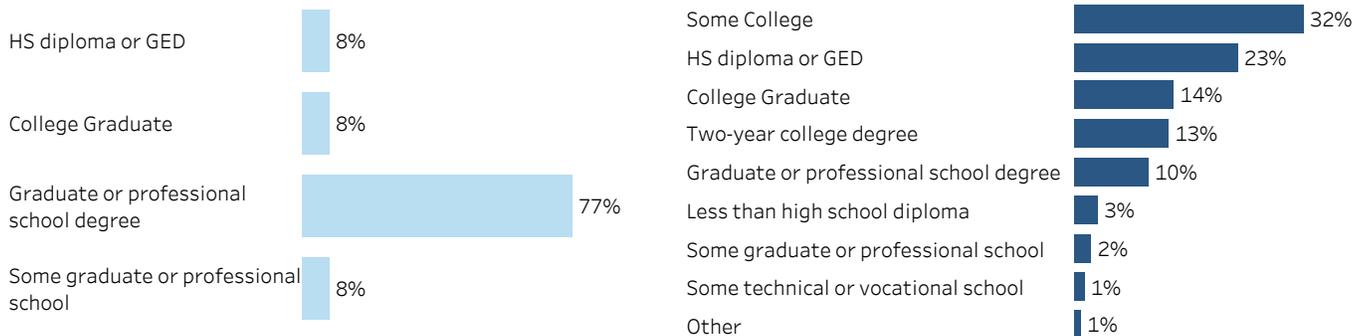


Figure 12: College Major

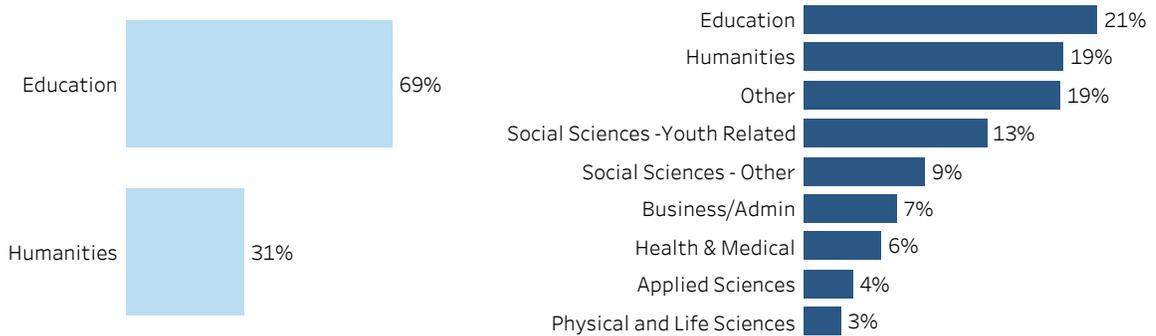
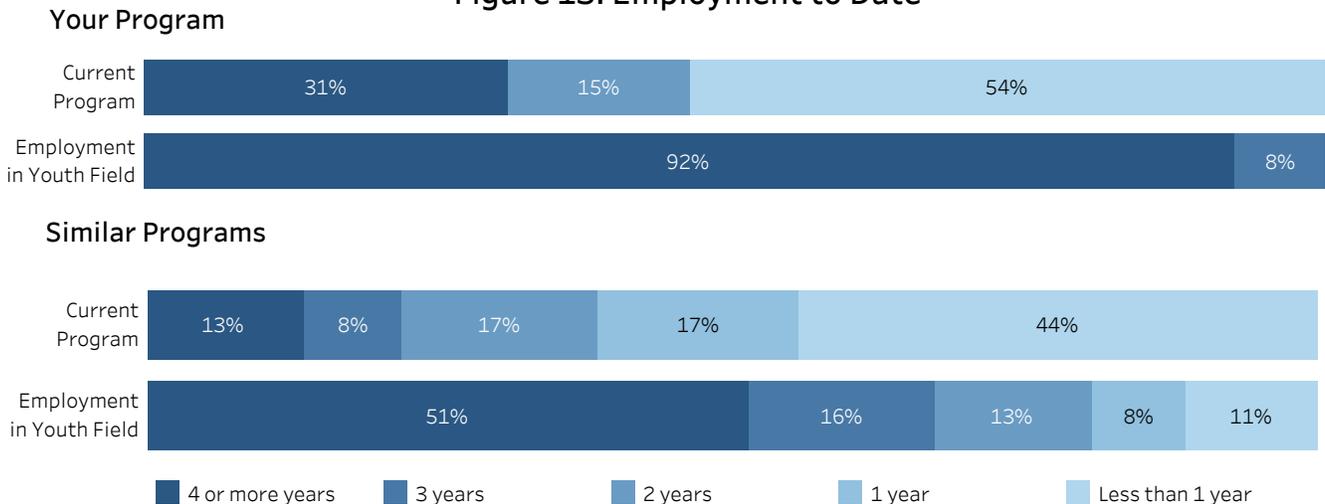


Figure 13: Employment to Date



School/Site  
 Community Change Stevenson Educational Campus

Figure 14: Overall Staff Job Satisfaction

Your Program (n≈13)



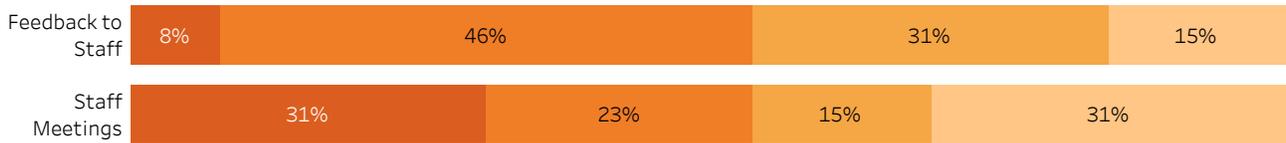
Similar Programs (n≈348)



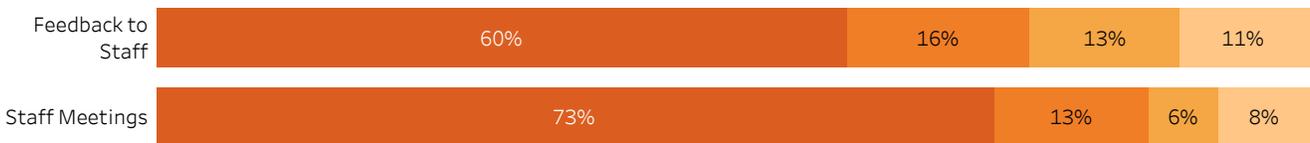
Very Satisfied    Satisfied    Dissatisfied    Very Dissatisfied

Figure 15: Frequency of Feedback & Staff Meetings

Your Program



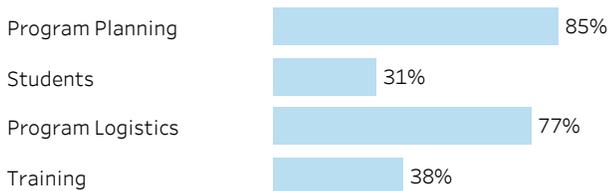
Similar Programs



At Least Once a Week    Biweekly    Once a Month    <Once a Month

Figure 16: Meeting Agenda- Frequent Topics of Discussion

Your Program



Similar Programs



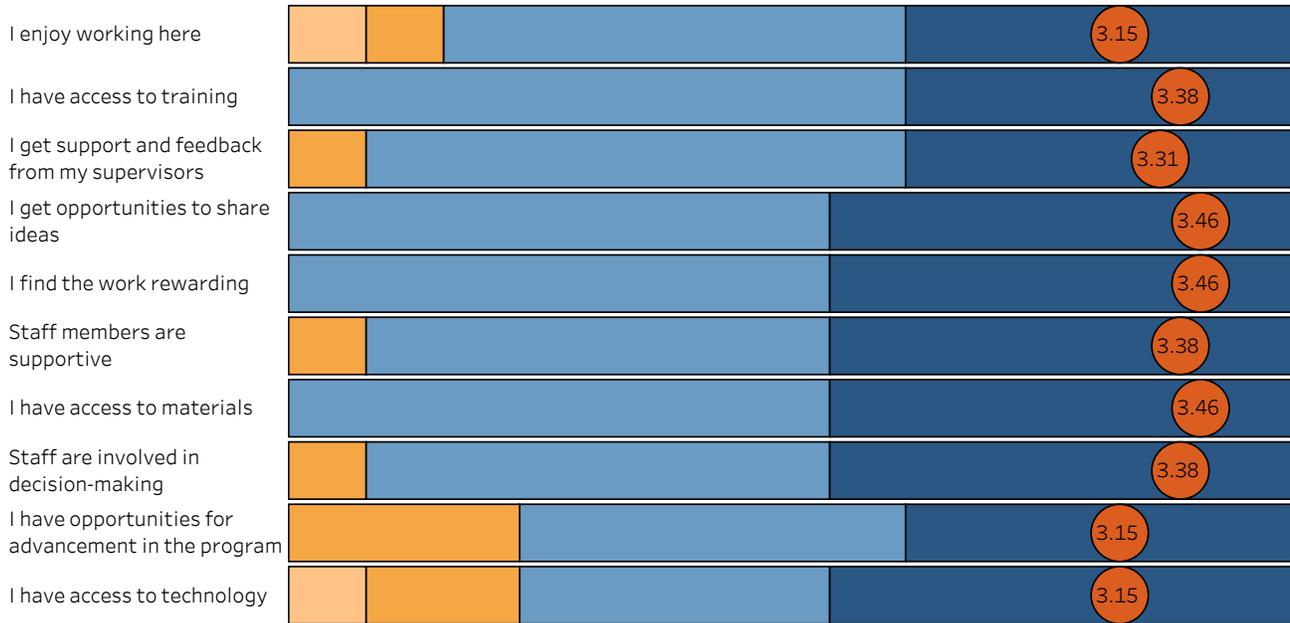
School/Site

Community Change Stevenson Educational Campus

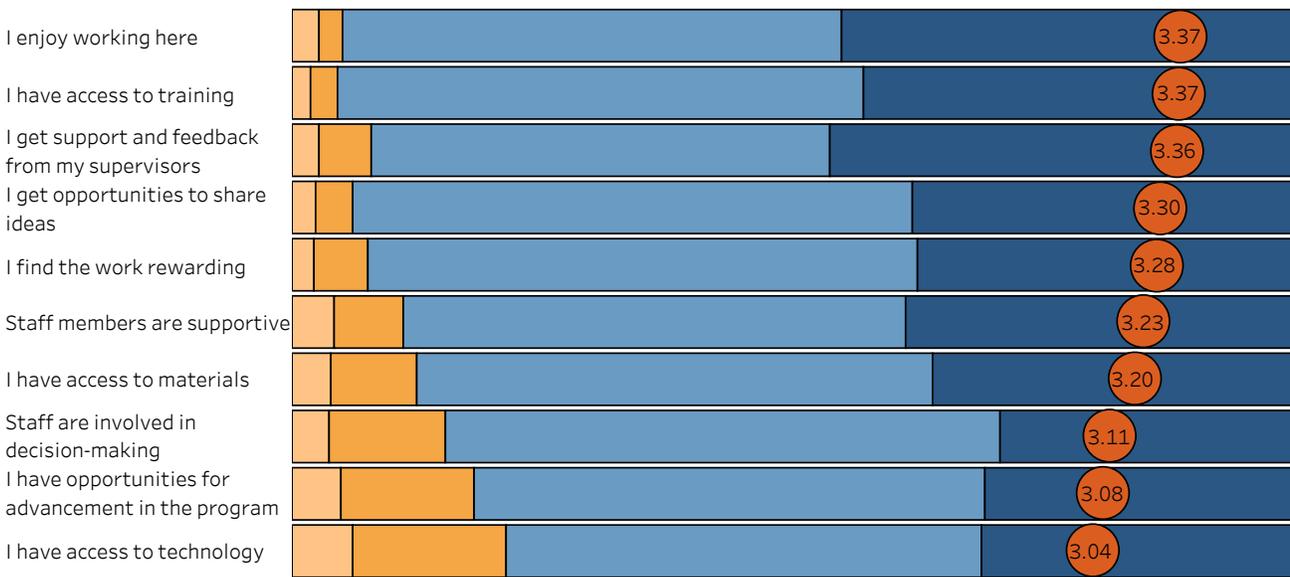
Figure 17: Program Experience

On a scale of 1 -4, do you agree with the following statements:

**Your Program** (n≈13)



**Similar Programs** (n≈348)



■ Strongly Disagree   
 ■ Disagree   
 ■ Agree   
 ■ Strongly Agree   
 ● Average of Responses for the Statement

School/Site

Community Change Stevenson Educational Campus

Community Partnerships & Collaboration

Figure 18: Strength of School-CBO Partnership

Your Program (n≈13)



Similar Programs (n≈348)

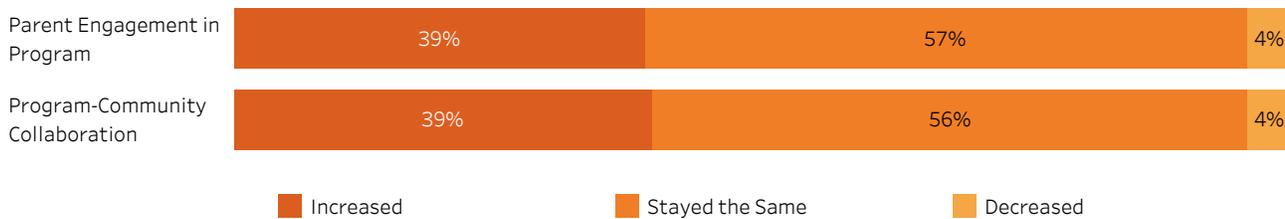


Figure 19: Change in Community Engagement during the Program Year

Your Program



Similar Programs



School/Site

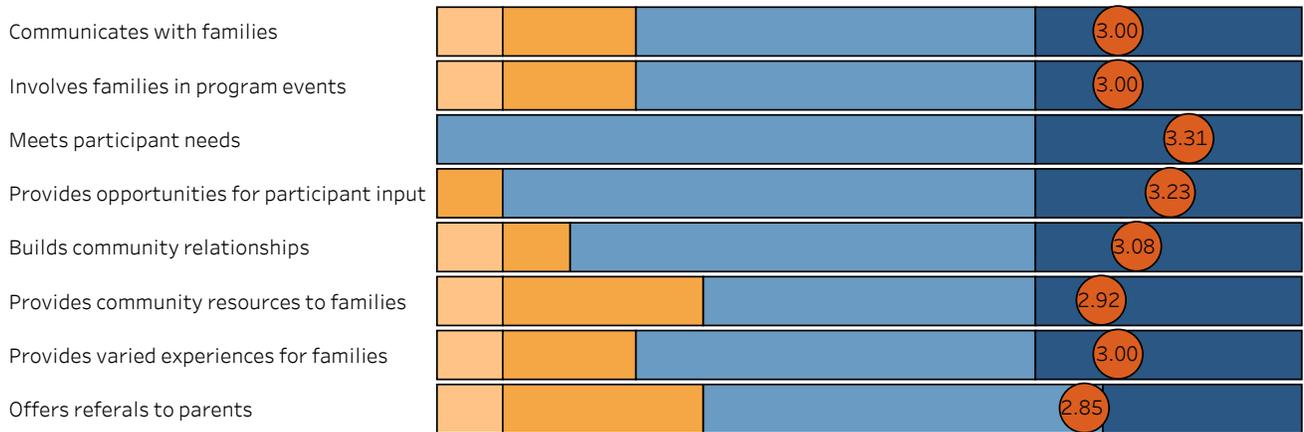
Community Change Stevenson Educational Campus

Figure 20: Community Engagement

On a scale of 1 -4, do you agree with the following statements about your program:

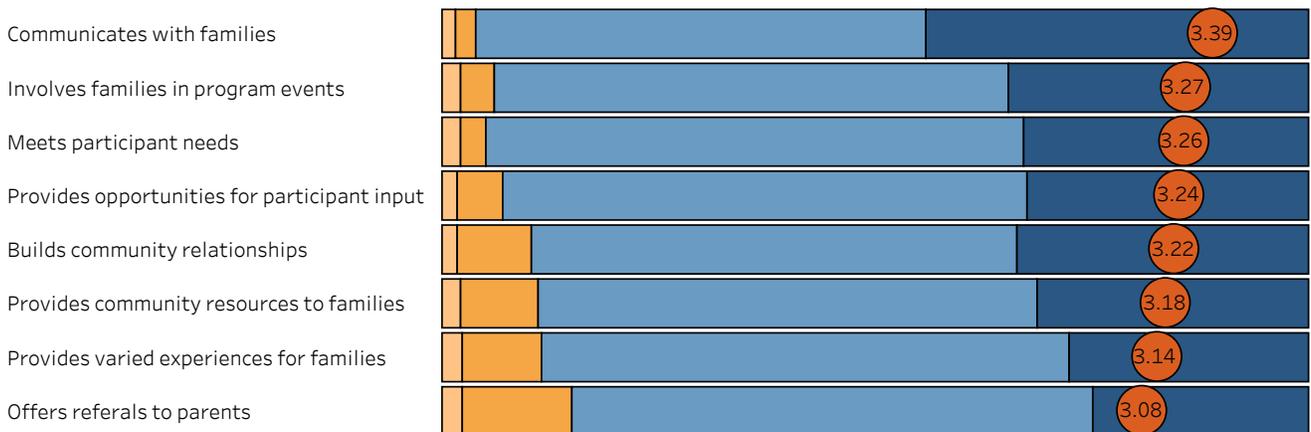
**Your Program (n≈13)**

My after-school program...



**Similar Programs (n≈348)**

My after-school program...



Strongly Disagree
  Disagree
  Agree
  Strongly Agree
  Average of Responses for the Statement

School/Site

Community Change Stevenson Educational Campus

### Coordination of After-School and School-Day Activities

Figure 21: Do You Align After-School Activities with...

**Your Program (n≈13)**



**Similar Programs (n≈348)**

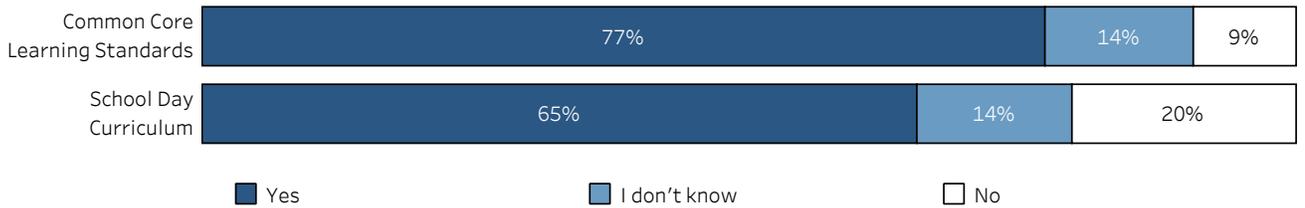


Figure 22: Frequency of Communication with School Day Staff

**Your Program**



**Similar Programs**

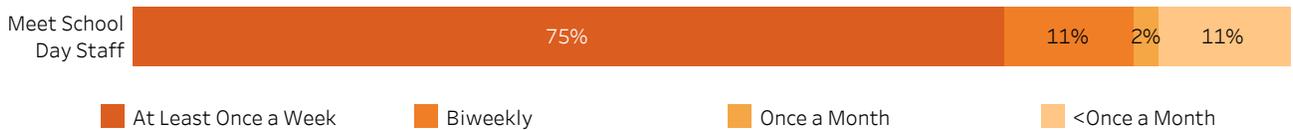
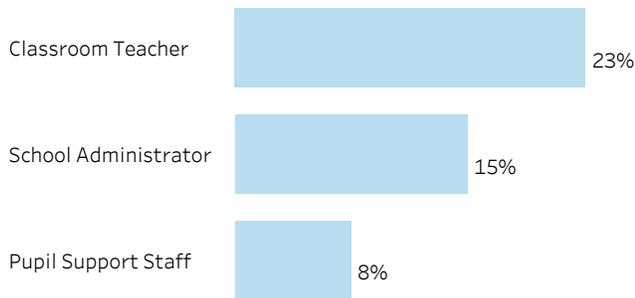
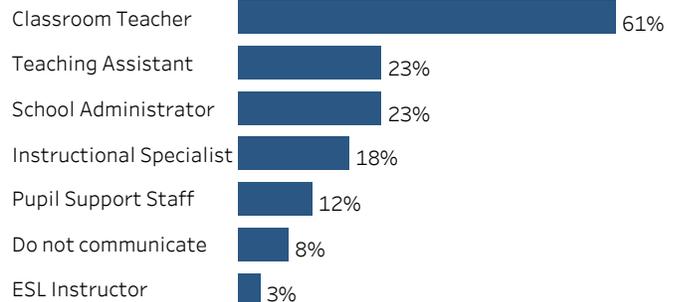


Figure 23: Which School Day Staff do You Communicate With?

**Your Program**



**Similar Programs**



School/Site

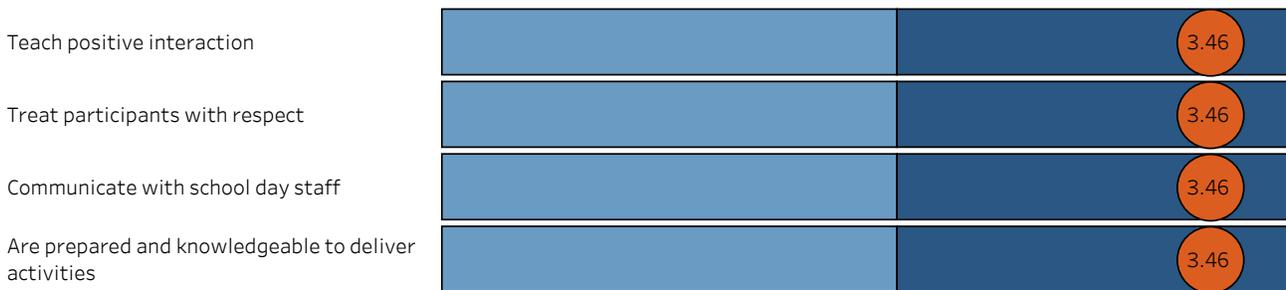
Community Change Stevenson Educational Campus

Figure 24: Staff Engagement

On a scale of 1 -4, do you agree with the following statements about other staff at your program:

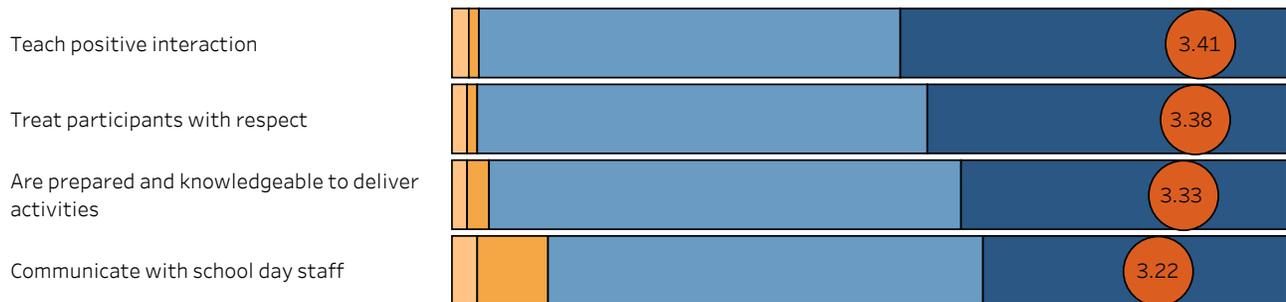
**Your Program (n≈13)**

Staff in my after-school program...



**Similar Programs (n≈348)**

Staff in my after-school program...



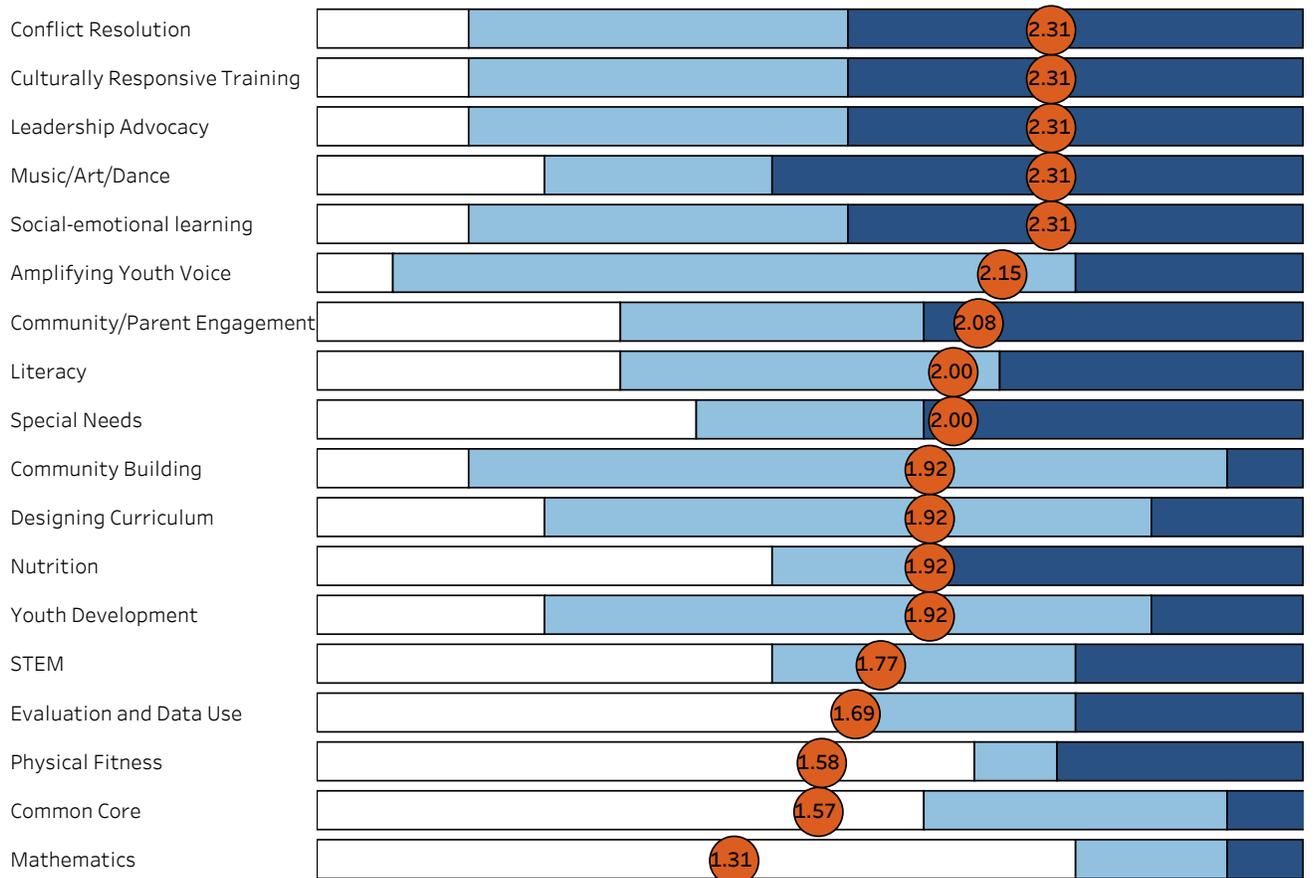
Strongly Disagree  
  Disagree  
  Agree  
  Strongly Agree  
  Average of Responses for the Statement

School/Site

Community Change Stevenson Educational Campus

Figure 25: Interest in Professional Development Activities

For each training topic below, how interested would you be in receiving additional training :



□ Not interested

▒ Somewhat interested

■ Very interested

● Average of Responses for the Statement



# ExpandedED Schools

## Community Change, Stevenson Educational Campus Fall Evaluation Report August 2019

### Program Highlights

- A total of 736 youth were enrolled in the 21<sup>st</sup> CCLC program for the 2018-19 school year, far exceeding the targeted enrollment of 300. Of those, 302 (over 100% of target) met the minimum attendance threshold of 30 hours, while 81 (27% of target) attended their program for 90 hours or more, thus meeting the official 21<sup>st</sup> CCLC definition of *regular* participants.
- All participants identified as Hispanic/Latino (80%) or Black (20%), and most participated in the program two or three days a week.
- Participants reported much lower rates of parent attendance at school and after-school events than those at similar sites.
- Students had more positive feelings about school following program participation, particularly developing stronger feelings of belonging and responsibility to others.
- Appreciating the arts and growth in leadership abilities, decision-making skills, and comfort with public speaking were identified by all participants as program benefits.
- All youth agreed that they like the activities, learn new things and get to decide how to do things at the program, and all expressed positive strong feelings about after-school staff.
- The program was particularly strong across the Relationship and Activity Content domains of the Out-of-School-Time Observation Instrument, with some room for improvement on Instructional Support. In particular, program activities would benefit if staff created more intentional opportunities for participants to share ideas and opinions in discussion.

### Recommendations

- Discuss struggles with consistent attendance and how the program might address them, and set a goal for the program to attain a higher number of regularly participating attendees next year.
- Brainstorm strategies for increasing parent involvement in after-school. Include students and parents on the program advisory board to help lead these discussions and provide crucial context and insight about the community.
- Encourage staff to build in opportunities for discussion throughout their activities, and share best practices for prompting deeper engagement and reflection from students.

# End of Year Evaluation Report, 2018-2019

School/Site

School Level  
Middle/High

Community Change/Career Visions

Site ID  
Community Change/Caree..

## Data Sources

### Program Records

Numbers on attendance and enrollment were obtained from data maintained by individual sites through the Youthservices.net online attendance tracking system.

### Participant Surveys

Surveys of participating youth were administered during the spring of 2018. Survey responses were collected to document participants' impressions of the programs and to measure participant-level changes over time in a variety of outcome areas, including school engagement, behavior in and out of school, social skills, self-esteem, etc. During the 2017-18 cycle, **374** youth took participant surveys at similar sites. A total of **10** youth took the participant survey at your site.

### Activity Observations

The OST observation instrument tool allowed us to rate program activities on various indicators addressing three key program quality domains. The domains are:

**Relationships:** This domain measures whether youth are supportive and respectful of one another and staff. It also measures how engaged youth are in the activities they attend and how positively staff interact with youth.

**Instructional support:** This domain measures the efforts of after-school staff to support participants' learning.

**Activity content and structure:** This domain measures whether activities are planned and well-organized, the challenge level is age-appropriate and opportunities exist for problem solving.

ExpandED Schools staff used the OST Observation Instrument to observe and rate the following activities at your program in the fall and spring:

#### Site Observations

Site ID  
CCSTEV

---

December    2018    Art

Dance

Salud

---

April            2019    Examining Street Artists and Muralists

Rehearsal

Student Council

---

School/Site  
 CCSTEV

Site  
 CCSTEV

## Participant Attendance & Enrollment

Figure 1: Enrollment to Date

Of the 300 students targeted to be served by the program, 736 were enrolled with an average daily attendance of 61

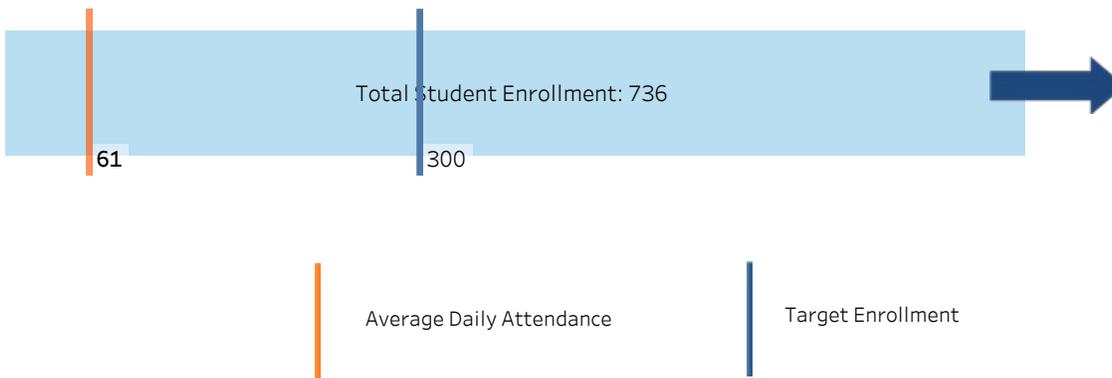
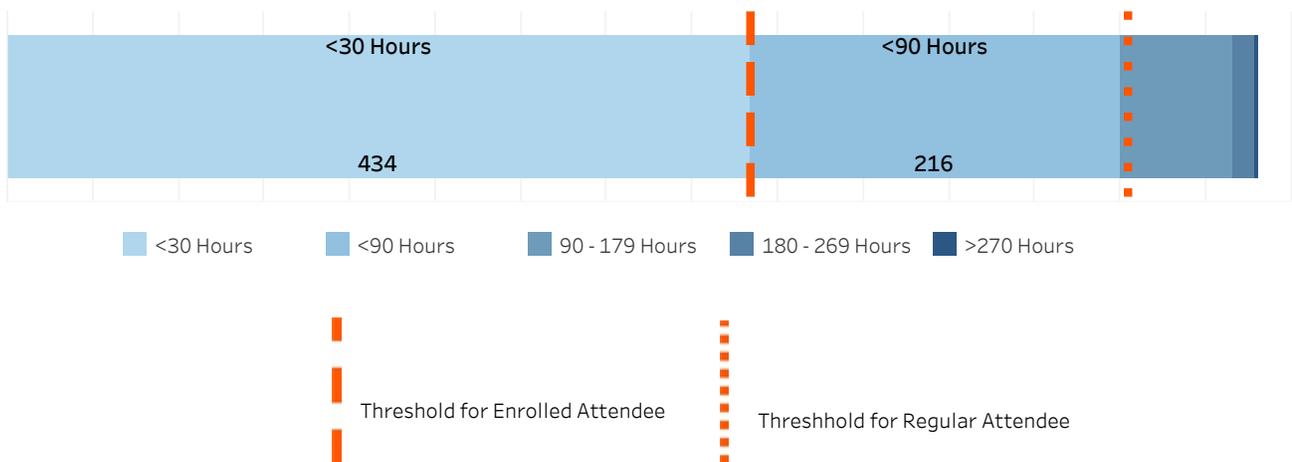


Figure 2: Participant Hours Tracker

Of the 736 students enrolled, 302 met the threshold for an enrolled attendee (30+ hours) and 81 met the threshold for a regular attendee (90+ hours)



# End of Year Evaluation Report, 2017-2018

School/Site

School Level  
Middle/High

Site ID  
Community Change/Caree..

Community Change/Career Visions

## Demographic Characteristics of Program Participants

Figure 3: Gender

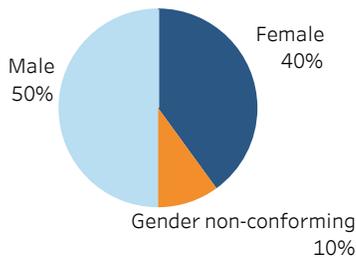


Figure 4: Ethnicity

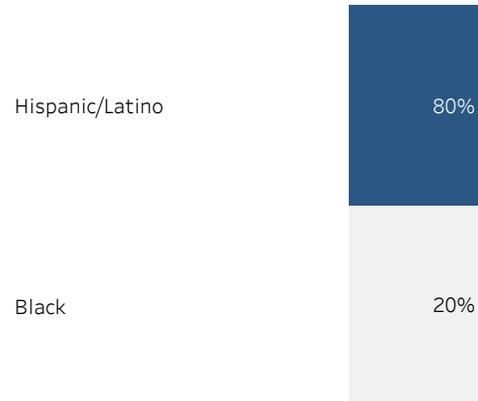


Figure 5: Home Language

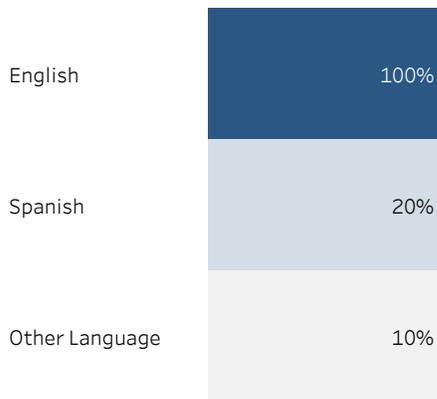


Figure 6: Grade

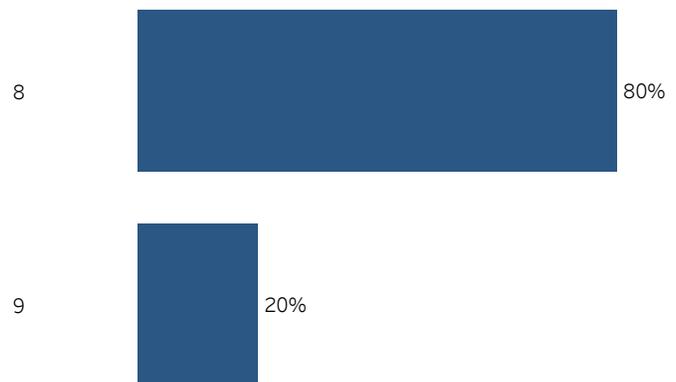
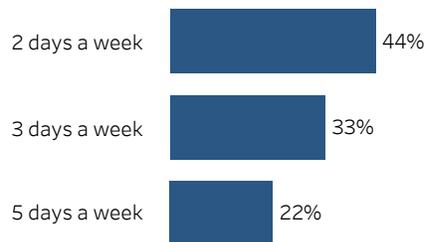


Figure 7: After-School Participation



School/Site

School Level  
Middle/High

Site ID  
Community Change/Caree..

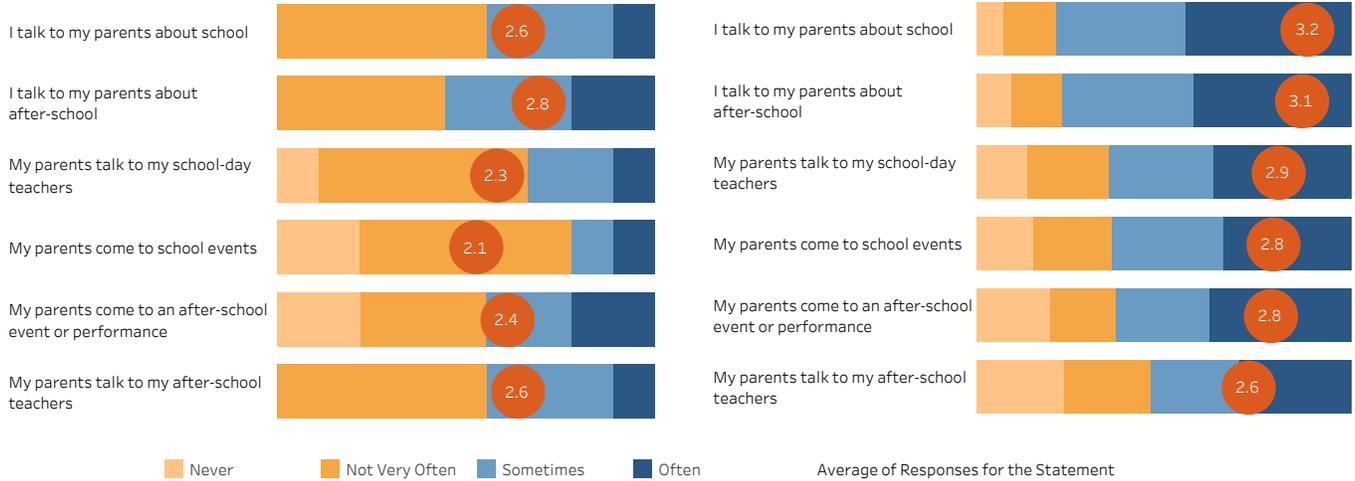
Community Change/Career Visions

## Figure 8: Family Involvement

How often do the following things happen in your family?

Your Program (n≈ 10 )

Similar Programs (n≈ 374 )



# End of Year Evaluation Report, 2017-2018

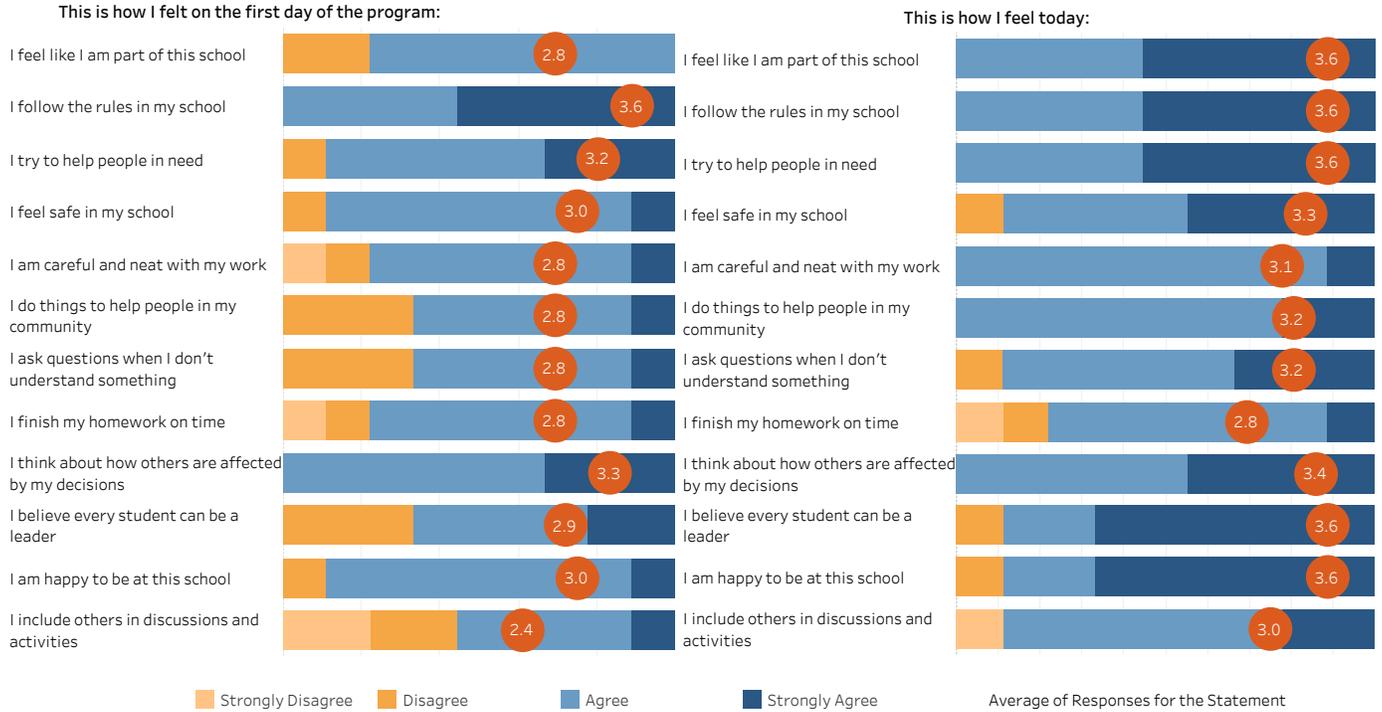


School/Site  
Community Change/Career Visions

School Level  
Middle/High  
Site ID  
Community Change/Caree..

## Figure 9: In-School Experience

On a scale of 1-4, indicate your level of agreement with the following statements:



School/Site

School Level  
Middle/High

Community Change/Career Visions

Site ID

Community Change/Caree..

## Figure 10: Program Benefits

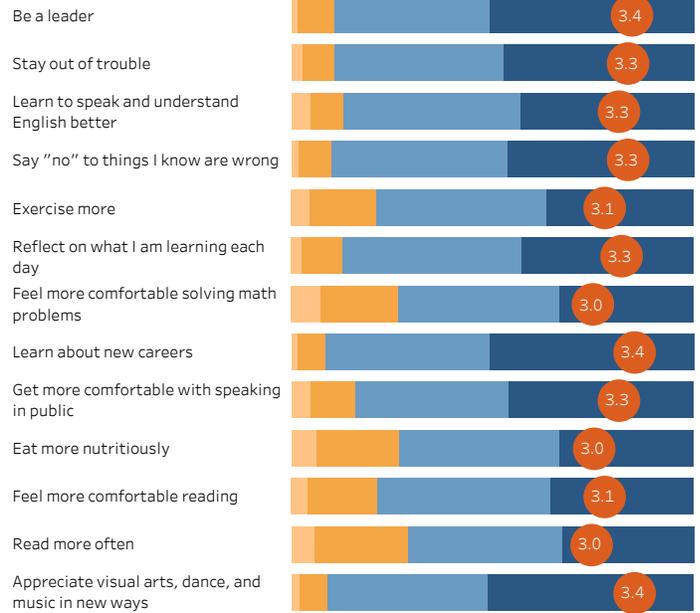
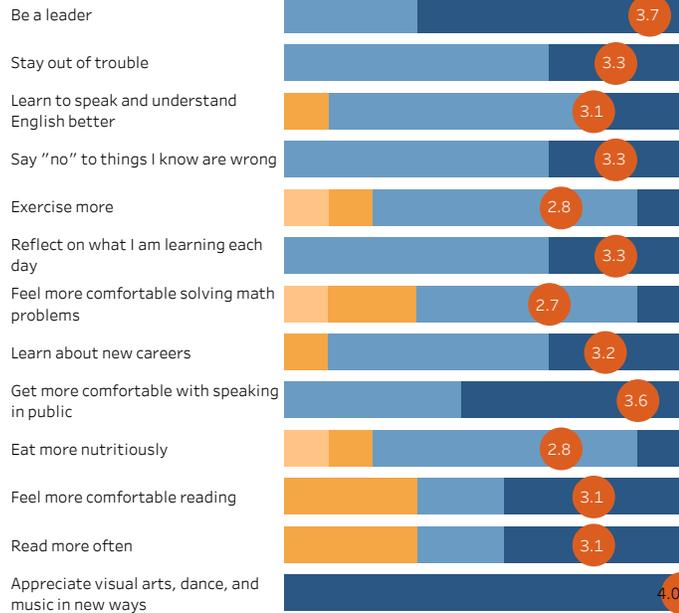
On a scale of 1 -4, indicate your level of agreement with the following statements:

### Your Program (n≈ 10 )

### Similar Programs (n≈ 374 )

The after-school program has encouraged me to...

The after-school program has encouraged me to...



■ Strongly Disagree 
 ■ Disagree 
 ■ Agree 
 ■ Strongly Agree

Average of Responses for the Statement

School/Site

Community Change/Career Visions

School Level  
Middle/High

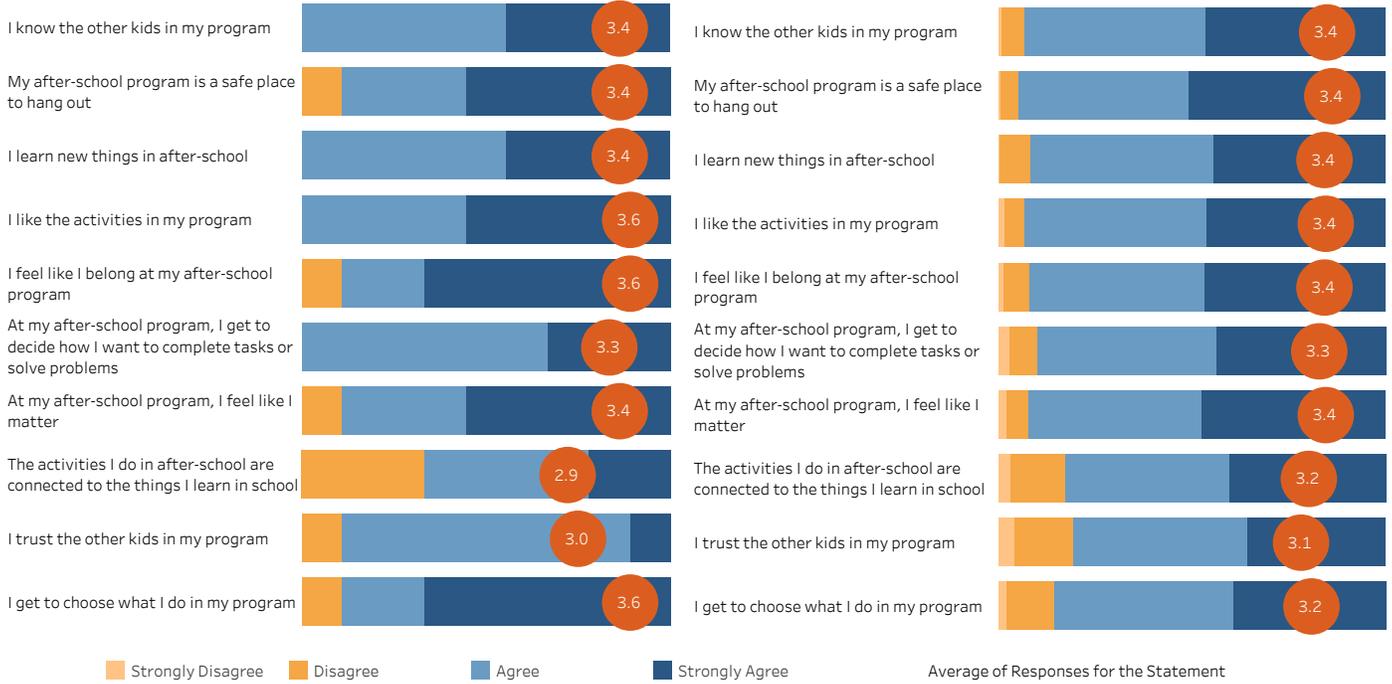
Site ID  
Community Change/Caree..

## Figure 11: Program Experiences

On a scale of 1 -4, indicate your level of agreement with the following statements:

### Your Program (n≈ 10 )

### Similar Programs (n≈ 374 )



School/Site

Community Change/Career Visions

School Level  
Middle/High

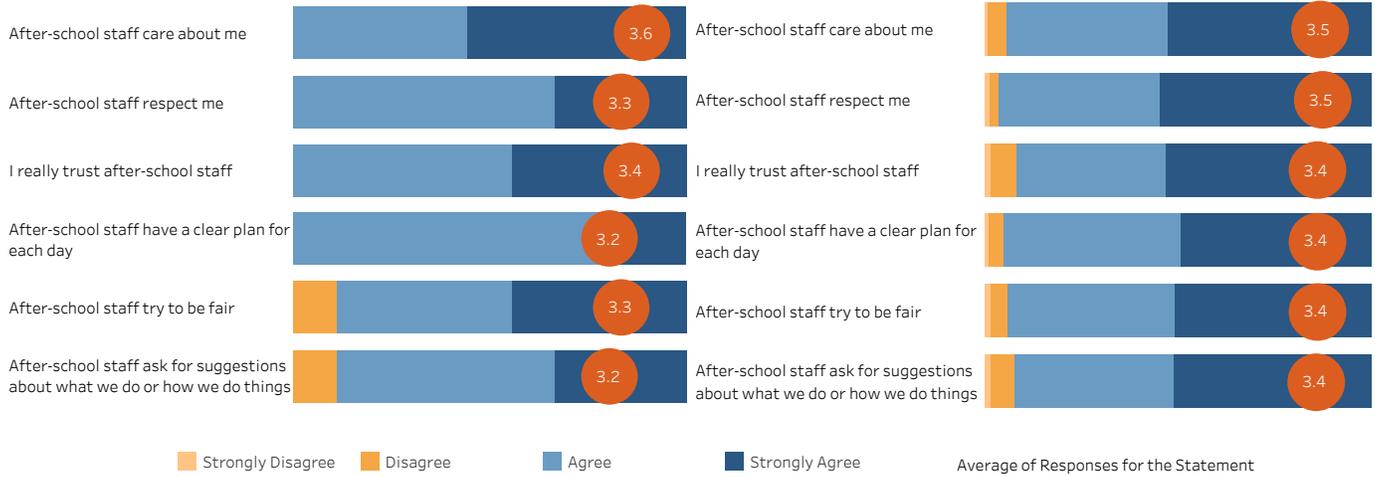
Site ID  
Community Change/Caree..

## Figure 12: Youth-Staff Relationships

On a scale of 1 -4, indicate your level of agreement with the following statements:

### Your Program (n≈ 10 )

### Similar Programs (n≈ 374 )

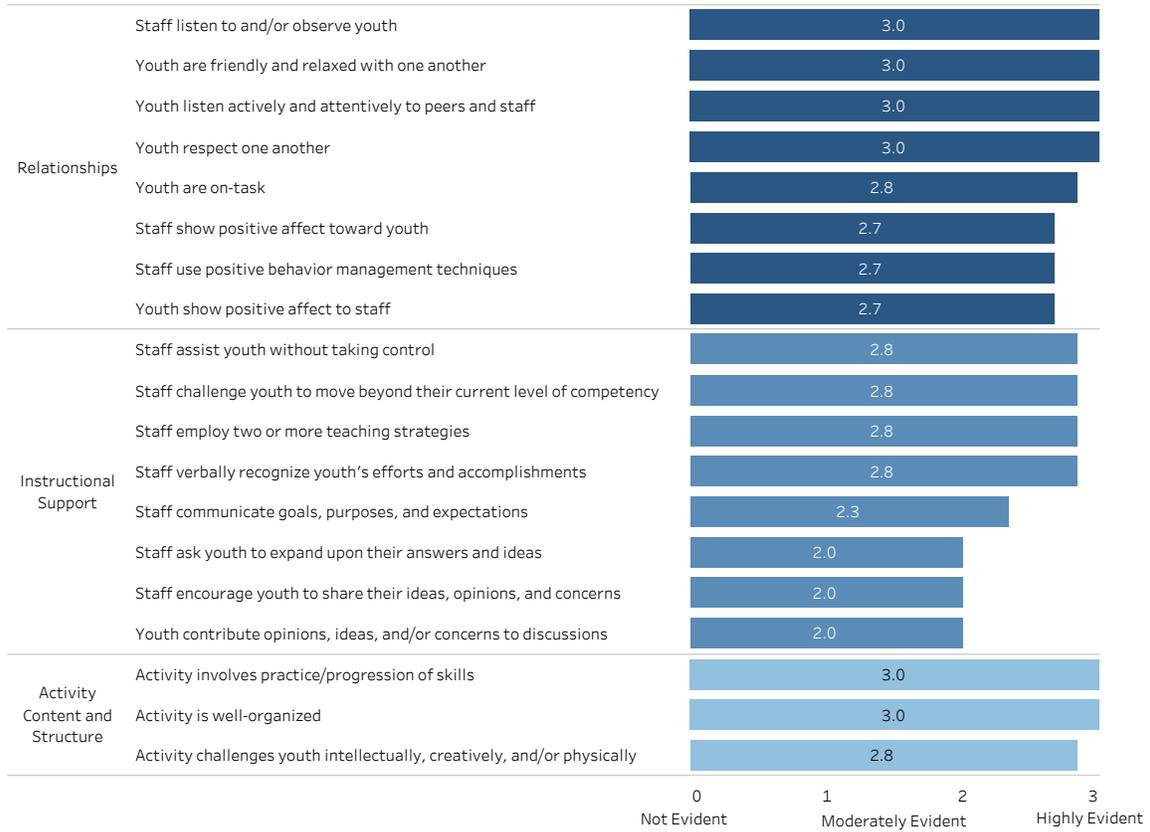


School/Site  
CCSTEV

Site ID  
CCSTEV

### Figure 13: OST Program Observation Ratings

(See the Data Sources section for activities rated)





# ExpandedED Schools

Close the learning gap. Open the world.

**Site ID:** CCSTEV

**Observer's Name:** Michael Murchison

**Date:** 12/19/2018

**Arrival Time:** 3:26 pm

**Departure Time:** 4:18pm

## Observation Narrative Report

This report is based on observations of the following activities: Art, Salud, and Dance, conducted on the above date. Members of the research and evaluation team at ExpandedED Schools will spend one more afternoon at your site in the spring. A more comprehensive observation report will be sent to programs, which will aggregate the findings across all activity observations. This Observation Narrative Report is meant to provide you with more immediate feedback. If you have any questions, please contact Shannon Stagman, Director, Evaluation and Data Quality, at [ssstagman@expandedschools.org](mailto:ssstagman@expandedschools.org).

Relationships between students and youth were friendly and respectful in all observed activities. Students appeared eager to participate and authentically invested, and maintained very high engagement throughout. Staff utilized a wide variety of teaching strategies and clearly communicated all expectations to students. Activities were organized and appeared to have a planned structure, and provided a strong challenge level to participants. Staff may consider building in more opportunities for analytical thinking and implementing more student leadership roles into programming.

## **BACKGROUND**

### **WHAT HAPPENS DURING AN OBSERVATION SITE VISIT?**

Our trained site visitors aim to observe a total of 3-4 after-school activities at each visit, for approximately 15 minutes per activity. Our evaluation team uses a validated assessment tool called the Out of School Time (OST) Observation Instrument to focus on observable indicators of positive youth development. The OST Observation Instrument is grounded in a youth development framework and is based on the assumption that instructional activities promote youth outcomes if they offer varied content, mastery-oriented instruction, and positive youth-to-youth and youth-to-staff relationships. The instrument allows us to rate program activities on various indicators addressing three key program quality domains related to youth development: the observed relationships between staff and youth, and among youth; staff support of participant learning or instructional support; and the organization and developmental appropriateness of activities or activity structure.

### WHY DO WE DO OBSERVATION SITE VISITS?

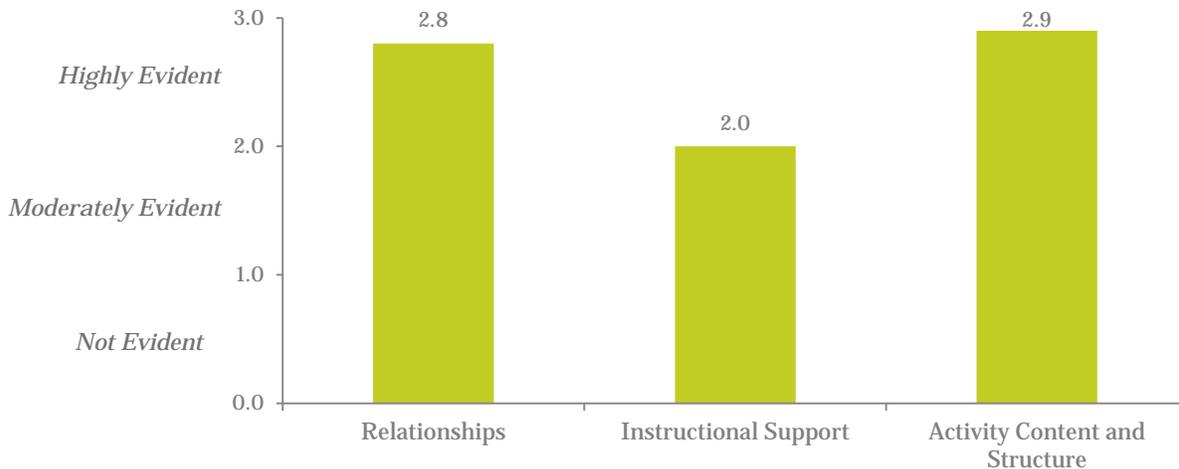
The visit is meant to document youth development activities for the purpose of ongoing program improvement. The results are not used for accountability requirements or to evaluate individual staff members. Our evaluation team will not disclose the results as part of the 21<sup>st</sup> CCLC annual performance report (APR). Rather, the findings from these observations are meant to provide useful feedback directly to the site director and supervisor for program planning and improvement purposes. ExpandedED Schools' evaluation team intends to remain independent and objective about your program, and as such, our reports will not include negative findings about individual staff members in order to avoid subjective interpretation of staff members' job performance. We encourage you not to interpret reports of such circumstances by our independent evaluation team as negative findings about program or staff performance.

### WHAT CAN I LEARN FROM THIS REPORT?

Below, you will find program quality ratings based on the Out-of-School-Time Observation Tool, as well as highlights and challenges that were observed in each of the three youth development domains described on page one. This report does not provide specific advice on programming, but does provide recommendations and suggestions for how to incorporate some additional quality indicators into program activities. ExpandedED Schools' evaluation staff has observed hundreds of after-school activities and draws on those experiences to provide examples of successful practices in after-school programs.

### OVERALL PROGRAM QUALITY RATINGS

Below are the overall ratings from the most recent site visit. They are organized according to the three major domains of the OST Observation Tool: 1) relationships; 2) instructional support; and 3) activity content and structure. Each is calculated by averaging scores of key indicators from that domain.



## **Observations**

### **RELATIONSHIPS AND ENGAGEMENT**

Relationships between students and staff were relaxed and respectful in all observed activities. Students in all activities were always on task, and followed direction without need for staff to interject with behavior management. Students appeared eager to participate in activities, and showed interest in the discussion or work of their peers. The instructor in Art fostered strong intellectual conversation by repeatedly encouraging youth to share their ideas and opinions on the art being shown in the slideshow, and students provided lengthy responses on their interpretations of the symbolism of various artworks. While students were sharing their opinions, some of their peers were working on completing their own art projects, but youth who were working took breaks to listen to others' thoughts frequently. Staff in all three activities engaged personally with individual students at some point during the observation. Facilitators were attentive in observing youth, and always used polite and friendly language when addressing them.

In Dance, there were two students who were chosen to dance for a particular song and given the opportunity to lead by example. There may be additional opportunities for facilitators to build student leadership roles into other activities. In Salud the facilitator maintained the role of leading the exercise drills, but this responsibility to motivate and lead the group could be taken on by a student. Art activities may also benefit from having individuals lead groups through a student-organized activity. Promoting additional opportunities for students to be in a leadership position can both motivate students to excel in their educational pursuits as well as cultivate responsibility in individuals.

### **INSTRUCTIONAL SUPPORT**

Staff employed a variety of teaching strategies including coaching, questioning, and incorporation of audio, visual and movement techniques that kept youth engaged on multiple sensory levels. Expectations for how time in the activity should be utilized was understood clearly by all students. In Art, the facilitator led the activity through a slideshow, but allowed students to dictate the direction of the discussion, providing only encouragement for youth to expand upon their answers and ideas. Staff in all three activities challenged youth to move beyond their current level of competency, though to varying degrees. The facilitator in Salud was most consistent in using both constructive feedback and motivational commentary to push students to achieve. On the other hand, the facilitator in Art did provide motivation for students in her praise ("I love all the deep meanings you are coming up with!") but did not provide direct feedback about students' thoughts or ideas. The facilitator in Dance provided little constructive feedback for students.

Some facilitators may want to consider providing students with additional feedback during the activities. For example, the instructor in Dance offered brief corrections for students while the music was playing, but only provided more general, group-level praise and criticisms during the transitions between songs. This transition time could be used to allow staff or peers to provide additional critiques for individual students to help them improve their performance. In Art, allowing students to decide the direction of the discussion is valuable, but making sure that students are able to see viewpoints that disagree with their own can also be valuable. Discussion in Art was left with enough freedom that students weren't provided much critique of their ideas or countering opinions to think through.

## ACTIVITY CONTENT AND STRUCTURE

All necessary materials for the activities were prepared in advance. Necessary art supplies were available and PowerPoints were pulled up in advance of the activity start times. All lessons appeared to have clear objectives, and there was evidence of a clearly structured plan for all activities. Students in Salud were provided a worksheet with the schedule with the plan for the lesson. Students in Art were also provided a worksheet with a list of critical thinking questions for consideration during the discussion of the observed artwork. Activities involved the practice of skills that cultivate in some form of progressive development, either physical or creative. Students were challenged to participate in all activities, but not so much as to lose motivation. Staff may want to consider incorporating more opportunities for analytical thinking in the future.

## *Additional Resources*

### [ExpandED Schools Resources](#)

This library contains the latest policy and research reports on expanding learning time, building out-of-school time systems and improving student outcomes, as well as tools for schools and community organizations that are expanding learning time, opportunities and support for students. In this library you will find resources such as research studies, fact sheets and evaluation reports, as well as sample school schedules, curriculum resources and evaluation tools.

### [National Center for Quality Afterschool | A Resource Guide for Planning and Operating Afterschool Programs](#)

This guide provides a description of resources to support 21st Century Community Learning Center afterschool programs. Many of the entries will also apply to before-school, summer, and community learning center programs.

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Foundations, Inc. provides professional development, technical assistance, tools and publications tailored to the unique world of afterschool, summer, and expanded day and year programs. This section provides a collection of resources to improve your program, expand your knowledge and engage kids.



# ExpandedED Schools

Close the learning gap. Open the world.

**Site ID:** CCSTEV

**Observer's Name:** Laina Sonterblum

**Date:** 04/16/2019

**Arrival Time:** 2:30 pm

**Departure Time:** 4:00 pm

## Observation Narrative Report

This report is based on observations of the following activities: Student Council, Examining Street Art, and Rehearsal. This is the final site visit of the 2018-19 program year. This Observation Narrative Report is meant to provide you with qualitative feedback based on a snapshot view of your program. If you have any questions, please contact Shannon Stagman, Director, Evaluation and Data Quality, at [sstagman@expandedschools.org](mailto:sstagman@expandedschools.org).

In Student Council, students participated in an icebreaker called “This or That,” led by one of the students. In Examining Street Art, the instructor presented famous murals and street art and prompted students to reflect and ask questions. During Rehearsal, students participated in warm up activities and discussed strategies for memorizing lines. In all activities, youth participated and maintained high engagement. They were friendly with each other and with staff, while staff displayed warm relationships with students and encouraged participation and leadership. Activities were quite strong, but could be strengthened further by providing more opportunities for collaboration and problem solving.

### **BACKGROUND**

#### **WHAT HAPPENS DURING AN OBSERVATION SITE VISIT?**

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## WHY DO WE DO OBSERVATION SITE VISITS?

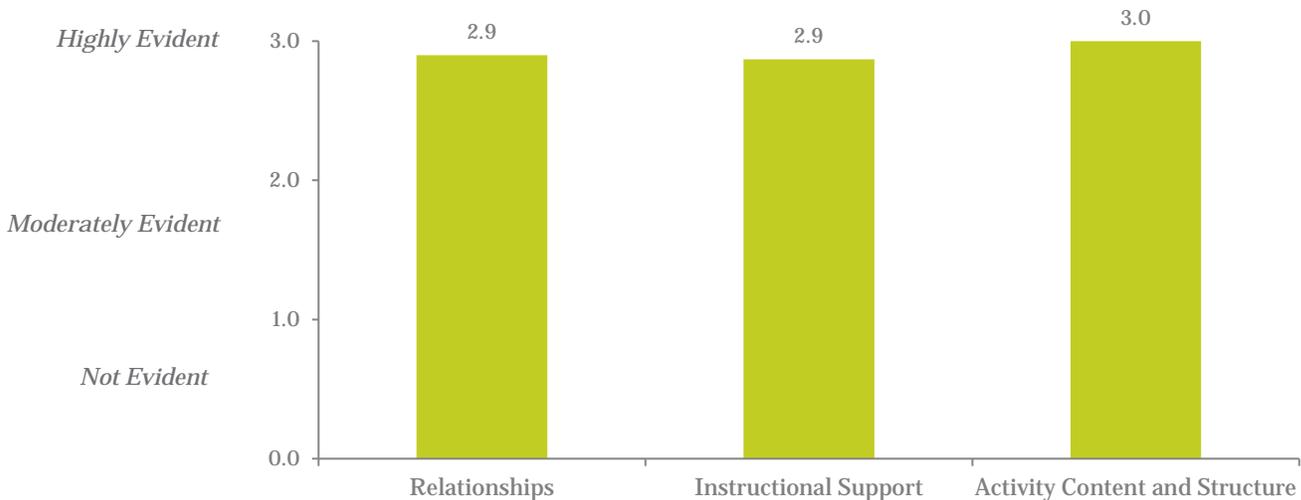
The visit is meant to document youth development activities for the purpose of ongoing program improvement. The results are not used for accountability requirements or to evaluate individual staff members. Our evaluation team will not disclose the results as part of the 21<sup>st</sup> CCLC annual performance report (APR). Rather, the findings from these observations are meant to provide useful feedback directly to the site director and supervisor for program planning and improvement purposes. ExpandedED Schools' evaluation team intends to remain independent and objective about your program, and as such, our reports will not include negative findings about individual staff members in order to avoid subjective interpretation of staff members' job performance. We encourage you not to interpret reports of such circumstances by our independent evaluation team as negative findings about program or staff performance.

## WHAT CAN I LEARN FROM THIS REPORT?

Below, you will find program quality ratings based on the Out-of-School-Time Observation Tool, as well as highlights and challenges that were observed in each of the three youth development domains described on page one. This report does not provide specific advice on programming, but does provide recommendations and suggestions for how to incorporate some additional quality indicators into program activities. ExpandedED Schools' evaluation staff has observed hundreds of after-school activities and draws on those experiences to provide examples of successful practices in after-school programs.

## OVERALL PROGRAM QUALITY RATINGS

Below are the overall ratings from the most recent site visit. They are organized according to the three major domains of the OST Observation Tool: 1) relationships; 2) instructional support; and 3) activity content and structure. Each is calculated by averaging scores of key indicators from that domain.



## **Observations**

### **RELATIONSHIPS AND ENGAGEMENT**

Students were friendly and respectful in their interactions with each other and staff. Most students actively participated and staff made sure to call on different students and encourage youth to share their ideas, opinions, and concerns. Students were given leadership opportunities in some of the activities. In Student Council, for example, one student was responsible for leading the icebreaker activity. In Rehearsal, the students who had been in the previous play led warm up activities and shared their experiences with the new students. Staff appeared comfortable with students and engaged with them personally by participating in activities themselves.

While all activities were very strong, incorporating more opportunities for students to work together could deepen the learning experience. In Examining Street Art, students sharing their thoughts and ideas in pairs or small groups may have encouraged some of the quieter students to participate. Utilizing positive behavior management techniques with some students engaged in side chatter, such as splitting up these students or calling them in to participate with the larger group, might also strengthen engagement.

### **INSTRUCTIONAL SUPPORT**

In all activities, staff encouraged participation from students and challenged them to think deeply about various concepts by asking them to expand on their answers and ideas. For example, a student in Rehearsal was asked to share her memorization technique with the group and when her response was a bit incomplete, the instructor asked her to expand on her thoughts. In Examining Street Art, the instructor asked open-ended questions that prompted rich discussion among the group about Diego Rivera's art. Instructors were also adept at assisting with activities without taking over control. The icebreaker activity in Student Council was predominately student led, but the staff chimed in when something was unclear, or to encourage the participation of less engaged students. Finally, staff were consistent in their verbal recognition of the efforts and accomplishments of students.

One instructional strategy that could be utilized to further strengthen activities would be to map out learning goals and expectations for students in each activity, and explain how it connects to their lives outside school or future plans. Helping students to understand these connections might increase engagement and investment in the lessons.

### **ACTIVITY CONTENT AND STRUCTURE**

All activities were well-organized and required students to practice a range of skills. For activities that utilized PowerPoint, slide decks were created in advance and presented information and images in clear, thoughtful ways. All activities prompted students to think analytically and challenged them intellectually and creatively. Student Council called on students to pick which of two scenarios they agreed with more, and share their reasoning for their choices. Examining Street Art challenged students to analyze the way art can be used as a medium for social action. Rehearsal involved the practice of memorization skills. Staffers might consider adding in opportunities for problem solving. For instance, in Examining Street Art, asking questions about what social issue students would want to create a mural about might further develop their analytical and reflective thinking skills.

## ***Additional Resources***

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This library contains the latest policy and research reports on expanding learning time, building out-of-school time systems and improving student outcomes, as well as tools for schools and community organizations that are expanding learning time, opportunities and support for students. In this library you will find resources such as research studies, fact sheets and evaluation reports, as well as sample school schedules, curriculum resources and evaluation tools.

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# Appendix B: Surveys & Measurement Tools

# OUT OF SCHOOL TIME (OST) OBSERVATION INSTRUMENT

## COVERSHEET

<b>SiteID:</b>	<b>Observer Initials:</b>	<b>Observation Number:</b>	<b>Room Number:</b>	<b>Date (MM/DD/YR):</b>	<b>Start Time:</b>	<b>End Time:</b>
<b>ACTIVITY NAME:</b>						
<b>ACTIVITY OVERVIEW (1-2 sentence description):</b>						
<b>ACTIVITY TYPE</b>	<input type="checkbox"/> ata*	<b>TYPE OF SPACE</b>	<input type="checkbox"/> one	<b>TOTAL PARTICIPANTS</b>		#
Homework Help/Test Prep		Classroom		Total Number of Girls		
Tutoring		Gym		Total Number of Boys		
Academic activities (not homework)		Computer Lab		<b>GRADE LEVELS</b> (circle all that apply)		
Story reading/listening		Library		K	1	2
Visual arts		Cafeteria		3	4	5
Dance		Auditorium		6	7	8
Music		Art Room		9	10	11
Drama		Music Room		12	other	
Crafts		Hallway		<b>PARTICIPATION TYPE</b>		
Sports—practicing/learning a skill		Outside Playground		<input type="checkbox"/> one		
Sports—playing competitive or non-competitive physical games		Other:		*ata = all that apply		
Open, unstructured time (e.g., table games, internet, free play)		<b>TOTAL STAFF</b>	#			
Staff-assigned learning games (dominos, chess, etc.)		High School Student				
Community service		College Student or Young Adult				
College/career preparation		Certified Teacher				
Cultural awareness clubs/projects		Specialist or Other professional				
Other: _____		Other Adult				
<i>At the end of the observation, please indicate what type of skill development, if any, took, place in this activity.</i>				<b>PRIMARY SKILL TARGETED FOR SKILL DEVELOPMENT</b>		<input type="checkbox"/> one
<b>SKILL DEVELOPMENT</b>	<input type="checkbox"/> one	Physical/Athletic				
		Artistic				
Skill-building	Complete skills area	Math/Numeracy				
		Reading/Writing/Literacy				
Skill practice/reinforcement	Complete skills area	Decision-making/ Problem-solving				
Neither	Do not complete skills area	Interpersonal Communication				
This is a homework activity	Do not complete skills area	Other: _____				

# OST OBSERVATION INSTRUMENT DOMAIN ITEM RATINGS

The following are five youth development domains that include four to seven indicators of youth development practices within each. The purpose of the observation instrument is to measure the extent to which these indicators – also called “items” – may or may not be present in each 15-minute observation segment.

After 15 minutes of observation, assign a rating of 0 (not evident) to 3 (highly evident and consistent) for each item below. The “2” rating is also used in cases where the exemplar’s presence is implicit within the activity. For instance, if youth are generally friendly to each other throughout the observation, but most do not go beyond the casual, friendly interaction, the rating would be a “2”.

## RATINGS:

-----0-----	-----1-----	-----2-----	-----3-----
Exemplar is not evident	Exemplar is rarely evident	Exemplar is moderately evident, or implicit	Exemplar is highly evident and consistent

RELATIONSHIP BUILDING: <u>all or most YOUTH</u>		PARTICIPATION: <u>all or most YOUTH</u>	
A	<b>Are friendly and relaxed with one another.</b> Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another’s company.	F	<b>Are on-task.</b> Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry-on an individual or group task.
B	<b>Respect one another.</b> Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another’s viewpoints. They refrain from derogatory comments or actions about the individual person and the work s/he is doing; if disagreements occur, they are handled constructively.	G	<b>Listen actively and attentively to peers and staff.</b> Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
C	<b>Show positive affect to staff.</b> Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.	H	<b>Contribute opinions, ideas and/or concerns to discussions.</b> Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they’ve made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.
D	<b>Assist one another.</b> One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question.	I	<b>Have opportunities to make meaningful choices.</b> <u>Within this activity</u> , youth choose what they do, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages.
E	<b>Are collaborative.</b> Youth work together/share materials to accomplish tasks. This item is different from item D (above), as in collaboration, youth are equal partners in the work (rather than one student assisting/mentoring/tutoring another). This item can include working together on assigned teams, if youth are working together to get a better result.	J	<b>Take leadership responsibility/roles.</b> Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.

RELATIONSHIP BUILDING: with all or most youth, STAFF...		INSTRUCTIONAL STRATEGIES: STAFF...	
K	<b>Use positive behavior management techniques</b> that allow for youth to accomplish the activity's objectives. They set consistent limits and communicate clear expectations for behavioral standards, and these are appropriate to the age of the youth and the activity type. When disciplining youth, they do so in a firm manner, without unnecessary accusations, threats, or anger.	R	<b>Communicate goals, purpose, expectations.</b> Staff make clear the value and purpose of what youth are doing <u>and/or</u> what they expect them to accomplish. This item goes beyond how youth are expected to behave (which would be captured in item K).
L	<b>Are equitable and inclusive.</b> Youth are provided equal opportunity to participate in an activity and are rewarded/disciplined similarly for like actions. Staff encourage the participation of all youth, regardless of gender, race, language ability, or other evident differences among students. They try to engage students who appear isolated; they do not appear to favor a particular student or small cluster of students.	S	<b>Verbally recognize youth's efforts and accomplishments.</b> Staff acknowledge participation and progress in order to encourage youth.
M	<b>Show positive affect toward youth.</b> Staff interact with youth, and these interactions are generally friendly. For example, their tone is caring, and/or they use positive language, smile, laugh, or share good-natured jokes.	T	<b>Assist youth without taking control.</b> Staff may coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. Staff refrain from taking over a task or doing something on behalf of the youth. This assistance goes beyond checking that work is completed.
N	<b>Attentively listen to and/or observe youth.</b> Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting. They pay attention to youth as they complete a task and appear interested in what they are saying/doing.	U	<b>Ask youth to expand upon their answers and ideas.</b> Staff encourage youth to explain their answers, evidence, or conclusions. They may ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond staff-elicited Q&A.
O	<b>Encourage youth to share their ideas, opinions and concerns.</b> Staff <u>actively elicit</u> youth ideas, opinions and concerns through discussion and/or writing. This item goes beyond basic Q&A.	V	<b>Challenge youth to move beyond their current level of competency.</b> Staff give constructive feedback that is meant to help youth to gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.
P	<b>Engage personally with youth.</b> Staff show interest in youth as individuals, ask about youth's interests, and engage about events in their lives.	W	<b>Employ varied teaching strategies.</b> In order to engage students and/or reach those with different learning styles, staff diversify instructional strategies, which may include the use of two or more of the following: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur <u>simultaneously and/or</u> sequentially within the observation period. This item does not include coupling a staff-directed instruction with youth working together, as described above.
Q	<b>Guide for positive peer interactions.</b> Staff intentionally encourage positive interactions and/or directly teach interpersonal skills. They teach these skills through planned activity content or through intervening constructively and calmly to address bullying or teasing behavior, redirecting youth and/or explaining or discussing why negative behavior is unacceptable. This item does not refer to behavior management, as described above (see item K).	X	<b>Plan for/ask youth to work together.</b> Staff plan for and/or ask youth to work together, solve problems, and/or accomplish tasks. The focus of the activity is youth to youth, rather than youth to staff. This item goes beyond staff assigned teams for competitive games and sports. In the case of staff assigned teams, staff would also need to be directing youth to collaborate, plan, devise, etc., in order for this item to be rated as staff asking youth to work together.

**CONTENT AND STRUCTURE: ACTIVITY**

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

**ENVIRONMENTAL CONTEXT**

<b>1. Is the level of adult supervision appropriate to activity and age group?</b>	<b>Yes</b>	<b>No</b>
If no: → Why not?		
<b>2. Is the work space conducive to the activity type?</b>	<b>Yes</b>	<b>No</b>
If no: → Why not?		
<b>3. Are necessary materials available and in sufficient supply?</b>	<b>Yes</b>	<b>No</b>
If no: → Why not?		

**OBSERVER'S SYNTHESIS**

Before leaving the activity setting, please provide a 1-2 sentence description of the overall quality of each domain within this activity.

DOMAIN	OBSERVER'S DESCRIPTION
<b>Youth-directed relationships:</b> youth are supportive and respectful of one another and staff.	
<b>Youth participation:</b> youth exhibit engagement in the activity; there are opportunities for their input and leadership. They appear to enjoy the activity content.	
<b>Staff-directed relationships:</b> adults provide guidance and emotional support; they take interest in the youth and their ideas.	
<b>Instructional strategies:</b> staff strategies are geared towards encouraging youth to push beyond their present level of competency.	
<b>Activity content and structure:</b> activities are planned and well organized; challenge level is appropriate to age; there are opportunities for problem solving.	



# ExpandedED Schools

Close the learning gap. Open the world.

## **21<sup>st</sup> CCLC After-School Program Staff Survey 2017 – 2018**

Dear Staff Member:

Thank you for taking the time to complete this survey. As part of our evaluation of your 21<sup>st</sup> Century Community Learning Center, ExpandedED Schools is surveying program staff. This survey is designed to capture information about your experience as an after-school staff member. To protect your privacy, your responses to this survey are confidential. We will not report findings of individual staff members or for specific after-school programs.

*Thank you for taking this survey!*

\* 1. Name of 21st CCLC site:

- After-School All-Stars (PS 272)
- ASPIRA (PS 25)
- ASPIRA (PS/MS 31)
- ASPIRA (PS 62)
- ASPIRA (PS 107)
- ASPIRA (PS 138)
- ASPIRA (PS 151)
- Associated Beth Rivkah Schools - ABRS in CD-9
- Associated Beth Rivkah Schools - Darchai Menachem
- Associated Beth Rivkah Schools - United Lubavitcher Yeshivah
- CAMBA (PS 3)
- CAMBA (PS 114)
- CAMBA (PS 139)
- CAMBA (PS 361)
- Community Change (Stevenson Educational Campus)
- Greater Ridgewood Youth Council (PS 87)
- Greater Ridgewood Youth Council (PS 93)
- Greater Ridgewood Youth Council (IS 204)
- Greater Ridgewood Youth Council (PS 239)
- DREAM (PS 18)
- DREAM (Dream Charter)
- DREAM (Mosaic Prep)
- Henry Street (PS 20)
- Henry Street (PS 110)
- Henry Street (PS 134)
- New Settlement Apartments (PS 294/311)
- New Settlement Apartments (PS 555/HS)
- NYU Lutheran (Millennium Brooklyn HS)

- Police Athletic League (PS 13)
- Partnership with Children (PS 308)
- St. Nick's Alliance (PS 18)
- St. Nick's Alliance (PS 147)
- St. Nick's Alliance (PS 250)
- St. Nick's Alliance (PS 414)

## BACKGROUND CHARACTERISTICS

\* 2. What is your title/position at the after-school program?

- Site Coordinator
- Assistant Site Coordinator
- Activity Specialist
- Group Leader
- Assistant Group Leader
- Teacher
- Counselor
- Parent Coordinator/Aide
- Administrative Assistant
- Other (please specify)

\* 3. What best describes your current primary role(s) in this after-school program? (**Check ALL that apply**)

- Homework Help/Tutoring
- Performing or Creative Arts Instruction
- Athletic/Physical Education/Fitness/Martial Arts Instruction
- Supervision of Other Recreational Activities/Games
- Reading/Language Arts Instruction
- Math/Science Instruction
- Parent/Community Outreach
- Other

Other (please specify)

\* 4. What is your employment status in this after-school program?

- Full-time—paid, 30 hours per week or more
- Full-time—volunteer, 30 hours per week or more
- Part-time—paid, less than 30 hours per week
- Part-time—volunteer, less than 30 hours per week

\* 5. Do you currently have a second job in addition to your job at this after-school program?

- Yes
- No

\* 6. Are you certified to teach?

- Yes
- No

\* 7. Are you employed by your program's partner school?

- Yes (*answer question 8*)
- No (*answer question 9 and 10*)
- Our 21CCLC program does not operate in a school (*skip to question 11*)

\* 8. What type of position do you hold at the school?(Select ONE)

- School Administrator
- Classroom Teacher
- Instructional Specialist (e.g. music, art, physical education, reading)
- Classroom Aide/Teaching Assistant
- Pupil Support Staff (e.g. school counselor, social worker, psychologist)
- ESL instructor
- Other (please specify)

\* 9. How often do you communicate with your after-school participants' school day staff?

- At least once a week
- 2-3 times a month
- Once a month
- 1-2 times a semester
- Less than 1-2 times a semester
- Never

\* 10. Which school day staff members do you communicate with? (Check ALL that apply)

- School Administrator
- Classroom Teacher
- Instructional Specialist (e.g. music, art, physical education, reading)
- Classroom Aide/Teaching Assistant
- Pupil Support Staff (e.g. school counselor, social worker, psychologist)
- ESL Instructor
- Other
- I do not communicate with school day staff

If Other (please specify)

## EDUCATIONAL EXPERIENCE

\* 11. What is the highest level of education you have completed?

- Less than high school diploma
- High school diploma or GED
- Some technical or vocational school
- Some college
- Two-year college degree
- College graduate
- Some graduate or professional school
- Graduate or professional school degree
- Other

If Other, please specify

\* 12. In your highest level of education obtained, what was your primary area of study?

- Humanities (languages, arts, philosophy, history, liberal arts)
- Social Sciences - youth related (child/adolescent psychology, educational psychology, sociology of education)
- Social Sciences - other (human services, political science, economics, cultural studies, sociology/anthropology)
- Physical and life sciences (chemistry, physics, earth sciences)
- Formal/applied sciences (computer science, mathematics, logic, engineering)
- Business/administration (management, accounting)
- Health & medical (public health, nursing, nutrition)
- Education (elementary, secondary, special ed., administration)
- Other (please specify)

\* 13. Are you currently a student?

- No (*skip to question 16*)
- I am a high school student (*skip to question 16*)
- I am a college student
- I am a graduate student
- I am another type of student: (Specify:)

If you are currently a student.....

\* 14. What is your major/area of concentration?

- Humanities (languages, arts, philosophy, history, liberal arts)
- Social Sciences - youth related (child/adolescent psychology, educational psychology, sociology of education)
- Social Sciences - other (human services, political science, economics, cultural studies, sociology/anthropology)
- Physical and life sciences (chemistry, physics, earth sciences)
- Formal/applied sciences (computer science, mathematics, logic, engineering)
- Business/administration (management, accounting)
- Health & medical (public health, nursing, nutrition)
- Education (elementary, secondary, special ed., administration)
- Other (please specify)

\* 15. What college or university do you attend?

## Work Experience & Compensation

\* 16. How long have you been working in your current position at this after-school program?

- Less than 1 year
- 1 year
- 2 years
- 3 years
- 4 or more years

\* 17. How long have you been working at this after-school program?

- Less than 1 year
- 1 year
- 2 years
- 3 years
- 4 or more years

\* 18. How long have you been working in the youth work field?

- Less than 1 year
- 1 year
- 2 years
- 3 years
- 4 or more years

\* 19. Looking ahead, how long do you think you will continue to work at this after-school program?

- Less than 1 year
- 1 year
- 2 years
- 3 years
- 4 or more years

\* 20. Looking ahead, how long do you think you will continue to work in the youth work field?

- Less than 1 year
- 1 year
- 2 years
- 3 years
- 4 or more years

\* 21. How are you paid by your after-school program?

- I receive a salary
- I am paid hourly
- Other (please specify)

If you receive a salary.....

22. What is your current pay?

- |   |   |
|---|---|
| <input type="radio"/> \$0 - \$4,999       | <input type="radio"/> \$25,000 - \$29,999 |
| <input type="radio"/> \$5,000 - \$9,999   | <input type="radio"/> \$30,000 - \$34,999 |
| <input type="radio"/> \$10,000 - \$14,999 | <input type="radio"/> \$35,000 - \$39,999 |
| <input type="radio"/> \$15,000 - \$19,999 | <input type="radio"/> \$40,000 - \$45,000 |
| <input type="radio"/> \$20,000 - \$24,999 | <input type="radio"/> Over \$45,000       |

If you are paid hourly...

\* 23. What is your current pay rate?

- |  |                                       |
|--|---------------------------------------|
| <input type="radio"/> Less than \$7.00 | <input type="radio"/> \$15.00 – 19.99 |
| <input type="radio"/> \$7.00 – 8.99    | <input type="radio"/> \$20.00 – 24.99 |
| <input type="radio"/> \$9.00 – 10.99   | <input type="radio"/> \$25.00 – 29.99 |
| <input type="radio"/> \$11.00 – 12.99  | <input type="radio"/> \$30.00 – 34.99 |
| <input type="radio"/> \$13.00 – 14.99  | <input type="radio"/> \$35.00 or more |

## JOB SATISFACTION & FEEDBACK

\* 24. Overall, how satisfied are you with your job?

- Very dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

\* 25. How often do you receive individual feedback from your supervisor(s)?

- At least once a week
- 2-3 times a month
- Once a month
- 1-2 times a semester
- Less than 1-2 times a semester
- Never

\* 26. How often do you meet with other staff at this after-school program to discuss program-related issues (without students)?

- At least once a week
- 2-3 times a month
- Once a month
- 1-2 times a semester
- Less than 1-2 times a semester
- Never

27. What are the most common discussion topics / agenda items at these meetings? (Check ALL that apply)

- Program logistics
- Planning program activities
- Individual students and/or their needs
- Providing training/professional development
- Other (please specify)

## EXPERIENCES IN AFTER-SCHOOL PROGRAM

\* 28. Do you align your after-school activities with common core learning standards?

- Yes
- No
- I don't know

\* 29. Do you align your after-school activities with school day curricula?

- Yes
- No
- I don't know

\* 30. In your opinion, how strong is the partnership between your community-based organization and school partner?

- Very Strong
- Strong
- Weak
- Very Weak

\* 31. In your opinion, how has collaboration with members of the community around planning, implementing and sustaining the program changed in this program year?

- Decreased
- Stayed the same
- Increased

\* 32. In your opinion, how has the level of parent engagement in the program changed over the course of the academic year?

- Decreased
- Stayed the same
- Increased

\* 33. For each statement below, please select the response that best describes your experiences at this program.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I enjoy working here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I find the work here rewarding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I have access to the materials I need to do a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I have sufficient access to technology, such as computers and the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I get the support and feedback I need from my supervisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I have access to the training I need to do a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Staff members support each other and work as a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Staff are involved in important decisions about program operations and design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I have enough opportunities to share ideas with other staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I have opportunities for advancement within this program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 34. For each statement below, please select the response that best describes your after-school program.

My after-school program...

	Strongly Disagree	Disagree	Agree	Strongly Agree
Involves families and community in program events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates with families on matters concerning the well-being of the children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides educational experiences for the families of the participants in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides families with information about community resources to meet their needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Builds relationships with arts, cultural, and other community institutions to expand and enhance program offerings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers activities that meet the needs of the participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides opportunities for participants to have input and leadership throughout the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers referrals to parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 35. For each statement below, please select the response that best describes the other staff at your after school program.

Staff at my after-school program.....

	Strongly Disagree	Disagree	Agree	Strongly Agree
Treat participants with respect and listen to what they have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are prepared and knowledgeable to deliver activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach participants to interact with one another in positive ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate often with school-day staff to monitor academic and behavioral progress of participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## PARTICIPATION OR INTEREST IN PROFESSIONAL DEVELOPMENT OPPORTUNITIES

\* 36. For each training topic below, please select how well you feel you already know the topic (very well, somewhat well, and not well). Also please select how interested you would be in receiving (additional) training in each.

How interested would you be in receiving (additional) training in this topic?

a. Designing Curriculum

b. Diversity/Community Building

c. Evaluation and Data Use

d. Leadership/Advocacy

g. Literacy

h. Mathematics

j. STEM

k. Special Needs/Learning Disabilities

l. Child/Youth Development

n. Music/Art/Dance

o. Community and Parent Engagement

p. Conflict Resolution/Behavior Management

q. Common Core Standards

r. Sports/Physical Fitness

s. Nutrition/Healthy Eating

t. Culturally Responsive Teaching

u. Social-emotional Learning

How interested would you be in receiving (additional) training in this topic?

v. Amplifying Youth  
Voice

w. Other

If Other, please specify

## Demographic Information

\* 37. Which best describes your race or ethnicity? (Check ONE.)

- Black (Not Hispanic)
- Hispanic/Latino
- Asian or Pacific Islander
- Native American or Alaskan Native
- White (Not Hispanic)
- Multiracial
- Other
- I do not wish to disclose

\* 38. Are you....

- Female
- Male
- I do not wish to disclose

\* 39. What is your age?

- Under 18
- Between 18 and 21
- Between 22 and 25
- Between 26 and 29
- Between 30 and 34
- Between 35 and 39
- Between 40 and 44
- Between 45 and 49
- 50 or over
- I do not wish to disclose



## Middle/High School Student Survey Spring 2019

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Dear After-School Participant:

Thank you for answering the questions in this survey. To help make the program better, we are surveying after-school participants to learn about their experiences and needs. This survey is voluntary—if you do not want to fill out the survey, you do not have to.

Your responses will be anonymous. We will not share your responses with staff at the after-school program or anyone else. Please answer all of the questions as honestly as you can. Remember--this is not a test. There is no right or wrong answer, and your answers will not affect your participation in the after-school program in any way. Thank you for your help!

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1. Which grade are you in?

- 4<sup>th</sup> Grade                       5<sup>th</sup> Grade                       6<sup>th</sup> Grade                       7<sup>th</sup> Grade  
 8<sup>th</sup> Grade                       9<sup>th</sup> Grade                       10<sup>th</sup> Grade                       11<sup>th</sup> Grade  
 12<sup>th</sup> Grade                       GED Program

2. How many days a week do you usually go to **this after-school program?**

- 1 day a week or less                       2 days a week                       3 days a week  
 4 days a week                       5 days a week

3. Are you a:

- Girl                                       Boy                                       Gender Non-Conforming

4. What language(s) do you speak at home? (**Check ALL that apply**)

- English                       Spanish                       Chinese                       Arabic  
 Haitian-Creole                       Other, specify: \_\_\_\_\_

5. Which best describes your race/ethnicity? (**Check ALL that apply**)

- Black                       Hispanic/Latino                       Asian or Pacific Islander                       White  
 Native American or Alaskan Native                       Other, specify: \_\_\_\_\_

6. Below are some statements that might describe how you feel **at school** (not after-school). For each statement, please fill in the circle that matches how you felt about these statements at the beginning of the program compared to how you feel today.

<b>This is how I felt on the first day of the program</b>				<b>How did you feel about the following statements at the beginning of the program compared to today?</b>	<b>This is how I feel TODAY...</b>			
Strongly Disagree	Disagree	Agree	Strongly Agree		Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I feel like I am part of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am happy to be here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I feel safe here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am doing a good job in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I follow the rules in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am careful and neat with my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I finish my homework on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I ask questions when I don't understand something in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I go out of my way to include others in discussions and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I believe that every student has the ability to be a leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I try to help when I see people in need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	When I make a decision, I try to think about how people will be affected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I do things to help people in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Below are statements about some of the things your **after-school program** might have encouraged you to do. Please fill in the circle that matches how you feel about these statements.

The <b>after-school program</b> has encouraged me to:	Strongly Disagree	Disagree	Agree	Strongly Agree
Read more often.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel more comfortable reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel more comfortable solving math problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eat more nutritiously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Say “no” to things I know are wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay out of trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about new careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciate visual arts, dance, and music in new ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get more comfortable with speaking in public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect on what I am learning each day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn to speak and understand English better. (Note: <b><i>Only</i></b> answer if English is <b><i>not</i></b> your first language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Below are statements that might describe how you feel at the **after-school program**. Please fill in the circle that matches how you feel about these statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I know the other kids in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust the other kids in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the activities in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get to choose what I do in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I belong at my after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My after-school program is a safe place to hang out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At my after-school program, I feel like I matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At my after-school program, I get to decide how I want to complete tasks or solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learn new things in after-school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities I do in after-school are connected to the things I learn in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. The following are statements that might describe how you feel about the **teachers at the after-school program**. Please fill in the circle that matches how you feel about these statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
After-school staff try to be fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After-school staff care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After-school staff ask for suggestions about what we do or how we do things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really trust the after-school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After-school staff respect me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After-school staff have a clear plan for each day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please fill in the circle that indicates how often these things happen in your family. If you do not live with your parents, think of the adult(s) who you do live with when we ask about parents.

	Never	Not Very Often	Sometimes	Often
You talk to your parents about school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You talk to your parents about after-school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents come to school events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents come to an after-school event or performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents talk to my school-day teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents talk to my after-school teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. As things stand now, how far would you like to go in your academic career?

- Graduate from high school
- Attend a vocational, trade, or business school after high school
- Graduate from college
- Obtain an advanced graduate degree (e.g. PhD, MBA, MD, JD)
- Don't Know

Thank you for taking this survey 😊