Year 1 (2022-2023) NYS 21CCLC Annual Evaluation Report

Purpose of this Document

This Round 8 - Year 1 Annual Evaluation Report (AER) was developed by Brockport Research Institute (BRI), the local-level evaluator for the Fallsburg Central School District (FCSD) 21st Century Community Learning Center (21st CCLC) grant. It is based on the Word and Excel templates provided by Measurement, Inc. (MI), the state-level evaluator, for the 21st CCLC programs that are implemented across New York State. Because the templates are targeted for state-level evaluation, additional materials have been included here as a supplement to include local-level evaluation documentation.

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The following is a compilation of the required documents that were submitted to NYSED, along with accompanying appendices containing data for the reporting on the Performance Indicators (PIs).

Introduction

Project Summary

In April 2022, Fallsburg Central School District (FCSD) was awarded a five-year grant in Round 8 of the 21st Century Community Learning Center (21st CCLC) funding. FCSD operates the 21st CCLC program in its two public schools, Benjamin Cosor Elementary School (BCES) and Fallsburg Junior-Senior High School (FJSHS). The program was held during Summer 2022 (July 5th-August 12th), Fall 2022 (October 3rd-December 3rd) and Spring 2023 (January 3rd-May 31st). The three key components of all 21st CCLC grants from the Request for Proposal are:

1. Provide opportunities for **academic enrichment**, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;

2. Offer students a **broad array of additional services, programs, and activities**, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

3. Offer **families of students** served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

The **Program Theory** summarizes how FCSD will address these three key components.

Fallsburg Central School District (FCSD) will operate a 21st Century Community Learning Center (21st CCLC) in its two public schools with a mission of offering high-quality educational, developmental, and recreational services to students and their families. All students PK-12 will be invited to participate with particular attention given to English Language Learners (ELL) and their families. FCSD will partner with five area organizations and strike a balance between efforts to improve academic achievement and provide activities to engage students in learning through interest-based activities and Project Based Learning (PBL). This will result in a measurable improvement in student achievement, social-emotional learning, and parent and community engagement.

The following table shows student enrollment at the schools for the regular school day as compared to 21st CCLC enrollments: proposed number of students, a mid-winter count of enrolled students, and the number of students enrolled by the end of the school year. Because student participation is linked to grant funding starting in Year 2, the count of students meeting the 15-hour participation threshold is included in the table, as well as the overage (or shortfall) of students compared to the proposed number.

Comparison of Regular School-Day and 21st CCLC Enrollments to 21st CCLC Participation

Site Name	Regular School Day Enrollment [1] (# of	21CCLC Enrollment (# of students)	Students with 15 hours of 21st CCLC Participation (# of students)	Difference between Proposed 21st CCLC Enrollment & Students with 15 hours of

	students)	Proposed	Mid-Winter [2]	End of the School Year		Participation [3] (# of students)
Benjamin Cosor Elementary School (grades PK-6)	750	N/A	344	316	288	N/A
Fallsburg Junior Senior High School (grades 7-12)	663	N/A	389	421	175	N/A
TOTAL	**1,413**	**450**	**733**	**737**	**463**	**13**

[1] Data accessed from https://data.nysed.gov/ for the 2021-2022 school year.
[2] Data accessed from EZReports for enrollment as of 4/3/2023.
[3] A negative value denotes a shortfall in the number of students reaching 15 hours of participation.

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Annual Evaluation Report (AER) TEMPLATE

Purpose of the AER Template

for NYS 21CCLC Local Evaluators

The Annual Evaluation Report (AER) Template was developed at the request of the State Program Coordinator to create a **uniform method** to collect and organize information about local evaluations for New York State subgrantee programs. It is intended to function, both, (1) as a protocol for submitting end-of-year evaluation information in a way that allows for **systematic review** by members of the state-level leadership team, and (2) as guidance for program evaluators to inventory their data collection measures and reporting activities, and check alignment with NYS 21CCLC evaluation requirements and performance metrics.

The New York State Education Dept. (NYSED) is committed to maintaining and supporting **high-quality local evaluation** that helps to drive continuous improvement and raise the effectiveness of statewide 21CCLC programming. The review of AERs offers key insights into a program's measurability, the research methodologies used by the evaluator, and a snapshot of findings about implementation progress and success indicators.

Quick Facts about AERs

► Due Date | AERs are submitted to the NYSED Program Office by September 30. (See SMV Indicator H-1a)

► Utilization | AERs serve as a multi-purpose reference document used by NYSED and state-level partners; as such, the template is designed to collect information in areas that serve those groups' needs. Program-level stakeholders are not the primary audience for this report, yet programs are required to receive the AER from their evaluators and keep it for their records. Evaluators can provide a customized report, tailored to meet the needs of their clients and program-level stakeholders by adapting and or expanding the information from the AER. Reports designed for clients are not submitted to NYSED; they are useful for clients to utilize to communicate progress to community stakeholders (See SMV Indicator H-6), as well as for continuous program improvement.

► Value | AERs are reviewed by NYSED and the Resource Centers before each subgrantee Site Monitoring Visit (SMV) or Technical Assistance (TA) visit to enrich the team's understanding of the program. AERs are studied by the Statewide Evaluator to identify patterns, trends, effective design strategies, and areas for further inquiry. A collection of highlights and aggregated summaries from AERs will be included in presentations to federal level monitors and the network of SEA Coordinators, as needed, to demonstrate qualities of local evaluation across the state.

► Alignment | Components of the template are directly aligned with NYSED policies and program expectations that are the focus of Site Monitoring Visits (SMVs). These alignments are highlighted throughout this template with references to required indicators and evidence in the SMV Tool.

Contents & Instructions

Section Heading Pages Instructions for Completion

I Project Info 3 Enter info into the fields on the table. *Save your draft as you work; see submission instructions, below.

II Site Visit Findings 4 - 9 Enter info into the tables; provide a brief narrative summary of visits 1 & 2.

III Conclusion & Recommendations

Required Supporting Docs. 11 Provide a written summary in the

IV Collaboration & Utilization

box provided. *Prepare Optional Supporting Doc.

10 Provide a written summary in the box provided. *Prepare

V Logic Model/TOC 12 Insert/embed a *clear* picture of the model or attach as a separate document/PDF.

VI Evaluation Plan & EOY Results Tables

defining the category headings; the OUTLINE, showing the organization and order of the sheets; and an EXAMPLE of table 1, Core Ed Services.

13 Download the accompanying excel workbook. Review the GUIDE,

Instructions for Submitting the AER & Supporting Docs

1 Name the Word Doc File. Once you begin editing/inputting info into this Microsoft Word document Template, Save As: "AER-[RoS/NYC]- [Last four digits of Project ID]-Submission Year" | Example: "AER-NYC-0123-2023" | This unique tag will be used by the State to check that each project's AER has been received by 9/30/23 and locate the AER, the accompanying Eval Plan & Results Tables (Section VI), and required supporting docs (listed on p.10) into the correct program file folder. Send as an MS Word or PDF file.

2 Name the Excel File. Once you start editing/inputting info into the accompanying AER Eval Plan & Results Tables excel workbook, Save As: "AER-[RoS/NYC]-[Last four digits of Project ID]-Submission Year-Tables" | Example: "AER-RoS-4567-2023-Tables"

3 Name the Required Supporting Documents. Save As: "AER-[RoS/NYC]-[Last four digits of Project ID]-[Type of item]" | Example: "AER RoS-4567-Survey" | Supporting Docs include blank copies of any instruments used for data collection (see p.10) and *may* include a PDF of the Logic Model or Theory of Change Model if it is not embedded into page 12 of this AER document.

4 Send an Email with All Attachments to EMSC21STCCLC@nysed.gov. It will be received and processed by the NYSED Program Office. The state-level partners – Measurement Incorporated (MI) team and the Regional RCs – will be notified about submissions and be able to commence their review. AERs for the 2022-23 program year are due to NYSED by 9/30/23.

5 Send an Email with all Attachments to your client/program director by 9/30/23 so they can review, if they wish, and add to their files. Use the amber color-coded notes throughout the AER Template to inform clients about which compliance indicators these items relate to.

PROJECT INFORMATION

Program Fallsburg Central School District 21st Century Community Learning Center

Project # 0187-23- 8007

Lead Agency Fallsburg Central School District (FCSD)

Program Director Sally Sharkey, Assistant Superintendent

Name of Participating Site(s) @ Locality (town or city name) Grade level(s) served at each site 1 Benjamin Cosor Elementary School, Fallsburg K-6th 2 Fallsburg Junior-Senior High School 7th-12th 3 Name, Town/City **Grade Min - Max** 4 Name, Town/City **Grade Min - Max** 5 Name, Town/City **Grade Min - Max** 6 Name, Town/City **Grade Min - Max** 7 Name, Town/City **Grade Min - Max** 8 Name, Town/City **Grade Min - Max** 9 Name, Town/City **Grade Min - Max** 10 Name, Town/City **Grade Min - Max** 11 Name, Town/City **Grade Min - Max** 12 Name, Town/City **Grade Min - Max** 13 Name, Town/City **Grade Min - Max** 14 Name, Town/City **Grade Min - Max** 15 Name, Town/City **Grade Min - Max** Student Enrollment 450 Actual Enrollment

Program-wide Target

at/above 15 hours 463

Evaluator Laura Cochell and Autumn Secrest Brockport Research Institute

Contact Info

(585) 431-3416 lauracochell@brockportresearchinstitute.com, autumsecrest@ brockportresearchinstitute.com

Site Visit Findings

In this section you are asked to provide summary findings from each of the two required annual evaluator site visits. Please include a discussion of any observations you may have conducted. To assist our review and learn about your process, please attach observation/interview protocols you used, if applicable. N.B.: All items/artifacts submitted to NYSED as part of the AER are for state-level review purposes only; they will not be shared or used outside of the review process without explicit consent from, both, the evaluator and client program director. *Client assist: Evidence of completion of site visits is required for compliance with SMV Indicator H-1.*

First Site Visit: Readiness Review & Walkthrough

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

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

1a. First Site Visit | Procedure

Date(s) Site# (use p.3 list) Program activities observed Methods Used across all sites 11/17/2022 1 Observed students engaged in academic, arts and crafts, and Project

Based Learning (PBL) activities during after-school programming ☒ Observation using protocol*

2
from list
from list
from list
from list

11/17/2022 Observed students engaged in academic and extracurricular

activities during after-school programming. ☐ Interview(s) using protocol*

00/00/202X Title of activity ☐ Document review using protocol* 00/00/202X Title of activity ☐ Insert description of Other Method 00/00/202X Title

of activity ☐ Insert description of Other Method 00/00/202X Title of activity

00/00/202X # from list Title of activity

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

1b. First Site Visit | Summary of Findings

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

Implementation/Process

Topic	Site	Evidence/Notes
Implementation fidelity to the grant proposal	Benjamin Cosor Elementary School	• Observed students in grades K-5 in attendance. Grade 6 program was running, but not observed. • Observed ELL students in attendance. • Students were provided with a snack. • Attendance taking observed. Google Form used so that attendance data is easily shared with different classrooms and clerical staff. • BCES has a site coordinator who interacts with students and staff in a respectful manner. • Initial Advisory Board meeting held 9/21/2022 • Program activities aligned with grant proposal, which included academic supports and PBL activities. • ELL students were provided with language supports • Students are provided with a bus ride home. Site coordinator stays at BCES until all students are home, typically 6:45pm.
	Fallsburg Junior Senior High School	• Academic supports provided, targeted to students in most need • Students are given free choice and voice in participation (ex. D&D club was started by a student) • ELL supports observed, classes taught in both English and Spanish • Signage in school, permission slips for program participation written in English and Spanish • Students were engaged and demonstrated positive interactions with staff • Attendance-taking was observed • Students received snacks • Transportation home was provided by the school; program was held in the school, mitigating transportation barriers • PBL activities were observed (ex. Robotics, Puppets & Props) • ELA and Math tutoring/support observed. • Program partners often provide activities on Fridays
Unintended program drift from the grant proposal	Benjamin Cosor Elementary School	• Proposal states that BCES will offer 6 hours/week: 4-5pm Monday-Friday and 8-9am Friday. If different, NYSED requires a program modification. • There needs to be clarification as to what percentage of the 450 targeted students are attending the BCES program • May have to limit students based on bus availability
	Fallsburg Junior Senior High School	None observed
Quality of program links to the school day and staff	Benjamin Cosor Elementary School	• All 21CCLC staff also work at BCES during the regular school day. • Bus transportation coordinated with same company that provides busing for the regular school day. • Signage contains both English and Spanish text. • Visitor policy in place including ID check and badge stickers

		• Activities were grade appropriate.

	Fallsburg Junior Senior High School	• Homework help observed; staff encourage students who need help to stay after school • Students are supported in the same building as during the school day, with many of the same teachers • Site Coordinator was well-known to students and staff. • Student interactions were positive and respectful.
Academic evidence	Benjamin Cosor Elementary School	• Observed students working on math challenge. • Observed students working on PBL of creating a restaurant. • Observed students creating cornucopias-Students practiced fine motor skills (i.e., coloring and cutting) which were not able to be practiced as much during COVID. Included vocabulary discussion of fruits, vegetables. • Observed students making a turkey puppet-Students practiced fine motor skills (i.e., coloring and cutting). • Students had created flags of nations with related facts. • Students had made dream catchers. • Students were learning about Thanksgiving with English and Spanish vocabulary, while making a turkey craft.
	Fallsburg Junior Senior High School	• Observed students receiving math instruction in both English and Spanish • Observed ELL-targeted academic support • Observed tutoring sessions for Math and ENL • Observed PBL activities in Robotics, Broadcast, Cooking, D&D and Puppets & Props • Observed Guitar Club being taught in English and Spanish; students learning parts of a guitar
Barriers to implementation and how they are being addressed	Benjamin Cosor Elementary School	Staffing, both certified teachers and SRPs, is being continually addressed to ensure sufficient numbers for students. Expecting more students to register for after-school program once parent-teacher conferences occur and additional staffing may be needed.
	Fallsburg Junior Senior High School	Some students miss out on sign-up because they don't check their email; teachers verbally remind students to sign up; teachers also make calls home to parents
Lessons learned	Benjamin Cosor Elementary School	From conversation with S. Sharkey: Getting parent consent for student surveys would be more appropriate when it's closer to the time that surveys will be administered.
	Fallsburg Junior Senior High School	Recruiting students to participate requires multiple modes of outreach – in writing, verbally in-person, and by phone
Recommendations	Benjamin Cosor Elementary School	• Attendance-taking on Google Forms observed. Attendance will need to be input into EZReports using categories. BRI providing a list to share so that each day's activity can be categorized. • Proposal narrative states 450 students will be served. Ensure that full number is targeted between the two schools. • Continue configuration of EZReports so that clerical staff can enter student attendance data and staffing.

	Fallsburg Junior Senior High School	• Target is set to enroll 450 students – ensure enrollment reaches this goal between the two schools. • Ensure 95% of enrollees participate in at least 15 hours.

Outcomes

Topic	Site	Evidence/Notes
Serving target populations	Benjamin Cosor Elementary School	• Observed ELL students in attendance. • Observed grades K-5 students. Unclear if grade 6 was observed. • Observed language supports for ELL students
	Fallsburg Junior Senior High School	• Observed ELL students in attendance • Observed language supports for ELL students

		• Observed Grades 7 -12 in attendance
Quality of student teacher interactions	Benjamin Cosor Elementary School	• Student-teacher interactions were respectful. • C. Decker discussed minor incidents with two students.
	Fallsburg Junior Senior High School	• Most students were highly engaged and enthusiastic • Students interacted positively and respectfully with staff; staff were actively engaging youth in discussion • Students found in hallway were gently prompted to go to their program classroom
Program successes	Benjamin Cosor Elementary School	Too early in program implementation to note.
	Fallsburg Junior Senior High School	• ELL supports are evident throughout the program • ELL students are engaged and participating
Lessons learned	Benjamin Cosor Elementary School	Too early in program implementation to note.
	Fallsburg Junior Senior High School	None at this time.
Recommendations	Benjamin Cosor Elementary School	None at this time.
	Fallsburg Junior	Maintain data in EZ Reports; keep up-to-date

	Senior High School	

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

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

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

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

Delivery

The Formative Findings Report provided details about the observation, such as the date, time, number of settings observed, observers, and the total number of students and adults observed. The report is split into two sections, Implementation/Processes, and Outcomes, with evidence and notes provided for each of the topics within these sections.

The formative findings report was first submitted to the program director (11/22/22) via email. BRI asked the program director to review the document and reach out with any questions or concerns.

Receipt

Upon receipt of the Formative Findings Report, the Program Director provided minor feedback, which BRI used to clarify and update a section of the report.

BRI shared the formative findings report at the Advisory Committee Meeting (11/29/22).

As a result of the formative findings, report data in EZReports was maintained and kept up-to-date.

Second Site Visit: Point of Service Quality Review

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

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

2a. Second Site Visit | Procedure

Date(s) Site# (use p.3 list) Program activities observed Methods Used across all sites 5/25/2023 2 Observed students engaged in academic and extracurricular activities

during extended-day programming. ☒ Observation using protocol*

1
2
from list

from list
from list
from list
from list
from list

6/5/2023 Interviews were performed with 3 teachers from BCES ☒ Interview(s) using protocol* 6/5/2023 Interviews were performed with 2 teachers

from FJSHS ☐ Document review using protocol* 00/00/202X Title of activity ☐ Insert description of Other Method 00/00/202X Title of activity ☐

Insert description of Other Method 00/00/202X Title of activity

00/00/202X Title of activity

00/00/202X Title of activity

00/00/202X Title of activity

00/00/202X # from list Title of activity

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

2b. Second Site Visit | Summary of Findings

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

Client & State leadership team assist: Evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, help satisfy requirements in SMV Section H. This helps the state-level team understand more about the processes evaluators used to engage with their program partners/clients, what indicators of implementation efficacy and progress/growth they reviewed, and the discoveries made.

Observation

Implementation/Processes

Topic	Evidence/Notes

Implementation fidelity to the grant proposal	- Students are given free choice and voice in participation (ex. D&D club was started by a student, surveys are sent each year to ask for students' ideas for new programs) - ELL supports observed; bilingual instructors present; signage in both English and Spanish - Attendance-taking was observed - Students received snacks - Transportation home was provided by the school; program was held in the school, mitigating transportation barriers - Total for both schools: 467 students enrolled in EZ Reports (goal = 450) - Regents Review sessions observed in Algebra and Chemistry - Enrichment sessions observed (Dungeons and Dragons group) - ELA and Math support observed - Teacher interviews (two from the Jr/Sr HS and three from BCES) are being scheduled and performed
Unintended program drift from the grant proposal	- Student and guardian surveys have not been administered - Student focus groups were not conducted - A Program Director has not been hired
Quality of program links to the school day and staff	- Students are supported in the same building as during the school day, with many of the same teachers - Front desk staff work during the school day - Site Coordinator was well-known to students and staff. She also serves as a daytime teacher in the school.
Academic evidence	- Regents review session in Chemistry observed (students were reviewing oxidation/reduction reactions.) - Regents review session in Algebra observed (students using calculators independently to solve a problem on the Smart Board.) - Project-based learning and interpersonal skills practice observed in enrichment session (D&D)
Barriers to implementation and how they are being addressed	- Because guardian permission to survey students was not included on the enrollment form, BRI created a single flyer that includes the guardian survey, guardian permission to survey students (both on the front), and the student survey (printed on the back of the form). Discussion underway to determine if this is a practical, useable approach.

Lessons learned	- Dismissal procedure is well-managed with memorable animal stickers to represent each bus (as opposed to numbers) - It could be helpful to get guardian permission to survey their students closer to the start of the program, even if it isn't included on the enrollment form. - Second site observations were conducted on the last day of the program. This limited how much of the program could be observed. (Second site observations were not performed at the Elementary School since programming there had ended the previous day.) - Teacher interviews and student focus groups should be planned earlier in the school year.

Recommendations	- Evaluators will assist in creating a more effective communication strategy to help ensure second site observations for both schools, student surveys, teacher interviews and student focus groups are scheduled sooner in advance of the end of the school year (i.e., targeting the March – April timeframe). - Include parental permission to survey students on the enrollment form, or on a separate form at the time of enrollment. - Send student and guardian surveys together in a single form, which will be inclusive of a permission clause to survey students - Continue to use animal stickers to help students remember their bus

Outcomes

Topic	Evidence/Notes
Serving target populations	- Observed ELL students in attendance - Observed language supports for ELL students - Observed Grades 7 -12 in attendance
Quality of student-teacher interactions	- Students were highly engaged and enthusiastic - When asked, students all agreed that they enjoyed participating in the after-school program - Students interacted positively and respectfully with staff; staff were actively engaging youth in discussion - Students showed positive affect toward teachers and Site Coordinator
Program successes	- Students are enthusiastic about the program, and provide their ideas about future programming through surveys and verbal feedback - Student choice and voice is evident throughout the program - Students are given meaningful leadership opportunities, even leading enrichment sessions where appropriate. - Enrollment goals have been exceeded at both schools - Students have a strong rapport with teachers in the program because many are the same as those who teach them during the day
Lessons learned	- Students enjoy participating in the program, and verbally report that it has helped them improve academically - Students have opportunities to practice leadership skills in the after-school program (for example, D&D offers the opportunity for a student to lead as Dungeon Master) - Daytime teachers often suggest activities for the after-school program, enhancing the connection between the after-school program and daytime instruction
Recommendations	- Continue to engage students in decision-making about the program through surveys and verbal feedback - Continue to keep teachers engaged by allowing them to offer the sessions that match their interest

Teacher Interviews

The 21st CCLC program provides both teachers and students with choice and voice. By using students' interests and building positive relationships, the program promotes engagement which leads to positive behavioral and academic outcomes.

Teachers stated that they were able to get students engaged in the program activities by identifying their interests and providing relevant fun and engaging enrichment activities. Students thoroughly participated in the program, and simultaneously were given extra academic time and support. As a result, teachers reported, there was an increase in students' motivation to learn and participate in school. Furthermore, teachers reported that students were more willing to take on leadership roles and showed a sense of pride in their work. Due to this, students were more excited about sharing what they had learned with others. Teachers also indicated that the unique learning environment provided in the program contributed to improved academic performance. Teachers reported observed positive impacts on grades and school-day assignment completion.

Teachers indicated that behavioral issues were minimal during the program overall. Teachers attributed this to students' engagement in the Project-Based Learning (PBL) activities and the opportunity to engage with programming beyond regular school hours. They noted that students were able to build stronger relationships with their teachers and their peers, and this may have helped minimize behavioral issues. Teachers also remarked that this helped students understand one another better and minimize conflicts. Furthermore, students were more focused and on-task because the offerings were tailored to student interest.

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

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

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

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

Delivery

The Formative Finding Report provided details about the observation, such as the date, time, number of settings observed, observers, and the total number of students and adults observed. The report is split into two major sections, Implementation/Processes, and Outcomes, with evidence and notes provided for each of the topics within these sections.

The formative findings report was first submitted to the program director (7/12/23) via email. BRI asked the program director to review the document and reach out with any questions or concerns.

Receipt

The formative findings report was sent at the end of Year 1 programming. The Program Director did not report any questions or concerns with the document. The document will be shared with program staff and other stakeholders during Year 2 programming planning.

One outcome of the report recommendations is that program leaders included parent consent for student surveys in the summer 2023 registration form. Another outcome involved implementing regular video conferencing meetings to stay up to date on program updates and evaluation processes.

Conclusions & Recommendations

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

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

Program Implementation

The program was well implemented and provided students with a number of engaging academic and enrichment activities. Students have free choice and voice which increases their motivation for program participation.

Survey Administration

There were no student surveys administered during school-year programming because parent consent was not included in the registration form. It was put in the registration form for Summer 2023 and will be included in all registration forms moving forward.

There was also an issue with administering parent surveys. BRI will work more closely with Fallsburg to come up with a plan on when and how these surveys should be given. In the future, BRI will communicate earlier in the school year to set these up.

Self-Assessment

Fallsburg implements informal self-assessments, and BRI has suggested using the QSA as a more formal means of self-assessment.

Required Supporting Documents (please attach)

► Data Collection Instruments. Please attach a blank copy of a survey, observation tool, and interview protocol utilized this past year. **The AER collects a sample of the instruments evaluators used to conduct their study activities. However, programs/clients are required to keep evidence of survey results capturing students' satisfaction with programming and their perceptions of program impact (SMV Indicator H-4).*

Collaboration & Utilization

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

The primary strategy utilized to ensure that evaluation findings are used to inform program improvement is open and regular communication between the evaluator and the program's director and data manager. There is also occasional communication between the evaluator and the site coordinators of the school-year and summer programs. Ongoing evaluation findings were shared with the Program Director and Data Manager via email correspondence and video conferencing throughout the year to facilitate information exchange. The evaluator provided comments to the program administration on programming and suggestions for improvement during program planning and at other timely planning points. The Interim Evaluation Report (IER) and Annual Evaluation Report (AER) were shared with the program director prior to their formal submission. The AER will be presented by the evaluator at the Advisory Committee meeting immediately following AER completion.

Optional Supporting Documents (please attach)

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

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

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

Model (ToC)

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

Year 1: A program modification was submitted to include more days for the morning program that was initially offered only on Friday mornings from 8:00 a.m. to 9:00 a.m. The program modification changed the schedule to include morning programming on Monday and Tuesday, which allowed the inclusion of their Math Counts program.

Another program modification was created for eight Performance Indicators in Objective 2: Participants of 21st Century Community Learning Center Programs will demonstrate educational and social benefits and exhibit positive behavioral changes. These modifications created a more efficient way to gather data and communicate progress to teachers, students, and their families. The program modification was submitted in Year 1 and approved in Year 2. The detailed changes are detailed below.

1. The measure of Unweighted GPA scores of regularly participating 7-12 students will include all students, not just those with a GPA less than 3.0
2. State assessment scores and report card grades will no longer be used as measures because the Math and ELA NWEA scores are sufficient.
3. NWEA scores will be analyzed by looking at the change from Fall to Spring, with a 5% increase as a target for Math and ELA, instead of comparing participants and non-participants.
4. Student attendance will be analyzed to see if 65% of regularly participating students have an increase in school attendance, instead of calculating a 2% aggregate increase each year.
5. In-School suspensions will be measured based on 95% of regularly participating students not exceeding 5 ISS's, instead of measuring a decrease in in-school suspensions for students with one or more in-school suspensions.

The program modifications are reflected in the Logic Model below (the bolded texts indicate the changes from the program modifications).

Fallsburg CSD 21st CCLC **Logic Model DRAFT** 8/21/2023					
Resources	**Activities**	**Outputs**	**Outcomes**		**Impact**
21st CCLC Funding Community Partners ●Fallsburg Library ●SUNY Sullivan ●Literacy Volunteers of Sullivan County ●Sulllivan BOCES ●Peaceful Schools Students ●450 students from Benjamin Cosor Elementary School (BCES, Pre-K-6) and Fallsburg Jr.-Sr. High School (FJSHS, 7-12) Parents & Family of Students Advisory Committee ● Program Director ● Education Liaison ● Site Coordinators (2) ● Partner Representatives ● Parents, Students ● Program staff ● Administrator representatives Staff ●Program Director ●Site Coordinators (2) ●Data Manager ●Nurses ●Educational Liaison ●NYS certified teachers and aides Supplies & Materials Data Resources ● EZ Reports software ● Parent, teacher, & student surveys ● Focus groups ● Program schedules and attendance records	Program staff participate in Professional Development offered by Sullivan BOCES and Peaceful Schools in SEL, trauma, ACES, etc.. 21st CCLC program will provide academic supports to K-12 students using research-based intervention programs Summer program provides academic supports to K-8 participants ELL students receive ENL language supports using literacy curriculum with an integrated component for ELL students. Regents review sessions are offered to secondary students. Student-choice enrichment activities are offered. Project-based learning activities aligned with CDOS. SUNY Sullivan will offer College and Career Readiness programs An Advisory Committee is formed.	21st CCLC at BCES will be held 6 hrs/wk (4- 5pm on Mon-Fri and 8-9am on Fri) for 30 weeks during the school year. 21st CCLC at FJSHS will be held 10 hrs/wk (2:45-4:45pm on Mon-Fri) for 30 weeks during the school year. The Summer program will operate at both sites for six weeks during the summer for 4 hours/day, 5 days/week 60 clubs and classes will be offered each year. Advisory Committee meets 4 times per year 4-6 library	Student Attendance Requirements • All ELL students participate in ENL language supports. • 75% of ELL students will take part in ENL offerings 15 hours / year or more. • 95% of students enrolled attend at least 15 hours or more annually • 70% of Regents-eligible students attend one or more Regents Review sessions. • 70% of students sign up for at least one club or class each semester. • 85% of all participants attend at least 50% of club / class meetings. • 25% of participating secondary students attend at least one program at SUNY Sullivan Student Performance Requirements • Regents review participants demonstrate a 15% increase in passing rate compared to previous year. Survey and Self-Evaluation Requirements • 85% of participating ELL students report improvements in English Lang. proficiency. • 85% of participating students report greater engagement in math, reading or science. • 85% of students and parents perceive an increase in students' engagement. • 85% of students report participating in 21st CCLC helped them try harder in school. • 90% of participating parent/family member rate the program as favorable. • 90% of participating students rate the program favorable. • 95% of participating students will rate the enrichment programming favorably. • Students provide input into how the program enables them to engage in learning, improve self awareness / control, and classroom behavior. • Students and parents will report improvements in student behavior as a result of 21st CCLC participation. • 21st CCLC teachers provide insight into impact of enrichment sessions on student engagement in learning. Advisory Board Requirements • Advisory Committee member attendance averages 75% at each meeting. Program Activity Alignment Requirements • More than half of clubs/classes are aligned with CDOS. Family Programming Requirements • 25% of participating students or their families will attend at least one library event and at least 20% of parents will attend at least one Literacy Volunteer Service. GPRA Indicators • 75% of regularly participating students 7-12 **will have an increase unweighted GPA from 1st to 4th quarter** • **Regularly participating students in grades 1-12 will have a 5% increase in Math NWEA Average Conditional Growth Percentile scores from Fall to Spring.** • **Regularly participating students in grades 1-12 will have a 5% increase in ELA NWEA Average Conditional Growth Percentile scores from Fall to Spring.**		Establish and maintain partnerships within the community that increase collaboration in planning, implementing, and sustaining programs. Students regularly participating in the program will show continuous improvement in achievement, especially in ELA and Math skills. Regular attendees will show continuous improvement in school attendance, classroom performance and behavior. Participating students will develop a

● NWEA Average Conditional Growth Percentile scores ● SchoolTool	Informational sessions, events and support programs for parents and students.	programs and eight Literacy Volunteers sessions are provided each year.	• 65% of students **1-12** who have attended 15 hours or more between **will have an increase in school day attendance.**	more positive attitude toward school and improve in self awareness and self-control.

			• 95% of grade 1-12 students who regularly attend **will not exceed 5 incidents leading to in school suspensions.** • 75% of regularly participating Gr 1-5 students will demonstrate an improvement in teacher reported engagement in learning compared to the previous year.	

Tables

Evaluation Plan & End-of-Year Results

Download the companion excel workbook, AER Eval Plan & Results Tables. Review the first two sheets with guidance and the overview of the seven tables. Input into the tables the information for the program's performance indicators, how they were measured, and what the year-end results were. See below for an example of table 1, Core Ed services – one of the five implementation-related 21CCLC program objectives.

Example

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

OBJECTIVE 1 Program Implementation

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.

data will

% of participants data

Was PI Met?

Results

Yes/ Partially/ No/ Data

Partially or Data Pending

Performance Indicator(s) (PI)

Target Participants whose

data collection instruments &

ELA enrichment programming offered 3 hours/day, 3 days/week for 30 weeks, annually Program Sites A and B □ Program schedules □ Observation w/ protocol □ Review of operating dates, days, and hours □ Observations verify enrichment programming NA Partially Site A offered ELA activities for 3 hrs/day x 3 days/wk. for 30 weeks. Site B had staffing limitations and offered ELA for 2 hrs/day x 2 days/wk. for 25 weeks.

100% of participating ENL/MLL students receive integrated ENL supports Students designated as ENL/MLL at the beginning of the academic year □ Site visit observations; review of evidence of Sheltered Instruction Observation Protocol (SIOP) in lesson plans □ Reviewed notes from observations of ENL/MLL afterschool classrooms to check for observational evidence of SIOP used in instruction □ Reviewed lesson plans for ENL/MLL afterschool classes for evidence of SIOP methodologies 100% □ 30 ENL/MLL students in 2 afterschool classrooms were observed and weekly lesson plans for these classrooms were reviewed Yes 100% of the ENL/MLL students in the program received integrated SIOP ENL supports

50 students will participate in a STEM class for at least 30 hours each year All 21st CCLC program participants □ EZ Reports session attendance records □ Descriptive statistics analysis of EZ Reports data 100% No 35 students participated in 30 or more hours of STEM classes

Grades K-6 will be offered an average of 6 hours/week of tutoring or interventions during the school year.

Grades 7-12 will be offered academic support an average of 10 hours/week during the school year.
Students in grades K-6 Review program schedules. Session Activity Focus Report from EZ Reports
shows all sessions offered
to K-6 students had at least
25% focus on 'tutoring'.

Programs were offered
3:00 pm - 5:00 pm, M-F, an average of 10 hours per week.
Students in grades 7-12 Review program schedules. Session Activity Focus Report from EZ Reports shows all sessions offered
to grade 7-12 students had
at least 25% focus on
'tutoring' and most include
25% for 'homework help'.
Activity Schedule indicated
the sessions were held
from 2:45 pm - 4:45 pm M

F, an average of 10 hours per week.
N/A Yes Grades K-6 were offered at least 6 hours / week of tutoring or
interventions during the school year.

N/A Yes Grades 7-12 were offered academic support an average of 10
hours/week during the school year.

support.
Students enrolled in the program.
Program attendance records in EZReports.
Session Activity Focus Report from EZ Reports shows that all sessions included some level of academic support.
N/A Yes 100% of participating students received some level of academic support.

100% of students receive academic

85% of participating students report greater

engagement in math, reading or science.
Participating students in grades K-12
Student Short-term Outcome Survey (SSOS; Gr

4+), Modified SSOS surveys (Gr K-3) - end of each school year
N/A N/A No There was no parent consent language supports.

obtained, so student surveys were not administered

All English Language Learner (ELL) students participate in English as a New Language (ENL) language supports.

Review program schedules, highlighting ELL activities.

Attendance data and schedule information were analyzed to determine whether 75% of ELL students participated in ENL offerings for at least 15 hours/year or more.
# of students participating in ENL language supports in grades K-12: 112

# of ELL students in grades K-12: 173
No 64.7% of ELL students participated in ENL language supports

75% of ELL students will take part in ENL offerings for at least 15 hours/year or more.
Participating ELL students Program attendance records in EZReports.

Participating ELL students Program attendance records in EZReports.

Review program schedules, highlighting ELL activities.
Attendance data and schedule information were analyzed to determine whether all ELL students participated in ENL

# of ELL students in grades K-12: 173
# of ELL students in grades K-12 with 15+ hours: 76

No 43.9% of ELL students took part in ENL offerings at least 15 hours/year or more.

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.

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85% of participating ELL students will report improvements in English language proficiency.
Participating ELL students SSOS & Modified SSOS surveys - passing rate (≥65%) compared to previous year.
Participating Regents eligible students

end of each school year
N/A N/A No There was no parent consent obtained, so student students
Review program schedules
Programm session attendance

surveys were not administered

70% of Regents-eligible students will attend one or more Regents Review sessions.

Regent Review session attendance was analyzed to determine if 70% of Regents-eligible students attended at least one session

Passing rate calculations were based on the number of regularly participating 21st CCLC students who attended

one or more Regents Review sessions and who passed at least one Regents exam, compared across 2022 and 2023. The pass rates were then analyzed to determine whether participants demonstrated a 15% increase in passing rate from the 2022 to 2023.

# of students that attenede one or more Regents review session: 19

# of Regents-eligible students: 94
# of Regents Review participants: 19

Regents review participants will demonstrate a 15% increase in   Participating Regents eligible

Scores from Program Director, analyzed by Evaluator

2022-# of Regents Review

participants passing at least one exam: 16
exam: 9

2023-# of Regents Review participants passing at least one exam: 9 | No There were 20.2% of Regents eligible students that attended one or more Regents review sessions | Yes Students who participated in at least one Regents Review session demonstrated a 77.8% increase in their Regents exam passing rate from 2022 to 2023

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.

60 clubs and classes will be offered to program participants each year. Participating students in grades K-12 | After-school and summer program schedules. Clubs and Classes sign-up lists The Session Activity Focus Reports from EZ Reports was | analyzed and the number of activities were calculated. 19 clubs and classes were offered at the Elementary School during the school year | and 6 were offered during the summer.

30 clubs and classes were offered at the FJSHS during the | school year, and 16 were offered during the summer. Yes 71 clubs and classes were offered in year 1. 49 clubs and classes were | offered during the regular school year, and 22 offered during the summer.

More than half of clubs/classes will align with CDOS standards. Grades K-12 Schedule of Classes Course schedules were evaluated and compared with CDOS standards. Any

course that appeared to meet one or more of the listed standards was included in the count of 'aligned' sessions.

Of the 19 BCES sessions, 18 were aligned with at least one CDOS standard for Elementary students.

Of the 30 JSHS sessions,

29 were aligned with at least one of the CDOS standards for Intermediate and Commencement levels.
# of sessions aligned with at least one CDOS at BCES: 18

# of total BCES sessions: 19

# of sessions aligned with at least one

CDOS for Intermediate and Commencement at FJSHS: 29

# of total FJSHS sessions: 30
Yes 95% of clubs / classes offered at BCES were aligned with CDOS (Elementary).

96% of clubs / classes offered at the FJSHS were aligned with CDOS (Intermediate and Commencement.)

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.

70% of students sign-up for at least one club or class of their choice each semester
Grades K-12 Program attendance records in EZReports
EZ Reports attendance records were

assessed to determine how many students attended at least one club or class per semester. Note, the sessions students attended may be different from what they signed up for.

Sign ups for Semester 1 = Oct 3-Dec 21, 2022.

Sign ups for Semester 2 = Jan 3 - May

31, 2023
# of FJSHS and BCES students who attended at least one club or class per semester: 523

# of total students in attendance: 737
Yes 71% of students who participated in the program attended at least one club or class each semester

≥50% of club/class meetings. Participating students in grades K-12
Program attendance records in EZReports
EZ Reports attendance records were assessed to determine how many students attended at least half of the days programming was offered. In total, BCES offered 138 days of programming and the JRSRHS offered 140 days. Students with 69+ days at

BCES were counted. No students at the JRSRHS reached 70 days.
# of FJSHS Students who attended at least 50% (70) of the total program days (140): 0

# of BCES students who attended at least 50% (69) of the total program days (138): 154

students with 15+ hours: 463

students with 15+ hours at BCES: 288
No 33% (154) of all participants attended at least 50% of clubs / class meetings.

53% (154) of participants at BCES attended at least 50% of the program days.

0% (0) of the participants at the FJSHS attended at least 50% of the program days.

85% of all participants attend the enrichment programming as favorable. 85% of students report participating in 21st CCLC Participating students in grades K-12

N/A
N/A No There was no parent consent obtained, so student surveys were not administered

Participating students in grades K-12 SSOS or Modified SSOS surveys administered at end of school year
SSOS or Modified SSOS surveys administered at end

N/A No There was no parent consent obtained, so student surveys were

95% of participating students will rate helped them to try harder in school.
Students provide input into Students participating in how program enables them to engage in learning. focus groups.

of school year N/A One Gr 3-6 and one Gr 7-12   not administered

student focus group annually (n=8 per group)
N/A

N/A No No student input was solicited due to a lack of parent consent

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.

25% of participating secondary students attend at least one program at SUNY Sullivan yearly.

Regularly participating secondary students.
Schedule of activities
Attendance records from Standards (Career Development Occupational Studies Resource Guide).
Grades 9-12 CDOS Standards and schedule Referred to CDOS, and determined that this activity as described would meet Standard 1. Career

Program Director, analyzed by Evaluator
Data from the Attendance Summary by Activity Report

from EZ Reports was analyzed
# of secondary students who attended
Development: 1.Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.
N/A Yes SUNY Sullivan activities aligned with CDOS Standards.

programming: 13
# of participating secondary students: 123

No 10.6% of regularly participating secondary students attended at least one program at SUNY Sullivan.

SUNY Sullivan activities align with CDOS

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.

Advisory Committee member attendance averages 75% at each of four meetings held annually.

Community partners, parents, and students actively
participate in program decision making.
Advisory Committee Advisory Committee membership roll, schedule,

meeting agendas and minutes

Advisory Committee Attendance records from Program Director.
Evaluator observations.
Attendance records were reviewed to determine whether 75% of all
members attended the 4 annual meetings.

Membership roll and minutes were assessed to ensure active participation from partners, parents and students.
N/A No There have been four Advisory Committee meetings held to date (9/21/22, 11/29/2022, 2/2/23, 4/21/23) with strong attendance of 92%, 69%, 69%, and 77% respectively, of members.

N/A Yes Meetings have been held via Google Meet in order to allow the maximum number of stakeholders to participate due to their varying locations. Agendas are provided beforehand, and meeting minutes are distributed in a timely manner. Participants are invited to share their ideas. The local evaluator is provided with a time slot and shares an update that is also

distributed to the stakeholders.

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.

4-6 library programs and eight Literacy Volunteers sessions are provided each year.

Director.

N/A N/A

with literacy volunteers were held this year. Both partner organizations were short-staffed.

25% of participating students or their families will attend at least one library event and at least 20% of parents will attend at least one Literacy Volunteer service yearly. 90% of participating parents

Parents and families of participating students

Program schedules, Attendance records for from Program Director.

N/A No No parent satisfaction was assessed

Parents and families of participating students

Parents and families of

Program schedules, Attendance records for from Program

participating students

Parent/family survey - end of

each school year N/A

N/A No No library programs or sessions with Literacy Volunteers were held this year. Both partner organizations were short-staffed.

N/A No No library programs or sessions due to the lack of programming.

rate programming as favorable.

Sub-objective 1.4: Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children.

Programming will average 16 hours per week during the school year.

Programming will average 40 hours per week during the summer.

BCES will offer a six-week

Participating students in grades K-12

Review school year schedule for each site.

Participating students in grades K-12

Review summer program schedule for

each site.

Data from school year schedule was reviewed to determine that the program averaged 16 hrs/wk

Data from summer schedule was reviewed to determine that the program averaged 40 hrs/wk

Data from summer schedule was reviewed to

N/A Yes The program averaged 15.9 program hours each week.

N/A Yes Prgramming averaged 42 hours and 30 minutes at BCES and JSHS

N/A Yes The summer program ran for 6 weeks: July 5th-August 12th. The

summer program for 4 hours/day, 5 days/week.

Data from summer schedule was reviewed to determine that the program was offered for six weeks, 4 hrs/day, 5 days/wk program was 5 days a week and ran from 8:30am-12:45pm (4 hours 15 minutes)

N/A Yes The summer program ran for 6 weeks, from July 5th-August 12th. The program was 5 days a week and ran from 8:30am-12:45pm (4 hours 15 minutes)

FJSHS will offer a six-week summer program for Grades 7-8 4 hours/day, 5 days/week.

Review FJSHS summer program schedule determine that the program was offered for six weeks, 4 hrs/day, 5 days/wk

Grades K-6 Review BCES summer program schedule

15 hours or more annually.

95% of K-12 students enrolled in 21st CCLC will attend at least

K-12 Program attendance records in EZReports, analyzed by Evaluator.

Participating students in grades

Data in EZReports was reviewed to determine the number of students who attended for 15 hours or more

in Pop: 737 enrolled in program

w/15+ hours: 463

No 62.8% of K-12 students who were enrolled in the program attended 15 hours or more annually

obtained, so student surveys were not administered

90% of participating students Participating students in grades K-12

90% of participating students rate the school year program favorable

rate the summer programs as favorable

Participating students in

SSOS (gr. 4-12) and Modified SSOS (gr. K-3) administered at the end of each school year

Student survey - last week of

N/A

N/A No There was no parent consent

N/A No Evaluation of the program started in Fall 2022. So, no survey was given

90% of parent/family members rate the program favorable.
grades K-12

Parent/family members of participating students

each summer program N/A

Parent/family survey - end of each school year

N/A
or analyzed.

N/A No Scheduling difficulties led to the inability to distribute and analyze a parent/family survey for year 1

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.

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75% of regularly participating students in grades 7-12 will have an increase in unweighted GPA from 1st to 4th quarter
Regularly participating students in

Grades 7-12 Grade Point Averages (GPA) GPAs were analyzed to determine if students in grades 7-12 had an increase in Math NWEA Average Conditional Growth Percentile scores from Fall to Spring.

increased unweighted GPA from 1st to 4th quarter
#of students in grades 7-12 with increased unweighted GPA: 54

in grades 1-12 will have a 5% increase in ELA NWEA Average Conditional Growth Percentile scores from Fall to Spring.
Regularly participating students in grades 4-6

#of regularly participating students in grades 7-12: 175
No 31% of regularly participating 4-6
Math NWEA Average Conditional Growth Percentile from Project Director

students in grades 7-12 had an increase in unweighted GPA from 1st to 4th quarter

Regularly participating students in grades 1-12 will have a 5%

Regularly participating students

Participating students in grades

ELA NWEA Average Conditional Growth Percentile

from Project Director
NWEA scores were analyzed to determine if the Average Conditional Growth Percentile scores for grades 1-12 increased by 5% or more from Fall 22 to Spring 23.

NWEA scores were analyzed to determine if the Average Conditional Growth Percentile scores for grades 1-12 increased by 5% or more from Fall 22 to Spring 23.

#of students in grades 1-12 with Fall '22 and Spring '23 scores: 327

#of students with a 5% or greater increase: 138

#of students in grades 1-12

with Fall '22 and Spring '23 scores: 324

#of students with a 5% or greater increase: 139
No There were 42.2% (138 out of 327) of students in grades 1-12 that made

a 5% or greater increase

No There were 42.9% (139 out of 324) of students in grades

1-12 that made a 5% or greater increase

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

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65% of students grades 1-12 who have attended 15 hours or more will have an increase in school day attendance.

Students grades K-12 who have attended 15 hours or more between September and June

School day attendance in EZReports

rates in the previous school year (2021- 2022) were reviewed to provide a baseline attendance rate. The current school year (2022- 2023) was then used to determine if students increased in attendance compared to the previous year.

increase in school day attendance: 219

# of total regularly participating students who attended previous and current school year: 386

95% of students grades 1-12 who regularly attend will not exceed 5 incidents leading to in-school suspensions.

Students grades 1-12 who have attended 15 hours or more between September and June

In-School Suspensions (ISS) Calculations were based on regularly participating students in the 2022-2023 school year who had also attended FCSD in the previous school year. Attendance

Calculations were based on the ISS records of regularly participating 21st CCLC students in grades 1-12 for the current school year.
# of regularly participating students grades 1-12 with

# of regularly participating students that did not exceed 5 ISSs in 2022-23: 435

# of regulalry

participating students: <u>435</u>
No There were 56.7% of students grades 1-12 who attended 15 hours or more that had an increase in school day attendance.

students had more than 5 ISSs.
100% of students grades 1-12 who regularly attend did not exceed 5 incidents leading to in-school suspensions.

Yes No regularly participating modified SSOS (Grades K-3)- end of school year.

<u>participation.</u>

issues were minimal during the program overall.

Parent/family survey - end of

Engagement and Behavior
An increase in engagement helped to reduce behavioral issues. Teachers attributed students' increased engagement to Project-Based Learning (PBL) activities and the opportunity to engage with students beyond regular school hours.
Students were more focused and on-task because the

Students will report improvements in student behavior as a result of 21st <u>CCLC participation.</u>
Parents will report improvements in student
Participating students in grades K-12

N/A
N/A No There was no parent consent obtained, so student surveys were not administered

21st CCLC teachers provide students

Data from an interview was qualitatively analyzed to 2 teachers from JSHS

Parents of participating

SSOS (Grades 4+) or

N/A No Scheduling difficulties led to the inability to distribute and analyze a parent/family survey for year 1 behavior as a result of 21st <u>CCLC</u>

each school year N/A

insight into impact of 21st <u>CCLC</u> enrichment sessions on student behavior.
Teachers of participating students

21st CCLC teacher interviews (n=3 per site, annually)
determine teachers' insight into impact of enrichment sessions on

student behavior.

3 teacher from BCES offerings were tailored to their interests.

Building Relationships
They noted that students were able to build stronger relationships with their teachers and their peers, and

Yes Teachers indicated that behavioral this has helped minimize behavioral issues. The program enables students to interact with peers and teachers other than those they normally interact with during the

school day, expanding students' social connectedness. Teachers remarked that this helped students understand one another better, and minimize conflicts.

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.

Students provide input into how program enables them to improve self- awareness and self-control, classroom <u>performance and behavior.</u>

75% of Students grades 1-5 participating at least 15 hours annually will demonstrate an improvement in teacher reported engagement in learning.

85% of regularly participating students grades K-3 report greater engagement in math, <u>reading or science.</u>
85% of regularly participating students grades 4-12 report greater engagement in math, <u>reading or science</u>

Parent/family survey - end of
Participating students in grades 3-12

Regularly participating Students in grades 1-5*

Regularly participating students in grades K-3

Regularly participating students in grades 4-12

Data from the survey will be analyzed to determine the

One Gr 3-6 & one Gr 7- 12 focus group annually
(n=8/group)

Classroom teacher survey administered

through
EZReports

Modified SSOS survey (grades K-3) administered at the end of each school year.

Student Short-term Outcome Survey (SSOS; grades 4-12) administered at the end of the <u>school year</u>

Parent/family survey - end of

N/A

Data from the survey was analyzed to determine the percentage of students that demonstrated an improvement in teacher reported engagement in <u>learning.</u>

N/A

engagement: 34

in Pop: 51

administered

N/A
N/A No There was no parent consent obtained, so student surveys were not administered

N/A No There was no parent consent obtained, so student surveys were not administered

N/A No There was not a time coordinated soon enough to perform the parent/family survey before the end of the program.

No 67% of students in grades 1-5 demonstrated an improvement in teacher-reported engagement in learning
w/improved

each school year

N/A No There was no parent consent obtained, so student surveys were not

Teachers stated that they were able to get students engaged in the program activities by identifying their interests and
providing fun and engaging enrichment activities.

Time and Support
Students were thoroughly engaged in the program, and were given extra time and support. As a result, teachers reported, there was an increase in students' motivation to learn and participate.

Data from an interview will

each school year N/A

Data from an interviews

21st CCLC teachers provide number of parents that perceived an increase in student engagement.

insight into impact of enrichment sessions on student engagement in learning.
be qualitatively analyzed to determine teachers' insight into students' engagement in learning.

21st CCLC teacher interviews (n=3 per site, annually)

were qualitatively analyzed to determine teachers' insight into students' engagement in learning.

2 teachers from JSHS 3 teacher

from BCES

Leadership Roles and Sense of

Yes **Student Interests**
Pride
Furthermore, teachers reported that students were more willing to take on leadership roles, and showed a sense of pride in their work. Due to this, students were more excited

about sharing what they had learned with others.

Improved Academic Support
Teachers also indicated that the unique learning environment

provided in the program contributed to improved academic performance. They observed some positive impacts on grades and school-day assignment completion.

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.

Appendix A
Regents Exam Summary

Description

Fallsburg City School District offers Regents Review sessions as academic support. Two Performance Indicators (PIs) use Regents Review session data. One PI relates to the percentage of students who attended the Regents Review sessions. The second PI to the number of Regents Review session participants who demonstrated an increase in the Regent's passing rate compared to the previous year. The PIs are expressed below.

• **Attendance:** 70% of Regents-eligible students will attend one or more Regents Review sessions.

• **Passing Rate Increase:** Regents Review participants will demonstrate a 15% increase in passing rate (≥65%) compared to the previous year.

Regents Review Session Attendance and Passing Rate Increase

For the attendance PI, calculations were based on regularly participating 21st CCLC students who attended one or more Regents Review sessions. The table below shows the number of students considered (the total number of students who took the Regents exam in grades 8-12) and the number of students who attended one or more Regents Review sessions in the 2022-2023 school year.

Regents Review Sessions Attendance

Site Name	# of Students Considered [1] (# of students)	Students That Attended One or More Regents Review Sessions in 2022-2023 School Year (# of students)	
		(# of students)	(%)
FJSHS	94	19	20.2

[1] 21st CCLC Students in grades 8-12 were included if they reached 15 hours of participation during the 2022- 2023 school year and attended at least one Regents Review session.

For the PI related to the Regents exam passing rate, calculations were based on regularly participating 21st CCLC students who attended one or more Regents Review sessions and their regents scores in 2022 and 2023. The table below shows the number of Regents Review session participants who passed at least one Regents exam in 2022 compared with 2023, the passing rate for each year, and the % change in passing rate.

Regents Review Exam Pass Rate

Target Population (FJSHS) Regents Review	# of Students	# of students passing at least one exam 2022	2022 Pass Rate of Regents Review Participants	# of students passing at least one exam 2023	2023 Pass Rate of Regents Review Participants	% Change in Passing Rate
Participants	19	9	47.4%	16	84.2%	77.8%

Summary

The following conclusions can be made when reviewing the data for the two Regents-based PIs. • 20.2% of Regents-eligible students attended one or more Regents Review sessions, which is below the threshold of 70% for the PI; therefore, the Performance

Indicator was not met.

• Students who participated in at least one Regents Review session demonstrated a 77.8% increase in their Regents exam passing rate from 2022 to 2023, which is above the 65% PI threshold; therefore, the Performance Indicator was met.

Appendix B
GPA Summary

Description:
To measure the potential impact of the 21st CCLC program on students in grades 7-12, FCSD developed the following Performance Indicator (PI):

• 75% of regularly participating students in grades 7-12 will have an increase in unweighted GPA from 1st to 4th quarter

Change in GPA:
FCSD provided BRI with the unweighted GPA for each student in grades 7-12 who participated in 21st CCLC programming for at least 15 hours. GPA scores were compared from the 1st quarter of the 2022-2023 school year with the 4th quarter of the 2022-2023 school year.

The following table summarizes the change in students' unweighted GPA by grade:

	# Total Regular Participants (15 hours or more)	# increased	% increased				, decreased % No Change	
All Grades	175	54	30.9%	86	49.1%	17	9.7%	18
Gr. 7	51	17	33.3%	23	45.1%	8	15.7%	3
Gr. 8	39	16	41.0%	18	46.2%	2	5.1%	3
Gr. 9	27	8	29.6%	16	59.3%	1	3.7%	2
Gr. 10	29	6	20.7%	18	62.1%	4	13.8%	1
Gr. 11	21	7	33.3%	11	52.4%	2	9.5%	1
Gr. 12	8	0	0.0%	0	0.0%	0	0.0%	8

Summary:

The Performance Indicator goal targets all regular participants (attending 15 hours or more) in grades 7-12, with the goal that 75% would have an increase in GPA from 1st to 4th quarter in the 2022-2023 school year.

• Of the 175 total participants, 31% increased their GPA. Therefore, this PI was not met.

To provide additional insight, BRI provided a breakdown of changes by grade. Of note, the 8th grade cohort had the largest percentage of participants with an increase in GPA (41%), while the 10th grade cohort had the largest percentage of participants with a decrease in GPA (62%). These data points might be useful for future program planning.

Appendix C: NWEA Summary

Description

Student academic achievement is evaluated using an online assessment tool used to measure achievement and growth in various subject areas known as the Northwest Evaluation Association (NWEA) assessment. The Fallsburg Central School District (FCSD) uses the NWEA Conditional Growth Percentile (CGP) scores to measure student's growth. BCES and FJSHS staff administer the NWEA assessments in ELA and math in the fall and spring of each academic year. Two Performance Indicators (PIs) use the NWEA Average CGP scores as a measure:

• **ELA PI**: Regularly participating students in grades 1-12 will have a 5% increase in math NWEA Average Conditional Growth Percentile scores from Fall to Spring.

• **Math PI**: Regularly participating students in grades 1-12 will have a 5% increase in ELA NWEA Average Conditional Growth Percentile scores from Fall to Spring.

Each PI is based on having regularly participating students with 15 or more hours demonstrate a 5% increase in their CGP score from the fall to spring NWEA assessments to show academic growth.

Student NWEA CGP scores

The following tables show the number of regularly participating 21st CCLC students in grades 1-12, along with the number of students with both Fall '22 and Spring '23 scores. Those were the only students included in the calculations determining the

numbers of students with less than a 5% increase in their score and those with a 5% or greater increase in their score.

ELA NWEA CGP

Site Name	Maximum Possible # of Students [1]	# of Students with Fall '22 and Spring '23 ELA Scores	Changes from Fall 2022 to Spring 2023		
			Made Less Than a 5% increase (# of students)	Made a 5% increase or greater (# of students)	Percentage of students with 5% increase
BCES	260	206	119	87	42.2%
FJSHS	175	118	66	52	44.1%
Total	**435**	**324**	**185**	**139**	**42.9%**
				139 of 324 students (42.9%) met the PI	

[1] Only students who reached 15 hours of participation during the school year were included.

Math NWEA CGP

Site Name	Maximum Possible # of Students [1]	# of Students with Fall '22 and Spring '23 ELA Scores	Changes from Fall 2022 to Spring 2023		
			Made Less Than a 5% increase (# of students)	Made a 5% or greater increase (# of students)	Percentage of students with a 5% or greater increase
BCES	260	209	118	91	43.5%
FJSHS	175	118	71	47	39.8%
Total	**435**	**327**	**189**	**138**	**42.2%**
				138 of 327 students (42.2%) met the PI	

[1] Only students who reached 15 hours of participation during the school year were included.

Summary

Both Performance Indicator goals target all regularly participating students in grades 1-12 and state how they will demonstrate a 5% increase in ELA and math NWEA CGP scores.

• **ELA PI**: A moderately low percentage of students made a 5% increase or higher–BCES (42.2%) and FJSHS (44.1%). Because not all students demonstrated that level of improvement, the PI was not met.

• **Math PI**: A moderately low percentage of students made a 5% increase or higher–BCES (43.5%) and FJSHS (39.8%). Because not all students demonstrated that level of improvement, the PI was not met.

Appendix D

Student Attendance Summary

Description

One FCSD Performance Indicator (PI) is "65% of regularly participating students in grades 1-12 will have an increase in school day attendance." Regularly participating is defined as students with 15 or more attendance hours at 21st CCLC programming.

Student Attendance Data

Calculations were based on regularly participating students in the 2022-2023 school year who had also attended FCSD in the previous school year. Attendance rates in the previous school year (2021-2022) were reviewed to provide a baseline attendance rate. The current school year (2022-2023) was then used to determine if students increased in attendance compared to the previous year. The count of considered students, the number of students who had an increase in school day attendance, and their percentages are shown in the following table.

Students with Improved Attendance Rate from Previous Year to Current Year

School Name	# of Students Considered [1]	# of Students With increased School Day Attendance from the Previous School Year (2021-2022) to the Current School Year (2022-2023)	
		(# of students)	(%)
BCES	230	137	59.6
FJSHS	156	82	52.6
Total	**386**	**219**	**56.7**

[1] Students were included if they: (1) were a student in the FCSD the previous school year (2021-2022). (2) participated in at least 15 hours of programming

Summary

In the 2022-2023 school year, considered students in grades 1-12 had a 56.7% increase in school day attendance from the previous year. The threshold for the PI is 65%, therefore with only 56.7% of regularly participating students increasing their attendance, the PI was not met.

Appendix E
In-School Suspension (ISS) Summary

Description

One FCSD Performance Indicator (PI) is "95% of regularly participating students in grades 1-12 will not exceed 5 ISSs."

Student In-School Suspension Data

Calculations were based on the ISS records of regularly participating 21st CCLC students in grades 1-12. The count of applicable students, the number of students who didn't exceed 5 ISSs in the 2022-23 School Year, and their percentages are shown in the table below.

ISS Data from the Current School Year

Site Name	# of Students Considered [1] (# of students)	Students That Did Not Exceed 5 ISSs in 2022-2023 School Year (# of students)	
		(# of students)	(%)
BCES	260	260	100
FJSHS	175	175	100
Total	**435**	**435**	**100**

[1] Students in grades 1-12 were included if they reached 15 hours of participation during the 2022-2023 school year.

Summary

No regularly participating students at either site had more than 5 ISSs; therefore, the Performance Indicator was met.

Appendix F
Teacher Survey Summary

Description

A Teacher Survey was implemented in *EZReports* by Measurement, Inc. (MI) to collect feedback from the daytime teachers of 21st CCLC students. The survey collects responses for the Government Performance and Results Act (GPRA) Measure Indicator #5, Student Engagement in Learning: "*Percentage of students in grades 1st through 5th participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning.*"

Teachers complete a separate survey for each 21st CCLC student that they have in their regular school day class, which for many teachers means completing multiple surveys. The responses are then aggregated statewide by bands of school-year participation

hours (i.e., less than 15 hours, 15-44 hours, 45-89 hours, 90- 179 hours, 180-269 hours, and 270 hours or more) for upload to the federal-level GPRA site.

Survey Administration

The survey was administered via email to the daytime teachers of the 21st CCLC students in grades 1-5 with one or more hours of participation. The teacher names and email addresses had been previously uploaded to *EZReports* by the Program Director. The email included a description of the survey with a link to complete the survey. *EZReports* allows for reminders to be sent to those teachers who did not complete the survey in order to encourage full participation. The initial email was sent on April 24, 2023, with reminders sent on May 10, 2023, and June 8, 2023.

The following table summarizes the distribution of responses. It also lists the number of completed surveys compared to the number of eligible students (i.e., students in grades 1-5 with one or more hours in the 21st CCLC program during the school year).
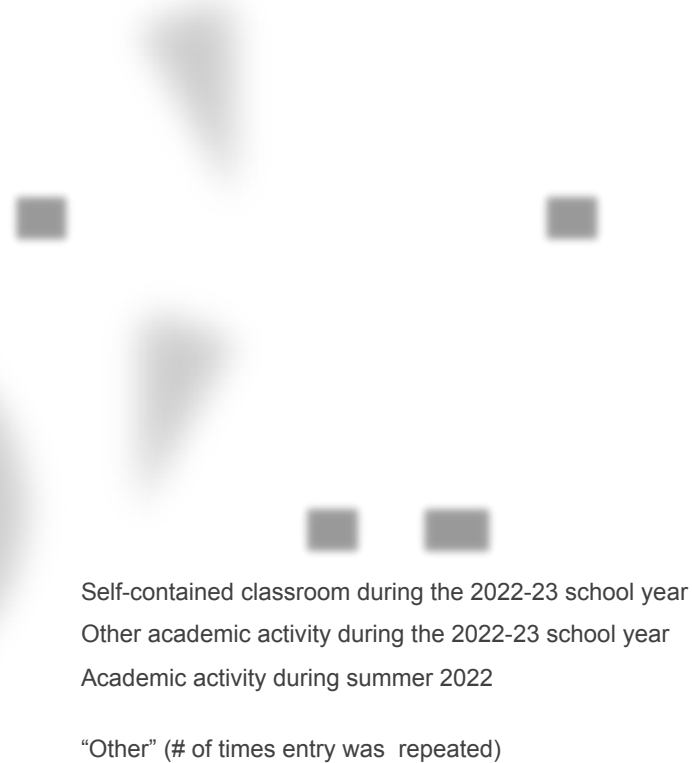
Teacher Survey Completion Summary

# of Teachers That Received Survey	# of Teachers That Responded To Survey	Total # of Completed Surveys	# of Eligible Students	Response Rate (%) [1]
33	9	54	238	23%

[1] Response Rate (%) = 100 x (number of completed surveys) / (number of eligible students) ***Survey Results***

• Teachers were initially asked, "*How do you know this student? (Check all that apply)."* The following table summarizes the responses with "Other," allowing the teacher to type in a response. Multiple options could be selected.

Class Type for Teacher's Association with Student

Self-contained classroom during the 2022-23 school year

Other academic activity during the 2022-23 school year

Academic activity during summer 2022

"Other" (# of times entry was repeated)

For the "Other" option, there were five written responses of "*general education classroom," which were* equivalent to the option of "Self-contained classroom during the 2022-23 school year". When considering them together, the results show that most teachers knew the student from a self-contained classroom or other academic activity during the 2022-23 school year.

• The teachers were also asked, "*Approximately when was the earliest date that you came to know this student?*" The following table details their responses.

Start Date of Teacher's Association with Student

Prior to July 2022	July or August 2022	Fall 2022	Other
2	1	51	0

- The survey also included questions addressing student engagement with notes describing and defining the Engagement Rating and the rating scale.

ENGAGEMENT RATING:

For this rating, consider "engagement" to mean:

* Attentive and actively engaged in class discussions, activities, and/or assignments (in-class or online); and
* Demonstrates self-regulation, persistence, and motivation to succeed.

This rating is conditional on your initial assessment of the student's need for improvement:

Rating Scale:
- **Already Meeting Expectations:** indicates that the student was already meeting or exceeding age and grade-appropriate expectations when you first started working with them during the current school year. • **In Need of Improvement:** If the student was in need of improvement when you first started working with them, please use the provided scale (ranging from "Significant Improvement" to "Significant Decline") to indicate whether the student's behavior changed in this area during the course of the school year. • If you feel that you have not known the student long enough to be able to rate this student's classroom engagement, select "Don't Know."

The following chart depicts the responses from the daytime teachers to the survey prompt, "*Please rate this student's change in overall classroom engagement SINCE SEPTEMBER 2022 (using the definition of "engagement" as provided in the instructions.)*."
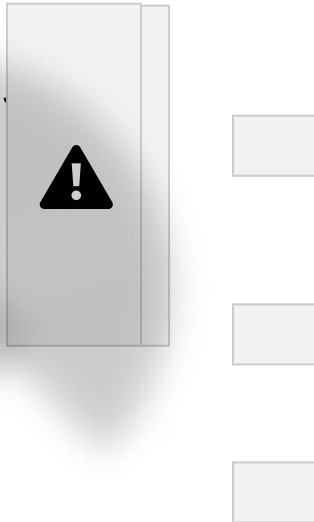
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Responses to Teacher Survey
NOTE: Percentages may not total 100% due to rounding.

Responses
Total Responses: 51

re8dy meeting expectations in Fall 2022 (10)
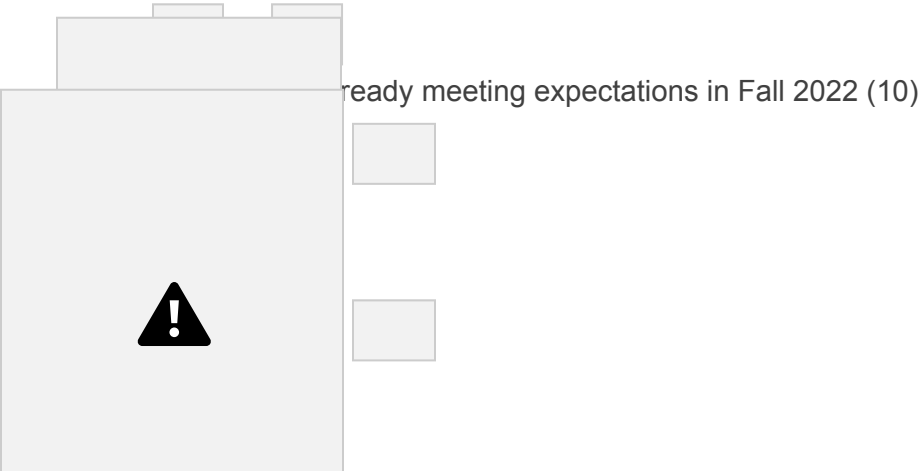
Significant Improvement (9) Moderate Improvement (12) Slight Improvement (13) No Change (5)

Slight Decline (1)

Moderate Decline (1)

Students from Benjamin Cosor Elementary School (Grades 1-5) had surveys completed by their school day teachers. The survey is a standardized report required by NYSED that collected the teachers' perceptions of engagement for students in grades K-12 who had one or more hours of 21st CCLC participation. In order to capture the results for regularly participating 21st CCLC students, those who had less than 15 hours were removed from the EZReports data set. Initially, nine teachers completed 54 surveys for students who participated in the program for one or more hours. Considering only the students with 15 or more hours, there were a total of 9 teachers who completed 51 surveys. There were 24 teachers who did not complete surveys for a total of 184 students.

The following conclusions can be drawn from the survey data:
   • Teachers reported that participation in 21st CCLC programming improved student engagement. Slight, Moderate, and Significant Improvement of engagement was reported for 67% of students • 20% of students were already meeting expectations for engagement in Fall 2022. • Only 10% of students did not show a change in engagement.

• Very few students (4%) showed a decline in engagement.

Appendix G
Teacher Interview Summary

Introduction

Fallsburg Central School District (FCSD) operates a 21st Century Community Learning Center (21st CCLC) in its two public schools, Benjamin Cosor Elementary School (BCES) and Junior-Senior High School (JSHS). The after-school program offers high-quality educational, developmental, and recreational services to students in PK-12 and their families. English Language Learners (ELLs) and their families are a target population to be served by the program. FCSD partners with five area organizations to improve academic achievement by providing activities that engage students in learning through interest-based activities and Project Based Learning (PBL).

What's Unique?

Each year, students are engaged in brainstorming for enrichment topics and activities by survey. Survey results are then matched with teachers' interests to provide enrichment that both the students and the teachers enjoy. The survey has helped build students' interest and serves as an early recruitment tool for the following year. The program uses enrichment activities as an incentive for students to improve academically. This seems to improve students' engagement with academic sessions and minimizes problematic behavior.

Methods

Interviews of Fallsburg Central School District (FCSD) 21st Century Community Learning Center (21st CCLC) program teachers were conducted by the local evaluator, Brockport Research Institute (BRI), to obtain feedback about the implementation of the 21st CCLC program as well as their perception of how students are benefiting.

BRI completed interviews with 5 teachers, with 3 from BCES and 2 from JSHS. All interviews took place using the online

platform Google Meet and were held in June 2023. Each interview lasted between 15-20 minutes. Interviews were recorded and transcribed for analysis. The interview questions are included at the end of the report.

Successes

Program Implementation

Overall, interviewees expressed gratitude for the program and indicated that the program was implemented smoothly. The needed processes and procedures, such as enrollment and attendance taking, were in place and working as intended.

Accommodating Teacher's Interests

Teachers indicated that the program schedule was well-coordinated between teachers. Teachers chose sessions based on their interests and availability. This seemed to create enthusiasm among teachers, as evidenced by their excitement to share their ideas about future programming. Teachers experimented with ideas that sometimes didn't work out but were able to identify other activities that matched student interests. (Ex. Karaoke wasn't popular, but gardening was.) This contributed to a high level of teacher engagement with the program and helped ensure students had a variety of activities to choose from. This also may have improved staff morale and retention in the program.

Teacher-Provided Support

Teachers described taking on highly supportive roles as part of the program. Along with providing students with academic and behavioral supports, teachers were also involved in teaching multiple sessions and taking on different responsibilities, such as being mentors and advocates for students. Teachers provided students with specialized attention, encouragement, and additional time outside of the classroom within a safe space conducive to productive learning experiences. Due to the project based learning, one-on-one and small group instruction, and hands-on learning experiences, teachers described how students were able to get more practice on much-needed skills and expand their skills and knowledge through new experiences and opportunities related to the real world.

Challenges

As a whole, teachers denoted very few challenges. Overall, teachers continually worked through challenges related to student participation, attendance, and behavior to improve upon them.

Participation

Several teachers described the challenges involved in getting students to willingly participate in the program. Students were concerned about being assigned 'extra work.' They stated that once students were aware that the program offered engaging and fun educational experiences, they were more likely to stay in the program. Furthermore, students participating in the program encouraged others to do the same, and the program grew throughout the year. Teachers indicated they are working to enroll as many students as possible from the beginning of the year to minimize the number

of 'late' enrollees.

Attendance

There were challenges associated with a few students missing some sessions. One teacher observed that some students have attendance challenges due to a lack of parental support at home. Another teacher indicated that students had competing options, such as school clubs, that would sometimes interfere with their participation in the program. They described how this type of absenteeism interfered with activities that required partners.

Behavior

There were some challenges working with students with challenging behaviors. Although this pertained to a very small number of students, some teachers described a deep desire to reach and help all students and the continuing challenge involved in doing so. Day to day, teachers noted students take a little time to "settle in" at the beginning of the program (15-20 minutes).

Key Findings (PI's)

• **21st CCLC teachers provide insight into impact of enrichment sessions on student engagement in learning.**
o Teachers stated that they were able to get students engaged in the program activities by identifying their interests and providing fun and engaging enrichment activities. Students were thoroughly engaged in the program, and were given extra time and
support. As a result, teachers reported, there was an increase in students' motivation to learn and participate. Furthermore, teachers reported that students were more willing to take on leadership roles, and showed a sense of pride in their work. Due to this, students were more excited about sharing what they had learned with others. Teachers also indicated that the unique learning environment provided in the program contributed

to improved academic performance. They observed some positive impacts on grades and school-day assignment completion.

• **21st CCLC teachers provide insight into impact of 21st CCLC enrichment sessions on student behavior.**
o Teachers indicated that behavioral issues were minimal during the program overall. Teachers attributed students' engagement to Project-Based Learning (PBL) activities and the opportunity to engage with students beyond regular school hours. They noted that students were able to build stronger relationships with their teachers and their peers, and this has helped minimize behavioral issues. The program enables students to interact with peers and teachers other than those they normally interact with during the school day, expanding students' social connectedness. Teachers remarked that this helped students understand one another better, and minimize conflicts. Students were more focused and on-task because the offerings were tailored to student interest.

Conclusions and Recommendations

Overall, the program provides both teachers and students with choice and voice. By using students' interests and building positive relationships, the program promotes engagement which leads to positive behavioral and academic outcomes.

Below are a list of recommendations based on the needs expressed by teachers.

Funding

Materials. Two contradictory themes emerged with regard to materials. First, teachers indicated that the material needs of the program were met. However, some teachers also indicated they had made small out-of-pocket purchases to provide materials for the program. Teachers indicated that these purchases often involved art and craft supplies. One suggested a flexible fund for such purchases to help minimize teachers' out-of-pocket expenses.

Program Actvites. One teacher indicated funding for field trips would be helpful.

Staff

Teachers indicated a need for additional staff, specifically a social worker, to assist with SEL needs, and more classroom Teachers' Aides for larger groups of students.

Interview Questions:

1. How would you describe your role as part of the 21st CCLC program?

• What are some of your main duties and responsibilities as a 21st CCLC staff member? • What types of support do you provide students who are 21st CCLC participants?

2. What broad impacts on students have you noticed from your school participating in the 21st CCLC program this year?

• What are some of the **academic** impacts you have noticed among your students who participate in the 21st CCLC program?

• What are some of the **behavioral** impacts have you noticed among the students who participate in the 21st CCLC

program?

3. How would you say the 21st CCLC program has impacted student engagement in learning among those who participate?
• How would you say the **enrichment sessions** offered through the 21st CCLC program have impacted student engagement in learning among those who participate?

4. In your opinion, how did this year's program implementation go for the 21st CLCC staff? • What additional resources would be helpful?
• What are some of the main challenges that you have been experiencing as a staff member?

5. What other important information would you like to share, both about your experience as a 21st CLCC staff, and on behalf of your 21st CCLC students?

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Appendix H
ELL Student Summary

Description:
Per the Fallsburg Central School District's (FCSDs) 21st CCLC proposal narrative, "...*particular attention will be given to our English Language Learners (ELL) and their families, a growing population in Fallsburg whose student achievement lags behind their peers.*" The number of ELL students in the FCSD increased by 136% between 2014 and 2019.

With this in mind, FCSD developed the following Performance Indicators to determine whether ELL students participated in the 21st CCLC program as intended.

• All English Language Learner (ELL) students participate in English as a New Language (ENL) language supports.
• 75% of ELL students will take part in ENL offerings of at least 15 hours/year or more.

One additional Performance Indicator related to ELL students was not measured because parental permission was not obtained to survey students.

• 85% of participating ELL students will report improvements in English language proficiency.

Participation:
FCSD provided BRI with a list of ELL students who were enrolled in the 21st CCLC program. This list included State Student IDs, which serve as unique identifiers for students across different data tables. BRI cross referenced the State Student IDs of the ELL students with State Student IDs in the Participation Attendance by Activity Report, taken from EZReports. ELL students' session-by-session attendance was then assessed.

FCSD confirmed that the ENL offerings, as they appear in EZReports, were as follows:

Benjamin Cosor Elementary School (BCES)
• 6B ENL Support Group
• ENL Support
• ENL Support 2C

Fallsburg Junior/Senior High School (FJSHS)
• College Access for ELLs
• High School ENL
• Middle School ENL

The following table summarizes the participation of ELL students in ENL offerings by site:

	BCES	JSHS	TOTAL
Total # of ELL Students in 21st CCLC	115	58	173
Total # of ELL Students participating in ENL	66	46	112

language supports			
% of ELL Students participating in ENL language supports	57.4%	79.3%	64.7%
Total # of ELL Students attending at least 15 hours in ENL offerings	66	10	76
% of ELL Students attending at least 15 hours in ENL offerings	57.4%	17.2%	43.9%

Summary:
The three Performance Indicator goals target all 21st CCLC participating English Language Learners in grades 1-12.

• One performance indicator specifies that all English Language Learner (ELL) students will participate in English as a New Language (ENL) language supports. Of the 173 ELL students enrolled in the 21st CCLC program, only 112 (65%) participated in ENL language supports; therefore, the PI was not met.

• The second performance indicator describes that 75% of ELL students will take part in ENL offerings of at least 15 hours/year or more. 76 ELL students attended at least 15 hours of ENL offerings across both sites. Because only 44% of ELL students participated in ENL offerings for at least 15 hours, the PI was not met.

• The third performance indicator states that 85% of participating ELL students will report improvements in English language proficiency. Because student surveys could not be administered, ELL students' self-reported improvements in English language proficiency were not measured.