ROCHESTER AREA COMMUNITY FOUNDATION - QUAD A FOR KIDS
21ST CENTURY COMMUNITY LEARNING CENTERS INITIATIVE

Annual Evaluation Report

First Year Implementation in Two Buildings in the Rochester City School District: SY 2017 - 2018

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INTRODUCTION

The 21st Century Community Learning Center (CCLC) Program was established by Congress in 1998, and expanded in 2002, in response to a growing need to provide academic and enrichment opportunities for students attending low performing schools in high poverty areas. Now entering its 16th year of operation, the 21stCCLC Program offers safe and meaningful out-of-school environments to 1.7 million students across the country.

The 21stCCLC program establishes or expands community learning centers that offer an array of activities designed to enrich the whole child. Student participants engage in academic enhancements, such as tutoring, remediation and concept re-teaching. Academic enhancements are typically provided using creative and interactive instructional strategies in a small group setting. This is complemented with a variety of enrichment activities that are designed to connect learning with students' everyday life experiences and interests. Enrichment can include service and project-based learning projects, academic and recreational clubs, and field trips. In addition, the 21stCCLC program provides youth development and parent education components. Youth development programs encompass character education, technology education, and drug and violence prevention programs. Examples of parent education programs include literacy instruction, parenting assistance classes and workshops.

Quad A for Kids

Quad A for Kids is a not-for-profit agency dedicated to breaking the cycle of poverty of children in the City of Rochester. Founded in 1994, the guiding principle of the organization has always been to help Rochester youth succeed by learning academic and behavioral skills from activity-based, academically focused learning programs. Furthermore, Quad A programs promote the personal and social development of youth by creating and supporting youth-centered, out-of-school time programs; creating program cultures in which youth value education and see a path forward to a successful future; and building community partnerships to advance education in the arts, athletics and academics.

In October 2017, Quad A for Kids ("Quad A") initiated activities to establish 21st Community Learning Centers (21stCCLCs) at two schools of the Rochester City School District – Clara Barton School No. 2 (Grades K-6) and John Walton Spencer School No. 16 (Grades K-8) – with funding from the New York State Education Department. The goal is to serve a total of 230 students, providing them with a wide range of programming including STEM-oriented Project Based Learning ("PBL") activities, action-based learning labs to develop reading and literacy skills, nutritional education and daily meals, and other arts, cultural, and recreational enrichment activities. The program also provides parent/caregiver programming to improve engagement of families in the education of their children.

I. EVALUATION OVERVIEW

The evaluation is being conducted by the Youth Policy Institute, Inc. (YPI), a not-for-profit evaluation and research agency based in central New York. YPI is a not-for-profit NYS-based research and evaluation agency with two decades of experience in educational program evaluation at national, state, and local levels. YPI is conducting both a formative study and summative study of the 21st CCLC programs at the two Rochester sites. The complete evaluation plan, including evaluation questions and performance indicators, is included as Appendix B.

Formative Evaluation. This facet of the evaluation will occur throughout the initiative, examining process measures that may have a strong influence on outcomes: staff recruitment and selection procedures; staff expertise, training, and scheduling; establishment of safe environments at each site in keeping with the NYS and LEA standards; maintenance of equal opportunity of participation; enrollment and attendance levels; implementation of accessible and appropriate adult programming; design and implementation of PBLs and other STEM, ELA, creative arts, and physical exercise programs; coordination with the school day; and levels of achievement of each of the QSA's 10 elements.

Summative Study. Using the multiple data collection strategies noted below, YPI will assess the extent to which the program is producing intended effects in student achievement and behavior as delineated by the 21stCCLC Performance Indicators and the project objectives. The impacts examined are intended to include: student achievement as measured by grades and/or standardized assessments; school day attendance levels; referrals for discipline and suspension rates; homework completion; classroom participation and school engagement; attitudes towards school, self, and others; levels of aggressive behavior; and caregiver involvement in and capacity to support their children's educational development.

Evaluation activities include an examination of the extent to which the Out of School Time (OST) program is providing services as planned, creating an environment that supports academic growth and pro-social behaviors, and adhering to established OST strategies and practices supported by research in the field. YPI is also tracking the extent to which the Quad A 21st CCLC programs is having a positive impact on various indicators of academic growth (such as grades, standardized test scores, and school engagement), as well as on student behavior and attendance. YPI is also examining the extent to which the programs have had an impact on parent and caregiver engagement with their children's education.

Evaluation Team. The evaluation team is comprised of: a Primary Investigator, who is responsible for overseeing the implementation of evaluation, coordinating with project management, and providing required reports and updates in a timely manner; an Evaluation Consultant, who participates in site visits and in-person data collection activities, represents YPI at advisory meetings, and provides input into evaluation reporting and feedback; a Research and Data Coordinator, who oversees data collection activities including surveys and project and LEA data coordination; and a Statistical Consultant, who provides expert advice related to data structuring and analytical approaches.

Data Sources and Instruments and Data Collection Methods. YPI uses multiple data collection strategies to allow triangulation of findings from multiple perspectives. Each year, YPI will conduct qualitative and quantitative data collection activities including the following: online student, program staff, and caregiver surveys; surveys of school-day teachers of after-school participants; school and student data, including demographics, grades, standardized assessments, attendance (school and after-school), and discipline; NYS QSAs (semi-annual); site visits; parent interviews and focus groups; observations of Advisory Board meetings; interviews of Site Coordinators, Project Director, school administrators, and Advisory Board members.

Stakeholder Involvement. Key groups of project stakeholders are provided ample opportunity for involvement in the evaluation process. Project administrators, including site directors and coordinators, are invited to provide input into tool development and data collection procedures, and to provide feedback through program staff surveys and interviews. Parents are surveyed annually and a representative sample of parents participate in in-depth interviews. Students are given opportunities to provide quantitative and qualitative feedback through annual surveys and in site visits. Members of these key groups also participate in the evaluation process through the Advisory Board, including evaluation planning, logic model development, tool development, and evaluation feedback and reporting.

Using Data for Progress Monitoring and Program Improvement. Consistent with the NYS 21st CCLC Evaluation Manual, YPI shares evaluation findings on an ongoing basis, including: regular briefings to project staff; quarterly updates to the CAB; and annual evaluation reports. Feedback includes progress towards project objectives and identification of implementation issues, permitting the project to make informed and timely mid-course corrections (if needed) and to galvanize sustainability planning.

Strengths and Limitations of Evaluation. The evaluation team has extensive experience evaluating 21st CCLC projects in New York State and developing instruments suitable for the project context. Whenever possible, survey questions are drawn from validated and reliable existing tools. The questions used in YPI's surveys for 21st CCLC staff and students have been used across multiple sites and multiple projects. Questions for elementary students have been carefully developed and tested with the population and include a picture option to facilitate responses from emergent readers, especially for Grades 1-3.

Although YPI was not brought on as the evaluator for the project until activities had already commenced in Year 1, it has worked closely with program administration and staff to complete required Year 1 evaluation activities and establish a deep knowledge of program operations and context. One evaluation activity that has been delayed because of this late start to the evaluation is the collection of school and student-level attendance, achievement, and behavioral data, which will require extensive planning and collaboration with RCSD to ensure adherence to district policies and procedures around data sharing. This data collection will be a focus of YPI in Year 2. In the absence of LEA data in Year 1, YPI relied on wide-ranging survey data, supplemented with extensive qualitative data from site visits and in-depth interviews. These data and their implications for validity of findings and conclusions are discussed in detail below.

II. YEAR 1 EVALUATION DATA

During the 2017-18 school year, YPI collected and analyzed data from a range of sources:

- Observations of Quad A Advisory Board meetings at each site;
- two administrations of the NYS Afterschool Network Program Quality Self-Assessment (QSA) Tool;
- program information stored in Quad A databases;
- Quad A organizational documents, including their calendar of activities, Parent Handbook, Staff Handbook, and organizational chart;
- surveys of program staff, school-day teachers, participating students, and parents;
- interviews of school administrators and key personnel;
- interviews of parents;
- interviews of key Quad A staff: supervising director, site directors, site coordinators, and program staff; and
- periodic site visits to observe after-school programming.

In addition to these activities, YPI conducted, with Quad A leadership, a review of data needs and other requirements to facilitate a comprehensive evaluation (known as an evaluability assessment). YPI also supported Quad A's development of a project logic model that delineates program inputs, a general theory of action, and short- and long-term outcomes. The most current version of this model was completed in February and March 2017 and revised in February 2018. It is included in **Appendix A**.

Although return rates for the school-day teacher and parent surveys were low (as detailed below), other data collection activities met YPI expectations. This would not have occurred without the support of Quad A staff, who facilitated evaluator access to the schools and to Advisory Board meetings, were available to provide essential information, and provided critical supports to ensure that sufficient numbers of respondents completed the QSA tool, the student survey, and the project staff survey. The schedule for administration of evaluation activities was developed in collaboration with project administration to ensure they would not interfere with program activities.

SURVEY RESPONSES

During May 2018, YPI administered online surveys of: students participating in the Quad A program; after-school staff; parents/caregivers; and school-day teachers of after-school participants. In addition to these surveys, YPI created an online version of the QSA Tool, which project staff completed twice, once in March 2018 and again in May-June 2018. Each survey is voluntary and anonymous and includes field-tested and reliable items. Going forward, YPI will administer these surveys during May of each successive project year.

After-School Student Surveys. The student survey was administered to students at both schools in Grades 1-6 at School 2 and Grades 1-8 at School 16. The survey uses language that is readily comprehensible for the younger respondents and includes graphics to reinforce and maximize accessibility. This survey provides critical insights into student perceptions of project staff, the extent to which they are engaged in the various activities put in place by Quad A, and the degree to which they perceive the 21st CCLC project has had an impact on their school engagement, academic abilities, interest in arts, literacy activities, and STEM subjects, behavior at school, and peer sociability.

Table 1: After-School Student Survey Responses, Grades 1-8: May 2018

School	**# of Surveys**	***% of enrolled after-school students***
Clara Barton, No. 2 (K-6)	62	*55%*
John Walton Spencer, No. 16 (K-8)	59	*54%*
Total	**121**	***55%***
Gender	**# of Surveys**	***% of survey respondents***
Female Students	60	*51%*
Male Students	58	*49%*

% of Student Survey Respondents by Grade							
1st grade	**2nd grade**	**3rd grade**	**4th grade**	**5th grade**	**6th grade**	**7th grade**	**8th grade**
15%	15%	15%	25%	13%	13%	1%	2%

As seen in **Table 1**, more than one-half of students enrolled in the Quad A 21st CCLC program took the participant survey, a high overall response rate. Nearly same percentage of students enrolled in the after-school program at each school took the survey. While the gender ratio of program participants was 57% female:43% male, among survey respondents it was 51% female:49% male. This difference is not sufficient to prevent analysis by gender.

Although 4th-grade survey respondents were over-represented, there were sufficient responses by students in Grades 1-6 to permit some grade-level analyses. Overall, responses from students in grades 7 and 8 represented 3% of all responses. It should be noted that School 16 has 7th and 8th, while School 2 only serves students through 6th grade. 17% of after-school students in School 16 were in 7th and 8th grade, but only 5% of the survey respondents. For the grade level analysis to have statistical validity, it will be restricted to surveys from 1st-6th Grade students.

After-school Staff Surveys. The online after-school staff survey was administered to staff in the after-school programs operating in Schools 2 and 16 (15 staff each). The survey looks at professional development and training, the range and quality of program offerings, and staff perceptions of the impact of the program on students. There were 23 responses, resulting in a high response rate of 77% (87% at School 16 and 67% at School 2). Of these respondents, 83% were Quad A program staff (**Table 2** below).

While Rochester City School District (RCSD) teachers are active participants in the program's Project-Based Learning (PBL) activities, none responded to the survey. While the response rate was strong (aside from teachers), the number of responses is insufficient to permit analysis by grade. Additionally, difference by campus should not be considered as anything more than suggestive.

Table 2: After-School Staff Responses by Role: May 2018

School	# of Respondents (% of total)	# of Respondents by role (% of total)(% of total)		
		Quad A Staff	RCSD aides/assistants	Community-based provider
Clara Barton, No. 2 (K-6)	13 (56%)	10 (77%)	1 (8%)	2 (15%)
John Walton Spencer, No. 16 (K-	10 (44%)	9 (90%)	1 (10%)	0
Total After-School Staff Surveys	**23 (100%)**	**19 (83%)**	**2 (9%)**	**2 (9%)**

Surveys of Parents of After-School Participants. The YPI parent survey collects information on the reasons parents enrolled their children in the after-school program, their level of involvement with the program, their participation in Quad A parent workshops, and their perception of the program's impact on their children. Links to the brief online survey, which can be completed on a smartphone, tablet, or computer, were emailed to parents by program staff in May 2018. Despite multiple efforts to encourage parents to complete the survey, only 5 parents participated. This number is too small to be anything but suggestive of parental perceptions of the program. To increase participation in future years, YPI and Quad A have discussed several changes in administration, including: extending the administration period to one that runs from April through May; providing parents with opportunities to complete paper versions of the survey; having staff offer parents the chance to complete the survey on tablets during after-school pickup. YPI supplemented parent surveys with qualitative data from a focus group of parents from each site. Their observations are included throughout this report.

*Survey of School-Day Teachers of After-School Participants***.** To gauge if instructional staff saw changes in program participants' school engagement, academic skills, and social-emotional well-being, YPI developed a brief (2-3 minutes per student) online school-day teacher survey. Names of students who attended at least 30 days of after-school were provided to teachers with the active support of the building principals and Quad A staff. Although the survey is brief, anonymous, and does not identify students, only 13 surveys (all at School 16, and 69% for 4th Grade students) were completed. This allows for general insight into teacher perceptions of the impact of the Quad A program, but not for a robust analysis. Recently, YPI learned that the low response rate may be due to contractual issues involving the Rochester Teachers Association (RTA) and RCSD. If this is the case, YPI will work with Quad A to find a resolution before the next administration of the school-day teacher survey.

III. PROGRAM DESCRIPTION AND ACTIVITIES

Program Design and Supporting Research. The 21stCCLC program in Rochester is designed by Quad A for Kids to support the overall well-being of students attending Schools 2 and 16 by providing programming that improves literacy and STEM skills, promotes healthy behaviors, and develops social and emotional well-being. Quad A offers research-based enrichment and academic offerings that incorporate Arts, Athletics, Academics, and Achievement to keep students on track to graduate from high school and career and/or college ready. The Quad A program's key design elements incorporate best practices culled from research analyzed and synthesized by the Harvard Family Research Project on Out of School Time programs, as well as demonstrate best practices identified by the Youth Pyramid of Program Quality (YPQA), and are intended to align with the 10 essential elements of high quality out-of-school time programs outlined in the New York State After School Network Program Quality Self-Assessment Tool (NYSAN QSA).

Both sites operate 15 hours per week on school days (32 weeks out of the year). Four times weekly, students develop their reading, writing, verbal expression, and other literacy skills with the Drop Everything and Read (DEAR) programming. On a daily basis, both sites offer enrichment and youth development activities in the following areas: nutrition and making healthy choices; exercise and recreation (including Sports, Play, and Active Recreation for Kids, or SPARK); and the arts and music (including performance-based arts such as ballet and modern dance and photography). Quad A offers Project-Based Learning Activities including a robotics lab and the Soap Box Derby twice weekly. All staff were scheduled to receive an array of professional development opportunities including units on: trauma-informed care; implementation of PBL, DEAR activities and other project programming; and other areas pertinent to working with children in Grades 1 to 8.

Alignment with Regular Academic Program. The Quad A 21stCCLC programs are school-based, with an active working relationship between the school administrators and the implementing agency. Each site meets high standards for safety, having been accorded a School-Age Child Care (SACC) operating certificate from the New York State Office of Children and Family Services (OCFS). All teachers at each site are drawn from the building's instructional staff, enabling ongoing coordination between the school day and after-school educational enrichment activities.

Target Audience. John Walton Spencer School No. 16 and Clara Barton School No. 2. No. 16 and No. 2 serve 1,042 students in grades pre-K through 8th and are representative of the larger RCSD population and its needs.

The School No. 16 population is approximately 77% black or African American, 14% Hispanic or Latino, 7% white, and 2% Asian / Native Hawaiian or other Pacific Islander. 96% of School 16 students are economically disadvantaged; 18% have disabilities and 8% are English language learners. The School 2 population is approximately 80% black or African American, 14% Hispanic or Latino, 5% White, and 2% Asian / Native Hawaiian or other Pacific Islander. 96% of School 2 students are economically disadvantaged; 21% have disabilities, and 3% are English language learners.

In 2015-16, just 7% of RCSD students in grades 3 – 8 achieved proficiency on the NYS ELA assessment. Schools 16 and 2 fared worse at 5% and 4% respectively. Proficiency in NYS math assessments proved similar with just 6% of RCSD students achieving proficiency. At School No. 16, 2% of students achieved proficiency and at School No. 2, 7% of students achieved proficiency.

For parents and caregivers of students at the target schools, the program provides monthly classes to improve their ability to understand and promote their children's education at home, to learn how to use the Rochester City School District (RCSD) data system (ParentCONNECT), to assist them in working effectively with school staff, and to provide training on how trauma impacts children's behavior and ability to learn.

Key Stakeholders. To support alignment with the school-day program and connection with the community, Quad A committed to meet with a 21stCCLC Community Advisory Board (CAB) composed of administrators, teachers, parents, and Quad A staff at each of the two sites. Quad A has a close partnership with RCSD that has lasted over 10 years and currently serves 230 RCSD students through its programs.

Established Performance Measures. Among the outcomes expected from the 21stCCLC program, Quad A expects that: 65% of participants will increase performance in math, science, reading and literacy; referrals for discipline and suspensions will decline; school-day attendance among regular student participants will increase; and 50% of students will demonstrate improved classroom behavior.

Program Logic Model. The logic model for this program was developed with the assistance of YPI over the course of several advisory meetings during Year 1. The approved Logic Model for this project is included as **Appendix A**.

IV. FINDINGS

A careful review, comparison, and analysis of the data collected in the surveys and other instruments described above allowed YPI researchers to develop a series of findings organized by the following six formative and summative evaluation categories:

A. Enrollment and Attendance
B. Serving Students in Need of Academic Supports
C. Alignment with Evidence-Based Practices
D. NYSAN Quality Self-Assessment (QSA)

For each of these evaluation categories, and throughout this report, YPI provide summaries of key findings presented in text boxes, alongside more extensive discussion of the qualitative and quantitative data.

IVA. ENROLLMENT AND ATTENDANCE

Enrollment. Quad A's enrollment goals were 120 students at School 2 and 130 students at School 16. As of mid-March 2018, School 2 had 114 students enrolled and School 16 had 109 students. At that point of the year Quad A project had already reached 89% of its goal of full enrollment. By the end of the 2017-18 school year, the *21st CCLC project exceeded its enrollment goals*, with 126 students enrolled in School 2 and 133 students in School 16, for a total of 259 students.

- The grade distribution of enrolled students is shown in **Table 3** below. Both schools had a roughly even distribution across grades. The sole exceptions were Kindergarteners in School No. 16 and 8th grade students at School 16, who were somewhat under-represented.

> ***Programs at both participating Quad A 21st CCLC sites exceeded their enrollment goals and served students in all the intended grades.***

Table 3: Grade Distribution of Quad A 21st CCLC Participants (% of Total)

	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
School No. 2	6%	17%	19%	10%	14%	17%	18%	n/a	n/a
School No. 16	2%	8%	8%	17%	22%	16%	11%	11%	5%
Both schools	4%	12%	14%	14%	18%	16%	14%	6%	3%

Attendance. The federal government established 30 days as the 21st CCLC GPRA (Government Performance and Results Act) requirement for the minimum number of days of attendance for a student to be counted as a program participant. As seen in **Table 4**, 72%of the 259 students enrolled in the after-school program met the 30-day attendance threshold during the first project year. On average, students attended the 21st CCLC program for 57 days during the school year. There were no significant differences in attendance between the two Quad A sites.

- 52% of participating students substantially exceeded the 30-day minimum, attending at least 50 days during the year.
- One-third of the participating students attended very frequently, 75 days or more.[1]

[1] Unfortunately, given problems with the project database, Quad A was unable to provide information regarding daily attendance and the number of days students were engaged in various activities. As a result, YPI is unable to conduct an analysis of attendance patterns or determine whether Quad A was able to meet its core attendance goals, such as the number of students who attended PBL programming or SPARK physical activities at least 30 days at each school. In addition, participant demographics were not accessible from Quad A data, nor was any student data provided from Rochester City School District, further limiting YPI's analysis.

Table 4: Quad A Participant Attendance during the 2017-18 School Year

	% attending 1-29 days	% attending 30-49 days	% attending 50-74 days	% attending 75+ days	Average # of Days Attended
School 2	25%	14%	20%	41%	59.8
School 16	29%	16%	19%	36%	54.4
Total	**28%**	**20%**	**19%**	**33%**	**57.0**

More than 7 in 10 students enrolled in the Quad A program attended at least 30 days. From October 2017 through June 2018, students attended an average of 57 days with an average of:

- ***59.8 days at School 2***
- ***54.4 days at School 16.***

IVB. Reaching Students in Need of Academic Supports

A principal goal of the program is to offer students after-school educational enhancements, at the beginning of the school year, are academically underachieving. Unfortunately, YPI and Quad A have been unable to obtain grade and standardized test data from Rochester City Schools to determine the extent to which students attending the 21stCCLC program were struggling academically at the beginning of the school year.

IVC. Alignment with Evidence-Based Practices The extensive research on after-school programming, literacy instruction, and project-based learning (PBL) has identified core practices that are essential, when implemented, can lead to substantial academic and social-emotional gains among student participants[2].

Quad A's 21stCCLC project design and implementation is aligned with numerous best practices for Out-of-School-Time programming.

[2] YPI relied on several robust meta-analyses and research articles to identify best practices in the field of out-of-school time programing, including: McCombs, J., Whitaker, A., and Yoo, P. *The Value of Out-of-School Time Programs.* Rand Corporation: Perspective – Expert Insights on a Timely Public Issue, 2017; Weiss, H. Wimer, C., and Little, P. *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It.* Harvard Family Research Project, 2008; Kremer, K.P. et al., Effects of After-School Programs with At-Risk Youth on Attendance and Externalizing Behaviors: A Systematic Review and Meta-Analysis" *Journal of Youth and Adolescences* (March, 2015); and *Beyond the Bell – 4th Edition A Toolkit for Creating Effective Afterschool and Expanded Learning Programs.* American Institutes for Research (2014), as well as the research-driven 2nd Edition of the New York State Afterschool Network Program Quality Self-Assessment Tool: User's Guide (https://www.expandedschools.org/sites/default/files/nysan_qsa_guide_second_edition.pdf.

- *School-Based Program.* The programs are school-based, with an active working relationship between the school administrators and the implementing agency, including quarterly meetings of an Advisory Committee at each school (which currently include school administrators, teachers, parents, and Quad A staff).
- *Extensive Academic and Enrichment Opportunities.* As evidenced in site visits and reviews of program calendars, Quad A provides a broad spectrum of opportunities for students to engage in enrichment activities that are centered around proven practices to promote: (1) academic engagement, independent learning skills, and content knowledge without repeating the school-day curriculum (such as twice-weekly Project-Based Learning activities); (2) health awareness and interest in exercise; and (3) creative expression through the arts.
- *Meets Safety Standards.* Both sites work diligently to ensure the safety of all involved. Beyond meeting the requirements of School-Age Child Care (SACC) operating certificates from the New York State Office of Children and Family Services (OCFS), it is clear that student safety is a pre-eminent concern and monitored by staff scrupulously. Data from site visits, QSA administration, and interviews indicates close, ongoing monitoring of student safety by attentive staff, controlled building entry and egress, well-organized student sign-in, orderly transitions, and well-designed dismissals.
    - This effort to ensure safety was acknowledged by students in surveys. At both sites, 82% of students reported they felt safe at the after-school program every day or most days. A majority of project staff (59%) thought the program ensured student safety to a "great extent"; however, 32% of staff said this was the case to "some extent" and 9% to a "small extent".
- *Coordination with School Day.* The teachers working at each site are drawn from the building's instructional staff, enabling consistent ongoing coordination between the school day and after-school educational enrichment activities.
- *Community Support.* Community-based organizations are a part of the creative and recreational programming, creating opportunities for students and their families to learn about and access community resources.
- *Sufficient Qualified Staff.* On the days when YPI staff conducted site observations (twice at School 16 and once at School 2), the program maintained sufficient staff for better than a 10:1 ratio.
- *Positive Learning Environment*. In keeping with OST best practices, Quad A 21st CCLC project staff maintained highly positive and supportive relationships with RCSD teachers, on the one hand, and students, on the other. Program staff and teachers maintained student focus on activities without resorting to threats of discipline. Staff displayed a clear capacity to manage student conduct in a way that reinforced pro-social behaviors.

- *Student Engagement.* Critically, students displayed a sense of comfort and ownership. They were given a voice in the type of programming. Observations of, and conversations with, students indicated that they had a respectful yet playful relationship with staff and that they appreciated the opportunity to participate. There is little doubt that students were happy to be involved in this 21stCCLC program, and they were quite willing to say so.

In addition to site observations and reviews of program documents, YPI's student and staff surveys provide a rich, source of information about the alignment of the Quad A's 21st CCLC program with established after-school practices.

Staff experience working in schools, working at the school site, and educational background. As noted above, the staff survey was primarily completed by Quad A project staff (19 of 23 respondents); RCSD teachers involved in the 21stCCLC project did not respond to the staff survey.

> ***Quad A program staff are well qualified to implement the OST programs and services.***

- Sixty-six percent of staff had at least 6 years of experience working with students in primary and secondary schools, with an average of 5.4 years of experience working in schools.
- Between the two sites, however, there was a clear difference in levels of experience. At Clara Barton School No. 2, staff reported an average of 6.7 years of experience working in schools; at John Walton Spencer School No. 16, it was 3.7 years of experience.
- Research indicates that after school programs with a significant contingent of staff who work at the site during the day have a greater capacity to provide educational services and social-emotional supports that are tailored to student needs. Here again, there was a distinct difference between the two sites. At School 2, 75% of staff worked on the campus during the school day; by contract, at School 16, only 30% of survey respondents indicated they worked at the school during the day.
    - It should be noted that for both schools, these percentages understate the actual percent of staff who also worked at their respective site during the day. That is because RCSD teachers who worked with students in the 21st CCLC project were all based at the same school during the day, but, as noted above, none responded to the staff survey.
- There is little doubt that most Quad A staff have a strong educational background. More than 6 in 10 have at least an Associate's degree; 35% have a high school degree. Staff educational experience was similar at both sites.

Staff involvement in developing the program and recruiting student participants, and volunteer. Research indicates that staff involvement in developing an OST program and recruiting for participation and support is a critical factor in establishing long-term staff engagement and commitment. It is strongly related to program quality and is an essential component for ensuring high levels of student participation.

> ***Quad A staff were actively involved in development of OST programs and activities and in recruiting students and volunteers.***

- As **Table 5** below indicates, *approximately three-quarters of the staff respondents reported they were moderately involved in developing the project's activities and materials*. There was little difference between the two sites.
- Overall, 45% of staff respondents indicated at least a modest involvement in recruiting students and only 22% reported they engaged in volunteer recruitment. Particularly regarding student recruitment, the differences between the two sites was marked. 60% of School 2 after-school staff, most of whom worked at School 2 during the school day, reported that they were engaged in recruiting students at least a moderate amount, compared to 30% of respondents at School 16.
- Nearly one half of staff respondents indicated they were very active in providing feedback about the 21st CCLC design and functioning to program leaders, a clear indication not only of staff commitment to developing and maintain a strong program, but also of the open lines of communication with the Quad A initiative.

Table 5: Project Staff Involvement in Developing the Program and Recruiting Participants and Support (N=23)

% of staff who participated in…	*Extensively*	*Moderately*	*Minimally/ Not at All*
Developing program activities & materials	42%	26%	32%
Recruiting student for the program	30%	15%	55%
Recruiting volunteers to help in the program	11%	11%	78%
Providing feedback to program leaders	45%	30%	25%

Parental and caregiver involvement in developing the 21st Century program. Given the small number of survey respondents (5), what little can be said of parent/caregiver involvement in the program's development is merely suggestive. None of the respondents reported that they helped plan the 21stCCLC program or volunteered with program activities. However, all the respondents indicated they provided "a little" feedback about the program and had attended "a lot" of after-school events. In fact, one parent reported frequent conversations with the Site Coordinator to offer recommendations for improvements. This same parent said she appreciated the chance to "put in her two cents", as well as the openness of the Coordinator to listen to her ideas.

Project-Based Learning (PBL). Research suggests that PBL modules are most effective at supporting academic growth when they adopt a multi-disciplinary approach, combining activities in two or more core fields (including math, reading, writing, and oral expression) and when they include areas of interest to students. A research-based approach to PBL provides students with age-appropriate activities that are engaging, group oriented, differentiated, do not duplicate school activities, and are progressively more complex to encourage student academic growth.

The PBL activities implemented by Quad A staff are well-aligned with the critical, research-based components of this approach.

- Quad A project staff engaged students in PBL activities that: involved multiple academic areas; were extensions, rather than repetitions, of the school-day curriculum; engendered enthusiastic participation; and encouraged students to participate in increasingly complex activities over time with a well-defined final objective.
- There was clear evidence of student input and initiative and collaborative planning and execution, all hallmarks of high-quality PBL. Of particular note was the Soap Box Derby session at School No. 16, where students were observed learning to use manual and power tools, and where there was an intersection of multiple STEM fields, including geometry, engineering, and physics.
- Other PBL sessions, such as the cooking PBL at School No. 2 (3rd-5th grade) and food and nutrition at School No. 16 (4th grade) are developmentally appropriate and engaging. Both Step Dancing at School No. 2 and self-esteem/self-care at School No. 16 (both 5th grade and up) combine physical and recreational activity with active learning, and students are enthusiastic participants.
- Survey data clearly confirms the close alignment of Quad A PBL with research-based practices (**Table 6** below). In eight of the 12 PBL components surveyed, project staff indicated a high level of alignment proven practices. Across all 12 components, at least two-thirds of staff respondents reported alignment at least to "some extent".
- Survey responses regarding PBL components also clearly reveal that among the 13 respondents at School 2 and the 10 at School 16, staff at the latter site were far more convinced that their activities were closely aligned with proven practices. For example, at School 16 staff indicated that PBL activities had clearly defined lesson plans with learning objectives, 80% to a great extent, 20% to some extent. By contrast, at School 2, 25% reported this occurred to a great extent, 50% to some extent.
    - More School 16 staff reported their PBL activities promoted collaborative work among students (60% to a great extent, 30% to some extent), compared to School 2 staff (33% to a great extent and the same percent to some extent). This different perception by site of the level of alignment with proven practices occurred for each of the 12 components surveyed.

Table 6: Project Staff Perceptions of the Alignment of PBL Activities with Proven Practices (N=23)

% of staff who reported that PBL activities …	*Great Extent*	*Some Extent*	*Small Extent/ Not at All*
1. Provided age and grade appropriate activities for all students.	55%	36%	9%
2. Had clearly defined lesson plans with learning objectives.	50%	36%	14%
3. Did not repeat the school-day curriculum.	50%	18%	32%
4. Included learning opportunities in math and literacy.	38%	29%	33%
5. Promoted collaborative work among students.	46%	32%	23%
6. Promoted learning by all students, regardless of abilities, gender, race, and ethnicity.	52%	30%	18%
7. Reflected student interests.	52%	35%	13%
8. Helped students to learn independently.	57%	30%	13%
9. Challenged students to use high-level thinking skills	48%	30%	12%
10. Offered students choices in what they wanted to learn	53%	32%	15%
11. Used arts and technology to improve student's academic skills.	45%	40%	15%
12. Gave students opportunities to show other students, teachers, and family members what they learned.	52%	33%	14%

Student perceptions of PBL activities stand in stark contrast with those of the staff (**Table 7**). First, there were no marked differences in student responses by campus. Second, it is evident that most students (as did staff) found Quad A PBL projects to be engaging, a departure from school-day activities, and intellectually stimulating. However, it is also noteworthy that a majority of students did not associate PBL with STEM activities, and that only 2% reported regularly reading as part of their PBL project.

Table 7: Student Perceptions of Core PBL Characteristics (N=117)

% of Quad A participants who reported that PBL projects….	*Most Days or Every Day*	*Some Days*	*Never*
1. Were interesting.	63%	27%	10%
2. Helped them think in new ways.	56%	26%	19%
3. Did not repeat the school-day curriculum.	50%	18%	32%
4. Involved reading.	42%	26%	33%
5. Involved math.	26%	16%	58%
6. Involved science.	24%	19%	57%
7. Involved art or music.	30%	24%	46%

Delivery of a diverse array of academic, arts, and recreational programs. Research on effective OST programming clearly indicates that students should have the opportunity to experience a broad array of enrichment activities including STEM and literacy programing, as well as activities that expand student appreciation for and skills in creative arts, physical exercise, healthy nutritional choices, and so on. It is essential, furthermore, that students are able to choose among activities, that they are encouraged to pursue ongoing interests and to explore new ones. Beyond PBL, the Quad A 21stCCLC initiative provided a broad array of literacy supports and enrichment programming across multiple disciplines.

Quad A 21st CCLC participants were deeply immersed in a comprehensive array of enrichment activities.

- Students at both sites engaged daily in "Drop Everything and Read" (DEAR) literacy enhancement activities. Divided into grade groups, students worked daily on a range of age appropriate skill building activities, including phonemic awareness, acquisition of academic vocabulary, listening and oral comprehension, verbal fluency, reading comprehension and fluency, spelling, and writing, among several critical literacy skills.
- Students frequently (most days or every day) used computers (43% of respondents), exercised (75%), learned about ways to be healthy (60%), and did "new things" (78%). These various enrichment offerings, according to students, occurred at both sites with equal frequency.
- The Quad A 21st CCLC program provided students *some choice* among activities, particularly for 3rd grade and higher. In May 2018, when asked in the student survey how often they could choose what to do in after-school, 31% of program participants responded most days or every day, 23% some days, and 46% never.
- As did students, Quad A staff reported that, in addition to DEAR literacy activities, they provided a diverse set of opportunities for children to develop academically and creatively (**Table 8**). Much (but by no means all) of the focus on math and science enrichment was limited to PBL, which was provided twice weekly.

Table 8: Frequency Areas of Enrichment Were Made Available to Participants According to Quad A Project Staff (N=23)

% of Quad A staff reporting enrichment areas offered during a typical week:	*3 or More Days/Week*	*1-2 Days/Week*	*Never*
1. Math	25%	35%	40%
2. Science	26%	37%	37%
3. Computer use	45%	45%	10%
4. Study and time management skills	37%	21%	42%
5. Arts	55%	40%	5%
6. Service to others	50%	22%	28%
7. Health and nutrition	65%	30%	5%

- In a typical week, at least 45% of staff at both Quad sites reported working on the following areas at least 3 or more times per week: health and nutrition; computer use; arts, and service to others. Staff also reported, as did program participants, that students had *ample opportunities to choose among activities.* In their survey responses, 48% of staff from both sites indicated students were able to choose among activities to a "great extent", 35% to "some extent", and only 17% to "small extent" or not at all.

Quality of Student Interactions with Staff. Research indicates that it is critical for staff to create a positive, welcoming environment for children, one that encourages pro-social behaviors and a feeling of trust between students and staff. It is also essential that after-school staff, to the fullest extent possible, are informed about the academic and social emotional needs of students and are prepared to individually tailor enrichment activities, where necessary and appropriate, to support the engagement of all students in the 21stCCLC program. YPI's surveys explored not only staff perceptions of their ability to create an environment that was aligned with best practices, but also student perceptions of the extent to which they perceived the staff succeeded in doing so.

Quad A program staff consistently displayed positive, developmentally-appropriate interactions with students at all levels.

- At both School 2 and 16, a majority of staff reported that the 21stCCLC program encouraged all students to participate in activities (65% to a "great" extent, 26% to "some" extent) and supported the social and emotional well-being of students (55% and 36% respectively).
    - However, staff were somewhat less sure the program was taking the necessary steps to promote student participation by addressing academic and social-emotional needs (**Table 9** below).
- While nearly one-half of staff reported that communication with school-day staff about student academic needs occurred frequently, only about one in three indicated that the program staff, to a great extent, involved students with special needs, supported the academic development of English learners, helped students set personal goals, or used information about the impact of traumatic incidents on student learning and behavior.
- The viewpoint of staff regarding the program's ability to address the individual needs of students did not vary appreciably by site.

Table 9: Project Staff Perceptions of the Quad A Program Efforts to Address Individual Students' Academic and Social-Emotional Needs (N=23)

% of staff who reported that the 21st CCLC program…	*Great Extent*	*Some Extent*	*Small Extent/ Not at all*
1. Met the academic needs of individual students.	41%	46%	14%
2. Helps students set personal goals	30%	48%	22%
3. Communicates daily with school-day staff about student academic needs.	48%	39%	13%
4. Uses information about the impact of trauma on student learning and behavior.	35%	48%	17%
5. Involves students with special needs	35%	35%	30%
6. Supports the academic development of English language learners.	36%	32%	32%

- As seen in **Table 10**, a majority of staff reported that the Quad A program had substantially created critical aspects of an environment within which students could thrive, encouraged respectful behavior among students, was welcoming and friendly, worked to establish trust between students and staff, and established behavior expectations that were consistent with those of the school day.
- A plurality of staff also reported that, to a great extent, the program worked to encourage collaboration among students and it created a disciplinary system that was administered consistently and fairly.

Table 10: Project Staff Perceptions of the Quad A Program Efforts to Create a Positive and Inclusive Environment (N=23)

% of staff who reported that the 21st CCLC program…	*Great Extent*	*Some Extent*	*Small Extent/ Not at all*
1. Creates a welcoming, friendly environment for the students.	59%	23%	18%
2. Encourages respectful behavior among students	64%	27%	9%
3. Encourages trust between students and staff	55%	36%	9%
4. Sets clear expectations for student behavior that are consistent with school-day expectations	55%	36%	9%
5. Uses discipline fairly and consistently	46%	36%	18%
6. Encourages collaboration among students	44%	35%	22%

Students saw the Quad A program as creating a safe, welcoming, and positive environment.

- Participating students overwhelmingly reported that Quad A program was one where they felt welcome (**Table 11** below). This was also clear in YPI's site visits and is a good indication of a discerning and rigorous process of staff recruitment, selection, and training.

- More than 8 in 10 students indicated that they regularly found the staff to be friendly and people they liked, that they enjoyed being in the 21stCCLC program and felt safe there. More than 7 in 10 students reported they were regularly treated fairly.
- Across all these measures, student responses did not vary appreciably by site, additional evidence that despite differences in staff backgrounds at Schools 2 and 16, the program was administered consistently across sites.

Table 11: Student Perceptions of their Interactions with Program Staff (N=117)

% of Quad A students who reported that …	*Most Days or Every Day*	*Some Days*	*Never*
1. The staff were friendly.	86%	10%	4%
2. Students were treated fairly by staff.	72%	21%	6%
3. Students and staff treated each other "nicely".	76%	17%	7%
4. They "liked" Quad A staff.	83%	15%	2%
5. They enjoyed going to the after-school program.	83%	14%	4%
6. Felt safe when they were at the after-school program.	82%	12%	6%

Staff perception of stakeholder support. Research indicates that the support of faculty, administration, and parent/caregivers is critical in ensuring student engagement and the ongoing ability of the program to effectively address student needs.

RCSD staff support of the 21st CCLC program was moderate-to-strong at the district level, and inconsistent at the building level.

- During this first year of the project, approximately 4 in 10 Quad A staff reported that district staff were "very" supportive and one-half "somewhat" supportive of the program.
- At the building level, however, there were clear differences between the two sites regarding the perceived support of principals and faculty. Among Quad A staff at School 2, 67% indicated a high level of support both from the principal and from school faculty. At School 16, only 30% of staff found the principal to be very supportive and 50% indicated faculty at their building were highly supportive.
- At both sites, a minority of Quad A staff (36%) reported that parents and caregivers were highly supportive of the program and 55% indicated they were somewhat supportive. This may be a function, at least to some extent, of the somewhat limited extent to which the 21stCCLC program is able to regularly communicate with parents. Despite Quad A's commitment to engaging parents as volunteers, very few do, and staff reported that it was difficult for the project to inform parents and caregivers regularly about how their children were doing in the after-school program; 44% of staff indicated that the program succeed in doing so regularly, 39% to some extent, and 17% rarely or not at all

Parental and caregiver involvement. Unfortunately, the few parents who did take the survey did not tell us why they or their peers were not more involved. Also the survey responses did not yield any information about parental opinions of staff or their assessments of adult workshops. However, YPI was able to conduct interviews with a small number of parents. According to the parents interviewed for this report, they were enthusiastic in their praise of the site-based staff; the programs and activities offered each day; and the blend of academics, the arts, and recreation.

Staff development. It is a New York State Office of Children and Family Services requirement and a marker of strong program quality that the staff in an OST project have access to a broad spectrum of relevant professional development (PD) opportunities.

> ***A majority of Quad A 21st CCLC staff participated in a series of professional development training sessions germane to implementing an effective OST program.***

- All Quad A employees indicated that they participated in a variety of PD opportunities offered by the program, attending an average of 14 hours of training.
- At least 50% of staff reported attending PD opportunities in each of the following subjects: child and adolescent development (74% of staff); recognizing the range of children's abilities (65%); developing multiple activities for a wide range of age and skill levels (76%); managing student behavior (78%); working with families (64%); working with special needs children (55%); using trauma-informed care approaches (65%); literacy/ELA instruction (55%) Fewer received training in mathematics instruction (36%), STEM instruction (44%); supporting English language proficiency (46%).
- Overall, one-half of staff reported that their PD improved their ability to do their work with students, 41% indicated it helped somewhat.

Program direction and coordination. Program leadership, as measured by clear and supportive communication and ongoing feedback, is a critical determinant of the success of an after-school initiative. At both campuses, 70% of staff reported that, to a great extent, their site supervisor met regularly with them and provided continuous feedback. Two-thirds of staff survey respondents also indicated that their site supervisor frequently tracked whether the PD was proving to be useful. Over 65% of staff approved of the after-school director's approach to project management and communication.

IVD. NYSAN QUALITY SELF-ASSESSMENT (QSA)

Involving 21st CCLC staff in monitoring program compliance with research-based practices is an intrinsic part of the project. To gauge the extent of alignment with research-based OST protocols and practices, YPI and Quad A administrators requested that project site coordinators and staff at both buildings complete a **New York State Afterschool Network (NYSAN)** *Program Quality Self-Assessment* (QSA) twice annually. A total of 23 staff from both sites completed the first round of QSAs in late March 2018, and 25 staff in the second round in June. The results of this administration are provided in **Table 12** below.

Each of the 10 QSA Scales had 7 to 18 Quality Indicators, scored on a four-point scale:

1 – Standard Not Met
2 – Approaching Standard
3 – Meets Standard
4 – Exceeds Standard

Each average Scale score is the average of all the Quality Indicators for that QSA Scale. For both administrations of the QSA, **Table 12** below provides average Scale scores for each school and for both schools combined.

During both QSA administrations, staff from School 16 were markedly more confident than staff at School 2 that their 21st CCLC site was meeting the research-based standards of effective programming. For all the 10 Scales, the average Quality Indicator scores were consistently lower at School 2 both in March and June. This difference between the sites was highlighted in the Year 1 Interim Report as an area of concern and was seen to persist in the analysis of the second QSA administration.

From the first to the second QSA administration, there were marked changes in the average Quality Indicator scores. At School 2, the Grand Mean across all 10 QSA scales increased by 3.3% from 3.03 to 3.13, while at School 16, it declined by 3.5% from 3.73 to 3.60.

There were several noteworthy changes in average Quality Indicator scores in both schools. YPI set a 5% change as the threshold for a marked change, with such increases indicated in green and the decreases in red.

- In March 2018, staff at School 2 reported that in 6 Scales (numbers 5-10) the average Quality Indicator score fell slightly below 3.0, thus not meeting standard. June 2018 showed marked increases over the first administration for each of these 6 Scales, with average Quality Indicator scores meeting standard in all of them. Only in one Scale, *Relationships,* did staff from School 2 report a marked decline in average Quality Indicator scores, from 3.30 in March to 2.99 in June 2018. This was the only Scale that was below standard in the second administration, and only marginally so.
- School 16 had a starkly different set of changes from the first to second administrations of the QSA. In 4 of the 10 Scales (*Environment/Climate, Linkages between Day and After-School, Parent/Family/Community Partnerships,* and *Measuring Outcomes/Evaluation)* there were marked decreases over the first administration in the average Quality Indicator scores. These decreases notwithstanding, School 16 staff continued to report that each Scale was substantially above standard.

Table 12: Quality Self-Assessment Results: March and June 2018

Quality Self-Assessment Scales ***(and examples of Quality Indicators)***	***Average Quality Indicator Scores, School No.2*** March 2018 (N=11) June 2018 (N=15)		***Average Quality Indicator Scores, School No.16*** March 2018 (N=12) June 2018 (10)		***Average Quality Indicator Scores, Both Schools*** March 2018 (N=23) June 2018 (N=25)	
	March	**June**	**March**	**June**	**March**	**June**
1. Environment/Climate: (supportive, safe & clean, safety plans & procedures, adequate security, dismissal plans, nutritious food, awareness of special needs)	3.33	3.32	3.69	3.40	3.52	3.36
2. Administration/Organization: (clear attendance & participation expectations, adequate documentation, employee handbook, clear salary structure, well-defined communication between school and Quad A, developed plan for family involvement, documentation of participant location)	3.28	3.16	3.78	3.76	3.54	3.41
3. Relationships: (staff show mutual respect & model positive relationships, respectful interactions with families and participants, sensitive to culture of participants)	3.30	2.99	3.77	3.81	3.54	3.35
4. Staffing/Professional Development: (program director committed to his/her professional development, staff who reflects diversity of community, staff has competence in core academic areas, maintain appropriate staff to participant ratio, positive working conditions for staff)	3.23	3.14	3.90	3.82	3.58	3.43
5. Programming/Activities: (activities that reflect the program's mission and are age and skill appropriate; project-based experiential activities that promote creativity and self-expression; enrichment in core academic areas and arts, technology, recreation, and health; incorporate culture and language of participants; develop a schedule known to staff, participants, and families)	2.92	3.10	3.69	3.71	3.32	3.37
6. Linkages Between Day & After-School: (commitment of resources from school principal; strong linkages to school day and programming that complements it)	2.94	3.08	3.67	3.24	3.32	3.16
7. Youth Participation/Engagement: (a variety of engagement activities; participants take ownership of program selection and development; participants have opportunities to develop life skills, resiliency and self-esteem; promote consistent participation)	2.90	3.06	3.76	3.73	3.34	3.35
8. Parent/Family/Community Partnerships: (families involved in decision making & planning; communication with families regarding the well-being of children; opportunities for literacy and other educational experiences for the families of participants)	2.76	3.08	3.67	3.38	3.24	3.21

Quality Self-Assessment Scales ***(and examples of Quality Indicators)***	***Average Quality Indicator Scores, School No.2*** March 2018 (N=11) June 2018 (N=15)		***Average Quality Indicator Scores, School No.16*** March 2018 (N=12) June 2018 (10)		***Average Quality Indicator Scores, Both Schools*** March 2018 (N=23) June 2018 (N=25)	
	March	**June**	**March**	**June**	**March**	**June**
9. Program Sustainability/Growth: (written statement of mission and goals; employs staff who understand the mission and goals; develops a long-term sustainability plan; effective marketing strategy)	2.69	3.18	3.68	3.66	3.20	3.39
10. Measuring Outcomes/Evaluation: (plans for program evaluation, including gathering qualitative and quantitative data; use objective data to measure participants' academic progress; identifies and shares promising practices; uses evaluation findings for continuous program improvement)	2.92	3.21	3.69	3.51	3.32	3.34
Grand Mean	**3.03**	**3.13**	**3.73**	**3.60**	**3.39**	**3.34**

V. IMPACTS OF THE 21ST CENTURY PROGRAM

YPI examined several data sources to measure the effect of the 21stCCLC program on the academic performance and school-day behavior of participants, including archival sources and surveys of parents, teachers, and students. This triangulation of data permits a balanced picture of the project's impact.

> ***The Quad A 21stCCLC program had a substantial and generally positive effect on the educational achievement and social-emotional well-being of participating children and youth.***

VA. IMPACTS ON STUDENTS

The Perspective of Teachers. The teacher surveys ask respondents to gauge the extent of change in the critical academic skills and academic performance of students who attended the program for at least 30 days. As noted above, surveys were completed regarding 13 students, all of whom were enrolled in School 16, 9 of whom were in 4th grade (with 2 in 1st, 1 in 3rd, and 1 in 6th). The number of responses cannot sustain an analysis by grade or gender, and any outcomes discussed are merely suggestive.

In the YPI survey, teachers were first asked if the student needed to improve in each of four areas at the beginning of the year: homework; class engagement; social skills and self-control; and interest in STEM an ELA subjects. Then teachers were asked to gauge the amount of improvement or regression in ten areas, each of which is associated with one of those four skills. For example, class engagement is associated with four areas: participating in class; attending class regularly; attentiveness in class; and the ability to learn independently.

- Homework skills – among students who did not need to improve at the beginning of the year (6 of 13), 50% did not change over the course of the year, 17% improved slightly, and 33% declined slightly or moderately during the year in the two constituent areas: completing homework to the teacher's satisfaction and timely completion. *Among those who did need to improve homework skills, 57% did not change, none declined, 14% improved moderately and 29% improved significantly in both homework areas*.
- Class engagement skills – teachers reported that 11 of the 13 students they assessed needed to improve at the beginning of the year.[3] *A majority of those 11 who needed to improve class engagement skills did so in each of the four constituent areas*: class participation (36% improved slightly to moderately and 36% significantly; 27% did not change); regular class attendance (36% improved slightly to moderately and 27% significantly; 36% did not change); attentive in class (27% improved slightly to moderately and 36% significantly; 36% did not change); and ability to learn independently (36% improved slightly to moderately and 27% significantly; 36% did not change).
- Social skills and self-control – teachers reported that 9 of 13 students they assessed needed to improve at the beginning of the year. Among the 4 who did not need to change, three did not change over the course of the year and one improved slightly in the constituent areas. *A majority of those 9 who needed to improve socially and emotionally did so in each of the three constituent areas*: self-esteem (33% improved moderately and 33% significantly; 33% did not change); self-control and anger management (44% improved moderately and 22% significantly; 33% did not change); positive relationships with other students (44% improved slightly to moderately and 33% significantly; 22% did not change).
- Interest in STEM and ELA subjects: teachers reported that 12 of 13 students they assessed needed to improve at the beginning of the year. *A majority of those 12 who needed to increase their interest in STEM and ELA subjects did so in each of the three constituent areas*: interest in reading and writing (42% improved slightly to moderately and 33% significantly; 25% did not change); interest in mathematics (42% improved slightly to moderately and 25% significantly; 33% did not change); and interest in science (42% improved slightly to moderately and 25% significantly; 33% did not change).

Educational and other impacts of the 21stCCLC Quad A program according to program staff.

> ***Quad A 21stCCLC staff saw positive programmatic impacts on participating children and youth, and their assessments of change did not vary markedly by campus.***

[3] Among the 2 students who teachers assessed as not needing to improve at the beginning of the year, one improved slightly in all four areas and one did not change

- Math skills (67% of staff noted improvements in this area - 45% slight to moderate improvement; 22% significant);
- Reading skills (85% of staff noted improvements in this area - 50% slight to moderate improvement; 35% significant);
- Writing skills (84% of staff noted improvements in this area - 37% slight to moderate improvement; 47% significant);
- Interest in science (77% of staff noted improvements in this area - 45% slight to moderate improvement; 32% significant);
- Social skills (95% of staff noted improvements in this area - 52% slight to moderate improvement; 43% significant); and
- Appreciation for arts and music (95% of staff noted improvements in this area - 60% slight to moderate improvement; 35% significant).

Educational impacts of the 21stCCLC program according to the students. In their survey responses, a majority of students reported that the 21stCCLC program helped them improve "a lot" in terms of their grades (58% reporting that program helped them "a lot" in this area), their ability to learn independently (51%), and their reading skills (50%).

- From 48% to 78% of students indicated their academic skills increased either "some" or "a lot" in each of the 8 areas surveyed.
- As measured by the average increase in skills, students reported the greatest program benefit in the following areas (in declining order of increase): grades; learning independently; reading; and computer skills (**Table 13**).

Educational impacts of the 21stCCLC program according to parents. Parents interviewed for this study reported that their children demonstrated an increased ability to follow-directions, improved listening skills, and increased self control as a result of the program. In addition, parents cited improved social-interpersonal skills (with other students and with adults).

Table 13: Students Assessments of the Educational Impacts of the 21stCCLC Program (N=117)

% of students reporting that the Quad A program helped them with . . .	*% Improved A Lot*	*% Improved Some*	*% Improved A Little or Not at All*	*Mean Increase**
1. Math.	33%	21%	47%	1.47
2. Reading.	50%	21%	28%	2.06
3. Writing.	46%	19%	35%	1.88
4. Science.	33%	15%	52%	1.39
5. Computers.	46%	23%	31%	1.95
6. Grades.	58%	18%	24%	2.16
7. Homework.	49%	14%	37%	1.82
8. Learning independently	51%	27%	22%	2.13

*The following scoring rubric was used to calculate the mean increase in academic skills: 0=No Improvement; 1=A Little Improvement; 2=Some Improvement; 3=A Lot of Improvement.

Students reported that the Quad A program contributed substantially to their school engagement and academic skills.

Several factors were associated with the extent to which students reported increases in their academic skills:

- Quad A site: *Students reports of the Quad A program's impact were significantly greater[4] at School 16 than at School 2 in four skills: math (p < .008), science (p < .014), computers (p < .002, and the ability to do their homework (p < .034).* This is reflected in the difference in mean increases at the two schools in these 4 areas:
  - Math: School 2 mean increase – 1.26; School 16 – 1.70
  - Science: School 2 – 1.09; School 16 – 1-69
  - Computers: School 2 – 1.58; School 16 – 2.33
  - Homework: School 2 – 1.68; School 16 – 1.98
- Gender: In 7 of 8 areas surveyed, there were no significant differences between the gains of female and male students. *The one exception involves computer skills (p < .049), where the mean increase among female students (2.05) was significantly lower increases than among males (2.29).*
- Grade: *Student reports of the academic impact of the 21st CCLC program varied significantly by grade in three skills: math (p < .024); reading (p < .009); and computers (p < .001).* There was no clear pattern in difference by grade, however. Students in grades 5-8 reported benefitting less in math than students in other grades, but benefitted more in reading. Students in grade 3 and 4 reported a greater program impact in computer skills than students in other grades.

Students also reported that the Quad A 21st CCLC program *improved their school engagement.* In their survey responses, 46% of program participants said they "like[d] school" much more, 18% somewhat more. Moreover, 69% reported that a result of the program, their school attendance increaed greatly (and an additional 18% somewhat). These positive impacts did not vary significantly by Quad A site, gender, or grade.

Social-Emotional impacts of the 21st CCLC program according to the students. The Quad A program places great emphasis on supporting positive models of conduct and providing staff critical information on strategies for de-escalating emotional distress, in particular with trainings on Trauma Informed Care.

Students reported that the Quad A program substantially improved their social-emotional well-being.

- As seen in **Table 14**, a majority of students reported they somewhat or significantly improved in each of the four areas surveyed. About 6 in 10 students felt the program had helped them "a lot" to improve their ability to make new friends and to feel happier.

[4] As measured by a Pearson Chi-Square, $p < .05$.

- In addition, there is little doubt that students perceived the Quad A program as having a very positive effect on their social skills and their ability to regulate their conduct at school. Student perceptions of these extraordinarily positive social-emotional progam effects did not vary signficantly by Quad A site, gender, or grade.

Table 14: Students Assessments of the Social-Emotional Impacts of the 21stCCLC Program
(N=117)

% of students reporting that because they attended the Quad A program, they . . .	*% Improved A Lot*	*% Improved Some*	*% Improved A Little or Not At All*	*Mean Increase**
1. Got along better with other students at school.	47%	25%	28%	2.07
2. Stayed out of trouble at school.	38%	31%	32%	1.92
3. Were better at making new friends.	63%	21%	17%	2.36
4. Felt happier.	59%	18%	23%	2.19

*The following scoring rubric was used to calculate mean increase in social-emotional indicators: 0=No Improvement; 1=A Little Improvement; 2=Some Improvement; 3=A Lot of Improvement.

Other impacts of the 21stCCLC program according to the students. The Quad A program places great emphasis on improving student understanding of the importance health and nutrition and in engaging student interest in exercise. In both areas of student health, the program, from the students' perspective, was a resounding success.

> ***Students reported that the Quad A program substantially improved their interest in exercising, nutritional health, arts & music, and reading outside of school. They were also far more interested in going to college as a result of the program.***

- In their survey responses, 45% of students reported that as a result of participating in the program, they were getting much more exercise outside of school, with an additional 15% exercising moderately more.
- The 21stCCLC program's focus on nutritional education also proved to have a marked effect – 56% of student respondents indicated they now knew much more about eating healthy food, 22% reported somewhat more knowledge in this area.
- The program's focus on literacy and creative enrichment activities also had a marked impact on students' educational interests. A majority of students, 51%, reported that as a result of participating in the after-school program, they liked arts and music much more, with an additional 15% appreciating them moderately more.
- The 21stCCLC program's routine DEAR activities engendered a pronounced increase in reading outside of school – 49% of students indicated that because they went to the Quad A program, they were reading much more at home, with an additional 17% reading somewhat more at home.

- Furthermore, the focus on literacy also improved student self-confidence in their ability to express themselves clearly – 77% reported that their involvement in the program helped them greatly improve their ability to speak well.
- Overall, students clearly felt that the 21stCCLC program operated by Quad A had increased their educational aspirations. 70% of students reported that as a result of their involvement in the program, they were much more interested in going to college, and 15% were somewhat more interested.

The effect of the 21st Century program on student academic achievement, attendance, and behavior. Unfortunately, as of this writing, no data to support this analysis has been provided by RCSD. Quad A and YPI will, during the coming months, continue to make efforts to obtain such data and if successful, will include it in the following year's report.

VB. Impacts of Adult Programming

Due to a required move of Quad A offices at the end of the program year, records regarding adult programming were inaccessible to YPI. With the low response rate to the parent survey, YPI will defer analysis of the impact of adult programming to the subsequent evaluation report.

VC. Evaluation Utilization

A key piece of evaluation impact is the extent to which the project makes use of evaluation findings and recommendations for program modifications and improvement. YPI provided regular informal and formal updates to project administration and to the Advisory Board, via email briefings, conference calls, written evaluation reports, and in-person presentations and conversations. These feedback efforts have resulted in modifications to both program and evaluation activities planned for Year 2 and will be detailed in the next annual report.

VI. EXECUTIVE SUMMARY AND RECOMMENDATIONS

Summary of Project. The 21stCCLC program in Rochester Schools No. 2 and No. 16 is implemented by Quad A for Kids and designed to support the overall well-being of kids through programming that improves literacy and STEM skills, promotes healthy behaviors, and develops social and emotional well-being. The program operates 32 weeks per year for 15 hours per week at each school, and is fully staffed by qualified providers and teachers with connection to the schools. The program features the Drop Everything and Read (DEAR) literacy program, Project-Based Learning Activities including a robotics lab and the Soap Box Derby, and enrichment activities including the Sports, Play, and Active Recreation for Kids, or SPARK program. The program also provides trainings for parents to improve their ability to understand and promote their children's education at home, to learn how to use the Rochester City School District (RCSD) data system (ParentCONNECT), to assist them in working effectively with school staff, and to provide training on how trauma impacts children's behavior and ability to learn. Each site has a 21stCCLC Community Advisory Board (CAB) composed of administrators, teachers, parents, and Quad A staff.

Summary of Key Findings. The initial year of any new educational program is always a flurry of challenging tasks: staff selection and training; participant recruitment; activity development and implementation, safety procedures and protocols; to name a few. Overall, the first-year roll-out of the Quad A 21st CCLC program navigated these, and other tasks, quite successfully. Based on the data collected and analyzed as part of the external evaluation, the following conclusions can be drawn:

- ✓ ***Students across all grades were recruited, and they came in expected numbers.*** Both School 2 and School 6 programs exceeded the enrollment goals established for the program, and they represented students from all grade levels.
- ✓ ***The planning and design of Quad A 21stCCLC programs and activities were aligned with what the research reports about quality out-of-school-time (OST) practices***. From measures of safety and security, to community partnerships, to multiple enrichment opportunities, to school-program relationships, the Quad A 21stCCLC programs were well-crafted and as intended from the outset.
- ✓ ***The Quad A 21stCCLC program selected staff who were qualified to do the work.*** Program staff had the academic credentials, previous experience, and personal dedication to conduct the work at a high level of effectiveness.
- ✓ ***Quad A staff were included and were active in the planning, design, student recruitment, and initial roll-out of 21stCCLC program activities and services***. At both program sites, staff were involved from the very beginning, and remained so throughout the year.
- ✓ ***Project-based learning (PBL) activities were designed and implemented with fidelity to the proven practices.*** Across multiple teachers and content areas, PBL activities were well-aligned with the research on this approach.
- ✓ ***A full palette of academic, arts/humanities, and recreational activities were offered at both program sites.*** Academic enrichment, art, and recreational

activities made up a consistent, diverse curriculum at both sites. Each day, program participants were able to select from a variety of interesting and engaging activities and programs.

- ✓ ***Quad A staff connected with students in meaningful ways***. Program staff demonstrated strong interpersonal interaction skills that recognized children as individuals.
- ✓ ***Students felt safe, secure, and welcomed at the Quad A 21stCCLC program***. Across all of the different settings at the two campuses, students felt that they were safe and that they "belonged".
- ✓ ***The Quad A 21stCCLC program supports participating students' academic performance***. Staff, students and parents noted increased abilities in math, reading, writing, and science as a result of the program.

Summary of Key Recommendations. As a conclusion to this evaluation report, YPI offers the following set of recommendations that are intended to improve the quality of Quad A's 21stCCLC program.

1. Parent/caregiver involvement should be a greater priority, particularly the implementation of more systematic outreach efforts that are supported by program staff, school administrators, and RCSD staff and administrators.
2. The project should take steps to ensure that both sites use the same standard for tracking participation of students and adults in the 21stCCLC initiative.
3. Quad A should provide training and support to program staff in the use of basic literacy development skills and practices, which, among other strategies and techniques, can include:
    a) *Read aloud* activities, where a staff person reads aloud from recognized, age-appropriate, high-quality literature. Reading aloud to children for 15-minutes per day has been proven to be a highly-effective and impactful strategy to promote literacy skills;
    b) *Dialogic reading* activities, where an adult helps children become the tellers of the stories, with the adult becoming the listener, the questioner, and the audience for the readers;
    c) *Choral reading* activities, where staff and children read a passage aloud together, minimizing struggling readers' public exposure;
    d) *Partner reading* activities, where two-person student teams alternate reading aloud (switching with each new paragraph);
    e) *Echo reading*, where students repeat back what the teacher reads; and
    f) *Buddy reading* activities, where students practice orally reading a text in preparation for reading to an assigned buddy.

VII. Appendix A: Quad A for Kids 21CCLC Evaluation Logic Model

Inputs	Activities	Outputs	Intermediate Outcomes	Long-term Outcomes
Staff/Human Resources • Executive Director • Supervising Director • Site Directors • Site Coordinators • Ass't. Site Coordinators • Support Staff • PBL Teachers • AALS Teachers • Community Volunteers *Partners/Stakeholder Groups* • Site Advisory Boards *Materials/Resources/Guidance* • Shared space in RCSD buildings • Soap Box Derby Curriculum • PBL Instructional Template (STEM, art, technology, and literacy infused plans) • SPARK guidance • LEGO STEM program • Robotics curriculum • DEAR programming guide • Horses Friend guidance • TIC guidance • ParentConnect Guidance *Funding* • Federal, state and local funds Technology • Student data system	• Develop policies, procedures, and practices to guide the implementation, management and oversight of programs (for staff, students, and parents), and their integration into schools' environments • Recruit participants via multiple outreach/marketing methods • Provide ongoing training and technical assistance to program staff to develop, enhance and extend their ability to implement selected evidence-based programs and other programs/activities. • Implement evidence-based programs and other activities following developer guidelines • Establish and oversee the implementation of safe and appropriate operational procedures at program sites • Evaluate effectiveness of ongoing training and oversight of operational procedures • Monitor level of implementation of selected evidence-based programs • Engage parents and the community through workshops and other activities to build capacity, commitment and support for program efforts • Implement student attendance and activity tracking system (Comet)	• Products – policies, procedures, practices are reviewed and approved by Advisory Boards • Enrollment – 130 students are recruited and enrolled at School 16; 120 at School 2 • Training – targeted staff receive professional development in evidence-based programs (DEAR, SBD, SPARK, TIC, and PBL), and other selected activities (e.g., LEGO); as well as information, strategies and guidance to perform all required duties • # of Students attending > 30 days/year – Overall in Project-based - 210 Soap Box - 40 DEAR (grade 3-8) – all SPARK - all LEGO – 40 Art & technology – all Horses Friend – 6/8 per week Ballet/Dance – up to 60 Step Team – up to 60 Photography – up to 40 • Parent programs: 10 in ≥ 1 and 5 in 3+: computer classes; supporting learning at home; working with teachers; college/career readiness; working with staff; 10 ≥ 2 trauma-informed parenting • Monitoring/Guidance – fidelity checks and formative evaluation activities are conducted to determine appropriate implementation and participant satisfaction	• Improved coordination of program activities/services at program sites • Improved positive site climate and increased trust (students – staff) • Improved program site capacity to support implementation of evidence-based programs, and other activities • Increased program staff knowledge and skills in implementing evidence-based programs and other activities • Increased school attendance • Increased stakeholder (staff's, students', parents') satisfaction of afterschool programs and services • Increased connection/ engagement with program and school staff • Increased student participation in classroom instruction (e.g., question answering) • Increased completion, and improved quality, of student homework • Increased attendance at parent and community programs and services • Increased parent and community awareness of program activities and benefits • 20 parents/year completed program in using RCSD's ParentConnect	• Improved students' grades and standardized test scores in core subject areas (ELA, math, science, social studies) • Decrease in students disruptive behaviors • Decrease in student disciplinary actions (bus referrals, ISS and OSS) • Improved student performance on the NYS ELA and Mathematics Assessments (Grades 3-8) • Improved student performance on the NYS Science and Social Study Assessments • Improved student self-esteem, positive peer relationships, and social-emotional well-being • Improved school-day attendance

VIII. APPENDIX B: EVALUATION PLAN

YPI will use a framework which integrates the CIPP[1] systems-based, utilization-focused model to organize the evaluation, and a collaborative partnership approach, informed by the Practical Participatory Evaluation[2] (P-PE) model, to engage the community of stakeholders in the evaluation process. This framework is aligned, in both letter and spirit, with the framework articulated in the **NYS 21st Century Evaluation Manual** to guide local evaluators. YPI's detailed Work Plan (subsequently enclosed) maps all of the delineated state level requirements – activities, products, due dates – onto the comprehensive evaluation outline for Quad A's 21st CCLC Program.

The plan also supports the use of participatory practices, program development activities and a high degree of stakeholder engagement in the evaluation. YPI plans to accomplish this through:

1) The design of tools to promote evaluation capacity-building and organizational learning;
2) The design of an array of mixed method data collection instruments (surveys, e.g.) and procedures (interviews, focus group discussions, e.g.) which seek to gather feedback from all stakeholder groups who make contact with the Quad A program (program leaders, partners, deliverers, youth participants, and families of participants)[3];
3) The use of balanced decision-making between evaluators and program leaders and consensus-building activities for all stakeholder groups;
4) The disciplined practice of highly collaborative, reflective, *evaluative thinking* at each stage in the evaluation process.

Additionally, the evaluator plans to monitor quarterly Advisory Meetings, to strategically promote participation in evaluation events, and to use local communication systems to post bulletins highlighting Quad A's progress toward achieving project goals (indicated in greater depth on the enclosed Work Plan).

During the Evaluability Process – the Context and Input stages in the CIPP model – the evaluation team will engage stakeholders in the identification of program goals and strategies (see Section I of the enclosed Work Plan). YPI and project leaders will conduct a program review to inventory assets and plans, to examine assumptions, evidence and theories of change, and to make sure the specific goals align with the 21st CCLC Objectives required by New York State and Federal funding agencies. A logic model will be created or updated to inform a shared understanding of program functionality and the intended causal linkages between activities to outcomes.

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[1] CIPP is an acronym for Context, Input, Process, Product (Stufflebeam, et al., 1971).
[2] Practical Participatory Evaluation was developed … (Cousins and Earl, 1992)
[3] YPI will work to obtain informed consent from all participating groups prior to any evaluation events.

All program partners will be consulted for final approval of the Evaluation Plan. Benchmarks and fidelity assessments will be created to measure progress across all key program objectives, and both formal and informal reporting mechanisms will be established to deliver formative feedback to stakeholders at regular intervals.

During the Input and Process Evaluation stages, YPI will employ a number of methods and strategies drawn from Implementation Science[4] frameworks. These evidence-based structures and practices will help guide planning and instrument design, and can assist Quad A in developing and improving implementation procedures for the expanded 21st CCLC programming, in building internal fidelity assessment systems, and in replicating or transferring effective implementation practices to program initiatives further down the road.

Evaluation Framework

CIPP takes a holistic, coordinated view of program functioning; the model organizes evaluation into a cyclical system of data gathering stages, each investigating a different set of questions (i.e., related to program context, inputs, processes, or products), yet all guided by the core values of the community.

Within this model of evaluation, important information in each of these critical stages of programming is collected and analyzed for review by project leaders. Key questions are presented in the framework, below, along with a set of accompanying tools and data collection measures (**Figure 1** and **Table 1** below).

[4] Implementation Science is defined as "the study of factors that influence the full and effective use of innovations in practice [wherein] the goal is not to answer factual questions about what is, but rather to determine what is required." (NIRN [Natl. Implementation Research Network], 2015). As a field of inquiry, with an emerging body of applied research, Implementation Science advances strategies and best practices for program/initiative implementation in the human services domains through a system of integrated and compensatory frameworks.

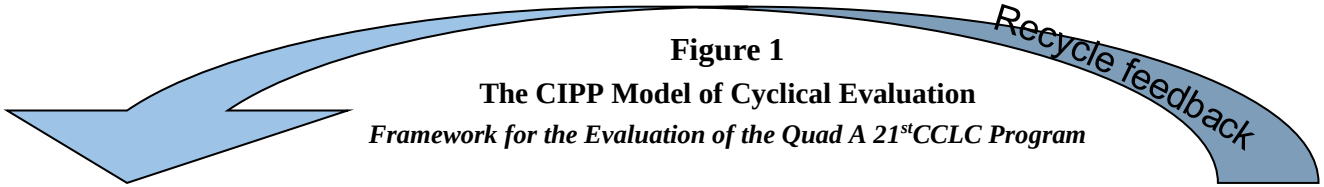

Figure 1

The CIPP Model of Cyclical Evaluation

Framework for the Evaluation of the Quad A 21st CCLC Program

CONTEXT	INPUT	PROCESS	OUTCOMES
Goals, Needs, Assets, Organizational Factors	***Strategies, Administrative Structures, PD Resources***	***Actions, Implementation Procedures***	***Outputs, Intermediate Outcomes****
Critical Context Questions: • What is the capacity of Quad A and its partners to implement the program activities at the levels proposed/ to offer family activities? • What is Quad A's Theory of Change, what sources have informed it, and how is it evolving? • What parent/caregiver needs is the Quad A planning to address through the proposed program offerings? • What additional investments will be required from stakeholders to extend OST hours of operation? • How will the extended OST hours and new/expanded Quad A program activities meet participant and community needs?	**Critical Input Questions:** • To what extent are partners involved in planning program activities with Quad A? • To what extent are Quad A program interventions aligned with NYSED Objectives? • What is Quad A's current Service Utilization Plan? • How is Quad A collecting and reporting attendance data? • How is Quad A assigning staff, induct new staff, train all staff in new PD? (e.g., Trauma-informed Care) • How is Quad A encouraging parents to participate in programs? • What systems does Quad A have in place to maintan fidelity to research regarding Project-Based Learning? • What strategies is Quad A employing to implement activities related to physical fitness and nutrition?	**Critical Process Questions:** • To what extent are Quad A program activities being implemented with consistency and fidelity? • How are Quad A programs promoted to parents and to the local school district? Are some activities more utilized than others? • How are Quad A programs working to improve the literacy skills of families involved in the programs? To what extent do student and family literacy activities support each other? • How is feedback about program activities and progress disseminated to relevant parties (e.g., parents, the school district, and program partners)? • Does the program differ from its original design? From other 21st CCLC program models? Do any deviations help or hinder the Quad A programs?	**Critical Outcome Questions:** • To what extent is the Quad A program impacting student academic performance? Are program effects consistent across all student groups? • Is there evidence that Quad A elementary school students who participated regularly are prepared for middle school? • How have youth participants' test scores changed? • To what extent have Quad A youth participants demonstrated improved: literacy, STEM competencies, ability to work in teams, ability to lead healthful lifestyles, employments skills/ college & career readiness? • To what extent are parents/caregiver participants more confident of their abilities to support the academic progress of their children? • What is the degree of support

CONTEXT	INPUT	PROCESS	OUTCOMES
Goals, Needs, Assets, Organizational Factors	***Strategies, Administrative Structures, PD Resources***	***Actions, Implementation Procedures***	***Outputs, Intermediate Outcomes****
• What obstacles (to implementation/ program success) did Quad A encounter in previous program years?	• How is Quad A dedicating activity time and resources to provide high school participants leadership opportunities?	• What is the scope of staff development delivered? How is it received? To what extent is it effective and where do staff members require additional assistance?	for Quad A programs among parents, teachers, administrators, and the community? • How will data continue to be used for program improvement activities?
Key Tools/Measures: • Stakeholder Analysis Document analysis: Program Theory, Review of relevant literature (e.g., Project-based Learning, etc.) • Inventory Checklists • Document review: previous reports	**Key Tools/Measures:** • Advisory Meeting Monitoring Checklist • Document analysis: Logic Model, Attendance/ Student Work Records • Communication system/ strategy analysis • Stakeholder interviews	**Key Tools/Measures**: • Site Visit Observation protocols • Attendance checklists • Annual Surveys (youth, parents, staff) • Interviews	**Key Tools/Measures:** • Focus Group Sessions • Interviews • Annual Surveys (youth, parents, staff, school-day teachers) • Student data: test scores, teacher reports, behavior reports (RCSD Dashboard input) • Attendance data • Parent participation data (Parent CONNECT registration)

*** Long-Term Outcomes.**

Key Evaluation Questions:

- To what extent is the Quad A program impacting student academic achievement as measured by the New York State ELA and Mathematics assessment? To what extent is the Quad A program narrowing the achievement gaps among Rochester City School District students? Is the Program having a lasting impact on the academic achievement and career plans of students? Have parents/ family members continued to participate in school/community organizations, continuing education programs

Key Measures:

- Longitudinal student data reports, academic performance statistics, participation in leadership, surveys/ social-emotional learning inventories/ self-assessments, surveys (student, staff, parent/caregiver, and school-day teacher).

Data Collection. YPI continues to work with Quad A, Rochester City School District and other project partners to develop a mutually agreeable plan for data collection. The evaluator has consulted with program staff and project partners to determine the data points being collected and the timing of data collection activities in order to measure the required 21st CCLC performance indicators by the dates delineated in the Evaluation Manual. Several methods are being used to gather both quantitative and qualitative data (see **Table 2** below). These include:

- ***Surveys.*** Students, parents, staff, and school-day teachers are surveyed to assess the quality of program implementation, fidelity of implementation, and impacts. Surveys are conducted online in an effort to be ecologically responsible and to maximize accessibility. Staff QSA responses are also analyzed

- ***Document and Record Review.*** Data maintained by Rochester City School District on student academic performance, and other indicators of student success (e.g., attendance, referrals, etc.) is reviewed and analyzed as indicators of program effectiveness. New York State Mathematics and ELA achievement data, once YPI succeeds in gaining access to these data, will be analyzed as an indicator of program effectiveness.

- ***Evaluator Observations, Focus Group Discussions.*** On site inquiries and observations of the leadership meetings, staff training, and point-of-service program delivery to youth and parents allows YPI staff to provide timely and high-quality feedback to program staff.

Data Analysis. YPI uses an integrated approach to data analysis that looks for trends and relationships across both quantitative and qualitative data. Quantitative data are used to track project progress towards performance indicators and areas to explore with qualitative approaches, while qualitative data are used to contextualize quantitative data and extend the quantitative analysis. As seen in **Appendix B**, the evaluation plan aligns data collection and analysis with project activities. Quantitative data are analyzed with a variety of descriptive and inferential statistics as appropriate for the dataset and evaluation focus.

Evaluation Team. The evaluation team is comprised of: a *Primary Investigator,* who is responsible for overseeing the implementation of evaluation, coordinating with project management, and providing required reports and updates in a timely manner; an *Evaluation Consultant,* who participates in site visits and in-person data collection activities, represents YPI at advisory meetings, and provides input into evaluation reporting and feedback; a *Research and Data Coordinator*, who oversees data collection activities including surveys and project and LEA data coordination; and a *Statistical Consultant*, who provides expert advice related to data structuring and analytical approaches.

Communication and Reporting. YPI staff communicates regularly with Quad A and project partners via telephone and e-mail. These regular communications serve the purposes of providing project updates, reviewing feedback, and preparing for the next step in the evaluation plan. YPI will disseminate its annual reports and occasional bulletins to the local community, summarizing attendance and enrollment data, as well as highlighting relevant program planning and implementation activities. These will be presented in a manner suitable for distribution to a broad audience of policy makers, educators, parents, and community members. An interim progress report will be provided each to project leaders with an overview of program progress for the first half of the year. An annual report will provide a comprehensive analysis of the programs and will include a series of recommendations that may be used for future program planning and decision-making. The annual reports will detail all evaluation findings and will be submitted by August 31st or at an earlier time agreed upon by the project team and YPI.

Work Plan & Project Deliverables

The Work Plan below (**Table 1)** outlines the evaluation activities for the Quad A 21st Century Community Learning Centers project. YPI will work with project leaders to adjust these activities and the related schedule of deliverables to meet the needs of the program and to insure that all state and federal reporting requirements are met on time.

Table 1: YPI Evaluation Workplan: Alignment with NYSED Framework, Evaluation Activities, Products, & Timeline

Alignment with NYSED Framework[5] *denotes required items	Evaluation Activities	Products	*Timeline*
Evaluability	**III. CONTEXT & INPUT EVALUATION** ***Evaluability, Initial Fidelity Assessment, Planning***		
Evaluability Process Stage 1*	YPI conducts (with program administrators/ project team) a program review, inventory resources, assets, partnerships, and organization documents and protocols, revise/create tools to guide programming, and to identify a set of evaluation questions, performance measures and success indicators to be addressed in the program evaluation.	*Working Drafts:* Program Theory, Logic Model, Evaluation Matrix (Organization Plan, Service Utilization Plan, Stakeholder Analysis, etc.)	Due to a delay in contracting with YPI, this occurred in November 2017
	Project partners, including RCSD		
	*Advisory Meeting: YPI attends the 2nd Quarterly Meeting of Advisory Committee (organizational body providing program oversight constituted by program leaders, community members and other advisors) and monitors subsequent meetings; Evaluator presents a draft of Evaluation plan at the 2nd meeting; evaluator observes/ documents the collaborative process	Advisory Meeting Checklist (*) (e.g., members in attendance, meeting structure, descriptions of roles, allocation of tasks)	
	YPI submits a draft Evaluation Plan to project leaders for feedback; the Plan includes a matrix with data collection instruments and methods, activity timeline and reporting timeline.	*Working Draft:* Evaluation Plan,	November 2017

[5] NYS 21st CCLC Evaluation Manual, pp. 4-6.

Alignment with NYSED Framework[5] *denotes required items	Evaluation Activities	Products	*Timeline*
Evaluability Process Stage 2*	YPI performs the first of two *Site Visits to inventory program documents and protocols, and to gather baseline data from implementation and point-of-service observations both to inform the development of a fidelity assessment, and to complete the state-required Evaluability Process Checklist.[6]	*Formative Feedback:* Discovery from observation, List of follow-up questions re: operation and implementation	Within first 30-60 days of contract **November/ December, annually*
Evaluability Process Stage 3*	Program leaders and YPI work together to finalize the Evaluation Plan such that it meets the formative and summative evaluation needs of the project.	*Final Submission:* Evaluation Plan, *Evaluability Process Checklist	**By December 31st, annually*
	YPI provides input and strategic recommendations in the creation or revision of Program Management/ Guidance documents, where appropriate and as needed.[7]	Program Management/ Guidance documents: Fidelity protocols, implementation plans, staff handbooks, etc.	During first half of the program year, and ongoing

[6] This inquiry and data collection work will be done with efficiency, so as not to disturb normal program operations, and with full transparency, soliciting input and cooperation from program stakeholders, staff and participants.

[7] YPI will serve as a primary resource/ a purveyor of information and support, as needed/ as requested by Quad A, within the purview of program evaluation and program improvement. As such, YPI will offer Quad A initial guidance/ recommendations to help support/ inform program implementation, program improvement, through continuous formative feedback.
Additional resources will be delivered by the State level Evaluators through the NYS 21st Century Technical Assistance Center.

Alignment with NYSED Framework[5] *denotes required items	Evaluation Activities	Products	*Timeline*
	IV. INPUT EVALUATION *Strategic, Aligned Data Collection Processes & Evaluation Events*		
	YPI works with the project leadership and key partners to conduct a focused review of all new and existing data instruments and procedures. The project team determines which instruments to employ. YPI collaborates with the project team to make revisions.	Program Activity Attendance Records, Student Works/ PBL Activity Output Records[8], Staff PD Attendance Records, Staff/ Participant/ Family/ School-Day Teacher surveys, Observation checklists, Interview & Focus Group protocols	Within three weeks of acceptance of Evaluation Plan
	YPI works with Quad A to submit a formal request to the School District to access appropriate student data (interim or end of year) and parent participation data (i.e., ParentCONNECT system registration data)		
	YPI and project leaders develop an appropriate, strategic schedule for data collection events (e.g., site visits, survey deployment, staff trainings, parent workshops). This includes the scheduling of pre-event communications to create awareness and encourage participation in evaluation activities, as well as participant consent forms. Data will be collected according to a schedule agreed upon by the program and the evaluator.	Data Collection Timetable (expanded or refined from the proposed timetable in the Evaluation Plan), Participant Consent Forms, Event Announcements (electronic or print)	Upon agreement of data collection instruments and procedures

[8] Student Works/ Project-based Learning Outputs are products of students' participation in the program; they can include submitted projects, reading logs, and performances.

Alignment with NYSED Framework[5] *denotes required items	Evaluation Activities	Products	*Timeline*
Implementation Evaluation	**V. PROCESS EVALUATION** ***Implementation/Output Monitoring, Formative Reporting***		
	YPI conducts Evaluation Events to collect program data in accordance with the agreed upon schedule.	Project Updates	Ongoing, as scheduled
	Youth and parent attendance and enrollment data is collected and provided on a monthly basis. Additional program feedback (e.g., exit survey data) is provided as it becomes available, particularly for support services.	Monthly Correspondence	Monthly
	Attendance and survey data are collected at staff PD Training sessions and provided to program leaders, where appropriate.	Attendance Report, Key Findings Report from Surveys	Within 2 weeks of training event
	YPI conducts training sessions to orient program staff and partners in any new data collection procedures agreed upon by the project team, or required by the state.	Live or recorded training session	As needed when new data collection systems are developed
Quarterly Advisory Meetings*	YPI participates in Quarterly Meetings of the Advisory Committee to provide project updates; evaluator monitors the collaborative process	Advisory Meeting Checklist (*)	**Nov/Dec* **Feb/ Mar* **May/June*
Interim Evaluation Report*	An interim summary of findings is made available to the program manager. This report includes findings on the progress and fidelity of implementation, the progress towards objectives, and recommendations for program improvements	*Interim Evaluation Report	Mid-Winter
Impact Evaluation	**VI. PRODUCT EVALUATION** ***Synthesizing Formative & Summative Data, Reporting Outcomes, Recycling***		
Annual Evaluation Report*	YPI produces a final report that summarizes program activities, presents outcome/impact data, details the perceptions of key groups, and sets forth recommendations for program improvement.	*Annual Evaluation Report	Within 8 weeks of program completion **By August 31st*
Final Report	YPI presents key findings and recommendations to program leaders/staff	Live Presentation	Upon completion of the final report

Table 2: Alignment of Quad A Objectives, Performance Indicators, and Data Collection Methods

Objective 1: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services for students and their families.		
***Sub-Objective 1.1*: *Core educational services*.** *100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.*		
Program Objective 1.1-1: Program will offer opportunities for participants to utilize math, science, reading and literacy skills through the solving of real world problems in a constructivist learning environment.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
Scheduling will result in LEGO Robotics Lab STEM-based programming provided to students 3x/week. Scheduling will result in Soap Box Derby STEM-based (Common Core certified curriculum) program provided to students 2x/week. Scheduling will result in Project Based Learning (PBL) provided to students 2x/week.	20 students at each school site attend LEGO Robotics lab for 30 days or more. 20 students at each school site attend Soap Box Derby 2x/week for 30 days or more. 100 students at School 2 and 110 students at School 16 attend PBL for 30 days or more.	Program activity attendance records. LEGO tournament participation records. Program activity attendance records. Number of Soap Box cars entered into Derby. Program activity attendance records. Number of projects /performances presented to and evaluated by community experts.
Program Objective 1.1-2: Program will offer opportunities for participants to utilize and/or develop reading and literacy skills through dedicated reading enrichment and action-based learning labs (ABL).		
Scheduling will result in DEAR (Drop Everything and Read) programming provided 4x/week. Scheduling will result in action-based learning labs 4x/week.	All students in grades 3-8 will participate in DEAR for 10-20 minutes 4x/week depending on grade level for 30 days or more. 2nd grade students will participate in DEAR or ABL dependent on student need. All K-1 students will participate in ABL 4x/week for 30 days or more.	• Program activity attendance records. • Participant Reading logs. • % rate of written reflections from DEAR. Program activity attendance records.

Program Objective 1.1-3: Program will offer professional development opportunities for staff and will continually monitor program to ensure that programming is of high quality.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
Scheduling will result in professional development opportunities for staff throughout the year including the equivalent of 2 full days of orientation and trauma-informed care before program begins. Key program staff will complete the NYSAN Quality Self-Assessment tool 2x/year.	All staff attends. All staff participate and carry out all recommendations for improvement.	PD attendance records Program Director to monitor and enforce
Sub-Objective 1.2: ***Enrichment and support activities.*** *100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.*		
Program Objective 1.2-1: Program will offer opportunities for participants to engage in project-based learning in and through the arts and technology to help increase their reading and literacy, math and science skills.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
Scheduling will result in Art and technology infused project-based learning activities that reinforce reading and literacy, math and science skills 2x/week.	All 250 students will participate for 30 days or more in art and technology infused project based learning activities that teach the core subjects and are aligned to the Common Core standards	Program attendance records. Number of projects/performances presented to and evaluated by community experts.
Program Objective 1.2-2: Program will offer opportunities for participants to learn about the benefits of making healthy choices by engaging in nutrition, exercise and wellness activities.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
Scheduling will result in SPARK (Sports, Play, and Active Recreation for Kids) research-based physical activity/nutrition activities provided 5x/week. Scheduling will result in Cooking activities provided 1-2x/week.	All 250 students will participate for 30 days or more. 20-30 students at each site will participate for 30 days or more.	Program attendance records. Program attendance records.
Program Objective 1.2-3: Program will offer opportunities for participants to engage in performance-based arts enrichment activities such as dance and photography.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
Scheduling will result in Ballet or Modern Dance activities provided 2x/week. Scheduling will result in Photo Voice activities provided 2x/week. Scheduling will result in Step Team activities provided to students 2-3x/week.	20-30 students at each school site attend Dance for 30 days or more. 15-20 students at each school site attend Photo Voice for 30 days or more. 20-30 students at each school site attend Step Team for 30 days or more.	Program attendance records. Program attendance records. Program attendance records.

***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.*		
Program Objective 1.3-1: Program will establish a strong partnership with families and communities through the functioning of a 21st CCLC Advisory Board which includes program partners and other representatives from the community in addition to parents, students and key school and program staff working collaboratively to achieve program's goals.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
Advisory Board established at both school sites. Scheduling results in Advisory Board Meetings quarterly.	Advisory Board includes all key members as planned. 75% of key members attend meetings.	Roster review. Program attendance records. Observation of meeting activities.
***Sub-Objective 1.4*: Services to parents and other adult community members.** *100% of Centers will offer services to parents of participating children.*		
Program Objective 1.4-1: Program will offer services to provide parents opportunities for meaningful engagement in their children's education as well as opportunities for their own educational development.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
Scheduling will result in monthly classes that provide assistance with: 1. understanding and supporting their children's education at home; 2. instruction in how to use computers in general and RCSD ParentCONNECT specifically: 3. assistance in learning how to work effectively with school staff,and 4. understanding trauma, its impact on behavior, and how to deal with it differently. Scheduling will result in a seminar outlining the classes and skills students need to be successful in college and/or career.	10 parents from each school site will attend 1 parenting program. 5 parents at each school site will attend 3 or more parenting programs. 20 parents from each school site will complete ParentCONNECT registration and login.	Activity attendance record. Program evaluations. Activity attendance record. Program evaluations. RCSD dashboard report of ParentCONNECT.
***Sub-Objective 1.5*: Extended hours.** *More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and on holidays.*		
Program Objective 1.5-1: To offer programming 15 hours per week after school, Monday through Friday for 3 hours per day for students.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
Scheduling will result in program hours M-F 3:15-6:15.	Site will be open at regularly scheduled times for at least 32 weeks from September to June and will be closed during all school holidays and closings.	Program Director to monitor and enforce program schedule.

Objective 2: Participants of 21st Century Community Learning Center Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.		
Sub-Objective 2.1*: *Achievement. *Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.*		
Program Objective 2.1 – 1: To increase participants' achievement in reading, literacy, math, and science skills, through the solving of real world problems in a constructivist learning environment.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
LEGO Robotics Lab STEM-based programming provided to students 3x/week. Soap Box Derby STEM-based (Common Core certified curriculum) program provided to students 2x/week. Project Based Learning (PBL) programming supporting Common Core standards provided 2x/week.	65% of regularly attending participants will increase performance in math and science. 65% of regularly attending participants will increase performance in math and science 65% of regularly attending participants will increase performance in reading and literacy, math and science.	Measure 1: Pre/Post report card grades 1st and 4th quarter (previous year as baseline). Measure 2: pre/post standardized test scores. Measure 3: NWEA (MAP) pre/ post test results. Measure 4: Teacher reports Measure 1: Pre/Post report card grades 1st and 4th quarter (previous year as baseline). Measure 2: pre/post standardized test scores. Measure 3: NWEA (MAP) pre/post test results. Measure 4: Teacher reports
Program Objective 2.1-2: To increase participants achievement in reading and literacy.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
Drop Everything and Read programming provided to students 4x/week.	65% of regularly attending participants will increase performance in reading and literacy.	Measure 1: Pre/Post report card grades 1st and 4th quarter (previous year as baseline). Measure 2: pre/post standardized test scores. Measure 3: NWEA (MAP) pre/ post test results. Measure 4: Teacher reports
Sub-Objective 2.2*: *Behavior. *Regular attendees in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.*		
Program Objective 2.2 – 1: Reduce risky behaviors and build self-esteem, positive peer relationships, and social, emotional and intellectual skills *"resulting from comprehensive implementation of a trauma-informed program model "*.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
Trauma-informed care professional development and coaching for all Quad A staff.	100% of staff will complete (insert # of hours) trauma-informed care training and coaching for professional development.	Training attendance record. Staff evaluations Student surveys

Trauma-informed care parenting classes.	10 parents at each school site will attend 2 or more trauma-informed parenting programs.	Program attendance record. Program evaluations.
Program Objective 2.2-2: Reduce risky behaviors and build self-esteem, positive peer relationships, and social, emotional and intellectual skills as a result of participation in group activities that promote active engagement, growth mindset, grit, reframing conflict, collaboration, self-discipline,empowerment and recognition of individual and group achievements.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
While students and parents work with staff to shape the contents of the program, the following activities have proven to be very popular: 1. SPARK (all students) 2. Martial Arts 3. PBL 4. Soap Box Derby 5. Lego Robotics 6. Step Team 7. Ballet 8. A Horse's Friend 9. Art Activities 10. Cooking	Reductions in bus referrals, office referrals, suspensions and increased rates of attendance in school among regular attendees. 50% of students show improved self-esteem. 50% of students demonstrate improved classroom behavior. 65% of regularly attending participants will complete "GRIT" questionnaire. 65% of regularly attending participants complete Character Growth Card. Student school attendance rate.	Program attendance record. Program evaluations. Questionnaire completion rate. Teacher /student surveys. Pre-/post Character Growth Card Pre-/post mini-Dessa/Dessa RCSD Dashboard report on attendance, suspensions and disciplinary actions, and quarterly report card on citizenship and responsibility of the learner metrics.

For further information about this report or about the Youth Policy Institute's evaluation of the Quad A 21st CCLC initiative, please contact:

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