

2017 – 2018

University District Community
Development Association Program
at Gloria J. Parks Community Center



21st CCLC Annual Evaluation Report
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Executive Summary

The University District Community Development Association (UDCDA) was awarded a Round 7 21st Century Community Learning Centers (CCLC) grant from the New York State Education Department (NYSED) in the summer of 2017 to provide out-of-school time programming to students at Gloria J. Parks Community Center (GJP).

This evaluation report focuses on information related to the first year of UDCDA's 21st CCLC Round 7 Program. It includes information about program design, the evaluation framework and plan, evaluation findings, progress toward objectives, and recommendations.

UDCDA provided participants at GJP with 6 weeks of summer enrichment activities, as well as academic, enrichment, and youth development five days a week during the school year. UDCDA provides programming to students throughout the neighborhood, but 21st CCLC funds students from St. Joseph University School (St. Joe's), PS 81, PS 17, PS 54, PS 32, PS 89, PS 156, PS 192, and King Center Charter School.

Key findings for this program year include:

- all attendees met the 30-hour participation requirement;
- student and parent surveys indicated overall satisfaction with the program;
- despite some challenges, the program was generally implemented as designed;
- the project director maintained strong collaborations with schools and other community organizations;
- most process objectives were met; and
- all academic outcome objectives were met.

The following recommendations are presented for the purpose of program improvement:

- continue to recruit students;
- discuss additional needs for the participant population;
- encourage schools to participate in Advisory Meetings; and
- modify the teacher survey.



Program Description

Program Information

The 21st Century Community Learning Centers program (21st CCLC) is a federal grant program provided to states. 21st CCLC funding supports the creation of community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools. In general, 21st CCLC programs:

- intend to help students meet state and local student standards in core academic subjects, such as reading and math;
- offer students a broad array of enrichment activities that can complement their regular academic programs; and
- offer literacy and other educational services to the families of participating children.

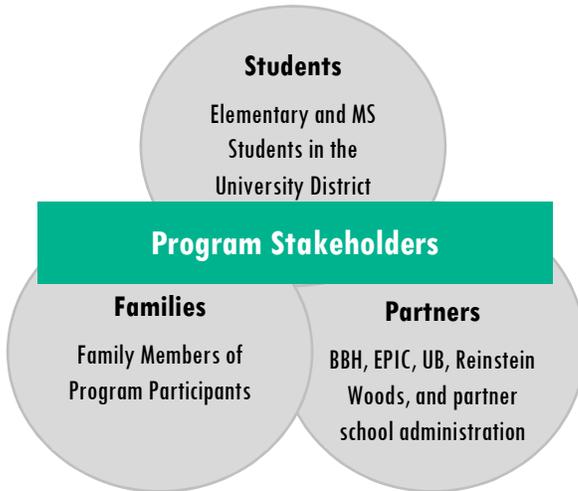
For over 40 years, The University District Community Development Association (UDCDA) has provided out-of-school time programming to Buffalo Public Schools (BPS) and other students. In the summer of 2013, New York State Education Department (NYSED) awarded the UDCDA a Round 6 grant. This type of programming has been offered at Gloria J. Parks (GJP) since the building was opened in 1992, and for five years, it was offered through a Round 4 21st CCLC grant held by Child and Adolescent Treatment Services (now called Best Self Behavior Health).

UDCDA was awarded a Round 7 grant from NYSED in the summer of 2017 to provide out-of-school time programming to elementary and middle school students at GJP. The program runs for 6 weeks during the summer, and 5 days a week during the school year (more detail is provided on p. 13).

UDCDA provides academic and enrichment programming to students who live near GJP. St. Joseph University School (St. Joe's) is located across the street from GJP, and has worked closely with the UDCDA for the past 40+ years. They were the obvious choice for a partner school for this grant. Because Buffalo does not have neighborhood schools, the students who live near GJP attend schools all over the city. The largest feeder schools (7 BPS schools and one Charter) identified in the previous round of funding were selected to be the additional partner schools for this round. Students and their family members, staff and administration at the partner schools, and community partners are the key stakeholders in this project (see Figure 1).



Figure 1: Program Stakeholders



Program Goals and Activities

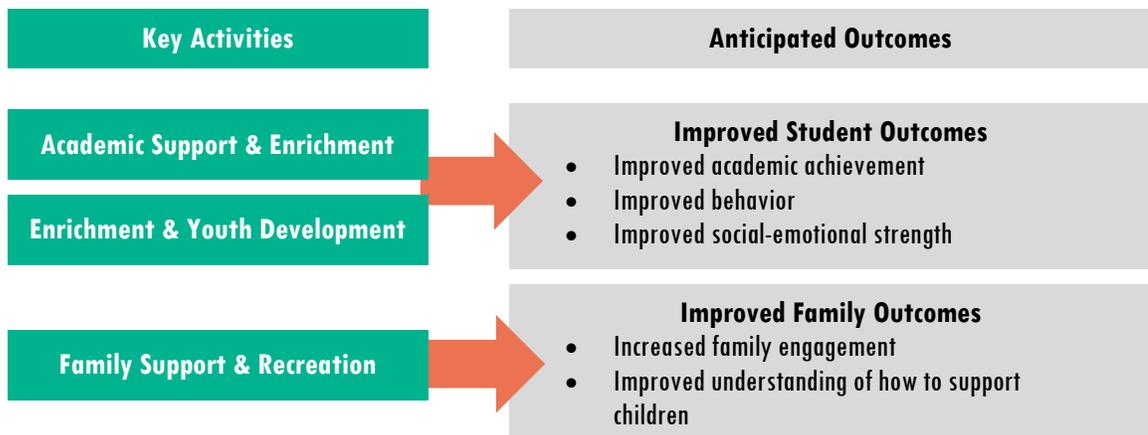
All academic objectives were written to support student behavior and achievement in Math and ELA, which are priority areas for all the schools, while aligning to the program’s mission and capacity. The objectives and performance indicators were written in cooperation with the evaluator during the application process to ensure alignment to state and federal objectives.

Program Theory of Change and Logic Model

It is anticipated that the UDCDA program can improve the academic achievement and behavior of participating students by offering a variety of high-quality academic support, enrichment, and youth development activities. In addition, family support activities are intended to increase family engagement and help families improve their understanding of how to support their children in school. The figure below summarizes key activities and outcomes from the program logic model.

Figure 2:

Key Program Activities and Outcomes





The complete program logic model is included as Appendix A. The program logic model was created by the evaluator in cooperation with program staff and stakeholders at the beginning of the program year. The logic model includes a variety of outputs and outcomes. To stay within the evaluation budget, only the items in bold are measured by the external evaluator for the project.

As seen in the attached logic model, all academic outcomes are expected to result from a variety of high-quality academic and enrichment or youth development activities. The quality of these activities was assessed through site visits and ongoing discussions between the evaluator and program staff. The specific program goals and indicators are listed in the Evaluation Framework and Plan section.

Program Adherence

Overall, the program is operating as designed. The general design of offering academic and enrichment activities, as well as social-emotional programming, at the site was implemented as planned.

Intentional Modifications

UDCDA received permission from NYSED this project year to drop two indicators related to academic outcomes using NYS exams as a measure. The program will only use class grades to measure academic achievement, as the results are available earlier and can be used to inform the next year of programming before it begins. They can also be monitored throughout the program year to ensure progress.

Use of Evaluation Findings

Recommendations made after site visits were discussed with program staff. A mid-year check in report of progress towards 21st CCLC objectives and participation targets was reviewed at an advisory meeting in the Spring. The evaluator and project director also spoke regularly to ensure the program was meeting 21st CCLC requirements, and to discuss data collection and proposed objective modifications. This report will be reviewed with all stakeholders at the first advisory meeting in Year Two and recommendations will be discussed.



Evaluation Framework & Plan

UDCDA selected VIA Evaluation (VIA) as the project evaluator for this grant. VIA has extensive experience evaluating 21st CCLC and other programs in New York State, and has provided evaluation services to UDCDA since 2008. The assigned evaluator for this project, Emily Hagstrom, M.S. Ed. had primary responsibility for the evaluation, and was supported by research associates, data entry staff, and other evaluators in completion of the project.

Evaluation Approach

VIA takes a utilization-focused approach to evaluation. This approach emphasizes the involvement of stakeholders in the project development and evaluation process to enhance the usefulness of evaluation. To this end, VIA worked with staff and program stakeholders to:

- create and review the evaluation plan and logic model;
- discuss progress toward objectives;
- create and revise templates for data collection;
- create and review surveys and results;
- compile and analyze program data as soon as available; and
- generally advise program staff and stakeholders about evaluation, collecting high-quality data, and project outcomes.

Objectives and performance indicators were written with assistance from the evaluator during the application process.

The evaluation team participated in quarterly advisory meetings, conducted site observations twice during the program year, and assisted the program with survey administration and analysis. They also completed all required elements in the 21st CCLC Evaluation Manual in addition to providing ongoing consultation, assisting with Annual Performance Report (APR) completion, completing the BPS Office of Shared Accountability (OSA) data request, retrieving data from the district and the private and charter partner schools, compiling and transforming the data for APR and Annual Evaluation Report (AER) reporting, and conducting appropriate analyses of data.

The evaluation plan was created at the beginning of the project to detail the data to be collected, by date needed and person responsible. It is attached as Appendix B. The evaluation plan was reviewed and agreed upon at the first advisory meeting with stakeholders.

The methods of data collection, transformation, and analysis are reported under Sources and Methods, at the end of this section. This report is intended to inform project staff and stakeholders about fidelity of implementation and progress toward project objectives.

The table on the following page details the program objectives and performance indicators. The performance indicators are measured annually for the project.



Table 1.

UDCDA 21st CCLC Objectives and Performance Indicators

Objective	Performance Indicator
Program Offerings	
<p>GJP 21st Century students will receive high-quality services in core academic areas aligned with Common Core and school-day curricula, with special focus on literacy and writing skills.</p>	<p>GJPCC will offer one or more high-quality tutoring or academic enrichment activities to all participants every day of program for at least one hour.</p>
<p>GJP 21st Century students will receive hands-on enrichment programming and youth development activities every day of program.</p>	<p>GJPCC will offer one or more high-quality enrichment or youth development activities to all participants every day of program for at least one hour.</p>
<p>GJP will provide students and families with a minimum of 15 hours of programming per week, on average, or after-school programming, with additional summer programming.</p>	<p>GJPCC will provide at least 16 hours of programming per week during the school year</p> <p>GJPCC will provide at least 200 hours of summer programming.</p>
Community Involvement	
<p>GJP will maintain collaborations with schools, stakeholders, and other community-based organizations (CBOs) to implement the 21st CCLC Program for targeted students.</p>	<p>The program will hold four quarterly Advisory Council meetings with the following participating: project partners, community stakeholders, parents, students, and school representatives.</p> <p>GJPCC staff will meet with participating schools and other CBOs and participate in regional or statewide committees to foster collaboration and capacity building for after-school program providers.</p>
Services to Families and Other Community Members	
<p>GJP will offer parents of participating students adult engagement and education activities to support their students' education.</p>	<p>50% of students will have a family member attend at least 1 Parent Engagement Workshop.</p> <p>10 social or showcase family events will be offered each project year.</p>



Objective	Performance Indicator
	Academic Achievement
	At least 80% of regular participants will meet grade level requirements in ELA.
GJP regular attendees will demonstrate improvement on academic achievement measures.	At least 80% of regular participants will meet grade level requirements in Math.
	At least 75% of regular attendees in the summer will read 7 books at grade level and write 7 book reports.
	Behavior Change
GJP students will develop strong internal self-awareness and behavior controls to maintain positive behaviors in school and in our program.	At least 70% of regular attendees will maintain or improve positive school day behavior.
	Annually, 90% of regular attendees will improve their DESSA-Mini Social-Emotional Total Score by at least 5 units, exit “need” status, or maintain “typical” scores.

Sources & Methods

This section presents data collection and analysis methods for each type of objective/performance indicator, as well as surveys and site visits.

Program Attendance and Demographic Information

Due to the staggered arrival times, each student’s arrival and departure time was tracked, and actual hours of attendance were entered into a spreadsheet to determine the total amount of participation. Demographic information was collected by program staff, and confirmed with district data.

OSA provided participant demographic information (e.g., disability status, economically disadvantaged, English as a New Language) for all BPS students. Staff at St. Joe’s and King Center Charter provided these data for their students.

Program Offerings

To measure the amount of time the program offered activities, VIA reviewed the program schedule and calendar and discussed them with the project director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification.



Community Involvement

VIA participated in advisory meetings, and sign-in sheets were collected to monitor stakeholder involvement in meetings. The project director kept a log of other communication and community meetings in which she participated. The evaluator reviewed and discussed these logs.

Services to Families and Other Community Members

The project staff collected sign-in sheets at all parent events. The attendance file has a column to track family participation of each student. After each event, program staff would mark each student who had a family member attend the event. This enabled the tracking of the percentage of students who had an adult family member attend an event.

Academic Achievement

Final class grades were provided by the BPS OSA, St. Joe's, and King Center Charter. For students who were graded on a 0-100 scale, a score of 65 was considered meeting grade level requirements. For students graded on a scale of Unsatisfactory-Satisfactory, a Satisfactory was required to be considered meeting requirements. Only students who reached regular attendee status during the school year were included to measure outcome objectives related to school year grades and behavior. One-quarter of these regular attendees were missing final class grades (22) and nearly all of those with missing data were from St. Joe's. It is not known at this time why these data were not provided, but the issue will be explored with St. Joe's

During the summer program, program staff tracked student completion of the Mayor's Summer Reading Challenge, which involves reading 7 grade-level books and completing book reports on each book read. Only students who reached regular attendee status during the summer were included in the analysis.

Behavior Change

Teacher surveys and The Devereux Students Strengths Assessment-Mini (DESSA-Mini) were used to measure behavior change among program participants.

Teacher Surveys

The program created a brief survey that was emailed to school-day teachers of participants in November and again in June to measure student behavior in school. The teachers were asked to rate each student's ability to remain calm, composed, and cooperative when facing academically stressful periods, such as exams, and the frequency they display positive engagement in learning activities.

The evaluator compared pre- and post-scores on both indicators. To achieve maintenance of positive behavior, the teacher's rating for a student had to be "Agree" or "Strongly Agree" that the student utilized strategies to remain calm during stressful times, and they had to be positively engaged in learning activities 61%-100% of the time on both pre- and post. Improvement into these categories also was measured. Only participants with both pre- and



post-surveys were included in the analyses. Improvement or maintenance in either indicator met the objective.

DESSA-Mini

DESSA-Mini is a strength-based, nationally standardized, valid and reliable tool for screening and progress monitoring of social and emotional competence. The Social-Emotional Coordinator completed pre- and post-DESSA-Mini assessments for participants.

The evaluator compared pre- and post-scores. Only participants with both pre- and post-scores were included in the analyses. To meet the objective, students needed to exit Need status, maintain Typical or Strength scores on both pre- and post-tests, or increase by 5 points.

Surveys

Program participants and families completed surveys at the end of the program year to assess program satisfaction and to gather information about program impact. Two surveys were created: a family survey and a grades 3-8 participant survey. The evaluation team at VIA designed the surveys using best practices in survey design, particularly for youth in out-of-school-time settings. Surveys were aligned to program goals and the language was carefully chosen and simplified for readability based on the age groups. Surveys were translated into six additional languages and available to programs based on their program population. The six languages include: Arabic, Burmese, Karen, Nepali, Somali, and Spanish.

UDCDA completed student and family member surveys in Spring 2018. A total of 43 students responded to the student survey, an overall response rate of 28% (of 155 participants). Due to the low response rate, results may not be representative of overall participant attitudes or needs. The parent survey was administered to parents/guardians of students in the program. A total of 21 respondents completed the family member surveys, an overall response rate of 14% (of 155). With so few surveys completed, results may not be representative of overall parent attitudes or needs. Overall Student and Family Member survey results for the current program year are included in Appendix C.

Site Visits

VIA conducted two site visits at the site. The first visit, as required by the evaluation manual, was a check of evaluability and fidelity of implementation. The program schedule, attendance collection methods, and school-day alignment were reviewed and discussed.

The second visit was completed using a modified version of the Out-of-School-Time instrument. A variety of activities were observed and rated for quality. Written reports with recommendations from both visits were provided and reviewed with the project director and site coordinators. The second site visit (Point of Service Quality) report for the current program year is included in Appendix D.



Evaluation Findings

This section includes evaluation findings related to:

- program implementation, and
- participant academic and behavior change.

Program Implementation

UDCDA has run 21st CCLC programming for the past decade, and continued to provide academic support, enrichment, and youth development activities to MS students after school each day of the program this program year.

The Advisory Council was established, included key stakeholders, and met quarterly. Family workshops were offered throughout the program year.

Varied dismissal times was a challenge to the schedule this year, as there is a two-hour window in which students arrive at the site. Recruitment from the feeder schools also posed a challenge this year. Previously, students from any school in Buffalo participated in programming at the site. The new requirements to only serve students from partner schools limited the students who could attend, and the program had to find alternate ways of recruiting. The majority of students live close to the center, as seen when reviewing the zip codes of home addresses. To recruit students from the partner schools, staff spoke with teachers, and flyers and information were sent home with students at those schools. Additional information was also hung on public information boards at the schools.

A week-long camp was offered during spring break to enhance recruitment and attendance. Participants were encouraged to bring friends from school who did not currently attend the program. The camp ran for the 5 days of break, nearly 8 hours a day, so all students who attended reached the 30-hour attendance criteria for participation. This also provided parents with much-needed care.

Staff Development

UDCDA program staff attended 21st CCLC conferences and participated in a variety of social-emotional training opportunities.

Student and Family Feedback

In Year 1, the majority of student and family survey respondents indicated overall satisfaction with the program. As mentioned earlier in this report, student and family member survey results for the current program year are included in Appendix C.

Student

Student survey respondents indicated overall satisfaction with the program. Most like the program, want to come back next year, and feel that program staff care about them as a person and help them. All students (100%) indicated that the program helps them do better in school.



Only 43% of survey respondents reported that they like the food. A summary of qualitative student feedback is provided in Figure 3.

Figure 3:

MS Student Feedback Summary

What Students Like Best	Student Recommendations
<ul style="list-style-type: none">• Gym• Going outside• Making slime	<ul style="list-style-type: none">• Offer better food• Pool

Family

Family survey respondents indicated overall satisfaction with the program. All (100%) believe the program is good for their children, report that their children enjoy attending the program, their child is safe at the program, and they would recommend the program to a friend. Parents also expressed that the program should provide better food, corroborating what the students said.

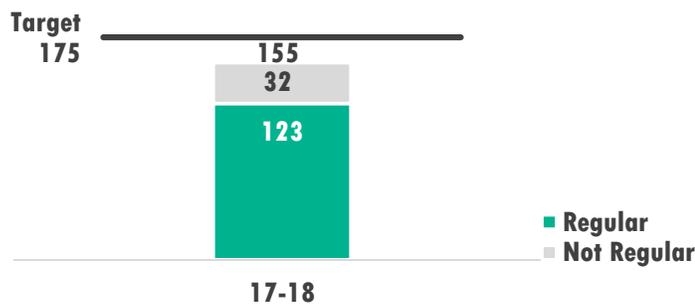
Program Attendance

UDCDA aims to serve 175 students each year of program. According to NYSED program guidelines, only students who participated in at least 30 hours of program were considered program participants. Regular participants attended 90 or more hours of program. Program participants who attended between 30 and 89 hours of program were defined as “not regular” participants.

As seen in the figure below, the program served 155 students, which is 89% of the target. The majority of the students were regular attendees (79%). All attendees met the 30-hour participation requirement.

Figure 4:

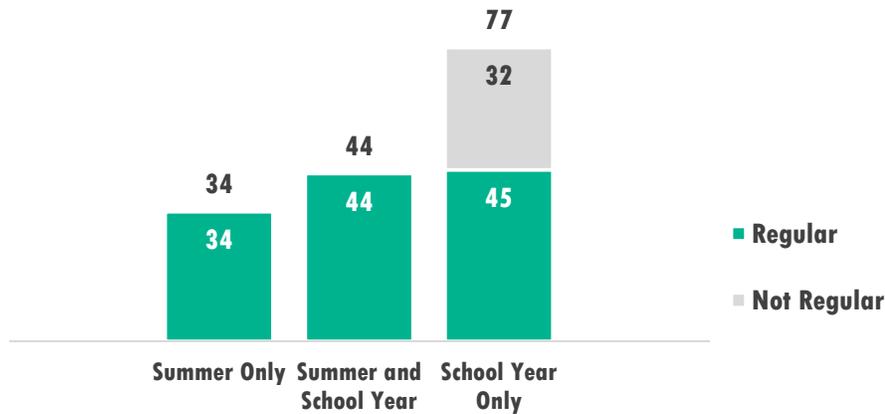
Regular and Total Attendees, 2017-2018





As seen in Figure 5, all of the students who attended in the summer only, or both the summer and school year, were regular attendees. Of the students who participated only during the school year, 32 students did not reach regular attendee status, and 24 of those students only attended the Spring Break Camp.

Figure 5:
Summer and School Year Participation, 2017-2018



Participant Demographics

Grade Levels

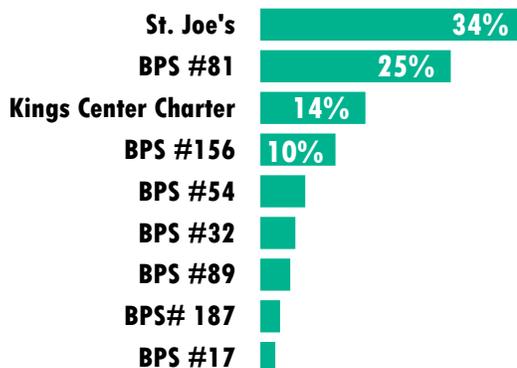
The program is approved to serve students in grades 1 through 8. Two students attended the summer program this year after completing 8th grade, so they were in 9th grade during the school year. They were included in the participant count. The program served students across the elementary and middle school grade levels, with slightly fewer students in grades 5 and 8 than other grades.

Partner Schools

GJP partners with 9 schools for this grant. They are PS 17, PS 54, PS 32, PS 81, PS 89, PS 156, and PS 198, King Center Charter School, and St. Joes. As seen in the figure below, the largest percentage of students came from St. Joe's, followed by PS 81. The top four schools account for approximately 85% of the participants.

Figure 6:

Participants by School





Special Classifications

Special classification data were available for 88%-95% of participants. As shown in the figure below, of the program participants with available data, 35% (54) were classified by BPS or their school as having a disability. Students classified as Economically Disadvantaged or eligible to receive free- or reduced-price lunch represented 45% (69) of program participants. No students were classified as “English as a New Language” (ENL) students.

Figure 7:

Participants with Special Classifications



Gender

Approximately two-thirds of participants this program year were female. Female students represented 63% (97) of the program participants and males represented 37% (58).



Program Implementation Performance Indicator Progress

The table below summarizes UDCDA’s program implementation-related performance indicators, and the status of progress toward meeting each this year. The status is presented in a circle of a corresponding color. The status options are:

-  **Met**
-  **Did not meet, but progressed**
-  **Did not meet**

Table 2.

Performance Indicator Status

Status	Performance Indicator
Program Offerings	
	GJPCC will offer one or more high-quality tutoring or academic enrichment activities to all participants every day of program for at least one hour.
	GJPCC will offer one or more high-quality enrichment or youth development activities to all participants every day of program for at least one hour.
	GJPCC will provide at least 16 hours of programming per week during the school year.
	GJPCC will provide at least 200 hours of summer programming.
Community Involvement	
	The program will hold four quarterly Advisory Council meetings with the following participating: project partners, community stakeholders, parents, students, and school representatives.
	GJPCC staff will meet with participating schools and other CBOs and participate in regional or statewide committees to foster collaboration and capacity building for after-school program providers.
Services to Families and Other Community Members	
	50% of students will have a family member attend at least 1 Parent Engagement Workshop
	10 social or showcase family events will be offered each project year



Program Offerings

All performance indicators related to program offerings were met.

Academics are offered from 3:45-4:45pm every day, and rotating enrichment activities are offered from 5-6pm. Enrichment activities change every 10 weeks. Due to the varied dismissal times of the school, students arrive anywhere from 2:30-4:30pm. The current iteration of the schedule is an attempt to get the most activity time to all students. Students who arrive earlier than 3:45pm participate in various additional activities. GJP provides 17.5 hours a week of services to students during the school year.

During Spring Break, the program offered an 8-hour daily program for 5 days. During the summer, the program offers an 8-hour daily summer camp, Monday-Friday, for six weeks, for a total of 240 hours of summer programming.

Community Involvement

Both performance indicators related to community involvement were met.

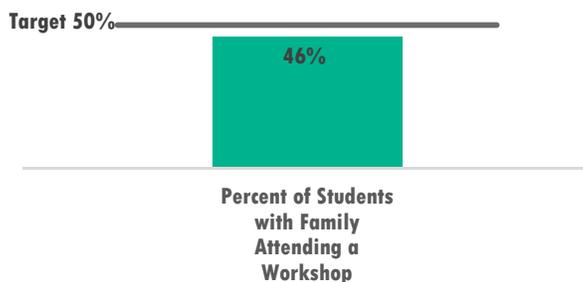
The program held four quarterly advisory meetings with representatives from VIA, UDCDA, Reinstein Woods, EPIC, University at Buffalo, BBH, and St. Joe's participating, as well as students and parents. However, representation from BPS schools was a challenge.

The project director regularly met with the schools and participated in regional and statewide meetings.

Services to Families and Other Community Members

EPIC partnered with UDCDA to provide parent workshops. A total of 15 workshops were offered, such as "Communicating with Teachers" and "Fostering Self-Esteem". A total of 117 family members attended, which accounted for 71 unique students having an adult participate. As seen in the figure below, participation fell just short of the target.

Figure 8:
Family Participation

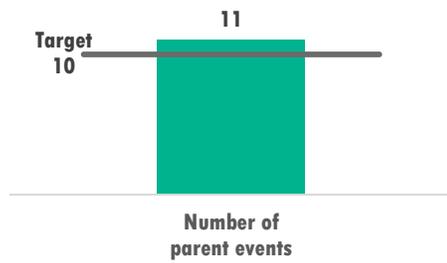


In addition to the 15 EPIC workshops, UDCDA provided a variety of parent engagement events such as multiple dances, a cookie decorating contest, and Cinco de Gloria (the annual



Cinco de Mayo party). A total of 11 events were offered, exceeding the target, as seen in the figure below.

Figure 9:
Family Events





Academic Achievement & Behavior Change

Student outcomes are related to improved academic achievement and behavior change. Student outcome-related performance indicators for UDCDA are summarized in the table below with the status of progress toward meeting each this year.

Table 3.

Performance Indicator Status

Status	Performance Indicator
Academic Achievement	
	At least 80% of regular participants will meet grade level requirements in ELA.
	At least 80% of regular participants will meet grade level requirements in Math.
	At least 75% of regular attendees in the summer will read 7 books at grade level and write 7 book reports.
Behavior Change	
	At least 70% of regular attendees will maintain or improve positive school day behavior.
	Annually, 90% of regular attendees will improve their DESSA-Mini Social-Emotional Total Score by at least 5 units, exit “need” status, or maintain “typical” scores.

Academic Achievement

ELA and Math grades were used to measure academic outcomes for students who attained regular attendee status during the school year, and completion of the Mayor’s Summer Reading Challenge was used for students who reached regular attendee status in the summer.

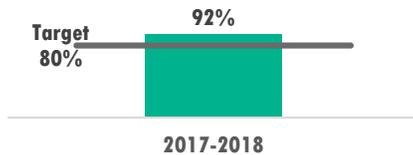


ELA Class grades

Among the 88 students who reached regular attendee status during the school year, 66 students had ELA final scores. Of those 66, 61 met grade level requirements, exceeding the target, as seen in the figure below.

Figure 10:

ELA Class Achievement

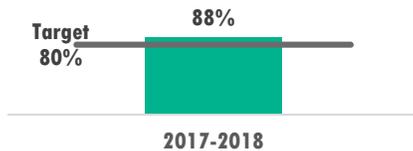


Math Class grades

Among the 88 students who reached regular attendee status during the school year, 66 students had math final scores. Of those 66, 58 met grade level requirements, exceeding the target, as seen in the figure below.

Figure 11:

Math Class Achievement

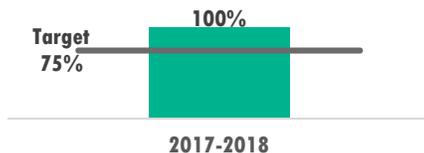


Mayor's Summer Reading Challenge

All 78 students who attended the summer program reached regular attendees status. The Mayor's Summer Reading Challenge, which consists of students reading at least 7 grade-level books and completing book reports was completed by all students in the summer program, as seen in the figure that follows.

Figure 12:

Mayor's Summer Reading Challenge Completion





Behavior Change

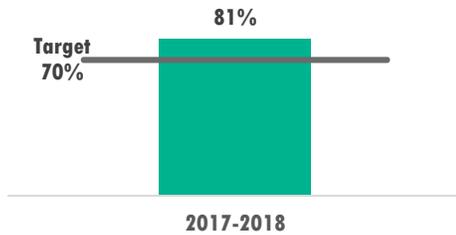
A program-created teacher survey and the DESSA-mini were used to measure behavioral improvement.

Teacher Survey

A total of 26 students reached regular attendee status during the school year and had both pre- and post-teacher surveys. Of those 26, teachers indicated that 21 improved or maintained positive behavior in at least one of the two indicators, exceeding the target, as seen in the figure below.

Figure 13:

Teacher-Rated Behavior Improvement

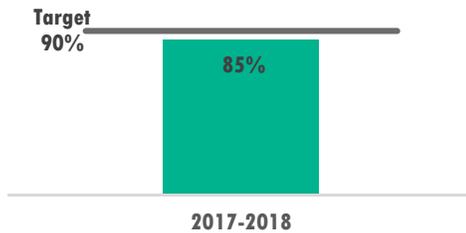


DESSA-mini

A total of 68 students reached regular attendee status during the school year and had pre- and post-DESSA-mini scores. Of those 68, 34 maintained Typical scores, 1 exited Need, 8 Maintained Strength scores, and 15 improved from Typical to Strength, meaning 58 students met the objective. This falls just shy of the target, as seen in the figure below. Of the 10 students who did not meet the objective, 1 maintained Need scores, 4 dropped from Typical to Need, and 5 dropped from Strength to Need.

Figure 14:

Social-Emotional Improvement





Conclusions and Recommendations

Summary of Successes and Lessons Learned

Overall, the program continued to offer the engaging, enriching programming that it has for the past decade under 21st CCLC. Scheduling and recruitment under the new guidelines posed some challenges, but the program worked collaboratively and creatively to problem solve, and will continue to test new ideas to ensure all students receive adequate academic and enrichment time, and that the target number of students can be reached. While the total participation was still slightly below the target, all academic outcome objectives were met.

Recommendations

Continue to recruit students.

The program served 89% of the target number of students this year. Continued efforts should be made to increase that number to avoid losing funding next year. The evaluator will work closely with the program throughout the year to monitor the number of participants.

Discuss additional needs for the participant population.

While the program targets students who live near GJP and who attend the partner schools, the data show that the program is serving a very large percentage of students with disabilities. Additional services or activities may be needed for this population.

Encourage schools to participate in Advisory Meetings.

The principal from St. Joe's has been a regular participant in meetings for a few years, but BPS schools have not attended recently. At least gaining a representative from BPS #81, as the school with the most BPS participants, would be beneficial in further building the relationship with the school. The PTO president may be able and willing to attend the meetings in place of the principal.

Modify the teacher survey.

The teacher survey the program created asks information that is interesting and helpful for the program, and is a proxy for measuring classroom behavior. However, a few modifications to the survey to clarify the questions would provide a more accurate measure.

Sustainability Plans

The Associate Director of Operations and Human Service Programs at UDCDA has been actively finding and applying for other sources of funding, including the current round of Cullen Foundation funding that is providing services to non-partner school students. He is also actively promoting the Patchwork Landscape, which is a collective campaign to magnify the capacity and quality of youth programming across all communities in Erie County through the creation of a youth development office that expands youth program funding



opportunities, coordinates professional development for the sector, and systematizes data gathering and the publishing of regional youth program outcomes.