



Program Narrative

1) Executive Summary

a. Provide a compelling mission statement that defines the proposed 21st CCLC program

The **Syracuse City School District** has worked closely with our community-based partners – the **Westcott Community Center (WCC)**, the **YMCA of Greater Syracuse**, and the **Boys & Girls Clubs of Syracuse** – to design high-quality 21st CCLC Programs to be implemented at **Ed Smith K-8**, **Huntington K-8**, and **Roberts K-8 Schools** respectively. The **mission** of the SCSD 21st CCLC Program is to support students to graduate as responsible, active citizens ready for success in college and careers by providing and sustaining high quality out-of-school opportunities; this will be accomplished through collaborative community partnerships that address the cultural, social-emotional and educational needs of our students and families through the provision of CCLS-aligned academic enrichment, youth development, leadership opportunities, and family literacy and educational activities.

b. Identify reasons for selecting the target population

All three of the targeted schools are Title I schools and rank among the 15% lowest performing schools in the State. Ed Smith and Roberts are both Focus Schools, and Huntington is a newly designated Local Assistance Plan School. All three schools have a three-year average Limited English Proficiency (LEP) percentage of 5% or greater.

c. Outline the program's key design elements and unique characteristics

Collectively, schools will provide programming to a minimum of 790 students in grades K-8 and 200 families. Up to 20 slots will be reserved for interested students from participating non-

public schools. Sites will offer the following: 1) engaging CCLS-aligned academic enrichments; 2) project-based, blended learning and tutoring strategies; 3) holistic youth development activities, including but not limited to: drug/violence prevention; high-interest STEAM activities; support for English language learners; career exploration; recreational programs; leadership; service learning; and visual and performing arts; 4) family educational and literacy activities; and 5) ongoing assessment and independent evaluation. Activities will be based on student, parent and community surveys and the 10 essential elements of high quality out-of-school programs.

d. School and partner organization's capacity to effectively support and oversee the program

Since 2000, SCSD has effectively coordinated and implemented 20 successful 21st CCLC sites, as well as Extended School Day/School Violence Prevention (ESD/SVP), Extended Learning Time, federal Safe Schools/Healthy Students and Character Education Programs. SCSD has longstanding and successful partnerships with the Boys & Girls Club, WCC and YMCA in operating out-of-school programs that meet the diverse needs of SCSD students.

2) Need for Project

a. Describe the reason for the selection of the community & value of the proposed program

SCSD serves 21,543 students of diverse racial, cultural and socio-economic backgrounds in grades pre-K-12. Currently, 18% of SCSD students have been identified as having special education needs (SWD), 78% are students of color and 16% are LEPs. 83% of students qualify for free/reduced price lunches. More than half of all children in Syracuse live in poverty, the second highest poverty rate in the State and 29th in the nation. SCSD students exhibit tremendous academic and social needs and many are vulnerable to dropping out of school.

b. Identify specific pop. of students & families to be served, & unique needs by sub-group

Collectively, these schools enroll 2,419 students in grades PreK-8. Representative statistics for each school vs NYS are included in **Figure 1**. SCSD's LEP population has increased rapidly. The rate has more than doubled from 8% in 2007 to 16% today. The targeted sites, Ed Smith and Huntington in particular, serve a significant percentage of LEPs. Huntington's LEP population

jumped 5.2% since last year. Districtwide, LEPs lag far behind their non-LEP counterparts on State assessments and graduation rates.

Figure 1 Representative Statistics of Targeted 21st CCLC Schools and Rest of NY State

Schools to be Served	Enrollment	% Students of Color	% African Amer.	% Cauc.	% Hisp.	% Asian	% Other	% LEP	% SWD	% Poverty
Ed Smith*	741	64.0	44.5	36.0	7.2	4.9	7.4	11.2	23.1	58.7
Huntington+	979	60.3	34.2	39.7	8.4	8.4	9.3	18.5	14.9	77.4
Roberts*	699	73.8	53.8	26.2	9.6	1.7	8.7	7.0	20.5	67.9
NY State	2.64M	55.3	17.6	44.7	25.9	<1.0	3.6	8.2	17.6	54.2

SOURCES: School Data from SCSD 2016-17 Cognos Report downloaded 10/20/16; School Poverty % school-wide, derived from 4/16 FRPL data; *Focus School; + Local Assistance Plan School; NYS data from latest (2015-16 NYS School Report Card)

Research links poverty with health, behavioral and emotional problems. The poverty rate among the targeted schools range from 58.7%-77.4%. Disruptive behavior is a persistent issue confronting the targeted schools. At 2.1%, Roberts had the highest referral rate in 2015-16 school year among the K-8 schools; rates for Ed Smith and Huntington were 1.56% and 1.86% respectively as compared to the SCSD average of 1.45%.

Students enrolled in the targeted schools exhibit significant academic deficits, as illustrated:

Figure 2 Academic Performance of 21st CCLC Schools

Schools to be Served (all are low-performing K-8 schools)	Grade 3 % meeting state standards		Grade 4 % meeting state standards		Grade 5 % meeting state standards		Grade 6 % meeting state standards		Grade 7 % meeting state standards		Grade 8 % meeting state standards		Graduation rate at feeder high school
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
Ed Smith	34	40	31	36	12	11	24	24	15	21	39	0	65.9 Nottingham
Huntington	10	28	11	8	18	22	12	8	13	21	7	0	61.4 Henninger
Roberts	14	18	15	11	15	18	17	13	18	20	8	0	64.2 Corcoran
NY State	42	44	41	45	33	40	34	40	35	36	41	24	80

SOURCES: 2015-16 NYS School Report Card; proficiency is demonstrated by scoring at levels 3 and 4; June 2016 SCSD graduation data

Analysis of 2016 assessment results reveals that students in the targeted schools perform significantly below the state average on every single metric. Not a single 8th grader met the Math

standard. This chronic underperformance is further reflected in low graduation rates at the high schools into which the targeted schools feed. Only 61% of the freshman cohort of 2012 actually graduated in June 2016, and 16% dropped out before graduation.

Syracuse community surveys¹ highlight an increase in violence, food and housing insecurity, extreme poverty, and poor health outcomes. 2016 SCSD parent surveys identified the following priorities: guidance on helping their children with homework and school; how to access community resources; computer classes; High School Equivalency, Adult Basic Education and ESL classes; resume assistance; computer training; and family literacy.

c. Describe current gaps in community services and resources

Huntington currently operates a 21st CCLC Program for grades 4-8. Participation in Round 7 funding will allow Huntington to continue existing services and expand to include grades K-3, while increasing the hours of program operation by 7.5 hours per week. Roberts and Ed Smith currently operate after-school programs funded by a combination of Title I and general fund dollars. Gaps in current services include: a lack of mental health, socio-emotional supports, adult literacy services, technology, and parent and student voice; higher student:teacher ratios; no joint professional development for school and CBO staff; and fewer hours of programming. 21st CCLC funding will fill each of these gaps, expand the amount of programming by 187 hours annually, and ensure the provision of an enhanced selection of student choice enrichments.

3) Key Elements of Program Design

a. All Centers share the following goals and objectives:

SCSD 21st CCLC Program Goals and Objectives

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.

¹ United Way of Central New York's Community Trends Report 2015

Program Objective 1.1-1: Curriculum in core academic areas will meet the respective sites' student needs, supplement day-school delivery, and align to the Common Core Learning Standards (CCLS).		
Activities to Support This Program Objective	Performance Indicator(s) of Success*	How It Will Be Measured
a. Consult with individual school leadership teams and review SCSD and site plans	100% of sites align after-school program to the site's educational plans (e.g. SCEP, Preventative Strategies Plan, ENL, Special Ed)	SCSD & site plans reviewed, principal meetings held, strategies created to support academic success
b. Develop CCLS-aligned after-school curriculum	Curriculum 100% completed on the timeline established for the activity	Syllabi submitted & approved, curriculum aligns to CCLS
c. Recruit high-quality after-school (AS) educators	Positions hired by program start each year	Staff hired and assigned per SCSD, HR Office records
d. Deliver Prof. Development (PD) on academic strategies, positive social emotional & restorative practices, rubrics	95% of AS Educators participate in 10 hours of PD & 100% participate in positive social emotional & restorative practice training	PD sign-in sheets, HR records Academic strategies, positive social emotional & restorative practices infused in activities
e. 21st CCLC sites incorporate self-assessment strategies to continually improve program	Site stakeholders will use the NYSNYS (Formally NYSAN) QSA results to monitor progress	NYSNYS Self-Assessment Tool (QSA) - consensus scores
Program Objective 1.1-2: The SCSD 21st CCLC sites will adopt project-based/personal-blended learning models and tutoring strategies to engage students in the core academic content areas (e.g., reading and literacy, mathematics, and science).		
a. After-school lessons align with day school instruction	Quality lesson plans for each activity completed per established timeline	Lesson plans submitted & rubric used to assess quality & best practice standards
b. Deliver core educational services to participating students	80% of enrolled students participate in 90 hours of core educational activities each year	Official verified student roster Office of Shared Accountability
<i>Sub-Objective 1.2:</i> <i>Enrichment and support activities. 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.</i>		
Program Objective 1.2-1: Holistic youth development strategies will be integrated into 100% of Center's enrichment activities to help youth cultivate resiliency and social self-sufficiency.		
Activities to Support This Program Objective	Performance Indicator(s) of Success*	How It Will Be Measured
a. Establish & maintain CBO partnerships for support & enrichment activities	Sustained formal agreements with, and ongoing participation of, partner CBOs	Documentation of agreements and joint participation
b. Recruit and hire high-quality community enrichment staff	Positions hired by program start each year	Staff hired and assigned per CBOs, HR Office records
c. Include CBO enrichment staff in SCSD Professional Development (PD) for 21 st CCLC	95% of CBO AS staff attend 10 hours of PD & 100% participate in social emotional & restorative practices training	PD sign-in sheets, HR records academic strategies, positive social emotional & restorative practices infused in activities
d. Deliver enrichment & youth development activities to 21 st CCLC participants	80% of enrolled students participate in 90 hours of enrichment and youth development activities yearly	Official verified student roster from Office of Shared Accountability (OSA)
e. Deliver Science Technology Engineering Arts and Math (STEAM) enrichments	40% of students participating in STEAM activities log 30 hours of technology per year	STEAM classes student roster, technology hrs. tracking tool, educational software logs

f. Positive developmental behavior intervention strategies made available to participants	100% of sites incorporate Behavioral Intervention Classrooms (BICs) staffed with trained personnel	BIC room open, staff trained, Code of Conduct (COC) & restorative practices protocol followed, BIC logs reviewed
<i>Sub-Objective 1.3: Community Involvement.</i> 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: 100% of 21st CCLC sites will involve partner agencies, service providers, and other community groups in daily center activities.		
Activities to Support This Program Objective	Performance Indicator(s) of Success*	How It Will Be Measured
a. Engage & involve additional community partners	Active outreach to 15 partner agencies and service providers	Program documentation, volume of outreach communication
b. Engage and involve business & corporate partners	Active program-level outreach to 15 business and corporate partners	Program documentation, volume of outreach communication
c. Actively involve CBOs in program delivery	Ten instances of active event participation	Program documentation (meeting minutes, contracts, POs, flyers)
d. Convene quarterly stakeholder meetings w/the community	Four community stakeholder meetings held per year	Meeting invites, agendas, sign-in sheets
e. Convene monthly parent and student advisory boards	100% of meetings held a minimum of 20 times during the school year	Meeting minutes or agendas
<i>Sub-Objective 1.4: Services to parents and other adult community members.</i> 100% of Centers will offer services to parents of participating children.		
Program Objective 1.4-1: 100% of 21st CCLC sites will provide whole-family literacy and other meaningful family involvement/engagement program activities.		
Activities to Support This Program Objective	Performance Indicator(s) of Success*	How It Will Be Measured
a. Assess needs, finalize Family Literacy (FL) activities, in coordination w/CBOs/agencies	100% of FL activities substantively informed by periodic community needs assessments	Summary data from: sign-in sheets, parent surveys, Parent/Student Advisory Boards
b. Work closely w/Parent University (PU) & Student Support Services to provide access to services	100% of families have access to PU classes/services & participation at site advisory & stakeholders' mtgs.	Outreach/recruitment plan, copies of mailing list, mailer, flyers, meeting agendas, sign-in sheets
c. Deliver family literacy sessions	15 hours of sessions are delivered to members of 200 families	Sign-in sheets from events
<i>Sub-Objective 1.5: Extended hours.</i> 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 (e.g. summer and holidays).		
Program Objective 1.5-1: 100% of 21st CCLC sites will offer an average of at least 15 hours per week of services before and after school.		
Activities to Support This Program Objective	Performance Indicator(s) of Success*	How It Will Be Measured
a. 21st CCLC programs deliver academic, enrichment, and youth development activities	100% of sites offer a minimum of 15 hours weekly and 100 total days or more of programming	After-school program application, calendar, weekly schedules, transportation (busing) logs

Objective 2: Participants of 21st Century Community Learning Center Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.		
<i>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.</i>		
Program Objective 2.1 – 1: Participating students will gain content area learning targeted for core educational service activities. Day School (DS) and After-school (AS)		
Activities to Support This Program Objective	Performance Indicator(s) of Success*	How It Will Be Measured
a. Activities associated with Objectives 1.1-1, 1.1-2, 1.5-1	80% of students show gains pre to post	Educational software assessments or AS pre/post testing
Program Objective 2.1 – 2: Participating students’ course performance will improve, per Early Warning Indicator and Intervention System (EWS) model (Bruce et al., 2011; Pinkus, 2008).		
a. Activities associated with Objectives 1.1-1, 1.1-2, 1.5-1	50% of participants’ grade averages improve 2% or are above 85	Comparison of 1 st & 4 th quarter marking period grades
Program Objective 2.1 – 3: Participating students’ broader core content understanding will improve.		
a. Activities associated with Objectives 1.1-1, 1.1-2, 1.5-1	Participants improve from prior year on SCSD assessment tools	Previous & current year SCSD & NYSED Assessments
Program Objective 2.1 – 4: Participating students’ state test scores will improve.		
a. Activities associated with Objectives 1.1-1, 1.1-2, 1.5-1	50% of participants improve their score from the previous year for those scoring <i>not proficient</i>	Previous & current year NYSED ELA & math assessments, student roster from OSA
<i>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.</i>		
Program Objective 2.2 – 1: Participating students will realize targeted youth development outcomes (i.e., positive social, emotional, and behavioral skills).		
Activities to Support This Program Objective	Performance Indicator(s) of Success*	How It Will Be Measured
a. Activities associated with Objectives 1.2-1, 1.3-1, 1.5-1	80% of at-risk participants improve on mental health assessment inventory over the course of each year	K-4: T-CRS (Teacher Child Rating Scale); 5-8: HAS-R (Holistic Student Assessment – Resiliency)
Program Objective 2.2 – 2: Participating students’ attendance will improve (per the EWS model).		
a. Activities associated with Objectives 1.1-1, 1.1-2, 1.2-1, 1.3-1, 1.4-1, 1.5-1	80% of participants improve attendance or have an attendance rate above 95%	Attendance records (current and prior year) in student roster from OSA
Program Objective 2.2 – 3: Participating students’ incidence of behavioral referrals will decrease (per the EWS model).		
a. Activities associated with Objectives 1.1-1, 1.1-2, 1.2-1, 1.3-1, 1.4-1, 1.5-1	45% of participants improved behavior or demonstrated no need for improvement (per COC)	Behavioral Incidence (level 1-4), reduction of BIC room interventions (educator’s handbook)
Program Objective 2.2 – 4: Participating students’ day school classroom behavior will improve.		
a. Activities associated with Objectives 1.1-1, 1.1-2, 1.2-1, 1.3-1, 1.4-1, 1.5-1	80% of participants improve behavior or showed no need for improvement from the previous year	NYSED Teacher Survey results

b. Key program features to improve student achievement/student success

Our 21st CCLC Program framework incorporates evidence-based practices and draws upon the knowledge gained from our success in providing high-quality out-of-school time programs over the last sixteen years. Sites will use evidence-based strategies, such as tiered differentiation, Buck’s Institute project-based learning, and Education Elements personalized blended learning, to provide **academic enrichment** in ELA, math, technology, art and science. Each site will offer core **youth development** activities such as: interactive STEAM activities and the use of research-based CCLS-aligned curriculum units; evidence-based substance abuse and violence prevention programs; support for English language learners (ELLs); behavioral supports, and restorative practices; service learning projects linked to core content areas; and tutoring with business and community partners. Centers will also have a strong focus on promoting **family involvement, engagement and literacy activities**. A wide variety of additional positive youth development activities will be tailored to each school’s needs and interests, based on the results of student and parent surveys, student focus groups, and input from school staff and leadership. Approximately half of the program time will be devoted to academic enrichment at each site, with academic services provided by highly qualified, certified teachers and supported by certified teaching assistants. All three sites will maintain a maximum student-to-teacher ratio of 15:1 and offer before- and after-school programming, as illustrated below:

Program Sites	Students/Families Targeted			Before School	After School
	K-5	6-8	Fam.		
Ed Smith K-8	184	61	62	M-F, 7:15-8:45	M-Th, 3:00-5:00
Huntington K-8	225	75	76	M-F, 7:15-8:45	M-Th, 3:00-5:00
Roberts K-8	184	61	62	M-F, 7:15-8:45	M-Th, 3:00-5:00

c. Alignment/coordination with the regular school day & school day teachers, CCLS, etc.

The 21st CCLC Program was thoughtfully structured to align with schools’ SCEP and

Preventative Strategies Plans, and college and career readiness standards. Sites will have a dedicated Education Liaison and CBO Program Manager to promote a strong and seamless alignment and coordination with the regular school day. Preference for staffing the after-school program will be given to teachers from each individual site, giving 21st CCLC programs a natural connection to the regular school day. SCSD Teaching & Learning staff will assist in the selection of CCLS-aligned academic enrichment materials and serve as an ongoing resource. Teachers will develop pre- and post-tests and hands-on STEAM curriculum units that align with and support day-time instruction. Clear learning expectations will be established with all program staff.

d. Describe how NYS Guidelines for SEDL will be reflected in the proposed program

The SEDL guidelines are reflected throughout our program design, which includes: a strong focus on outreach to and engagement of families and community stakeholders; fostering connections with students while providing before- and after-school academic enrichment aligned to school day and CCLS; using screening assessments (e.g. PEAR, T-CRS) to target additional mental health and other resources to students; staffing the Behavioral Intervention Classroom with teaching assistants trained in restorative practices to reengage students and build positive school cultures; service learning opportunities; mentoring activities to provide academic, social and emotional support and guidance; embedding social and emotional skills development in the enrichment curriculum; ongoing, high-quality professional development; and coordination with regional and local mental health providers, Child Welfare, Juvenile Justice and the Youth Bureau for system referrals, community outreach, and access to educational and preventative programs.

e. How students & parents have been/will be meaningfully involved in program planning

The program will provide students opportunities to participate in planning, to exercise choice and to engage in a rich variety of offerings. In May 2017, Student and Parent Advisory Boards

will fill out surveys that will be used, along with student interest surveys, to finalize the selection of enrichment activities at each site. Through their participation in bi-monthly meetings of the Advisory Committees, students and families will maintain involvement in the implementation, ongoing planning, communication, and monitoring of the project. They will also be involved in the ongoing evaluation process by completing surveys and participating in interviews.

f. Describe how families will be provided ongoing opportunities for meaningful engagement

Great care has been taken in designing our program to ensure that parents and families will be actively engaged and provided with a wide variety of literacy services and opportunities to become more involved in their children's education. Each site will offer parent and family workshops tailored to the needs and interests identified through parent surveys. The Community/Family Facilitator and the Education Liaisons will work with the Parent Partnership Network, Adult Education Program and Parent University staff to provide these services, which may include adult basic ed or ESL classes, literacy activities, resume/job preparation, financial and health literacy classes, parenting/homework help workshops, computer classes or other resources for families to support their children's educational achievement and to realize personal goals.

4) Use of Time

a. Describe how the proposed use of time reflects the specific needs & interests of students

The schools and their community-based partners have worked collaboratively to develop school-based program plans that were derived from student, family and community needs assessments and student academic, attendance and behavioral data. The data demonstrated a clear need for core and ELL academic enrichments and a need to increase the youth development opportunities for social skills, leadership, service learning, drug and violence prevention, and restorative practices. Academic offerings at each site will use technology and high-interest

CCLS-aligned materials to reinforce and complement the regular academic program.

Instructional materials and models will be approved by the SCSD Offices of Teaching and Learning, ELL/LOTE/ Bilingual Education, and Student Support Services as appropriate. Based primarily on the student interest inventories, sites will offer a variety of developmentally-appropriate enrichments including but not limited to: positive youth development CBO-directed program activities, STEAM, ELL content vocabulary support, peer leadership training, tutoring, service learning, visual and performing arts, violence prevention, health and wellness, social/emotional skills, cooking, chess, computer graphics, computer technology, music, and writing.

The morning programs, to be offered five days a week, will provide a 60-minute tutorial model tailored to individual student needs. The remaining 30 minutes will be used to deliver such services as wellness/fitness and social skills training. Students will receive a free nutritious breakfast before the school day begins, and a snack after school. Each week, the afternoon program will deliver four hours each of academic enrichment and positive youth development.

b. Present the proposed weekly schedule for each site, including vacation or summer programs

Proposed Weekly Schedule for 21st CCLC sites

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-8:45	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment
3:00 -3:10	Snack	Snack	Snack	Snack	****
3:10-5:00	Team A: AE Team B: PYD	Team B: AE Team A: PYD	Team A: AE Team B: PYD	Team B: AE Team A: PYD	****

NOTE: AE = Academic Enrichment = AE; PYD = Positive Youth Development

Each of the school-based partnerships – Ed Smith with the Westcott Community Center, Huntington with Boys & Girls Clubs, and Roberts with the YMCA – will thoughtfully design and offer a broad array of academic enrichments and positive youth development activities derived from student and parent interest surveys.

c. Describe procedures for taking attendance of individual students on a daily basis.

Attendance-taking procedures will follow established SCSD policy and practice and comply with S.A.V.E. legislation. SCSD and CBO partner staff will receive training on how to keep accurate daily and hourly attendance records. Daily attendance will be taken for each participant at the beginning of each after-school session for general attendance and at the beginning of each activity by center staff leading the activity. Each site will employ a clerical support person who will be responsible for creating program schedules, and entering and tracking all attendance data in e-School, SCSD's student information system, on a daily basis. One goal of our program is to expand learning time for individual students by at least 100 hours per year.

d. Plans for recruitment and retention of students and expectations for regular attendance.

All students attending the targeted schools will be eligible to participate. Centers will be inclusive and adhere to SCSD's no-waiting list policy. **Recruitment** for the program will include: advertisements on the SCSD website and exterior school message boards; robotic calls to families; multi-language flyers/posters on school bulletin boards and in surrounding community sites (e.g. churches, neighborhood centers and libraries); informational tables at school-wide events (PTO meetings, open houses and parent/ teacher conferences); and direct outreach to youth and their families. SCSD will also work with the Refugee Assistance Program and community-wide service agencies to reach all families, while Student and Parent Advisory Boards will conduct peer-to-peer recruitment. **Student retention** in the program will begin with research-based enrichments derived from student and parent interest surveys, and designed to engage students. Recognizing the importance of **regular attendance** (30 or more days) in ensuring positive outcomes, registered students will be encouraged to attend the program every day throughout the program cycle. School Social Workers will work with the CBO Program Managers to assess and address barriers to program attendance and retention.

5) **Program Management**

a. Describe provisions for accessing and sharing individual and aggregated student data

As the lead agency, SCSD will ensure data quality, security and integrity and student privacy through a comprehensive set of policies and practices. **Hezel Associates**, the independent evaluators, and CBOs will be required to sign confidentiality agreements and adhere to guidelines set forth in the SCSD Policy and Procedures Handbook. Protocols established by the Offices of Shared Accountability (OSA) and Communications for the storing, managing, archiving and sharing of data will be followed by all SCSD and CBO staff. Individual and collective student and school assessment data will be made through such means as School Report cards, e-School, data dashboard and Educators' Handbook. Staff have been trained to access this information. Hezel will work closely with OSA to develop a detailed plan for cooperative collection, transmittal, storage, and analysis of data. Site- and system-level data will be aggregated locally then transmitted to Hezel by means designed to maintain data integrity and preserve appropriate protection of participants' personally identifiable information (or PII), such as electronic File Transfer Protocol to Hezel's secure web server. Student data will be linked by a "key file" that connects students' PII (e.g., names or student record numbers) with randomly generated anonymous identifiers. **Parental consent** will be assured following SCSD protocols, which begins with the initial program application and includes a media release, health release and confidentiality agreement for the protection of student and family privacy.

b. Describe the plan to use the QSA twice each year for self-assessment/program improvement

Select stakeholders such as the Program Liaison, CBO Program Manager, and Lead Teacher will complete the QSA twice a year to ensure that the ten essential elements are consistently implemented. To complete the self-assessment, stakeholders will monitor a variety of classrooms and conduct brief interviews with building staff and students. After the assessment is complete,

results will be used to refine, improve and strengthen the program. Assessment results, program improvements, and best practices will be shared at Advisory Committee meetings.

c. & d. How program will meet students' health, nutrition, safety and transportation needs

Managing the health, nutrition and safety needs of the target population will comply with SCSD policy and procedures and QSA guidelines. An on-call nurse will be available at each site to address the **health** needs of participating students. The **nutritional** needs of participating students will be addressed through participation in the USDA Food and Nutrition program. As such, each site will make arrangements with SCSD's Food Service Office to ensure that program participants receive nutritious low fat, high protein breakfasts, lunches and snacks each day. Program **safety** protocols are in compliance with SAVE and DASA legislation and will represent a continuation of social, emotional and behavioral programs that are consistent with the school culture and provide a smooth transition to the after-school program. Participating students will be assured **safe transportation** at the end of the day. SCSD provides bus transportation for those students who live outside a four-block radius. Students who normally walk to school will walk home from the after-school program. Provisions will also be made for parents/adults who wish to pick students up after-school.

e. & f. Equitable access/meeting the needs of special populations (GEPA); disseminating info

Schools will work with the Directors of ENL, World Languages & Bilingual Education and Special Education to ensure **equitable access** for special populations and to modify program plans as needed to meet their needs. Such modifications may include ensuring that students' Individualized Education Programs are continued in the after-school program or providing literacy supplies in multiple languages. Centers will widely **disseminate information** to the community through such activities as SCSD and CBO attendance at community gatherings, churches, celebrations of various ethnic groups, and refugee service providers. Announcements will be posted to schools' websites

and multi-language newsletters and flyers distributed. Principals and teachers will send notes home and make personal calls to parents of students who would benefit most from program participation.

g. Describe the plan to provide professional development and collaborative planning time

Collaborative planning time will be allocated for program staff to meet with classroom teachers to build strong systems of program delivery. Identified **professional development** topics include but are not limited to: effective project-based and personalized blended learning; STEAM; Code of Conduct, behavior protocols and restorative practices; cultural competency; diversity and differentiation of instruction; effective strategies to engage students and parents; creating seamless after-school programming; infusing the Common Core in afterschool instruction; overview of core program components; and administering and utilizing the QSA. Advisory Committees will review initial needs assessments, pre-test data, and quarterly evaluation summaries to refine professional development offerings. Principals will ensure that the needs of after-school staff are addressed in site-based Professional Development Plans. Our proposed program will require all non-district staff to participate in pre-program professional development to provide consistency and compliance with the goals, objectives and strategies of our Strategic Plan, 21st CCLC Performance Indicators, our revised curriculum, and the Regents Reform agenda for college and career readiness. The SCSD Offices of Teaching & Learning and Professional Development will be integral in developing after-school academic classes and staff development opportunities, thereby ensuring alignment with the curriculum and support of research-based youth development activities.

6) Quality of Project Evaluation

The external evaluator, Hezel Associates, LLC will assure rigor and objectivity in evaluating SCSD's 21st CCLC Program project and guide our efforts in making continuous program improvement. Eight evaluation questions (per *New York State's 21st CCLC Evaluation Manual*)

were designed to assess the quality and fidelity of program implementation, and measure expected outcomes for participants (see Appendix A).

a. Describe the evaluation plan and its alignment with goals, objectives and outcomes

The evaluation will consist of a mixed-method approach prescribed in the *New York State's 21st CCLC Evaluation Manual*. Key to this design was establishing the evaluability of the project per Stage 1 of the *Evaluability Process Checklist*, initially through the creation of a *logic model* (see Appendix A), illustrating a *theory-of-action* ready for evaluation. This approach differentiates evaluation needs for **implementation evaluation** (Objective 1) and **impact evaluation** (Objective 2). The evaluator worked with the program development team to complete the Goals and Objectives Table, and Federal GPRA indicators were aligned to this table, ensuring all required data are included in evaluation activities. Performance indicators were determined using historical data from previous SCSD 21st CCLC programs. Indicators of student success will be analyzed using an adaptation of the *Early Warning Indicators* framework, which examines *attendance, behavior, and course performance*. An analysis plan will be finalized in a formal *Research Protocol*, to be approved by program managers and submitted for review by Hezel Associates' IRB. During the Evaluability Process Stage 2 site visits, the logic model will be shared with key stakeholders and potential modifications could gain a broader consensus around objectives, indicators, and measures. Data collected each year will inform future modifications for continuous program improvement.

b. Describe use of evaluation information for monitoring progress and program improvement

Hezel Associates will provide periodic *formative evaluation summary* reports that will support the *Interim Evaluation Report* and a year-end *Annual Evaluation Report*, aligned to the 2nd and 4th quarterly Advisory Committee meetings. These outputs will provide timely, useful, and appropriate data to inform ongoing improvement and adherence to timelines to achieve

program goals. The Annual Evaluation Report enables *summative evaluation* decision-making and planning for the next year. The evaluator will help develop methods to share evaluation data with partner CBOs, students, and parents. The Hezel Team will help program managers meet all reporting requirements, including (a) completion and submission of the US DOE 21st CCLC *APR*; (b) state reporting on NYSED objectives, including data from the *Out-of-School Time Observation Tool*; (c) submission of results from the *Short-term Student Outcome Survey*, and (d) implementation of the *QSA Tool* each year.

c. Indicate how students/families will have meaningful involvement in the evaluation process

In addition to the outreach efforts described earlier (review of the logic model and provision of formative evaluation information for stakeholders), Hezel will coordinate directly with each center's Student and Parent Advisory Boards on evaluation matters, and present evaluation process and finding updates at quarterly community stakeholder meetings. They will also be available to support community engagement activities implemented by program staff as required.

d. Identify and describe the qualifications of the external evaluator

Hezel Associates (Syracuse, NY) is a research firm with more than 29 years of experience in evaluating innovations and programs to improve teaching and learning in primary and secondary education settings. They have served as external evaluators for a wide variety of grant-funded projects for numerous local education agencies, colleges and universities, the U.S. Department of Education, and 15 state departments of education. They are currently the evaluator for the SCSD Round 6 CCLC schools. Their evaluation findings have supported formative and summative decision-making; local, state, and federal performance reporting; and policy-making at all levels. Dr. Assunta Hardy, Senior Research Associate, will oversee the evaluation, methodological planning, staff supervision, work performance monitoring, and quality assurance of deliverables.

She holds a Master's in Business Administration from the University of Western Ontario, and a Master's in Education and a PhD in Measurement and Evaluation, both from Brigham Young University. Dr. Hardy's evaluation expertise is complemented by diverse experiences including business owner, classroom teacher, university program administrator, and researcher in both elementary school and university. The Hezel Team endorses and regularly applies mixed-method approaches to serve these various evaluation purposes, and employs researchers with strengths in both qualitative and quantitative methods. The team has applied these skills to a wide range of out-of-school-time and informal learning programs targeting literacy and STEM learning.

7) Organizational Capacity and Quality of the Management Plan

a. Applicant agencies' experience/promise of success in providing 21st CCLC programs

SCSD has a successful history of implementing educational programming that complements and enhances student academic achievement and youth development, including Say Yes to Education², ESD/SVP, and twenty 21st CCLC sites. SCSD and our partnering CBOs have enjoyed a long and successful collaboration in implementing high-quality out-of-school time programs for the past 16 years. The *Boys & Girls Clubs of Syracuse*, partnering with Huntington, has a 14-year history of teaming up with the SCSD to provide exceptional 21st CCLC after-school programming that enhances academic performance of SCSD students. Having partnered with the SCSD in Rounds 1, 3, 4 and 6 of 21st CCLC funding, they have a proven track record of providing high-interest enrichments in many of our schools. They also offer a range of services to families, including a food bank and meal services. The *Westcott Community Center (WCC)*, partnering with Ed Smith, has been providing successful youth-based afterschool programming for more than a decade. A Round 3 partner, WCC is currently providing after-school enrichment

² SYTE is an innovative public-private partnership that promises SCSD high school graduates the opportunity to receive free tuition, books and fees at a participating college or university, if they meet admissions requirements.

programming at Ed Smith. WCC also provides HSE, ESL and literacy classes, free legal counseling and job search assistance. The *YMCA of Greater Syracuse*, partnering with Roberts, has been operating K-12 morning and after-school theme-based and project-based programs in Syracuse since 1999. A partner in 21st CCLC Rounds 1 and 3, the YMCA worked closely with school staff to ensure continuity between day and after-school learning and enrichment activities.

b. Applicant agency's relevant experience/promise of success in fiscal management & tracking

SCSD's Department of Special Programs provides efficient fiscal and programmatic oversight to a broad range of PreK-16 programs, including 21st CCLC, ESD/SVP, Community Schools, Title I, Smart Scholars ECHS and P-TECH. The Program Director, Mary Torak, has overseen and implemented successful SCSD 21st CCLC Programs for the past 13 years. She is responsible for the daily monitoring and tracking of grant expenditures and works closely with the SCSD Accounting Department to ensure alignment of expenses with the approved budget.

c. Describe management structure and responsibilities of key staff positions

The **Program Director** is also responsible for the overall **program management** and day-to-day operation, including monitoring of all SCSD procedures and regulations, service delivery, and ensuring high quality programs that address the needs of **all** students. Ms. Torak reports to the Advisory Committee and is responsible for the following: oversight of budgeting and expenditures; hiring of staff; convening of monthly agency and quarterly Advisory Committee meetings; scheduling and facilitating special events and staff development; monitoring data collection; coordinating contact between the Office of Shared Accountability and the evaluators; completing required program reports; facilitating the linkage between and among individual sites; and ensuring the alignment of program activities with project goals and objectives.

Grant funds will also support the hiring of an **Education Liaison** in each of the buildings who will report to the Program Director and facilitate the linkage between the school day and out-of-school time programming. Education Liaisons will collaborate with CBO staff to create enrichment course selections that best suit student needs and to ensure that behavioral expectations are consistent with those of the regular school day. Additional responsibilities include: ensuring CCLS-aligned academic enrichments; communicating with parents and between in-school and after-school staff; providing parent workshops tailored to needs identified in parent surveys; observing and monitoring after-school academic programs; and providing instructional support and feedback to teachers and other staff on a regular basis.

Each CBO will employ a **Program Manager** who will have joint responsibility with the Education Liaison for facilitating after-school youth development and programming at each site. They will collaborate with project staff to carry out all daily program activities and facilitate linkages between the school day and the out-of-school program components. They will ensure that all staff members are screened, qualified and appropriately trained, that timecards and contracts are processed in a timely manner, and that attendance is taken per SCSD procedures and grant requirements. **Principals** will provide ongoing project leadership, aid in the collection of program data, facilitate staff development opportunities, and assist with staff recruitment.

Each of the sites has convened a **21st CCLC Advisory Committee** consisting, minimally, of school administration, school staff, parents and students. Some also include business partners and community members. Advisory Committees have already met to assess student and family needs, and to develop a program that will fill identified gaps in services. Committees will meet quarterly throughout the course of the project period to discuss progress, address issues, and review and utilize program assessment results derived from the QSA Tool to promote continuous

program improvement and to ensure that the ten essential elements of an effective after-school program are incorporated into their program. The SCSD Volunteer Office will assist in recruiting local college students and community members (including seniors) to serve as **volunteers** for academic tutoring, mentoring, and other enrichments.

d. Describe the role and responsibilities of each partnering agency

SCSD has longstanding and successful partnerships with each of the selected CBOs. Partners were chosen after careful consideration of individual school's needs, range of CBO service offerings and unique contributions, and demonstrated success in providing enrichment services that meet the needs of SCSD students. The attached **signed, customized Partnership Agreements** detail the **role and joint responsibilities** of each agency. The WCC's **unique contribution** is their strong linkages to university and senior citizen volunteer programming. The YMCA is unique in its dedicated mission to increase the arts in everyday life. Boys & Girls Clubs will provide enrolled Huntington students with access to evening and weekend programs.

e. Describe composition, role & schedule of quarterly meetings of program advisory committee

The **Advisory Committee** will be comprised of the following: Assistant Superintendents for Teaching & Learning and Middle School/K8 Education; Department Directors for Special Education and Professional Development; Principals; Education Liaisons; Teachers Union representative; Parent Partnership Network Liaison; CBO Directors and Program Managers, staff and volunteers; evaluators; City and County school-based initiatives administrators; and parent/student representatives. The Committee will meet quarterly (July, November, February and May) to provide program oversight, review program data, and plan for sustainability.

f. Present a preliminary sustainability plan

SCSD will work closely with our CBO partners and with the broader network of our extensive

community partnerships to mobilize community support and identify and develop diverse funding opportunities. The Advisory Committee (AC) will be instrumental in developing and refining a strategic plan for capacity building and sustainability. The Department of Special Programs will confer with the AC and CBO partners to leverage existing resources to support and finance the project and to identify and secure additional grant funding from federal, state, corporate, foundation and local sources. It is important to note that several components of our program address sustainability, such as: ongoing professional staff development; development of after-school curriculum units; and SCSD's network of extensive community partnerships.

8) Adequacy of Resources

a. Demonstrate that program expenditures are reasonable & targeted to direct student services

The requested Year 1 budget of \$1,200,000, in conjunction with significant in-kind contributions and other committed resources, is reasonable and cost effective. We will serve an estimated 790 students and 200 families per year, at an average per pupil cost of \$1,519. As detailed in the **Composite Budget**, a total of \$1,018,560 or 84.9% of grant funds (including CBO-provided service) has been allocated for the provision of direct services to students. Services provided directly by SCSD account for \$705,060 or 59% of the total budget, and include salaries for professional and non-professional personnel, supplies, students and staff travel, and employee benefits. All proposed costs relate directly to the project's goals, objectives and activities, are necessary to carry out the project, and are reasonable for the project's scope and complexity. Furthermore, they are allowable under the terms and conditions of the 21st CCLC Grant, and are in accordance with government cost principles.

b. Describe the system for tracking costs that are allocated for the 21st CCLC Program

SCSD has a well-organized system for tracking and monitoring grant costs. The Department

of Special Programs is specifically charged with closely monitoring all grant budgets and expenses. All requests to use grant funds are scrutinized to ensure alignment with the proposed program, its goals and objectives and approved budget. The Program Director will provide daily fiscal and programmatic oversight. Special Programs staff will provide additional monitoring support, assisting in identifying and seeking out diverse funding opportunities and ensuring that expenses are supplemental.

c. Describe the partner agencies' commitment of resources for the program

SCSD will ensure project success by leveraging existing resources to complement the items detailed in the FS-10 budget. The program will use all available school facilities, including computer labs, gymnasiums, art rooms, home and career classrooms, pools, cafeterias, science labs and libraries. SCSD will cover the cost of student transportation, custodial and security staff, and the portion of the school principals' time dedicated to program oversight. The Office of Professional Development will provide ongoing staff development to ensure that the program is founded in scientifically-based research. The Office of Adult Education, the Parent Partnership Network, and Parent University will provide educational opportunities, support and resources to parents. The Office of Teaching & Learning will assist staff in designing academic enrichments and will provide ongoing guidance to ensure alignment with the school day and CCLS.

Individual sites also rely on a number of external resources. Each will call upon parents, community agencies, business partners and local institutes of higher education to enhance the programs by volunteering their time, talent or resources. The Program Director will work with staff to ensure that volunteers are registered with SCSD, that they undergo screening and fingerprinting in accordance with SAVE Legislation, and that they have appropriate PD to provide services effectively. Partners will each contribute significant in-kind resources to realize program

success. For example, WCC will contribute 10% of an Assistant Director. The YMCA will contribute administrative support and guidance and a research-based curriculum. Boys & Girls Clubs will contribute club membership for students, mileage, and administrative support.

d. Describe how federal, state and local funds will be effectively combined or coordinated

The Department of Special Programs, which procures and oversees all SCSD supplemental aid, will ensure that 21st CCLC funds are integrated and coordinated with supporting funds for optimal benefit. A combination of general and federal funds will be used to support student field experiences, the costs of transporting students home, and a portion of the partners' contracts. Title IIA funds will be used to support the costs of staff development. Title III funds may be used to provide support for participating ELLs or to provide bilingual Nationality Workers to facilitate communications with families. IDEA funding will be used to ensure that the demands of students with special needs are met. As Title I schools, Title I Parent Involvement Plans and budgets will complement each school's 21st CCLC parent and family component.

e. Describe the purpose of the allocation of funds and how the budget adheres to funding caps

The proposed budget adheres to funding cap guidelines in the following ways: **cost per student** equals \$1,519 (<\$1,600); **administration** costs total \$40,932 (<10% of the budget total) and include \$39,682 for indirect costs and \$1,250 for office supplies; **planning and professional development** costs total \$59,999 (<5%) and include \$57,934 for SCSD teachers' extensions of service and accompanying employee benefits and \$2,065 (Code 46) for staff to attend required regional trainings; and **evaluation services** total \$57,400 (<8%). Including CBO partner services, a total of \$1,018,560 (84.9%) of grant funds have been allocated for the provision of **direct services** to students; services provided directly by SCSD account for \$705,060 (>15%) of the total budget. In **Code 15**, a total of \$422,880 or 35.24% of grant funds have been allocated to

salaries for professional staff. These funds will primarily support contractual extensions of service for certified teachers to provide before- and after-school programming for participating K-8 students, and to provide parent literacy and engagement services. Each site will have a dedicated certified teacher to act as Education Liaison to facilitate the linkage between the school day and out-of-school time programming. \$48,282 of these funds will be used to provide ongoing professional development and planning and to develop integrated instructional units. In **Code 16**, \$71,584 has been allocated to support a full-time Program Director to manage and support day-to-day program activities and facilitate the linkage between sites. A total of \$29,400 has been allocated for clerical support across the three sites, for monitoring/entering daily attendance, answering phones after school, collection/submission of timecards and maintaining records. \$12,240 has been allocated for a nurse and \$4,500 has been allocated for food service workers to provide healthy snacks. These are all direct costs to the grant.

Sufficient and reasonable funds have been allocated in **Code 40** for purchased services to support project objectives and activities; \$57,400 will be spent on contractual costs with Hezel Associates to provide evaluation services; \$313,500 is allocated for our community agency partners to provide enrichment and youth development activities after school. Additional contractual costs include fees for: vendors (TBD) to provide family literacy and parent education sessions (\$7,515); Prevention Network to provide substance abuse and violence prevention programming (\$7,467); and the PEAR Institute to provide services to assess and support the social and emotional well-being of students (\$7,800). **Code 45** includes \$100 per student to purchase instructional supplies to support proposed activities, and **Code 46** includes funds to enable three program staff members to attend required regional trainings.