

making a meaningful difference

February 2016

$A^2 + B^2 = C^2$: Arts and Academia Bridging Boundaries, Empowering Collaborative Communities

21st Century Community Learning Center Project Evaluation

Formative Evaluation Report

SUBMITTED TO:
Maria Fico and John Ellrodt
Co-Presidents, Global Writes



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Table of Contents

I.	Introduction.....	1
	A. Program Overview	1
	B. Evaluation Design and Activities.....	3
II.	Implementation Findings.....	5
	A. Program Site Enrollment and Attendance.....	5
	B. Program Activities.....	7
	C. Staff Training.....	8
	D. Community Partnerships.....	8
	E. Family Involvement Activities.....	9
III.	Outcome Findings.....	10
	A. Academic Outcomes.....	10
	B. Behavioral and Attendance Outcomes	10
IV.	Conclusions and Recommendations.....	10



I. Introduction

Global Writes (GW) is a nonprofit organization whose mission is to promote literacy, communication and collaboration among young people across the U.S., through the integration of the arts and innovative technologies. In August of 2013, GW was awarded a three-year 21st Century Community Learning Centers (CCLC) grant from the New York State Education Department (NYSED) to implement the A² + B² = C²: Arts and Academia Bridging Boundaries, Empowering Collaborative Communities initiative. The purpose of the 21st CCLC program is to enhance student academic achievement and personal enrichment through high-quality afterschool activities and enhanced family engagement programming.

The A² + B² = C² program is a comprehensive initiative designed to provide high-quality afterschool programming to meet the needs of over 800 elementary and middle school students and their families at ten New York City Public School sites in Community School District 9 and District 10 (D9/D10) in the Bronx. The school sites served include PS 32–Belmont, PS 306, PS/IS 54, PS 132–Garrett A. Morgan, PS 159, MS 331–Bronx School of Young Leaders, MS 45–Thomas C. Giordano, MS 145–Arturo Toscanini, MS 328–New Millennium Business Academy, and MS 325.

GW engaged Metis Associates—an independent research and evaluation consulting firm—to evaluate the extent to which the 21st Century project is achieving its goals and objectives. This formative report is being submitted to the project directors to show the extent to which the program is meeting (or progressing toward) intended outcomes during the third year of the grant, 2015–16, to date.

A. Program Overview

The overarching goal of the A² + B² = C² program is to offer programming that integrates literacy with performing arts instruction to help struggling readers and writers. A² + B² = C² seeks to strengthen literacy development for at risk students and their families and narrow gaps in use of 21st century learning tools by providing the following opportunities:

- After school and summer arts integrated literacy programming aligned with school day literacy practices and the Common Core State Standards (CCSS);
- Quality professional development and classroom modeling to support effective integration of 21st century teaching practices in the classroom;
- Access to a professional teaching artist to provide real world experiences in the classroom leading to career pathways for students;
- Time for students and adults to collaborate with those of similar and diverse backgrounds on writing and artistic talents;
- Tutoring and workshops in youth development; and
- Activities for families to support social and emotional needs.

As a result of the successful implementation of these activities, the A² + B² = C² program aims to achieve the following 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.

- 1.1-1: Each year, the A²+B²=C² program will offer an after-school integrated literacy program to at least 800 students from 10 schools in grades 3–8 in D9 and D10 in the Bronx that integrates technology and is aligned with the school day curriculum, core educational services and Common Core State Standards (CCSS).
- 1.1-2: Each year, the A² + B² = C² program will provide program staff with training and support aligned with CCSS and core educational services.
- 1.1-3: Each year, the A² + B² = C² program will provide training in school emergency protocols.
- 1.2-1: Each year, the A² + B² = C² program will offer a youth development program for students in 10 schools that will support transitions in learning from elementary to middle and middle to high school, service learning, and school to career choices.
- 1.2-2: Each year, the A² + B² = C² program will provide training aligned with NYS Social and Emotional Development Learning (SEDL) Guidelines.
- 1.3-1: A² + B² = C² project staff will work collaboratively with school administration in planning, implementing, and disseminating program outcomes to the school community.
- 1.4-1: Based on a needs assessment survey conducted in December 2012, the A² + B² = C² program will provide an adult literacy program supporting English as a Second Language acquisition that integrates the arts in 10 D9 and D10 schools.
- 1.4-2: Each year, the A² + B² = C² program will provide support services for parents of students as identified by program staff and site supervisors.
- 1.5-1: Each year, the A² + B² = C² program will offer services in afterschool, summer, and family programming to all participating schools.

Objective 2: Participants of 21st Century Community Learning Center Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

- 2.1-1: Each year, students who regularly attend the A² + B² = C² program will demonstrate increases in their English Language Arts performance.
- 2.1-2: Each year, students who regularly attend the A² + B² = C² program will be better informed about middle and high school choice programs.
- 2.1-3: Each year, students who regularly attend the A² + B² = C² program will be more comfortable with arts and technology.
- 2.2-1: Each year, students who regularly attend the A² + B² = C² program will demonstrate increased motivation for learning.
- 2.2-2: Each year, students who regularly attend the A² + B² = C² program will demonstrate increased school-day attendance rates.
- 2.2-3: Each year, students who regularly attend the A² + B² = C² program will demonstrate decreases in behavioral issues.

B. Evaluation Design and Activities

The evaluation of A² + B² = C² is designed to determine the extent to which the project has achieved its goals, objectives, and intended outcomes. The evaluation includes both formative and summative evaluation components.

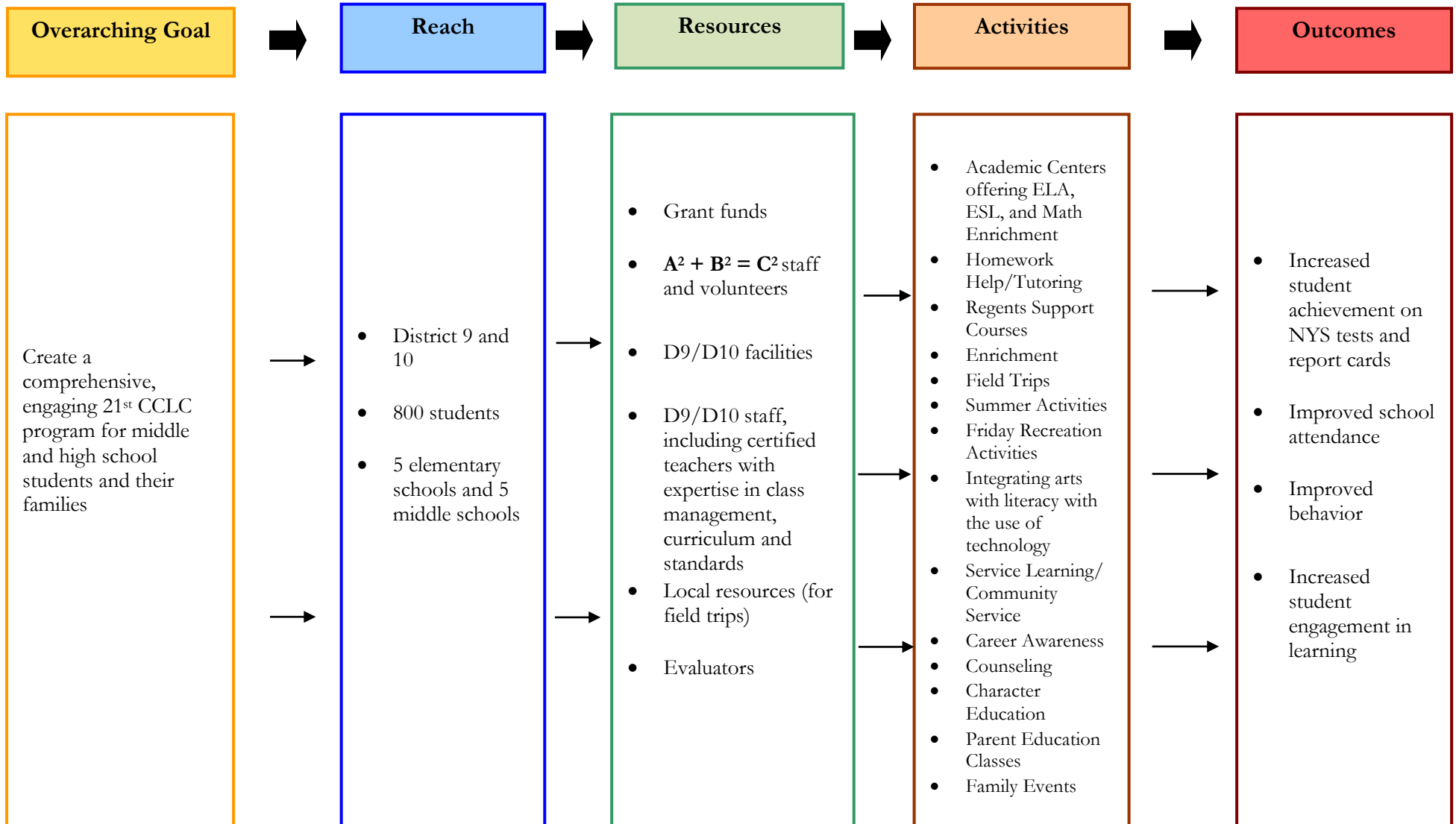
- **Formative** evaluation activities are designed to provide ongoing assessment of project implementation strategies in order to identify problems encountered and situations that need immediate attention, and generate recommendations to be used for program improvement purposes.
- **Summative** evaluation activities will assess the effectiveness and impact of program activities and services and the extent to which project goals and objectives have been met.

This formative evaluation report includes a summary of third year evaluation activities that have been completed to date, information on the implementation of the program, as well as results from the first administration of the New York State Afterschool Network (NYSAN) Program Quality Self-Assessment (QSA) Tool to the program’s advisory board. A summary of Year 3 evaluation activities that Metis has completed and activities that will take place before the end of the school year are presented below.

CONDUCTED IN SEPTEMBER–FEBRUARY	PLANNED FOR MARCH–JUNE
<ul style="list-style-type: none"> ▪ Completed IRB (Institutional Review Board) renewal and data request for the NYC Department of Education ▪ Participated in the project’s initial Year 3 advisory board meeting ▪ Administered the Quality Self-Assessment (QSA) Tool ▪ Attended city-sponsored meetings ▪ Communicated with the state evaluator ▪ Administered parent consent and student assent forms ▪ Conducted fall visits to a sample of four sites 	<ul style="list-style-type: none"> ▪ Attend the additional advisory board meetings of Year 3 ▪ Conduct visits to all ten sites ▪ Oversee administration of a student survey ▪ Assist with data collection and submission for the federal Annual Performance Report (APR) ▪ Complete final report

At the beginning of the project, Metis developed a logic model to clarify the A² + B² = C² project design and its intended impacts. The logic model, displayed on the following page, shows the project resources (i.e., what is being invested into the project), the intended reach of the project, the project activities, and the anticipated short- and long-term outcomes of the project.

A² + B² = C²: Arts and Academia Bridging Boundaries, Empowering Collaborative Communities Program Logic Model



II. Implementation Findings

This section of the report provides findings to address Objective 1: *21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services for students and their families.* Information is presented on enrollment and attendance, program activities for students, activities for families, and community partnerships.

A. Program Site Enrollment and Attendance

The A² + B² = C² program commenced operations for Year 3 in October 2015. During the school year, each of the sites offer programming during the school day or afterschool, and, in some cases, on Saturdays. Program enrollment and attendance data were obtained from Youthservices.net, a web-based data collection tool used by site staff to track student attendance.

Tables 1a and 1b show that, as of January 31, 2016, 385 elementary school students and 411 middle school students were enrolled in the program, for a total of 796 students. Due to missing information in the attendance system for some students, grade level is reported for a total of 678 students.

Table 1a: Grade Level Distribution of Participating Elementary School Students

School	Total N Participants ¹	Elementary School (N=318)					
		Grade Pre-K/K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PS 132	40	--	--	--	--	7	31
PS 159	38	--	1	--	10	13	12
PS 306	70	--	--	--	12	12	41
PS 32	105	--	--	--	13	43	49
PS/IS 54	132	--	--	20	29	18	7
Total	385	--	1	20	64	93	140

¹Total N participants is based on program enrollment and includes students for whom grade level information is missing.

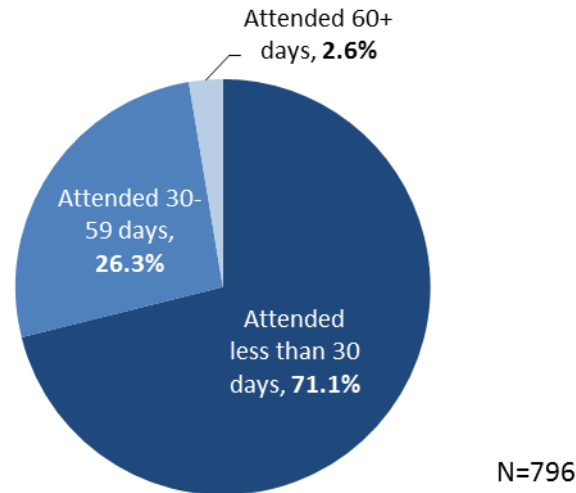
Table 1b: Grade Level Distribution of Participating Middle School Students

School	Total N Participants ¹	Middle School (N=360)		
		Grade 6	Grade 7	Grade 8
MS 145	128	9	42	33
MS 325	36	10	17	8
MS 328	57	27	17	9
MS 331	86	34	24	26
MS 45	104	60	23	21
Total	411	140	123	97

¹Total N participants is based on program enrollment and includes students for whom grade level information is missing.

Figure 1 shows the frequency with which students attended the program.¹ These results indicate that across all sites, over a quarter of participants (26%) are considered regularly attending students, having attended the program for at least 30 days through January 31, 2016. Program and site staff will continue to encourage attendance for the remainder of the year to meet the 80% regular attendance target.

Figure 1: A² + B² = C² Overall Program Attendance (through January 31, 2016)



In addition to the number of regular attendees, an important indicator of a successful 21st CCLC program is average daily attendance. As shown Table 2, on average, 82% of students attended programming at least once a week, with the largest percentage of students (46%) attended programming 1 to 2.4 days (or 3 to 7.2 hours) per week. It should be noted that weekly attendance is also dependent on the number of days per week that each site offers programming, which varies by site schedule.

Table 2: A² + B² = C² Program Average Weekly Attendance through January 31, 2016

Average Number of Days Present Per Week			
<1 Day ¹	1–2.4 Days	2.5–3.9 Days	4+ Days
18%	46%	30%	5%

¹One day is considered three hours of programming.

Notably, as shown in Table 3, a number of sites did not enter attendance information for some of the days during on which they were scheduled to provide services.² Several reasons could explain this, such as the site not meeting on a given scheduled day or the attendance data was not entered at the time of this report. However, at either scenario may impact the calculation of the average number of days present per week for students.

¹ Numbers are based on the students for whom attendance data was entered versus the number of students enrolled.

² The number of days where attendance data is missing ranged from 0 to 40 across the ten sites.

Table 3: A² + B² = C² Site Attendance through January 31, 2016

Site	N Enrolled	Average Daily Attendance ¹	Scheduled Days ²	Scheduled Days without Attendance ³
PS 132	40	20.4	33	3
PS 159	38	11.1	46	13
PS 306	70	37.1	63	12
PS 32	105	32.2	59	0
PS/IS 54	90	37.1	67	1
MS 145	93	40.7	82	6
MS 325	36	5.7	65	39
MS 328	54	16.5	64	12
MS 331	86	50.1	57	0
MS 45	104	31.0	51	0

¹ Average Daily Attendance is calculated as the average number of unduplicated students attending activities on a scheduled day.

² Scheduled Days is the number of unique calendar days created by combining the schedules of all activities within the specified date range.

³ Scheduled Days without Attendance is the number of days for which no attendance information has been entered. These days are included in the calculation of Average Daily Attendance and will reduce the total.

B. Program Activities

Programming at each of the ten sites varies in focus, target population, and hours and days offered. However, the overarching theme of A² + B² = C²—using an innovative interdisciplinary approach to academic core and enrichment activities through the measures highlighted in the program objectives—applies to all sites. To achieve these goals, each A² + B² = C² site offers a number of activities within different categories, including: extending school-day learning through homework help and direct tutoring to support school-day curriculum; project-based integration of creative arts with literacy opportunities to engage in multiple art forms; opportunities to collaborate within and across school sites; use of digital tools and media for self-expression and collaboration; and targeted social-emotional services for self-awareness and college/career readiness. Table 4 presents the number of each type of activity offered to students across the ten sites.

Table 4: A² + B² = C² Program Activities

Activity Type ¹	Number ²
Homework/Expanded Learning Time/ Academic Enrichment	11
Dance	7
Art	6
Theater	6
Scholar's Academy	4
Sports	4
Choir	3
Music	3
Cooking/Yoga/Newspaper	3
Community Change/Humanities/ Men of Strength	3
Technology	1
Parent Workshop	3
Total	54

¹Sites may have categorized the same or similar activities differently.

²Multiple activities are offered at each site and some sites may offer more than one version of a particular type of activity.

C. Staff Training

Global Writes staff offered one-on-one training to site staff who enter participant attendance into the youthservices.net database system. Training sessions varied, and included data entry basics as well as workflow shortcuts that help minimize data entry time.

Global Writes staff also provided technology training in iPad use and iPad casting, where staff learned the basics of using iPad video production for curriculum development and archiving program activities. In addition, training was conducted in the use of an online tool called Learning Bird, where students are able to use videos to support literacy and math content instruction and teachers can post classroom lesson videos for students to access 24/7. Several schools also participated in a webinar on GlassLab Games, an interactive gaming website used after school to support making good choices and problem solving.

D. Community Partnerships

A² + B² = C² program staff established a Partnership Advisory Committee (PAC) that meets quarterly. The PAC promotes collaborative planning and invites diverse community input on the implementation and evaluation of program activities. The PAC members include staff from Global Writes, school staff from each site, Career Visions Inc. Dream Yard, Metis Associates, and parent coordinators from the parent centers at PS 54 and MS 145.

As shown in Table 5, the PAC has convened once so far this academic year. Representatives from each stakeholder group participated in the meeting, during which members discussed program implementation and evaluation issues. A total 19 members attended the September meeting. The next PAC meeting is scheduled for February 26, 2016. In addition, program staff held meetings at each site with school principals and site supervisors to discuss program implementation and successes and challenges.

Table 5: PAC Meeting Attendance Data

Date	Number Attending	Partner Organizations Represented
September, 29, 2015	19	Global Writes, advisory board, Career Visions Inc., Dream Yard, PS 132, MS 145, PS 54, MS 331, Metis Associates

Administration of the QSA Tool

During the September PAC meeting, members were asked to complete the Quality Self-Assessment (QSA) Tool, an instrument used by out-of-school time program providers to assess the quality of their programs. The tool is intended to help program leaders and staff, in collaboration with other stakeholders, to better understand the indicators of a high-quality program and reflect on all aspects of their program's operation. The tool is organized around ten essential elements of an effective after-school program, with a list of quality indicators under each element. Individuals completing the QSA Tool were instructed to assign the A² + B² = C² program a performance level rating for each indicator. The rating system is as follows:

- Level 4: Exceeds standard/excellent
- Level 3: Meets standard/satisfactory
- Level 2: Approaching standard/some progress made
- Level 1: Standard not met/must address and improve

Embedded in the QSA Tool are places to prioritize program improvement by marking them as in need of improvement “right now,” “this year,” or “next year.” A total of two PAC members completed the QSA Tool in October and the results will be reported once the remaining PAC members have completed the tool.

E. Family Involvement Activities

The A² + B² = C² program sites host a number of special events to promote family involvement in the after-school program. Two sites began providing activities to parents in late October and early November, 2015 and have offered a family literacy course where parents are encouraged to read to their children, learn how parents can help students with the Common Core State Standards exam, and participate in other activities promoting parental involvement in school. The two parent centers, located at PS 54 and MS 145 provide monthly workshops in a variety of areas including literacy, sewing, art

making, yoga, as well as provide support for parents with social and emotional issues. Activities across all ten sites will continue or begin in order to reach the related program objective targets.

III. Outcome Findings

Information that addresses Objective 2: *Participants of 21st Century Community Learning Center Programs will demonstrate educational and social benefits and exhibit positive behavioral changes* will be presented in the summative evaluation report, to be submitted in August 2016. Data analysis plans for each area are described below.

A. Academic Outcomes

To measure student improvement in the content areas, students' first and final marking period English Language Arts (ELA) and mathematics grades will be collected and compared from fall to spring. Academic performance will also be measured through analyses of the spring 2015 and spring 2016 New York State ELA and Mathematics tests and the New York State English as a Second Language Assessment Test (NYSESLAT) to measure change in performance over time.

B. Behavioral and Attendance Outcomes

Student behavioral outcomes will be assessed through a locally developed student survey. Using this instrument, the evaluator will collect and analyze data to determine the impact of the A² + B² = C² program on participating students' social and emotional development, including their self-esteem and ability to get along with peers and staff. In addition, individual student school-day attendance rates and disciplinary action records will be collected and analyzed.

IV. Conclusions and Recommendations

The A² + B² = C² program has spearheaded the implementation of a high-quality initiative aimed at improving the academic and socio-emotional well-being of participating youth from ten schools in the Bronx. Below is a summary of the major accomplishments to date, followed by a set of recommendations to ensure continued success of the A² + B² = C² program.

Major Accomplishments

Program Delivery. As of January 31, 2016, 368 middle school and 315 elementary school students were enrolled and participated in at least one activity at one of the ten participating sites. The current

total is below the target enrollment of 800 students and a number of students have yet to meet the 30-days of attendance threshold, although it should be noted that enrollment and attendance data is missing for one of the ten schools.

Data Maintenance. Each site utilizes a web-based data collection tool through youthservices.net. Extensive efforts were put in place this year to ensure that data on student enrollment, participation, and activities is updated regularly.

Community Partnerships. The program has an active advisory committee with representatives from all stakeholder groups. Committee members consist of school staff, members of partner organizations, and Global Writes program staff. The advisory committee is continuously looking to improve the program through participating in all general meetings and providing feedback through regular assessments.

Family Engagement Activities. Two Global Writes sites have offered meaningful opportunities for family members to engage in program activities. Enrollment and attendance data for parental involvement activities are currently being collected and will be reported in the final evaluation report in August 2016.

Recommended Next Steps

- Ensure enrollment, attendance, and activity data are updated accurately each month.
- Identify those sites and activities for which enrollment and/or participation targets are not on track to be met and make adjustments to support each site in meeting the established targets by the end of the academic year.
- Continue efforts to schedule parent activities and engage parents at individual sites and across sites.
- Continue to encourage PAC participation, including completion of the QSA and other needed data collection instruments.
- Continue to maintain documentation on all services provided, including parent sessions and professional development.
- Develop a sustainability plan that describes efforts to maintain the program when the A² + B² = C² funding term ends.

Appendices

Appendix A: Project Objectives and Performance Measures

Project Objectives	Performance Measures
Objective 1: 21 st 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 reading and writing that integrate the arts and technology.	
<ul style="list-style-type: none"> Each year, the A²+B²=C² program will offer an after-school integrated literacy program to at least 800 students from 10 schools in grades 3–8 in D9 and D10 in the Bronx that integrates technology and is aligned with the school day curriculum, core educational services and Common Core State Standards (CCSS) 	<ol style="list-style-type: none"> At least 80% of students will regularly attend the program activities (30 days and 90 hours or more per year). At least 90% of program staff will collaborate with teaching artists for at least 120 hours per year.
Program Objective 1.1-2: Each year, the A ² + B ² = C ² program will provide program staff with training and support aligned with CCSS and core educational services.	
<ul style="list-style-type: none"> GW and DY will train at least 20 program staff in integrating arts with literacy curriculum and CCSS aligned with use of technology tools for at least 30 hours per year. GW will provide modeling and support in the use of technology tools for at least 180 hours per year, as aligned with NYS Regents Reform goal in improving teacher and school leader preparation and effectiveness by emphasizing content knowledge; pedagogical skills. Program staff will hold monthly collaborative planning meetings to provide opportunities to align activities with CCSS and core educational services 	<ol style="list-style-type: none"> At least 75% of program staff will participate in at least 30 hours of professional development in integrating ELA and arts with technology per year. At least 80% of program staff will participate in at least 18 hours of technology support from GW per year. At least 90% of program staff will participate in planning meetings each year.
Program Objective 1.1-3: Each year, the A ² + B ² = C ² program will provide training in school emergency protocols.	
<ul style="list-style-type: none"> Program staff and school site administrators will provide ½ day per year of training on the School Emergency Response Plan, as described in the district’s School Safety Plan. 	<ol style="list-style-type: none"> 100% of program staff will attend School Emergency Response Plan training each year and respond to drills as required.
Sub-Objective 1.2: Enrichment and support activities. 100% of Centers will offer enrichment and youth development activities in nutrition, preparation for middle/high school, arts and technology.	
Program Objective 1.2-1: Each year, the A ² + B ² = C ² program will offer a youth development program for students in 10 schools that will support transitions in learning from elementary to middle and middle to high school, service learning, and school to career choices.	
<ul style="list-style-type: none"> Program staff will engage elementary school students in afterschool activities that focus on character education and responding to adverse learning challenges for 2 days per week for 2 hours per day (4 hours per week). Community Change Inc. will engage students in their Career Visions program during after-school workshop sessions for 2 days per week for 2 hours per day (4 hours per week). 	<ol style="list-style-type: none"> At least 80% of elementary and middle school students will regularly attend (30 days and 90 hours or more per year) of the activities.

<p>Program Objective 1.2-2: Each year, the A² + B² = C² program will provide training aligned with NYS Social and Emotional Development Learning (SEDL) Guidelines.</p>	
<p>Activities to Support This Program Objective</p>	<p>Performance Indicator(s) of Success</p>
<ul style="list-style-type: none"> • Program staff will provide 20 hours of training per year for 10 elementary level program staff in youth development and intervention strategies. • Community Change Inc. will provide 20 hours of training per year for 10 program staff on their Career Visions model as aligned with the NYS Regents Reform agenda goal of raising graduation rates for at-risk students by increasing student engagement and ensure college and career readiness. • Community Change Inc. will provide 10 site visits per year in 5 schools for their Career Visions character education and service learning model. 	<ol style="list-style-type: none"> 1. At least 90% of elementary program staff will participate in at least 20 hours per year of PD in integrating youth development activities into their afterschool programs. 2. At least 90% of middle school program staff will participate in at least 20 hours per year of PD in integrating the Career Visions model into after-school writing programs. 3. At least 90% of middle school program staff will participate in at least 4 hours per year of youth development support.
<p>Sub-Objective 1.3: Community Involvement. 100% of Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.</p>	
<p>Program Objective 1.3-1: A² + B² = C² project staff will work collaboratively with school administration in planning, implementing, and disseminating program outcomes to the school community.</p>	
<ul style="list-style-type: none"> • A CCLC Partnership Advisory Committee (PAC) consisting of school administration, project staff from DY and GW, parents, students and community stakeholders will meet quarterly (4 times per year) to discuss program outcomes and make recommendations. • Project directors from GW and DY will attend community-based committee meetings for the CEC (Community and Citywide Education Councils) for D9 and D10 and provide an overview of project activities at least twice per year. • Project directors from GW and DY will work with each school to host at least two community outreach meetings per year for program dissemination and recruitment of new participants. 	<ol style="list-style-type: none"> 1. At least one participant from each organization involved in A² + B² = C² will attend each of the PAC meetings. 2. At least one participant from each organization involved in A² + B² = C² will attend each of the community outreach meetings.
<p>Sub-Objective 1.4: Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children.</p>	
<p>Program Objective 1.4-1: Based on a needs assessment survey conducted in December 2012, the A² + B² = C² program will provide an adult literacy program supporting English as a Second Language acquisition that integrates the arts in 10 D9 and D10 schools.</p>	
<ul style="list-style-type: none"> • At 2 of the program sites, a DY teaching artist will work with program staff to implement an adult literacy program that supports ELS and that integrates an art form (dance, drama, visual arts) for 1 day per week for 20 weeks during the school year. • At 2 of the program sites, Career Visions training will be conducted 2 hours per week for 10 weeks in the evening 	<ol style="list-style-type: none"> 1. At least 30% of families of regularly attending students will attend an adult literacy program that integrates an art form for at least 10 hours per year. 2. At least 30% of parents of regularly attending students will attend the Career Visions training for at least 10 hours per year.

<p>Program Objective 1.4-2: Each year, the A² + B² = C² program will provide support services for parents of students as identified by program staff and site supervisors.</p>	
<ul style="list-style-type: none"> • Counseling for students’ parents will be offered after school for at least 4 hours per week for 30 weeks per year. 	<ol style="list-style-type: none"> 1. At least 20% of families of regularly attending students will participate in individual counseling services for at least 20 hours per year.
<p>Sub-Objective 1.5: Extended hrs. More than 75% of Centers will offer services at least 15 hrs a wk and provide services when school is not in session, such as summer and on holidays.</p>	
<p>Program Objective 1.5-1: Each year, the A² + B² = C² program will offer services in afterschool, summer, and family programming to all participating schools.</p>	
<ul style="list-style-type: none"> • All 7 sites will offer 15 hours per week for 30 weeks per year of after-school programming (homework help, literacy instruction integrated with the arts, youth development activities). • Two of the 7 sites will offer family support activities for 4 hours per week for 20 weeks per year (adult literacy programs that integrates an art form). • Three of the program sites will provide an arts-integrated literacy development program for students that integrates an art form for at least 90 hours for 6 weeks during the summer. 	<ol style="list-style-type: none"> 1. All 7 sites will provide services for students for 15 hours per week for 30 weeks during the school year. 2. 2 of the 7 sites will provide programs for adults for 4 hours per week for 20 weeks per year. 3. Three of the sites will provide a summer literacy program that integrates the arts and technology for students and adults 16 hours per week for 6 weeks.
<p>Objective 2: Participants of 21st Century Community Learning Center Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.</p>	
<p>Sub-Objective 2.1: Achievement. Students regularly participating will show improvement in achievement through measures such as test scores, grades and/or teacher reports.</p>	
<p>Program Objective 2.1-1: Each year, students who regularly attend the A² + B² = C² program will demonstrate increases in their English Language Arts performance.</p>	
<ul style="list-style-type: none"> • Academic tutoring and homework help • Development of original writing in a variety of genres to support CCSS • DY residencies • Integrated arts activity such as dance, visual arts or performance • Use of technologies for sharing and collaboration with students from other schools including videoconferencing, iPad Apps and social networking tools. 	<ol style="list-style-type: none"> 1. Each year there will be a 10% increase in the percentage of regularly attending students who perform at or above grade level in ELA. 2. At least 50% of regularly attending ELL students will increase their performance on the NYS NYSESLAT exam by at least one level. 3. At least 75% of regularly attending students will demonstrate measurable improvements in their GPA. 4. At least 50% of regularly attending students will demonstrate improvements in their classwork and homework. 5. At least 80% of school day classroom teachers will report improvements in the homework completion rates and quality of work of regularly attending students
<p>Program Objective 2.1-2: Each year, students who regularly attend the A² + B² = C² program will be better informed about middle and high school choice programs.</p>	
<ul style="list-style-type: none"> • Community Change Inc. Career Visions programming. 	<ol style="list-style-type: none"> 1. At least 60% of regularly attending students will apply for at least one selective or screened middle or high school choice program.

Program Objective 2.1-3: Each year, students who regularly attend the A ² + B ² = C ² program will be more comfortable with arts and technology.	
Activities to Support This Program Objective	Performance Indicator(s) of Success
<ul style="list-style-type: none"> • GW modeling and on-site support in use of technologies for sharing and collaboration with students from other schools including videoconferencing, iPad Apps and social networking tools. • DY artist residencies 	<ol style="list-style-type: none"> 1. At least 80% of regularly attending students will report increased comfort with the arts. 2. At least 80% of regularly attending students will report increased comfort using technology.
Sub-Objective 2.2: Behavior. Regular attendees in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.	
Program Objective 2.2-1: Each year, students who regularly attend the A ² + B ² = C ² program will demonstrate increased motivation for learning.	
<ul style="list-style-type: none"> • DY artist residencies • Community Change Inc. program sessions • Counseling • Integration of mobile device technology and school sharing 	<ol style="list-style-type: none"> 1. At least 70% of regular attending students will report increased motivation for learning.
Program Objective 2.2-2: Each year, students who regularly attend the A ² + B ² = C ² program will demonstrate increased school-day attendance rates.	
<ul style="list-style-type: none"> • DY artist residencies • Community Change Inc. program sessions • Counseling • Use of technologies for sharing and collaboration with students from other schools 	<ol style="list-style-type: none"> 1. At least 70% of regularly attending students will demonstrate increased school-day attendance during the school year.
Program Objective 2.2-3: Each year, students who regularly attend the A ² + B ² = C ² program will demonstrate decreases in behavioral issues.	
<ul style="list-style-type: none"> • DY artist residencies • Community Change Inc. program sessions • Counseling • Use of mobile device tools 	<ol style="list-style-type: none"> 1. Each year, there will be a 5% decrease in the disciplinary actions of regularly attending students during the school day.