

Jamestown Public Schools

21st CCLC End-of-Year Program Summary

2020-2021

Program Overview



Activities



Engagement



Survey Results



Outcomes



Key Findings & Next Steps



PROGRAM OVERVIEW

Program Overview



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Program Overview: Introduction

Beginning in 2017, the Jamestown Public School District was awarded a Round 7 21st Century Community Learning Center (CCLC) grant.

This five-year grant from the NY State Education Department funds the PROMISE program, an afterschool program focusing on academic and enrichment activities at six sites in the district.

PROMISE specifically aims to support economically disadvantaged students and English Language Learner or Hispanic students. To this end, the program offers Afterschool Amigos (ASA) and La Promesa at three sites, which provide bilingual tutoring and family engagement activities for Hispanic students or students learning English.

Students and their family members, staff and administration at the schools, and the YWCA, YMCA, and Striders are the key stakeholders in this project.

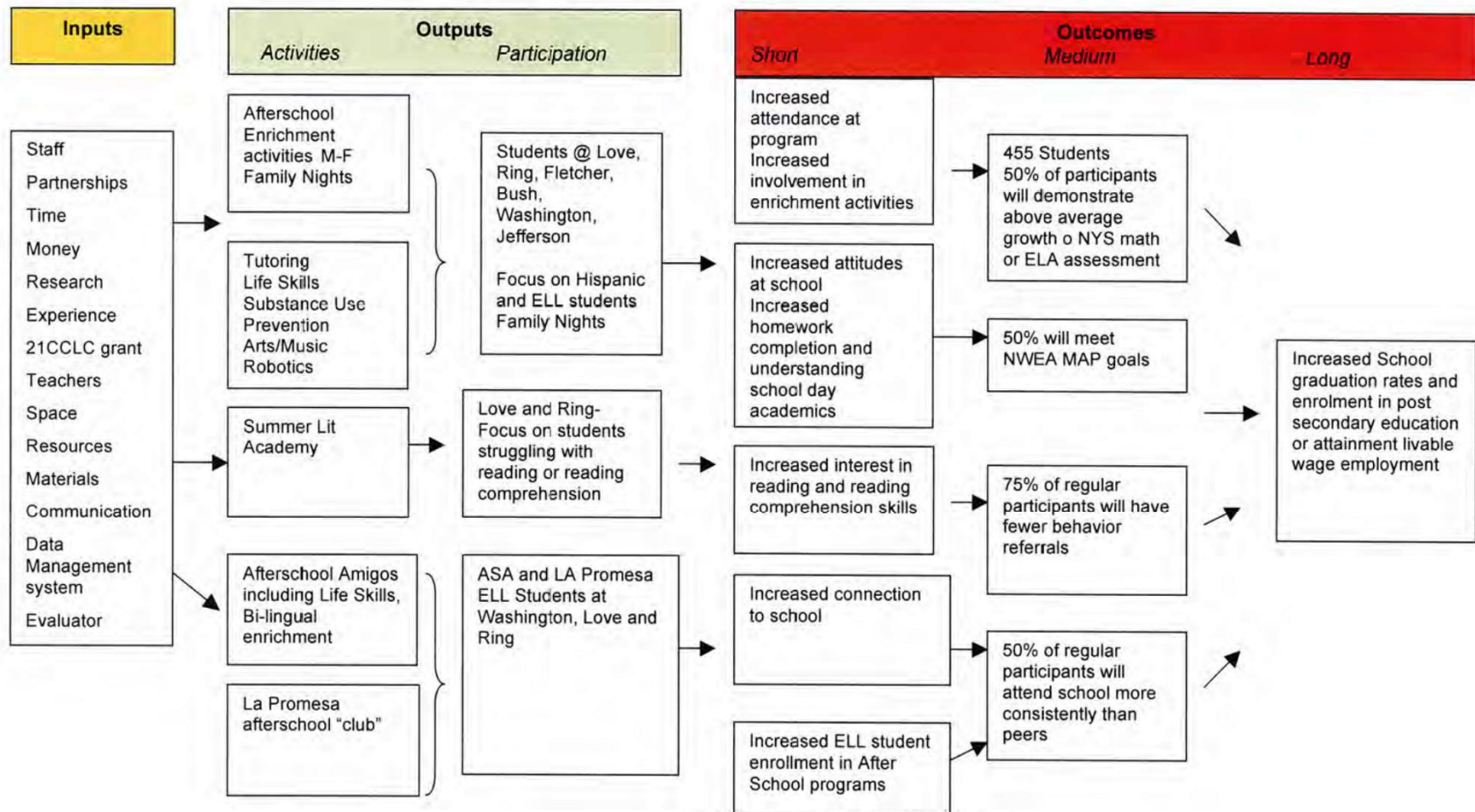


Program Overview: Logic Model

The program Logic Model provides a roadmap that aligns inputs and activities with the program's intended outcomes.

Appendix A: Jamestown Public Schools PROMISE Logic Model

PROMISE will provide a full complement of afterschool and summer, academic, youth development and family education services and supports, accessible to all students, with the intent to increase academic performance, connectedness, and engagement among underserved populations in order to meet students' educational, social and emotional needs, and ensure the promise of college, career and life success





Program Overview: Project objectives



PROMISE will ensure that program services are available to participating students and families for a minimum of 15 hours per week in addition to early release days and summer learning opportunities.



The LitCamp schedule will provide a 6-week summer reading program.



Each day, PROMISE will offer a variety of academic activities aligned to CCLS standards to all students.



Each day, PROMISE will offer a variety of enrichment and youth development activities to all students.



Partnership agreements and vendor contracts will be established with at least 10 community agencies.



100% of program partners will attend monthly meetings and quarterly Advisory Board meetings.



100% of program partners will contribute to the QSA.



At least 50% of participating students' parents will attend one or more parent activities.



Annually, 55% of regular attendees will achieve a growth percentile of more than 50 on the English portion of the NWEA MAP assessment.



Annually, 55% of regular attendees will achieve a growth percentile of more than 50 on the Math portion of the NWEA MAP assessment.



Annually, 45% of regularly-attending ELL students will have average or above average growth on the ELA NWEA MAP assessment.



Annually, at least 50% of regular attendees will exhibit satisfactory attendance (attend 95% or more of enrolled days).



Annually, 85% of regular attendees will have no disciplinary referrals.



Program Overview: Where and When

The afterschool program operated at 4 in-person sites in Jamestown schools:



Bush Elementary



Grades K-4



Monday-Friday
12:00-5:00 pm



Fletcher Elementary



Grades K-4



Monday-Friday
12:00-5:00 pm



Ring Elementary



Grades K-4



Monday-Friday
12:00-5:00 pm



Afterschool Amigos at
Love Elementary



Grades K-4



Monday-Friday
3:00-5:00 pm

**The middle school sites operated
a virtual tutoring program
provided by Striders.**

Washington & Jefferson
Middle Schools



Grades 5-8

Monday-Thursday
3:00-5:00 pm

**PROMISE also held a 2-week
virtual summer program.**

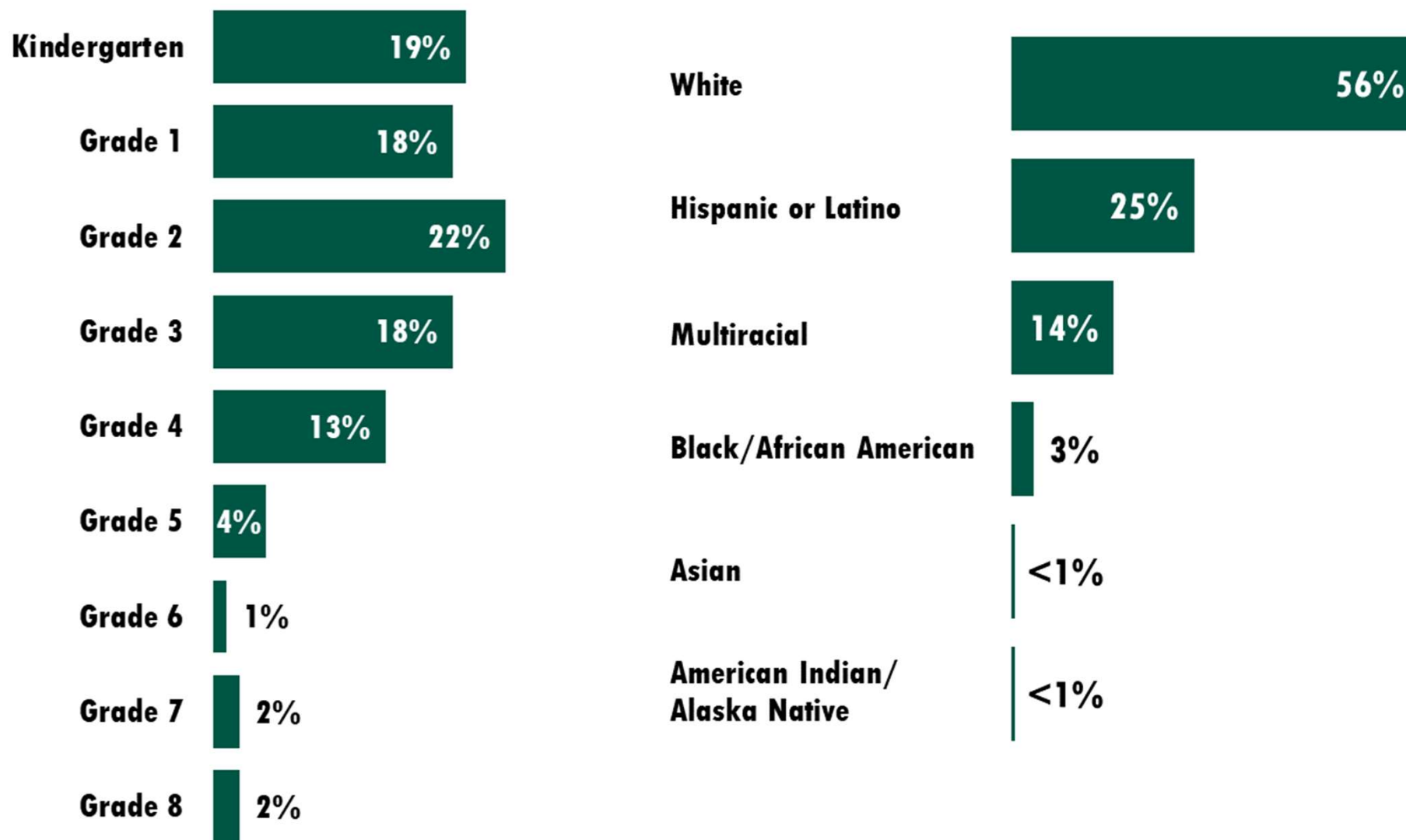


Monday-Friday
8:45 am-5:30 pm



Program Overview: Who attends

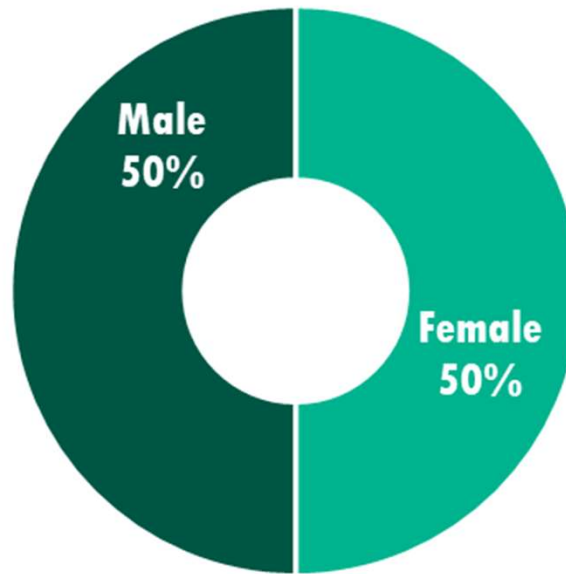
During the 20-21 school year, **251** students participated in the PROMISE program.





Program Overview: Who attends

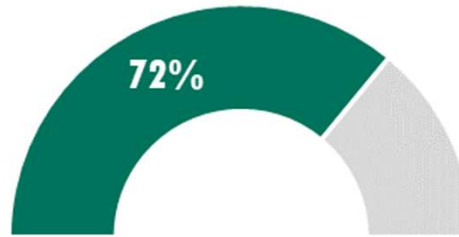
Nearly three-quarters of participants are classified as **economically disadvantaged, however only 7% are English Language Learners, a key group that the program is trying to engage.**



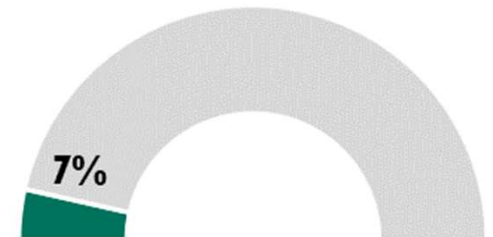
Students with a Disability



Economically Disadvantaged



English as a New Language



ACTIVITIES

Program Overview



Activities



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Activities: What activities are offered?

Students engage in a variety of hands-on academic and other enrichment activities.

Objectives:

Offer academic activities

Offer enrichment & youth development activities



ELA



Arts & Crafts



Math



Recreation & Nutrition



STEM



Activities: Ring sample schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
11:45 AM	Sign in	Sign in	Sign in	Sign in	Sign in
12:00 PM	Values/Expectations	Values/Expectations	Values/Expectations	Values/Expectations	Values/Expectations
12:10-12:45 PM	Bathroom/Lunch	Bathroom/Lunch	Bathroom/Lunch	Bathroom/Lunch	Bathroom/Lunch
12:45-1:45 PM	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring
1:45-2:00 PM	Bathroom Break	Bathroom Break	Bathroom Break	Bathroom Break	Bathroom Break
2:00-2:30 PM	Structured Station	Structured Station	Structured Station	Structured Station	Structured Station
2:30-3:30 PM	Snack	Snack	Snack	Snack	Snack
3:30-4:15 PM	Math	STEM	ELA	Staff Choice	Fun Friday (Kid's Choice)
4:15-5:00 PM	Gym/Motor Growth	Gym/Motor Growth	Gym/Motor Growth	Gym/Motor Growth	

ENGAGEMENT

Program Overview



Activities



Engagement



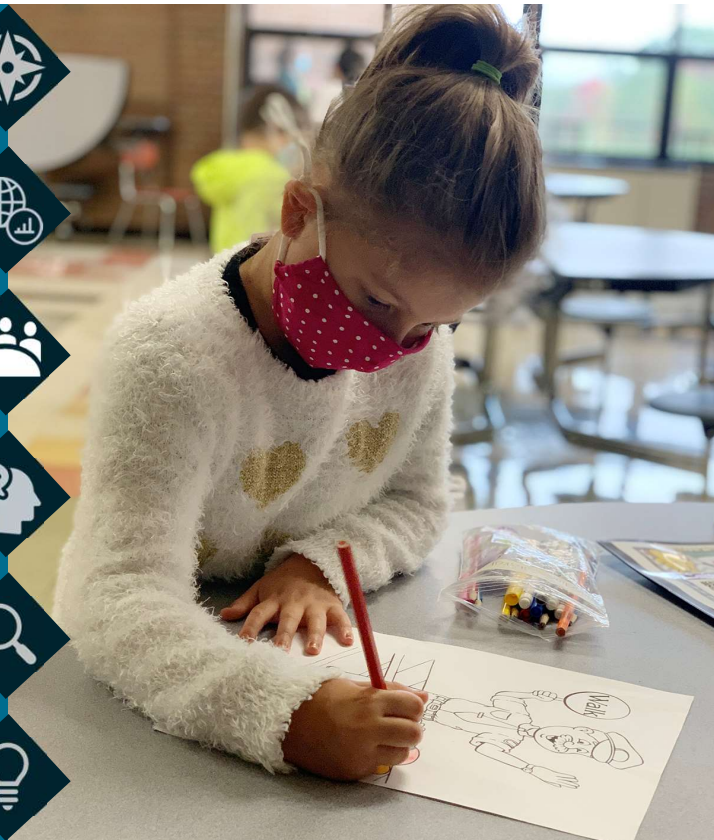
Survey Results



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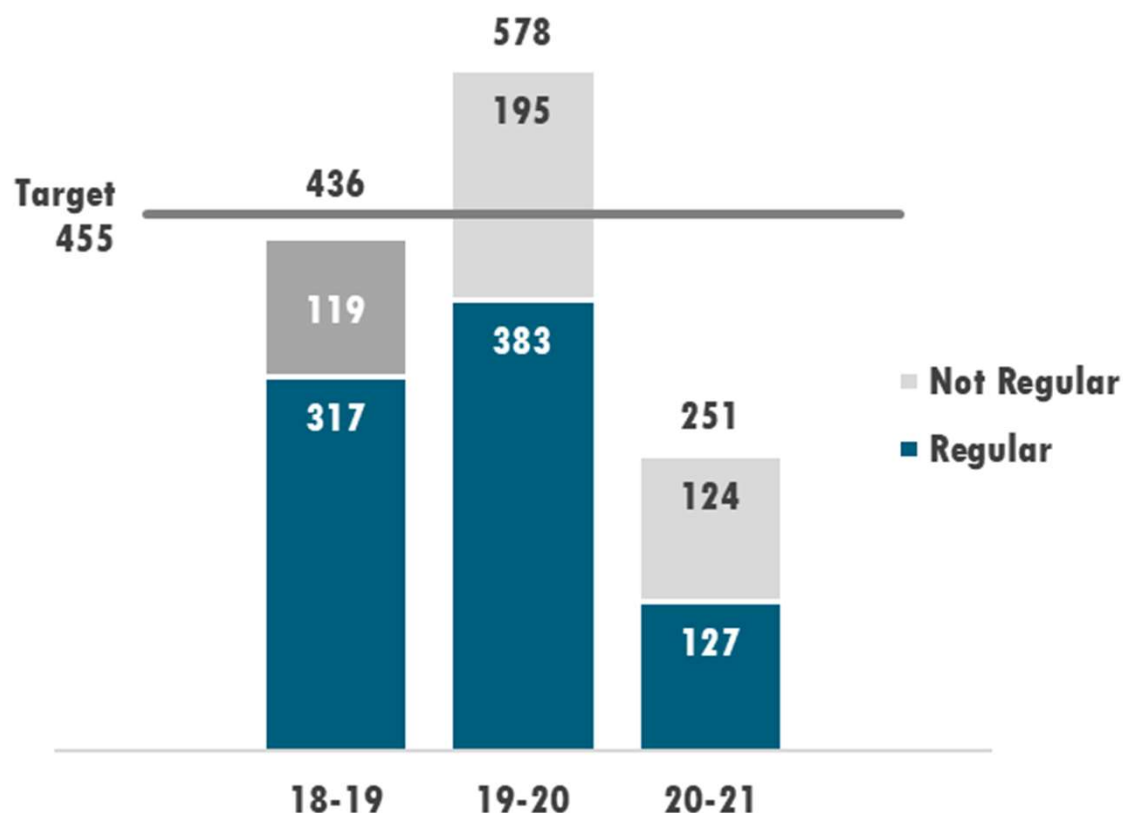




Engagement: Students

As expected, the number of attendees decreased from last year.

The program aims to serve 455 students each year. Students who attended 90 or more hours of program are considered regular participants. During the 18-19 school year, “Not regular” participants are students who attended at least 30 hours of program. Due to the COVID-19 pandemic, students who attended any number of program hours are counted as participants for the 19-20 and 20-21 years only.

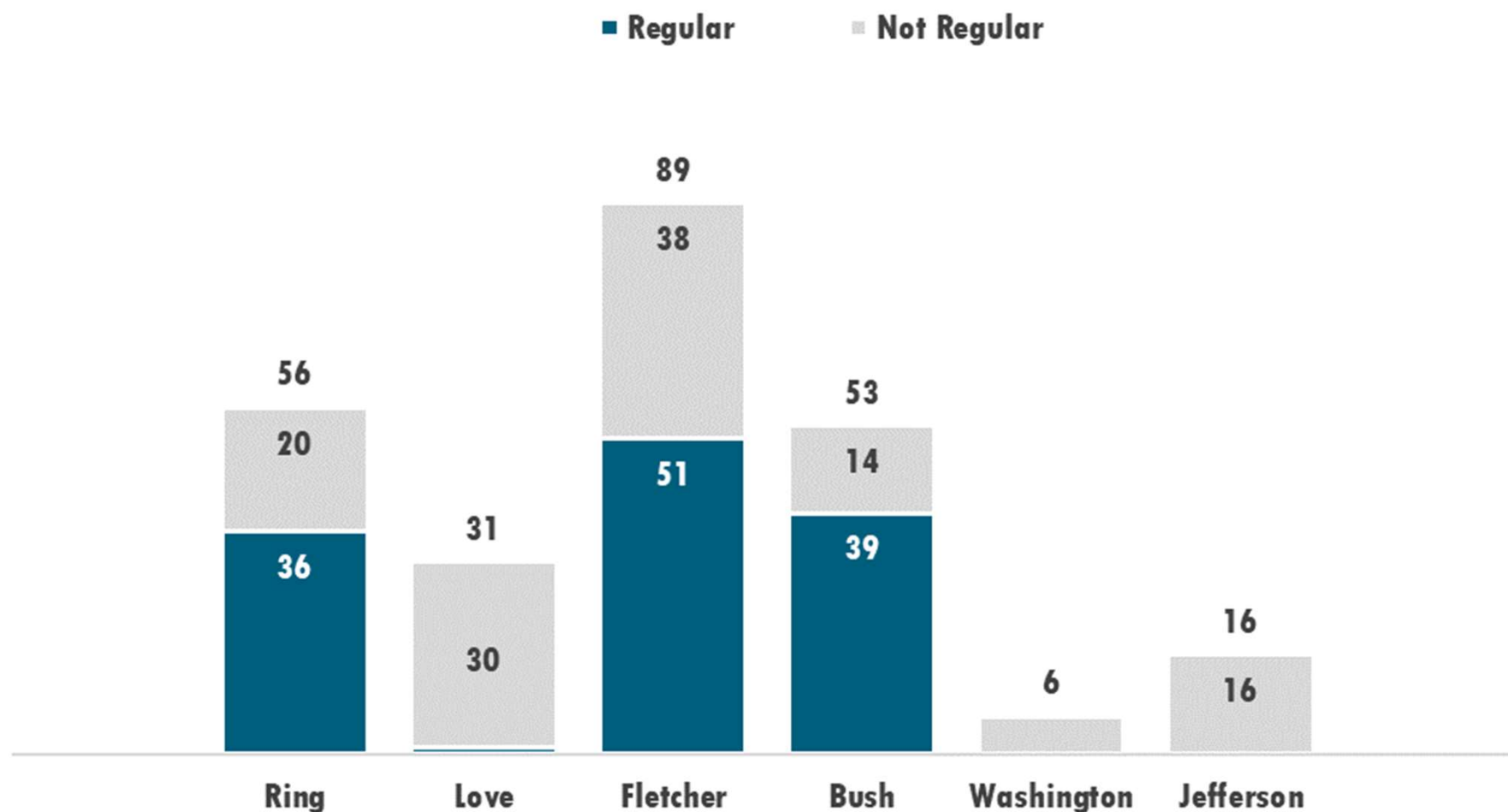


Note: Participation numbers for the 19-20 school year only reflect participation up to March 13, 2020 due to the school shutdown prompted by the COVID-19 pandemic.



Engagement: Students

Similar to last year, **Fletcher** had the greatest number of attendees.





Engagement: Community

The PROMISE Program established partnerships or had vendor agreements with 8 community agencies this year.

The number of vendors and partners had to be reduced due to COVID restrictions limiting outside vendors in school buildings.

Objective:
Program will have partnership agreements with at least 10 community agencies.

Community partners included:



Jamestown YMCA



Chautauqua Striders



Winifred Crawford Boys and Girls Club



Prevention Works



YWCA Jamestown



Jamestown Community Learning Council



Infinity Visual & Performing Arts



VIA Evaluation



Engagement: Community

The Program Advisory Council meets to discuss program plans and potential improvements.

The PROMISE Advisory Council met 4 times during the 20-21 school year.

Advisory council meeting attendees included all formal program partners.



Program staff



Administrators



Teachers



Community partners



Parents



Students

Objectives:

Program partners attend quarterly advisory meetings

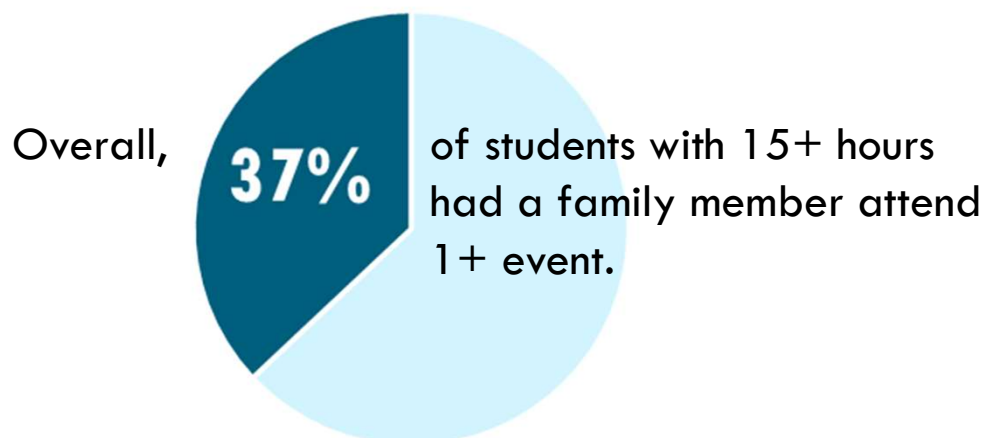
All program partners will contribute to QSA completion

During each Advisory Meeting, attendees discussed a few sections of the Quality Self Assessment tool (QSA) to reflect on the program's strengths and weaknesses. All but one partner participated.



Engagement: Family

In total, the program hosted 7 family events at 4 sites.



Objective:
At least 50% of participating students' parents will attend 1+ parent activities.

Fletcher

40% of students had a parent attend



Literacy Bingo



Social Emotional Kind Word Bubbles



Mother's Day Activity

Bush

50% of students had a parent attend



My Wish on a Four-Leaf Clover

Love

100% of students had a parent attend



ASA Ice Cream Social



ASA Tie Dye Family Night

Ring

9% of students had a parent attend



ASA Family Paint Night

SURVEY RESULTS

What did students and parents say about the program?

Program Overview



Activities & Participation



Engagement



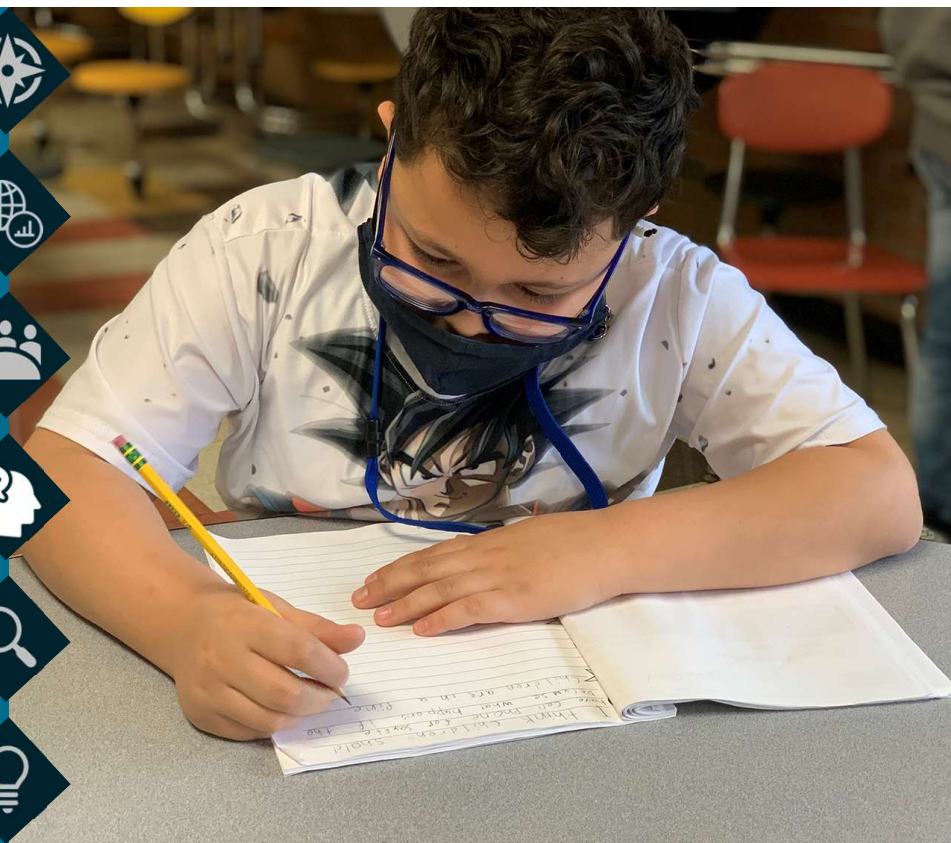
Survey Results



Outcomes



Key Findings & Next Steps





Survey Results: Students

16 students completed a satisfaction survey about the afterschool program.
12 of the students attended Ring, 3 attended Bush, and 1 Fletcher.

50% of students like coming to the program.

69% of students feel safe at the program.

56% of students say program staff care about them.

What students like best

- Activities (e.g., arts & crafts, going outside)
- Being with friends
- Program staff

Student recommendations

- More time outside
- Better food

"I like that we can play with friends."

-Program attendee



Survey Results: Parents

31 parents completed a satisfaction survey about the afterschool program.
19 of the parents have children who attended Ring, 10 Fletcher, and 2 Bush.

100% of parents agree their **child is safe** at the program and the **program schedule meets their needs.**

96% of parents say that the **program is good for their child**, and they would **recommend the program** to friends with children.

87% of parents report that their **child has improved in school** since starting the afterschool program.

Parent recommendations

- Offer more physical activities
- Offer extended hours and program on school holidays
- Improve communication with parents

“Our family loves this program. [My child] REALLY enjoys coming here & as a parent, that’s all I could ever ask for.”

OUTCOMES

Program Overview



Activities & Participation



Engagement



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Key Findings & Next Steps





Outcomes

The PROMISE program has five outcome objectives related to regular attendees:



Satisfactory in-school attendance



Zero disciplinary referrals



Improved scores on the English portion of the NWEA MAP assessment



Improved scores on the Math portion of the NWEA MAP assessment



Improved scores on the ELA NWEA MAP assessment for ELL students

This objective could not be measured because no ELL students achieved regular attendee status.



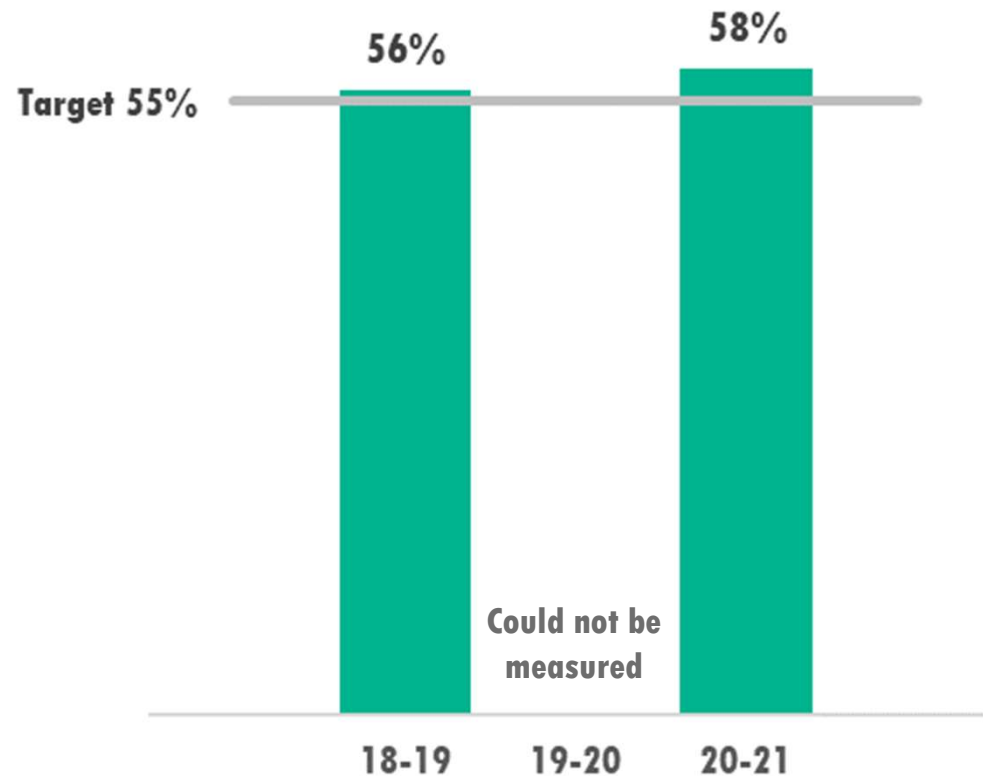
Outcomes: ELA Academic Achievement



The program exceeded the target for number of regular program attendees who showed proficiency in English Language Arts.

Objective:

55% of regular attendees will achieve a 50+ growth percentile on the English portion of the NWEA MAP assessment.





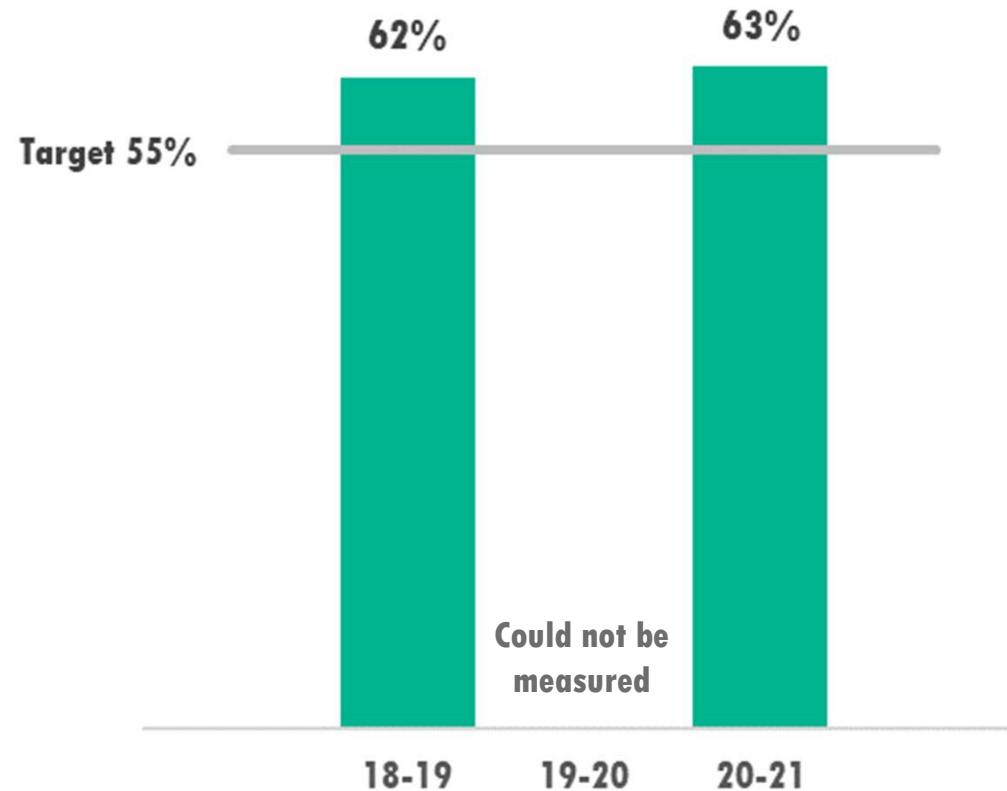
Outcomes: Math Academic Achievement



The program was also above target for the number of regular attendees who displayed **Math proficiency**.

Objective:

55% of regular attendees will achieve a 50+ growth percentile on the Math portion of the NWEA MAP assessment.





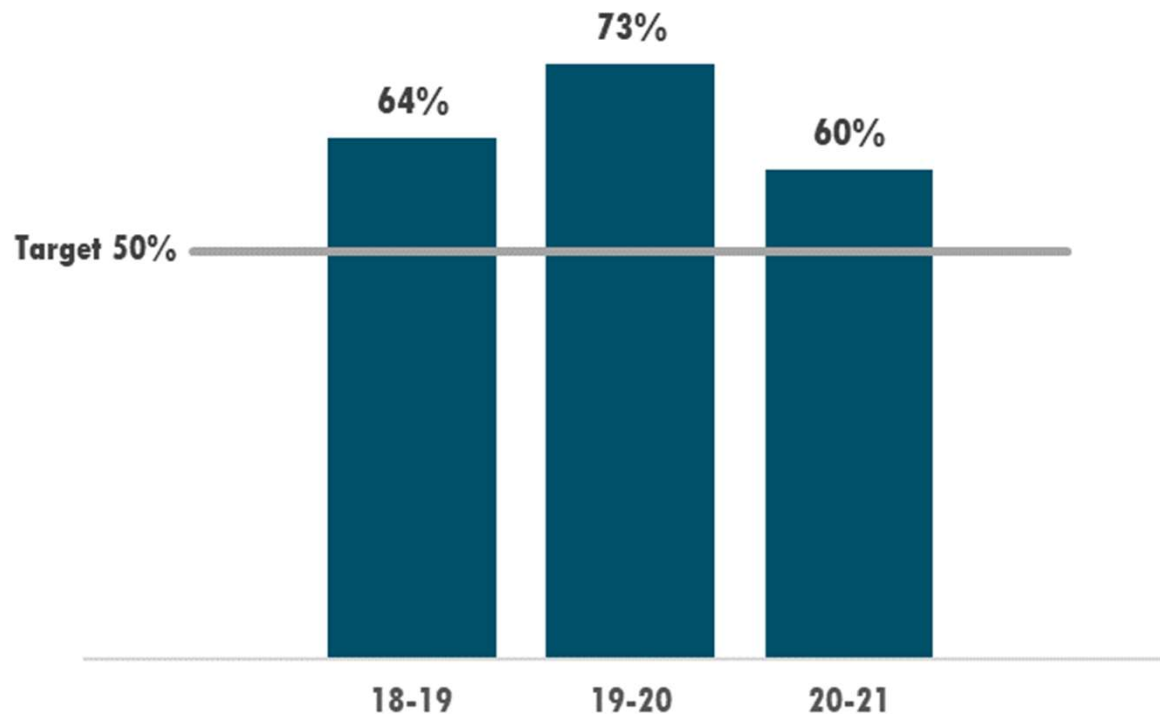
Outcomes: Attendance



The percentage of students with satisfactory **in-school attendance** decreased from last year but was still well above the target.

Objective:

At least 50% of regular attendees will attend 95% or more of enrolled days.



Note: Attendance numbers for the 19-20 school year only reflect attendance up to March 13, 2020 due to the school shutdown prompted by the COVID-19 pandemic.

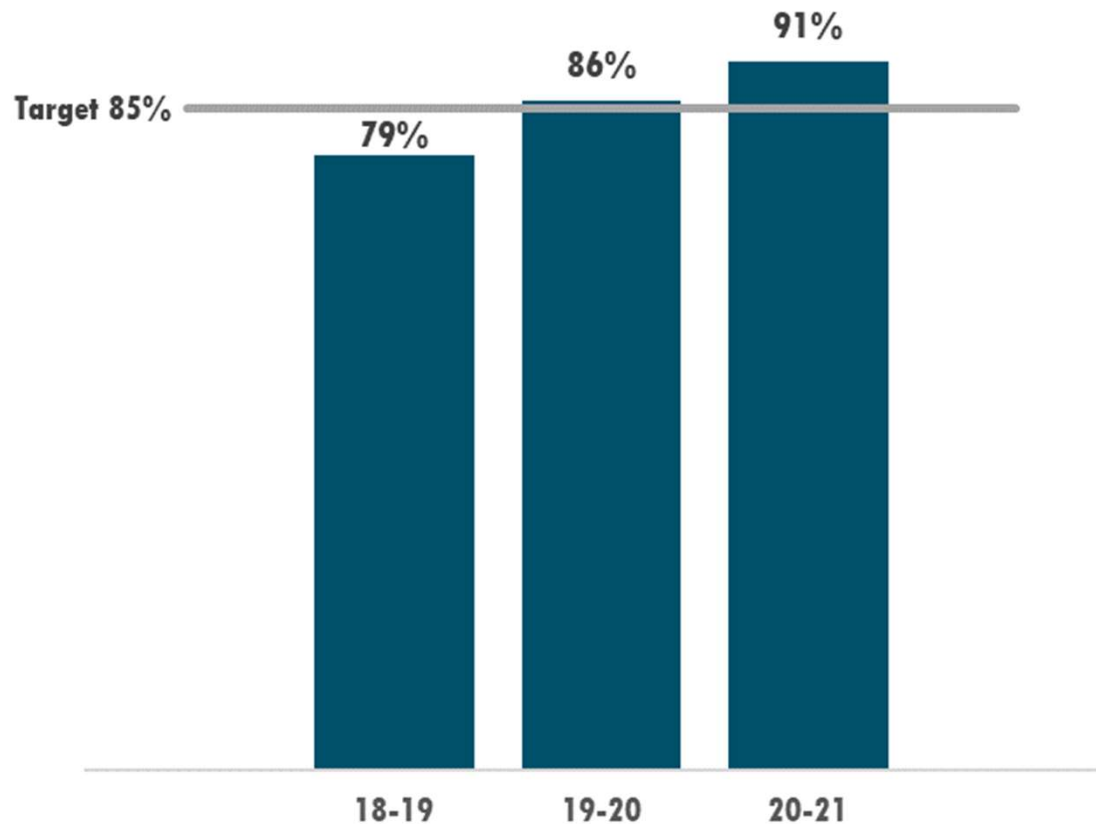


Outcomes: Behavior Change



The program exceeded the target for number of regular program attendees who received **zero disciplinary referrals** this school year.

Objective:
85% of regular attendees will have no disciplinary referrals.



Note: Disciplinary referral numbers for the 19-20 school year only reflect data up to March 13, 2020 due to the school shutdown prompted by the COVID-19 pandemic.



Outcomes: Did the program meet its objectives?



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**Can't
measure**



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KEY FINDINGS & NEXT STEPS

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KEY FINDINGS



The program met outcome objectives for all that could be measured.

Despite an extremely challenging school year, the program exceeded the targets on all measurable outcome objectives relating to academic achievement and student behavior and attendance.



NEXT STEPS



Focus on program recruitment and retention in Year 5.

With the potential of students returning to in-person learning next year, program staff should focus on the recruitment and retention of program participants in Year 5. Program staff should work with partners to determine how to best provide after-school program services.



Prepare additional academic support activities.

In the fall, students are going to need continued academic supports to regain some of the learning loss caused by the pandemic. Plan intentional, targeted support activities to help those students who need it most.



Plan for proper support around social-emotional activities.

With schools potentially bringing back all students in-person next school year, program staff should work to ensure the social-emotional needs of students are met while they transition back to school. Consider offering more social-emotional activities to support students during this difficult time.