

Bronner Group serves as the local evaluator to Rochester City School District (RCSD)'s 21st Century Community Learning Centers (21st CCLC) grant programs at Martin Luther King, Jr. School (School #9) and Abraham Lincoln School (School #22). Provided below is a summary of Bronner Group's evaluation from the 2019-2020 school year.

RCSD, School #9, School #22, and their respective administrators, teachers, partner organizations, and community members demonstrated resilience, creativity, and compassion this year in adapting to factors largely beyond their control—namely issues with programming space for Baden Street and the COVID-19 pandemic—to provide students high quality academic instruction; families with health, social, and career services; and communities the ability to support children and share resources. While neither school achieved all program goals during the turbulent year, both schools demonstrated a high level of commitment to the program and met several program goals related to program offerings, professional development, and community engagement. During this program year:

- Teachers and staff at both schools demonstrated a strong set of values and belief-systems by providing services to students and families as a matter of personal responsibility.
- It was evident that a community of caring exists with empathy and encouragement.
- Time was devoted to developing social and emotional skills in all students and teachers/staff were engaged in home visits in order to reach as many students and families as possible.
- It was evident that teachers collaborate to develop a positive academic identity in all students with cultural proficiency. Teachers were dedicated to developing how students perceive their school and the connection they have to their teachers and their education. Practices demonstrated that the curriculum is aligned between and across grades.
- The Community Engagement Team (CET) met regularly to further the mission and share community resources.
- Data was used effectively to meet state standards.
- Staff were working virtually with office hours, monitoring attendance recording meetings and delivering instructional units for groups and individual students, sharing resources and collaborating, supporting and coaching parents, using resources provided by the school, district and state board of education.
- School social workers and counselors were active supporting students and families.
- Food and learning packets were distributed and accessible.
- Teachers helped parents navigate technology and distribute learning packets.
- The bilingual team has developed a very strong relationship with parents.

This year has brought on many challenges for educators and students. RCSD, School #9, School #22, and their respective administrators, teachers, partner organizations, and community members continue to work relentlessly against many headwinds to ensure that School #9 and School #22 are centers of academic, social-emotional, and wellness supports for students and the community.