Annual Evaluation Report (AER) **TEMPLATE**

for NYS 21CCLC Local Evaluators

Purpose of the AER Template

The Annual Evaluation Report (AER) Template was developed at the request of the State Program Coordinator to create a **uniform method** to collect and organize information about local evaluations for New York State subgrantee programs. It is intended to function, both, (1) as a protocol for submitting end-of-year evaluation information in a way that allows for **systematic review** by members of the state-level leadership team, and (2) as guidance for program evaluators to inventory their data collection measures and reporting activities, and check alignment with NYS 21CCLC evaluation requirements and performance metrics.

The New York State Education Dept. (NYSED) is committed to maintaining and supporting **high-quality local evaluation** that helps to drive continuous improvement and raise the effectiveness of statewide 21CCLC programming. The review of AERs offers key insights into a program's measurability, the research methodologies used by the evaluator, and a snapshot of findings about implementation progress and success indicators.

Quick Facts about AERs

▶ **Due Date |** AERs are submitted to the NYSED Program Office by September 30. (See SMV Indicator H-1a)

▶ **Utilization |** AERs serve as a multi-purpose reference document used by NYSED and state-level partners; as such, the template is designed to collect information in areas that serve those groups' needs. Program-level stakeholders are not the primary audience for this report, yet programs are required to receive the AER from their evaluators and keep it for their records. Evaluators can provide a customized report, tailored to meet the needs of their clients and program-level stakeholders by adapting and or expanding the information from the AER. Reports designed for clients are not submitted to NYSED; they are useful for clients to utilize to communicate progress to community stakeholders (See SMV Indicator H-6), as well as for continuous program improvement.

▶ **Value |** AERs are reviewed by NYSED and the Resource Centers before each subgrantee Site Monitoring Visit (SMV) or Technical Assistance (TA) visit to enrich the team's understanding of the program. AERs are studied by the Statewide Evaluator to identify patterns, trends, effective design strategies, and areas for further inquiry. A collection of highlights and aggregated summaries from AERs will be included in presentations to federal level monitors and the network of SEA Coordinators, as needed, to demonstrate qualities of local evaluation across the state.

▶ **Alignment |** Components of the template are directly aligned with NYSED policies and program expectations that are the focus of Site Monitoring Visits (SMVs). These alignments are highlighted throughout this template with references to required indicators and evidence in the **SMV Tool**.

Contents & Instructions

Section Heading		Pages	Instructions for Completion
I	**Project Info**	3	Enter info into the fields on the table. *Save your draft as you work; see submission instructions, below.
II	**Site Visit Findings**	4 - 9	Enter info into the tables; provide a brief narrative summary of visits 1 & 2.
III	**Conclusion & Recommendations**	10	Provide a written summary in the box provided. *Prepare Required Supporting Docs.
IV	**Collaboration & Utilization**	11	Provide a written summary in the box provided. *Prepare Optional Supporting Doc.
V	**Logic Model/TOC**	12	Insert/embed a *clear* picture of the model or attach as a separate document/PDF.
VI	**Evaluation Plan & EOY Results Tables**	13	Download the accompanying excel workbook. Review the GUIDE, defining the category headings; the OUTLINE, showing the organization and order of the sheets; and an EXAMPLE of table 1, Core Ed Services.

Instructions for Submitting the AER & Supporting Docs

1   Name the Word Doc File. Once you begin editing/inputting info into this Microsoft Word document Template, Save As: "**AER-[RoS/NYC]-[Last four digits of Project ID]-Submission Year**" | Example: "**AER-NYC-0123-2023**" | This unique tag will be used by the State to check that each project's AER has been received by 9/30/23 and locate the AER, the accompanying Eval Plan & Results Tables (Section VI), and required supporting docs (listed on p.10) into the correct program file folder. Send as an MS Word or PDF file.

2   Name the Excel File. Once you start editing/inputting info into the accompanying AER Eval Plan & Results Tables excel workbook, Save As: "**AER-[RoS/NYC]-[Last four digits of Project ID]-Submission Year-Tables**" | Example: "**AER-RoS-4567-2023-Tables**"

3   Name the Required Supporting Documents. Save As: "**AER-[RoS/NYC]-[Last four digits of Project ID]-[Type of item]**" | Example: "**AER-RoS-4567-Survey**" | Supporting Docs include blank copies of any instruments used for data collection (see p.10) and *may* include a PDF of the Logic Model or Theory of Change Model if it is not embedded into page 12 of this AER document.

4   Send an Email with All Attachments to **EMSC21STCCLC@nysed.gov**. It will be received and processed by the NYSED Program Office. The state-level partners – Measurement Incorporated (MI) team and the Regional RCs – will be notified about submissions and be able to commence their review. AERs for the 2022-23 program year are due to NYSED by 9/30/23.

5   Send an Email with all Attachments to your client/program director by 9/30/23 so they can review, if they wish, and add to their files. Use the amber color-coded notes throughout the AER Template to inform clients about which compliance indicators these items relate to.

Section I

PROJECT INFORMATION

Program	Project 3C – Caring Campus Connections
Project #	0187-23- 8017 ☜ *Insert last four digits*
Lead Agency	Little Flower UFSD
Program Director	Dr. Harold Dean, Superintendent

#	Name of Participating Site(s) @ Locality (town or city name)	Grade level(s) served at each site
1	Little Flower UFSD, Wading River, NY	3-12
2	**Name, Town/City**	**Grade Min - Max**
3	**Name, Town/City**	**Grade Min - Max**
4	**Name, Town/City**	**Grade Min - Max**
5	**Name, Town/City**	**Grade Min - Max**
6	**Name, Town/City**	**Grade Min - Max**
7	**Name, Town/City**	**Grade Min - Max**
8	**Name, Town/City**	**Grade Min - Max**
9	**Name, Town/City**	**Grade Min - Max**
10	**Name, Town/City**	**Grade Min - Max**
11	**Name, Town/City**	**Grade Min - Max**
12	**Name, Town/City**	**Grade Min - Max**
13	**Name, Town/City**	**Grade Min - Max**
14	**Name, Town/City**	**Grade Min - Max**
15	**Name, Town/City**	**Grade Min - Max**

Program-wide **Target** Student Enrollment	110	**Actual** Enrollment at/above **15 hours**	87
Evaluator	Dr. Margareth Lafontant		Developmental Systems, Inc.
Contact Info	917 364 3735		drmlafontant@gmail.com

Section II

Site Visit Findings

*In this section you are asked to provide summary findings from each of the two required annual evaluator site visits. Please include a discussion of any observations you may have conducted. To assist our review and learn about your process, please attach observation/interview protocols you used, if applicable. N.B.: All items/artifacts submitted to NYSED as part of the AER are for state-level review purposes only; they will **not** be shared or used outside of the review process without explicit consent from, both, the evaluator and client program director. *Client assist: Evidence of completion of site visits is required for compliance with **SMV Indicator H-1**.*

First Site Visit: Readiness Review & **Walkthrough**

The Local Evaluator and Program Leaders schedule the First Site Visit to review installation activities and check readiness factors. Evaluators can observe early program implementation efforts, if possible. This is a collaborative, interactive experience where information is exchanged, questions are explored, and shared learning occurs.

This visit functions to demonstrate the value of the dialogue between partners: the evaluator and the program leaders. Evaluators use a protocol to review the program's anchoring and operational documentation: i.e., verify alignment between the grant proposal (including the Table for Goals and Objectives), logic model, calendar & schedule of activities/offerings, program timeline, program handbook, parental consent forms, and procedures for entering/documenting data. This visit should also serve to identify any obstacles to implementation.

1a. First Site Visit | Procedure

Date(s)	Site# (use p.3 list)	Program activities observed	Methods Used across all sites
11/21/2022	1	Art Club	☐ Observation using protocol*
11/21/2022	1	Chess Club	☐ Interview(s) using protocol*
11/21/2022	1	Athletics	☐ Document review using protocol*
00/00/202X	# from list	Title of activity	☐ Insert description of Other Method
00/00/202X	# from list	Title of activity	☐ Insert description of Other Method
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	

* *Please submit a blank copy of each data collection instrument (see Required Supporting Documents, p.10)*

1b. First Site Visit | Summary of Findings

Briefly summarize the salient findings you gathered from your observation(s) & interview(s). *What did you see, hear, and learn about installation and initial implementation?*

Dr. Dean provided my colleague and I with a list of the activities taking place that afternoon. We visited three activities which included: Chess Club, Art Club, and Athletics. All activities were well attended with approximately 12, 15, and 23 youngsters in each activity, respectively.

The school environment was clean, well-organized, and youngsters transitioned seamlessly from activity to activity. All classes we visited succeeded in keeping students actively engaged, while encouraging polite interaction. The children in the Chess Club were paired with other students of like ability. The teacher walked around from pair to pair to pair to ask or answer questions about the game. It was truly impressive to see how engrossed the students were and how quickly they took up another game as soon as the last one was completed. The Art Club was working on creating pictures related to the fall season. Students were provided with a choice of art materials to use to create their pictures of fall, i.e., colored pencils, finger paint, regular paint with a brush, special crayons with very intense color and an oily sort of texture that easily smudges. The teacher and teaching assistant went around the classroom to provide constructive feedback to students and encouraged them to follow her example in identifying positives in other students' work and politely making suggestions on how the work might be improved. Finally, there was the Athletics Club that took place in the gym. The coach modeled the drills he asked the youth to work on (i.e., warm up exercise, dribbling around cones, and shooting a basketball correctly). He also provided ample scaffolding via verbal instructions, as students strove to perform at their peak. Toward the end of the session, students were allowed to scrimmage.

My colleague and I were struck by the positive climate, which was all the more notable given that this was a self-contained special education school. Though this program was very young, it was obvious that the afterschool program was benefitting from the strengths of the day program, i.e., teachers were already familiar with the students, setting was well-organized and the ample resources of the school enhanced the overall functioning of the afterschool program. I also took notice of the variety of recreational activities that ranged from being highly cerebral (chess), artistic (art club), and athletics (physical).

1c. First Site Visit | Delivery & Receipt of Report

Briefly describe the delivery of the findings report. *What form did your report take? How did you present it?*

Briefly describe the receipt of the report, and, if known, the use of the information. *How was it received? Was it shared with program staff and other stakeholders? What actions did program leaders take as a result of the information?*

Client & State leadership team assist: Evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, help satisfy requirements in **SMV Section H. This information also helps the state-level team understand more about the effective ways an evaluator presents formative findings, as well as the program leader's utilization of the feedback.*

After visiting the 3 activities mentioned, my colleague and I immediately met with Dr. Dean to provide feedback. We shared our positive thoughts about his school's afterschool program and he reminded us that his district previously had an Extended School Day (ESD) grant from NYS.

We asked Dr. Dean how he wanted to see the program improve. He quickly responded that he wanted to increase participation rates and elaborated that it is often the same children who attend. He also noted that residential students with less after-school participation are the ones who tend to partake in delinquent activities. We then began to discuss possible strategies and we agreed that some concerted efforts to hear directly from such students about their activity preferences for afterschool might be quite effective. This would allow them some say in what is offered and thereby, increase their chances of partaking in these more positive activities. We agreed to involve members of the Advisory Committee in these efforts, which also included a student representative.

Given the learning challenges of the student body, the Evaluators subsequently adapted the NYSAN QSA tool to create two very simplified versions. One was to survey students who attend the afterschool program and the second version was designed to gather information from students who have never attended the afterschool program. These two versions were shared with Advisory Committee members via email for their input.

In January 2023, afterschool teachers disseminated the survey to students who attend the afterschool program. Additionally, the Project 3C Program Coordinator individually approached students who never attended the afterschool program to ask them to complete the second version of the survey especially designed for them. Surveys were collected from students, scanned and sent to the Evaluators for analysis. Results were shared with the Program Director. Overall trends indicated that those who tended to skip the afterschool program were non-resident students with transportation issues. Patterns that emerged from students that did attend the afterschool program revolved around the provision of snacks. These findings were shared with the Director of the program.

Follow up on the results was conducted by both the Evaluator and the Program Director. The Evaluator held focus group meetings with students in March to hear directly from students who may have not felt as freely to express ideas due to writing challenges or the child's awareness that his or her survey wasn't fully confidential (since they were distributed and collected by teaching staff). A theme that emerged from the focus groups for both attending and non-attending students was that some simply felt tired afterschool and wanted to go back to the cottages to rest and destress from the day. This surveying influenced the Director of the program to encourag staff to have more conversations with students about the types of activities students would like to see added to Project 3C.

All of these evaluation activities undertaken by major stakeholders led to definitive plans and actions to improve student participation:

1) In conversations between the Evaluator and Director, the idea of youth feeling tired and needing to de-stress afterschool was further considered; especially in light that many students at Little Flower take medications to regulate their emotions. This led the Director and his staff to work collaboratively with the LF-RTC to hold Saturday programs that would offer up to 4 hours of Project 3C programming (and would include at least 2 different activities).
2) The Director's work with the staff to continually keep an ear to the ground on identifying student interests led them to completely revamp the way in which they determined program activities. More specifically, rather than activities being based on what the teachers proposed that they would like to offer (which they previously submitted as proposals)—now offerings would be primarily based on students' interests. As a result, new clubs such as "Senior Legacy Project", "Project Runway", "Drama", "Debate Club", and "Calm and SEL" have emerged in the 4th quarter (April – June) and more prominently in the first quarter of the 23/24 school year. Attendance data for the 23/24 school year is not yet available as this report is being written. It will be interesting to see if these new approaches and additional offerings succeed in boosting participation rates!

Second Site Visit: Point of Service Quality Review

The second of the two annual visits is focused on assessing fidelity at full implementation. Observations are conducted at each program site for selected activities, attending to activity/lesson content and structure, environment/context, levels of participation, and staff's use of effective engagement and instructional strategies. Additional items of interest include the quality of interpersonal relationships, program personnel's use of inclusion and restorative practices, preparedness of staff delivering the lesson, support for staff from site leader(s), and the degree to which activities/lessons activate critical thinking, collaboration, and promote skill development. Evaluators are required to use an observation walkthrough tool; it may be inspired by the NYSED-approved Out of School Time (OST) tool, or another validated, reliable observation instrument.

*Client assist: As specified in **SMV Indicator D-2**, grantees are also required to conduct **program activity implementation reviews (PAIR)** two times a year. Alignment between the Evaluator's observational measure and the program's internal observational measure is not required, yet it could be useful for program leaders and evaluators to share an understanding about the look-fors/indicators of service quality to be able to combine findings and complement improvement efforts.*

2a. Second Site Visit | Procedure

Date(s)	Site# (use p.3 list)	Program activities observed	Methods Used across all sites
3/20/2023	1	Crocheting	☒ Observation using protocol*
00/00/202X	2	Art Club	☐ Interview(s) using protocol*
00/00/202X	3	Athletics	☐ Document review using protocol*
00/00/202X	# from list	Title of activity	☐ Insert description of Other Method
00/00/202X	# from list	Title of activity	☐ Insert description of Other Method
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	

* Please submit a blank copy of each data collection instrument (see Required Supporting Documents, p.10)

2b. Second Site Visit | Summary of Findings

Briefly summarize the salient findings you gathered from your observation & interview(s). *What did you see, hear, and learn about implementation and progress toward outcomes?*

Client & State leadership team assist: Evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, help satisfy requirements in **SMV Section H**. *This helps the state-level team understand more about the processes evaluators used to engage with their program partners/clients, what indicators of implementation efficacy and progress/growth they reviewed, and the discoveries made.*

Please enter your summary, here

Findings were very similar to the first visit. A very well kept physical environment and positive climate. Again, activities were well attended and students were observed to be highly engaged in their Project 3C activities, while they also appeared very comfortable to mingle unobtrusively with each other. This time for Art Club, students were painting a vase of their choice with regular paint. The teacher emphasized concepts of shading to create depth. My colleague and I also visited a crocheting class. Students were of different abilities levels. Those who were more advanced (2 students) were working on their own original creations (i.e., a blanket) that they could offer to someone as a gift. The others who were on a beginning level were being taught by the teacher, and sometimes helped by the more advanced students; on how to make various types of stitches and creating a simple rectangular shaped crochet product. Finally, the athletics session being held in the gym that day was now focused on soccer.

2c. Second Site Visit | Delivery & Receipt of Report

Briefly describe the delivery of the findings report. *What form did your report take? How did you present it?*

Briefly describe the receipt of the report, and, *if known*, the use of the information. *How was it received? Was it shared with program staff and other stakeholders? What actions did program leaders take as a result of the information?*

Client & State leadership team assist: Evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, help satisfy requirements in **SMV Section H. This information also helps the state-level team understand more about the effective ways an evaluator presents findings, as well as the program leader's utilization of the feedback.*

Please enter your summary, hereWithin a week after the 2nd site visit, the Evaluator and the Director of Project 3C met over Zoom. The Evaluator commended Dr. Dean and his staff for the very well organized and engaging activities she and her colleague observed. Discussions then ensued about increasing student participation. In addition to discussing progress made in improving student participation and current plans to that end, the Evaluator and the Director spent a good deal of time discussing the more challenging aspects of developing the parental component.

It was expected that the parental component would be especially challenging, given that most parents live 20 or more miles away from their child's residence at Little Flower. Additionally, a substantial proportion of these families are facing extreme hardships and / or in crisis; which is another reason why many of the students are placed at Little Flower. The Evaluator and the Director reviewed the steps taken to meet the parental participation objectives and realized that one roadblock was in securing the participation of two key parents who had been identified by the Advisory Committee and who also agreed to participate in the survey development. Due to logistical factors for both the parents and professionals, in addition to the very pressing priorities of laying the ground for providing quality afterschool services to the youth, the parent survey had not been developed. As a result, neither were the subsequent specially designed parental activities that should have been shaped by the results of this survey. It was late late March (when the Evaluator was meeting with the Director about Site Visit #2).   This issue was reported to the Advisory Committee at the June meeting and it was decided that the parental piece would receive paramount attention during the 23/24 year.

The Director and Evaluator met again subsequent to the Advisory Committee to consider additional strategies that may be effective. Some ideas agreed upon included:

1) Identifying additional parents (including prominent local clergyman on the LF-RTC Board of Directors) who can participate in drafting of the survey and reaching out to the parents overall
2) Having professionals (Counseling Staff, Residential Staff, and the Evaluator) informally interview a few parents and draft a survey for these key parents to review to further ensure their participation in the drafting process
3) Set an October 30th deadline for the finalized parental survey.
4) Parents will also be given 3 options to complete the survey: hard copy (to be mailed in), via Google Forms, or telephone interview.

Conclusions & Recommendations

Synthesizing all the data from site visits, surveys, interviews, and other sources, please summarize the program's successes, struggles/lessons learned, and recommendations to integrate into next year's program implementation plan.

*Client assist: Evidence of reporting is required for compliance with SMV Indicator H-1.

Little Flower UFSD's 3C Program has gotten to a solid start. *Objectives that were substantially or fully met include all: Core, Enrichment, Partnership, and Extended Hours objectives.*

Little Flower remains very ambitious in its goals to achieve a 100% success rate in creating a context where **ALL** students attend 15 or more hours of afterschool activities. During Year 1, Project 3C achieved a **65% rate** of regularly attending students; which merits praise given that a substantial number of students are bussed right after school. Additionally, of those who live on school grounds, many are also very tired right after school; given certain medications they take due to their emotional and behavioral problems. To increase the regularly attending rate, the leadership at Little Flower worked closely with the Evaluator, Advisory Committee, and all instructional staff to revamp the way it determines which activities it offers; going from a teacher-centered to fully student-centered approach. Another very promising strategy has been holding Saturday activities in the cottages where the children live. *It will be interesting to see how attendance data in the 23/24 school year fare with the implementation of these new and promising strategies bring.*

Gains in academic and disciplinary objectives were either very minimal or inconclusive. Explanations follow:

- Gains in GPA were calculated only for a small number of regularly attending students (N = 11), as the information collected from Power Schools did not produce data on all the children that were regularly attending. At times, this was because the 22/23 school year was the first year of the child's attendance. Nonetheless, quite a few regularly attending students who should have had data for both years were missing data for 21/22
- Gains for ELA and Math were inconclusive as regularly attending students' ELA and Math scores were not available from PowerTools
- A very slight decrease in disciplinary actions was noted from the NYSED PD8 Report on Little Flower UFSD. Though this was considered positive, it only provided data in aggregate form and student level data was not available to be analyzed.

The Evaluator will work closely with the Director and his staff to resolve these academic testing data issues.

Little Flower was weakest in developing its parental component. It was expected that the parental component would be especially challenging, given that most parents live 20 or more miles away from their child's residence at Little Flower and many of these families are in crisis. Again, working closely with the Evaluator, Advisory Board and school staff, the program has committed to making parental involvement a priority for the 23 / 24 school year by:

- Expanding number of key parents who will participate in supporting the drafting of a parental needs assessment survey
- Involving a very prominent clergyman on the LF-RTS Board of Directors to help in reaching out to parents and building more healthy bridges to their children
- Providing parents with additional options on how to complete the survey, i.e., Google Forms, hard copy, or telephone interview

Required Supporting Documents (please attach)

▶ **Data Collection Instruments**. Please attach a blank copy of a survey, observation tool, and interview protocol utilized this past year.

*The AER collects a sample of the instruments evaluators used to conduct their study activities. However, programs/clients are required to keep evidence of survey results capturing students' satisfaction with programming and their perceptions of program impact (SMV Indicator H-4).

Data Collection Tools Included:

- 2 Student Surveys inspired by OST NYSAN surveys. These surveys were also designed to collect qualitative data from students on specific activity preferences:
  - 1 version for students who attended the 3C afterschool program
  - 1 version for student who had never attended
- OST Observation Tool

Section IV

Collaboration & Utilization

Briefly describe the collaboration strategies you and program partners engaged in this year. What worked well? How much was evaluation (your participatory study practices, your information sharing) applied to support program functioning,* if at all? If you could envision any *improvements/enhancements* to the communication, collaboration, and utilization of evaluation findings & services – what would those be? How would those improvements bring even greater benefit to your client?

Optional Supporting Documents (please attach)

▶   **Sample Communication Artifact** featuring formative, data-based recommendations. Please share a memo, brief, correspondence, abridged record from a meeting, etc., in which you provided your client with applicable, improvement-focused recommendations this past year.

*This information helps the state-level team understand more about the effective processes evaluators used to engage with their program partners/clients. Please provide your client with this communication because evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, helps satisfy program compliance requirements in **SMV Section H**.

Section V

Logic Model (LM) *and/or* Theory of Change Model (ToC)

*Please provide your most up-to-date logic model and/or theory of change model. Consult the Logic Model Guidance document if you are still constructing your model and would like to review the standard components and basic scaffold. *This illustration helps the state-level team see how the evaluator used client input to visually organize program activities and map those across change pathways to targeted outcomes.*

INSERT HERE or ATTACH SEPARATELY

Evaluation Plan & End-of-Year Results Tables

Download the companion excel workbook, **AER Eval Plan & Results Tables**. Review the first two sheets with guidance and the overview of the seven tables. Input into the tables the information for the program's *performance indicators, how they were measured,* and *what the year-end results were*. See below for an example of table 1, Core Ed services – one of the five implementation-related 21CCLC program objectives.

Example

OBJECTIVE 1
Program Implementation

21st CCLCs **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.

(A) **Performance Indicator(s) (PI)** of success	(B) **Target Participants** whose data will be gathered	(C) **PI Measures** data collection instruments & methods	(D) **Analysis performed** *Brief description*	(E) **Sample Studied** % of participants data was collected from *(if applicable)*	(F) **Was PI Met?** Yes/ Partially/ No/ Data pending	(G) **Results** in same metrics as PI *(if Partially or Data Pending briefly explain)*
ELA enrichment programming offered 3 hours/day, 3 days/week for 30 weeks, annually	Program Sites A and B	▸ Program schedules ▸ Observation w/ protocol	▸ Review of operating dates, days, and hours ▸ Observations verify enrichment programming	NA	Partially	Site A offered ELA activities for 3 hrs/day x 3 days/wk. for 30 weeks. Site B had staffing limitations and offered ELA for 2 hrs/day x 2 days/wk. for 25 weeks.
100% of participating ENL/MLL students receive integrated ENL supports	Students designated as ENL/MLL at the beginning of the academic year	▸ Site visit observations; review of evidence of Sheltered Instruction Observation Protocol (SIOP) in lesson plans	▸ Reviewed notes from observations of ENL/MLL afterschool classrooms to check for observational evidence of SIOP used in instruction ▸ Reviewed lesson plans for ENL/MLL afterschool classes for evidence of SIOP methodologies	100% ▸ 30 ENL/MLL students in 2 afterschool classrooms were observed and weekly lesson plans for these classrooms were reviewed	Yes	100% of the ENL/MLL students in the program received integrated SIOP ENL supports
50 students will participate in a STEM	All 21st CCLC program participants	▸ EZ Reports session attendance records	▸ Descriptive statistics analysis of EZ Reports data	100%	No	35 students participated in 30 or more hours of STEM classes

class for at least 30
hours each year

Eval

▶

▶

Instruc

<div style="color:green">**The P**</div>

A

B

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C

D

E

<div style="color:blue">**The R**</div>

F

E

luation Plan & End-of-Year Results Tables

Use the tables in this workbook to identify the program objectives, performance indicators (PIs) of success, measurement plan, and results of your evaluation data collection and analysis for Year 1.

Present informtion at the program-wide level.

tions and definitions for Columns A-F:

Plan

Performance Indicators (PI) defined by SMART criteria (Specific, Measurable, Accomplishable, Relevant, Timebound)

Target Participants whose data will be gathered (if applicable to the measure): Students, adult family members, grade levels, sub-groups [e.g. special education], specific activity participants, etc.

Process

PI Measures: Data collection instruments and methods used to assess success of the PI; e.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records,

Analyses: Brief notes about how measures were used to determine whether the PI was met -- the ways

Sample Studied: Response rate or % of the population data was collected from. Expressed as a percentage, this is the number of individuals for whom data/information was obtained, divided by the

Results

Was PI Met? Yes / Partially / No / Data Pending

Results expressed in the same metrics as the PI. *Offer **brief explanation** in the following circumstance

If Partially Met - indicate # of sites where PI was fully met.

If Data Pending - indicate when data expected.

If not measured or not measurable explain why not.

Implementation Eval & PI Tables	OBJECTIVE 1
1 Core Ed	Sub-Objective 1.1
2 Enrichment	Sub-Objective 1.2
3 Partnership	Sub-Objective 1.3
4 Adult Services	Sub-Objective 1.4
5 Extended Hrs	Sub-Objective 1.5
Outcome Eval & PI Tables	OBJECTIVE 2
6 Academic	Sub-Objective 2.1
7 Behavior	Sub-Objective 2.2

21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

Core educational services. 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

Enrichment and support activities. 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.

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. *Client assist: This table might serve as a supplemental source of evidence*

Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children. *Client assist: This table might serve as a supplemental source of*

Extended hours. 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, such as during the summer and on holidays.

Participants of 21st CCLC Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports

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

Performance Indicators (PIs) of success	Target Participants whose data will be gathered
100% of lead teachers, supporting staff, and com	Work samples from teachers
100% of residential students will have increased	Students

Measures	Data collection instruments & mentods	Analysis breifly describing the process used for making sense of the data

Google Drive folders containing daily lesson Lesson plans were all written utilizing the same lesson plan fo

EZ Reports Attendance Summary by Session Data was downloaded from EZ Reports that reported on all a

Sample Studied *if applicable* | *E.g., Response rate, etc.*	Was PI Met?

A random sampling of 20% of lesson plans from rela Yes.

Data on 100% of Little Flower students was collecte Yes.

Yes- All lesson plans sampled were found to include integrated ELA, math, and science-related activities.

Yes- As will be detailed later in this report, nearly 65% of Little Flower students were regularly attending (15 h

hours or more). Analysis of the Attendance Summary Report further substantiates that the solid student atter

ndance across all major areas, including academically related activities related to ELA, Math, and Science.

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures | Data collection instruments & mentods
100% of lead teachers, supporti	Students	Work samples from teachers.
100% of residential students wi	Students	EZ Reports Attendance Summa

Analysis breifly describing the process used for making sense of the data	Sample Studied *if applicable* | *E.g., Response rate, etc.*	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
Data was downloaded from [	Data on 100% of Little F	Substantially me	Yes- As will be detailed later in this rep
Data was downloaded from [	Data on 100% of Little F	Yes.	Yes. As will be detailed later in this rep

port, nearly 65% of Little Flower students were regularly attending (15 hours or more). Analysis of the Attenda

ance Summary Report further substantiates that attendance in all activities in this category were very well atte

nce Summary Report further substantiates that the solid student attendance across all major areas, including

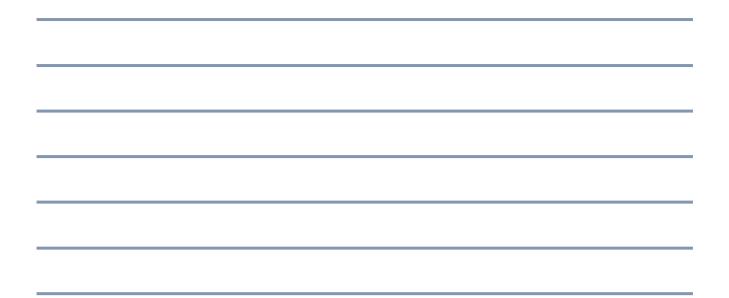academically related activities related to ELA, Math, and Science.

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures | Data collection instruments & mentods
Project 3C will conduct quarterl	Advisory Committee	Agendas, minutes, and any han
Number of formal partners will	Data provided by Little Flowe	Evaluator attendance at Adviso
Project 3C will increase its num	Data provided by Little Flowe	Evaluator attendance at Adviso

Analysis breifly describing the process used for making sense of the data	Sample Studied if applicable | E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
All measures / data sources s	All documents	Yes	Yes- Project 3C held all 4 quarterly Adv
Evaluators attended quarterl	See above	Yes.	Little Flower's 3C Program has a forma
Evaluators attended quarterl	See above.	Yes.	Yes. Little Flower surpassed its targeted

l partnership with Little Flower Residential Treatment Center (LF-RTC). It is the facility that that houses the sch

d goal of collaborating with two (2) community organizations to provide services to participating students; col

hool district's residential students located on the same campus as Little Flower UFSD. The 23/24 school year is

laborating with Suffolk Community College, Stony Brook University, Long Island Children's Museum, and Bay S

s the next year in which Project 3C is slated to secure another formal partner. Some of the current collaboratc

ors being considered include: Long Island Children's Museum, Long Island Aquarium, and Stonybrook Universit

y.

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures | Data collection instruments & mentods
Project 3C will construct and ad	Parents of residential student	Survey designed by counseling
Project 3C will present findings	Parents of residential student	Survey designed by counseling
Project 3C will increase its num	Parents of residential student	Program records of electronic a

Analysis breifly describing the process used for making sense of the data	Sample Studied if applicable | E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
Data was not collected	N/A	No	Survey was not developed. Parents we
Data was not collected	N/A	No	Survey was not developed. Parents we
Reviewed program records. I N/A		Partially.	Partially. A few parents (approximatel

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures | Data collection instruments & methods
100% of residential students wi	Students	Project 3C student attendance
100% of residential students wi	Students	EZ Reports Attendance Summa

Analysis breifly describing the process used for making sense of the data	Sample Studied if applicable | E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
Attendance data was disaggr	All participating Project	Substantially me	A total of 52% (n=71) of the students a
Data was downloaded from I	Data on 100% of Little F	Substantially me	As will be detailed later in this report,

ttended 30 hours or more. When this data was merged with the 15 – 29 hours category, this percentage rose

nearly 65% of Little Flower students were regularly attending (15 hours or more). Analysis of the Attendance

Summary Report further substantiates that the solid student attendance across all major areas of this objectiv

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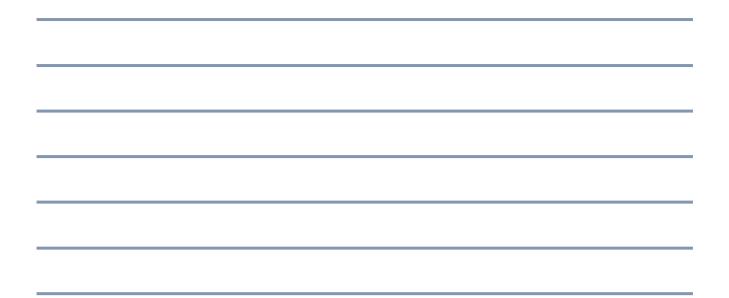| Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures | Data collection instruments & mentods
In each project year, targeted G 5-8 grade students		2022 and 2023 NYS Reading an
In each project year, targeted h 9-12 grade students		2022 and 2023 NYS Reading an
In each project year, targeted G Students		Final GPA scores on 7-12 grade

Analysis breifly describing the process used for making sense of the data	Sample Studied if applicable | E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
The Evaluator was provided \	All scores provided	Pending	More than half of regularly attending s
The Evaluator was provided \	All scores provided	Pending	More than half of regularly attending s
Data on students that were g	Data on 7-12 grade regu	Partially Met. .	For this measure, the total N = 15. Out

tudents' scores were missing for both the Star Reading and Math Rennaisance tests. No data was provided or

tudents' scores were missing for both the Star Reading and Math Rennaisance tests. No data was provided or

t of this total, 60% of the students showed an improved GPA (n=9) versus 40% who showed a decrease. Both

average increases and decreases were quite slight, amounting to .128 and .298, respectively. Both variables a

lso had very low standard deviation values of .25 or less

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures | Data collection instruments & mentods
100% of targeted residential stu	Students	Average Daily Attendance
In-school disciplinary actions wi	Disciplinary data on Little Flov	NYS PD8 Data on Little Flower l
Each year, disciplinary actions d	Disciplinary data on Little Flov	NYS PD8 Data on Little Flower l

Performance Indicators (PIs) of success	Target Participants whose data will be gathered	Measures | Data collection instruments & mentods

Analysis breifly describing the process used for making sense of the data	Sample Studied if applicable | E.g., Response rate, etc.	Was PI Met?	Results expressed in same metric as PI (if Partial or Data Pending, briefly explain)
The evaluator was provided \ see above		Partially.	ADA for regularly attending students (9
Examined PD8 reports for 21 Yes.			There were no increases in disciplinary actions from 21/
Examined PD8 reports for 21 See above		Partially.	There was a slight decrease in each are

)0.33%) came close to the targeted 95% rate. Additionally, attendance for regularly attending students amoun

nted to almost 5 full percentage points above those of students who were not regularly attending.

Caring Campus Connections - Project 3C

LOGIC MODEL

Inputs/ Resources → **Activities** → **Outputs** → **Outcomes**

Outcomes: *Short-term* | *Long-term*

Inputs/Resources:
- 21st CCLC Funding
- Little Flower 21st CCLC Staff
- Little Flower Residential Facility Staff
- Program Evaluator
- Little Flower Families

Activities:
- Core Academic Services
- Academic Enrichment & Sports Activities (i.e., music, art, chess, etc.)
- SEL / Trauma-Informed Activities
- Activities for family / community members

Outputs:
- ELA program (2 hr /day; 1 days/wk, 45 weeks)
- Math (1 hr /day; 2 days/wk, 45 weeks)
- Science (2 hr /day; 1 days/wk, 45 weeks)
- Academic Enrichment & Sports Activities (4 hrs/day; 5 days/wk, 45 of weeks)
- SEL/Trauma-Informed practices Infused into all program activities (2 hrs/day; 5 days/wk, 45 of weeks)
- Activities to residential staff and families (2 hrs /day; 1 days/wk, 30 of weeks)

Short-term Outcomes:
- All students will attend at least 30 hours of ELA programming annually
- All students will attend at least 30 hours of Math programming annually (any other specifics—Regents??)
- Grades 4, 8, and high school students scheduled to take science Regents exams will attend at least 30 hours of Science programming annually
- Program will be offered to all students and each will participate at least 30 hours annually
- All participating students will attend program activities with strong and constant SEL / Trauma-informed practices
- * At least 2 residential staff will attend activities conducted at Little Flower on a monthly basis.
  * At least one family member of each child will attend at least one event

Long-term Outcomes:
- Regularly attending participants (**RAP**) will improve State ELA score from prior spring
- RAP improve State Math score from prior spring
- RAP improve State Science score (passing rate) from prior spring
- RAP show increased interest in school through higher school day attendance and lower day and OST disciplinary actions
- - Residential staff and parents will report that they benefitted from program activities and feel more empowered to advocate for their child