



Year 5 (2021-2022) NYS 21 CCLC Annual Evaluation Report Template

Please Note: Text in this template that is new or modified compared with the Year 4 template appears in **maroon type**.

Purpose of this Document

This Year 5

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Annual Evaluation Report (AER) Template – Year 5 Final

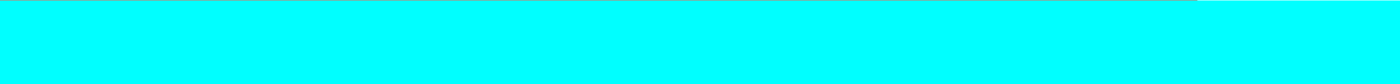
	0187-21- _____
	Site 1: _____ Grade(s) Served: _____ Site 2: _____ Grade(s) Served: _____ Site 3: _____ Grade(s) Served: _____ Site 4: _____ Grade(s) Served: _____ Site 5: _____ Grade(s) Served: _____ Site 6: _____ Grade(s) Served: _____ Site 7: _____ Grade(s) Served: _____ Site 8: _____ Grade(s) Served: _____ Site 9: _____ Grade(s) Served: _____ Site 10: _____ Grade(s) Served: _____ Site 11: _____ Grade(s) Served: _____ Site 12: _____ Grade(s) Served: _____
	Total (Program-wide): _____ Actual # at/above 30 hours _____

Sample

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

<p>of success</p>			<p>data collection instruments & methods</p>	<p>Include any longitudinal assessments conducted beyond one program year.</p>	<p>(if applicable):</p>		<p>present results (expressed in the same unit as the target)</p>
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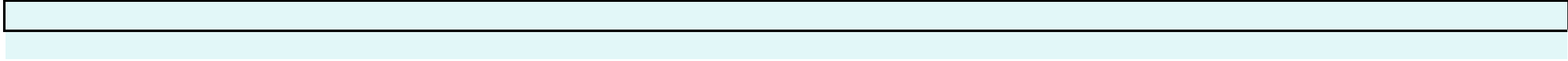


of success	
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: 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.

of success			data collection instruments & methods	Include any longitudinal assessments conducted beyond one program year.	(if applicable):		<p>present results (expressed in the same metric as the PI) indicate # of sites where PI was <i>fully</i> met. indicate when data expected.</p>
					# targeted by PI: ____ # w data: ____		<p>explain why not.</p>

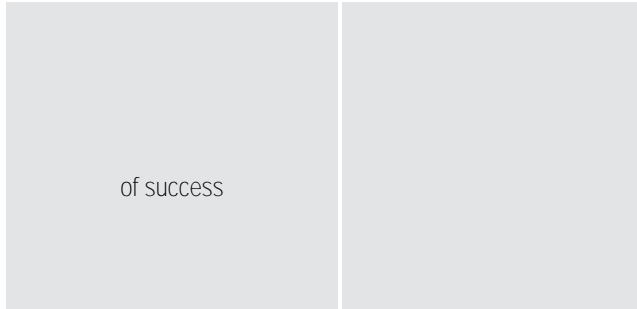
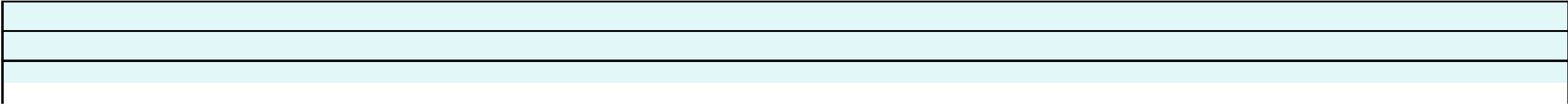
targeted by PI: ____
w data: ____



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.¹



of success			data collection instruments & methods	Include any longitudinal assessments conducted beyond one program year.	(if applicable):		
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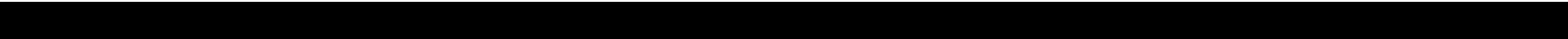


of success

of success			data collection instruments & methods	
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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.

of success			data collection instruments & methods	Include any longitudinal assessments conducted beyond one program year.	(if applicable):		present results (expressed in the same metric as the PI) indicate # of sites where PI was fully met. indicate when data expected. explain why not.
					# targeted by PI: ____ # w data: ____		
					# targeted by PI: ____ # w data: ____		



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of success			data collection instruments & methods	Include any longitudinal assessments conducted beyond one program year.	(if applicable):		present results (expressed in the same metric as the PI) indicate # of sites where PI was fully met. indicate when data BT/F1 147.0

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

of success			data collection instruments & methods	Include any longitudinal assessments conducted beyond one program year.	(if applicable):		present results (expressed in the same metric as the PI) indicate # of sites where PI was <i>fully</i> met. indicate when data expected. explain why not.
					# targeted by PI: ____ # w data: ____		
					# targeted by PI: ____ # w data: ____		

¹ Note that the Objective 2 tables

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of success			data collection instruments & methods	Include any longitudinal assessments conducted beyond one program year.	(if applicable):		present results (expressed in the same metric as the PI) indicate # of sites where PI was fully met. indicate when data expected. explain why not.
					# targeted by PI: ____ # w data: ____		
					# targeted by PI: ____ # w data: ____		

In this section you are asked to provide data and findings from each of the two required annual evaluator visits per site, as specified in the Evaluation Manual. Also include here a discussion of any in-person or virtual observations you may have conducted, as well as a discussion of any circumstances resulting from the pandemic that may have interfered with your ability to conduct observations, **and reasons why observations had to be conducted virtually (if any)**.

The specified purposes of these visits, as defined in the Evaluation Manual, remain the same, and include:

First visit: observe program implementation fidelity (Evaluation Manual, pp. 17-18). This visit includes verifying existence of, and *alignment* among,

- the grant proposal (including the Table for Goals and Objectives),
- logic model,
- calendar and schedule of activities,
- program timeline,
- program handbook,
- parental consent forms, and
- procedures for entering/documenting evaluation data.

This visit should also serve to identify any barriers to implementation.

Second visit: conduct point of service quality reviews (Evaluation Manual, p. 29). This visit, during which an observation instrument such as the Out of School Time Protocol (OST) or Out of School Time Protocol Adapted for Virtual Learning (OST-A) is completed for selected activities, foc4 Tf()6(())TETQ.00001.04 T1802 0 792 612 reWOST/F1 11.04 Tf1 0 0F1 11.04 Tf1 3e Tf1 3e Tf1 3e Tf1 3e Tf 792 612 r72T

Append results from any observation protocols or separate reports you have prepared for your client, as applicable.¹In addition, please provide

Append results from any observation protocols or separate reports you have prepared for your client,¹ or paste on this page, any summaries of findings on **point of service quality review observations** from the second observation conducted as part of the program evaluation.

Please specify approximate date(s) of *second* round of Year 5 visits and observations (MM/YY): _____

Observation protocol used for point of service observations:²

Out of School Time Protocol (OST)

Out of School Time Protocol Adapted for Virtual Learning (OST-A)

Other modified version of Out of School Time Protocol (attach a sample 6e on thag0 G[5])TETQ 76L1/F1 11.04 Tf1 0 0,(he792 612 reW*nBT/F1

Logic Model Components

Logic Model

Target Population*: A description of the population that the program is designed to serve

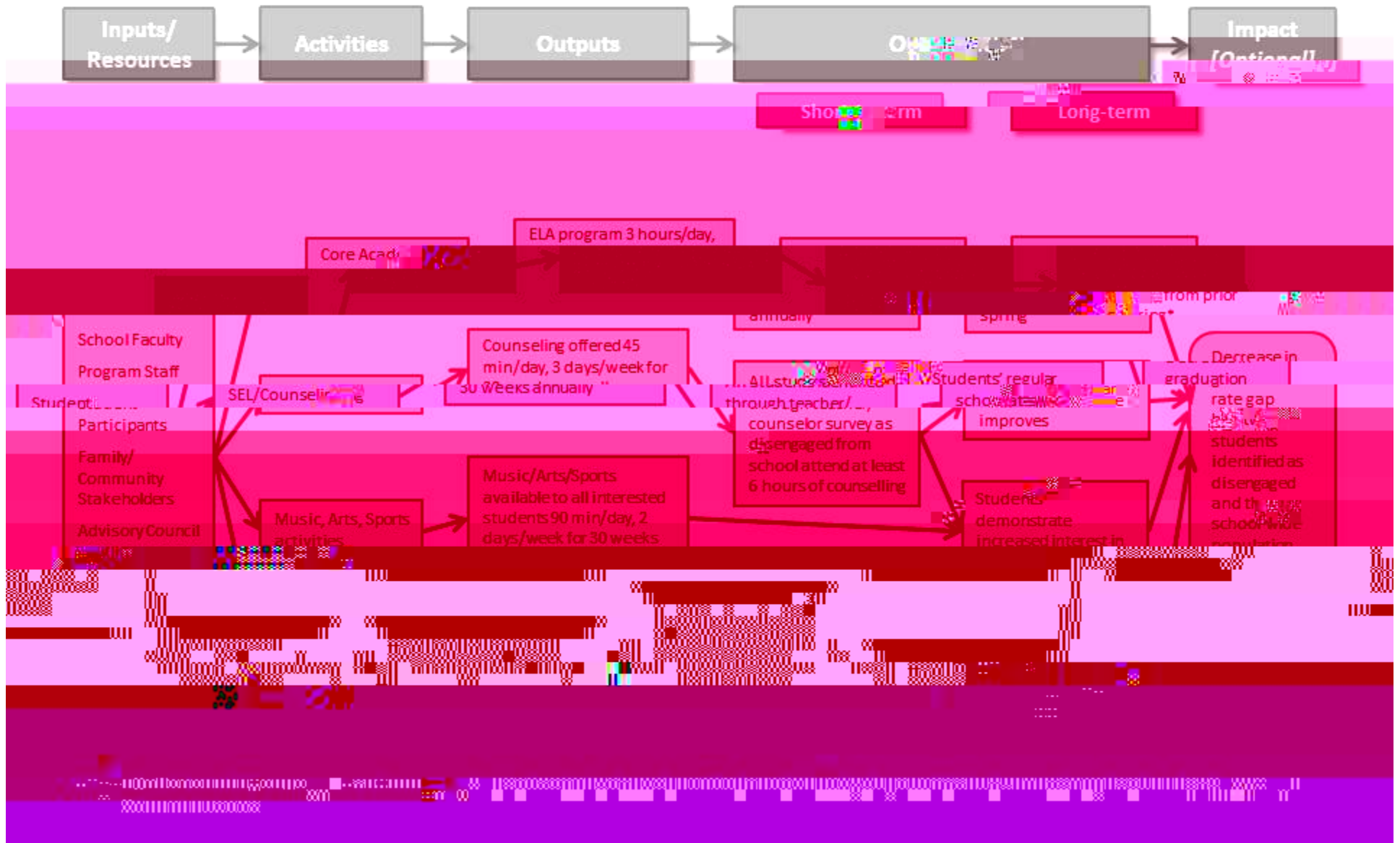
included in the program's activities to the target population, target population, or community



21CCLC Logic Model Template



21CCLC Sample Logic Model



COPY AND PASTE YOUR LOGIC MODEL HERE; you can use the above “template” or example as a guide, or you can use another format,

Program's successes and lessons learned based on evaluation findings¹

prior

Have any discussions or planning taken place around sustaining the program beyond expiration of the grant?

Yes No

Briefly describe the status of your sustainability plan. (For example: Which key stakeholders have contributed to the plan? Has it been finalized, or is it still under discussion? Is there a general consensus as to how well the plan is likely to support continued programming in lieu of a renewed 21CCLC grant?)

If there is at least a preliminary plan, please briefly list (potential) sustainability strategies here (bullet format is sufficient):

¹ Note: as specified in SMV Indicator H-7, grantees are required to communicate evaluation findings to families and community stakeholders. Evidence of implementation of the activities specified in Indicator H-7(a) and (b) can be strengthened if the evaluator can help provide the grantee with a summary of sharable findings, such as reported in this summary.

