

SUMMARY OF YEAR 3 FINAL LOCAL EVALUATION REPORT GUIDELINES

REPORTING REQUIREMENTS ESTABLISHED IN THE *EVALUATION MANUAL*

Beginning with Cohort 6 - 21st CCLC Grants, the New York State Education Department (NYSED) implemented local evaluation requirements that form the NYSED Local Evaluation Framework as set out in the *New York State 21st Century Community Learning Centers Evaluation Manual*. The required local program evaluation components as established by the NYSED Managers are presented and described in detail in the *Evaluation Manual*. The purpose was to focus on the provision of **local** evaluative services that “will contribute to continuous program improvement”. **Local evaluative services** may include the use of some of the data collected for the completion of the Annual Performance Report (APR) in the federal 21st CCLC Data Collection System, the evaluation process set forth in the *Evaluation Manual* is not limited by that data. Because this is a local evaluation report, some or all of the federal required data elements may not fit your report. For example, student State test scores may have little relevance in an Implementation Evaluation report. If you are using State test data in your Implementation Evaluation, and if that data is not available by the September 30, 2016 due date for this report, please just indicate where those scores would fit, complete the rest of the report, and submit it.

THE GUIDELINES

These Guidelines provide a summary of the basic information that must be included in the Year Three Final Annual Local Evaluation Report for the 21st CCLC Program in New York. Following of these guidelines is required. If you have a report format that you use, please just ensure the information detailed in the next section of these Guidelines is included in your report. For anyone who does not have a report format they want to use, we have provided a simple Evaluation Report Template starting on page 4 of this document.

As you begin to construct your final implementation evaluation report, be sure to include how the findings and recommendations from your last year’s implementation evaluation were utilized to strengthen and/or implement any adjustments during this program year. This includes but is not limited to:

- a. What did your evaluation tell you last year?
- b. What did you do about it? This can include a discussion on the steps or processes that were implemented and the results of those actions;
- c. What program outcomes were found? What indicators were used to measure those outcomes?

This final evaluation report should summarize the findings of all program service delivery activities and any next steps as we approach the final program year. Next year will reflect a summative evaluation that will compile your findings since the beginning of the grant.

Year Three Final Annual Local Evaluation reports are to be submitted directly to the New York State Education Department, on or before September 30, 2016.

PLEASE ENSURE THAT THE INFORMATION IN YOUR REPORT INCLUDES, BUT IS NOT NECESSARILY LIMITED TO, THE FOLLOWING:

Program Description – both as it was presented in the proposal and as it finally settled (because of any modifications during implementation).

- Please include specific information on the program’s target population as identified in the proposal and if the program has been successful in recruiting and retaining participants from that population. Please explain briefly if there have been barriers to recruitment or issues with retention of the target population.

Implementation Trajectory of the Program – this should be a summary of the information required in your Interim Report back in February or March, with any recent updates added. As a guideline, frame your discussion around how and why this program fits **one of the three** general statements, below.

EITHER:

- **The program as implemented is very close to the program as described in the original proposal.** Programs often go through considerable change between the proposal and the full roll-out. Please describe two reasons why you believe this program rolled-out close to the ‘as proposed’ design. Please provide supporting evaluation information and consider things such as the level of planning the program managers had in place, the quality of the program needs assessment data, the strength of the relationship between the program needs data and the intervention then designed, etc.,

OR -

- **The program as implemented is generally the same, but some details have been modified (activities, venues, etc.)** Program modification during roll-out is more the rule than not. What particular areas of the program needed modification and why do you think that was the case? Please provide evaluation information to frame your discussion and support your suppositions.

OR -

- **The program as implemented is very different from the one described in the original proposal.** Having a program change considerably between proposal and implementation can point to a number of things. Please discuss the root of the need for wide ranging changes to the program as implemented. Provide evaluation information to clarify your discussion and to point out any places where the reasons for needed changes may not be overly clear.

Also, please include any supporting evaluative information you have in these two areas in your discussion of your program’s overall implementation experience:

CONSIDER:

- Program roll-out is a difficult thing. **Based on your evaluation, please describe any barriers this program has faced during their efforts to implement this program.** We are interested in knowing if there is a set of 'typical' barriers faced by 21st CCLC programs, and if so, to explore how programs address them. For that reason, if this program has successfully dealt with one or more implementation barriers, we would appreciate your summary of how this was achieved.

AND

- **Difficult things often work out well during implementation, often to the surprise of all concerned.** We are interested in programs' experiences with the things (committed people, administrative attitude, partner cooperation, parent support, etc.) that made things go smoothly, or more smoothly than expected. Please remember to place this in the context of the supporting Implementation Evaluation data.

EVALUATION FINDINGS

As you would, please link the program activities undertaken and/or completed to Outputs and any Outcomes as provided by your Logic Model. If you have any data on them, please provide it here.

In this section, you should use the information collected through your monitoring to make any valid (data based) summative judgments.

CONCLUSIONS AND RECOMMENDATIONS

In this final section you may want to do a high level summary of the success and lessons of the program based on your evaluation findings. You may want to also communicate how the evaluation findings can or will be used (in terms of changes planned, etc.). Please list all key recommendations.



COVER PAGE AND TITLE

Make sure the name of your project, the name of the grantee organization, and your contact information is on the title page.

EXECUTIVE SUMMARY

Most evaluators include one of these in their reports, based on the experience that clients will read the summary and then flip to more detail on the points that interest them. The summary is of the main findings, lessons and recommendations from your Implementation Evaluation. Some people, depending on how busy they are, will only read the summary. This should be no longer than two pages.

INTRODUCTION

- Overview of the project and its goals.
- Key stakeholders and target audience.
- Program Logic Model, with Indicators (as an appendix)

This should include an overview of the project that is the focus of the evaluation, including the timeframe, main stakeholders, and project goals as designed and stated in the original proposal and as modified during this first full year of program operations. The project logic model should provide a graphic of how those attributes of the project ‘fit together’, again, now as implemented. Once this background is provided, the report should chronicle the implementation trajectory of the project, focusing on the information requested in the template and then providing any additional information your evaluation has collected.

EVALUATION FRAMEWORK

- Focus of the evaluation
- Key evaluation questions – if you use them, many of us don’t frame our work around questions
- Evaluation team
- Evaluation method (including its limitations) – only if your contract includes a final Impact Evaluation for this project.

You should include here the purpose of the evaluation, including the evaluation audience and what they want to know.

If you have not been contracted to provide an impact evaluation, the following should be skipped.

You may want to include the full monitoring and evaluation plan as an appendix. You should also provide an overview of the evaluation method as this will help the reader to understand why some of the data for that final evaluation is being collected now. Some find this easiest to do at this point using a table to highlight the quantitative and qualitative methods used as part of the full Implementation and Impact Evaluation.

EVALUATION FINDINGS

At this point in the Final Implementation Evaluation, findings are most probably about the short-term results (Outputs) and Outcomes you identified in the Logic Model. A good way to organize your evaluation findings is to use the planned program scope and characteristics, and report on how closely the program has been implemented 'as planned', and to present any changes made in context first. Most evaluators agree that programs are seldom (if ever) implemented completely as designed, but we also know that minor modifications during roll-out can have major impacts on program outcomes so your discussion should take that into consideration.

Following this discussion you should link the program activities undertaken and/or completed to Outputs and any Outcomes as provided by your Logic Model. If you have any data on them, please provide it here.

In this section, you should use the information collected through your monitoring to make any valid (data based) summative judgments. Remember in doing so you do not simply want to present data, but to interpret it into actionable information for program managers. You may choose to use graphics where possible.

Please remember you do not have to include all of the information you have collected, this is a formative evaluation report meaning that the program has not finished its work yet.

CONCLUSIONS AND RECOMMENDATIONS

In this final section you may want to do a high level summary of the success and lessons of the program based on your evaluation findings. You may want to also communicate how the evaluation findings can or will be used (in terms of changes planned, etc.). You should also make a list of key recommendations (which are also presented in the Executive Summary).

OTHER RESOURCES ABOUT EVALUATION REPORT WRITING

<https://captus.samhsa.gov/access-resources/tips-writing-evaluation-reports> - Substance Abuse and Mental Health Services Administration – health is miles ahead of education in the use of evaluation for program improvement. This gives a good outline of an evaluation report and what function the different report parts play.

http://betterevaluation.org/evaluation-options/final_reports - This is a group of evaluators whose purpose is to improve the quality, and thereby the usefulness, of evaluations being done in various environments. More detailed as a 'how to' than the SAMHSA site.