Annual Evaluation Report Guide (Year 1)

Purpose of this Document

At the request of the State Program Coordinator, this Annual Evaluation Report (AER) Guide was developed for evaluators of local 21st CCLC programs to use when they prepare their Year 1 reports. Information outlined in this guide are required for inclusion in the AER. Note that these requirements are aligned with the NYS 21st CCLC Evaluation Manual[1] and the original request for proposals, but they do not supersede reporting requirements indicated in those documents. (See for example beginning on page 19 the original Request for Proposals (RFP);[2] pages 6, 8-10, and 38-39 of the Evaluation Manual; and page 2 of the 2-14-18 Addendum to the Evaluation Manual.[3])

The intention of the AER is to provide information that will be valuable for grantees, and additionally, provide insights into the annual operation of local programs to the State 21CCLC Team. This Team consists of the NYSED Project Managers, and State subcontractors, the Technical Assistance Resources Centers (Rest of State and New York City), and State Evaluator (Measurement Incorporated).

For Year 1, the AER will focus on describing program design, initial successes and challenges to implementation, programmatic output (levels of activity), and planned evaluation methodologies and instrumentation. Preliminary outcome data can optionally be provided as available; outcome data are encouraged to the extent they are available and help to inform the primary purposes of the report.

Evaluators are welcome to use any report format they prefer, with the expectation that the report (1) provides information in a form that is useful to their clients, and (2) includes, at a minimum, the information described in this document and reporting requirements in the Evaluation Manual and RFP. Optionally, you may also include any further elaboration on the Evaluability Checklist that you feel are needed in any appropriate sections of this report.

Due date:

The State has amended the due date for this report from August 31st to **September 30th, 2018.**

Please contact the State Evaluation Team with any questions.

21st CCLC State Evaluation Team:

Jonathan Tunik, *Project Director*
Lily Corrigan, *Project Associate*
Bernadette DeVito, *Project Assistant*
21CEval@measinc.com | 1-800-330-1420 x203

---

[1] "New York State's 21st Century Community Learning Centers Evaluation Manual." Retrieved from:
http://www.p12.nysed.gov/sss/21stCCLC/NYSEvaluationManual.pdf.
[2] "RFP # GC17-001: ESSA, Title IV Part B – 2017-2022 21st Century Community Learning Centers Grant Application." Retrieved from
http://www.p12.nysed.gov/funding/2017-2022-21st-cclc/2017-2022-21st-cclc-grant-application.pdf.
[3] Provide link

Required Contents of the Year 1 Annual Evaluation Report

Cover Page with Report Title

- Project name
- Name of the Grantee Organization and Project Director
- Date of report
- Evaluator's contact information

Executive Summary (1-2 pages)

- Brief summary of project
- Summary of key findings
- Summary of key recommendations

Program Description

Describe the project, project goals, key stakeholders and target audience. *Briefly* summarize:

- How the program objectives and program activities align with the school's regular academic program and students' academic needs;

- How the program is based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;

- Research evidence and/or theory supporting the expectations that the program will help students meet State and local academic standards; and

- Status of development of the program Logic Model, with indicators.

    Include the complete Logic Model graphic (or most recent draft) as Appendix A

- Both the program description and the logic model should explicitly highlight any *intentional* changes made since the original application; the narrative should include a summary of the *extent* of those changes (addressing whether the current program design is very close to the original proposal, generally the same but with modifications, or very different from the original proposal), as well as the rationale for those changes. These highlights should reflect intentional modifications; any unintentional "program drift" should be discussed in the Evaluation Findings.

Evaluation Framework and Plan

Summarize the program's Implementation Evaluation processes (Evaluation Manual, Section Three: *NYSED Local Evaluation Framework's Implementation and Outcome Evaluation Processes*, p.25), including but not limited to the following:

Evaluation Framework

Describe how the evaluation is aligned with:

- the goals, measurable objectives and the expected outcomes of the program
- the current 21st CCLC Federal Performance Indicators

Include descriptions of:

- The focus of the evaluation, describing the formative and summative design;

- Key evaluation questions – including

    o the need that the 21st CCLC grant is meant to address, and

    o goals and objectives for process and formative outcomes, as well as summative outcomes if applicable; and

- The evaluation team, including a brief description of roles & responsibilities of key team members.

Evaluation Plan

Include the complete Evaluation Plan, preferably in tabular form, in the appendix (See sample table headers in Appendix B)

- List the **Variables or Performance Indicators** that provide evidence about progress towards objectives.

- Describe the **Data Sources/Instruments and Data Collection Methods** used to obtain data to inform these indicators, and the time data were collected.

- Summarize your plans for **Data Analyses** used (qualitative and/or quantitative), including efforts to associate program outcomes with program activities (correlation, causation, qualitative evidence).

In the narrative, include:

- How relevant stakeholders (including program staff, students and families) have meaningful involvement in the evaluation process;

- How evaluation data are used to monitor progress and inform continuous program improvement;

- A discussion about the strengths and limitations of data collection instruments and methodology, including potential threats to validity, and any strategies that will be employed to address those limitations;[4] and

- a discussion about the strengths and limitations of data analyses, including potential threats to statistical conclusion validity, and any strategies that will be employed to address those limitations.

Engagement & Communication

- Describe the efforts the evaluation team made to strategically plan evaluation activities so they would not interfere with program activities.

- Describe the ongoing efforts the evaluation team undertook (processes used and/or products created) to communicate formative findings to program staff for the purposes of program improvement. *Discuss the impact of these efforts in the Evaluation Findings, under Evaluation Utilization.*

Implementation/Process Evaluation Findings

- Describe the status and results of formative qualitative and quantitative data analyses.

    o Present results linked to program implementation/operation objectives (include response rates by data source).

---

[4] Note that it is not expected that every data collection instrument has undergone formal psychometric studies establishing validity and reliability; however, if such evidence is not available, the report narrative must include a discussion of the extent to which the instruments meet the AEA evaluation principles, as discussed in the Evaluation Manual Addendum dated 2/14/18 under "Requirements for all major data collection instruments that are locally-selected or locally-developed" [provide link]

- o Summarize key findings about:

    - fidelity of implementation to the program as currently designed, and extent of unintended program drift, if any, from the current design, including strategies to minimize it;

    - success in meeting intended target populations;

    - quality of the point-of-service interactions;

    - the quality of the program's links to the school day/school day staff;

    - outreach efforts to recruit and retain students;

    - parent engagement efforts;

    - performance assessment/ internal quality improvement efforts (staff training/coaching, fidelity checks, QSA process, etc.);

    - extent and reasons for any barriers to program implementation; and

    - how the program is addressing those barriers.

Evaluation Utilization

- Summarize the program's utilization of evaluation feedback (Evaluation Manual, Section Four: *Communicating Findings for Optimum Utilization*, p.37).

Conclusions & Recommendations

- Present a high level summary of the program's successes and the lessons learned based on your evaluation findings.

- List all key recommendations and actionable information for program managers derived from your findings, including strategies to address ongoing challenges. Include any recommendations that may be relevant to other OST programs.

- Include discussion of any program sustainability plans, if they have been initiated.

APPENDIX A: Program Logic Model

- This should represent the most up-to-date version, highlighting any modifications since the program began. A simplified example of a program logic model template is provided below. For a more in depth description of the components included in a logic model, refer to the Evaluation Manual, Appendix 4: *The Logic Model Process Deconstructed.*

Inputs	Activities	Outputs	Short-term Outcomes	Long Term Outcomes/ Impacts
• Resources *• Staff* *• Facilities* *• Equipment* *• Funds*	**Point-of-service activities:** *• Services for students* *• Services for family/ community members*	*• Number of students who received services* *• Number of family members who received services*	*• Participating students increased targeted skills, knowledge, behavior, attitudes* *• Family members increased targeted skills, knowledge, attitudes*	*• Participating students:* *increased school attendance* *improved GPA/ exam scores* *decreased behavior incident reports*

APPENDIX B: Evaluation Plan

- Sample headings for an Evaluation Plan table:

Evaluation Question	Variable(s)/ Indicator(s)	Data Collection Method/ Instrument	Analyses	Date of Data Collection