

Introduction:

This optional Year 4 Report Template is intended to help guide evaluators of local 21st CCLC programs as they prepare their final reports.

*Note that the State has amended the due date from August 31st to **September 30th***

The Year 4 Report Template is aligned with the guidance provided in the NYS 21st CCLC Evaluation Manual¹ (p.38). It borrows the same structural framework proposed in the optional, Year 3 Report Template² and has adapted it to include a greater emphasis on summative report elements.

Please contact the Statewide Evaluator with any questions.

COVER PAGE WITH REPORT TITLE

- Project name
- Name of the Grantee Organization
- Evaluator's contact information

EXECUTIVE SUMMARY (1-2 pages)

- Summary of key findings
- Summary of key recommendations

INTRODUCTION

- Description of project, project goals, key stakeholders and target audience
- Reference the Program Logic Model, with Indicators. Include an overview of the **key** program changes that may have occurred over the course of the four years of operation; discuss the extent to which these changes reflect intentional modifications to, or unplanned deviations from, the original program model (program drift). *These program changes can be discussed in greater depth in the Evaluation Findings section*

****Include the complete Logic Model graphic in Appendix A* Please highlight any changes made to the logic model since the original application (which should reflect intentional modifications, not unintentional "program drift")***

EVALUATION FRAMEWORK

Evaluation Approach

- Focus of the Evaluation, describing the formative and summative design
- Key evaluation questions
- Evaluation Team

This could include a brief description of roles & responsibilities of key members inside the team

Evaluation Plan

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

- List the **Data** linked to indicators that were collected to evaluate of each of outcomes in the Logic Model
- Describe the **Methods & Instruments** used to collect data, and the time data were collected; include a discussion about the strengths and limitations of the methodology, including potential threats to validity
- Describe the **Data Analyses** used (qualitative and/or quantitative), including efforts to associate program outcomes with program activities (correlation, causation, qualitative evidence)

¹ "New York State's 21st Century Community Learning Centers Evaluation Manual." Retrieved from: <http://www.p12.nysed.gov/sss/21stCCLC/NYSEvaluationManual.pdf>

² "Third Year Final Annual Evaluation Report Optional Template." Retrieved from: <http://www.p12.nysed.gov/sss/documents/21stCCLCLocalEvaluationReportTemplateandGuidance.pdf>

Engagement & Communication

- Describe the efforts you/ your team made to strategically plan evaluation activities so they would not interfere with/ disturb program activities
- Describe the ongoing efforts you/ your team undertook (processes used, and products created) to communicate formative findings to program staff for the purposes of program improvement. **Discuss the impact of these efforts in section the Evaluation Findings, under Evaluation Utilization.*

EVALUATION FINDINGS

Implementation/ Process Evaluation

- Year Four: (1) Present results of data analyses linked to program implementation/ operation objectives (include response rates by data source); (2) summarize key findings
- Years 1 – 4: (1) Synthesize results over time, analyzing data trends; (2) summarize key findings; In addition to findings about the type of program offerings and quality of the point-of-service interactions, report any findings related to the quality of: (1) the program’s links to the school day/ school day staff; (2) outreach efforts to recruit and retain students; (3) parent engagement efforts; (4) performance assessment/ internal quality improvement efforts (staff training/ coaching, fidelity checks, QSA process, etc.)

Outcomes/ Impact Evaluation

- Year Four: (1) Present results of data analyses linked to program outcomes (include response rates by data source); (2) summarize key findings
- Years 1 – 4: (1) Synthesize results over time, analyzing data trends; (2) summarize key findings
- Report any evidence-based unintended positive or negative impacts
- Report how the program has impacted all relevant stakeholders: students, families, community members, program staff, school staff
- Include a discussion of reasons for any objectives that were not met
- Include a discussion of how any modifications in program implementation may have facilitated or hindered achievement of objectives and impacts
- Include a discussion of how any variations in fidelity may inform inferences about impact

Evaluation Utilization

- For Years 1 – 4, provide evidence of the program’s utilization of evaluation feedback, if available (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, including any relevant to other OST programs
- Include discussion of program sustainability plans

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* (p.8).

Inputs	Activities	Outputs	Short-term Outcomes	Long Term Outcomes/ Impacts
<ul style="list-style-type: none"> Resources Staff Facilities Equipment Funds 	Point-of-service activities: <ul style="list-style-type: none"> Services for students Services for family/ community members 	<ul style="list-style-type: none"> Number of students who received services Number of family members who received services 	<ul style="list-style-type: none"> Participating students increased targeted skills, knowledge, behavior, attitudes Family members increased targeted skills, knowledge, attitudes 	<ul style="list-style-type: none"> 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/ Indicator	Data Collection Method/ Instrument	Analyses	Date of Data Collection