

Overview of Local Evaluation

NYS requires all 21st CCLC programs to have an independent evaluator; this is a qualified individual or firm, external to the organization, who contracts with the program to study and report on the annual implementation efforts and effectiveness of programming. Their primary role is to analyze program data to learn, value, and help communicate insightful findings, and to track the program's progress achieving objectives.

There are important features of local, independent evaluation that distinguish it from other review processes, such as standardized performance monitoring or in-house self-assessment.

1. Local evaluation is improvement-focused and sensitive to the uniqueness of each program, not a one-size-fits-all comparative assessment. It entails close, focused study of implementation efforts and progress indicators, including signs of success and innovation. Evaluation provides program stakeholders an opportunity to learn about what's working well for whom; how leaders, staff and stakeholders are experiencing activities; and what strategic or structural changes may enhance processes and outcomes for multiple stakeholders.
2. A qualified, independent evaluator brings a set of specialized, applied research skills and offers valuable insights to program leaders. Their partnership can help program stakeholders expand their perspectives and increase their knowledge about how their program operates.

The NYSED Program Office has determined that the most effective model of evaluation is a **Participatory Approach** wherein the evaluator serves as a collaborative partner, engaging stakeholders in the evaluation design. They use an improvement-focused lens and are responsible for providing both formative and summative findings reports containing evidence-based, actionable recommendations.

Supports provided by the Local Evaluator

- ▶ Participating in **Advisory Board meetings** as a non-voting member. The evaluator will have the opportunity to share updates about the evaluation, including any recent findings and upcoming data collection activities.
- ▶ Participation with program leaders in the **Evaluability Process**, in Year 1, and an annual **Planning & Readiness meeting** in Years 2 - 5. This collaborative meeting occurs in advance of the start of the program year; it involves a review of the Evaluation Plan & Logic Model/Theory of Change to incorporate updates and check alignment with the program's annual Implementation Plans. The evaluator can present these updated planning documents as part of the **1st Advisory Board Meeting**, or in a separate planning meeting with program leaders.
- ▶ **Ongoing, active communication and correspondence.** The evaluator will help programs track progress and prepare for upcoming events/data collection activities through regular calls and messages. The evaluator will be available and responsive to program needs and requests, as per the mutually agreed-upon **Communication Plan**. This document can be a component with the **Evaluation Plan** (see, below), or a stand-alone Plan.

- ▶ **Two, Biannual Site Visits.** The evaluator conducts the 1st Site Visit within the first half of the program year, and the 2nd Site Visit in the second half of the year. Visits are coordinated with program leaders, site leaders, site staff, and the Education Liaison. Structured, mutually agreed-upon activities may include interviews with Program personnel, document review, observational walkthroughs (with a checklist/protocol), and other information gathering procedures. Formative **reports summarizing key findings** will be provided by the evaluator shortly after each visit (see **Findings Briefs**, below).
- ▶ A facilitated, interactive **Presentation of Findings & Recommendations** at the end of the program year. This is a review of the end-of-year, or summative findings, where the evaluator shares results from all data collection activities (observations, surveys, interviews), and an explanation of the actionable recommendations, and engages in an open Q & A to help clarify information and receive requests and feedback from program leaders. The evaluator can present this at the 4th, year-end, Advisory Board meeting, or at a separate meeting with program leaders.
- ▶ **Annual Evaluation Report (AER).** The evaluator gathers information into a reporting template called the AER which gets submitted to NYSED by September 30th. Program leaders must review the AER prior to submission to the State. The AER Template collects end-of-year evaluation information in a way that allows for a systematic review by members of the state-level leadership team. It also serves as guidance for evaluators to check alignment with NYS 21CCLC evaluation requirements and performance metrics. 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.
- ▶ Support in preparing for, and active participation in, a **Site Monitoring Visit (SMV)**. Evaluators perform a key role in this process: they contribute documentation evidence into the indicator folders shared with the Resource Center staff, particularly in Section H of the SMV Tool. Then, they are present during the visit – in-person or virtually – to answer questions and provide additional insight related to the evaluation, data management, and improvement planning.
- ▶ **Program Modifications.** Evaluators need to review any proposed program modifications before they are submitted to NYSED for formal approval. Modifications to the program’s original design impact the evaluation plan and, potentially, the performance objectives, so evaluators need to be prepared to align these.
- ▶ Contribution to the **Quality Self-Assessment (QSA)** Process. Some evaluators will provide program leaders with information, and/or guidance, to assist in internal self-study activities like the QSA. *Program leaders and Data Managers can check their contract and agreed-upon work plan with the evaluator to confirm the evaluator’s role in these activities.

Instructions for Evaluators

- ▲ Consult the [NYS 21CCLC Local Evaluation Framework & Timeline](#).
- ▲ Visit the **[Resource Centers’ Evaluation webpage](#)** for information related to EZReports, the Data Manager Role, the GPA calculator, and Government Performance & Reporting Act (GPRA) Measures.
- ▲ Email Lil with the Statewide Evaluation Team to receive access to the Evaluators’ Network Resource Library: a google drive folder containing guides, tools, and templates. lcorrigan@measinc.com.

Key Deliverables provided by the Evaluator

✓ **Evaluability Checklist & Communication Plan** co-created with program leaders in Year 1.

Evaluability Checklist

Required Information of the Program Leader & Local Evaluator completing this process:

Lead Agency	Name
Last four Digits of Project Number (last 4 digits ID)	XXXX
Program Director/Manager	Name
Local Evaluator & Company	Name, Company

Instructions for Completion & Submission:

- Read the purpose, process guidance, and submission requirements.
- Follow the guidance by reviewing each item in the three-stage process.
- Save the completed, signed document as Agency Name Evaluability Checklist.
- Email the doc as a PDF to the NYSED Program Office.

Due to NYSED by December 31st in Year 1

Sample [Project] 21st CCLC Program Evaluation Communication Plan

ABC Evaluation is proposing this Communication Plan to support project leaders and the evaluator in a clearly defined set of expectations for the flow of information, and to help ensure a successful project.

Points of Contact & Communication Goals

- Jane Smith, of ABC Evaluation will be the primary contact for project leaders, partners, and stakeholders throughout the project, ensuring continuity.
- The Program Director (NAME) for the grant will serve as the primary contact for the evaluator, keeping the evaluator up to date on program adjustments, data needs/requests, Advisory Board events, and other activities.

Protections for Information Sharing

- Student information will be housed in the EdReports system. However, if there is any transfer of sensitive information (e.g., student data), ABC Evaluation uses **Class ShareFile** for the secure transfer. ABC will provide specific details and protocols with project leaders.
- HERE IS A LINK** to a document prepared by ShareFile regarding data safeguards.

Sample available in MI's Evaluators' Network Resource Library

✓ **Evaluation Plan with Logic Model/Theory of Change** co-created and updated.

Evaluation Planning Tips

Consider using a **planning & reporting template** to map out/organize the following key components of an Evaluation Plan:

The content for this plan can be taken from the **Template for Goals & Objectives** in your grant proposal. That repositioned, here, and sharpened into finer definition.

Measurable Program Objectives	Program service Recipients	Precise Performance Indicators (PIs)	Data Collection Methods & Instruments
Targeted aims/ intended results of the program activities provided to serve participants. *Program activities are designed to meet recipient/participant needs, match their interests.	Define the activity participants' populations selected to receive the programming by key identifiers. > Students/At-risk Learners, in what grades, with what types/levels of need > Parents/Adult Learners	Translate the Measurable using SMART Criteria : <ul style="list-style-type: none"> Specific: targets a clear improvement for a specific population. Measurable: states a condition that can be assessed, and assessed, including in analyses (can include assessment). Achievable: realistic given baseline conditions and available resources. Relevant: aligned to program activities, school day academics, GPRA indicators. Time-bound: specifies when the goal will be achieved. 	Identify data sources to generate robust Response Rates

Reviewed & updated annually @ Q1 Advisory Board Meeting

ABC 21st CCLC Evaluation Plan for School Year 2023-2024

OBJECTIVES	ACTIVITIES	PERFORMANCE INDICATORS	MEASURES / DATA SOURCE	WHEN DUE	ANALYSIS
Program Objective 1.1.1: The 21 st CCLC will...	ELA enrichment for 4 days/week	75% of youth will attend 2hrs or more for a rate of 90%	Attendance sheets	1.1 Form	Data Management

Logic Models

A generic **Logic Model Template** shows one possible structure in more detail.

21CCLC Logic Model Template

```

    Report/ Resources -> Activities -> Outputs -> Outcomes -> Impact (Reporting)
    (Short term, Long term)
  
```

✓ **Site Visit Findings Briefs**. Concise reader-friendly reports communicating a summary of findings from Site Visits.

Due to programs shortly after each of the two required, annual visits:

Fall Visit (Sept-Nov)
Spring Visit (March-May)

First Site Visit Findings Brief Program Name

Prepared by Evaluator and submitted on [This Date]

Purpose for the First Visit:

The first annual site visit is conducted within the first 90 days of the program year. It is used to assess initiation efforts and discuss progress for implementation.

How prepared the program is to begin full scale of service operation? What is the status of the following systems and elements?

- Staff have been hired and assigned.
- Site locations, schedules, and transportation logistics have been established.
- Program services and reporting procedures are established and clearly communicated.
- Partner services providers are ready to perform in their region.
- Systems are established to track the program's progress.
- Communication procedures are in place to connect with schools, families, and community partners.

Activities performed

- Reviewing with Program Director (or Coordinator), Data Manager, Education Liaison, etc.
- Reviewing with program leadership.
- Observation Checklist used to collect and organize information.
- Interviews conducted with program leadership, staff, and community partners.
- Information was analyzed and summarized into the enclosed Findings Brief.

Summary of Key Findings

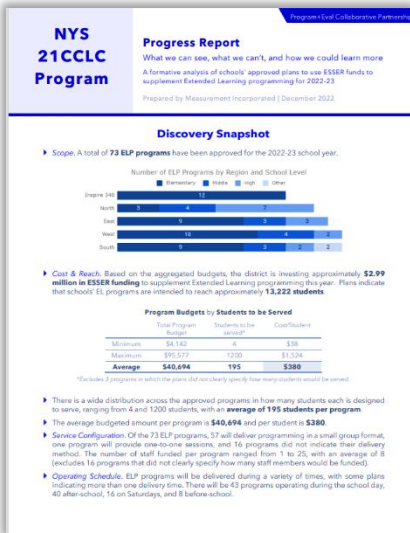
Bring your data stories, story, to summarize your findings. Consider organizing a three-point ending system to help to make your findings more digestible. Your readers will appreciate the clarity of the findings.

- Identify the list of items and discuss them clearly, identify areas that are fully met, partially met, and areas that are not yet met.
- Identify areas where you were not able to see progress and discuss what you can do to address it.
- Comment on any outstanding items that you need to follow up on.

Recommendations & Next Steps

- For programs where (Identify Letter) status: status address the program intends to take in the next 90 days.
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✓ **Interim Evaluation Report.** Mid-year summary of program progress, featuring a review of enrollment/attendance data and other formative results, and providing improvement-focused recommendations. *Not to be confused with NYSED's Mid-Year Report (MYR) survey sent to Program Directors annually in February.



Due to programs halfway through the year (**Feb-March**)

There were several themes that emerged from ELP Coordinators' open-ended responses about what was working well in their programs. Most mentioned the program was using data to identify students for targeted interventions, measuring students' growth, and adjusting supports accordingly. Another common theme was the importance of small group instruction where staff and interventionists pay attention. Several respondents also commented that they found the **design school tutoring model** to be very effective, as it avoided the potential challenges of whether regular hours of instruction are set for before, during or after school. Other concerns included the success of hiring **retired teachers as tutors**, the importance of integration with other programs in the school, especially MTSS, and the need for **strong administrative support** from school leadership working in close partnership with the ELP Coordinator.

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Year 2 Progress Update: Extended Learning | Mi+Ws/FCS | August 2023

✓ **Annual Evaluation Report (AER)** featuring summative, end-of-year program results & recommendations.

Revised JUNE 2023

Annual Evaluation Report (AER) TEMPLATE

for NYS 21CCLC Local Education Agencies

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 you in this process, we have provided a list of questions to guide your observations. All items/artifacts submitted to NYSED should be shared or used outside of the review process without exception. Evidence of completion of site visits is required for compliance.

Section VI: Evaluation Plan & End-of-Year Results Tables

Example

21CCLCs 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.

Target	PI Measures	Analysis performed	Sample Studied	Was PI Met?	Results
100% of participating ENL/MLL students receive integrated EL supports	Program schedules Observation w/ protocol	Review of operating dates, days, and hours Observations verify enrichment programming	100% 30 ENL/MLL students in 2 afterschool classrooms were observed and weekly lesson plans for these classrooms were reviewed	Partially	Site A offered ELA activities for 3 hrs/week 3 days/week for 30 weeks. Site B had staffing limitations and offered ELA for 2 hrs/day x 2 days/week for 28 weeks.
90 students will participate in a STEM class for at least 30 hours each year	EL2 Reports lesson attendance records	Observative statistics analysis of EL2 Reports data	100%	No	30 students participated in 30 or more hours of STEM classes

Due to NYSED by **Sept 30th** after each program year

✓ Contributions to **Action Plans/Improvement Plans** and the **Sustainability Plan**. Local evaluation findings and recommendations are to be included in the program's continuous improvement plans. Request assistance from the Evaluator, as needed.

Plans reviewed & updated annually after receiving end-of-year evaluation report